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“Recommend to defense”

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5111400-Foreign language and literature

The department of English Language and Literature

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QUALIFICATION PAPER

THEME: “Role play as a method of teaching English”

Scientific adviser: _____

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“ _____ ” _____ 2020

KOKAND 2020

**INGLIZ TILI VA ADABIYOTI KAFEDRASINING YIG‘ILISH
BAYONNOMASIDAN KO‘CHIRMA**

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Qo‘qon shahri

K U N T A R T I B I:

Har xil masalalar: Bitiruv malakaviy ishlarni himoyaga tavsiya etish haqida.

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Kafedra mudiri E.Yusufaliyev so‘zi: “Ingliz tili va adabiyoti” ta’lim yo‘nalishi ___-guruh bitiruvchisi_____ning _____rahbarligida tayyorlagan

_____mavzusidagi BMI tugallangan ish sifatida himoyaga tavsiya etilsin.

Ichki taqrizchi etib

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**THE MINISTRY OF PUBLIC EDUCATION OF THE REPUBLIC OF
UZBEKISTAN KOKAND STATE PEDAGOGICAL INSTITUTE NAMED
AFTER MUKIMI**

Faculty: Foreign languages

Department: English language and literature

Academic year: 2016-2020

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Scientific supervisor: Z.Isakova

Speciality: 5111400 Foreign languages (English language and literature)

for the bachelor's work on the theme "Role play as a method of teaching English"

Annotation

Diploma paper is devoted to a very current theme in methodology, it is about Role play as a method of teaching English. Role play is accepted one of the most effective method in teaching foreign language from history until today and the types of Role play and their usage in modern methodology is explained clearly in the work by different examples. The qualification paper consists of three parts which includes historical view of Role play as well as modern. In the first chapter Origination of Role play, its types and importance in education system present day are described. In the second chapter influence of Role play to develop speaking, listening and social skills in learners are clarified. The third chapter consists of Problems with organizing Role play and its solution. Moreover, the connection of different subjects with this method is also discussed.

To sum up, in the work importance of in practical usage of Role play in modern education is described.

Annotatsiya

Ushbu diplom ishi zamonaviy ingliz tili o'qitish metodikasida muhim rol o'ynagan Role play metodi mavzusiga bag'ishlangan. Role play metodi tarixdan hozirgi kungacha chet tili o'rgatishda samarali qo'llanilgan bo'lib, mazkur ishda Role play turlari va bugungi kun ta'lim sistemasidagi ahamiyati haqida turli misollar keltirilgan holda amaliy tahlil qilingan. Bitiruv malakaviy ishi asosiy

uch qismdan iborat. Birinchi bobda Role playing kelib chiqishi, uning turlari va ta'lim sohasiga olib kirilishi haqida ma'lumot berilgan. Bitiruv malakaviy ishning ikkinchi bobida til o'rganuvchilarning chet tilida so'zlashish, eshitib tushinish va ijtimoiy muloqotga kirishish mahoratini oshirishda Role playing ta'siri yoritilgan. Uchinchi bobda mazkur metod qo'llashda yuzaga keluvchi muommolar va ularning yechimi bilan birga Role play metodi va turli fanlarning o'zaro aloqasi haqida fikr yuritilgan.

Qisqacha qilib aytganda, ushbu diplom ishida Role play metodi qo'llanilishining bugungi kun ta'lim jarayonidagi muhim jihatlari amaliy misollar yordamida yoritib berilgan.

Аннотация

Данная диссертация посвящена теме метода ролевой игры, сыгравшего важную роль в современных методах преподавания английского языка. Метод ролевых игр эффективно использовался в преподавании иностранных языков от истории до наших дней, с практическим анализом типов ролевой игры и ее важности в системе образования сегодня, на различных примерах. Диссертация состоит из трех основных частей. Первая глава описывает происхождение ролевых игр, их типы и введение в образование. Во второй главе диссертации обсуждается влияние ролевой игры на способность изучающих язык говорить, слушать и общаться на иностранном языке. В третьей главе рассматриваются проблемы, возникающие при применении этого метода, и их решения, а также роль метода ролевых игр и взаимодействие различных дисциплин. Короче говоря, в этой диссертации на практических примерах освещаются важные аспекты использования метода ролевых игр в современном образовательном процессе.

REVIEW

on the qualification paper presented for Bachelor's Degree

Mamatqulova Maftuna Murodjon qizi on the theme

“Role play as a method of teaching English”

Specialty: Foreign languages (English language and literature)

Department: English language and literature

The research work being reviewed is dedicated to the Role play as a method of teaching English. About scientific novelty, the author of the investigation made a survey about the history of the method and on the basis of the gotten material worked out effective ways of using Role play in modern education.

Theoretical significance of the research work consists of the origination of Role play in history, theoretical classification of role plays. It also takes the act concerning the education of the Republic of Uzbekistan, the national program of training practical lessons, the works and dictations about developing the national system of training teachers of the president of the Republic of Uzbekistan, the decision by ministers of the republic of Uzbekistan to develop and increase the usefulness of the process of education.

Practical significance of the research work: teachers may use project worked out by the author of this research at the practical lessons in order to investigating the effective ways of teaching speaking, listening and social skills.

The investigation includes Introduction, three chapters, conclusion, the list of used literature and annotations.

Main part of qualification paper consists of three parts which touch upon questions of the methodology, useful ways of teaching foreign languages by using interesting method and effective usage of Role play according to the subjects.

In the first chapter, Background information about origination of Role play and the types of Role plays which is utilized in education today is described, in the second chapter significant impact of Role play to increase speaking, listening and social skills in learners is clarified.

The third chapter consists of Problems of using this method and the solutions, attitude of Role play to other subjects.

All the parts of the qualification paper are written and formed according to the requirements, and presented information and data are careful, competent and relevant.

The qualification work by Mamatqulova Maftunaxon is written according to the topicality, theoretical and practical values meet the required demands for Bachelor's Degree dissertation work. It is recommended to the state defense and deserves favorable mark.

Scientific supervisor:

Z. Isakova

REVIEW

On the qualification paper for bachelor's Degree
presented by Mamatqulova Maftunaxon Murodjon qizi
on theme:” Role play as a method of teaching English”

Specialty: Foreign Languages (English language and literature)

Department: English Language and Literature

The following graduation qualification work has been carried out on the actual themes the ascendancy of Role play method in organizing interesting lessons, role of method in language learning, approaches of teaching vocabulary, speaking and listening skills. Furthermore, teaching social skill will help children to work in a group. The work consists of introduction, three chapters, conclusion, glossary and the list of used literature.

Given final graduation qualification work focuses on an assumption of using effective methods of teaching speaking, listening and vocabulary which can be applied for ESL learners. The researcher discusses the outcomes of effective methods, conducted lessons, and offers not only suggestions for organizing effective lessons, but also presents a variety of activities for the success of teaching English language to ESL learners.

The paper is well structured and contains all necessary components. Information includes international authors' ideas, allows the author to relate theory to practice throughout the work. The data, presented in

research is relevant, meaningful and supportive of the author's conclusion.

The researcher's style is consistent and appropriate for the reader. Throughout the work she illustrates the ways of teaching social skill and the work clearly reflects depth, breadth and accuracy of the author's thought process. The researcher reflects on her research process by mentioning her own findings, research outcomes at the end.

In my point of view, the paper is eligible for Final Qualification Work and is recommended for defense.

Reviewer: N. Karimova.

REVIEW

On the qualification paper for Bachelor's Degree
presented by: Mamatqulova Maftunaxon Murodjon qizi
on theme “Role play as a method of teaching English”

Specialty: Foreign Languages (English Language and Literature)

Department: English Language and Literature

The research work under review is dedicated to the analyzing of teaching speaking, listening and vocabulary in English classroom which presents a certain interest both for the theoretical investigation and for the practical language use.

The scientific novelty of the research work is to identify new and innovative ways of teaching vocabulary, speaking and increasing listening skill by using Role play method. The theoretical significance of the research work consists investigating and analyzing the works of famous teachers and scientists. Moreover, to study the approaches that were used from the last century.

The practical significance of the work is to define the new techniques that can be used in teaching and learning process. The results of the work can be used by the teachers during lessons.

The research work consists of Introduction, three chapters, Conclusion, the List of used literature.

All the parts of the research work are written and formed according to the requirements and meets the demands for Bachelor's Degree dissertation work.

It is recommended to the state defense and deserves a favorable mark.

Reviewer: Mamatqulova Nafisaxon.

Тасдиқлайман

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..... 2020 йил

..... факультети

..... таълим йўналиши

..... гуруҳи талабаси

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..... томонидан бажариладиган

БИТИРУВ МАЛАКАВИЙ ИШ БЎЙИЧА ТОПШИРИҚ ВАРАҚАСИ

Ишнинг мавзуси “.....

.....” институт ректорининг
20__ йилдаги № –сонли буйруғи билан тасдиқланган.

Ишни топшириш муддати:

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Мавзу бўйича дастлабки маълумотлар берувчи адабиётлар:

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Ишнинг мақсади ва қўтилаётган натижалар:

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Ишни бажариш режаси

№	Вазифаларнинг мазмуни	Бажариш муддати	Кафедрада ижроси муҳокама қилинган аниқ сана ва илмий раҳбар имзоси	
			Сана	Илмий раҳбар имзоси
1		2019 йил сентябрь		
2		2019 йил октябрь		
3		2019 йил ноябрь		
4		2019 йил декабрь		
5		2020 йил январь		
6		2020 йил февраль		
7		2020 йил март		
8		2020 йил апрель		
9		2020 йил май		

Битирув малакавий иш раҳбари: _____

Кафедра мудири: _____

Топшириқни олдим: 2020 йил

Топшириқни БМИ билан бирга

ЯДА комиссиясига топширдим:2020 йил

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INTRODUCTION

In the developing world, every country is giving great attention to the education of youth. Because bright future of the country closely connected with educated system as well as Uzbekistan. The government of Uzbekistan issues decrees about developing education system especially teaching foreign languages. From the early history knowing foreign language was appreciated in our country. There is one famous proverb of Uzbek nation:

“If you know one language, you will know one nation.

If you know two languages, you will know two nations”.

So, today all doors of opportunities for learning languages are widely opened for the youth. Especially in the Higher education system we can see much increasing like opening new institution, branches of famous foreign universities in our republic.

It is our task, to prepare and teach professionally competent and energetic personnel, real patriots to see them in the world depository of science and culture. In this plan the notional program about training personnel was worked out on the formation of new generation of specialist. “With the high common and professionally culture, creative and social activity, with the ability to orientate in the social and political life independently, capable to raise and solve the problems to the perspective¹”.

Here the notable place is assigned to the general applied linguistics which carries responsibility for such socially and scientifically important sphere of knowledge as theory of grammar, methods of language training, integrated skills, translation theory and so on.

¹Kadrlar tayyorlash milliy dasturi: Toshkent 1997, 35 bet

The subject matter of Qualification Paper is study Role play method, its history and impact to modern methodology, the ways of using Role play effectively through learning connection of Role play with other subjects.

The actuality of the Qualification paper is defined by concrete results of the investigation. Special emphasis is laid on various types of rendering the structure, the morphological features, and the peculiarities of the Role play method in teaching English.

The aim of this Qualification Paper is to analyze Role play method and its advantages in teaching process.

The novelty of the work is that the thorough analysis of the nature of the influence of various factors and processes on the usage of Role play method in English classroom which have not been researched deeply yet; moreover studying the influence of Role play to the learner's development . We have analyzed specific peculiarities of Role play in elaborating children's social skill.

