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**“BENEFITS OF USING ROLE PLAYS IN
TEACHING ENGLISH AT SCHOOLS”**

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Introduction

“Education is the most powerful weapon we can use to change the world.”

-Nelson Mandela

Actuality of the theme. Since the independence of Uzbekistan, our country has developed significantly in a short period of time. The independence gave the opportunity to spread the improvement to every field in our country, not only quantitatively but also qualitatively. The changes and facilities which are put into practice can be seen in educational, economic, political, agricultural and social spheres. Nowadays it is leading us to the greatest achievements and victories.

The first president of Uzbekistan Islam Karimov started to transfer the system of education from the old system to the new and modern one which is spread around the world. He put the aim to distribute the youth of our country with a higher and up-to-date educational system and modern buildings that are supplied with all conveniences. From the initial days of our independence, in order to give proper education and to see the goals while teaching process, a new educational system was established which was concentrated on firstly dividing the learners into the right class forms, for instance, pre-school education, primary school education, secondary school education, secondary specialized and professional education and higher education.

In addition to this, our government presented a great deal of budget for the educational system. First of all it can be noticed in the system of primary twelve-year compulsory and free, lifelong education and its professional dimension that takes into account the interests of students and the youth. This budget is submitted and controlled by the Ministry of Higher and Secondary Specialized Education. Besides, there are a number of scholarships which are implemented in institutes and universities to students who are active and intelligent, such as scholarships of President of Uzbekistan, Government scholarships named after Beruniy, Ibn Sino, Navoi and Ulug'bek. Not only the system of education has been improved but also

the number of educational institutions and universities provided with the most recent equipment and technologies so as to supply with facilities for acquiring accurate knowledge and skills, and they are located in modern buildings. The youth of Uzbekistan are rendered with attention and care by government, widespread strides made in the area of education cause appreciation.

Nowadays the main focus is given to spread teaching and learning foreign languages fluently and accurately. The reason is that today the importance of our people's perfect knowledge of foreign languages can hardly be exaggerated as our country aspires to win a decent place in the world community, because our people see their future as a life in mutual accord and cooperation with their foreign partners. Most people know learning foreign languages leads to being aware about world, about different nations and also to improvement and evolution.

I should note that we, Uzbek students are distinct with a great interest in and real pursuit of knowledge along with learning languages. We are fascinated by people yearning for knowledge and capturing the initiative, they have the essential conducive environment to realize their potential. In our country they will not have any difficulties to learn and study, and there are numerous open doors for language learning and educating. One of the ventures to augmenting English language educating in secondary schools is the decree number 1875 on December 10, 2012 in enhancement of the teaching and learning of foreign languages in order to improve the communication skills and international effect of future Uzbekistan specialists in all fields. The first President of Uzbekistan Islam Karimov made plans to enhance foreign language learning system with the decree about "On measures to further improve foreign language learning system".

These attempts showed its results in a short period of time. Among the years of independence, more than 51.7 thousand teachers of foreign languages have graduated from universities, and English, German and French interactive media exercises and course readings for the 5-9 grades of secondary schools, and additionally electronic assets for learning English in grade schools have been

made, more than 5000 secondary schools, practiced colleges and academic lyceums were supplied with language research centers.

According to the decree which adopted on 20 of April in 2017 by our president Shavkat Mirziyoyev says: “Every High Educational Institution should have corporation with world famous scientific –educational universities in order to implement advanced pedagogical technologies based on international education models to the classes.”¹

Nowadays, in Uzbekistan the educational system with the new internationally-recognized framework described by the CEFR is used in learning, teaching, assessment, with a national content. Every student and teacher knows about it. Furthermore, it is not possible to establish teaching English without leveling or assigning the learner’s knowledge of English, where CEFR is highly demanded. CEFR is highly essential during teaching and learning foreign languages both for teachers and learners. The reason is that learners can get knowledge to monitor their own achievement and progress, and teachers can know clearly about the level of students and what to teach at different levels. CEFR also gives opportunity to choose and shape their teaching syllabus, different classroom materials. In addition to this it provides teachers with ready-made objectives for each level, and it will help to lead classrooms accurately with several goals. One of the most essential advantages of CEFR is that the focus is given to communication, and teachers and learners feel more confidence and they are more independent. So their communication skills will be improved easily. According to CEFR learners have a huge number of opportunities in order to a professional language learner.

The President Shavkat Mirziyoyev is also paying his great attention to the education. He gave a number of new chances and facilities to the Uzbek youth. Our President held a conference about how to improve the educational system in Uzbekistan on October 8, in 2017. The project of reforming the educational system, giving several authorities in order to make educational institutes

¹ «Oliy ta’lim tizimini yanada rivojlantirish chora–tadbirlari to’g’risida» PQ-2909 son, Xalq so’zi 2017 yil 21 aprel

independent step by step, and the cultural and educational development of the youth were discussed in the conference. Our President spoke about every young person who lives in Uzbekistan should be educated properly with high focus, not forgetting about culture and nationality.

Concerning being a teacher, the chances which are set up in Uzbekistan for foreign language, especially English teachers places primary responsibilities and duties in our professional activities and motivates us to be familiar with the continuing reforms and innovations in the educational system of our country and abroad as well. So in order to prove the faith of our President we should try with our heart to be professional and proper teachers as the future of the young depends on the teacher's attempts also.

In order to be one of the best specialists in the field of education I've made up my mind to carry out my own tiny research work on a very interesting and necessary theme in English. I believe that the results achieved in this research will be useful in teaching English to students.

My graduate qualification paper is devoted to the using role-plays at schools. To be more exact, the name of my diploma work is "Benefits of using role plays in teaching English at schools".

The theoretical significance: to learn about rules and theories of using role-plays at schools, to find beneficial features of it.

The practical significance: the results can be utilized during lectures in order to give information to students how to teach and motivate pupils, and how to prepare, choose and use role-plays during classes at schools.

The basic purpose of qualification paper: to learn and analyze the main rules and theories of using role-plays at schools and find out its benefits.

Tasks of the works:

1. To explain the concept of role-play.
2. To get knowledge about role-plays and its usage fully.
3. To find out about the advantages of using role-plays at schools.

4. To look through data from professional books and articles.
5. To compare and contrast its usage in different early aged pupils.

Object and subject of the work:

The object of this work is to identify the advantages of role-plays at schools.

The subject of the work is the benefits of using role-plays in teaching English at schools.

The structure of the work: introduction, three chapters, conclusion and bibliography. Bibliography consists of all used references.

Chapter I: Role-play in the ELT classroom

1.1 The meaning and the organization of role-play.

Nowadays teaching and learning foreign languages is getting more and more essential, and the newest and up-to-date methods, technologies and ways are being found in order to achieve the goals. One of the most common learned languages is the English language. The reason is that it is considered as world language. Teaching English properly and accurately is very important task of every teacher. The teacher should utilize the most effective, interesting and professional methods and approaches in order to make the eagerness to study between learners. Different ways and approaches are usually chosen according to the level and ages of learners. Some of them are suitable for all levels of learners.

One of them is the role-play. What does the concept of role-play mean? Teachers can utilize role-plays as very successful tools during classes. Teachers ought to remember about integrating such speaking activities to reverberate pupils' theoretical knowledge of a language in daily practicessince they help to achieve primary goals to increase learners' interaction in the classroom. Role-plays are usually used in the classroom like the motivation to students which gives simulation both social and intellectual. There is not any exact definition of role-play, and several professors see them in various ways.

One of the accurate definitions is given by Porter-Ladousse in 1987. Porter Ladousse said that role-play activities extend from extremely-governed leaded conversations, to extemporized drama activities, and from easy practiced dialogue action, to exceedingly compound modeled scenarios.²Giving such definition he puts much emphasis to the number of role-play activities. Such kind of speaking activity can be restricted by time and helped by the cues which are prepared. Mostly in role-plays students do more improvisation than retelling learned dialogue or conversations. Porter Ladousse also indicates that role-play may be different in complication, and some playing might be very brief and simple, while

²Bourke J.M. A Rough Guide to language Awareness. J. English Teaching Forum. V.46, No1, 2008. -P.12-21

on the contrary some speeches may be very structured and complex. So the difficulty of each activity relies on the level of the language.³

Role-play is an effectual technique to enliven the atmosphere of the teaching and learning process, awaken learners' interests, and make the language accession effecting. There are four main factors for the success of role-plays: the topic which is selected ought to be natural and proper; the teacher should observe students' actions carefully, and correct mistakes in an accurate way. Implementing role-play in the classroom may add diversity, a variation of pace and chances for a wide scope of language usage.

According to John Scrivener, we can give another definition in order to clarify the concept of role-play. Students are usually given some data about a „role“, for instance, a person or other characters in the role-play, and this information is frequently printed on small cards. Learners prepare in some minutes, and when they become ready, they act out small performances with other students using the ideas of their own, and they also use the information which is given in the cards. In most cases, simple role cards consist of only very short information, such as names of roles like pilot, passenger and so on. Also there can be only some guidance in order to inform what to do, like buy a bouquet of flowers from the flower shop and so on.

So from the given definitions we can know that students are given particular roles to play in role-plays. The cards on which written the information is very essential, with the help of it the students who are going to act can get a clear instruction what to do and how to act in performances. Using such role-cards during organizing role-plays will help students feel confidence and inspire them. As we know, students differ with each other, and their language levels are not the same. So some weak students act their role only relying on the cards but clever ones use them like reminders. Role cards are prepared so that students own different roles and play their role with agreement. Before acting roles, student

³Brown, Gillian and George Yule. Teaching the spoken language. Cambridge University Press 1983. P 25-89.

should be given some amount of time to prepare their speech and to get ready for their roles. In addition to this, students also add their own ideas and feelings to their roles except the cards. It helps the role to seem much more real and natural in the performances and students also feel courage during their roles.

Role-play is any kind of activity which requires speaking, and students will put themselves into someone else, or they will stay as they are but imagine themselves in some kind of situation. When it comes to be an imaginary person, they will become another person who they like or asked to be for some time. They can pretend like the King, the Princess, or film stars, a cartoon hero, the choices which will be played are endless. Students may also choose somebody else which they prefer. If students are asked to play roles in imaginary situations, they will be given some type of situations or scenarios to play in role-plays, for instance, the scene at the restaurant, the scene at the shopping center, or at the doctor and so on. They may also change or add any changings or some addition to the given scenario in the role-plays.

Role-plays give students a great opportunity to work together and corporate in different problematic situations. A role play is a learning construction which lets learners to directly apply contentment as they are asked to put themselves into the character of a resolution maker who should make a resolution concerning a policy, source allotment, or another event. This kind of method is an admirable instrument for motivating learners and permitting them to cooperate with their friends as they attempt to accomplish the exercise appointed to them in their particular roles. Such type of works can be done in competitive groups or learners may assert the individual of their role through the studying period. Learners are more motivated since they attempt to reply to the stuff from the position of their character, and play their roles with their friends or classmates.

A role-play is a kind of communication that give chances studentsto have real life situations on which they will be able to practice more on their speaking skills than grammar rules. The focus is given to put in practice the rules which they learn

at classes. The interaction between students also may be improved since they work together in several situations. It is obvious that a role-play simulates a friendly and encouraging atmosphere at the classroom. Learners can collect a deeper comprehension of various standpoints which helps them to feel confident among audiences.

In order to make effective and interesting role-play activities, and achieve goals in speaking skills using them, it is important to know the organization of them, and how to organize properly role-plays. As every activity owns its own structure and rules in order to organize, such things can be found in role-plays also. Every successful teacher should know about its rules and follow them during the usage of role-play activities. Some basic principles are used so that role-plays result successfully in speaking abilities.

First of all, it is very essential to note that if a teacher is not aware about the efficacy of using role-play activities; such activities themselves will not show any successful and expected goals at lessons. Educator should consider about how role-plays are exciting techniques to utilize and have many advantages. Students will be interested in playing role-plays if their teacher is enthusiastic about organizing such activities during lessons. Teacher's mood, attention and behavior also affect to students personal traits at classes. They pay attention to every minor detail which is happening in the classroom so teachers ought to be very careful and attentive while establishing activities.

