

USING ROLE-PLAY ACTIVITY TO IMPROVE THE MOTIVATION OF HIGH SCHOOL  
EFL LEARNERS IN CHINA

The attached seminar paper by Qianru Xie entitled "Using Role-Play Activity to Improve the Motivation of High School EFL Learners in China", when completed, is to be submitted to the Graduate Faculty of the University of Wisconsin-Platteville in partial fulfillment of the requirements for the Master of Science in Education degree, for which 3 credits shall be allowed, is hereby:



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USING ROLE-PLAY ACTIVITY  
TO IMPROVE THE MOTIVATION OF HIGH SCHOOL  
EFL LEARNERS IN CHINA

A Seminar Paper

Presented to

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By

Qianru Xie

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## Abstract

### USING ROLE-PLAY ACTIVITY TO IMPROVE THE MOTIVATION OF HIGH SCHOOL EFL LEARNERS IN CHINA

Qianru Xie

Many problems exist in the traditional way of teaching English in China. Role-playing may help solve the urgent problem of making students more active in class by creating a relaxed atmosphere. This study explores whether role-playing activities can improve the motivation of high school EFL learners, and if so, to what extent and how does it do this? Can role-play activity improve achievement as well? Three stages of research procedure were conducted: a pre-test of English achievement and a motivation survey; the use of an experimental and control class in the teaching process; and finally, a post-test of English achievement and the motivation survey.

The research data shows that role-play does improve student motivation as defined in our study, especially instrumental and external motivation. While it may in other circumstances contribute to the achievement of students' English achievement, it did not do so in this study, so it is inferred that role-play may not be the best way to teach grammatical knowledge like the attributive clause.

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## **Chapter I: Introduction**

“The popular conception of role-play,” as described by J.M. Purcell (1993), “is that of a person who assumes another identity, either real or fictitious, for the purpose of presenting an event as interpreted by the new character”( p. 912). In a language class, role-play activity can help learners to review knowledge they have previously learned, such as vocabulary, grammatical structure, cultural background, etc. Because learners need to work in pairs or in groups for role-play activities, this approach may also help them have a clearer understanding of teamwork, their roles in the team, and the necessity of clearly communicating with each other. All these factors can effectively improve the proficiency of the foreign language learning. But during the learning process, other elements like interest, motivation and attitude are also influenced when applying role-play activity.

### **Statement of the Problem**

It is very common that high school students in China have difficulty in using complete sentences to express their ideas or feelings in English though they have been learning English since grade three in primary school. Most of their motivation of learning English is just to pass the required exams and get higher scores. Meanwhile, many teachers who have been accustomed to teacher-centered classrooms think that role-playing activities can't give students “something concrete and tangible to go home with” (Gatbonton & Segalowitz , 2005, p.4). These concepts

make the students lose interests in learning English and lessen their ability of communicating in English.

The research questions for this study are:

1. Can role-play activity improve the motivation of high school EFL learners?
2. If yes, to what extent and how does role-play activity improve learners' motivation?
3. Can role-play activity improve the achievements of high school EFL learners?

### **Definition of Terms**

**Role-play** is a task-based approach that can create the atmosphere for foreign language students to “practice social contexts of the communication” (Aliakbari & Jamalvandi, 2010, p.21).

**Learning Motivation** is related to a kind of main driving force to stimulate students' language learning and keep a long-term but boring learning process.(Locke.E,1996)

**English as a Foreign Language (EFL)** refers to learning English taught as a foreign language rather than as a second or other language in a locale where there are few native English speakers..

**Teaching English as a Foreign Language (TEFL)** refers to teaching English to students whose first language is not English in a locale where there are few native English speakers.

### **Purpose of the Study**

The purpose of the study is to explore that by applying the role-activities in high school English classroom in China, teachers can help students to improve their learning motivation and English proficiency.

### **Significance of the Study**

The study of role-play activity is important to the practice of improving EFL learners' learning motivation and English proficiency. It can not only help students to review the vocabulary and grammatical structures, but also enhance students' motivation of learning a new language (Purcell, 1993). This work hopes to make an impact on the use of role-play activity and should be of importance to others seeking information related to best practices. Role-play offers significant meaning to pedagogy. For the instructor, role-play is a versatile activity that can activate classroom climate and motivate students' interest in the foreign language and culture. For the learners, they can get benefit not only in language acquisition, but also in communication skills (Maxwell, 1997).

### **Delimitation of the Study**

This secondary research was conducted in and through the Karmann Library at the University of Wisconsin-Platteville. Searches of the literature were conducted via the Internet through EBSCO host with ERIC, Academic Search Elite and JSTOR as the primary sources. Key search topics included "role-play", "motivation", "EFL", "China" and "high school students." Because the subjects are high school students in China, the current development in this field in China and scholarly research connected to it available in China is vital to this research. Therefore the literature review also was conducted in and through CNKI (China National Knowledge Infrastructure).

The primary research was conducted in No. 4 High School, Yiwu, Zhejiang Province in China via questionnaires and descriptive studies.

## **Methodology**

My literature review focused upon the studies of the impact of role-play activities on EFL learners and the effectiveness of improving students' learning motivation by applying role-play in high school classroom.

With that literature as a basis, I designed role-play activities and conducted descriptive studies to explore their effectiveness of arousing students' motivation in learning English. I also designed a pre-test and post-test to find the students' preference of using role-play activity to improve their learning motivation.

## **Chapter II Review of Literature**

Language is always considered the bridge to different cultures. People learn a foreign language to communicate and interact with people from other parts of the world. In the history of teaching a foreign language, teachers developed a series of practical methodology. Among those widely-applied methods in FLT (Foreign Language Teaching) classroom, role-play or role-play activity has been taken up enthusiastically. Its influence in many different disciplines got the attention of language teachers and become one of the important elements in many language teaching approaches.

### **What is role-play?**

Role-play has been given many different definitions. In 1932 the concept of role-play was first introduced by the founder of psychodrama and the foremost pioneer of group psychotherapy, Jacob Levy Moreno, to help patients to release their anxiety through playing roles under the guidance of the psychiatrist. Later in the 1960s, some theorists in the United States brought it into English classrooms. One such theorist, Arasteh (1960), stated that the major task of this type of teaching is “to introduce the act, the game and the role and thereby provide realistic situations in which the students will be able to learn the language in a meaningful and active way” (p. 349).

