



ABSTRACT

Role play is one of the best ways to improve students' skills like inventiveness, problem-solving, self-consciousness, and working in cooperation with other people (teams). We can define the word "role" as the way a person acts in a prearranged position and circumstances. Role playing as a teaching technique is the conscious acting out and discussion of the role in a group. In the classroom, a problem situation is briefly acted out so that the individual student can identify himself or herself with the characters. The complexity of the role situations must be minimized in using the technique with children.

If we keep it simple for their limited attention spans, role playing can be used even in teaching students who did not get an elementary school level. Role playing can be beneficial for children in a variety of ways. Through role playing, children can learn about difficult or sensitive subjects. This teaching strategy enforces empathy, cooperation, and negotiation skills. It helps children identify themselves with others in different situations. The creative play can teach them to see the world through other perspectives and develop good social skills.



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All the content of this thesis is the exclusive responsibility of its authors.

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INTRODUCTION

Role play is a technique that can be used to teach many subjects such as literature, social studies, some aspects of science and mathematics, and of course to teach English as a Foreign Language. Role play is one of the best ways to improve students skills like inventiveness, problem-solving, self-consciousness, and working in cooperation with other people (teams). It has been increased to many and diverse forms to teach students from the primary levels of the elementary school to the higher ranks in training executive people. Our objective in the present project is to be centered in developing activities and exercises to apply role play in children of elementary school.

We can define the word Role as the way a person acts in a prearranged position and circumstances. Role playing as a teaching technique is the conscious acting out and discussion of the role in a group. In the classroom, a problem situation is briefly acted out so that the individual student can identify with the characters. The complexity of the role situations must be minimized in using the method with children. But if we keep it simple for their limited attention spans, role playing can be used even in teaching students who did not get an elementary school level. Role playing can be beneficial for children in a variety of ways. Through role playing, children can learn about difficult or sensitive subjects. This teaching strategy enforces empathy, cooperation, and negotiation skills. It helps children identify with others in different situations. The creative play can teach them to see the world through other perspectives and develop good social skills.



We can affirm that role play is a technique which allows students in an EFL classroom to have the opportunity of developing a situation making mistakes, but they do it in a non-menacing environment. It is because they test and look for solutions for many realistic problems. It also permits the creation of an environment and sense of cooperation and community within class participants.

Role playing clearly encourages effective interpersonal relations and social transactions among participants. In order to develop a successful role play activity, the participants must accept the responsibilities of their roles and functions, and do the best they can in the situation in which they find themselves. To fulfill their role responsibilities, students must relate to others in the role play, making use of effective social skills.



CHAPTER I

ROLE PLAYS

Role play is an excellent activity for teaching speaking in elementary school. In order to apply it, students are given a specific role in the target language. It provides EFL learners oral production practice in the target language. They can use the language in a real environment.

This project pretends to use role play to encourage students to speak and also build up their motivation at the time of applying oral production. With role playing, students will practice speaking in the kind of situation they are likely to find outside the classroom. With this method, students may act out either as participants to learn English performing a situation or as observers to acquire the language observing what other people do.

The initial scenario develops from the students interacting with each other and can literally go in any direction. This gives students practice in a non-threatening environment, and it gives the motivation and involvement where they have to think in English. Role plays are interesting, memorable, and engaging, and students retain the material they have learned. In their assumed role, students drop their shyness and other personality and cultural inhibitions, making them one of the best tools available for teaching a second language



1.2. DEFINITION OF ROLE PLAY

There are numerous definitions of role playing. The definition used for this study is the one taken from Gillian Porter who indicated that "role play" is one of a whole gamut of communicative techniques which develops fluency in language students, which promotes interaction in the classroom, and which increases motivation." (p.7) In addition, he pointed out that role play encourages peer learning and sharing the responsibility for learning between teacher and student. He suggested role play is "perhaps the most flexible technique in the range" of communicative techniques, and with suitable and effective role-play exercises, teachers can meet an infinite variety of needs. (Ladousse, 2004, p.7).

Also, role play in the classroom provides a change of pace and opportunities for a lot of language production and also a lot of fun. If teachers still feel reluctant to use it, they can begin to integrate it in class. It can be an integral part of the class and not a 'one-off' event. If the teacher believes that the activity will work and the necessary support is provided, it can be very successful.

During role playing, students can become anyone they like for a short time. They can imagine that they are actresses, singers, doctors, etc. They can imagine situations that can be activated and practiced for different scenarios such as hospitals, hotels, airports. Role play is possible at elementary levels providing the students have been thoroughly prepared. Try to think through the language the students will need and make sure this language has been presented.



One important thing is that role play is an interesting learning experience for both students and teachers. Students will not only have more opportunities to act out and participate with their peers trying to use the English language, but also students' English, speaking, listening, and understanding will improve. It provides ways for students to practice everyday language through social communicative style and information communicative style. Role play creates a good atmosphere and brings liveliness in the classes. Students learn to use the language in a more realistic, more practical way. Thus they can become more aware of the usefulness and practicality of English. Role play is a useful teaching technique which should be experimented and applied by ESL/EFL teachers more often in the ESL/EFL classrooms.