Every teaching succession demands three significant components: the stage of engaging, the stage of studying and the stage of activating. These major elements are considered to be so important and indispensable.⁴ The achievement of goals which are planned by teachers can be accomplished with the help of them. In the first step – the stage of engaging, the educator's task is to engage and keep students' focus and pleased attention in the lessons. It is believed one of the most crucial tasks of each teacher at the beginning of each lesson. Besides, learners'

⁴Budden, Joanna. "Role play". British Council. 2004. P. 34-78

brains have to be implied and linked with a lesson in an emotional manner, for instance by a delightful situation or a pleasant picture. After that, students need to learn the new or unknown language; it might be grammar rules or vocabulary tasks. Without studying them, learners may face with different misapprehension in the period of playing role-plays. After having been familiar with unknown items, learners are given an opportunity to practice both the new learned vocabulary and the language they have already learned. Students do this when they talk in a free manner. It helps to consolidate new knowledge and repeat the oldest one at the same time. After having been engaged and attracted, being introduced the new vocabulary and having drilled it, students attempt to actuate it. Then teachers can see the waited goals and students can have a proper and strong knowledge. In the end, learners try to bring out the new vocabulary or any kind of language. Additionally, playing role-plays is a worthy of a great praise technique to practice the language in the lifelike situation. If students do any mistake while using new language, the teacher will be able to correct them in that lesson, and at the result students can improve themselves faster than usual. It will work only when teachers pay their all attention to the works of their students. If their teacher do not remove errors on time and do not observe students carefully, students' eagerness to do activities and to study will be declined immediately. The main factor which can affect students greatly is their teacher and his or her attention to the students. So correcting the mistakes on time will help students to develop their knowledge properly.

If role-plays are not based upon a conversation or dialogue in a course book or a text on the book, learners themselves have to make a decision on what language to apply and how a dialogue or conversation ought to evolve.⁵ Hence, in order to make role plays advantageous activities, accurate preparation will be highly vital. Before giving the role cards, the educator may tell students to do brainstorming at the lesson on what the students may speak. Brainstorming can

⁵Byram Michael. Encyclopaedia of Language Teaching and Learning. London: Routledge, 2000. P. 93-736.

help students to improve their thinking abilities and logical skills. Students can do it, writing some related vocabulary on their notebook or orally discussing with their partners or in groups. It also may awaken students' interest to the topic and they will attend in the lesson more in an active manner. And then teacher will tell if their predictions are true or not. Then he or she will give the full explanation what to do and how to do. In addition, in order to see a more effective result, some necessary vocabulary or phrases, and some reminder or cues may be written on the blackboard. They may guide participants correctly during doing role-plays. Explaining the structure and giving full definition to what to do may help students to select the necessary and vital language which they use during their speeches. Having been equipped with helpful vocabulary, students may not face with any misunderstandings and may speak accurately in role-plays.

Additionally, it is also worthy to remember that the educator ought to make sure that learners have understood the condition to play and also what is on the role cards before the role-play starts. The full comprehension of the role cards is highly important so that teachers achieved their goals after lessons. So teachers are responsible to give a proper and deep explanation what to do in the role-play. Besides, teacher may show how to act or how to speak the words or how to pronounce them while elaborating the role card. Then if students follow the instruction, they will not have difficulties with leading the activity suitably. Moreover, teachers should make sure if the given role cards are suitable to the levels of students and if it is clear and understandable for them. If there are some weak students in the classroom, teachers should explain in easy ways and should not reject them just because their knowledge is low. If they pay great attention to them also their knowledge will be improved. If classroom contain the students whose levels are different with one another, teacher ought to prepare role cards considering about it.

Furthermore, teachers ought not to choose role-plays which are too unmanageable or too displaying emotions until learners are applied to that type of

activity. The reason is that if educators select such kind of situations to do role-plays, students will be discouraged to do them in the classroom. Teachers are advised to start with the very simple and easy role plays rather than difficult ones because students usually want to do the activities which are interesting and understandable for them. In most cases, while playing any role-play for the first time, students might be more or less hindered, but after some time they will get familiar with implementing role-plays. They may need some time to forget their agitation and feel confident in the role-play.

In addition to that, participant in the role-plays will need some time for the preparation to perform in such activities and they should try to act their roles individually. As a result they will be able to imagine their roles before acting in the role-plays. Teacher will give some limited time to students, and they will read given role cards quickly and get ready in some minutes. As students' levels differ with each other, the quantity of planning time may vary also. Stronger students require a short time preparation but weaker students need a bit more time to get fully ready for the performances. So according to the level of the class, teachers limit the time in several steps. Players who are going to act at the performance work in small groups or in pairs in order to discuss what they are going to say and how they are going to act in the role-plays. If the students are at higher levels, they will not need so much support with the understanding language but they will ask some time to be familiar with their roles. Preparation before the performance is also very essential for affective activities. During the act of preparing, educators may help students to clarify the instruction, and give the own advice to perform the roles accurately.

Another important factor is using realia during role-plays. It can assist to bring the role-play into the real life. Students imagine the situation very easily, and roles also may feel like real. For example, when acting the role of a doctor and a nurse, students may be asked to bring a white uniform and an injection or when acting the role of a policeman, they might bring a police officer's uniform and so

on. Such kind of simple additions can make the whole performance much more unforgettable for the students. The main reason is that while imagining fully the roles, it will help act properly and with self-confidence and the event or situations also can feel real for everybody. Teacher can get high results which such effective and admirable works. Furthermore, if it is possible, it will be very great when students use some relevant furniture during the performance. In such situation students will be fully focused on the activity and they will try to do best in order to get a high score and improve their knowledge. If students want to feel their performance more natural, they should pay attention to every minor details, such as from knocking the door to enter somewhere to the farewell after finishing your job. When everything is focused with great care students can achieve their aims with high results. Teacher may help students to design the classroom according to the given event in role cards, such as moving desks in order to look like a hospital or super market and so on. When students see the attempts of their teacher, they will be encouraged to play in the role-plays, and they will not be bored in short period of time.

Moreover, the demonstration of the role-play is considered to be very significant in the classroom. The teacher's task is not only to tell learners the situation to act, but also to do the given exercises together. Students will become much more motivated when they see the aid from their teacher. The educator can also draw out some constructions that would be utilized in the role-play. After having interpreted the task completely, the teacher separates students into several pairs or groups according to the scenario. At the end, he or she sets some amount of time in order to limit the event of the scenario, and follow the time limit strictly. The given time limit provides the order during performing the role-play, and gives a chance to see all prepared role-plays, and mark every student with appropriate marks. The discipline can be saved in the classroom. So in order to be a successful teacher during using role-plays, every teacher should pay attention to the rules and techniques of them.

In the end, Kim Huang states that every successful teacher ought to assess the effectiveness of the role-play activity and examine if students have prosperously comprehended the meaning of language, sentences and conversations.⁶ Evaluating and assessing them properly their works are considered to be highly important. She also mentions that there are various methods to check learners' evaluation. They can choose the most accurate ones to mark their jobs, and it should be proper to the level of students. In addition to this, she suggests that learners ought to be given oral and listening tests and exercises related to role-playing and the performances. The players may be told to answer several different questions related with their roles and speech, repeat some parts of conversations, or translate the role-play into their native languages. Additionally, teacher may choose small quizzes which are related to the role-plays. Except from that, the educator's task is to evaluate students' understanding and comprehension while controlling their role-play performances. Observing the performances of students is very important and the most requisite job of teachers.

Students will be motivated and become very active and energetic after listening evaluation of their work⁷. The observation of role-playing activities help to know about if the whole group stays involved with the activity or not, and the educators is encouraged to assign students tasks and exercises. For instance, the teachers who observe could evaluate the realism of the role-playing, respond to the effectiveness, and succession of the role players' attitude and behavior, and define the feeling and methods of comprehending of the people being portrayed. Enactment of the players should be accurate and suitable to the given scenario. The learners who act in the role-plays assume the roles and spontaneously play like living in that condition from beginning to the end of the event. It will help to feel and act accurately and improve their knowledge in that situation.

⁶ Byram Michael. Teaching and Assessing Intercultural Communicative Competence. Clevedon, Multilingual Matters Ltd.,1997. P. 69-136.

⁷ Doff, Adrian. Teach English: A training course for teachers: Trainer's Handbook. Cambridge University Press. 1988. P. 23-56.

After observation, teacher should discuss and appraise the performances. In this step, the action of students' role playing is reviewed, the focus and attention is discussed, and the next enactment is developed. Moreover, new interpretations of students' roles are shared and new possibilities for different causes and various effects are researched in this reenacting step. Teachers during doing such thing pay attention to every detail and every condition of students in order to find relevant causes and results. Students also are eager and ready to know and listen about each minor detail of their work. So educators should not omit or give less attention to the role-plays. After that, teachers can also share some experiences and suggestions in order to encourage students to play their roles more actively.

The teacher is always responsible for initiating the stages and showing the correct way to students through the activities and exercises within every step. Nevertheless, the learners are accountable for selecting and choosing the content of the discussions and the enacting. Students' responses are admitted in a non-evaluative manner. The educator supports learners explore other sides of the problem situation and compare alternative views. Learners increase the consciousness of their own views and feelings by reflecting, paraphrasing, and summarizing their answers. Besides, teachers can use the concept of role and emphasizing that there are various ways to play a role and stressing there are several methods to resolve a problem.

Role-plays are designed explicitly to nurture⁸:

- 1) the examination of personal values and behavior;
- 2) the development of strategies for solving interpersonal and personal problems;
- 3) the development of empathy towards others.

According to these steps, teachers can evaluate accurately and fully the works of students after their performances.

Students are always ready to listen to speeches which are about their works and achievement. So when the teacher finds out any mistake of his or her student,

⁸Harmer Jeremy. How to Teach English, Harlow: Longman Group UK Limited, 2004. P. 45-75.

he or she speaks about the goals firstly. After then, he or she should explain the mistakes without any kind of exaggeration.

Role-plays always require imaginations from learners. When pupils do role plays, they naturally become somebody or something else. Role play stimulates their imagination and increases their social development, encourages friendship through cooperation, listening and turn taking. Therefore, role play is a really significant activity for the pupils.

The pupils, especially younger ones, can learn many skills and attitudes during role play, they learn how to be co-operative in teamwork and be empathetic with friends. They may learn to express and state all their feelings without shyness. You can tell by observing learners role playing what they're going through, what they struggle with and what they are processing at the moment. They also may learn about other cultures and develop their language and movement skills.

1.2 Pair work and group work as models of classroom interaction in role-play.

Role-play activities require the attendance of the whole class. As mentioned before, role-playing is an activity that consists of at least two or more than two students. In order to play performances in role-plays a lot of students must take part in. Otherwise, role-plays may not be proper. Regardless of the number of learners involved in the exercise, pair work and group work are considered the patterns of classroom interaction. Teachers have the opportunity to choose models of classroom interaction so that they see the result which they expect. The patterns are usually selected according to the level of students also. Mostly at schools the levels of pupils are not so high. So teacher can use pair works in most cases or if he or she want to choose minimized group work patterns. To be more exact, they should divide the classroom in several small groups, and it will be easy to work with them. As the levels may differ in the one class, the teacher may separate groups dividing strong students to each group. Strong pupils will assist to weak ones, and they will work together during the performances.

The first pattern of classroom interaction is pair work. In pair work, learners have both the possibility and the opportunity to practice the language and vocabulary or study a text together at the lessons. Working in a pair significantly boosts the quantity of time devoted to speaking any student can receive in the class. Besides, it also allows learners to work and interact independently and freely without the necessary help from the teacher, so it promotes the student's autonomy. Pair work also gives an educator the opportunity to work with one peer during the other students continue speaking. Additionally, learners learn to share responsibility to each other and such a classroom interaction model promotes cooperation which aids the classroom to be a more likeable place. In pair work, all pupils will be able to improve themselves and listen and correct their peers during the performances. The roles are divided easily, students will not contend while choosing the roles. The time limit also is not so much in pair work activities.