Since then, role-play activities have become a very popular teaching method. Paulston and Burde (1976) refined the earlier definition to describe role-play as a process in which teachers assign specific roles to language students in the activity, and then students act out their roles extemporaneously according to the characters they have been given. That leads us back to Purcell's famous quote (1993), that "[t]he popular conception of role-play is that of a person who assumes another identity, either real or fictitious, for the purpose of presenting an event as interpreted by the new character" (p. 912).

Later theorists continued to build upon Purcell. For example, Aliakbari and Jamalvandi (2010) indicated directly that role-play is a task-based approach that can create the atmosphere where foreign language students can "practice social contexts of the communication" (p.21). Now we can regard role-play as a teaching activity in which students play roles by simulating the real life scenario to practice the language knowledge as well as the communicative skills.

Role-play, along with games, puzzles and other forms of activities, has become the commonly used means of the Communicative Approach to language teaching. In doing so, it emphasizes that the goal of language learning is the communicative competence (Littlewood, 1981). Communicative competence, a term coined by Dell Hymes in 1966, has since been developed and practiced by many researchers who assert that to communicate effectively in a language, speakers should have more than grammatical competence. They must master other facets of communication. As Canale and Swain (1980) pointed out, communicative competence refers to the knowledge of the target language and the skill that one uses to perform the knowledge in real communication situations. Although the value of communicative approach is widely acknowledged, according to Gatbonton and Segalowitz (2005), many foreign or second language teachers are accustomed to the traditional way of teaching methods. Such teachers

have difficulty accepting activities like games and role-plays as “real teaching.” Those teachers who have been quite used to the teacher-centered classrooms think that the activities cannot give students “something concrete and tangible to go home with” (p.4).

### **The advantages of role-play activity in FLT**

Role-play activity provide a chance for language learners to review knowledge they have previously learned, such vocabulary, grammatical structure, the cultural background of expressions, and so on. They will need to not only intellectually review but to become immersed while playing roles and actually use the target language to communicate. Learners need to work in pairs or groups, which should help them think of communication as a type of teamwork, understand their roles in the team, and use the skills to communicate. All these factors can effectively improve the proficiency of the foreign language learning. But there are still other factors we need to put into consideration when applying role-play activity.

Contemporary theorists consider role-playing one of the most effective “means of simulating real-life communicative scenarios within the classroom context” (Edstrom, 2013, p. 274). Anne Edstrom (2013) studied the students’ collaborative preparation of role-play activity in second language classroom. In her analysis, the university students in an intermediate Spanish class confronted four types of L2 deficit (grammar, pronunciation, spelling, and vocabulary) in preparing written-scripts for the role-play. The author studied Swain’s output hypothesis (1985), which describes the relationship between output and language learning or knowledge acquisition. And Swain (1995) also pointed out in the article “Three functions of output in second language learning” that the output of the preparation can help the students to notice the shortage of their own language learning, hence they should try ways to solve the vocabulary and grammatical

problems using the resources they have at hand. Through this process, students can confirm the linguistic knowledge they have already gained as well as improve their understanding of the rules of using L2 to communicate with their classmates.

Role-play activity can undoubtedly develop students' speaking ability. To investigate the impact of “role-play” on speaking ability, Aliakbari and Jamalvandi (2010) randomly selected 60 EFL sophomores in different universities and divided them equally into the experimental and control group according to their scores on IELTS, “a test of academic and vocational English, produced by the University of Cambridge Local Examinations Syndicate (UCLES), and jointly managed by the British Council and IDP Australia”(p. 22). The test, widely used by U.S. and U.K. colleges as part of admission criteria, lasted for two months and included three sections. On the basis of task-based language teaching, the subjects in the experimental group were given cards with roles to be practiced in the class while participants in the control group were given materials based on traditional foreign language teaching method. After two months, the data showed clearly that “the experimental group has outperformed the control group” (p.24). In other words, the learners’ oral ability can be effectively improved by applying the role-play activity in foreign language teaching.

In addition to the promoting of knowledge acquisition, role-play brings a variety of experience to the classroom. Purcell (1993) claimed that the youngsters are enthusiastic to assume that they have other identities, and role-play activity in the classroom is a safe way for students to experience the role they are pretending. In this way, children can use the imagined role as a shield so they can express themselves openly without anxiety or shyness. Verbal skills as well as leadership skills can get developed through the interaction.

## **Types of role-play**

A variety of terms have been coined to describe the use of real-life scenarios in the foreign language classroom: “simulation, role-simulation, drama, scenic play, and dramatic play, to name but a few” (Brash & Warnecke, 2009, p. 100).

Littlewood (1981) classified role-play into six types: Role-playing through cued dialogues; Role-playing through cues and information; Role-playing through situation and goals; Role-playing through debate or discussion; Large-scale simulation activities; Improvisation. According to this classification, in the first three types, teachers can control the content of the role-playing to varying degrees. While in the last three types (role-playing through debate or discussion, large-scale simulation activities and improvisation), students have much more freedom to create the characters according to their understanding of the roles. On the basis of Littlewood’s theory, different types of role-play are divided from different angles. From the perspective of the training of the students’ creativity, role-play can be viewed as imitative and creative. From the perspective of preparatory work, role-play can be sorted as prepared one and improvisational one. As for the members of the role-play, it can be single work, pair work or group work.

After summing up the rules, Li (2012) concluded four types of role-play in the thesis *The applied study of role-play in classroom teaching of English in China*: a full control type of role playing. In this type of activity, the settings, lines and actions have already been designed and written on the cue cards, and after preparation students only need to act out their roles according to the information on the cue cards. This makes the process of role-playing smooth, for students have less pressure of understanding each other.

b. Half of control type of role playing. The agenda is pre-set on one identity or part of the identity, and this identity start the conversation and plays a leading role in it. The other students or identities are only given rough information relevant to the situation. This method stimulates their use of the target language and helps them to overcome difficulties and give quick responses to the leading role.

c. Half a freestyle role playing. Half freestyle here means in the goal-oriented activity, students are required to work together and analyze on the specific roles they will play in a real-life scenario. Through the interaction of their preparation, students get a chance to practice the language knowledge and the communicative skills they learned.

d. Freestyle role playing. Teacher only provides a certain topic or task before the class, and students distribute the roles on their own and prepare themselves on the information that are needed for the roles. It not only arouses students' learning enthusiasm, but also gives students a chance to consolidate knowledge by using it with enough room of creativity.