The tasks of the research are the following according to the general aim:

1. to study background information about Role play method;
2. to identify types of Role play which are used in education;
3. to analyze usage of Role play in modern methodology;
4. to work out problems and solutions in organizing Role play;

The methods of investigation used in this Qualification Paper are as follows: semantic, oppositional, contextual and structural.

The practical value of the research is that the material and the results of the given research can be used in practical lessons.

The material includes:

1. Scientific literature on Methodology;

2. The practical books of English, American and Russian authors;

The theoretical importance of the research is determined by the necessity of detailed and comprehensive analysis of peculiarities of the Role play method which make easy learn speaking and memorizing vocabulary.

The structure of the work - the given Qualification Paper consists of introduction, three chapters and a conclusion which are followed by the lists of literature used on the course of the research.

Introduction deals with the description of the structure of a qualification paper. The first chapter deals with historical view of Role play and types which are used in education.

The second chapter deals with the importance of Role play in modern education.

The third chapter deals with teaching problems of Role play and its solution and the connection of Role play with other subjects.

Chapter I. Historical background of Role play.

1.1. Origination of Role play.

The term "role" comes from the "rolled-up" script actors used to use over two thousand years ago in Ancient Greece. In time, the script became the part, and actors then were said to play the "role" of, say, Hamlet or Othello or Ophelia or Desdemona. But one can also create a role, improvise a performance, and in fact children do this all the time in their pretend play. There's a kind of vitality that attends this type of imaginative activity, and a young physician in Vienna around 1910 was intrigued by the nature of creativity and spontaneity. Just as the modern artists were challenging old traditions, so there were those who saw the traditional theater as encrusted with obsolete forms, emotionally phony and dead. This young physician, Jacob L. Moreno (1889-1974) sought to revive theatre by inviting the actors to improvise, and his early "Theater of Spontaneity" in 1921 became one of the first "improvise" troupes. Moreno discovered that the activity of dramatic improvisation was therapeutic for his actors, and began to think about applying this approach as a type of individual and family treatment. After emigrating to the United States in 1925, Moreno developed these ideas into a method he called "psychodrama." In addition to applying it to help psychiatric patients, Moreno found that the basic techniques could be modified to help groups address social problems, and called this approach "socio drama". Moreno had a most fertile mind, and wove together many associated ideas about social psychology and group dynamics. He was one of the pioneers of group psychotherapy and even engaged in his own type of philosophy, emphasizing the need for appreciating the fundamental importance of creativity in life. In this, his approach resonated with another great psychotherapist, Otto Rank. And as a social psychologist, yet weaving together his background with drama, he developed the role concept. There were a few others in sociology and anthropology also thinking about roles, but Moreno added a

dimension of actual methodology which enabled people to reflect on the way they were playing the various roles in their lives-role playing.

One aspect of role playing was that of diagnosis or assessment-a test of how a person would act when placed in an imagined or pretend problematic situation. Interestingly, the German high command used this method in order to reform their officer corps. The goal was genuine merit instead of the old tradition of using the college-educated sons of the aristocracy-too many of whom were far from real leaders. And however horrible the political purposes this army then served, it did function to help create a remarkably effective organization, and its officers were a cut above those of other countries. Only after the Second World War began did the allies pick up this technique. Richards and Rodgers examine three theoretical views of language: structural, functional and interactional. The role playing method follows from the interactional view. This view "sees language as a vehicle for the realization of interpersonal relations and for the performance of social transactions between individuals". Language teaching content, according to this view, may be specified and organized by patterns of exchange and interaction or may be left unspecified, to be shaped by the inclinations of learners as interactors. Scarcella and Crookall review research to show how simulation facilitates second language acquisition. Three learning theories which they discuss are that learners acquire language when: they are exposed to large quantities of comprehensible input, they are actively involved, and they have positive affect. By the late 1940s role playing had become a recognized part of business, community, and other forms of the budding field of what was to become organization development. In the 1970s it was widely used as part of behavior therapy for assertion training and social skills training. It has been known as a method in education since the late 1940s, but there were enough problems with its use that it hasn't fully caught on.

Role playing, a derivative of a socio drama, is a method for exploring the issues involved in complex social situations. It may be used for the training of

professionals or in a classroom for the understanding of literature, history, and even science. The great developmental psychologist, Jean Piaget, described two modes of learning: "assimilation" and "accommodation." In assimilation, people figuratively "fill in" their mental map of their world, while in accommodation, they figuratively change that mental map, expand or alter it to fit their new perceptions. Both processes are complementary and concurrent, but different types of learning tend to emphasize one or the other mode. Rote memorization tends to emphasize assimilation. In contrast, learning to climb a tree, swim, or ride a bicycle emphasizes accommodation. Accommodation involves a gaining of a "knack," and tends to be the kind of learning that is almost impossible to fully forget. Assimilative learning, as we all know, is remarkably easy to forget. Some kinds of rote memorization becomes accommodative to the extent that the words or ideas are linked to rhythms, poetic cadences, and music, and this is why a certain small group of activities--a recited bit of Shakespeare or a narrative song-- may stay with an individual far more readily than, say, the list of vocabulary words mastered for a foreign language test and then forgotten. It has to do with the using of certain information. Unfortunately, so much of education is oriented to the kinds of learning that can be more easily tested, which is assimilative, memorization-type learning. Yet what the world really needs is people who have skills, and skills go beyond mere knowledge of facts. Skills, though, require a more complex performance-oriented testing which requires more teacher attention, covers more subtle variables. And skills reflect an accommodative type of learning. It is a commonly accepted cliché that we want to teach our young people to think, but thinking at any level of complexity requires an exercise of three interdependent component categories of skills: problem-solving; communications; and self-awareness. These skills cannot be learned by reading any number of books, although a little didactic material can be helpful in creating an intellectual framework for the accommodative learning. Rather, the kinds of skills needed for flexible, creative, rational thinking must be exercised, practiced, and learned in a

process of interaction, risk-taking, self-expression, feedback, encouragement, and, in short, a process which is closer to learning to swim than learning the capitol cities of the various states.

Self-awareness need not be thought of as a type of psychoanalytic or otherwise obscurely psychological process. The ancient Greeks called it "rhetoric," and it referred to a heightened awareness of the ways the childish mind can accept deceptive ideas. One learns self-awareness not only by studying the psychodynamic "defense mechanisms," but also by exploring cultural forms of manipulation, in political propaganda or advertising; in group dynamics, the tactics of brainwashing or group manipulation; and in learning about interpersonal manipulations. It extends to how people get taken in by phony statistics, but also turns again to help people reflect on how their own motives may interfere with their thinking clearly about a problem. From this viewpoint, self-awareness is an integral part of problem-solving and communication. Self-awareness is essential to understanding others. And the best way to learn all three categories of skills, each category containing over a score of component skills, is through role playing. Role playing isn't to be viewed as a particularly psychological procedure. Certainly, it has been widely used as a part of many different types of therapy, but this is because it's a natural vehicle for learning. Role playing is simply a less technologically elaborate form of simulations. What astronauts do in their practice for missions; what pilots do in learning to navigate in flight simulators; what thousands of soldiers do in the course of military exercises. It's all role playing. Teaching salespersons to deal with customers, teaching doctors to interview patients, teaching teachers to deal with difficult situations, all these require some measure of actual practice and feedback. Role playing, then, is nothing more than rehearsal. Musicians and football players, actors and firemen, all need to practice their skills. This is because complex operations cannot include all variables in a single lecture or even a thick book. Issues of adapting general principles to one's

own set of abilities, temperament, and background; working out the inevitable "bugs" any complex system generates; and preparing for unforeseen eventualities--all are frequent goals of this kind of role playing.

1.2. Types of Role play.

Role plays are an essential tool to have in the teaching box but it pays to be aware of where you want them to go. Here are four types of role plays you can use in the classroom. Role plays are used to allow students to practice speaking in a conversational situation, build confidence and fluency, assess progress, and put learning into action. They are often set up to target particular grammar points – simple past tense, future with ‘going to’, infinitives, etc. – and to test social interaction skills such as negotiating, interrupting, asking for assistance and making small talk. Role plays may be as simple or as complicated as the teacher desires. Verbal instructions, secret messages, gestures and cue cards are all common ways of setting a scene.

In the classroom there are four main types of role plays, but bear in mind that there is often overlap and particular situations may combine two or more of these elements.

1. The conflict role play puts participants on a collision course and asks them to deal with this as best they can. Situations might include attempting to change an airline booking at a peak time or asking a noisy neighbor to turn down the stereo. They test language skills under pressure and are best for students who have some maturity and confidence in their abilities.

2. The cooperative role play takes the opposite tack and requires participants to work together for the common good. Planning a sayonara party for the teacher, deciding the food list for a barbecue, brainstorming ways to attract tourists to local attractions are all cooperative role plays. Often involving ‘safe’ situations,

cooperative role plays are good for gently easing shy students into conversations and for building relationships within a student group.

3. Information gap role plays are based around filling in holes in the participants' knowledge. Answering questions from customs officers, asking for timetabling details, making a library card or interrogating a murder suspect are all information gap type situations. If based on the students' real selves these role plays are simple to set up, but fictitious situations may require more elaborate preparations. They are an excellent way to practice question and answer patterns and prepare students for real-life encounters.

4. Task-based role plays require participants to complete a set activity such as checking into a hotel, giving directions to a taxi driver, ordering a meal or getting the phone number of a potential love interest. They are useful for helping students to practice realistic survival English skills and are an excellent way to build students' confidence in their ability to function in real situations. Role plays are an essential tool to have in the teaching box but it pays to be aware of where you want them to go.

In view of the persons taking an actor, Gillian explained that there are several types of role. The first is the roles which correspond to a real need in the students' lives. In this category, it involves such roles as doctors dealing with patients, or salesman traveling abroad. The second type of role is the students play themselves in a variety of situations which may or may not have direct experience. The example which include in this category is a customer complaining or a passenger asking for information. The third type is the type that few students will ever experience directly themselves, but it is easy to play because the teachers have such vast indirect experience of them. The television journalist is a good example of this type and it is very useful kind of role taken from real life. The last type is fantasy roles, which are fictitious,

imaginary, and possible even absurd. In case of role play activities, according to Donn Byrne, role play can be grouped into two forms, scripted and unscripted role play. In details, those types of role play activities described as follows:

Scripted Role Play this type involves interpreting either the textbook dialogue or reading text in the form of speech. The main function of the text after all is to convey the meaning of language items in a memorably way.

For more details, an example of scripted role plays dialogue and reading text and how the process is:

Man: Good morning,sir !

Director: Good morning.

Man : I am coming to ask you for a job,sir !

Director : Take a seat,please !

Man : Thank you sir,is there any vacancy for me,sir ? I am unemployed right now.

Director : What is your education background ?

Man : I have graduated from STAIN Pamekasan in Economic Faculty for accounting Major. So I am competent in accounting.

Director : Have you ever been experienced before being an accountant ?

MaN : I Have sir, i have enough experienced for administration staff at a small company.

Director : How many years ?

Man : More than two years.

Director : Ok. Congratulation!! I am looking for an energetic and healthy young man that used to work hard. Welcome at my company as administration staff here.

Man : Thank you, sir.