Nevertheless, teachers may face some problems during using the pair work in role-plays. There are some unfavorable points about pair work. Harmer Jeremy emphasizes the fact that many educators and even learners may dislike it and to add more, working with a partner can be full of noise.⁹The noise may cause interruption and their concentration may be disturbed during classes. Therefore, teachers keep thinking that they may lose power over their class and do not permit students work in pairs too often. They utilize them only when dialogues or small conversations are asked in the role-cards. Another drawback is switching to language one. Since the teacher cannot control all students at the same time, learners work on their own, and they may speak in their mother tongue rather than in the target language. The teacher may not notice it all the time, so students may be bored and may not focus on their speech. In most cases, such situations are likely to happen at schools. The reason is that pupils cannot fully speak in the target language, and when they face with unknown or difficult words, they just omit or utter them in their mother tongue. The teacher who is observing pupils may notice only a few of them, most of them will be neglected. So during the usage of pair work in role-plays, the teacher should be more careful, and it is better to listen to the performances in several stages putting time limit.

Group-based learning is utilized on a wide scale in many forms of teaching process. First of all, it changes the interactional dynamics in the classroom and increases students' speaking time dramatically. Altering the classroom interaction is significant because it keeps students from getting bored when working still on their own. There is also a more considerable chance of different opinions and varied involvements than in pair work, and it motivates learner's autonomy by permitting students to make their own choices within the group, without being told what to do. In groups, students' corporation also will be improved, and they will divide the roles to each other together. Pupils will be motivated and their eagerness

⁹Jones Torres, Palmer Kandy. In *Other People's Shoes: the use of role play in personal, social and moral education*. Exeter: Pergamon Educational Productions; 1998. P. 156-245.

to work with their classmates will be increased. Observing process also will not cause any problem for teachers.

Likewise to a pair work, group work is likely to be an interaction model which is typical of full of noise. Some educators may feel that they lose control over the whole class in role-plays. In addition to this, not all pupils enjoy group work since they would prefer to be the attention of the teacher's interest rather than work with their classmates. Students sometimes find themselves in a not pleasurable clique and they wish they could work with someone else during working in groups. Finally, setting up such activities consists of a number of challenges, such as putting pupils into group may be time consuming, students often seat themselves in in-groups by age, language group, friendship, and so on, and low-level learners may have difficulty following instructions or be intimidated working in a group with stronger students.

However, pair work and group work models are advised to use during the role-plays because performances always require work with others. A successful teacher should know how to divide pupils into several groups. At schools the levels of learners are differ with each other. So while dividing into groups, the teacher ought to pay attention to this sides. In addition to this, separating students into groups in a simple way may seem bored to students. Teachers can choose some warm-up activities which are related to the role-plays and use in order to separate them. For example, there is a scenario for a role-play. The topic is an occasion at the shopping mall; the teacher can ask students to tell a noun which is something can be eaten, a noun relating to clothing, and the technique of entertainment. According to the types of nouns, teacher can separate students into three groups collecting similar nouns together. Moreover, teachers may choose another ways to divide their pupils into groups.

To add more, it is also considered to change after several times of usage one interaction pattern because pupils may feel some boredom after playing in one

type. So using pair work and group work with changing is so beneficial. It depends on the teacher's knowledge how to use accurately in the classroom.

During working with others, students may have the opportunity to interact with a variety of people and learn from each other.¹⁰ Besides, it motivates cooperation which will support learners get along in class and could decline the number of student outburst too. Pair work is great for practicing model dialogues in the role-plays. Working in pairs gives individual learners a lot of speaking time. If working cooperatively with others, learners will often have much more confidence than when completing tasks or exercises on their own. If learners are competing with their peers, they will be more encouraged. Working in the groups give learners the opportunity to create much more complex dialogues, explore relationships between characters, pool knowledge and skills together, and have a more social learning environment. To add more, there is a better opportunity for self-correction or peer-correction and for a discussion on a wider range of thoughts and opinions with larger group size. On the other hand, individual speaking time is limited when working in groups during doing role-plays. Teachers can increase the quantity of speaking time learners have by declining the size of groups to three or more people. If they are in a large class and want all the groups to present material at the end of the lesson, larger groups may be essential but limit group size to about six.

If learners sit in the similar seats for the entire year, they are likely to be paired with the same person throughout the course. For pairs that work well together, this is a worthy thing but usually not everybody gets benefits from having the same partner for a long period of time. Teachers should try to change the assigned seating regularly so that everybody can increase the amount they learn in class and have a possibility to work with various different people. Creating different groups of learners is easy especially if seating arrangements change throughout the year. If the class size is under thirty, the teacher may be able to

¹⁰Klippel Fridrix. *Keep Talking*. Cambridge University Press, 1991. P. 48-124.

group students by row or column for role-plays. Teachers can also tell students sitting near each other to form groups or have students count off for instance from one to five and then ask students who said the same number to form a group. In order to better facilitate this method of forming groups, direct learners who said each number to different areas of the room. Educators should remember that if pupils count off from one to five, there will be only five groups so teachers need to determine which number will divide students into appropriately sized groups.

Besides pair work and group work, students can also complete activities of the role-play individually and as a class. Mixing up the structure of the activities will keep classes interesting but the teacher ought to be sure not to waste a lot of time rearranging the classroom. If the teacher makes groups for an activity at the beginning of class, it may be best to stick with that arrangement for the duration of the lesson.

Group work can be an effective way to motivate learners, encourage active learning, and improve key critical-thinking, communication, and decision-making skills. But without accurate and careful planning and facilitation, group work can frustrate learners and instructors and feel like a waste of time. Preparing for group work is highly important during implementing the role-plays in the classes. First of all, teachers should think carefully about how students will be physically arranged in groups. Besides they ought to insist on professional, civil conduct between and among learners to respect people's differences and create an inclusive environment. They should talk to pupils about their past experiences with group work and allow them to establish some ground rules for successful collaboration. This discussion can be successfully done anonymously through the use of note cards during role-plays.

Designing the group activity is another vital job of every teacher who wants to achieve goals in using role-plays.¹¹ Teachers must identify the instructional objectives and determine what they want to achieve through the small group

¹¹Ladousse Graham. Role Play. Oxford University Press, 1989. P. P.35-89.

activity, both academically and socially. The activity should relate closely to the course objectives and class content and must be designed to help learners learn, not simply to occupy their time. Group learning is effective, students need a clear sense that group work is like serving the stated learning goals and disciplinary thinking goals of the course. When deciding whether or not to use group work for a specific task, teachers ought to consider some questions, such as what is the objective of the activity? How will that objective be furthered by asking learners to work in groups? Is the activity encouraging or complex enough that it requires group work? Will the project require accurate collaboration? Is there any reason why the assignment ought not to be collaborative?

Additionally, educators should make the task challenging. Teachers consider giving a relatively simple task early in the term to arouse students' interest in group work and encourage their progress in the role-plays. In most cases, collaborative tasks should be stimulating and challenging. By pooling their resources and dealing with differences of idea that arise, groups of learners can develop a more sophisticated product than they could as individuals during role-plays.

Assign group tasks that motivate involvement, interdependence, and a fair division of labour. All group members should feel a sense of personal responsibility for the success of their teammates and know that their individual success depends on the group's success. Allocate significant resources across the group so that group members are required to share information easily during dividing the roles. Or, to come up with a consensus, randomly select one pupil to speak for the group, or assign several roles to group members so that they are all involved in the process, for example, recorder, spokesperson, summarizer, checker, organizer, observer, timekeeper, conflict resolver.

Group size should be decided properly. The chosen size will depend on the number of pupils, the size of the classroom, the variety of voices needed within a group, and the task assigned. Groups of four-five tend to balance the needs for

variety, productivity, active participation, and cohesion. The less skillful the group members, the smaller the groups should be during role playing. Deciding how students are divided into groups should be comprehended carefully before distributing role cards. Division based on proximity or learners' choice is quickest, especially for large and cramped classes, but this often means that pupils end up working together with friends or with the same people.

To vary group composition and increase diversity within groups, randomly assign students to groups by counting off and grouping them according to number. For some group tasks, the diversity within a group, for instance gender, ethnicity, level of preparation is especially vital, and teachers might want to assign students to groups yourself before class. Collect a data card from every student on the first day of class to glean important information about their backgrounds, knowledge, and interests. Alternately, teachers can ask learners to express a preference, such as, list three students with whom they would most like to work or two topics they would most like to study, and keep their preferences in mind as they assign groups.

Educators must allow sufficient time for group work when doing role-plays. Teachers should recognize that they won't be able to cover as much material in role-plays as they could if teachers lectured for the whole class period. Teachers can cut back on the content they want to present in order to give groups time to work. They ought to also estimate the quantity of time that subgroups need to complete the activity. Also they should plan for a plenary session in which groups' results can be presented or general issues and questions can be discussed after playing role-plays.

After doing role-plays, give several questions to students, and try to predict students' answers. Teachers won't be able to expect the unexpected, but by having some idea about what learners will come up with, they will be better prepared to answer their questions and tie together the group work during the plenary session.

Designing collaborative work in multiple forms is also vital, for example, pairs, small groups, large groups, online synchronously, online asynchronously,

etc. Some students might be better at contributing after they have had time to digest material, while others might be better at thinking on the spot. Other learners will defer to others in large groups but actively contribute in pairs. All their roles should be valued and included.

One of the most essential teachers' responsibilities is introducing the group activity. Educators also share their rationale for using group work in role-plays. Learners must understand the advantages of collaborative learning during playing role-plays. Teachers should not assume that learners know what the pedagogical purpose is, and they explicitly connect these activities to larger class themes and learning outcomes whenever possible.

Every teacher must have students form groups before he or she gives them instructions to prepare their roles. If the teacher tries to give instructions first, pupils may be too preoccupied with deciding on group membership to listen to their teacher.

Moreover, educators must facilitate some form of group cohesion, especially working with pupils. Pupils work best together if they know or trust one another, at least to some extent. Even for brief group activities, teachers should have students introduce themselves to their group members before attending to their task. For longer periods of group work, instructors should consider introducing an icebreaker or an activity designed specifically to build a sense of teamwork.

Additionally, teachers must explain the task clearly. This means both telling pupils obviously what they have to do and identifying what the final product of their group work will look like. Explaining the big picture or final goal is significant, especially when the group work will take place in steps and at schools. They also may prepare written or visual instructions, such as charts, consecutive diagrams for students and they ought to remember to include time estimations for role-play activities. Educators must also clarify their role as facilitator. If learners criticize them for not contributing enough to their work, teachers may consider whether they have communicated exactly enough their roles as facilitators.

Ending the group task after playing role-plays is determined to be highly important. Facilitators should provide closure to the group activities. Learners tend to want to see how their work in small groups was beneficial to them and contributed to the development of the topic. Teachers can end with a plenary session in which learners do group reporting. Effective group reporting can make the difference between learners feeling that they are just going through their paces and the sense that they are engaged in a powerful exchange of ideas.¹²

Teachers during using oral reports should ask from each group to give one idea and rotate through the groups until no new ideas arise or to give their most surprising or illuminating insights or their most challenging questions. Instructors can record ideas raised to validate their value.

To add more, when educators using written reports while role-plays, they ought to tell each group to record their ideas and either present them themselves or a one of the group members do so. One version on this is to have groups record their conclusions on a section of the blackboard or on flipchart paper that is then posted on the wall. Learners then informally circulate around the classroom and read each other's answers. Alternately, teachers may ask pupils to move around the room in small groups, rotating from one set of comments to another and annexing their own comments in response. Another version on written reports is to ask students to write brief comments on post notes or index cards. After that facilitators collect them, after a few minutes they process them or put them in sequence, then summarize their contents. If each educator includes the given rules during role-play activities in pair work or group work, the goals which he or she aimed can be achieved successfully.

¹²Littlewood White. *Communicative Language Teaching*. Cambridge University Press, 1994. P. 53-96.

Chapter II: Beneficial features of using role-play at classes

2.1 Implementing role-play in the lessons at schools.

During teaching at school, one of the most crucial responsibilities of teachers is to engage and motivate their pupils to the lessons. At schools, pupils are full of energy and they are always ready to do different activities, and to play various games which are connected to their lessons. Without colourful and interesting activities the lessons may seem to be boring and useless. Every successful teacher must show how the lessons and themes are important in pupils' lives. In order to do this, pupils must see with their eyes how to use the knowledge which they have learnt in classes.

The implementing of role-plays is one of the best ways to prove the necessity of the lessons in the real life. To do such job is not so light, it demands a wide scope of afford from teachers. When educators decide to do role play in their classes, they must be familiar with the fact that the process passes through several different stages. The role play activities should be arranged from controlled to creative ones. Hence, the advancement from accuracy to fluency is assured.