### **Impact elements and implementation concerns for the application of role-play**

Anto'n (2011) compared paired collaboration among first-semester learners of Spanish while they completed the same descriptive task, some pairs orally and others in written form. Based on her comparative data, she concluded that "writing tasks may foster a greater depth of conscious reflection on language forms than oral tasks" (p. 26). In Edstrom's (2013) analysis, eight strategies were employed by the students to manage the four types of deficits (grammar, pronunciation, spelling, and vocabulary), including asking classmates, verbalizing possible answers aloud, consulting reference materials, asking the teacher, modifying the content, guessing and plan to consult teacher later, copying material from textbook, and drawing on

knowledge of another language. Understanding this can help teachers to use role-play activity more effectively.

To ensure the effectiveness of FLT, we will inevitably refer to Richards and Rodgers' (1986) three principles of Communicative Language Teaching: a. Communication principle: Activities that involve real communication promote learning. b. Task principle: Activities in which language is used for carrying out meaningful task promote learning. c. Meaningfulness principle: Language that is meaningful to the learner supports the learning process.

Role-play activity plays an important role in foreign language teaching. It can not only help students to review the vocabulary and grammatical structures, but also enhance students' motivation of learning a new language (Purcell, 1993). Through the role-play activity, as John M. Purcell said, students can "increase their verbal skills, self-esteem and leadership abilities" (p.916). Teachers, on the other hand, should bear it in mind that role-play needs collaborative work of all the group members. So in the first place, the topics of the activity need to be well designed by teachers. Most importantly, when teachers organize the group considering group members' "personality, proficiency level, and interactional style" (Edstrom, 2013, p.294), the collaborative task can be more effectively performed. Finally, teachers should employ a little more time for the follow-up procedures. For example, students submit their role-play scripts, and then teachers give feedbacks to ensure the accuracy of the scripts, which can help the students have a more spontaneous performance and a better communicative skill (Edstrom, 2013). Ruyters, Douglas, Kathy, Law and Fang (2011) concluded four concerns regarding using role-play with other tools like wikis and blogs. They suggested teachers to evaluate the learning context, to identify the learning outcomes, to choosing relevant tools and to engage in reflection and feedback.

The first concern requires teachers to give consideration to whether the combination of role-play and other tools would be beneficial to students learning about the skills. It is necessary to evaluate the context in which the students are learning and the learning objects of the course. Teachers have to make assessment on which kind of learning pattern (face-to-face, online or blended learning) are suitable, relevant and appropriate to teach certain skills. The second concern suggests that teachers should set the goal for learning outcomes and point out which skill would be taught in the learning environment. This should go further to the consideration of how to clearly identify the role expectations of all participated students and facilitating teachers. Teachers should make plan in advance, in particularly to think through the communication processes so as to give clear instructions and provide the opportunity to give guidance or support to students before, during and after the role-play activities. For example: are advanced instructions to be made available to students at the beginning of the term? Should some guidelines be printed and made available as handouts during lecture time or posted online? The third concern requires teachers consider the assessment of the functions, strengths and limitations of each available tool to assist in learning and teaching. Tools like discussion boards online are useful for role-play activities but will restrict the free flow of discourses while wikis provide the opportunity to play out the role-play on one screen with a comment and edit function. Teachers must make choice from those tools. The fourth concern requires teachers to give consideration to plan the form that the reflection, feedback and debriefing will take in design. Teacher can use face-to-face feedback or written reflection. When choosing from different forms, teachers have to compare the strength and the weakness between them. Teachers have to ensure that all students can get opportunity to input. It is also important get feedback from students to know

their attitude to the advantages and disadvantages of different forms of reflection. Those ongoing reflection and evaluation of learning and teaching will lead to further improvements in design.

### **What is learning motivation?**

The definition of motivation was once applied in psychological theories and this term has been used to describe the people who have a general disposition to learn. Zhao Liyan(2011) came up with the idea that the concept of motivation is only related to certain actions. Locke. E (1996) put up the definition of learning motivation. He thought it is one of the driving forces that stimulate students' learning and keep them working in long term process. Gardner & Lambert (1972) claimed that different learning motivation could result in different effect, that is to say, different people learn different subjects at their own level of proficiency, which would stimulate them to put different amount of effort into the study, to improve their cognitive and carry on their learning activities, so as to achieve their scholastic goals. Paula M. Winke (2005) put forward the idea that good learning motivation could lead to the success of language learning. Hedge (2000) considered learning motivation as a vital factor in language class.

Generally speaking, learning motivation is one the most important elements which lead to academic achievement of English learners.

### **Types of motivation**

Robert Gardner and Wallace Lambert (1972) divided motivation into 2 categories: integrative motivation and instrumental motivation. Integrated motivation is used to describe students who have internal, permanent motivation for language learning. Instrumental motivation is the drive that enables students to do something useful, but there is no special importance in the learning process. This kind of students would be motivated when they consider language learning as something beneficial for future career. Gardner and Lambert (1972) believed students

who have integrated motivation are much more motivated in language learning and they will be more successful in their achievement in language competence.

Deci and Ryan (1985) divided motivation into another 2 types: intrinsic motivation and extrinsic motivation. Intrinsic motivation came from students' internal need. Students with intrinsic motivation are very likely to have interest in the learning activities and they may like the learning task or contents. Extrinsic motivation drives students to take actions in order to achieve some instrumental goals. For example they may want to get reward from the teacher or to avoid consequences from failure in learning process.

It is very important to distinguish the intrinsic motivation and extrinsic motivation from Gardner's integrated motivation and instrumental motivation. Some cases of intrinsic motivation can also be considered as instrumental motivation, but some cases cannot. For example, some students could have strong intrinsic motivation to study English, but their purpose is to get good job or to succeed in school. Zhao Liyan (2000) designed a chart to help us tell the difference between two types of motivations from different perspectives.

