



Research Article

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The use of role-playing in German as a foreign language class in Albania

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<https://doi.org/10.2478/ejels-2023-0016>

Abstract

Role playing in German as a foreign language is very important in understanding its context. This manuscript consists of the following sections:

- Definition of role play;
- How does it help students of German language?
- What does role play offer to students?
- Do we find role play exercises in books?

Regarding these issues a google form survey was distributed to students of German language. In this context main purpose of this survey is to check whether the role play exercises are part of the lesson, unit and therefore the learning process.

Keywords: Role play, German lesson, learning process, teacher, class.

1. Introduction

Role playing is considered one of the communication techniques. These types of exercises train students in speaking skills for different situations. Where students can experience different circumstances through speaking activities. They also enable proper language use, where students not only learn phrases, but also learn how to work together in a range of situations. Role-playing offers students a variety of opportunities to help them become good language speakers.

Role play leads to concrete learning, information gathering, and training students in how to ask questions.

The goal of role play is to convey a message about the topic rather than focusing so much on the current role of the person acting. Using these exercises also encourages students to think critically about different topics and view situations from a different perspective. Therefore, role play plays an important role in motivating students in a fun and fascinating way.

2. Role-playing exercises in textbooks

The books that we will analyze are Beste Freunde. The reason why we chose this textbook is because students from age 11 to 14 learn with these books. "Beste Freunde" textbooks are divided into 3 volumes.

Volume 1 leads to level A1 and consists of: course searches A1.1 and A1.2 and two workbooks A1.1, A1.2.

Volume 2 leads to level A2 and this level consists of A2.1 (course book and workbook) and Beste Freunde A2.2 (course book and workbook). Volume 3 leads to level B1 and includes B1.1 (course book and workbook) and two books Beste Freunde B1.2 (course book and workbook). Each book consists of nine short lessons, grouped into three three-lesson modules. Students can also use the glossary during lessons at every level. Each course book has a double page on regional studies, a project and a repetition. The teacher can provide additional information here so that the students can understand these lessons. Here I will describe the course books and workbooks Beste Freunde A1-A2 and use a table to present the role-playing exercises. The purpose of the study of these books has been precisely to verify that in these books there are different role-playing exercises.

Table 1: Presentation of role-playing exercises in the textbook 'Beste Freunde A1.1'.

Module	Lesson	Student Book /72 Pages	Workbook/91 Pages
1	1	Ex.6/Pg.13; Ex.7b/Pg.14; Ex.9b/Pg.15; Ex.12/Pg.15; Ex.13b/Pg.15 /13Ex	Ex.8a/Pg.12; Ex.16b/Pg.15 /16Ex
	2	Ex.4/Pg.17; Ex.7/Pg.18; Ex.8/Pg.18; Ex.9/Pg.18; Ex.11/ Pg.19; Ex.12/Pg.19; Ec.14b/Pg.19 /14Ex	Ex.11/Pg.19; Ex.18/Pg.22 /21Ex
	3	Ex.4c/Pg.21; Ex.5/Pg.22 /6Ex	Ex.21b/Pg.29 /21Ex
2	4	Ex.3/Pg.31; Ex.4b/Pg.31; Ex.6/Pg.31; Ex.10b/Pg.33; Ex.11.c/Pg.33 /11Ex	Ex.25/Pg.39 /25Ex
	5	Ex.3/Pg.35; Ex.4/Pg.35; Ex.6/Pg.36; Ex.9/Pg.37 Ex.12/Pg.37 /13Ex	Ex.14c/Pg.46 /14Ex
	6	Ex.5/Pg.39; Ex.9/Pg.40; Ex.10b/Pg.40; Ex.12c/Pg.41 /12Ex	Ex.8/Pg.50 /20Ex

3	7	Ex.4/Pg.49; Ex.7/Pg.50; Ex.11/Pg.51 /11Ex	Ex.20b/Pg.63 /20Ex
	8	Ex.3/Pg.52; Ex.4b/Pg.53; Ex.8/Pg.53; Ex.10/Pg.54; Ex.11/ Pg.54; Ex.13c/Pg.55; Ex.15/Pg.55 /15Ex	Ex.5/Pg.66; Ex.14/Pg.68 /22Ex
	9	Ex.4/Pg.57; Ex.5a/Pg.57; Ex.10/Pg.59 /10Ex	- /16Ex

The table presents exercises that directly relate to the role play. During the observation, in Module 3, Lesson 8, the topic was "Are we drinking a Caribbean cocktail? There are more exercises related to role play. In these books (course book and workbook) we also find other exercises that are not directly related to role play. And, if specific cases in the course book are analyzed, there are exercises in which the students listen to a dialogue and then read it with the roles. This is a form of role-playing that is intertwined with other language skills. But there are other exercises in this book that the teacher can do as a role play. At the end of each module in this book there are the following topics: regional studies, project, repetition. These following topics contain a total of 35 exercises throughout the book, of which only 18 exercises are role-playing exercises. I would also like to note at this point that at the beginning of this book, we find a lesson called: 'Hello, good day'. This lesson also consists of role-playing exercises, such as: Ü.3c/S.7, Ü.5/S.7, Ü.9d/S.9, Ü.10a/S.9, Ü.14/S.10.