To demonstrate a role play activity based on the dialogue, the procedures given by Adrian Doff is as follows: First, the teacher guides the role play by writing these prompts: Talk as you write to show what the prompts mean. If necessary, go through the prompts one by one, and get students to give sentences or question for each one. Call two students to the front: one play the role as Angela and the other one is the post office clerk. They should improvise the conversation using the prompts to help them. Point out that the conversation should be similar to the one in the textbook, but not exactly the same; the conversation can be shorter than the presentation dialogue. It should just cover the main points indicated by the prompts. Call out a few other pairs of students in turn, and ask them to have other conversation based on the prompts. Based on these procedures, the writer views that the ways of organizing this dialogue can be carried out into pairs of students who would improvise a conversation in front of class, in turns. The teacher can also ask the students to practice the conversation privately with their partners before they act it out in front of the class.

b. Unscripted Role Play. In contrast to scripted role play, the situations of unscripted role play do not depend on textbooks. It is known as a free role play or improvisation. The students themselves have to decide what language to use and how the conversation should develop. In order to do this activity, good preparation from teacher and students is really necessary. The example and procedures of unscripted role play which is adapted from Adrian Doff's book are as follows:

One student has lost a bag. He/she is at the police station. The other student is the police officer, and asks for details.

1.3. Role Play in Education

According to Webster's New World College Dictionary, (2014) role play is described as a way of acting of a specified part of a person or a character as a way of therapy or psychotherapy. In this thesis the intention of the use of role play is not far fetch from the dictionary definition. In the use of role play, students are expected to act out a part of a story or a certain scenario, usually based on the real-life issue. This is attested by Altun who defined role play as a method or strategy in which students are expected to act out a specific role through saying, doing and sharing. With the use of role play in accordance to language, the students are introduced to different vocabulary, and then they are given the opportunity to use these vocabularies in role plays so that they gain the familiarity with the vocabulary.

Through the process of role play, the students also gain competence in the social skills characteristics such an enthusiasm, self-confidence, empathy and critical thinking. It is impossible to have meaningful communication within social settings without these social indicators. Finally, Alabsi emphasizes that role play is used to encourage learners to make interpretive connections between vocabulary and experiences with what is being taught or studied. This way, students are made familiar with new vocabulary and then given the opportunity to use them in context through role play. This helps the students to understand the words and be able to use them in real life situations.

The biggest reason for choosing role play as a strategy of focus is because we wanted to focus on the approach that would help very much with the English language communication. Our thesis focuses on the ability to communicate for social success. Role play is the major strategy in the communication approach of language teaching and it involves social interactions. In the communicative

approach, role play is the biggest teaching method and has various benefits and good sides, as it gives learners the opportunity to social interaction that stimulates the use language outside of the classroom, at the same time challenging learners' existing beliefs. Many researcher concluded that effective learning takes place when students are challenged with problems by the teachers and the very teachers help in the process of solution finding.

Westwood emphasised that Teaching Methods' explains the different theories of teaching and learning, of course with their underlying methods and principles. It looks at the role of a teacher in the learning process and what contributes to effective practice according to new research. It gives the chance to look for further expertise as it deals with key issues and provides more references to explore the subject. This is to mean that every approach that a teacher in the classroom uses to convey content to his students would be considered as a teaching method or strategy. In this thesis the main teaching strategy under scrutiny is the role play and the scrutiny is on the role it has on the social skills development, which is of course inevitably through language development. This phenomenon becomes a conceptual consideration because role play which is the issue under investigation can also be used in any other cases which is not entirely educational. For example, we find sexual role play which is also a thing between lovers and in order to eliminate the confusion and bring the attention to the use of role play as an educational focus, we retain it with the concept of teaching method.

Role playing uses dramatic devices such as having the players make "asides," comments to the audience that the other characters have to pretend they haven't heard; this allows us to reveal what we think but are not able to say. Another dramatic device, role reversal, involves the players changing parts so they can begin to empathize with the other's point of view, even if they don't agree. Speaking from different parts of each role helps people become more conscious of their ambivalence. These socio dramatic techniques facilitate the degrees of self-

expression and, with reflection, thereby deepen the insight obtained for both players and audience. And thus, this procedure can be used in conjunction with another approach which has different roots: drama in education. Arising from a number of innovators in both the fields of education and the theatre the idea was to foster spontaneous exploration of various situations. This approach has also been called "creative drama," "developmental drama," and similar terms. In America in the 1920s, Winifred Ward pioneered "playmaking," while in England in the 1950s, Peter Slade wrote about the power of drama in his book, *Child Drama*. This was different from theatrical production--there was to be no script, no fixed lines, no rehearsals. According to another pioneer, Brian Way, the learning was in the experience of creativity itself. "... drama is concerned with the individuality of individuals, with the uniqueness of each human essence."² While drama in education's source was different from Moreno's, its spirit certainly resonated with Moreno's original vision about the potential of spontaneity as a key dynamic in learning and problem-solving.

Another source has been the work of Viola Spolin, the inventor of "theater games," improvisational exercises which were originally designed for actors. But since the 1960s, many "psycho-technologies," techniques designed for psychotherapy, for professional acting training, even for physiotherapy, have been recognized as having benefits for the general public. Role playing has several beneficial language learning characteristics and one of the aims of this work is to introduce and discuss the advantages of using role play in teaching English in junior forms. It should be noted that role play and role playing game activities are not limited to language practice as language learning certainly is also taking place during the games. For role playing games to be effective in this way, they should be part of category of language learning techniques. Role-Playing activities offer opportunities for real use of the language. Role play also provides opportunities for

²Bennett, William Arthur."Aspects of Language and language teaching."

deep learning along with a process for confronting our existing ideas about how and why certain things happen, breaking them down, and offering a new model or set of postulates to replace the old ones.

There can be two ways of looking at language work in similar role plays and role playing games: the pupils manage with the language they already know or they practice with structures and functions that have been presented in an earlier part of the lesson, another way, and the pupils can only benefit from the experience. Drama in education and creative drama in the last several years has integrated all these cultural developments. It's more recognized in England, Canada and Australia, but there's a fair amount of work being done in the United States. Unfortunately, it tends to be addressed to the earlier years of childhood, while it's the older age groups who really need it more. But the cultural forces in general push kids into a process of specialization, whether in art, music, or theater, and this aims at more polished performances. Improvisation and spontaneity training tend to be lost as basic goals of education.

There is value in actual theater training for some youngsters, just as there is value for the few who want to become more specialized in dance or art or music. But most if not all children need to be helped and empowered to enjoy these primal vehicles of self-discovery and self-expression without having to be concerned as to whether or not they're "good enough." And it is for the general, non-specialized student that we need to cultivate group song-fests, folk dances and general dances, and improvisational and general drama in education. Drama in education can be used to teach about various topics in literature, social studies, history, and the like, and role playing can be used to enhance these experiences and motivate further study; or role playing can be used in a more constrained, focused way to help students understand some of the complexities of these subjects. Such experiences may then become a stimulus for more traditional teaching methods, writing and discussion. Role-play is a technique that allows students to explore realistic

situations by interacting with other people in a managed way in order to develop experience and trial different strategies in a supported environment. Depending on the intention of the activity, participants might be playing a role similar to their own or could play the opposite part of the conversation or interaction. Both options provide the possibility of significant learning, with the former allowing experience to be gained and the latter encouraging the student to develop an understanding of the situation from the ‘opposite’ point of view.

Participants are given particular roles to play in a conversation or other interaction, such as an email exchange, typical of their discipline. They may be given specific instructions on how to act or what to say, as an aggressive client or patient in denial, for example, or required to act and react in their own way depending on the requirements of the exercise. The participants will then act out the scenario and afterwards there will be reflection and discussion about the interactions, such as alternative ways of dealing with the situation. The scenario can then be acted out again with changes based on the outcome of the reflection and discussion.

Role-play is a very flexible teaching approach because it requires no special tools, technology or environments, for example student could work through a role-play exercise just as effectively in a lecture hall as in a seminar room. However, technology can provide significant advantages, and even new possibilities, for using the approach as a learning activity. At the most simple level, technology such as voice recorders, video cameras and smart phones/tablets allow traditional face-to-face role-play exercises to be recorded and stored online for later reference, analysis and reflection, as in this example of negotiation skills from EduCon, Korea. This can allow an exercise to be revisited at a later date and re-evaluated based on subsequent learning and experience, which isn’t generally possible when the exercise has not been recorded. Other tools that can be used with this traditional style of role-play are an electronic voting system or Twitter, both of

which would allow a group of students to observe the role-play and evaluate the situation and conversation as it develops, such as by voting on whether a character was too aggressive or submissive during a particular interaction. This information could be retained and, coupled with a recording, provide another resource for later analysis and reflection.

However, technology can be used to create role-play exercises beyond what is possible in a face-to-face session. Asynchronous technologies, such as online forums and discussion boards, Social Networks, Twitter, etc., allow role-play to take place over longer periods of time and in a more considered way. This means that role-play can take place outside of timetabled sessions and in situations where students are unable to physical meet at the same time. In this situation students would post their part of the conversation, wait until the other participant(s) have responded, and then post their own reply, and so on. This method allows participants to engage when they are able and gives them time to consider their responses, and while it may seem quite artificial compared to a face-to-face exercise, it can reflect situations such as email discussions quite closely.

Another advantage of using technology is that it can enable external participants to take a part in the role-play. Tools such as Blackboard Collaborate, Skype and Google+ Hangouts all provide an online space where live conversations, including video, can take place. This means that a person with experience or expertise in the area being role-played can take one of the parts, producing a much more realistic experience for the student. For example, a clinical psychologist, drawing upon their own experience to make the interaction realistic, could play the part of a patient with students taking the part of the psychologist, or a chartered engineer could play the role of a project manager while students play the role of the engineers during a meeting. All of these tools can be accessed freely over the internet and only require a microphone and speakers/headphones, meaning the technical barriers are quite low. The tools typically have recording facilities

that would allow the interaction to be permanently captured. These tools are also useful for role-playing among students where they are all available at the same time but can't physically meet, such as on distance learning courses or during placement periods. Traditionally, learner roles have been specifically defined in the role playing method, either through verbal instructions or role cards. However, Kaplan argues against role-plays that focus solely on prescriptive themes emphasizing specific fields of vocabulary, as they do not capture the spontaneous, real-life flow of conversation. Perhaps a better model for learner roles in the role playing method is Scarcella "tapestry approach." Learners, according to this approach, should be active and have considerable control over their own learning. The pupils should help select themes and tasks and provide teachers with details of their learning process. In role playing, this can be achieved through the "design competition" mentioned above, or similar "divergent" simulations. Pupils have some new responsibilities in role playing that they might not be accustomed to. Burns and Gentry, looking at undergraduates learning experientially, suggest that some have not been exposed to experiences requiring them to be proactive and to make decisions in unfamiliar contexts. They recommend that instructors understand the knowledge level that learners bring to the scene, and place close attention to the introduction of experiential exercises so that the student does not become discouraged.

The teacher defines the general structure of the role play, but generally does not actively participate once the structure is set. To quote Jones "...the teacher becomes the Controller, and controls the event in the same way as a traffic controller, helping the flow of traffic and avoiding bottlenecks, but not telling individuals which way to go."³ Again, this is consistent with Scarcella principles. Rather than a traditional, teacher- centered classroom structure, the teacher keeps a

³ Blatner, A. (2000). *Foundations of psychodrama* (4th ed, revised & expanded). New York: Springer.

relatively low profile and pupils are free to interact with each other spontaneously. This reduces pupil's anxiety and facilitates learning. The teacher must take on some additional responsibilities in role playing. In particular, the teacher must keep learners motivated by stimulating their curiosity and keeping the material relevant, creating, so called, a "tension to learn". As role play represent real-world scenarios, materials should simulate the materials that would be used in the real world. For example, blocks or sugar cubes can be employed in simulating a construction task. In the "extraterrestrial" role play, toothbrushes, watches, light bulbs and keys can be examined by the "aliens." Role playing can be an interesting way to get pupils more involved in the class. While using role play for teaching pupils the teacher's aim is to suggest which activities would be the easiest for their pupils to do and which would be the most difficult and what other roles and situations would be suitable for role play activities in their classes.