Table 1 Two motivations from different perspectives

Motivation	Intrinsic Motivation	Extrinsic Motivation
Integrated Motivation	The second language learners want to integrate with the second language culture(for example: for immigration or for getting marriage)	Someone else wants the second language learners to learn the second language for integrative reasons(for example: Chinese children sent to English language school )
Instrumental Motivation	The second language learners want to achieve goals by utilizing the second language(for example: for a goal)	External power wishes the second language learner to study the second language (for example: businessmen sent to America for English training)

(Zhao Liyan, 2011)

### **Chapter III Research Design**

With the support of previous studies on role-play, this research focuses on how role-play activity affects students' motivation in learning English at a particular Chinese high school.

This section will describe the empirical study that aimed to compare the different results between teaching English with traditional method and with role-play activities. On the basis of data collected, this essay aims to show the fact that role-plays activity is helpful in improving students' learning motivation in English learning.

#### **Research Subjects**

The experimental participants of this research, aging from 17 to 19, are all in Grade 3 of Yiwu No. 4 High School in Zhejiang province. Yiwu No. 4 High School is a public high school, which consists of three grades with a total of approximately 1200 students. The subjects are from Class One and Class Two. Class One, the CC (control class), has 41 students and there are 21 boys and 20 girls. Class Two, the EC (experimental class), has 39 students and there are 18 boys and 21 girls. All the subjects use the same textbooks/materials and they were under the teaching practice of the same teacher before the experiment. It was not until a month after the first

semester of Grade Three when their previous English teacher resigned that their English class was taken over by the author of this seminar paper. The English proficiency of most of the subjects lies between low intermediate and intermediate.

### **Research Procedure**

To fulfill the experiment, generally three stages of research procedure were included. First, there was a pre-test of English achievement and the motivation survey. Then the experiment was conducted in the experimental class in the teaching process. And finally, there was a post-test of English achievement and the motivation survey. In order to illustrate the research procedure clearly, The Review of Attributive Clause will be taken as an example in the following parts.

Pre-quiz: There are fifteen multiple-choices in the pre-quiz and the majority of them are taken from different provinces' English National College Entrance Examination of recent years in China. Students were required to finish the pre-quiz in ten minutes on the machine-readable answer sheets. The aim of this pre-quiz is to test students' mastery of the key points of Attributive Clause, which are the usage of relative pronoun "who, whom, which, that, as"/ relative adverb "when, where, why"/ "whose"/ "preposition + relative pronoun", situations that we can only use the relative pronoun "that" and "which" as well as the separated attributive clause.

Class teaching: In this part, students of two classes used the same guided learning plan on the review of Attributive Clause. After class, they were asked to finish an assignment to reinforce the learning outcome. Of course, the experimental class had an additional part---Role-play activity. According to the requirements for senior three students, students should be able to write short coherent integrated essay and to plan, organize and carry out verbal practice. Students

should also have the ability to utilize all kinds of educational resources to process the information, to evaluate the results of learning process and obtain effective learning strategy. So in this case, students were asked to conduct a continual writing using at least three Attributive Clauses with different relatives and then act out their script in groups of four-six. The continual writing is a new question type of National College Entrance Examination in Zhejiang Province, where students are required to read a short story first, then continue the story to make it a complete one in two paragraphs with the first sentence of each paragraph given as tips. The continual part should be about 150 words and at least five of the underlined words/phrases in the story should be adopted in the two paragraphs.

The role-play activity was assigned as a post-class task, so students would have more time to make preparations, such as to discuss the plot design, to get the props for the performance if necessary as well as to rehearse their performance. Students randomly pair up to form groups of four-six and distribute their roles according to the plot they designed. Normally, the preparations would take two days due to the heavy study pressure of senior three. Students should hand in their scripts along with the names of the group members before the performance. When one group is presenting their performance, the rest groups are required to act as attentive audience and fill in the evaluation form. Meanwhile, the teacher acts as an organizer and makes brief comments after each performance.

Group Name	Text	Pronunciation	Performance	Total

(scale of each item: 5 very strong- 1 poor)

Post-quiz: After checking the answers of the assignment of attributive clause and analyzing the most common mistakes, teacher handed out the post-quiz. The time set was also

ten minutes and there were fifteen multiple-choices that were of the equal key-points as the pre-quiz. The majority of them were also taken from different provinces' English National College Entrance Examination of recent years in China.

## Chapter IV Data Analysis and Discussion

In this survey 80 questionnaire forms were hand out to students, 32 copies were recovered in control class and 32 copies were recovered in experimental class before the experiment, and the recovery rate is 78% and 82%. After the experiment the recovered copies are 30 in control class and 37 in experimental class with a recovery rate of 73% and 94%.

**Table 2: Motivation change before and after experiment**

	CONTROL CLASS				EXPERIMENTAL CLASS			
	BEFORE EXPERIMENT		AFTER EXPERIMENT		BEFORE EXPERIMENT		AFTER EXPERIMENT	
	Mean	Standard deviation	Mean	Standard deviation	Mean	Standard deviation	Mean	Standard deviation
Instrumental motivation	3.426	1.0204	3.314	0.9906	3.012	1.027	3.232	1.082
Integrated motivation	3.805	0.9695	3.8075	1.061	3.2975	1.0225	3.505	0.96825
Internal motivation	3.101142	0.9990808	3.105688	0.9728025	3.02495	1.33198167	3.212725	1.01790875
External motivation	3.518155	0.9305639	3.515055	1.1018781	3.375013	1.15293968	3.666084	0.96848452

Form the Table 2, before the experiment, the mean value of the instrumental motivation, integrated motivation, internal motivation and external motivation of the control class is 3.426, 3.805, 3.101142, and 3.518155. And the mean value of the instrumental motivation, integrated

motivation, internal motivation and external motivation of the experimental class is 3.012, 3.2975, 3.02495 and 3.375013, which is lower than that of the control class.

After the experiment, the mean value of the instrumental motivation, integrated motivation, internal motivation and external motivation of the control class become 3.314, 3.8075, 3.105688 and 3.515055. The mean value of the instrumental motivation and external motivation of the control class were slightly dropped and the integrated motivation and the internal motivation went up a little bit, but there is no significant change in the mean value of all motivations.