One of the most experienced professors clarifies that in our everyday language use we concentrate our attention primarily on the meaning rather than on linguistic forms. The goal of foreign language teaching is to enlarge the range of communicative conditions in which the learner can perform with concentration on meaning. If students understand meaning and gain the skills how to use the rules properly in their speech, they can develop their knowledge very fast and achieve a lot of success in their education. Teachers should use them step by step during classes not giving so much strain to students. At first there is the pre-communicative stage which gives students fluent control over linguistic forms. There is the major criterion for success is whether the student produces acceptable language. After then there is the communicative stage. The production of linguistic forms usually becomes subordinate. The criterion for success is whether the meaning is carried effectively. It means that pupils are presented some new items,

they are drilled with these objects, and then they are expected to be able to utilize them.

Then the role comes to presenting and practicing the forms and vocabulary. At this step educators present the language which is likely to emerge. They pre-teach the possible vocabulary and structures of the role-plays. If learners understand both of them, they can be engaged in role-play activities very easily. Some samples can be written on the board or given to pupils on worksheets. A sample dialogue can be introduced before beginning the preparation, and it will abolish the misunderstandings and clarifies the instruction. All the structures and vocabulary must be practiced accurately so as the pupils could be able to use them creatively in the next stage. As using related words and phrases is the most vital task during playing role-plays. There are many suitable activities which can be applied, such as drilling, learning the sample dialogue by heart, matching halves of the sentences, filling in exercises, putting the dialogues in the correct order, word games and so on. It depends on the teachers what they will use. It usually takes some time before students memorize the forms, get the pronunciation right and consolidate the definition of the item. Before the role play itself begins pupils are equipped with all the possible language and vocabulary. After some amount of time, some aid can be given on the role cards, but these should not be overloaded or the learners will be tempted to follow them too closely and simply recite the structures offered.

During implementing role-plays at schools, learners should be motivated and get involved in the topic firstly. The atmosphere ought to be friendly and relaxed because of shy pupils. The school-teacher explains the activity very obviously. Students have to know what to do and how to do exactly. In this way they will feel more confident and they will benefit from the role-play activity. In role play pupils usually work in pairs. They can either choose a partner themselves or the teacher can introduce some activity which puts two learners together. Next they get the role cards to prepare their roles. As a rule they ought not to look at oneanother's

instructions. It is appropriate to set the time limit and stick to it. Waiting until everybody has finished is not recommended while playing role-plays at schools. During the role-play activity the facilitator monitors the pupils to provide them with feedback later. In the end, the volunteers can perform their dialogues or performances, but no-one should be forced to do so. Any necessary props can be utilized while performing, such as the scene at the doctor: a doctor's gown, pills, a thermometer and so on.

John Byrne explains the role of pupils in this stage:

- 1) The pupils discuss the activity. They read their instructions together and work out what they have to do. They may sometimes have to do this in their mother tongue if there is any student who has difficulty to understand in English.
- 2) They work out what they will speak in the role-play. They can discuss the scene where the action takes place or how to decorate the scene.
- 3) They practice the role play within the group in pairs or groups. The teacher can listen and observe them.
- 4) Students decide how they will present their role play in front of the class. This is an optional stage. They discuss where they will stand and what props, such as tables, chairs, bags, they will need during performances.
- 5) They present the activities to the rest of the class after preparation. Pupils compare their ideas with each other.¹³

After passing these stages, learners can gain experience and share their skills with each other, and their speaking capacity will be improved properly.

After having implemented the role-play activities in the classroom, teachers can get a number of benefits from them. Some educators are not aware of the possibilities of role-play. They may feel that such an activity is not appropriate for classes which influence discipline problems and that conducting role-play would create chaos. Additionally, they proclaim that pupils may be reluctant to be somebody

¹³Jalolov J. J. and others English Language Teaching Methodology (theory and practice). Tashkent: Uzbekistan, 2014. P. 156-346.

else, or, that their level of language is too low. The section below attempts to present reasonable for using role-play activities in English foreign language classrooms at school also.

Role-playing improves pupils' fluency in speaking. The wide range of language functions, such as apologizing, greetings, and so on, is exercised more than in any other activities. Students' attention is put on the communication of meaning and definition rather than on the accurate usage of language. Therefore, through role-playing educators may train students' speaking skills in any social conditions. It means that students are put in situations which require speech that is utilized to communicate socially more than the language necessitated by teaching syllabuses. The author takes the view that thanks to role-playing students have the opportunity to develop the language which is required in social relationships, but which is neglected in teaching syllabuses. Also at schools it is noticeable that a lot of pupils believe that the language in foreign language classes is only used to pass on particular information from one person to another.

The next reason for incorporating role-playing in EFL classes is that some students learn for specific roles in life. They may want to work or travel in worldwide constitution. It is very beneficial for these pupils to have tried out in pleasurable and safe environment of a classroom with the language they will presumably use. For such students, role-play is a profitable rehearsal and what is more, it allows them not just to obtain phrases, but to learn how to interact in a variety of surroundings.

In most cases, it is true that, role-playing improves learners' imagination. During using role-plays at schools, for the roles given to pupils may require creative thinking, players' imagination is in high demand. In addition, being able to comprehend inventively may occur in a useful skill in the future. Some types of jobs require imaginative thinking and the best way to practice it is just through role-playing and by reading books too. Another benefit of role-playing is that pupils are given an opportunity to pretend somebody else. Such a method may help timorous

pupils to overcome their shyness of speaking during role-playing at lessons. Restrained pupils often have difficulty talking about their experiences or about themselves, especially in early ages at schools. The fact that they are somebody else makes them feel that their own personality is not implicated.

In the end, there is no doubt that the element of fun supports using role-playing in foreign language teaching classes. Apart from being involved in language production, pupils who are players enjoy themselves and have a really interesting time in lessons at schools.

Role-playing is a teaching strategy that adapts within the social family of patterns. These strategies focus the social nature of learning, and see cooperative behavior as stimulating pupils both socially and intellectually during classes at schools. Role-play activity as a teaching strategy offers several benefits for both teacher and pupil. Firstly, pupils' interest in the topic is raised. Several researches have shown that integrating experiential learning activities in the classroom at schools enhances interest in the subject matter and understanding of course content. A school-teacher who felt that his English classes were boring and not involving the pupils. After trying out a role-playing type game one semester, he observed that pupils were much more interested in the material. So explaining and doing several exercises is not enough in order to get engaged pupils to the lessons. Role-playing gives solutions to such kind of problems which are faced every educational place.

Secondly, there is increased involvement on the part of the pupils in a role-playing lesson. Learners are not passive recipients of the instructor's knowledge. Rather, they take an active part. Jack Poorman remarks that true learning cannot occur when pupils are passive observers of the teaching process.¹⁴

Another advantage to using role-playing as a teaching strategy is that it teaches empathy and understanding of dissimilar perspectives. A typical role-playing activity would have pupils taking on a role of a character, learning and

¹⁴Hoshimov U., Yusupov I., *Ingliz tili o'qitish metodikasi*, T.: Sharq, 2003, P. 23-42.

acting as that individual would do in the typical setting. Role-playing has also been seen to be effective in declining racial prejudice. Learners who role-play the part of enslaved African Americans in a class on pre-Civil War history, for instance, improve greater empathy and come away with a better idea of the experience than they would in a typical lecture setting.

In role-playing the learner is representing and experiencing a character known in everyday life. The usage of role-playing stresses personal concerns, problems, behavior, and active participation. It develops interpersonal skills, improves communication skills, and enlarges communication.

The role-playing approach can be utilized in several of settings, consisting of the classroom. The principle behind role-playing is that the learner undertakes a particular personality of a different person, for example, a historical character. Moreover, pupils must accept the duties and responsibilities of their roles and functions, and do the best they can in the condition in which they find themselves. Learners can learn beneficial sides of each character which they are representing in their performances. Teachers also help in such kind of situations to their pupils.

One possible use of role-playing may be to present a topic, using the learners' background knowledge to introduce and motivate them in a new unit of study. But probably more often, role-playing is utilized as a strategy in which learners use their background knowledge in addition to obtaining new information about the character in order to better play the role. Skilled educators have generally applied skits, plays, newscasts, and other forms of drama to encourage learners when new information is introduced. Role playing activities can be separated into four stages:

- 1) Preparation and explanation of the activity by the educator;
- 2) Learner preparation of the activity;
- 3) The role-playing;
- 4) The discussion or debriefing after the role-play activity.

There are also educational advantages of using role-play. The educational benefits from applying role-play in teaching include the following:

- 1) It motivates pupils, while in role, to reflect upon their knowledge of a subject. As such, role-play is an excellent educating method for reviewing material at the end of a course of study.
- 2) Learners are required to apply appropriate notions and arguments as defined by their role. As roles change, so might relevant notions and arguments. Pupils may come, as a consequence, to appreciate more fully the relevance of diverse ideas, and where and how it is formed.
- 3) Participation helps embed conceptions. The importance of creating an active learning environment is well acknowledged if the objective is one of deep, rather than surface learning. Role-playing can make a precious contribution in this process.
- 4) It gives life and immediateness to academic material that can be largely descriptive and theoretical.
- 5) It can motivate pupils to empathize with the position and feelings of others - something that, in the normal process of teaching, is likely to be missed.

There are several names for role-playing, such as acting, improvisation, dramatic play, pretend play, socio-drama, and so on. When role-play is applied in a school setting, pupils enlarge their knowledge of a subject by researching a character within a given course of study. Learners' interest is enhanced in subject matter, thus generating interest within the subject. Learners become active participants in their education rather than passive observers at lessons. It permits learners to feel empathy for others when portraying a character implied in turbulent times in history.

We can find other benefits of role-playing also. Learners instantly apply content in a relevant, real world context. Pupils take on a decision making persona that might let them diverge from the restrictions of their normal self-imposed limitations or boundaries. Learners can transcend and think beyond the confines of

the classroom setting. Students see the relevance of the content for handling real world conditions. The instructor and pupils listen to immediate feedback with regard to student understanding of the content during role-playing. Learners engage in higher order thinking and study content in a deeper way. Facilitators can create useful scenarios when setting the parameters of the role play when real scenarios or contexts may not be readily available. Typically learners claim to remember their role in these scenarios and the following discussion long after the semester ends.

Using role playing in the classroom can aid to teach pupils in the class about certain conditions in a relatable and dramatic fashion. This will cause the learner to better remember the situations, making role playing a good educating method for new hypothetical theories. It permits the pupils to play the roles of certain characters in these positions so they are able to see things from a new perspective.

All learned skills and rules can be used during the role-playing activities. Pupils can strengthen their knowledge practicing it in imaginary situation. Besides, they will witness in what kind of situations their knowledge can be applied. Of course, they will do such things with their classmates together, and their teachers facilitate them in difficult or complex situations.

To add more, it is important to remember the initial emotional response to the words 'role play' – some learners may balk at the very mention of it. Joseph Pulsford maintains that the teacher can actually use role play to find out the feelings of learners about the role play.¹⁵ The idea behind this approach is that the pupils can explore the topic, discovering for themselves those situations that facilitate role play as a teaching strategy and those aspects that become barriers. Every student, within the role play activity, has a chance to air their attitudes and experiences either as 'themselves' or in their role of 'student for role play' or 'student against role play.'

¹⁵Richards Rodgers. *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press, 2001. P. 58-176.

Another advantage that can be cited is that of familiarity, because of the use of drama in schools, role play is applied in schools, colleges, youth clubs, industrial training, health and social care, so there may even be an expectation by learners, they will encounter its use within any curriculum. Learners have been reported to find role play exciting and challenging, and teachers have found it to be a powerful teaching technique.

This potency may be the reason why role play is so widely applied, as it can be used for messages, indicating or arousing emotion, negotiation and persuasion, or for a variety of other intentions. Hence it can be seen to be targeting the affective domain. It is proposed that, in addition to accessing the emotional domain, role play also applies to the cognitive and behavioural domains. So there is an expectation among educationalists that role play may change attitudes and behaviours, both of which are significant appearances of healthcare education, for such change offers alternative ways of dealing with conditions.