All exercises are counted that are in the course book and the workbook. It came to the conclusion that 42% of the exercises in the course book have to do with role play and in the workbook only 7% of the exercises have to do with role play.

Table 2: Presentation of role-playing exercises in the textbook 'Beste Freunde A1.2'.

Modul	Lektion	Student Book/ 71 Pages	Workbook / 90 Pages
1	10	Ex.2/Pg.8; Ex.3a/Pg.9; Ex.4/Pg.9; Ex.5/Pg.9; Ex.10/Pg.11; Ex.13b/Pg.11 /13Ex	Ex.21/Pg.11 /21Ex
	11	Ex.3/Pg.12; Ex.5/Pg.13; Ex.7/Pg.14; Ex.8b/ Og.15 /9Ex	Ex.3/Pg.14; Ex.9a/Pg.16 /16Ex
	12	Ex.4/Pg.16; Ex.5b/Pg.16; Ex.10/Pg.18; Ex.12/ Pg.19; Ex.14b/Pg.19 /14Ex	Ex.12/Pg.22 /21Ex
2	13	Ex.2/Pg.26; Ex.5/Pg.27; Ex.9/Pg.29 /9Ex	/20Ex

	14	Ex.1b/Pg.30; Ex.3/Pg.31; Ex.4/Pg.31; Ex.5c/ Pg.32; Ex.7/Pg.33 /8Ex	Ex.6a/Pg.38; Ex.17a/Pg.41; Ex.22b/Pg.42 /22Ex
	15	Ex.2b/Pg.34; Ex.3b/Pg.35; Ex.6/Pg.36; Ex.8/ Pg.37 /9Ex	Ex.15/Pg.48 /20Ex
3	16	Ex.2b/Pg.44; Ex.4/Pg.44; Ex.10/Pg.46; Ex.12/ Pg.47 /12Ex	/21Ex
	17	Ex.6/Pg.50; Ex.7/Pg.50; Ex.8b/Pg.50; Ex.12a/ Pg.51 Ex.12b/Pg.51 /12Ex	/20Ex
	18	Ex.2/Pg.53; Ex.4/Pg.54; Ex.5b/Pg.54 /9Ex	/22Ex

I must particularly emphasize that these books also contain exercises where the teacher can carry out role play. In the course book after each module there are the following topics: regional studies, project, repetition. There is a total of 39 exercises in the entire book, 18 of which deal with role play. There are a total of 134 exercises in this book, 57 of which are role-playing exercises. In percentage terms, 42.5% of the exercises in this book are role-playing exercises. The workbook contains many exercises. These exercises are not directly related to the role play, but can be organized by the teacher as such exercises. At the end of each module of the workbook there are 25 additional exercises, only 3 of which are role-playing related.

Table 3: Presentation of role-playing exercises in the textbook 'Beste Freunde A2.1'.

Module	Lesson	Student Book /66 Pages	Workbook /98 Pages
1	19	Ex.1/Pg.8; Ex.3b/Pg.9; Ex.8/Pg.10 /9Ex	/1Ex
	20	Ex.3b/Pg.13; Ex.5/Pg.13; Ex.6c/Pg.14; Ex.8/Pg.15 /9Ex	Ex.3a/Pg.14 /20Ex
	21	Ex.2b/Pg.16; Ex.5/Pg.17; Ex.7/Pg.18; Ex.8/Pg.19 /10Ex	Ex.14a/Pg.25; Ex.19d/Pg.27 /19Ex
2	22	Ex.4b/Pg.27; Ex.5/Pg.27; Ex.8/Pg.29; Ex.9/Pg.29; Ex.11/Pg.29 /11Ex	/23Ex

