



HOW TO USE ROLE-PLAY AND SIMULATIONS DURING ENGLISH CLASSES

Bakhriddinova Odina

Samarkand state institute of foreign languages

Abstract

This article is about role-play and how to describe it during students' English classes. Effective teaching of English to students. This article discusses the differences between simulations and role-play and their advantages and disadvantages. If you're thinking about role playing, would like some help and advice or would like to talk to use about booking our corporate Role play actors.

Keywords

Role-play, simulations, game, actors, acting, miming, dramatic activities, examples of warming activities, body language, emotions, voice, be natural

Learning the Language and Learning the Content

The shared assumption of CBLT programs is that language and content can be learned at the same time, but there is a range of practical organizational structures for providing instruction that covers both. That range goes from offering language instruction in a class that is separate from content classes to a fully integrated organization in which one teacher is expected to ensure that students learn the content and that they also continue to develop greater sophistication, accuracy, and fluency in the new language. Classroom Snapshots 1.1 and 1.2 represent the two approaches. The teacher in Classroom Snapshots 1.1 is teaching a separate lesson that is meant to focus on students' English skills; in Classroom Snapshot 1.2, the students are learning language as they learn mathematics, with an emphasis on language as the vehicle for subject-matter learning.

Role-play

Role-play is an effective technique to animate the teaching and learning atmosphere, arouse the interests of learners, and make the language acquisition impressive. So this research will mainly focus on how to apply it successfully and take the most advantage of it in English class. The outcome shows there are four crucial factors for its success: the topic chosen should be real and relevant; the appropriate language; correct errors in a proper way; some of teachers role are facilitator role-play into the classroom adds variety, a change of pace and opportunities for a lot of language production and also a lot of fun! The ultimate goal of foreign language teaching is to enable the students to use the foreign language in work or life when necessary. Thus we should teach that part of the language that will be used in the real world. However, this is not always the case in the present day foreign language teaching practice. "The primary goal of most foreign language learning is to develop the ability to use real and appropriate language to communicate and interact with others and the goal of foreign language teaching is to extend the range of communicative situation in which the learners can perform with focus on meaning without being hindered by the attention he must pay to linguistic form".

Role-playing Methods in the classroom is about a technique that has proved highly useful to many teachers for dealing with a variety of classroom problems and reaching certain

learning objectives. The booklet discusses the theoretical background of role playing and gives a step-by-step discussion of how to use role playing in the classroom. There are sample role-playing situations; suggestions on how to get started; advice on when to be cautious; discussions of the appropriateness of role playing for children of various ages and backgrounds; and case studies of groups of teachers and students using role playing under a variety of circumstances and for a variety of reasons. Many teachers have used role playing effectively to help solve classroom interpersonal problems and to teach human-relations skills in the classroom. Role playing also has been used to facilitate subject-matter learning through the dramatization of literary and historical works and historical or current events.

Role-play is any speaking activity when you either put yourself into somebody else's shoes, or when you stay in your own shoes but put yourself into an imaginary situation! Role-play is a structured set of circumstances that mirror real life and in which the participant acts as instructed. The participant is asked to play the part of someone else. Imaginary people – the joy of role-play is that students can “become” anyone they like for a short time! The President, the Queen, a millionaire, a pop star the choice is endless! Students can also take on the opinions of someone else. ‘For and Against’ debates can be used and the class can be split into those who are expressing views in favour and those who are against the theme. Imaginary situations-Functional language for a multitude of scenarios can be activated and practiced through role-play. Role play, including acting out scenarios to problem solve, story making through dramatic play and practice in coping with real life situations will support children's social-emotional growth and development. Role play will give students the skills to handle problematic social interactions, such as bullying, which may happen as they progress through life. Role play is a learning tool where two or more people act out scenarios. One or more person will play the role of a specific character and the others will simply play themselves and interact with characters.

Role play allows those involved to interact and brings a different dimension to the learning experience. This is because it's not just all talk about theory but actually gives those involved a chance to test their skills against some of the challenges that they will face back in the real world. Why role play important? In most cases people like to play. Although it should bring out a serious message and key learning points, it can also be fun. The reason why it sometimes isn't is that not all people like to act out roles. In recent years, language teaching has focused on the learning process rather than the teaching of the language. The emphasis is not only on the linguistic competence of the language learner but also on the development of the communicative ability of the learner. Learners need to learn how to use the target language in “real-life” situations and not the “artificial” situation of the classroom where often drills and structured dialogues are taught.