Teachers can find several strategies for the implementation of role play at schools. They are followings¹⁶:

- 1) Set up a supportive relationship.
- 2) Provide a clear rationale for its usage.
- 3) Distinguish objectives for the experience.
- 4) Brief the group on the process and several objectives.
- 5) Provide the learners with a time frame.
- 6) Enlarge that the participants are voluntary.
- 7) Contribute an opt-out clause.
- 8) Supervise the role-play process, class and reactions.
- 9) Relate role play to theoretical notions.
- 10) Make the connection between real life and work.
- 11) Sketch out grading criteria.
- 12) Point out the role of the observers.

¹⁶Milrud R.P. English Teaching Methodology. M.: Drofа, 2007. P. 46-122.

- 13) Help constructive analysis.
- 14) Have a thorough debriefing in both group and individual.
- 15) Check out anyone who choose out or leave the room.
- 16) Stress positive behaviour and avoid criticising pupils.

A further profit of role play is its versatility. The conditions or scenarios can be uncomplicated or elaborate, familiar or unknown. They can last for a day or for some minutes. Learners can learn by participation or through observation. Role play can be utilized to practise telephone conversations, or it can be recorded to provide feedback to participants. For these purposes, recording equipment can be required, using audio or video equipment.

Similarly, an entire role play can be recorded or videoed, allowing the role playing learners to view themselves and prompting further debate. Although pupils may indicate anxiety and reluctance about appearing in front of a camera, the reality is that they soon forget that the camera is there. Feedback gained from video recordings made while role play is a useful tool for personal development, as is illustrated in the following case study.

More recently role play activities have been used in online chat discussions, with students taking on different roles and undertaking shared reading of transcripts. It has been noted that this method, which is similar to the classroom situation, also requires moderation by course facilitators. Perhaps the most essential advantage of role play lies in its contribution to the learning experience. The role play activities are able to encourage the imagination and enable course members to engage with people's interests and complexities within a supportive environment. Using role play as a teaching strategy gives chances to the student to test out their repertoire of behaviours, or to study the interacting behaviours of the group, and aids them to cope with the idea of doubt.

It has already been noted that participation in the role play activity may not be confined to learners at schools, as this teaching strategy also provides a possibility for the tutor to participate as a teacher-in-role. It is proposed that if the

school-teacher is playing teacher-in-role then they should apply some type of prop, for example clothing or an artefact, to point out when they are in role and when they are not. Tutors are most useful when they model those skills and attributes which they are justifying.¹⁷

Beneficial features of role play activities:

- 1) It improves communication.
- 2) It establishes how people interact.
- 3) It emphasizes stereotyping.
- 4) It can be used to research deep individual blocks and emotions.
- 5) It enhances interpersonal knowledge.
- 6) It can be applied with individuals or in group conditions.
- 7) It enlarges empathy.
- 8) Learners may become more conscious of their personal emotions.
- 9) It assists to distinguish emotions in others.
- 10) It helps every learner to learn to receive both their own feelings and those of others.
- 11) It improves a vocabulary with which to communicate feelings and impressions.
- 12) It may help pupils to divide their own feelings from those of others.
- 13) It helps learners to cope with difficult conditions.
- 14) It improves self-assurance and self-efficacy.
- 15) It creates cultural competency.
- 16) It is beneficial for a number of topics, such as interviewing, counseling skills, individual relationships, team-working, and leadership studies.

¹⁷ Widdowson, H.G. Teaching language as communication. Oxford: Oxford University Press. 1978. 45-93P.

2.2 Types of role-plays and how to design a role-play simulation.

The role-play activities vary in several types. Role play is a speaking activity where students take part either as themselves or as someone else in a particular condition. In this way pupils can act in different interaction models. The situation can represent:

- A real need in the learners' lives, such as at the doctor, at the station, the students may or may not have the straight experience;
- The situations that few pupils will ever experience but which are easy to play;
- Fantasy situations which are imaginary, unreasonable and have nothing to do with reality;

Educators who apply role plays in their lessons at schools should be aware of different types of this process and estimate which one is the most suitable for their learners. Role plays are divided according to the nature of data that is given to students:

1. The activity of role-playing controlled through cued dialogues:
 - a) Students have their cues printed on separated cards;
 - b) Each student must listen to his or her partner before formulating a definite response.
 - c) The cues enable them to anticipate and to ready the common gist of their responses.
 - d) The educator can elicit the proper forms which support pupils later.
 - e) The cues manage the functioning meanings that pupils have to convey.
 - f) The social condition and relationship figure out what type of language is felicitous.
 - g) Educators can organize the activity by equipping the pupils with appropriate forms.
 - h) Two sets of cues must interlock in a close manner, no cue yields an utterance which conflicts with what follows.
 - i) It restricts the number of creativity.

2. Role-playing controlled through cues and data:

- a) It has a more flexible framework. Only one pupil is given detailed cues. The other has information that qualifies him to respond as inevitable.
- b) The main construction comes from one pupil who can improvise, present variations, the other one has to reply.
- c) Mostly conditions where one person needs to collect information or receive a service.
- d) The educator's control becomes looser and the pupil's scope for creativity enlarges.
- e) The educator is less able to equip the pupils with the language figures that they will need. There may be some breaks in the pupil's repertoire.
- f) After the role-play activity there should be the feedback session. Both school-teachers and pupils can face any difficulties that emerged and discuss them.
- g) Pupils perform at their own level of capacity. They sometimes produce inaccurate or incorrect language which will never be corrected because the educator has no opportunity to correct everyone.
- h) The focus in these activities is on practicing the process of communication rather than on appraising its product.
- i) In the pre-communicative language practice the pupil's attention is focused on the forms he or she needs to learn.
- j) These cued activities enable the educator to control the interaction and to enlarge that pupils state a specific range of meanings.
- k) The cues prepare students with a supportive framework.

3. Role-playing managed through condition and goals:

- a) Gives pupils much greater responsibility for creating the interaction themselves.
- b) It is now directed at the higher level of situation and the goals that students have to accomplish through communication.
- c) The students are initially aware only of the whole situation and their own goals in it.

4. Role-playing activity in the form of debate or discussion:

- a) The condition is a debate or discussion about a real or simulated topic.
- b) The pupils should have fully sufficient shared knowledge about the issue, various ideas to defend.
- c) At the end they have to make a solid conclusion.
- d) At first pupils must arrange the data relevant to the issue, then they must talk about it in a small-group.
- e) They must introduce their opinions in a more public context; higher level of formality is awaited.

5. Large-scale simulation activities of role-plays:

- a) Contains more modules, each required to last three or four hours.
- b) They are proper for advanced students.
- c) They prepare a realistic and integrated context for foreign language usage.

6. Improvisation

- a) The last sort of role-playing, the least controlled.
- b) Students are often introduced only with a stimulus-situation, which they can explain and exploit in any way they want.
- c) They may be required to adopt specific identities or personality types.
- d) The starting item may be a simple everyday situation into which the students are told to project themselves.¹⁸

At the end of the upper primary school pupils should accomplish the level A2. They are believed to be basic users because their language ability is not at a very high level. Therefore the role plays recommended in the practical part are mostly combinations of the second and third kind because they were projected for pupils in the eighth or ninth class. These learners could find the first kind of role play boring. On the other hand, the second and the third kind enable pupils to improve their creativity. Teenagers are keen on making up different conditions in

¹⁸Richards Jack C. and David Bohlke. Creative effective language lessons. Cambridge: Cambridge University Press. 2011. P. 46-185.

which they can state their imaginative ability. This can be highly encouraging for them. Besides, in these two sorts of role play the educator can help pupils with the models and vocabulary necessary for the specific situation. This is not possible in the following kinds of role play that are harder. Pupils at level A2 are unlikely to engage with debates, discussions, simulations and improvisations because their range of vocabulary and grammar is not adequate enough.

Role-play simulations can be compounded or elementary, and can be designed to cover many various topics. The simulation can push learners to study about issues at a deeper level because they must learn situations and then play them in a public setting. It can also enhance class interaction due to the social nature of the activity. In addition to this, simulations can advance student learning due to peer pressure, enlarged interest and hopefully studying retention due to the active nature of the activity.

One downside for the educator however is the loss of autonomy over the whole class. The simulation is turned over to the learners who can make it succeed or fail based on their struggles or lack thereof. Teachers can use techniques to minimize the risk such as demanding graded appointments, and activities that ask an individual commitment from the learner, such as a public speech, etc.

1) Pre-work.

As with all studying processes, the most vital first steps are deciding who needs to learn what, and how best to facilitate the process. Questions teachers will need to comprehend:

- a) How much time can be dedicated in the class to the simulation? In class time usually contains preparatory lectures, the simulation as well as a debrief. The length will decide the scope of the simulation and the quantity of deep learning that can appear. This will also hold how much time teachers have to organize the simulation. Much of teacher's work on the simulation will be on the front-end in projecting the simulation and pre-lectures. Nevertheless, instructors will need to

time for grading appointment and so on, and for rating and re-work if you apply the simulation again.

- b) What are the studying outcomes of the simulation? Planning the simulation must suit to teachers achievements for the course. It is beneficial to incorporate the simulation into the broader themes of a course to supply students with hands-on understanding of the material. Areas to comprehend are the areas and skills educators want learners to improve such as greater topic knowledge, negotiations skills and strategy, daily speaking skills, and research and writing skills.
- c) Who is the target spectator? Knowing this class is highly important. The attention of the simulation clearly must suit to the needs of the instructor and the learner. Educators can plan simulations that give lower division, non-political science majors a quick comprehending of themes, or give upper division, political science major greater depth of knowledge about specific outcomes.

2) Learner preparation.

As noted above, teachers will also need to think how best to prepare their pupils for the simulation. Questions to comprehend are:

- a) What is anticipated of learners? Will they be asked to complete vital out-of-class time for research and preparation? What level of knowledge will they need to have to be able to negotiate prosperously? Learners can become quickly disappointed if they do not have the knowledge necessary, or perceive that they do not, or that you are demanding too much of them.
- b) How much advanced information can/should you provide? How accessible is information for the students? The level of the course may determine how much background information you provide, as well as your expectations of the students. As noted above, the amount will also be determined by how structured or open-ended teachers want the simulation to be. It may be helpful to give several lectures ahead of time to provide the background information needed. Some instructors should be used the entire course for a simulation, but alternate between lecturing on individual areas, and then running simulations to show the key conceptions.

Educators may also want to supply background readings on the topics to enlarge student knowledge and comfort levels.

3) Structure.

The next step is to project the simulation. Some spheres to believe are:

The selection of topic - teachers should think the particular topic to cover carefully. Educators may want to pre-choose the topic to suit the goals of the course, or they may permit the learners to select topics that fit the course but are of specific interest to them.

The selection of role – as with the topic, teachers may want to pre-select countries or entities and they want their learners to role-play and have them select from their list. If so, teachers ought to carefully choose countries or entities that play differing roles in the topic, for instance, strong or weak states, developed or developing states, those influencing the problem, those suffering from the problem, those who denyacting and those who are desperate for action. Sometimes it is beneficial to motivate their stronger learners to play more vital roles, but sometimes the construction of the simulation may not permit this. If possible, try to devise a way to help the most influential states to play their role well as the complete simulation can rest on their performance, for instance, imagine if the U.S. played a lackluster role in a climate change simulation.

Assessing learning process– the educators will need to design the simulation to properly and fairly assess pupils' learning.¹⁹ This can be done with a combination of particular research appointments, as well as performance during the simulation. It is advantageous to require learners to write up answers for a debrief as well to assist them contextualize the process they just went through. This can aid teachers to help them synthesize and value what they studied or hopefully learned if they need to fill in blanks. If educators have groups role-playing a single entity, it is beneficial to have a teammate valuation so that they can let them know if all members of the group took place equally.

¹⁹ Carter R. Key concepts in FLT: Language Awareness.// J. ELT 57 (1), 2003. -P.64-65.

Resources of role-plays – it is very advantageous to demonstrate the learner with data to help them start their research. This can range from documents and background data, to particular tip sheets teachers create with information they must know to negotiate efficaciously. The level of the course is a main determinant on the amount of resources they distribute.