After the experiment, the mean value of the instrumental motivation, integrated motivation, internal motivation and external motivation of the experimental class become 3.232, 3.505, 3.212725 and 3.666084. We can see improvement in all 4 motivations, from which we can infer that the students in experimental class show greater motivation after the experiment. And the biggest change is in the instrumental motivation and external motivation.

The data indicate that role-play activity is a better teaching method which improves students' four different motivations, especially the instrumental motivation and external motivation.

**Table 3: The score of control class and experimental class**

	Class	Mean	Standard deviation	Levene's Test for Equality of Variances		t-Test for Equality of Means	
				F	Sig.	t	Sig. (2-tailed)
Before Experiment	Control Class	5.457	2.0342	0.024	0.877	1.813	0.074
	Experimental Class	4.59	2.0739			1.815	0.074
After Experiment	Control Class	8.688	2.6693	0.026	0.873	1.812	0.075
	Experimental Class	7.514	2.6276			1.81	0.075

Table 3 shows us the result of the quiz both classes took before and after experiment. After the experiment, both scores of control class and experimental class went up, which means both class made progress in their learning of attributive clause. But there is no substantial difference between the progress of the experiment class and the control class.

## **Chapter V Conclusions and Recommendations**

The data shows that role-play is one of the useful methods to improve students' 4 different learning motivation in high school English class, especially the instrumental motivation and external motivation.

It also contributes to the achievement of students' English study. But in the part of the experiment involving the attributive clause, we cannot see any significant difference in the progress of students taught by traditional method and those who taught by role-play activities. So it is inferred that role-play may not be the best way to teach grammar knowledge like the attributive clause.

Teachers should be aware that role-play brings new option to the English teaching but it alone cannot solve all of the problems. For the class with different focus like grammar, listening, teachers should think carefully and design suitable roles before they decide to apply role-play activities. And teachers should also prepare high school students for the role-play activities by giving them more time to get ready to perform the role, to lower their anxiety for acting in front of the class.

Role-play offers significant meaning to pedagogy. For the instructor, role-play is a versatile activity that can activate classroom climate and motivate students' interest in the foreign language and culture. For the learners, they can get benefit not only in language acquisition, but also in communication skills (Maxwell, 1997). We have little doubt that with solid consideration of applying role-play activity in foreign language classroom, the effectiveness of foreign language teaching can be improved greatly.

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## **Appendix i**

### **Motivation Questionnaires in English Learning**

Dear students: In order to understand your motivation for English learning, we conduct this survey. All information we gathered will be confidential. And there is no right or wrong for your choice of any option, so please fill in the form according to your real circumstances. You don't have to think too much over the sentences and please complete all the questions. Thank you for your cooperation!

Gender: male  Female  Age: \_\_\_\_\_ Class: \_\_\_\_\_  
 You score for last English exam is: \_\_\_\_\_

Please choose from those five options and check or circle the number: 5 for Strongly Agree, 4 for agree, 3 for slightly agree, 2 for disagree and 1 for strongly disagree.

1. I study English to get a good score in examination. 5 4 3 2 1
2. I study English to find a good job in the future. 5 4 3 2 1
3. I study English well so I can communicate with others. 5 4 3 2 1
4. I study English to prove my competence to others. 5 4 3 2 1
5. I study English to make parents, teachers and classmates like me. 5 4 3 2 1
6. Learning English is important for it introduce cultures and people from all over the world to me. 5 4 3 2 1
7. I study English to better understand the culture, history and life style of English-speaking country. 5 4 3 2 1
8. I study English to participant more activities with the background of English culture. 5 4 3 2 1
9. Learning English enable me to communicate with people from all over the world. 5 4 3 2 1
10. Learning English is an interesting thing. 5 4 3 2 1
11. I study English because I am interesting in the culture of English-speaking country. 5 4 3 2 1
12. I study English because I like this language. 5 4 3 2 1
13. Learning English is a waste of time. 5 4 3 2 1
14. English is difficult comparing with other subject. 5 4 3 2 1
15. I would rather spend time studying other subject. 5 4 3 2 1
16. English-speaking countries are strong on the world. 5 4 3 2 1
17. Learning English well is important to my study. 5 4 3 2 1
18. I think I will learn English well. 5 4 3 2 1
19. Learning English well can give me a sense of success. 5 4 3 2 1
20. My efforts in English study are worthwhile. 5 4 3 2 1
21. Learning English well helps me with other subjects. 5 4 3 2 1
22. The English study in class is of significance. 5 4 3 2 1
23. I worried about whether I can learn English well. 5 4 3 2 1
24. I can concentrate on the English class and avoid disturbance from others. 5 4 3 2 1
25. I am confident that I could face and solve the difficulties in English study. 5 4 3 2 1
26. I did very well in finish homework and other assignment from teachers. 5 4 3 2 1
27. I can make and stick to my plan on English learning. 5 4 3 2 1
28. I am afraid that I will be laughed at while learning English. 5 4 3 2 1
29. I always worry about the result before examinations. 5 4 3 2 1
30. I always feel frustrated for my result after examinations. 5 4 3 2 1