The role playing procedure was described by Ladousse. Ladousse views procedure has 11 factors in role plays. These factors are: level, time, aim, language, organization, preparation, warm-up, procedure, follow-up, remarks and variations. There are various role playing exercises. Level indicates the minimum level at which activities can be carried out. Time may depend on whether learners need to read articles, reports, etc. Aim indicates the broader objective of each activity, such as developing confidence or becoming sensitive to concepts expressed in language. Language indicates the language the pupils will need, such as structures, functions, different skills, work with register, or intonation patterns. It is important to take to attention whether the activity involves pair work or group work, and how many pupils should be in each group. Preparation indicates anything that needs to be done before class. Warm-up involves ideas to focus the students' attention and get them interested. Procedure involves a step-by-step guide to the activity. Richards in 1985, for example, recommends a six step procedure for role playing: preliminary activity, a model dialogue, learning to perform the role

play with the help of role cards, listening to recordings of native speakers performing the role play with role cards, follow-up, and repeating the sequence. However, many role playing procedures do not follow these steps. Other researchers indicate activities that are done after the activity, perhaps as homework. Remarks may be of general interest or may be warnings about special difficulties that may arise. Variations can be used with different types of classes or different levels.

“Educational drama is anything which involves people in active role-taking situations in which attitudes, not characters, are the chief concerns, live at life-rate and obeying the natural laws of the medium. These laws aim at suspension of disbelief; agreement to pretence; employing all past experiences available to the group at the present moment and any conjecture of imagination they are capable of, in an attempt to create a living, moving picture of life, which aims a surprise and discovery for the participants rather than for any onlookers” “The process evokes all relevant knowledge possessed by any of the participants, but when this information is shared it becomes part of a common knowledge”⁴. In educational drama, every participant of educational drama makes cognitive effort as well as physical effort and emotional efforts to interpret the content of learning material. The use of educational drama fulfills learner’s multidimensional aspects in a classroom situation. Drama oriented activities can facilitate learner’s cognitive development in creative thinking, problem solving, questioning and negotiating. Group works are sources of creativity that foster new ideas and provide solutions to problems.

According to Vygotsky, individual learners develop thinking process through dialogues with other individuals. As a group processes, it involves learners

⁴ Иванова И. П.Бурлакова В. В., Почепцов Г. Г. Методика современного английского языка. М., 1981.,стр.243

in spontaneous situations which enable them to project themselves into imagined roles, as a way of exploring and expressing ideas. In addition, drama activities fulfill many of the goals of learner-centered instruction. Learner-centered instruction seeks to involve the learner more fully in the instructional process, making a far more active use of the learner's mental powers than traditional methodologies. Learners are no longer the passive receivers of formal knowledge conveyed by the teacher. The subjects of this study would be 30 Chinese freshmen learning English as a foreign language. They belong to one whole class. The experiment would take two 50-minute classes. During the procedure, the students would be divided into ten groups, each one including three students. Each group would be given a topic. In order to make a comparison every two groups will share the same one. For the first class, teacher will take 10 minutes to explain the rules for this activity and make the previous work such as dividing the students into different groups and distribute topics to each group. Students thus will get information about the activity but not be told the experimental purpose of this experiment. And then they would have 15-20 minutes to prepare.

For the rest of the time, except for the break, each group has 5 minutes to present themselves in front of the class. When one is performing, the others would watch and record their comments for the player's advantages and disadvantages. After that the last twenty minutes would be taken for discussion. From the discussion, both the teacher and the students would get an impressive comparison for each counterpart groups. The practice of students' performance actually took 60 minutes .so there were thirty minutes left for the discussion. Generally speaking, this experiment gets its anticipated outcomes. Topics given to the students were as below:

Situation one: Several freshmen are talking about college life and their majors. All of them are unsatisfied with their major to some extent.

Situation Two: John, one of your classmates, has been sick in hospital for quite some time. Now he is going to be back to school. You and your partners are talking about giving him some help with his missed study.

Situation three: you and your partner are from different parts of China. You are talking about the difference between your hometown and your university.

Situation four: shopping A finds a pair of jeans whose design and color are exactly to his/her taste. A likes it very much but thinks it's too expensive. So A bargains with B, the salesperson, hoping to get some discount on the price. The four topics are familiar to young students' life experience and have little limitation for speakers' words. Students could bring into full play of themselves with their own knowledge and experience .So the whole class went successfully.

From the performance, students consciously applied the vocabulary from the presentation of new lessons.

The effect of memorization and application of new words is proved better than single practice of recitation. Almost 21 students (70%) applied the new vocabulary freely during the procedure. As for the four topics, they are real and relevant to the students' life and all provide enough flexibility for students to imagine. Occasionally, they would rely on Chinese to express some difficult meaning. The students avoided the limit of "formal speech "by taking lifelike forms in their conversation, e.g. elliptical sentences, repetition, exclamatory sentences, etc. Some errors occasionally occurred. Those serious grammatical errors were corrected by the teacher immediately or by the students in the afterward discussion. Some slips of tongue were neglected while the speaker himself was aware of it. Without rigid limit of word application, students had much space to bring their imagination and intelligence into full play. About 80% can communicate freely and fluently in English in this way. However, the accuracy

of their speaking needs to be improved. Here the accuracy does not only mean using grammars and vocabulary correctly without errors, but also refers to the "property of language ", which means to speak appropriately according to different time, places and situations. During the whole procedure, there is no situation out of control occurred all students throw themselves into their "roles", fusing the ideas, emotions and languages all together.

After the performance, the discussion went on with high enthusiasm. They made poignant comments on each other's performance and declared that they benefit a lot from others' presentation. Students also put forward some creative suggestions for this kind of practice. Those would be discussed in the following part. At the first period, the teacher should be brief and to the point so that the students would have more time to perform. Also, try to keep the topic real and relevant and the roles you ask students to play as real to life as possible. Try to think through the language the students will need and make sure this language has been presented. Students may need the extra support of having the language on the board. When the role-play began the students felt 'armed' with the appropriate language. At higher levels the students will not need so much support with the language but they will need time to 'get into' the role. Furthermore, the teacher should create a comfortable atmosphere so that the students wouldn't feel nervous and pressed. As students practice the role-play they might find that they are stuck for words and phrases. In the practice stage the teacher has a chance to 'feed-in' the appropriate language. This may need the teacher to act as a sort of 'walking dictionary', monitoring the class and offering assistance as and when necessary. If you are not happy doing this and you feel that the process of finding the new language should offer more student autonomy, you could have 'time-out' after the practice stage for students to use dictionaries to look up what they need. Feeding-in the language students need is fundamental. By doing so, they will learn new

vocabulary and structure in a natural and memorable environment. It is a chance to use real and natural language.

There are many ways to correct mistakes when using role-play. It is rarely appropriate for the teacher to jump in and correct every mistake. This could be incredibly de-motivating! Some students do like to be corrected straight after a role-play activity, while the language is still fresh in their minds. Sentences with errors can be written on the board for the group to correct together. Self-correction - If you have the equipment to record the role-plays either on audiocassette or on video, students can be given the opportunity to listen to the dialogue again and reflect on the language used. They may find it easy to spot their own mistakes.

Peer-correction - Fellow students may be able to correct some mistakes made by their peers. Students could be asked to listen out for both great bits of language they'd like to use themselves, and some mistakes they hear. Be careful to keep peer-correction a positive and profitable experience for all involved. Making a note of common mistakes yourself and dealing with them in future classes ensures that the students don't lose motivation by being corrected on the spot or straight after the role-play. Negotiate with students and ask them how they would like to be corrected. There are some important roles of teacher in the process of organizing role-play.

Some of the possible teacher roles are: Facilitator - students may need new language to be 'fed' in by the teacher. If rehearsal time is appropriate the feeding in of new language should take place at this stage. Spectator - The teacher watches the role-play and offers comments and advice at the end. Participant - It is sometimes appropriate to get involved and take part in the role-play yourself. To sum up, incorporating role-play into the classroom adds variety, a change of pace and opportunities for a lot of language production and also a lot of fun! It can be an integral part of the class and not a 'one-off' event. It's fun and motivating; quieter students get the chance to express themselves in a more forthright way; the world

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

II. Role play in modern methodology.

2.1.Role play as a tool of developing speaking.

Speaking is perhaps the most fundamental of human skills, and because we do it constantly, we do not often stop to examine the processes involved. The student often find some problems in practicing English speaking. The problem frequently found is that their native language causes them difficult to use the foreign language. Other reason is because of motivation lack to practice the second language in daily conversation. They are also too shy and afraid to take part in the conversation. Many factors can cause the problem of the students' speaking skills namely the students' interest, the material, and the media among others including the technique in teaching English. There are many ways that can be done by the students to develop their ability in speaking English. The appropriate method used by the English teacher also supports their interested in practicing their speaking. One of the techniques that can be used by the English teacher is Role play activity. Role play is very important in teaching speaking because it gives students an opportunity to practice communicating in different social contexts and in different social roles. In addition, it also allows students to be creative and to put themselves in another person is placed for a while. According to Stephen D. Hattings based on his observation in the conversation class, the role play would seem to be the ideal activity in which students could use their English creatively and it aims to stimulate a conversation situation in which students might find them-selves and give them an opportunity to practice and develop their communication skill. When teaching young learners, we constantly have to keep in mind the fact that what we have in front of us is a mixed class with varied abilities, expectations, motivation level, knowledge and last but not least, different learning styles. Thus, we need to vary our approaches and offer as much opportunity as

possible to make the whole class find a little something to hold on to, expand and grow.

Young learners are like sponges, they soak up everything we say. Thus clear and correct pronunciation is of vital importance, since young learners repeat exactly what they hear. What has been learned at an early stage is difficult to change later on. One rule that applied here is slowly and steadily through constant revision and recycling. With the help of mixed activities, such as dialogues, choral revision, chants, songs, poems and rhymes, students speaking abilities grow, their pronunciation gets better and their awareness of the language improves. When applying the abovementioned tools into the teaching practice, what should be kept in mind is that interaction is an important way of learning. Therefore, increased oral emphasis should be included in our teaching to give the students as much speaking time as possible. There are many activities to promote speaking. As Hayriye Kayi inferred from many linguistics on her article in the internet on Teaching English as A Second Language Journal, one of them is Role Play students pretend they are in various social contexts and have a variety of social roles. In role-play activities, the teacher gives information to the learners such as who they are and what they think or feel. Thus, the teacher can tell the student that "You are David, you go to the doctor and tell him what happened last night". Role-play is any speaking activity when you either put yourself into somebody else's shoes, or when you stay in your own shoes but put yourself into an imaginary situation!

Imaginary people – The joy of role-play is that students can 'become' anyone they like for a short time! The President, the Queen, a millionaire, a pop star the choice is endless! Students can also take on the opinions of someone else. 'For and Against' debates can be used and the class can be split into those who are expressing views in favour and those who are

against the theme. Imaginary situations – Functional language for a multitude of scenarios can be activated and practiced through role-play. ‘At the restaurant’, ‘Checking in at the airport’, ‘Looking for lost property’ are all possible. Role defined as the person whom an actor represents in a film or play, while role play is a method of acting out particular ways of behaving or pretending to be other people who deal with new situations. It is used in training courses language learning and psychotherapy.⁵

Ladousse illustrated that when students assume a Role-play, they play a part in specific situation. Play means that is taken on in a safe environment in which students are as an inventive and playful as possible. According to Crookal, there is a little consensus on the terms used in the role playing and simulation literature. A few of the terms that often used interchangeably are, simulation, games, role play, simulation-game, role play simulation, and role playing game. There seem to be some agreement; however, simulation is a broader concept than role playing. Simulations are complex lengthy and relatively inflexible events. Role play, on the other hand, can be a quite simple and brief technique to organize. It is also highly flexible, leaving much more scope for the exercise of individual variation, initiative and imagination. And role play also included in simulation as well. In defining role play, Donn Byrne gave comments that role play is a part of drama activity. In details, he described that there are three terms to cover the drama activities. They are mime, role play and simulation. He distinguished the terms as follows:

Mime, the participants perform actions without using words although as we shall see, this activity leads naturally on to talk.

b. Role play, the participant interact either as themselves in imaginary situations.