Simulation Format – The next step is to design the actual running of the simulation. Several parts to include are:

Assigning an agenda – teachers can provide this to the learners or just keep it for themselves so they can supervise the progress of the class.

Rules for discussion – teachers should decide if they want to apply formal rules such as Roberts Rules, or teach their learners some essential rules for times to speak, asking questions, informal discussions.

Format – teachers should project a format that fits their learning outcomes. One format that works well is to have appointed short position speeches at the starting of the simulation, followed by a mid-length question-and-answer period, followed by informal debate, possibly progressing back and forth from discussions to questions. Learners may inherently gravitate toward one means of communication versus another. Question time permits for the entire group to listen to the questions and answers put forth by their peers. Informal discussions or caucuses allow for the one-on-one contact that is important to hammer out language and convince others of their positions.

Supplies – it is beneficial to have placards or card stock with the name of the entity on one sided, folded in half the long way so that the learners can observe the names of the other participants.

Sample resolution – teachers may want to contain a sample resolution for the learners if they want to direct their learning in particular areas.

Debrief – educators will need to design a list of questions for learners to discuss after the simulation is complete. The role of teachers is to return the process to themselves, to bring the learning back to a formal setting when they determine

what they should listen. If their simulation failed, they should not worry, as the debrief can turn it around to show how they may have displayed what often happens in the real life – progress is slow and hard to achieve.

4) Running the Simulation.

While the simulation, teachers turn over much of their control to the class; nevertheless, students' activities during the simulation are highly important. Their main role is to assure the smooth flow of the simulation and to support its attention on learners' learning outcomes. One means to do this is to act as the chair, recognizing learners when they choose to speak, making clear rules and so on. Some areas teachers must be aware of are:

Quickly clarify if incorrect information is expressed.²⁰ Sometimes it is beneficial to speak to the learner in person and permit them to correct the error, while at others, it may be important to interrupt the process to correct the error if it is remarkable;

Motivate the shy learner to speak up, or the loud and reprehensible pupils to calm down. Teachers will notice that particular personalities can play a vital role in deciding the direction of the simulation. Lucky is the day when their best learners play a nurturing role and educate their fellow pupils. More likely will be the day when teachers have to coax and corral some to take place.

5) Reassess and Redesign

If educators plan to apply the simulation, or a different simulation, then re-determining and redesigning are vital. Each time the teacher run the simulation, he or she will learn of areas students forgot to cover, or minor details to change that will progress the process for the next time.

Finally, simulations can be a valuable tool for an instructor to join the learner more closely to the studying process. Learning by doing can motivate them to commit more maturely to learning the course material and foster more ownership of the complete process.

²⁰ Harmer Jeremy. How to Teach English, Harlow: Longman Group UK Limited, 2004. P. 26-75.

Chapter III. The role of the teacher during role-play activities.

3.1. Motivating and evaluating pupils at schools.

At schools every successful teacher should know how to motivate their students to study and to do activities while studying. Encouraging is considered one of the most vital jobs of each educator. The reason is that motivation can awaken the eagerness to study and to learn subjects between pupils. In order to motivate properly, teachers must find out all information about their pupils, such as, their levels, interests, and disliking, favorite activities and so on. While pupils are motivated they are always ready to do exercises and activities.

To add more, during role-play activities, instructors are asked to observe the performances of their learners carefully. At schools pupils are so active and energetic, and try to do best to get excellent marks. Besides they are always ready to listen about their results and improvement. It is important to know how to evaluate their work accurately because if the teachers tell anything which causes disappointment, students may be discouraged.

One of the teachers function is being a facilitator during classes at schools. As pupils practice role-play they may discover that they lack vocabulary or phrases. Pupils may need some new language to be distributed by the educator. This role makes the teacher perform as a type of a „walking dictionary“, appraising the class and offering help when it is necessary. However, if rehearsal time is long enough, offering assistance may not be required. At times, educators may want to become involved in a speaking activity. This way they can prompt the exercise, introduce new information to assist the role-play along and ensure continuing learner engagement in the speaking. Although teachers have to bear in their minds that they ought not to participate too much, that is, take control over the task and draw all the focus to themselves. The next role of the teacher is being a spectator during the role-playing. His or her task is to observe the role-play and then give remarks and advice at the end of the performances to pupils. The teacher walks round the classroom listening to the players talking and putting down the mistakes

that should be discussed and corrected. Then, after role-play, the educator can correct forms from the students by writing them on the blackboard, or by giving some kind of remedial task that he or she had anticipated would be needed.

Moreover, the teacher should include such a remedial exercise into a later lesson. While role-play is in progress, the instructor should not permit the consideration of mistakes suppress the activity, as the first priority is developing fluency. Role-play seems to be a highly essential tool in teaching speaking skills. Although there is no one definition of role-play and there are some weak points about that activity, its' numerous benefits far outweigh the drawbacks. The activity gives a delightful opportunity of having a rehearsal for the language one day learners may be exposed to, for instance ordering food at a restaurant.

Some of the possible teacher roles are the followings:

Facilitator - learners may need new language to be 'fed' in by the teacher. If rehearsal time is advantageous the feeding in of new language should take place at this stage.

Spectator - the educator observes the role-play and presents comments and suggestion at the end.

Participant - it is sometimes appropriate to get involved and take place in the role-play.

In addition to this, teachers should bring situations to real life. Realia and props can really convey a role-play to life.²¹ Educators should choose real-life examples and situation in order to clarify the events of role-playing.

Rearranging the furniture can also help to make clear the situation. If students are imagining they are at the tourist information office or at the doctor's surgery try to make it as real as they can. Students can even leave the classroom and make an entrance by knocking on the door. Teachers should try to keep the roles they ask pupils to play as real to life as possible.

²¹ Kevin Johnson. *Morrow. Communication in the Classroom*. Longman.1981. P. 145-221.

The role of the teacher during role play at schools varies according to which stage is proceeding. At the beginning, in the pre-communicative activities, the educator's role is more dominant. In this phase he or she is:

a) Language instructor or tutor:

- collects all possible materials;
- introduces new language;
- equips learners with the new structures and vocabulary;
- instructs the new forms;
- corrects the mistakes instantly;

b) Classroom manager or organizer:

- organizes the activities so that they have a logical advance;
- insures that learners are able to form group or pair works;
- establishes the exact seating arrangement;

In the second phase, role play itself, the teacher becomes less dominant and the focus is on the learners' input. Students work in an independent manner. In that occasion the educator is:

a) Classroom manager:

- organizes groups, pairs, activities;

b) Facilitator:

- gives suggestion;
- assists if students get stuck with the language;
- sorts out their debates;
- encourages learners;

c) Observer:

- moves round the classroom and monitors the activity to find out the strengths and weaknesses of the students;
- notes down the errors and communicative problems;
- adapts possible feedback.

d) Participant:

- sometimes it is necessary to get involved and take place in the role play activity.

Role-plays are considered a major for performing a communicative task. They are considered to improve student interaction and place classroom practice in a real-like context. There appear many advantages of utilizing role plays. It is claimed that EFL learner can enjoy a role play experience with regards to enriched communication skills, creativity, better social awareness, autonomous thinking, expression of ideas, and improvement of values and appreciation of drama. Moreover, a role play is a great communicative method which develops fluency in EFL learners, promoting classroom interaction and increasing encouragement. A role play also inspires peer learning and sharing learning responsibility between the teacher and the pupil. Role plays can assist EFL educators meet an unlimited range of needs. Role playing helps the learner to be more flexible and cultivate a sense of mastery in different conditions which can help the learner to apply the language more easily to new circumstances.

Despite these assumed benefits, many language educators would agree that not every learner enjoys role-plays. Some learners cannot engage in their roles. Some don't feel like performing in front of the audience due to their personality and characteristics. Some lack enthusiasm during the activity and they will not necessarily take away a memorable educating experience of an activity where they had to be a front office personnel at a hotel, for instance. In the writer's EFL context, some learners explicitly question the validity of using role plays as part of formal learning appointment. They say that it takes more than just acting out their roles: preparation of scripts, pair or group dynamics and cooperation, material and audio-visual arrangement and rehearsals to deliver a role play prosperously. In such kind of situations, teachers should find out solutions to several problems which do not allow learners to act out in role-plays. Step by step they can be engaged to play role-play in front of their classmates.

Mechanical acting and requests that actors or role-players approach their role from its eternal content because as a theatre director he holds that a role which is

built on truth will develop whereas one which is built on stereotype will wither. Thus, actors or role-players need to enter their role with their true personality. They have to build it from the inside and nurture it with their past experiences and future ambitions. This actually resonates with Dornyei and Kubanyiova's argument that learning an L2 or EFL includes an effort to forge a new identity that is true to the self. From this perspective, Stanislavski's view on acting is alike to what Joseph Brown clarifies as transportable identity as opposed to discourse and situated identity. In the traditional way of utilizing role plays, learners are engaged through their discourse identity.²² In other words, they assume roles as learners or listeners in a dialog. Their situated identity is their role in the condition, for instance, tourist, housekeeper, and flight attendant.

Nevertheless, their transportable identity is not taken into consideration. Transportable identity includes their gender, past experiences, beliefs, and preferences, what they like and do not like. This is absolutely when their personality becomes part of their language, often known as personalizing the activity. Therefore, it is suggested that role plays be introduced by a pre-task which focuses on EFL students' transportable identity. Sorting or assisting cards can be utilized with questions about their personality and multi-sensory past experiences. These details will assist them create their role identity in a self-conscious way, and their English speaking role identity will be positively more active and uninterrupted.

Role-play activities are a common pedagogical tool in the Social Sciences. As an imitation of societal practices, role-plays are considered to support the development of argumentation and decision-making skills among students. Nevertheless, argumentation and determination making are also goals in science education in general and in socio-scientific issues-oriented science teaching in particular.

²²Widdowson Harris. Teaching language as communication. Oxford: Oxford University Press. 1978. P. 54-172.

To add more, role-playing is utilized in a broad spectrum of teaching and training practices, ranging from school classrooms to staff and manager training programs at the corporate level. Various teaching guides on learner-active methods have already pointed out numerous benefits of such an approach. Role-play acting can foster the imagination by permitting pupils to participate in new, unfamiliar conditions. It can also boost empathy with and the tolerance of other people by forcing learners to learn about and understand other peoples' opinions, containing a look at one's own base assumptions and prejudices. Role-playing has the potential to activate all of the learners in a learning group and aid them in bettering their interpersonal skills. In general, a pedagogy emphasizing the discussion of controversial issues avoids the automatic acceptance of outside views by the learners and directly promotes more critical reflection on ideas encountered outside of the classroom. In school, role-playing still occurs most commonly in the humanities, for instance, History, Literature, Politics, and Sociology.

Within role play, students can be themselves or another personality, where they are asked to behave precisely as they feel that a particular person would.²³ However, the role player is not restricted to the pupils, and the teacher may be a participant, a position that is known as facilitator. As an alternative, other staff, clinicians, practitioners or actors may be brought in to be players. Whoever the role player is, there is adoption of a role of social position and these roles are set in a context, to which is added the function or intent of the individuals being there. Thus the learner is presented with a scenario containing these elements – role, context, and function or purpose. The intention of the role player, within the given scenario, 'is to feel, react and behave as closely as possible to the way somebody placed in that particular situation would do.' In order for this to appear there has to be a supportive learning environment, and one way of achieving this is by paying heed to the way in which role play is implemented as a teaching strategy.

²³ Phillips JM. Chat role play as an online strategy. *J Nurs Educ.* 2005. 264-311p.

3.2. Giving feedback and samples for role-plays.

Every successful teacher should know how to express his or her opinions about their students' work. The pupils who are studying at schools want to know the comments of their work every time. Giving feedback is highly important but very difficult job. It requires expressing them carefully from teachers. During giving feedback to pupils, teachers must pay attention to every detail of the pupils' work. Before speaking any kind of opinion, teachers should select the proper ideas and suggestion which can be answers to the problems of the students.

First of all, educators are suggested to speak about the achievements of their pupils. Putting goals of students may motivate them and the problems can be expressed. Also teachers should be careful during stating the problems and any mistakes. They ought to be expressed without any exaggerations and emphasizes. Teachers can state them like they are giving suggestions to them, and also some advice will help them to improve their mistakes.