31. I don't have the courage to speak in English class. 5 4 3 2 1
32. I am afraid that my mistakes be pointed out and corrected. 5 4 3 2 1
33. I would be annoyed when I met new words or long difficult sentences in English learning.  
5 4 3 2 1
34. People around me influenced me positively. 5 4 3 2 1
35. My classmates are more and more active in learning English.  
5 4 3 2 1
36. My classmates are more and more interested in learning English.  
5 4 3 2 1
37. Teachers always emphasis on the importance of learning English.  
5 4 3 2 1
38. I always get feedback from teachers. 5 4 3 2 1
39. The feedback from teachers makes me work harder in English learning.  
5 4 3 2 1
40. In English learning, I feel more energetic when I see my progress.  
5 4 3 2 1
41. I like teachers give test regularly, so I can see my progress. 5 4 3 2 1
42. I value others' comments on my English study. 5 4 3 2 1
43. I like our class. 5 4 3 2 1
44. Students in my class can work together and trust each other. 5 4 3 2 1
45. I often feel bored studying English in this class. 5 4 3 2 1
46. We have a relaxed atmosphere in my English class. 5 4 3 2 1
47. I learn from those who has learned English better in English learning.  
5 4 3 2 1
48. Students in my class do not know each other very well. 5 4 3 2 1
49. A classroom activity should involve all students in the class. 5 4 3 2 1
50. I take an active part in activities in English class as long as I have a chance.  
5 4 3 2 1
51. There are many class activities to attend to in English class. 5 4 3 2 1
52. The teacher gives plenty of time and space for students to learn by themselves.  
5 4 3 2 1
53. The teacher for English class often changes the type of class activities.  
5 4 3 2 1
54. The tasks teacher designed in English class are in accordance with the real life.  
5 4 3 2 1
55. Classroom activities like group work, presentation are helpful for English study.  
5 4 3 2 1
56. Group activity offered me chances to learn from others. 5 4 3 2 1
57. Group activity is a waste of time in English class. 5 4 3 2 1
58. I like teachers organize class activities. 5 4 3 2 1
59. I made progress faster when learning with others. 5 4 3 2 1
60. English teacher shows great charm and knowledge in class. 5 4 3 2 1
61. I like the way in which English teacher teaches. 5 4 3 2 1
62. Teachers are getting along very well with students. 5 4 3 2 1
63. The teacher often gives us guidance on the methods of learning English.  
5 4 3 2 1

64. The teacher often gives students help when needed.

5 4 3 2 1

## Appendix ii

### Pre-quiz on Attributive Clause

1. The number of smokers, \_\_\_\_\_ is reported, has dropped by 17 percent in just one year. (2015 Jiangsu Prov.)  
A. it                      B. which                      C. what                      D. as
2. Students should involve themselves in community activities \_\_\_\_\_ they can gain experience for growth. (2014 Fujian Prov.)

- A. who                                      B. when                                      C. which                                      D. where
3. The book has helped me greatly in my daily communication, especially at work \_\_\_\_\_ a good impression is a must. (2014 Jiangsu Prov.)
- A. which                                      B. when                                      C. as                                      D. where
4. A company \_\_\_\_\_ profits from home markets are declining may seek opportunities abroad. (2014 Shandong Prov.)
- A. which                                      B. whose                                      C. who                                      D. why
5. Happiness and success often come to those \_\_\_\_\_ are good at recognizing their own strengths. (2013 Hunan Prov.)
- A. whom                                      B. who                                      C. what                                      D. which
6. He may win the competition, \_\_\_\_\_ he is likely to get into the national team. (2013 Liaoning Prov.)
- A. in which case                                      B. in that case                                      C. in what case                                      D. in whose case
7. Finally he reached a lonely island \_\_\_\_\_ was completely cut off from the outside world. (2013 Shandong Prov.)
- A. when                                      B. where                                      C. which                                      D. whom
8. After the flooding, people were suffering in that area, \_\_\_\_\_ urgently needed clean water, medicine and shelter to survive. (2012 Jiangsu Prov.)
- A. which                                      B. who                                      C. where                                      D. what
9. Between the two parts of the concert is an interval, \_\_\_\_\_ the audience can buy ice-cream. (2011 Jiangsu Prov.)
- A. when                                      B. where                                      C. that                                      D. which
10. She showed the visitors around the museum, the construction \_\_\_\_\_ had taken more than three years. (2011 Jiangxi Prov.)
- A. for which                                      B. with which                                      C. of which                                      D. to which
11. Behind him were other people to \_\_\_\_\_ he was trying to talk, but after some minutes they walked away and sat near me, looking annoyed. (2011 Guangdong Prov.)
- A. who                                      B. whom                                      C. which                                      D. that
12. You'll find taxis waiting at the bus station \_\_\_\_\_ you can hire to reach your host family. (2011 Shanghai Prov.)
- A. which                                      B. where                                      C. when                                      D. as
13. I refuse to accept the blame for something \_\_\_\_\_ was someone else's fault. (2010 National II)
- A. who                                      B. that                                      C. as                                      D. Which
14. She is such a lovely girl \_\_\_\_\_ is loved by everyone.
- A. as                                      B. which                                      C. who                                      D. that
15. After graduating from college, I took some time off to go travelling, \_\_\_\_\_ turned out to be a wise decision.

A. that

B. which

C. when

D. where

Answers: 1-5 DDDDBB

6-10 ACBAC

11-15 BABAB

### Appendix iii

#### Guided Teaching Plan on Attributive Clause

##### Key point One: Relative Pronoun or Relative Adverb?

(Note: What kind of sentence components do the relatives play in the clause?)

A.

- 1) I'll never forget the days \_\_\_\_\_ we worked together.
- 2) I'll never forget the days \_\_\_\_\_ we spent together.

3) I went to the place \_\_\_\_\_ I worked ten years ago.

4) I went to the place \_\_\_\_\_ I visited ten years ago.

5) This is the reason \_\_\_\_\_ he was late.

6) This is the reason \_\_\_\_\_ he gave.

B.

1) Those \_\_\_\_\_ break the rules should be punished.

2) In the dark street, there wasn't a single person to \_\_\_\_\_ she could turn for help.

3) Gone are the days \_\_\_\_\_ the Chinese were looked down upon.

4) The reason \_\_\_\_\_ he was absent was that he was ill.

5) Is this the reason \_\_\_\_\_ he explained at the meeting for his carelessness in his work?

6) (2012 Zhejiang Prov.) We are living in an age \_\_\_\_\_ more information is available with great ease than ever before..

7) (2009 Anhui Prov.) Many children, \_\_\_\_\_ parents are away working in big cities, are taken good care of in the village.

8) Next Sunday, \_\_\_\_\_ I will spend going fishing, I'm sure, will be another exciting day.

9) If a shop has chairs \_\_\_\_\_ women can park their men, women will spend more time in the shop.

10) Look out! Don't get too close to the house \_\_\_\_\_ roof is under repair.

(Note: a. When the antecedent is "those" or personal pronoun, the relatives would be "who" instead of "that".

b. When the antecedents are words like "situation, case, point, occasion, interval, etc.", chances are that the relatives will be "when" or "where".)