⁵ Kathleen Bailey, Issues in teaching speaking Skill to Adult ESOL Learners (Cambridge : 2002), p. 121.

c. Simulation, this involves role play as defined above. However, for this activity the participants normally discuss a problem of some kind with some setting that has been defined for them. Both role play and simulation are commonly used in foreign language classes to facilitate communicative competence. Whereas mime seems more appropriate as a language game. It is performing actions without using words. For instance, if someone mimes an action, the others try to guess what it is. Another definition is stated by Joanna Budden in British Council Teaching English on her article with the title Role Play. She said that role play is any speaking activity when you either put yourself into somebody else's shoes, or when you stay in your own shoes but put yourself into an imaginary situation.

Students can also take on the opinions of someone else. 'For and against' debates can be used and the class can be split into those who are expressing views in favor and those who are against the theme. Functional language for a multitude of scenarios can be activated and practiced through role play in imaginary situations. 'At the restaurant', 'Checking in at the airport', 'Looking for lost property' are all possible role-plays. From those explanations above, the writer views that role play is a technique which involves fantasy or imagination to be someone else or to be ourselves in a specific situation for a while, improvising dialogue and creating a real world in a scenario. It aims at the students to encourage thinking and creativity, lets students develop and practice new language and behavioral skills in a relatively non-threatening setting, and can create the motivation and involvement necessary for learning to occur.

It has been mentioned before in the above discussion that role play is one of the activities to promote speaking. Through role play activities the students learn how to express ideas, opinions, or feelings to others by using words or sounds of articulation. Larsen Freeman explained that role plays are

important in the communicative approach because they give learners an opportunity to practice communicating in different social contexts and different social roles. Role-plays give students the opportunity to demonstrate how to use English in real life situations and make them focus more on communication than on grammar. Role-play activities can be a lot of fun however a class full of shy students may be reluctant to participate so it is important to you're your students. Role-playing activities are an enjoyable teaching technique, allowing students to pretend to be other people, while demonstrating and practicing important lessons. You can use role-playing in your classroom to teach effective listening skills by placing students in roles which highlight specific listening elements. While passive listening is a natural skill people learn as they develop, active listening requires practice and focus to master.

You can use a role-playing activity to demonstrate the importance of removing distractions while students try to listen effectively. Instruct two students to sit in the front of the class and role-play an interview situation. Provide one student with a list of questions, and the other with a list of personal information she can use to answer the questions. At several points during the interview, stop the interview and ask the interviewer to solve a simple math problem on the board. Afterward, ask the interviewer a series of questions about the interviewee's information, showing how the interviewer had trouble gathering information because of the distractions.

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Role-playing activities can demonstrate the way individuals pass information nonverbally during a conversation. Write a short narrative, but place brackets around sections of the piece. Select a student to go to the front of the class and play the role of the forgetful communicator. Instruct him to read the narrative, but use only nonverbal communication to relate the bracketed information. Ask the class to call out the bracketed information once they guess the information correctly. Use this activity to teach students how to combine the nonverbal cues they see from a speaker with the verbal information from the spoken sections to fully understand the message.

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Emotional Control

Emotions can disrupt communication and prevent listeners from receiving an accurate message, and you can demonstrate this through a class role-playing activity. Instruct a student to step out in the hall, and prepare by thinking about an emotional situation, such as winning the lottery or seeing a celebrity at school. Have the student step back into the room and role-play an excited student trying to get her message across. Use this activity to illuminate the distracting quality of emotions during communication.

Role-playing activities are an enjoyable teaching technique, allowing students to pretend to be other people, while demonstrating and practicing important lessons. You can use role-playing in your classroom to teach effective listening skills by placing students in roles which highlight specific listening elements. While

passive listening is a natural skill people learn as they develop, active listening requires practice and focus to master.

Identify Information

Effective listening requires students to divide information between important points and unnecessary information. Instruct a student to walk to the front of the room. Give her a role to play, such as a student telling another student an event in class or describing a show on television. Instruct the student to provide a few facts and quite a bit description. Instruct your class to listen as she speaks and identify the main points of her message. Use this activity to teach kids to find the most important information in a spoken message.

In role-play, learners act out a pre-defined scenario, taking on the roles of participants in that scenario. There are opportunities to develop all three aspects of speaking and listening skills in the core curriculum within one role play. It can be directed according to requirements of the learners, e.g. by designing the role play in a specific way you can focus the learner on listening and responding skills and speaking clearly to communicate. It can be followed by an evaluation of the issues that arise creating an opportunity for discussion.

Role play works best with people who know each other and have developed a degree of trust. Teachers should be sensitive to learners who are shy or reluctant to take part. Decide on a scenario of relevance to the learners, e.g. taking part in a team meeting, handling a difficult customer, making an appointment over the phone, buying a train ticket.

Be clear with the learners about the purpose of the role play. Develop a series of situation cards applicable to the scenario that describe what each participant in the role play must do. Collect any props that may be useful, e.g. phones, hats, desks.

- Discuss the role-play scenario with the learners. Ask for suggestions for likely contributions. Talk about facial expressions and body language. How do participants show they are listening?
- Divide the group into appropriate sized groups for the situation and distribute the role-play cards.
- An observer for each group can be useful. At the end of the role play, the observer can offer positive criticism and suggestions for improvement.
- Set a time limit. At the end of the time ask learners for feed back
- Learners can swap roles.
- Select scenarios of relevance to each learner.
- Confident learners may want to perform their role-play for the rest of the group.
- Give an opportunity to rehearse role-play situations.
- Some learners may wish to develop a script before performing the role play.
- Discuss what may happen in the situation of the role-play, including identifying possible useful vocabulary and phrases.
- Show a video or play an audio recording of a similar situation first

2.3. Elaborating children’s social skill by organizing Role play.

Child’s language development is very important as it influences how the child is likely to contribute to society. “Language makes it easy for children to communicate and interact with other people and a well-developed language eliminates any chance of psychosocial problems”⁶. It is always best to come up

⁶Harmer, J, “The practice English language teaching”; Ldn.,1991, 190 p.

with approaches that would engage the child and improve of his or her social skills. This thesis looks at what educators think about role play as a teaching method and how the method would help with language development and therefore social growth of learners. Variety of literature have been identified to support the phenomenon of language influence of social relations of children at the early age as junior primary school level. The discussion within this thesis would by no means establish that at the junior primary school level is where language acquisition. The thesis would not make any presumptions about language acquisition or anything that is related to. The thesis discusses the phenomenon of language development, which is entirely different from acquisition. It is important to focus on two factors that are influenced by different teaching methods, based on the teachers' preference. The language and the social factors. This thesis however chooses to focus on role play as one of the teaching methods that teachers uses to improve language and social skills of children at this age.

As it would be established within this writing, role play is seen to be a very effective teaching method to deal with issues regarding social communication. This is because, as it would be proven within the thesis literature reviews, the strategy involves communication practices that involves real life situations that the learners at the junior primary level would be more likely to identify with and benefit from. The authors of this thesis recognizes the relationship between role play as a teaching strategy and social interaction of learners in and outside the classroom. However, the thesis is established to find out what the perceptions of teachers in Namibia at the junior primary school level are regarding the phenomenon of role play and social skills of learners. The relationship of the phenomenon is clarified vividly by the literature that are provided within this thesis. However, another relationship should be found to satisfy the burden of the thesis topic. The relationship between role play and the language development of learners. Does role play have any influence on the language development that would consequently

result in the improvement social skills of learners. Therefore, this thesis seeks to answer on the perception of Namibian English language teachers on the role of role play as a teaching method to develop language for improvement in social skills of learners.

The teachers that were studied are English teachers from Namibia, a small country south west of Africa, which is bordered by south Africa at the south, Botswana and Zambia at the east and Angola at the north border. The teachers studied were 21 from different schools with English as a medium of instruction, as well as a subject in schools. The Namibian curriculum suggests the utilization of different teaching methods across. Disciplines, specifying and emphasizing on certain methods in certain disciplines according to their needs and expectations.

The thesis contemplates on the theory of Psychosocial Development of Erik Erikson of Childhood and society phenomenon which is explicit on how the child interacts with the social environment and the child employs language to get by. This theory touches on child development on the grounds of emotional development of a child to be able to understand social cues where factors such as empathy and sympathy of a child is elaborated within the social setting. The thesis also investigates the Social Constructivist Development Theory of Lev Vygotsky where he emphasis on how the child learns from doing and how social interaction encourages learners to learn more. Our thesis also touches on the Vygotsky's theory of Zone of Proximal Development, which he used to describe how a child learns and develops at an early age. Another theory that can be identified or linked with our thesis is the theory of Cognitive Development Piaget where he focused on the theory of behaviour.

It is not to say that the theories of the above mentioned theorists would be explicitly discussed within this thesis but the mention of these theories is of paramount importance to be able to reference the problem that is investigated by this thesis and relate to the aforementioned theories. The thesis followed the

quantitative research method which was thought to be significant in completing the thesis. With the aid of this research strategy, a questionnaire was used as the data collection method to obtain the responses on the perspective of the Namibian teachers about the role of role play on language development to improve social skills of children at the junior primary school level. The thesis made use of the quantitative method to attain clarity of the influence of language on social development and it is very important to take note of the theories of prominent theorists mentioned above, who did extensive research on the phenomenon of language development and social development of children. All the other literatures that are used within this thesis support the foundation of the theories that this thesis stand on.

The results of the thesis proofed the presumption of the research topic. Role play has a significant influence on language development, which has direct impact on social skills of children at the age of the junior primary school level. The respondents' perspectives coincide with the literatures that contributed to this thesis as the results proves. "The results were analysed with the descriptive analysis method. This method used the frequency and percentage test generated from the SPSS program to analyse the results".⁷

It is believed that this method helps to improve social skills of learners as it places them in real life scenarios and equips learners with problem solving skills. Learners get the opportunity to face challenges learn to solve them. As they do this, they also get the chance to learn to relate to other people. In so doing they learn to identify and practice empathy and this of course helps them create relationships with other people. However, before all these can be achieved, they have to learn how to communicate using the only thing that makes us human. Language. "One can never communicate effectively with other people unless you

⁷ Budden, Joanna, Role Play. 2006. UK, London: BBC.

know what is what and how to say what. Developing language therefore becomes the most important task to surpass before one can successfully fit in the society”.

⁸This is why this thesis focused on language development with the use of role play and how social skills can improve from language development and role play at large.

It is of grave significance to put out there the topic of this thesis. The thesis seeks to find the perception of English language teacher on role of role play as a teaching strategy on the development of social skills through language development at the junior secondary school level in Namibia. The thesis examines the influence of role play on social skills of students through developing language with role play as well. It answers the main question: Does role play plays a significant role in the development of learners’ social skills and does language competence has any influence on how well the students succeed in the social interaction of students?

