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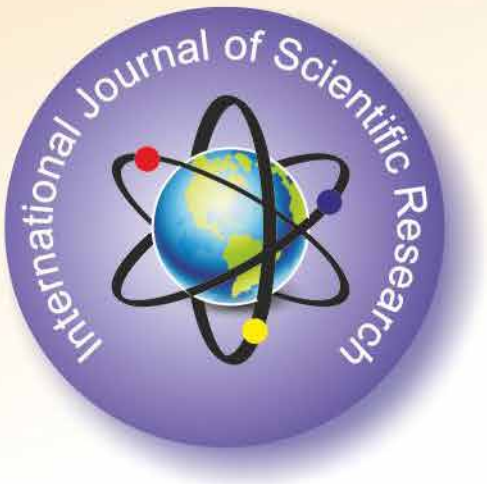

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Research Paper

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Innovative Method of Role Play for Developing English Language Teaching and Learning

Literature

KEYWORDS :

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ABSTRACT

Role playing is an extremely valuable method for L2 learning. It encourages thinking and creativity, lets students develop and practice new language and behavioral skills in a relatively nonthreatening setting, and can create the motivation and involvement necessary for learning to occur.

Role playing is a methodology derived from socio-drama that may be used to help students understand the more subtle aspects of literature, social studies, and even some aspects of science or mathematics. It may be used for the training of professionals or in a classroom for the understanding of literature, history, and even science. Role playing isn't to be viewed as a particularly psychological procedure. Certainly, it has been widely used as a part of many different types of therapy, but this is because it's a natural vehicle for learning. Role playing is simply a less technologically elaborate form of simulations. Musicians and football players, actors and firemen, all need to practice their skills. This is because complex operations cannot include all variables in a single lecture or even a thick book. This paper will examine this technique in detail. It also focuses on how to apply it successfully and take the most advantage of it in English classes.

Introduction

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! 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. 'At the restaurant', 'Checking in at the airport', 'Looking for lost property' are all possible role-plays.

Why use role-play?

It is widely agreed that learning takes place when activities are engaging and memorable. Jeremy Harmer advocates the use of role-play for the following reasons:

- It's fun and motivating
- Quieter students get the chance to express themselves in a more forthright way
- The world of the classroom is broadened to include the outside world - thus offering a much wider range of language opportunities
- In addition to these reasons, students who will at some point travel to an English-speaking country are given a chance to rehearse their English in a safe environment. Real situations can be created and students can benefit from the practice. Mistakes can be made with no drastic consequences.

The role of the teacher

The teacher defines the general structure of the role play, but generally does not actively participate once the structure is set. To quote Jones (1982), "...the teacher becomes the Controller, and controls the event in the same way as a traffic controller, helping the flow of traffic and avoiding bottlenecks, but not telling individuals which way to go." Rather than a traditional, teacher- centered classroom structure, the teacher keeps a relatively low profile and students are free to interact with each other spontaneously. This reduces student anxiety and facilitates learning.

The teacher must take on some additional responsibilities in role playing/simulation. In particular, the teacher must keep learners motivated by stimulating their curiosity and keeping the material relevant, creating a "tension to learn" (Burns and Gentry, 1998).

Some of the possible teacher roles are:

- Facilitator - students may need new language to be 'fed' in by the teacher. If rehearsal time is appropriate the feeding in of new language should take place at this stage.
- Spectator - The teacher watches the role-play and offers comments and advice at the end.
- Participant - It is sometimes appropriate to get involved and take part in the role-play yourself.

Feed-in language

As students practice the role-play they might find that they are stuck for words and phrases. In the practice stage the teacher has a chance to 'feed-in' the appropriate language. This may need the teacher to act as a sort of 'walking dictionary', monitoring the class and offering assistance as and when necessary. If you are not happy doing this and you feel that the process of finding the new language should offer more student autonomy, you could have 'time-out' after the practice stage for students to use dictionaries to look up what they need.As mentioned in the role of the teacher section, feeding-in the language students need is fundamental. By doing so, they will learn new vocabulary and structure in a natural and memorable environment. It is a chance to use real and natural language.

Types of Role-Playing Exercises

Role-playing can be thought of as unstructured drama (Dallman-Jones et al., 1994). In these exercises, a student looks at the topic from the perspective of a character, which will affect and be affected by the topic. The instructor provides the setting and the characters, but the students have to decide their characters' lines and directions. Generally, the students will need to do some research to make informed decisions from their characters' perspectives. This research opportunity can easily become an inquiry element.