	23	Ex.6/Pg.31; Ex.8/Pg.33;Ex.10/Pg.33 /11Ex	Ex.12/Pg.44 /17Ex
	24	Ex.1/Pg.34; Ex.3b/Pg.34; Ex.5/Pg.36; Ex.6/Pg.36; Ex.9c/Pg.36 /9Ex	/20Ex
3	25	Ex.2/Pg.45; Ex.6c/Pg.46; Ex.7/Pg.47; Ex.9/Pg.47 /9Ex	Ex.14b/Pg.65 /17Ex
	26	Ex.3b/Pg.49; Ex.7b/Pg.51 /7Ex	Ex.17b/Pg.73 /21Ex
	27	Ex.3b/Pg.52; Ex.9b/Pg.54 /9Ex	Ex.19/Pg.81 /19Ex

Also, in these books there are exercises that display other skills. These exercises can also be organized by the teacher as role-playing exercises. In the course book at the end of each module there are a total of 40 exercises, but only 15 exercises are directly related to the role play. There are a total of 126 exercises counted in this book. But only 47 of them are exercises that are directly related to role-playing exercises. So, overall, 37% of the exercises in this book are organized as role-playing exercises. In the workbook at the end of each module, there are 28 exercises throughout the book and only 3 are role play exercises. In total, this book contains 202 exercises and 10 exercises that are directly related to role play.

Table 4: Presentation of role-playing exercises in the textbook 'Beste Freunde A2.2'.

Module	Lesson	Student Book/70 Pages	Arbeitsbuch/94 Seite
1	28	Ex.3/Pg.9; Ex.5a/Pg.10; Ex.5b/Pg.10; Ex.6/Pg.11; Ex.8/Pg.11 /8Ex	/19Ex
	29	Ex.3/Pg.12; Ex.5/Pg.13; Ex.9/Pg.14 /13Ex	Ex.7/Pg.15 /20Ex
	30	Ex.4b/Pg.16; Ex.8/Pg.18;Ex.10/Pg.19 /10Ex	Ex.19b/Pg.27 /19Ex
2	31	Ex.1b/Pg.26; Ex.3/Pg.26; Ex.8a/Pg.28; Ex.8b/Pg.28; Ex.11b/ Pg.29 /11Ex	Ex.18b/Pg.38; Ex.19/Pg.38 /19Ex
	32	Ex.7/Pg.31; Ex.8/Pg.32; Ex.12/Pg.33 /12Ex	/23Ex

	33	Ex.3/Pg.35; Ex.7b/Pg.36; Ex.7c/Pg.36 /9Ex	Ex.10/Pg.53 /16Ex
3	34	Ex.4/Pg.45; Ex.6b/Pg.45 /12Ex	Ex.19/Pg.65 /19Ex
	35	Ex.5/Pg.49; Ex.7b/Pg.50 /12Ex	Ex.12a/Pg.71 /21Ex
	36	Ex.3/Pg.54; Ex.4/Pg.54; Ex.7b/Pg.55; Ex.7c/Pg.55; Ex.7d/ Pg.55 /7Ex	Ex.11/Pg.79; Ex.18a/Pg.81; Ex.18b/Pg.81 /18Ex

In addition to the exercises mentioned above, there are also many other exercises in the book that can be carried out as role-playing exercises. The workbook contains very few exercises that are directly related to role play. We usually find similar exercises and dialogues that the students have to complete. At the end of each module there are additional exercises, so there are a total of 36 in the course book and 25 in the workbook. Only 12 exercises in the course book are considered role-playing exercises and only 3 exercises in the workbook. From this we can conclude that there are a total of 130 exercises in the course book and 199 exercises in the workbook. But only 30% of the exercises in the course book and 6% of the exercises in the workbook include role-playing exercises.

3. Survey conducted with Albanian students

This survey will only be completed by students in grades 6-9. This survey will analyze whether the role play exercises are implemented during the learning process, considering the language level of the students, especially those students who are in the 6th grade and only have the A1.1 level of German. It consists of 17 closed questions. Certain answer options were given for students to choose from. Before filling out this survey, all the questions to the learners were explained in advance. This survey consists of 17 questions and explores the alternatives. Not all of these questions are directly related to role play. The following questions represent the way the students of "Vasil Ziu" School completed this survey. The first question of this survey was to determine the level by the students. The questions find out what German language level the students have. The data show that 25.2% of the students (i.e., 33 students) have level A1.1. 22.1% of the students (i.e., 29 students) achieved level A1.2. 24.4% of the students (32 students) have level A2.1 and 28.2% of the students (37 students) have level A2.2.