On general background, language learning has become the central focus of many scholars and researchers since it is the major contributor to the social interaction amongst many species, humans being the central focus. For centuries, linguists and medical scholars have invested countless resources of research to trying to find out the best ways to make language easier for children to learn in the attempt to succeed in the social interactional process. Many teaching strategies have been identified within the teaching pedagogy phenomenon to help navigate the language learning process and put under scrutiny to best capture the best strategy. Many of these strategies have been proven to deal with some of the language impairment that distorts social interactional abilities. This explains the findings that have proven that social skills development depends greatly on the development of language skills and that the ability to attain and use vocabulary and

⁸ Harmer, J, “The practice English language teaching”; Ldn.,1991, 190 p.

language aspects is of utmost significance. Language and communication are very important as they act as tools for learners to not only learn but also engage in social relationships and to manage and regulate their behaviour and emotions from being as little as 2 years of age onwards. This notion is also noteworthy to mention since in the process of language development, the acquisition of vocabulary becomes very important. It becomes very difficult for children to be linguistically competent and therefore socially interactive if they lack the proper language vocabulary. It is therefore very important to conceive that vocabulary becomes the key element for students to understand and successfully communicate in either the first language or second language. Understanding is not possible in either one of the languages without understanding vocabulary. However, knowing the language vocabulary is not good enough. Children need to understand the vocabulary and be able to determine the correct social context to use the acquired vocabulary. It is for this reason that many teachers, especially in Namibia try their hardest to familiarize learners with different words and their meanings, patterns deriving from some other language, grammar usage and social usage of the language, through using many different methods, activities, and perhaps other drills to enable the learners to use vocabulary very well, and in appropriate contexts and coherently in real situations. At this stage it is important to point out the highlight of the above-mentioned phenomenon.

The real-life situation. Vocabulary is purposed for language communication and there is an assumption that language communication is primarily for communication and interaction in real life. “Everything that we do with family and friends is directed by the competency in language and communication. It is why this thesis identifies role play as the best teaching strategy to teach students in schools communication and vocabulary to be used in real life situation”⁹. Role play

⁹ Amies, B., Warren, B., and Watling, R. (1986). *Social drama: Towards a therapeutic curriculum*. London: John Clare Books.

is a very well-known teaching method that helps students to become familiar with their natural environment where society dwells. This is because role play that is introduced at the beginning of the course can prepare learners to deal with situations that they would come across in their future endeavors. In pointing this out, we can already establish the biggest relationship between role play and the use of language and communication. This thesis seeks to establish what the teachers in Namibia think and perceive role play and its importance to language development and therefore to social skills. Role play has been proven to improve learners' self-confidence and enthusiasm as well as their empathy and encourages deeper scale of thinking and this is why it is proven to be the most effective strategy. This would also go without mentioning that role play helps to model vocabulary learning in a controlled, cost-effective and most importantly fun way for both the learners and the teachers.

In this description, we can identify a few social skills characteristics that can be explained as important when it comes to social interaction. These are self-confidence, enthusiasm and empathy and critical thinking. By improving vocabulary and communication by placing learners in a pretend situation similar to what they are likely to experience outside of class, we would be able to prepare these learners for that very social situation when it really occurs. Enthusiasm, self-confidence, empathy and critical thinking problem solving would have already been put to the test and based on the play, they learners would be able to succeed in the reality. This thesis assumes this to be case based on the little supportive literature established, but it would seek the answer to this assumption based on what the Namibia teachers really think about the whole phenomenon.

In order to understand the entire thesis, it is very important to grab the understanding of the concept that drives the general topic of the thesis. The main notable key concepts of the thesis. These concepts would be explained in this thesis

within the process of social development by the influence of role play. During the introductory part of the thesis, we have mentioned some characteristics that entails social skills such as enthusiasm, self-confidence, empathy and critical thinking. These are just a few characteristics or social indicators that can be broken down in order to be able to understand social skills as a phenomenon. “Leary identified and explained social skills as the ability to help with interaction and communication with other people. According to him, these interactions creates social rules and relations which are communicated after being created and are ever changing as they are translated in verbal or in non-verbal cues”¹⁰. Leary refers to the learning process of these skills socialization. For this process to be effective, interpersonal skills become very important in order to be able to relate to other people. These skills involve actions that a person uses to communicate with other people which according to him results in dominance vs. submission, control vs. autonomy, love vs. hate and affiliation vs. aggression categories Leary’s definition establishes exactly what the thesis would entails in its entire form. The mention of extra concepts such as interpersonal skills, social rules, and socialization suggest how big this phenomenon of social skills really is.

Another aspect that is of grave importance to take note of is the mention of emotional prospect within the definition of social skills. These socio-emotional aspects include dominance against submission, love against hate, affiliation against aggression and control against autonomy categorization. Mentioning these socio-emotional categories is very important because it would help the thesis dig deeper than the superficial social deficits such as lack of confidence, low self-esteem to other profound social deficits that today are regarded as special educational needs such as Attention Deficit Hyperactive Disorders, Autism Syndrome and other

¹⁰ Doff, Adrian, 1988. Teach English: A Training Course for Teachers Trainer’s Handbooks. The British Council: Cambridge University Press Inc.

language and communication deficits such as stuttering. All these deficits affect social skills tremendously and although they are catered for separately outside the mainstream school in Namibia, there are those students suffering from mild effect and teachers have to come up with ways to deal with them. Role play becomes one communication practice to evoke confidence and esteem in some of the students and this thesis looks at how role play plays the role on such social skills. Cohen ascertains that it can be difficult to separate problems with emotions and social deficits from problems with language and communication. We can identify here that role play does not just include the surface of socialization. It has to do with other factors that are more profound. The development of the other profound factors would be well classified as the social cognition of students. Social cognition is the ability to recognize or identify and being able to understand other people's perspectives as well as emotions according to their believes and thoughts and being able to find solutions to conflicts.

Identification and understanding of other people's emotions helps tremendously with social skills and it is thanks to these understanding that children as well as adults are able to resolve societal conflicts. It is because of this social cognition. One of the prominent theories that went deep about the significance of play on children is the theory of child development of Lev Vygotsky. According to Mooney, Lev came up with various practical methods on how play can be used to develop children's language skills and in the end the children's social skills. Mooney made record on how the theory of child development of Vygotsky contributed to this phenomenon in his book *Theories of childhood: An introduction to Dewey, Montessori, Erikson, Piaget, and Vygotsky*.

“Much learning take place when children play. According to Mooney, this idea is considered by Vygotsky, agreeing with Piaget. He believed that language

builds on development and development builds on language”¹¹. This is because when children take part in play, they are in constant use of words and therefore the use of language. Just considering this paraphrase from Mooney, we can already create an idea that through play, children use language more often than not and through this, language develop as the child develops. If we put this notion into organized pretend play role play, language is practiced as it would be used in real life situation. In so doing, role playing then helps develop a language that would make it easier for social interaction. Constant use of language in play or role play means constant practice of language. As the children’s language develops, so does their cognition and so their ability to take part in society becomes heightened. Furthermore, Mooney establishes that the world that the learners live in is shaped by the communities, families, socioeconomic statuses, their education and their entire culture. Their understanding of this world partly comes from the values and beliefs of the adults around them and other children as well. This would highlight how role play would impact learners how they are more likely to interact with the environment around them, outside of school. As learners speak and listen to one another, they obtain new concepts. Mooney also stressed out what Piaget said when he stressed out the importance of play being the best platform for learning. As children take part in pretend play, they begin to take full understanding of the environment and activities around them. We can clearly understand what Mooney meant when he tried to analyze what Piaget was emphasizing. To make sense of the objects and activities simply mean that the child is developing cognitive understanding of the world around him. Language development becomes part of this cognitive development and it is through this play and roleplay that would determine how Sadeghi and Sharifi investigate four after-teaching activities and their effects, namely narrative writing, games, role-play, and tasks on speaking and

¹¹ Bell, S. (1981). Sociodrama as an instructional approach for teaching about exceptional children and youth. *Journal for Special Educators*, 17(4), 371-375.

vocabulary gain of one hundred and eleven Iranian elementary EFL learners across gender. The results indicated main effects for vocabulary learning through the different activity types, and role-play being the leading cause for high vocabulary compared to the others. It was also proven that the effect was more favoring the female learners compared to their counterparts.

2.3 Effects of role play on social skills development

By discussing the reasons for using role play would establish the effects of role play on social development of children. There are many reasons for using the method of role play in learning vocabulary. Role play is the major method in the approach of communication and has proven to have tremendous benefits, as it provokes social interaction that stimulates the use of language outside of classroom and has the potential to challenge the learners' believes. Also, as suggested by research, when teachers approach students with problems and control the process of finding solutions, this strategy is proven to be very effective. This can mean that instead of letting learners go out and face challenges in real life, practice should be made in the classroom in order to prepare the learners for the outside real-life social challenges. The teacher in this case becomes the important factor on choosing the best strategy that would get the learners ready for such challenges. When we talk about communication and vocabulary usage, role play becomes the best strategy to establish scenarios that entails a social problem and finding a solution to it. In so doing, as the learner solves these problems in an interactive way in the class as the strategy of role play dictates, so would the learner solve the same problem in real life with appropriate communication and social interaction.

“Reasons for choosing role play as the central focus for this thesis go beyond the scope and we cannot establish all the reasons in this thesis. However, the best reason is the idea that role play forms part of a teaching and learning approach that has been supported by research to be almost significant when it comes to teaching

and learning processes”¹². The learner centered approach. Role play is about creating a problematic scenario and let the learners take up roles to find a solution to that very problem. The learners become active and interactive as the approach of learner centered approach suggests. John Dewey was the biggest supporter of the learners centered education. “As a progressive educator, John Dewey shared the sentiments of Lev Vygotsky, Montessori, and Piaget about the central ideas of that of the ability to move, that the entire education system should be learner-centered in the sense that it must be both interactive and active and that it must encompass the natural world of the learners and the where the learners live.

By reviewing all these literatures, we could understand why role play might be the best teaching method to employ when helping to develop children’s language competence and therefore help to improve the learners’ social skills.

1. ¹² Lado Robert., “English pattern practices. Establishing the patterns as habits.”; The univ. of Michigan, 1997., 190 p.

Chapter III. The usage of role play in teaching and learning process.

3.1. Real life problems with Role play.

Role playing is a technology for intensifying and accelerating learning; it is like electric power tools in relation to carpentry. Just as carpenters have to be skilled in the many components of their craft, so too do teachers have to be well trained and competent, or therapists well-grounded in the various aspects of that role. The tools aren't panaceas, and they don't work well if used carelessly or as a substitute for actual planning and thinking. And, like power tools, they can be dangerous. But even the old-fashioned types of saws and hammers could do damage if one doesn't know or remember to apply the principles of safety. The most common problem with role playing is that of the leader not appreciating its essential nature: It is an improvisational procedure, and improvisation requires a feeling of relative safety. This must be cultivated in a group, the teacher engaging the students in a "warming-up" process in which they get to know each other in a more trusting fashion and become involved in the theme to be learned. Learning how to warm up a class and how to keep the warm-up going is as much a part of role playing as a surgeon's knowing how to prepare a patient for an operation.

Many people who have had unpleasant experiences with role playing in fact suffered because the teacher hadn't warmed up the class or those assigned parts to their various roles. Simply assigning roles, saying to one person, "You're the principal of a school," and to another, "Okay, and you're a kid who was sent to the principal's office--go!" isn't enough information and those thrown into this situation in that fashion will feel as if they'd been tossed into a pond and told to learn to swim. The teacher as dramatic producer needs to talk to each of the players, interview them "in role," drawing them out regarding their thoughts about associated aspects of their role, gently involving them imaginatively in the situation. During drama performance, student faces many kinds of problems like – meaning of particular word or sentence, the situation of character, the formation of

a scene and so on. The learner finds effective solutions of the problem that is a kind of higher level learning.