Role-playing exercises teach skills that are often assumed to be learned outside of the classroom, and how to use those skills to complement scientific knowledge. These exercises require the students to use imagination, background knowledge appropriate to the character being role-played, and communications skills.

Individual Role-Playing Exercises:

The students' research and write about or present the issue being studied in a format appropriate to the character they've been assigned: a letter to the editor, or a report to the board of a corporation. The challenge for these exercises is for the student to "get into character", to accept and work in the role that they've been assigned, especially if their character is very different from them.

For example, students could have a general lecture telephone conversation, handling business calls, phatic communion etc and thereby asking the students to do pair work by giving them imaginary situations.

Interactive Role-Playing Exercises:

These are group projects that range from simple brainstorming

exercises or scripted demonstrations to in-character debates, group discussions dealing with environmental or current affairs topics. These lessons may include individual assignments to prepare the students for their roles and for the project as a whole. It is easier for students to get into character and stay there with help from their classmates, but keeping the debate friendly and productive can be challenging. Some examples – Debate on "Science is a boon or a Bane", Brain Drain etc.

How to Teach Using Role-Playing?
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. Fortunately, much of the work of preparation, once done, can be distributed to other educators. As with any big project, it's best to take it one step at a time:

- Define Objectives
- Choose Context & Roles
- Introducing the Exercise
- Student Preparation
- The Role-Play
- Concluding Discussion
- Assessment

Classroom techniques, practices and behaviors
The role playing/simulation procedure described here uses Ladousse's (1987) format applied to "The Island Game," a simulation described by Crookall and Oxford (1990b). Ladousse views procedure as one of 11 factors in role plays. These factors are: level, time, aim, language, organization, preparation, warm-up, procedure, follow-up, remarks and variations. Various role playing exercises are then described in terms of these factors.

Level indicates the minimum (and sometimes maximum) level at which the activity can be carried out. Time may depend on whether students need to read articles, reports, etc. Aim indicates the broader objective of each activity, such as developing confidence or becoming sensitive to concepts expressed in language.

Language indicates the language the students will need, such as structures, functions, different skills, work with register, or intonation patterns. Organization describes whether the activity involves pair work or group work, and in the latter case, how many students should be in each group. Preparation indicates anything that needs to be done before class. Warm-up involves ideas to focus the students' attention and get them interested.

Procedure
Procedure involves a step-by-step guide to the activity. Richards (1985), for example, recommends a six step procedure for role playing: preliminary activity, a model dialogue, learning to perform the role play with the help of role cards, listening to recordings of native speakers performing the role play with role cards, follow-up, and repeating the sequence. However, many role playing/simulation procedures do not follow these steps. Follow-up indicates activities that are done after the activity, perhaps as homework. Remarks may be of general interest or may be warnings about special difficulties that may arise. Variations can be used with different types of classes or different levels.

To give an example of how this procedure can be followed in class, I will apply Ladousse's 11 factors to Crookall and Oxford's (1990b) "Island Game." The "Island Game" is both an extended ice- breaker and collective decision-making activity which can help develop a range of skills in the target language. The simulated situation is one in which the group has been stranded on an island. A volcano will erupt in 30-60 minutes, so an escape plan must be implemented quickly. There are lifeboats to carry all to safety on neighboring islands, but an overall group consensus must be reached on who will go where, with whom, etc. The procedure is shown in the following figure:

Level: Advanced

Time: 11/2 hours for the main game, 1 hour for follow-up

Aim: Ice breaking, developing skills in decision making and co-operation.

Language: Language skills are used to reveal things about oneself, express agreement and disagreement, persuade, defend a point of view, elicit cooperation, analyze data, and make judgments. Different skills are enhanced such as listening, understanding directions, initiating, speaking, writing and reading.

Organization: Whole class and small groups of 3-7 students.

Preparation and Warm-up:
Students must not talk. They are given information on lifeboat numbers and capacities, neighboring islands, etc. Each student must complete a "personal profile" with accurate information on sex, age, nationality, background, employment, practical skills, etc., and with the top three preferred islands indicated.