### **Key point Two: The differences between "which" and "that"**

#### **Situation that we should use "that" instead of "which":**

1) when the antecedents is modified by a. superlative adjectives b. ordinal numbers c. the only, the very, the right, etc.

This is the best film that I have seen. / This is the very person that I'm waiting for.

2) when the antecedents are indefinite pronouns like "all, little, few, much, something, everything, nothing, anything, none, the one", or modified by "every, any, all, some, no, little, few, much", etc.

All that glitters is not gold.

I'm sure there's nothing that a woman can't do.

3) when there are more than one antecedents and there are objectives and people in the antecedents.

Do you know the things and persons that they are talking about?

4) when the antecedent is the predicative in the main sentence, while the relative pronoun is the predicative in the clause.

China is no longer \_\_\_\_\_ it used to be.

= China is no longer \_\_\_\_\_ it used to be.

5) when there are interrogative like “which” or “who” in the main sentence.

Who that has common sense will do such a thing?

Which is the book that you like best?

6) in the “there be” sentence. There is a seat in the corner that is still free.

7) when there are two attributive clauses, and one of which has already led by “which”.

They secretly built up a small factory, **which** produced things **that** could cause pollution.

**Situation that we should use “which” instead of “that”:**

1) preposition + which

This is the house **in which** Lu Xun used to live.

2) “which” can lead non-restrictive attributive clause while “that” can’t.

She failed the exam, **which** made her parents very angry.

**Key point Three: the differences between “which” and “as” in the non-restrictive attributive clause.**

1) the position of the clause led by “as”.

Taiwan is part of China, as is known to us all.

= **As we all know**, Taiwan is part of China.

= Taiwan, **as we all know**, is part of China.

2) “as” can be used in some fixed sentence patterns: as is known to all, as we had expected, as anybody can see, as often happens, as has been said before, as is mentioned above

① Translation: 众所周知，地球是圆的。

定语从句 (attributive clause) (1 种) : \_\_\_\_\_

名词性从句 (noun clause) (2 种) \_\_\_\_\_

3) When the clause is expressing a negative meaning, we can only use “which”.

He came here very late, \_\_\_\_\_ was unexpected.

**Key point Four: the usage of “whose”**

whose + n. = the + n. + of which = of which + the + n.

He lives in the room \_\_\_\_\_ window faces south.

= He lives in the room, the window \_\_\_\_\_ faces south.

= He lives in the room, \_\_\_\_\_ the window faces south.

**Key point Five: “preposition + relative pronoun”**

1) “preposition + which/ whom”

Q: How to choose the preposition?

A: a. the collocation of the verbs and the antecedents

b. the meaning of the attributive clause.

(Note: some verb phrases cannot be taken apart, e.g. look for, look after, take care of)

This is the book I’m looking for.

2) “noun/numeral/pronoun + preposition + which/whom”

e.g. He has written many books, most of which are for children.

3) “preposition + which/ whom + to do”

The poor man has no house in which he can live.

= The poor man has no house in which \_\_\_\_\_ .

The beggar has no money with which he can buy food.

= The beggar has no money with which \_\_\_\_\_ food.

Answers:

A.

1. when/ on which    2. which/ that/ \    3. where/ in which

4. which/ that/ \    5. why/ for which    6. which/ that/ \

B.

1) who    2) whom    3) when    4) why / for which    5) that / which/不填

6) when    7) whose    8) which    9) where    10) whose

China is no longer the country that it used to be. = China is no longer what it used to be.

Translation:

1) 众所周知，地球是圆的。（3种）

As is known to all, the earth is round.

= It is known to all that the earth is round.

= What is known to all is that the earth is round.

3) He came here very late, which was unexpected.

whose

He lives in the room whose window faces south.

= He lives in the room, the window of which faces south.

= He lives in the room, of which the window faces south.

### Assignment

1.(2014 Anhui Prov.)The exact year \_\_\_\_\_ Angela and her family spent together in China was 2008.

A. when

B. where

C. why

D. which

2. (2009 Sichuan Prov.) She'll never forget her stay there \_\_\_\_\_ she found her son who had gone missing two years before.

A. that

B. which

C. where

D. when

3. Everyone will go through life's stages of ups and downs, \_\_\_\_\_ self-respect plays a key role in the maturity of a person.

A. when

B. which

C. as

D. that

4. (2008 Shandong Prov.) Occasions are quite rare \_\_\_\_\_ I have the time to spend a day with my kids.

A. when

B. which

C. why

D. where

5. (2011 Beijing Prov.) ---What do you think of teaching, Bob?

---I find it fun and challenging. It is a job \_\_\_ you are doing something serious but interesting.



20. The police need solid evidence \_\_\_\_\_ to base their judgments.  
 A. that                      B. on which              C. by which              D. how
21. He was educated at the local high school, \_\_\_\_\_ he went on to Beijing University.  
 A. after which              B. after that              C. in which              D. in that
22. We went through a period \_\_\_\_\_ communications were very difficult in the rural areas.  
 A. about which              B. of which              C. in which              D. with which

Answers:      1-10 DDAAD DDBDC              11-20      CBBDB CDCAB              21-22 AC

#### **Appendix iv**

##### **The original text of the role-play activity:**

*One weekend in July, Jane and her husband, Tom, had driven three hours to camp overnight by a lake in the forest. Unfortunately, on the way an unpleasant subject came up and they started to quarrel. By the time they reached the lake, Jane was so angry that she said to Tom, "I'm going to find a better spot for us to camp" and walked away.*

*With no path to follow, Jane just walked on for quite a long time. After she had climbed to a high place, she turned around, hoping to see the lake. To her surprise, she saw nothing but forest and, far beyond, a snowcapped mountain top. She suddenly realized that she was lost.*

*“Tom!” she cried. “Help!”*

*No reply. If only she had not left her mobile phone in that bag with Tom. Jane kept moving, but the farther she walked, the more confused she became. As night was beginning to fall, Jane was so tired that she had to stop for the night. Lying awake in the dark, Jane wanted very much to be with Tom and her family. She wanted to hold him and tell him how much she loved him.*

*Jane rose at the break of day, hungry and thirsty. She could hear water trickling somewhere at a distance. Quickly she followed the sound to a stream. To her great joy, she also saw some berry bushes. She drank and ate a few berries. Never in her life had she tasted anything better. Feeling stronger now, Jane began to walk along the stream and hope it would lead her to the lake.*