Another problem with role playing arose when teachers gave into their own impulses to "play psychiatrist" and slip from dealing with the group problem to explore some issue to focusing on the real-life personal problems of a given individual. So, for example, if a girl was having trouble in playing Queen Isabella to another child's "Columbus," giving in too easy to the latter's entreaties instead of making him really sell his project, it would be inappropriate to shift into an exploration of why that girl had problems with self-assertion. "It's not much harder to prevent these mistakes than to teach safety procedures for power tools in wood shop, but time must be taken to explicitly address these issues and these lessons need to be periodically repeated"¹³.

A third problem comes from the common tendency to assume that interpersonal skills are easier than technical skills--though in fact they are even more difficult--and so people tend to think they can engage in directing role playing before they've really achieved a level of bare competence (much less mastery). It's like the way adolescents will say, "oh, yeah, I've got it now" when they have only acquired the most superficial knowledge, whether it be in driving a car or doing some household task. Well, sometimes teachers fail to appreciate the complexity of a skill they're learning, and it's important to emphasize that directing role playing is about as complex as learning how to deliver a baby. And it helps if the person doing the learning is also trained in other ways. The teacher's first decision involves the selection of the issue or problem to be dealt with in class. An important obligation of the teacher in selecting situations is to ensure the personal security and privacy of each individual involved, especially when

¹³ Blatner, Adam. (1995). Drama in education as mental hygiene: A child psychiatrist's perspective. *Youth Theatre Journal*, 9, 92-96.

reenacting real-life problems. The focus should be on issues of a general nature involving role behavior, not on individual and personal failings or deficiencies. In general, the teacher strives to confront the group with a balance of relevant issues, selecting neither meaningless topics nor situations that are too threatening.

The problem situations selected for role playing may vary considerably in their appropriateness according to the developmental stages and cultural backgrounds of the students. Early elementary school children may play their characters with alacrity but have difficulty in differentiating or dissociating themselves from the roles they are playing. Older elementary school and some junior high school students, entering a stage of life where they are quite self-conscious about their body images and sex roles, may experience considerable difficulty in expressing themselves physically in front of others. Further, they may find it very difficult to portray roles of the opposite sex or interact in situations involving members of the opposite sex. Sometimes these youngsters will engage in insightful and relevant monologues but stand stiffly without moving. This may be especially the case with students from middle-class or upper-middle-class homes and backgrounds. Substantial scientific research suggests that children from such familial and community environs may be physically constrained and prefer verbal modes of expression. Lower-class youngsters, on the other hand, often feel more at home with physical modes of expression and self-assertion. When the idea of role playing is clear, these youngsters may be quite comfortable acting out concrete and immediate events and relations. In fact, they may find this technique more suitable for their own styles than the usual classroom emphasis on words and verbal symbols as the learning medium. In view of obvious cultural and developmental differences among children, the teacher must consider these influences carefully in determining the problem situation, the actors or participants, and the particular role-playing format he will use. In some cases he will want to choose situations that are maximally comfortable for himself and his students; in other cases he

may prefer to explore difficult situations just because they hold a great potential for learning and growth.

3.2. Ways of organizing effective Role play in classroom management.

In this case the teacher utilized role playing to bring a significant community problem into focus in the classroom. Although this example dealt with Negro-white, or interracial, relations, it could just as easily have involved religious, nationality, or cultural relations problems.

1. Selecting the role-playing problem. In accordance with rulings by the school board, several Negro students were soon to enter Mrs. Cox's previously all-white elementary school classroom. She was concerned about the reception these new students would receive both in and out of the classroom, and wanted to reduce any barriers between the old and new students. She decided she would try to set this problem in a more general framework than racial integration, so she began by dealing with problems.

2. Warm-up. Mrs. Cox asked members of the class to suggest ways in which they could help new students feel comfortable in class. -she made sure the students named specific events such as class parties. She also emphasized the importance of out-of-classroom activities that might be helpful. Further, Mrs. Cox asked her class to think about what sorts of students or groups of students might be hard for them to accept. Some common stereotypes about rival neighborhood groups and schools were brought out. "After this cognitive exercise Mrs. Cox used role-playing warm-ups. She asked two students to come up in front of the class and pretend to be newcomers. She asked other students to pretend they were old class members and to try to introduce themselves to the newcomers"¹⁴. Then Mrs. Cox asked her

¹⁴ Donough, Jo Mc. and Christopher Show, 1993. Material and Method in ELT: Applied Language Studies.

students to pair off, with one student in each pair playing the role of an old class member, the other the role of a newcomer. Their task was to introduce themselves and get to know one another. Thus the students began to be aware of the meaning and feeling of playing the role and character of another person.

3. Explaining the general situation. The scene was to be the classroom, on the first day new students were to enter. For this example the new students were to be from the same neighborhood as many others in the class; they were students who had a lot in common with the rest of the class.

4. Explaining participant roles. Mrs. Cox allowed parts to be chosen without special casting. Several students volunteered to be part of a welcoming committee; others volunteered to try their hand at informally engaging the new students in race games. It was more difficult to recruit actors for the role of new students, but eventually enough students volunteered. Explaining audience roles. Mrs. Cox divided the rest of the class into two groups: one group watched the old students, the other group observed the new students. Each audience group was charged with the responsibilities of observing what each member of their actor team did, evaluating the effect on the comfort of the other students, valuating the way the actor might have felt while doing this, and suggesting other things that each student could have done to make this introduction period easier.

After the role-playing exercise, the observers and actors gave and received suggestions. Mrs. Cox then explained that all the new students had in this case been from the same background as the rest of the class. What would have happened, what new problems would have arisen, if the new students were not so easily acceptable to the class? In effect, Mrs. Cox took the class back to their earlier discussion of students or groups of students who were different from them or difficult for them to accept. Mrs. Cox now felt it was time to focus more directly on her original concerns. She asked her class to plan a set of behaviors designed to introduce and accept new students from a different neighborhood. Rather than deal

with such differences in the abstract, Mrs. Cox now identified the new group of pupils as Negro.

The students were able to act out, with some very imaginative ideas, a number of ways of dealing with this new and difficult problem. The observers continued in their now familiar roles. Rather than typify or direct her students' responses to the reenactment, Mrs. Cox felt that their spontaneity in giving a diversity of responses would be more fruitful in the actual situation. It could lead to more informal and relaxed ways of dealing with the situation.

Role play is the method which in primary school used as games and it has called role-playing games. First, role-playing games should be distinguished from Language Role Plays, Classroom Dramas, and other more commonly employed classroom language learning exercises which teachers attending the conference may be more familiar with. Role-playing games are games played on a tabletop with pencil, paper, dice, and a large dose of imagination unlike the more usual language role plays which are acted out before a class, these games are non-performance oriented. Players can be divided into two types: the referee and the players. The Game Master creates a scenario which he then sets in motion by explaining the situation to the players who have created Player Characters to interact with one another and the Game Master's characters during the game. Following a set of rules or guidelines, players determine the success of their actions by rolling dice and consulting tables. Sometimes players will use miniature figures placed upon the tabletop to represent themselves in the game.

“Basically, role-playing games are Interactive Stories in which the Game Master furnishes the basic plot elements and the players shape the narrative through their actions within the context of the game”¹⁵. The game is played through the verbal interchange of the players, making it ideal for language learners.

¹⁵ Harmer, J, “The practice English language teaching”; Ldn.,1991, 190 p.

Role play teaching language. Some researchers compare role-playing games with a sort of fairy tale written by a committee without an opportunity to re-write. Role-playing forms other than in the fantasy genre are more like historical novels, adventure yarns, science fiction, etc; but the mechanics are still the same as in traditional role play. Role-playing games are very suitable for young learners which react very painfully when they lost because they are cooperative games and don't have winners or losers in the traditional sense of the terms. In most games - board games, card games, and dice games - there is a clearly defined way to win, and a clearly defined way to lose, and winning is the goal of the game. In role-playing games the concepts of winning and losing do not exist. The goal as a player is to help to create a story and to have fun. Learners may give their character other goals, but the success of their character does not determine any sense of winning or losing. Like life, it's not so much whether they win or lose, but how they play the game. Players don't compete against one another; they cooperate in fighting the monsters or overcoming other obstacles created by the Game Master. They also play against chance. Perhaps you needed to convince a prospective client to do business with your organization. Or maybe you had to present to executive board members, and you knew that they would be peppering you with questions about your proposal. Whatever the situation, chances are that you were nervous about the meeting; and practicing in front of a mirror may not have helped you overcome your anxiety, especially with respect to answering difficult questions. This is where role-playing can be useful. In this article, we'll look at what it is, and we'll see how you and your team can use this technique to prepare for a variety of challenging and difficult situations.

“Role-playing takes place between two or more people, who act out roles to explore a particular scenario. It's most useful to help you or your team prepare for

unfamiliar or difficult situations”¹⁶. For example, you can use it to practice sales meetings, interviews, presentations, or emotionally difficult conversations, such as when you're resolving conflict. By acting scenarios like these out, you can explore how other people are likely to respond to different approaches; and you can get a feel for approaches that are likely to work, and for those that might be counter-productive. You can also get a sense of what other people are likely to be thinking and feeling in the situation. Also, by preparing for a situation using role-play, you build up experience and self-confidence with handling the situation in real life, and you can develop quick and instinctively correct reactions to situations. This means that you'll react effectively as situations evolve, rather than making mistakes or becoming overwhelmed by events. You can also use role-play to spark brainstorming sessions, to improve communication between team members, and to see problems or situations from different perspectives. It is easy to set up and run a role-playing session. It will help to follow the five steps below.

Step 1: Identify the Situation.

To start the process, gather people together, introduce the problem, and encourage an open discussion to uncover all of the relevant issues. This will help people to start thinking about the problem before the role-play begins. If you're in a group and people are unfamiliar with each other, consider doing some icebreaker exercises beforehand.

Step 2: Add Details.

Next, set up a scenario in enough detail for it to feel "real." Make sure that everyone is clear about the problem that you're trying to work through, and that they know what you want to achieve by the end of the session.

¹⁶ Harris Z.S. Co-occurrence and transformation in linguistic structure. "Language", 1957., 302 p.

Step 3: Assign Roles.

Once you've set the scene, identify the various fictional characters involved in the scenario. Some of these may be people who have to deal with the situation when it actually happens for example, salespeople. Others will represent people who are supportive or hostile, depending on the scenario for example, an angry client.

Once you've identified these roles, allocate them to the people involved in your exercise; they should use their imagination to put themselves inside the minds of the people that they're representing. This involves trying to understand their perspectives, goals, motivations, and feelings when they enter the situation.

Step 4: Act Out the Scenario.

Each person can then assume their role, and act out the situation, trying different approaches where necessary.

It can be useful if the scenarios build up in intensity. For instance, if the aim of your role-play is to practice a sales meeting, the person playing the role of the potential client could start as an ideal client, and, through a series of scenarios, could become increasingly hostile and difficult. You could then test and practice different approaches for handling situations, so that you can give participants experience in handling them.

Step 5: Discuss What You Have Learned.

When you finish the role-play, discuss what you've learned, so that you or the people involved can learn from the experience. For example, if you're using it as part of a training exercise, you could lead a discussion on the scenarios you have explored, and ask for written summaries of observations and conclusions from everyone who was involved. Some people feel threatened or nervous when asked

to role-play, because it involves acting. This can make them feel silly, or that they've been put on the spot. “To make role-playing less threatening, start with a demonstration. Hand two "actors" a prepared script, give them a few minutes to prepare, and have them act out the role-play in front of the rest of the group”¹⁷. This approach is more likely to succeed if you choose two outgoing people, or if you're one of the actors in the demonstration. Another technique for helping people feel more comfortable is to allow them to coach you during the demonstration. For instance, if you're playing the role of a customer service representative who's dealing with an angry customer, people could suggest what you should do to make things right.