Role of the learner

In recent years there has been a move towards the “whole-person approach. The learner thus becomes the centre of focus and at the centre of the language learning process. This is influenced by the “effective humanistic approach” to language teaching. With this in mind, language learning must therefore appeal to the language learner intellectually and emotionally. Stevick (1980), states that language learning must appeal to the creative, intuitive aspect of personality as well as the conscious and the rational part. Activities that develop and build on children's self esteem are important in helping children learn who they are. Role play, including acting out scenarios to problem solve, story making through dramatic play and practice in coping with real life situations will support students' social-emotional growth and development. Role play will give students the skills to handle problematic social interactions, such as bullying, which may happen as they progress through

life. When students engage in role playing it helps to develop their way of thinking and helped them to develop feelings of empathy. When students are given the opportunity to role play skits/scenarios they will be able to experience the role of bully, victim, and bystander. They will also learn how to help others who are being bullied and how to avoid bullying. A way for you to introduce the concept of role playing using the topic of bullying would be to develop several scenarios for the students to follow. Select situations that you have observed occurring. You can write the scenarios or use the social scripts available in the Bullying Workshop until the children develop a general comfort level and can write their own. Have the children develop scenarios from their own experiences. The students can write a skit or scenario about a distressing situation having to do with bullying whether the focus is on the bullies, victims or bystanders. Every one of the skits/scenarios should be recorded and presented in a way where the individuals who wrote them are anonymous. The common aim of all dramatic activities is to provide opportunities for interaction and to initiate communicative skills. Drama activities include role-play, simulation, improvisation, language games, acting, and script reading. In this discussion, only role-play and simulation will be discussed in detail. Role-play and simulation are common activities in the classroom. Although role-play and simulation are separate activities, they are often conducted at the same time. The distinction between the two may not be as clear cut as it appears. They in fact complement each other. Role-play is a structured set of circumstances that mirror real life and in which the participant acts as instructed. The participant is asked to play the part of someone else. He is given details about the person and situation that he is supposed to be in. The activity the student is given is in fairly controlled scenarios. The student interacts in small groups or pairs taking the part of different characters. In extended role-play, improvisation is included. According to Hodgson and Richard, improvisation is a spontaneous response to the unfolding of an unexpected situation. This activity is less guided and allows more room for spontaneous response. The tension or conflict in role-play creates unpredictability and this is a key element in language use and something students should be prepared for. Role-playing exercises can be hard work for the instructor, both in preparation and in execution, but the work tends to pay off in terms of student motivation and accomplishment. As with any big project, it's best to take it one step at a time: 1. Define Objectives, 2. Choose Context & Roles, 3. Introducing the Exercise, 4. Student Preparation/Research, 5. The Role-play, 6. Concluding Discussion, 7. Assessment. Simulation is a problem-solving activity where the student brings his own personality, experience and opinions to the task. It involves discussion of a problems which is presented by the teacher. The students normally bring their own experience to the portraying of the roles in simulation. The situation need not be real life situation like a board meeting but can be imaginary like being stranded in a desert island. Simulation was originally used as a learning technique in business and military training. The outcome of the simulation was of paramount importance. In language learning however, the end product of the decision reached is of less importance than the language used to achieve it. Role-play is often included within simulation. This allows for extended interaction between the students. These two activities help to recreate the language used in different situations. This is the type of language the students are most likely to use outside the classroom. The main benefit is that it enables a flow of language to be produced that might otherwise be difficult to produce or create. The benefits of using role play are:

- In most cases people like to play. Although it should bring out a serious message and key learning points, it can also be fun. The reason why it sometimes isn't is that not all people like to act out roles. By using an actor, they only have to be themselves.
- Role play encourage critical thinking. Because it's live, they have to think on the spot.

- It gives you the ability to provide feedback against something realistic rather than wait until serious mistakes are made in the real world.
- When used in small groups, it allows delegates to share ideas by providing feedback to each other.