After the activity learners should be given some accurate feedback. Although Porter Ladousse claims that feedback is not an essential part of role play, in my opinion it is very vital to analyze the whole process because it can be very beneficial for the pupils at schools.

Feedback is information that is given to the student about his or her performance of a learning task, usually with the objective of improving this performance. Instructors can see how well their students are doing and what language problems they are having; learners can also see how easy they find a particular kind of speaking and what they need to do to improve.

Each stage of role play should finish with giving feedback to students. Their performance should be checked and evaluated. Pupils at upper-primary school are thought to be basic users and their knowledge of the second language is not at high level. In consequence, feedback can be expressed in their mother tongue if the level of the learners is low.

The feedback consists of two components:

- 1) Correction: Some definite information is provided on aspects of the students' performance. It should contain information on what the learner did right as well as wrong and why.
- 2) Assessment: Pupils are informed how well or badly they have performed.

The educator should insist on evaluation rather than criticism. Learners can first speak about what went well before what went badly. This motivates positive thinking. He suggests recording role play on a video because it is advantageous for drawing attention to specific errors, for analyzing interaction. Students can make comments:

- a) Who participated?
- b) Who did not?
- c) Why not?
- d) Who was very good?
- e) Who could have done better?

According to Penny Ur, the educator should note down mistakes in grammar and pronunciation and indicate how each student communicated, how fluent he or she was, or the learner can play the recorded video back for discussion.²⁴

Correcting mistakes during giving feedback after role-plays is also required from teachers. Mistakes are natural and beneficial part of language learning; when the educator gives feedback on them, the purpose is to assist and promote learning.

Difference between the pre-communicative and communicative activities:

- a) Pre-communicative: The goal is to produce particular linguistic constructions. Therefore the major criterion for success is accuracy. Feedback relates to linguistic forms.
- b) Communicative: The main aim is to convey meaning, the success is measured according to the efficiency of communication. Feedback relates to fluency.

The excessive correction will encourage pupils to shift their focus from meaning to forms. For this reason it should be postponed until after the activity.

²⁴Penny Ur. A course in language teaching. Cambridge University Press. 1991. P. 196-388.

The general principle for correcting during role play is that the educator walks round the classroom, monitors the students, listens to what they are saying and notes down the mistakes he or she would like to handle later. It is not recommended to disturb the students when they are talking because it could spoil the act of communication and the point could be lost. After role play the mistakes can be written on the board and the pupils are invited to correct them. The instructor should not say who made the mistakes. Not all the mistakes need to be corrected. The main purpose of language learning is to receive and convey meaningful messages, and correction should be focused on mistakes that interfere with this aim. So educators should correct the mistakes of students carefully, especially teaching at schools.

There is a sample for a role-play with aims, its procedure and useful vocabulary.

Role-play activity: At the restaurant.

Aim: To learn structures concerning ordering the food at the restaurant. To use these structures in reality, to revise and reinforce food and drink vocabulary.

Language level: Pre-Intermediate.

Age group: 14 – 15 years old (9th class).

Time: 90 minutes.

Class size: Small classes (8 – 18 students).

Patterns of interaction: Pair work, individual work, whole class.

Materials or equipment: Worksheets ‘At the restaurant’: half a crossword, the menu, ordering food at the restaurant, useful phrases, crossword. necessary props for the final role play: cutlery, menus, plates, glasses, cups, a table-cloth, an apron for the waiter, money can be made of paper.

Procedure:

Warm-up (exercise 1) Half a crossword. 7

Ask pupils to name different kinds of food and drink. Write the vocabulary on the board.

Pupils make pairs. Give them the handouts 'Half a crossword'. Make sure that learners in each pair have different worksheets, one has A, one has B.

Explain to pupils that they have the same crosswords concerning food and drink. But they are only half finished. Student A has different words from Student B. Pupils' task is to finish the crosswords. They do not have to look at each other's worksheets. They can only ask questions, e.g.: What is 2 across? What is 4 down?. Write these two examples on the board. Of course, all the explanations must be done in English.

Before pupils start allows them some time for preparing the definitions.

Set the time limit. It could be from 10 to 15 minutes. Pupils take turns in speaking.

Stop the activity after the time is over. Pupils now compare their answers.

Stage 1 (exercise 2): The menu.

Pupils do this activity in pairs again. Distribute the worksheets 'The menu'. Give pupils some time to look at the page. Go through the expressions 'menu, starters, main courses, side orders, desserts' with them. Try to elicit what the words stand for and if pupils know some Czech dishes which could be placed in these individual items. Enquire whether it is necessary to order all of the things when people eat out. Ask pupils what is missing in this menu. (Drinks) Now focus on the right side of the page. Do not translate the names of the dishes into Czech at this stage. Do pupils know any of them?

Give pupils some time to do this activity. They write the names of the dishes in the particular place on the menu.

Check the answers with the whole class. Be prepared to explain to pupils what the individual dishes consist of. You can look the pictures up on the internet, print them and show to pupils in the lesson.

Stage 2 (exercise 3) Ordering food at the restaurant. (Dialogue 8)

Hand out the worksheets 'Ordering food at the restaurant'.

Ask pupils questions, for example:

What can you see on your worksheets? (a dialogue)

Where does it take place? (at the restaurant)

How many people are involved in the conversation? (two)

Who are they? (Kim and the waiter)

Where can you find what Kim says? (in the box below)

Pupils must choose the appropriate responses and fill in the dialogue with them. They do this activity individually. After finishing they can compare it with their partners' answers. Check with the whole class. Explain to pupils that they will need some of the phrases in the later stage when doing the role play. Make clear that pupils understand all the sentences. Point out the use of 'would like' for asking for and making request. Pay special attention to the structure 'here you are' instead of 'please' when handing someone something.

Stage 3 (exercise 4): useful phrases.

This stage is aimed at equipping pupils with some useful phrases which they may need for their role playing activity. It is good for pupils to have a kind of framework, some sentences around which they can build their dialogue.

Give pupils the worksheets 'Useful phrases'. Tell them that below there are several statements made either by the waiter or by the customer. Do not translate any of the sentences now.

Learners work individually. They try to classify the statements and rewrite them on the particular lines. When they finish this task they compare it with their partners' answers. Check the meaning of the statements. Ask for any difficulties.

Stage 4: Role play at the restaurant.

Pupils work in pairs. They decide on the roles. One of them is a waiter, the other one is a customer.

For this role play they can use the menu from exercise 2. In this case they cut it out. Or you can distribute some real menus which you have collected during your trip to Great Britain. Menus from British restaurants are also available on the internet.

In this role play pupils will need the phrases from exercise 3 and 4.

Explain to pupils that they have to make up a dialogue which takes place at the restaurant. State the minimum number of sentences (10 – 14 for each of the participants). It is proper to design the obligatory elements of the conversation, for instance, Greeting – ordering the food – ordering the drinks – a complaint – solution to the problem – paying for the bill – greeting. Write this scheme on the board.

Focus on the word ‘complaint’. Ask pupils if they have any ideas about possible problems which can appear during eating out. You will see how inventive pupils are: a fly in the soup, cold soup, something unexpected in the food, undercooked potatoes, old bread, a hair in the soup and many others.

Draw attention to the drinks. Ask what kinds of drinks can be found on the menu. Write on the board: a glass of ..., a cup of..., a bottle of Invite pupils to complete these expressions. For instance: a glass of mineral water, cola, Fanta, red wine, beer a cup of tea, coffee a bottle of mineral water, red wine

Encourage pupils to invent a humorous dialogue which ends up unexpectedly. For example: the customer has not enough money, the waiter falls asleep in the kitchen, the customer finds something extraordinary in his/her meal. Pupils like these situations and the performances are great experience for them.

Now give pupils enough time to prepare the draft of their conversation. Set the time limit. Go round the classroom, monitor the activity and help where necessary. Let pupils act their dialogues in front of the class. They are likely not to know all the lines by heart. In this case enable them to use their drafts.

Give pupils feedback and correct the significant mistakes. Ask them to learn their dialogues by heart for the next lesson and to bring all the necessary props for this role play: an apron, a table-cloth, cutlery, plates, glasses, cups, money (it can be made of paper), a menu.

Explain that at the beginning of the next lesson there will be a performance. All the conversations will be acted to the others.

3.3. Practical part: lesson plan.

This lesson plan is a well practice of this qualification work. It helps to see the results which are mentioned in the chapters of the work.

The aim of this lesson plan is to inform you about the benefits of using role-plays in teaching English at schools. So the consideration is given to the advantages of role-play activities. After completing this lesson plan, I used it in one class. Everybody was so interested in the lesson. The reason is that it was so useful and was full of necessary facts and advice which can be used in every educational place.

As the main purpose of the lesson is informing, I explained the theme fully at the beginning of the lesson. I paid attention every detail of the theme and I also tried to use easy and understandable words in order not to confuse them. Students were so attentive and they listened to me carefully. They made some notes when I put some emphasis to my speech. After explaining the theme, I was supposed to check and strengthen it. So I put into practice the exercises and tasks which I prepared according to the topic.

As the time is not enough, I asked them to work in small groups and in pairs. Every student was so active and ready to answer to my each question. I asked several questions about role play, its main rules, beneficial features and types from every student. Students did four tasks and I checked them. I tried to check everyone.

After checking the tasks I noticed that about 90 percent students understood the topic and 10 percent of them was confused about it. 90 percent of them were very energetic and get the information easily. When the tasks were finished, I made a summary of the whole lesson. At the end of the lesson, I gave homework, and marked all students who attended to my lesson actively. Besides, I gave my own advice to the ones who were a bit passive and tried to motivate them to learn much more. I was satisfied with my lesson and with the students.

Now I am going to present this lesson plan.

Topic: Benefits of using role plays in teaching English at schools.

Aims:

- To explain the concept of role-play and give information about its types.
- To state the beneficial features of role-play activities at schools.
- To inform students how to choose appropriate role-plays during classes at schools.
- To express the accurate methods of using role-plays.

Objectives:

- Define role-playing and improvisation.
- Inform advantages of role plays with examples.
- Explain the similarities and differences between scripted acting and role-playing.
- Demonstrate role-play.

Age group: student

Level: B1

Time: 80minutes

Materials: worksheets, power point presentation, pictures, handouts, blackboard, and laptop.

Introduction:

This lesson plan provides students with the information and knowledge about role-play activities. They will be able to know about the definition, rules, methods, advantages of role-plays. Besides, teacher explains how to create a friendly atmosphere during using role-play and how to select the accurate ones. Students will do several activities and exercises and will be able to get some experience. At the end of the lesson the teacher will ask several questions and students will give answers to them. While doing activities, students will work in pair and group work patterns. During activities and exercises, students can improve their cooperating skills, and they can develop their speaking and listening skills. Besides, students will be able to give their own opinions and feedbacks.

Procedure:

1. Beginning: Warm up activity (5 minutes).

Before beginning the lesson, the teacher will write down some words which are related to role-play on the blackboard. Such as, dialogues, pair and group work activities, stories, spectacles, performances, and fairy tales and so on. Then the teacher will ask students to express their own opinions about these words. Teacher will give some minute in order to think about them. Moreover, the teacher will ask about their definition, importance, advantages and so on. Students will answer one by one.

Then the teacher will write down the name of the lesson “Benefits of using role plays in teaching English at schools”.

2. Lead in: (20 minutes)

The teacher will explain the theme with using the power point presentation. First of all, the teacher will speak about the definition of role-plays. Step by step the teacher will inform about its rules, benefits, methods, different views of professors. Then he or she will provide an example of a proper role-play activity. “Role-play is an effectual technique to enliven the atmosphere of the teaching and learning process, awakens learners’ interests, and makes the language accession effecting. There are four main factors for the success of role-plays: the topic which is selected ought to be natural and proper; the teacher should observe students’ actions carefully, and correct mistakes in an accurate way. Implementing role-play in the classroom may add diversity, a variation of pace and chances for a wide scope of language usage. Role-play is any kind of activity which requires speaking, and students will put themselves into someone else, or they will stay as they are but imagine themselves in some kind of situation. When it comes to be an imaginary person, they will become another person who they like or asked to be for some time. They can pretend like the King, the Princess, or film stars, a cartoon hero, the choices which will be played are endless. Students may also choose somebody else which they prefer. If students are asked to play roles in imaginary

situations, they will be given some type of situations or scenarios to play in role-plays, for instance, the scene at the restaurant, the scene at the shopping centre, or at the doctor and so on. They may also change or add any changes or some addition to the given scenario in the role-plays.