Procedure:
The group makes decisions to reach a consensus. The teacher makes sure that everyone stands up and moves around. Changes can be made (such as boats being declared unseaworthy, or islands declared out of bounds) when a group seems to have made a decision "too easily." The time until the volcano explodes is periodically written on the board.

Follow-up:
Small groups rank order and discuss the five main factors that led to their decisions about forming groups, choosing islands and escape boats, etc.

Variation:
Each group develops a society on its new island, complete with a political structure. They draw up a set of guidelines, or constitution, for the community.

Other examples of role playing/simulation, such as the famous people role play, extraterrestrial game, reception game, and design competition, have already been mentioned.

Here are five more brief examples from Ladousse (1987):

- Picture role plays. Students identify with persons in photographs, write his/her imaginary biography, and interview each other in their roles. This provides practice in simple past tense.

- Neighbors: may I borrow? Students practice making polite requests. They are given picture cards showing cooking ingredients that they either need or have a lot of. They explain what they are cooking, and must borrow ingredients from each other.

- Group improvisation. Two students improvise a scene, and others join and leave the improvisation, tying their roles and exit into the improvisation. As with the "design competition," this follows the unstructured, "divergent" model.

Shortcomings
Role playing is a technology for intensifying and accelerating learning; it is like electric power tools in relation to carpentry. Just as carpenters have to be skilled in the many components of their craft, so too do teachers have to be well trained and competent, or therapists well-grounded in the various aspects of that role. The tools aren't panaceas, and they don't work well if used carelessly or as a substitute for actual planning and thinking. And, like power tools, they can be dangerous. But even the old-fashioned types of saws and hammers could do damage if one doesn't know or remember to apply the principles of safety.

The most common problem with role playing is that of the leader not appreciating its essential nature: It is an improvisational procedure, and improvisation requires a feeling of relative safety. This must be cultivated in a group, the teacher engaging the students in a "warming-up" process in which they get to know

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each other in a more trusting fashion and become involved in the theme to be learned. Learning how to warm up a class and how to keep the warm-up going is as much a part of role playing as a surgeon's knowing how to prepare a patient for an operation.

Future Implications

In addition to its integration in the ordinary classroom, these methods can also be used synergistically with special programs for children "at risk." Some children have special needs; some are physically, emotionally, or developmentally disabled; and some are simply not the kinds of children who do well in traditional classrooms and need a more active, multi-modal, experiential approach. Again, role playing in itself is no panacea, any more than the new "-scope" technologies now revolutionizing surgery can be effectively applied by people with little training. These are tools, and in good hands, they can powerfully enhance the attainment of the teachers' goals.

Conclusion

Incorporating 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! It can be an integral part of the class and not a 'one-off' event. The primary purpose of role-playing exercises is to get students to look at the material they are learning in a new light. The instructor is persuading them to alter their mental maps of the world instead of just filling them in .In conclusion, when the role playing/simulation technique is employed, it should be integrated with other language learning activities, given the preparation and care which is required in any language learning method, and adapted to student needs and level. If these guidelines are followed, it can be a rewarding experience for both the students and teacher.

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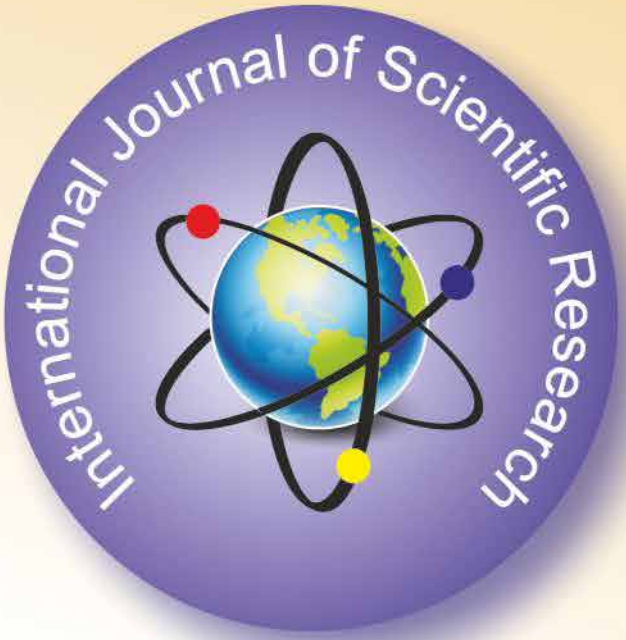

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