3.3. To develop learners’ learning skills through the connection of role play with different subjects.

Role playing can be used in many ways to enrich the subject-matter presentation of academic courses. In this example role playing was used to promote learning in a high school social science class. Certain aspects of the social studies curriculum and parts of the scientific process were highlighted through role playing.

1. Selecting the role-playing problem. As part of this social science course, Mr. Day wanted his students to examine community reaction to current social issue. An issue was at hand in school-community relations—a proposed increase in taxes for the school-district millage. This issue had aroused considerable public controversy and was important for students to learn about. Mr. Day wanted his students to examine this controversy as scientists might, thus learning about certain scientific procedures as well as the social issues involved. He planned that his

¹⁷ Bailey, Kathleen, 2002. Issues in teaching speaking Skill to Adult ESOL Learners, Cambridge.

students conduct a community survey of people's attitudes about the proposed millage increase. One part of the attitude survey was to be a personal interview with a sampling of the community. Mr. Day was concerned that this interview be accomplished well, so he planned to have his students role-play this crucial step in the survey.

2. Warm-up. A warm-up was unnecessary, since the students had had experience with role playing in other classes.

3. Explaining the general situation. Mr. Day described the community survey to the class, explaining that the interview was the major data-gathering technique and therefore had to be done well. He then reviewed some of the major problems of the interview situation: ways an interviewer may bias a person's answer; difficulties in introducing and establishing a comfortable rapport; and difficulties in accurate recording of answers. Members of the class were to role-play interview situations in order to bring out problems that might arise during actual interviews.

4. Explaining participant roles. Mr. Day split the class into groups of five persons each, with each group working in a different part of the room. In each group were a two-man team of interviewers, an interviewee and his wife, and an observer. The interviewers were to practice a variety of ways of introducing, conducting, and concluding the interview, keeping the above problems in mind. The interviewee and his wife were instructed to respond to the interviewers in ways they felt were appropriate for the scene.

5. Explaining audience roles. The members of the class not actively role-playing were the observers of each group. The observers were to watch and comment on the presentation and interaction of the interviewers and their effect on the interviewees.

6. The role playing. In one instance the interviewer and his wife "slammed the door" in the face of overzealous interviewers. Most teams conducted the interviews smoothly after the initial hurdle of introduction.

7. Discussion. The class felt they needed help in getting introductions to the persons they were to interview. They suggested the principal supply them with a signed note testifying to their purpose. "Some interviewers found that the interviewees wanted to know what was to be done with the results"¹⁸. The class decided they would like to tabulate the data from this survey and report the results to the community. Mr. Day thought that these were sound ideas; he agreed to secure the notes and formed a committee to plan various ways the class might present the results to parents, peers, and the adult community.

8. Evaluation. Mr. Day felt that role playing had been exceptionally successful in this instance. Through practice, the students had been able to foresee and perhaps forestall some problems in interviewing. In addition, their role-playing practice gave them some significant insights into the scientific process: they understood the need to systematize and communicate the results of the survey clearly and effectively. As a result, the actual interviewing went smoothly-an adequate testimony to the student's preparation and learning.

Role Playing for English Literature. This case study illustrates further the potential that role playing holds for academic as well as social and interpersonal issues in the classroom. It reports on the use of role playing in a high school English class.

I. Selecting the role-playing problem. If the teacher was concerned that his/her students did not seem to pay much attention during certain English lessons.

¹⁸ Bailey, Kathleen, 2002. Issues in teaching speaking Skill to Adult ESOL Learners, Cambridge.

They were uninvolved when reading stories, often did not read the material, and seldom retained the plot or major ideas within the works. The teacher should decide to try some role-playing exercises to see whether the literature could be made more real for his students. The class was reading.

2. Warm-up. The teacher should select three of the most popular boys and asks them to come to the front of the room. He instructed them to walk across the room as if they were walking on hard pebbles. Next he asks them to look for a lost puppy at night. Finally he asks them to be three. Teammates arguing with a silent umpire over a bad call in a baseball game. Through these activities, which the entire class enjoys, and the boys illustrated how simple it was to put oneself into a role playing situation.

3. Explaining the general situation.

After organizing groups the teacher should explain general situation and the rule of the Role playing.

4. Explaining participant roles.

The teacher should give minimal instruction to each participants since the major roles were well outlined in the book. At first teacher asks for volunteers to play the three major roles.

5. Explaining audience roles.

The audience should be divided into some parts. The students who had read ahead formed one group to compare the role play with the corresponding scenes in the novel.

6. Discussion.

In the discussion firstly the teacher queried the actors as to their motives and feelings about the direction of the scenes. Then the audience had the opportunity to review alternative behaviors. Discussion will give great chance to develop their

speaking skill at the same time they will gather much information about the novel.
7.Evaluation.

After several such improvisations, with related readings and discussions, the teacher finds his students had become much more involved in the novel. They were far more attentive, and many now wants to read ahead. They seemed most interested in exploring the reasons for disparities between their own improvisations and the novel's actual events. Moreover, they became conscious of the author's methods of characterization and relating events, of the social and historical contexts of this and other literature, and of the need to actually work at reading and feeling a novel. They did exceptionally well on tests and quizzes.

Conclusion.

Language teaching can be an interesting challenge when teachers make the effort to explore a variety of approaches. Role play is just one of the many methods available for exploitation. With some attention given to the needs of the learners, both the teacher and the learners can play active roles in the classroom, making language classes livelier, challenging and above all rewarding. So, role play increases motivation. Always talking about real life can become very dull, and the chance to imagine different situations adds interest to a lesson. Role play gives a chance to use language in new contexts and for new topics. Children and even teenagers and adults often imagine themselves in different situations and roles when they play games. So by using role play in class teachers are building on something that learners naturally enjoy. It is effective method of teaching foreign language young learners because 'fun' must be the most important part in teaching them. Role play is and why it is important because they are 'acting out' a situation, role play encourages pupils to use natural expressions and intonation, as well as gesture. Role play is an activity which can be based on a dialogue or text and it can be free activity.

For having effective role play learners should be active and have considerable control over their own learning. Learners will active when the teacher organizes an interesting lesson, otherwise the teacher will not be able to make pupils be active. In addition to its integration in the ordinary classroom, these methods can also be used synergistically with special programs for children "at risk." Some children have special needs; some are physically, emotionally, or developmentally disabled; and some are simply not the kinds of children who do well in traditional classrooms and need a more active, multi-modal, experiential approach. Again, role playing in itself is no panacea, any more than the new "laser" technologies now revolutionizing surgery can be effectively applied by people with little training. These are tools, and in good hands, they can powerfully

enhance the attainment of the teachers' goals. The movement towards social and emotional learning in the schools and the promotion of emotional intelligence also should make use of this valuable resource.

Role playing is a methodology derived from sociograma that may be used to help learners understand the subtler aspects of literature, social studies, and even some aspects of science or mathematics. Further, it can help them become more interested and involved, not only learning about the material, but learning also to integrate the knowledge in action, by addressing problems, exploring alternatives, and seeking novel and creative solutions. Role playing is the best way to develop the skills of initiative, communication, problem-solving, self-awareness, and working cooperatively in teams, and these are above all - certainly above the learning of mere facts, many if not most of which will be obsolete or irrelevant in a few years - will help these young people be prepared for dealing with the challenges of the Twenty-First Century.

Some ideas for future improvements have already been mentioned in this paper. Furthermore, there are other specific actions that will be discussed in this section of the paper. These are a result of the self-evaluation done by the teacher, while reviewing the success of the learning design plans. After reflecting on the question of catering for learner needs, it is possible to use a computer game related case study next time for practice with the future cohort. This might draw them closer toward the learning activities. In turn, they can become even more enthusiastic about this type of work, and will still do more serious Data Flow Diagrams or Activity Diagrams for their course assignment anyway. Next it is important for teachers to improve their questioning skills, to help stimulate the learners during role play and afterwards to help them reflect. Although it is important to complete the lesson on time, it would be beneficial to give learners more time to ponder and formulate answers. It will be useful to put the questions in writing on the board or the screen.

Alternatively, the questions can be given to the students in advance of a session. Providing time for discussion and digestion is important for teaching practice in general. This is true both for the LBKO approach and for the LIS. The students' self-directed learning time can also be used better for digestion and application of knowledge and skills. It is interesting to consider the students' learning styles, not just in the classroom but also outside. In order to understand a specific group of learners better, it is important to have deeper learning conversations with them about how they are studying and making progress outside of the class meetings. This would help the teachers get to know them better, provide more innovative or authentic feedback and support, and better prepare for role play and other active learning strategies. Role play as an active learning strategy can be used, not just in face-to-face classes, but also in blended or distance learning. This type of learning activity can be implemented more often in the context of business and computing courses. Teachers, who have already used this strategy before, can continue to experiment with role play by thinking of new scenarios for their courses.

Role playing is a methodology derived from sociodrama that may be used to help students understand the more subtle aspects of literature, social studies, and even some aspects of science or mathematics. Further, it can help them become more interested and involved, not only learning about the material, but learning also to integrate the knowledge in action, by addressing problems, exploring alternatives, and seeking novel and creative solutions. Role playing is the best way to develop the skills of initiative, communication, problem-solving, self-awareness, and working cooperatively in teams, and these are above all--certainly above the learning of mere facts, many if not most of which will be obsolete or irrelevant in a few years--will help these young people be prepared for dealing with the challenges of the Twenty-First Century.

Participants are given particular roles to play in a conversation or other interaction, such as an email exchange, typical of their discipline. They may be given specific instructions on how to act or what to say, as an aggressive client or patient in denial, for example, or required to act and react in their own way depending on the requirements of the exercise. The participants will then act out the scenario and afterwards there will be reflection and discussion about the interactions, such as alternative ways of dealing with the situation. The scenario can then be acted out again with changes based on the outcome of the reflection and discussion.

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Glossary

1	ENGLISH	UZBEK	RUSSIAN
2	AUDIENCE	TOMOSHABIN	АУДИТОРИЯ
3	AVAILABLE	YAROQLI	ДОСТУПНЫЙ
4	BASIC	ASOSIY,DASTLABKI	ОСНОВНОЙ
5	BULK	HAJM,KO'LAM	ОБЪЕМ
6	CLAIM	TASDIQLAMOQ	ПРЕТЕНДОВАТЬ
7	COMPREHENSION-	TUSHUNISH, ANGLASH	ПОНИМАНИЕ
8	CONSEQUENTLY	NATIJADA	ПОСЛЕДСТВИЕ
9	CONTAIN	O'ZICHIGAOLMOQ	СОДЕРЖАТЬ
1	DESCRIPTION	BAYONETISH-	ОПИСАНИЕ
1	DISTRIBUTE-	TASDIQLAMOQ	РАСПРОСТРАНЯТЬ
1	EVENTUALLY	NATIJADA	КОНЕЧНОМ СЧЕТЕ
1	Challenge	Muammo, murakkabvazifa	Проблема, сложная задача
1	Elicitation	Yuzaga keltirish	Выявление, извлечение
1	Evaluation	Baholash,	Оценка, определение

		o'rganibchiqish	качества
1	Facilitate	Yordambermoq, ko'maklash-moq	Помогать, поддерживать
1	Pairwork	Juft bo'lib ishlash	Работа в паре
1	Pedagogy	Pedagogika	Педагогика
1	Peer observation	Bir-birini kuzatish	Взаимо-наблюдение
2	Peer correction	Bir-birini xatosini to'g'irlash	Взаимо правка
2	Second language acquisition	Ikkinchi tilni egallash	Приобретения второго языка
2	Self-correction	O'z xatolar iustida ishlash	Коррекция самостоятельная