- 1) Set up a supportive relationship.
- 2) Provide a clear rationale for its usage.
- 3) Distinguish objectives for the experience.
- 4) Brief the group on the process and several objectives.
- 5) Provide the learners with a time frame.
- 6) Enlarge that the participants are voluntary.
- 7) Contribute an opt-out clause.
- 8) Supervise the role-play process, class and reactions.
- 9) Relate role play to theoretical notions.
- 10) Make the connection between real life and work.
- 11) Sketch out grading criteria.
- 12) Point out the role of the observers.
- 13) Help constructive analysis.
- 14) Have a thorough debriefing in both group and individual.
- 15) Check out anyone who choose out or leave the room.
- 16) Stress positive behaviour and avoid criticising pupils.

Students will listen to the teacher carefully and make some notes. If something is not clear to them, they may ask some questions and they will answer.

3. Task 1: (12minutes)

In this task students will be divided into several small groups. If there are about 16 students, you can divide them into 3 small groups. Then teacher will distribute them small papers. In the paper, the word “role-play” is written 8 times, such as, “Role-play ...” Students will discuss with members of the group and write down the most essential information about role-play. For instance, students can write its proper definition, its types, and its rules and so on. For this task the teacher will

give 10 minutes for preparing their task. Students will discuss only in target language. At first, they will discuss and write all facts and then they will select the most appropriate ones, and copy them to the given paper.

4. Task 2: (14 minutes)

First of all, the teacher will divide students into two groups. Then he or she will give clear instructions what to do. In this task, students will be given two cards on which written the questions. The first card is about the role of the teacher during role-play activities. The owners of this card should speak about the teacher's role. They will speak about how teachers should act, how to evaluate, how to observe, and how to correct mistakes and so on. The second group will speak about the role of students during role-plays. They will give information about how students should cooperate with each other, how they should act and so on. The teacher will give 10 minutes in order to discuss the question and collect the answers. Students will choose the speaker of the group. After 10 minutes, speakers from each group will take the floor and present their speech like a presentation. Others will listen carefully. After this, the teacher will give some questions to each group using the information which was spoken by each group members.

5. Task 3: (10 minutes)

In this exercise, the teacher will divide students into two groups. Then he or she will provide them with cards. The strategies for the implementation of role play at schools are written on the paper but some of them are not proper ones. So students will read all sentences carefully, and after discussion they will choose the correct ones. In order to do this activity the teacher will give to students ten minutes. Besides, the teacher will ask questions about some strategies in order to clarify them.

6. Task 4: (10 minutes)

In this task, students will write down the procedure of a role-play. They will work in pairs. They will discuss firstly and then make a plan of a role-play activity. They will do it with the help of the teacher's explanation which was spoken at the

beginning of the lesson. Students should pay attention the rules of role-play activities. The teacher will give 8 minutes to this activity. Then he or she will check them.

7. Grading students and giving homework. (9 minutes)

The teacher will grade the active students according to their participation and activities. Then he or she will give homework. The homework will be to organise the role-play activity. They will organise it with using the rules and information which was given by the teacher.

Worksheet 1.

Task 1. Fill the space with the information about the role-play. You should write about the meaning, types, rules and benefits.

Role-play -

Role-play -

Role-play -

Role-play -

Worksheet 3.

Task 3. Choose the correct strategies of implementing of role-plays at schools.

- 1) Set up a supportive relationship.
- 2) Provide a clear rationale for its usage.
- 3) Provide the learners with a time frame.
- 4) Do not supervise the role-play process, class and reactions.
- 5) Make the connection between real life and work.
- 6) The criteria of grading should not be explained.
- 7) Point out the role of the observers.
- 8) Do not help constructive analysis.
- 9) Have a thorough debriefing in both group and individual.
- 10) Check out anyone who choose out or leave the room.
- 11) Stress positive behaviour.
- 12) Do not avoid criticising pupils.

Worksheet 4.

Task 4. Write the procedure of the role-play activity.

CONCLUSION

While writing this qualification paper, I learnt a large amount of profitable information which can be utilized in teaching English at schools. In order to be a successful teacher, every educator should focus on every detail, such as, learner's interests, levels, ages, and so on. I have known that pupils should be motivated properly to study English in order to achieve goals during teaching. There are a number of methods and styles for encouraging pupils and for making lessons more interesting. One of the best ways is considered the role-play activities. There are a lot of beneficial aspects of role-play activities. One of them is that it assists pupils to improve their speaking skills and also they learn cooperating with each other.

Moreover, I have learned that 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. I trust that if the teacher believes that the activity will work and the necessary support is provided, it can be very successful. However, if the teacher isn't convinced about the validity of using role-play the activity will fall flat on its face just as it was expected to. Therefore, if we think positive and we should have a go, we may be pleasantly surprised.

There are several reasons for the question why we should use role-plays in the classroom while teaching pupils at schools. First of all it is fun and motivating. Quieter pupils 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, pupils 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 learners can benefit from the practice. Mistakes can be made with no drastic consequences. Pupils can learn confidence and self-trust during plays roles in performances. Secondly, pupils immediately apply content in a relevant, real world context.

Besides, they take on a decision making persona that might let them diverge from the confines of their normal self-imposed limitations or boundaries. Learners can transcend and think beyond the confines of the classroom setting. They see the relevance of the content for handling real world situations. The instructor and learners receive immediate feedback with regard to pupil understanding of the content.

Additionally, I have found out that pupils engage in higher order thinking and learn content in a deeper way. Instructors can create useful scenarios when setting the parameters of the role play when real scenarios or contexts might not be readily available. Typically pupils claim to remember their role in these scenarios and the ensuing discussion long after the semester ends.

When travelling abroad, the learners can find some communication difficult or even impossible because they did not get a chance to use their language communicatively in the classroom. Although they got excellent marks at school, they are in trouble when they have to talk to another English-speaking person. So they should practice speaking skills more often. Lessons where role play is used can be motivating for learners because such lessons are different from the traditional ones; they are more interesting, funnier and lively. Thus pupils are more likely to learn. The work is dynamic and learners are actively involved in the process. Pupils like pretending to be someone else. Learners are similar like children playing school, doctors and so on. In this way they can use their imagination and create their own reality, they can experiment with their knowledge of the real world and develop their ability to interact with other people. The activity does not threaten their personality; it can build up their self-confidence when they see that they can complete the task successfully. They can also find out how well they can communicate in English.

Moreover, in role play learners do not think like someone else because they are someone else. Learners who participate in imaginary role play situations can activate the functional language; develop the phatic forms, which are necessary for

communication. Learners who are studying English in a non-English speaking setting it is very important to experience real communicative situations in which they learn to express the meaning.

Another great advantage of role play is that the physical environment of the classroom can be remade to remind of different places: doctor's surgery, restaurant, shop and so on. This offers more language opportunities. All of these are good ways to get learners using the language. By bringing the outside world into the classroom like this, we can provide a lot of useful practice that would otherwise be impossible in cafés, shops, and banks and so on.

Role plays also supports the confidence of shy learners because here they are provided with a mask and they can learn the structures and use them in the familiar setting of their classroom. They learn how to interact with other people without being afraid that their mistakes might cause some misunderstanding. These activities are learner-centered. Learners work independently and the teacher is not at the center of attention, he or she can stand back and listen more actively, think up strategies for helping the learners increase their knowledge. Role play creates positive learning atmosphere in class, it encourages cooperation between learners. The language produced here is more natural and authentic.

It seems that there are many reasons why teachers should use role play in their lessons. Most of all, this activity develops learners' fluency in speaking, it supports interaction and increases motivation. Role-playing develops learners' fluency in speaking. The wide range of language functions, for example apologizing, greetings, and so on is exercised more than in any other activities. Learners' focus is put on the communication of meaning rather than on the appropriate use of language. Therefore, through role-playing teachers may train students' speaking skills in any social situations. It means that learners are put in conditions which require speech that is used to communicate socially more than the language necessitated by teaching syllabuses. I knew that thanks to role-playing learners have the possibilities to develop the language which is necessary

in social relationships, but which is neglected in teaching syllabuses. In addition to that a lot of pupils believe that the language in foreign language classes is only used to pass on particular information from one person to another.

The next reason for incorporating role-playing in EFL classes is that some people learn for specific roles in life. They may want to work or travel in worldwide context. It is very advantageous for these learners to have tried out in pleasant and safe environment of a classroom with the language they will presumably use. For such learners, role-play is a helpful rehearsal and what is more, it allows them not just to acquire phrases, but to learn how to interact in a variety of circumstances. Role-playing develops learners' imagination. For the roles given to learners may require creative thinking, players' imagination is in high demand. In addition, being able to think inventively might occur in a useful skill in the future. Some jobs demand imaginative thinking and the best way to practice it is just through role-playing and also by reading books. Another advantage of role-playing is that learners are given a chance to pretend someone else. Such a technique may help timid students to overcome their shyness of speaking. Reticent pupils often have difficulty talking about their experiences or about themselves. The fact that they are someone else makes them feel that their own personality is not implicated. There is no doubt that the element of fun advocates using role-playing in foreign language classes. Apart from being involved in language production, players enjoy themselves and have a really great time.

In role-playing the pupil is representing and experiencing a character known in everyday life. The use of role-playing emphasizes personal concerns, problems, behavior, and active participation. It improves interpersonal skills, improves communication skills, and enhances communication.

The role-playing approach can be used in a variety of settings, including the classroom. The principle behind role-playing is that the student assumes a particular personality of a different person, such as a historical character. Learners

must accept the duties and responsibilities of their roles and functions, and do the best they can in the situation in which they find themselves. One possible use of role-playing might be to introduce a topic, using the students' background knowledge to introduce and interest them in a new unit of study. But probably more often, role-playing is used as a strategy in which learners use their background knowledge in addition to acquiring new information about the character in order to better play the role.

All of this information proves that every teacher who wants to be witness to pupils' success and achievement should use role-plays during teaching process. When teachers add the activity of role-plays to their lesson plans, they will be able to see the results from the first usage. Pupils will be motivated and interested in every English lesson. The main responsibility of the teacher is to choose the most appropriate role-play scenarios for his or her pupils.

All in all, I believe that a professional teacher knows how to create a friendly atmosphere in the classroom, and uses accurate activities and exercises to encourage the pupils and to improve their knowledge.

Glossary:

1. Achieve- to succeed in finishing something or reaching an aim, especially after a lot of work or effort.
2. Admirable- deserving respect or approval.
3. Advantageous-giving advantages or helping to make you more successful.
4. Assist- to help.
5. Confident- having confidence.
6. Contrary- the opposite.
7. Cooperate- to act or work together for a particular purpose, or to be helpful by doing what someone asks you to do.
8. Display- to arrange something or a collection of things so that they can be seen by the public.
9. Diversity- when many different types of things or people are included in something.
10. Efficacy- ability, especially of a medicine or a method of achieving something, to produce the intended result; effectiveness.
11. Elaborate- containing a lot of careful detail or many detailed parts.
12. Emphasis- the particular importance or attention that you give to something.
13. Encourage- to make someone more likely to do something, or to make something more likely to happen.
14. Enthusiastic- showing enthusiasm.
15. Establish- to start a company or organization that will continue for a long time.
16. Extemporize- to speak or perform without any preparation or thought.
17. Hinder- to limit the ability of someone to do something, or to limit the development of something.
18. Improve- to (cause something to) get better.
19. Improvisation- a performance which an actor, musician, etc. has not practiced or planned.

20. Interaction- when two or more people or things communicate with or react to each other.
21. Interpret- to decide what the intended meaning of something is.
22. Misunderstanding- when someone does not understand something correctly.
23. Motivate- to cause someone to behave in a particular way.
24. Proper- real, satisfactory, suitable or correct.
25. Require- to need or make necessary.
26. Responsible- to have control and authority over something or someone and the duty of taking care of it or them.
27. Significant- important or noticeable.
28. Simulation- a model of a set of problems or events that can be used to teach someone how to do something, or the process of making such a model.
29. Understandable- easy to understand.
30. Utilize- to use something in an effective way.

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