There is a difference between simulations (where students act out real-life situations, for example the student check in at “the airport”, but students do play themselves) and role plays where students take on different characters. In a role play, for example, one student may be asked to take on the role of “ an angry landowner” in a role play which is concerned with discussing the possible construction of a new road. Another may be asked to play the role of the “road company representative”. Role play will thus require more “imagination” on the part of the student to be able to get “into” the role.

Some students will find being asked to play a different person in a role play quite liberating. Some students who are normally quite shy can open up considerably in a role play lesson. The teacher, though, must attempt to maintain the “pretend” part of the simulations and role plays: i.e. the students are in an airport and not the classroom. Teachers can aid this process by use of realia and other props. Students who don’t enter into the ‘fantasy world’ can ruin it for everyone else. Teacher intrusion must be kept to an absolute minimum during role plays and simulations....preferably, zero. We use role plays to allow students to test out learnt language in as realistic a situation as possible. They are, in a sense, a halfway house between a sterile classroom practice activity and the often frightening reality of the real world for students. Students can thus feel free to experiment with their language in a safe environment. Teacher intrusion is possible if the participating students, for example, are not understanding at all what they should be doing. Otherwise, teacher input should be left for the post-activity feedback session. Feedback on what students have just done is vital. The role-play or simulation could be videotaped or recorded for example, which would allow a more detailed and thus useful analysis of their performance, they will only benefit. The more natural setting of a well set-up role play can also be used to introduce the unpredictability which makes communicating in the real world so daunting for many foreign language learners. This can be done either with the teacher playing “rogue” characters or handing out a couple of unusual role cards to other students. Teachers should seek to mix things up if you feel the simulations and role-plays are becoming too predictable for the class. Advantages of using role-play and simulation: for role-play and simulation to be successful, 100% participation from the students should take place. The discussion require a great deal of mental activity as each student tries to express himself to show hi understanding and to relate what is being said with his own opinions. Thus opportunities to generate language use arise. This is one of the main concerns of language teaching. The problems of discipline and motivation can also be reduced. Learning is active and not passive when role-play and simulation are used. They require mental and physical activity e.g. gesturing to put forward a point. The students have to concentrate in order to participate effectively. This would leave little room for playing tricks or getting into mischief. In fact such negative behavior can be diverted into the role-play and simulation activities, which ironically can make the simulation more interesting. Since the situations in these activities are often related to real life, the students will see the relevance and they may be more motivated to participate and to use the target language. Hence, relevance would increase the motivation to learn, which in turn will increase student involvement, thus reducing discipline problems which often arise from boredom and lack of motivation. Disadvantages of using Role-play and simulation. Some students have fixed ideas as to what a good teacher is. They expect a rigid, fixed procedure in her teaching. They are used to being passive and expect teaching to be teacher-centered. Attitudes like these have to be changed. Before this can be done the teacher’s attitudes have

to be changed too. Role-play and simulation take a lot of time especially if they include preparation and follow-up work. It also depends on the ability of the class to perform the tasks. The teacher thus has to know the class well so as to assign the students activities to suit their abilities. Time constraints are especially felt in examination classes which have a set syllabus to follow and to complete. The lack of space and the large number of students can make the organization of the activities difficult. Noise level will also be high especially, if the size of the classroom is small thus making concentration difficult. Monitoring of the different groups may also be a problem. The teacher thus has to adapt and improvise accordingly, for instance looking for an alternative place or even carrying out the activity outdoors. Body language is just as important as spoken language, so in their role plays try and let the students get into the role. Of course, one does not have to be an expert at acting but it is important for them to get a feel of the flow of the conversation. Using body language effectively will allow them to become a lot more in tune with the language they are using. When it comes to role plays, it is all about the creative use of language. The student must put what they know to the test. This does not mean they have to list off a boring dialogue. Allow them to be as creative as they can. Put them into challenging situations, and this will allow them to think of new ways of saying things. Role plays can work as a great ice breaker for the beginning of the class. Always remember to be sensitive to any particular issues at the time, however, and be wary of the students' age. Usually, the likes of filing a complaint will not really be of interest to children. Once the students are having fun and speaking English, there are no limits to their own learning.

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