*As she picked her way carefully along the stream, Jane heard a helicopter. Is that for me? Unfortunately, the trees made it impossible for people to see her from above. A few minutes later, another helicopter flew overhead. Jane took off her yellow blouse, thinking that she should go to an open area and flag them if they came back again.*

*But no more helicopters came and it was getting dark again.* \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

*It was daybreak when Jane woke up.* \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### **Two examples of students’ work:**

#### *Group 1*

*(student A) But no more helicopters came and it was getting dark again. But Jane decided to walk along the stream. She believed she would find the most beautiful lake. Tome was anxious. He requested the rescuer (student B): “Can I get on the helicopter and find Jane together?” The rescuer replied (student C): “But it’s getting dark now.” (student A) Tom thought Jane must be fear (frightened) and tired. He was regret for quarrelling with her. The other rescuer said (student D): “I know you are anxious now, but calm yourself down. We will help you find Jane tomorrow.” (student A) Luckily, Jane found the most beautiful lake that she have (had) seen. She believed Tome will find her. She hung her yellow blouse on the tree, then sitted (sat) on a stone and slept immediately.*

*(student A) It was daybreak when Jane woke up. She was depressed because she haven’t (hadn’t) been found. With the help of rescuers, Tom got on the helicopter. Tom noticed Jane’s blouse immediately (student B): “I see her blouse, that’s her signal!” Tom was so excited: “I have seen her, the girl who sitted (was sitting) on the stone is Jane!” When Jane saw Tom, her eyes turned red immediately. As is (was) mentioned before, Jane was hungry and cold. Jane*

(student A) cried: "I'm sorry, Tom, I shouldn't quarrel with you." Tom gave her a hug (student B), "That's all right, I have found you." Tom and Jane expressed their gratitude to rescuers.  
Group 5

Narrator (student A): Jane felt regretted.

Jane (student B): Why did I have words with Tom? Why did I left (leave) him lonely(alone)?

Narrator: After a while, Jane felt tired. And she must stop to have a rest. She found a place where she can avoid the animals' attack and fell asleep quickly, hungry and desperate.

It was daybreak when Jane woke up.

Jane: Oh, it's daybreak. I'm so hungry. I must find something to eat.

Narrator: Jane walked along the stream, and picked some berries to eat. After a while, she faintly heard someone calling her name. And the voice became louder and louder.

Tom (student C): Jane! Where are you?

Narrator: Jane realized it was Tom, so she replied:

Jane: Tome! I'm here! Help me! I am so afraid!

Narrator: After a while, Jane saw Tome who was running towards her. They hugged tightly.

Tom: I miss you! I shouldn't quarrel with you. I shouldn't let you leave alone. I was so worried when I can't find you.

Jane: I'm so self-willed. I was so afraid.

Rescuer A (student D): You are so lucky. Now, we should leave this forest. I will call my partners to pick us. (He talks to the intercom) I already have found Jane. Please receive us (pick us up). We are in an open area.

Rescuer B (student E): OK. I will use GPS which can define your location.

Narrator: Several minutes later, a helicopter flew over their head.

Rescuer C (student F): You are so lucky that we can find you. Please tie your safety belt. We are going to leave the forest.

Tom: Thank you very much for your help!

Rescuer C: It's our duty.

## Appendix v

### Post-quiz on Attributive Clause

1. Some experts think reading is the fundamental skill upon \_\_\_\_\_ school education depends. (2015 Anhui Prov.)

A. it

B. that

C. whose

D. which

2. He wrote many children's books, nearly half of \_\_\_ were published in the 1990s. (2015 Chongqing Prov.)  
 A. whom                      B. which                      C. them                      D. That
3. Opposite is St. Paul's Church, \_\_\_\_\_ you can hear some lovely music. (2015 Beijing Prov.)  
 A. which                      B. that                      C. when                      D. where
4. It is a truly delightful place, \_\_\_\_\_ looks the same as it must have done 100 years ago with its winding streets and pretty cottages. (2015 Hunan Prov.)  
 A. as                      B. where                      C. that                      D. which
5. The boss of the company is trying to create an easy atmosphere \_\_\_\_\_ his employees enjoy their work. (2015 Tianjin Prov.)  
 A. where                      B. which                      C. when                      D. who
6. The books on the desk, \_\_\_\_\_ covers are shiny, are prizes for us. (2015 Sichuan Prov.)  
 A. which                      B. what                      C. whose                      D. that
7. As the smallest child of his family, Alex is always longing for the time \_\_\_\_\_ he should be able to be independent. (2015 Shanxi Prov.)  
 A. which                      B. where                      C. whom                      D. when
8. *China Today* attracts a worldwide readership, \_\_\_\_\_ shows that more and more people all over the world want to learn about China. (2015 Fujian Prov.)  
 A. who                      B. whom                      C. that                      D. which
9. People should not do things \_\_\_\_\_ will disturb their neighbors unnecessarily. (2014 Hunan Prov.)  
 A. which                      B. where                      C. what                      D. who
10. Nick's guests, \_\_\_\_\_ had heard their conversation, asked why they should not buy salt more cheaply if they could. (2013 Guangdong Prov.)  
 A. which                      B. who                      C. whom                      D. when
11. \_\_\_\_\_ is often the case with children, Amy was better by the time the doctor arrived. (2013 Shanxi Prov.)  
 A. It                      B. That                      C. What                      D. As
12. She has a gift for creating an atmosphere for her students \_\_\_\_\_ allows them to communicate freely with each other. (2011 Fujian Prov.)  
 A. which                      B. where                      C. what                      D. who
13. This is the same thing \_\_\_\_\_ we are in need of.  
 A. that                      B. which                      C. what                      D. as
14. Creating an atmosphere \_\_\_\_\_ employees feel part of a team is a big challenge.  
 A. as                      B. whose                      C. in which                      D. at which
15. He is the finest man \_\_\_\_\_ I have ever worked with.  
 A. who                      B. whom                      C. that                      D. which

Answers: 1-5 DBDDA      6-10 CDDAB      11-15 DADCC