The second question is aimed at which skill, according to the student, the simplest exercises belong to. The question is meant to find out what is easier for the students. The data represent the results of the responses received: 47.8% of students think that the reading comprehension exercises are easier. 26.5% of them think that the listening comprehension exercises are easier. 16.9% of students think that the writing skill exercises are easier. Only 8.8% of students think that speaking skills exercises are easier. Based on the responses received, the reading comprehension skill exercises are easier. There are many exercises in the workbook that relate to this skill. Students often take them as homework and they do these exercises without the teacher's help. This may be one reason why students find these exercises easier.

The third question is meant to find out from students which skill do they consider the most important. It is clear to see that most of the students, 36% of them, think that speaking skills exercises are more important. 32.4% of students think that the exercises related to listening comprehension are more important. 16.2% of students think writing skills are more important and 15.4% of them think that the most important exercises include reading comprehension skills. Based on the students' answers, speaking skills exercises are the most important. Perhaps students think this because they have more difficulty with such exercises, so this needs another investigation.

The fourth question involves the development of learning for students. This question helps me find out which skills students practice most in class. The data shows that 47.1% of students practice listening skills more during class. 24.3% of them practice listening skills. 17.6% of students practice speaking skills and 11% of them practice writing skills more. From this question, it is understood that most students are of the opinion that they spend more time on the listening comprehension skill during lesson. The fifth question is meant to understand the frequency of exercises during class that promote speaking skills. The graphic represents when the students are doing speaking skills exercises. 41.9% of students always do speaking skills exercises in class. 39% of students say that they often do these exercises in class. 14% of them answered "sometimes". 4.4% of students answered that they rarely do these exercises and only 0.7% of students answered "never".

This question explains that most of the students always or often do exercises that develop speaking skills in class.

The sixth question deals with the matter whether the students would like to do more exercises on speaking skills. This question is meant to find out whether the students like these exercises and whether they would like to do them in class. This is how the students answered this question. 83.7% of students answered "yes" and would like to do more exercises on speaking skills. 16.3% of the students answered "maybe" and 0% of them said "no", i.e., they do not want to do any more exercises on speaking skills in class. From these answers, it is concluded that students want to do more speaking skills exercises during class. The seventh question is meant to find out whether students do role-playing exercises in class. Based on the responses received, it can be seen that 43.4% of students often

do role-playing exercises in class. 26.5% of students answered that they always do such exercises in class. 20.6% of students said that they sometimes do role-playing exercises in class and only 9.6% of those said that they rarely do these exercises in class. Based on students' answers, it is noticed that students in this school often do role-playing exercises in class.

The eighth question, is meant to understand whether students are doing the role play exercises in the book. The question was asked, because not all book exercises are done in class. 31.3% of students answered with "never". 29.9% of students say that they rarely do these exercises. 24.6% of them answered "sometimes". 10.4% of students answered "often" and only 3.7% of students answered "always".

The ninth question deals with the matter if students are doing more role-playing exercises than in the book. 39% of students answered with "sometimes." 29.4% of students answered that they often do additional role-playing exercises in class. 24.3% answered that they rarely do additional role-playing exercises and 7.4% of those answered that they never do extra role-playing exercises in class. Based on the received answers, most students express that they sometimes do additional role-playing exercises.

The tenth question deals with the matter if role playing exercises stimulate students. 90.4% of students answered "yes" and 9.6% of them answered "no". This proves that these types of exercises actually stimulate students.

The eleventh question regulates the matter, whether students had any difficulties carrying out these exercises during the pandemic. 57.1% of students answered that they sometimes encountered difficulties. 33.8% of students answered that they had difficulties during the pandemic and 9% of those answered that they had no difficulties during the pandemic. Subsequently, it means that during the pandemic period, most students think that they have encountered difficulties sometimes. The twelfth question deals with the implementation of role-playing exercises during the pandemic. 45.6% of the students answered that they did these exercises via videocall. 22.1% answered that they did these exercises via videos. 16.9% answered that none of the alternatives were used to implement these exercises. 15.4% of students responded that they did these exercises through audios. This means that most of the students did these exercises via videocall. But some students may have done these exercises by writing them down.

4. Conclusion

In conclusion, I can say that this research is based on my first internship. The students just did a few role-playing exercises in class. This survey was completed by a total of 138 students. I noted that not all students responded to this survey. About 31% of them did not fill it out but there are also students who did not answer the questions. Based on these student responses, there are results that may require separate studies. This survey helped me answer the main purpose of the study, which is that most students do role-playing exercises during class. They like these exercises and most of

them want to do more role-playing exercises. Through this survey, I came not only to the conclusion that role play occurs during the learning process. But I learned even more from the students themselves, in terms of German. What is most important to me is that I have come to the conclusion that answer my hypothesis that students do the role play exercises in class and these exercises play an important role in German lessons.

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