1.3. SIGNIFICANT LEARNING AND ITS INFLUENCE IN ROLE PLAYING

According to Significant Learning, the human beings acquire new knowledge, which is closely related with the previous one. In other words, this amount of knowledge incorporates in the cognitive structure of the person. However, it is also necessary for the human beings to be interested in learning what is being discovered through practice. Significant Learning is also relational learning, such relation connects the new knowledge with the previous one and everyday situations (own experience). Ausubel argues that a person who is learning receives verbal information. This information is linked to preceding facts to establish new information.



It is necessary to take into account the following conditions for developing Significant Learning:

1. **Logical significance of the material:** it refers to the content cohesion. It is the internal organized structure, which should propitiate the construction of significances.
2. **Psychologist significance of the material:** relations are established between the previous knowledge and the new one.
3. **Motivation:** a person (or student) should have a favorable attitude to learn. It is also necessary for the contents to have logical significance for getting a good learning.

In the Educational Process, it is important to take to consideration the part that the person already knows for establishing a relationship with all that is going to be learned. This process takes place if the person has concepts in his/her cognitive structure (established and defined ideas and propositions to interact with the new information). Significant Learning occurs when new information is connected to previously established concepts in the person's cognitive structure. New concepts, ideas, or propositions may be learned significantly.

Significant Learning activities have moments, which are ordered step by step to get learning process. They are the following:



1. **Moment of recovering previous knowledge:** It is about picking up the previous knowledge, necessary for the development of significant learning activities.
2. **Moment of motivation:** The teacher has to give students situations which can provoke interest for learning. In this moment, it is important to use our imagination and creativity to program the proper strategies to be able to maintain students' motivation.
3. **Basic moment:** Many actions are developed to create, investigate, analyze, etc., in order to get new knowledge. The teacher has to use a wide variety of activities to get students' learning.
4. **Moment of practice:** This moment allows students to put into practice all the new knowledge. Students reinforce and consolidate their learning through applying the new knowledge in their everyday life. It is the moment in which learning becomes significant.

Significant Learning with role play is performed when role play involves cooperating with other students and other people, which allows participants to gain knowledge, values, and insight. Role plays are not all alike. Different types of role plays appeal to different people. There are specific role plays for each group of students. Elementary school students need to apply different role play activities than students who are in other levels. Most games help students read, listen, cooperate with others, follow maps, plan strategies, learn new words, cooperate with others, and work together as a team. Role play, strategy, and simulation games provide effective learning because



they place students in a social environment where they must research, transfer learning, and solve problems. Students use many senses and get immediate feedback.

Teaching role playing in EFL classrooms is an important way of stimulating creativity in **problem solving**. Role plays give students the opportunity to express emotions, thoughts, and dreams that they might not otherwise have means to express. A student can, at least for a little time, *become another*, person explore new roles, try out and experiment with various personal choices and solutions to very real problems and situations. It can occur in a secure atmosphere, where actions and consequences can be examined, discussed, and in a very real sense, examined with the dangers and pitfalls that such experimentation would lead to in real life.

At the center of all role play activities is communication. Like all the arts, role play allows students to communicate with and understand others in new ways. Perhaps more than any other art form, role play also provides training in the very practical aspects of communication so necessary in today's increasingly information-centered world. Students who have participated in role playing activities are less likely to have difficulty *speaking in public*, will be more *persuasive* in their communications, both written and oral, will be better able to put themselves into others' shoes and relate to them, and will have a more positive, confident self image. Participation in role play activities requires self control and discipline that will serve the student well in all aspects of life. Students in role play will learn to work together, to cooperate, and to find the best way for each member of a group to contribute and to listen to and accept the viewpoints



and contributions of others. Role play is an important tool for preparing students to live and work in a world that is increasingly team-oriented rather than hierarchical.

In addition to its intrinsic educational value, role plays can reinforce the rest of the school curriculum. Since communication and empathy are central to role play, a student who has explored in the role play classroom will be better able to understand ideas in History and Current Events. He will be able to put himself into the shoes of another person, to understand the way human beings interact. The link between role play and subjects such as English, History, Social Studies, and related areas is obvious: More importantly, role play can be used to promote active learning in any subject, to give students a kinesthetic and empathetic understanding as well as an intellectual understanding of a topic. In this way, Role Play accomplishes several goals at once, enriching students' school experience through Art as well as reinforcing traditional academics.

1.4. ADVANTAGES OF USING ROLE PLAY IN CLASS.

Role play is a beneficial teaching tool as it develops practical professional skills as well as academic knowledge, and there are many advantages to using role plays in class, and some of them are the following:

1. Children find it motivating to be actively participating in their learning process rather than sitting at their desks with their book open. They have always learned



from mimicking or doing the actions of others, including their parents and peers.

Role playing is simply a continuation of the learning already done by students.

2. Children enjoy playing. If they are already motivated to play, learning through play would become even easier.
3. Role playing encourages the use of critical thinking because it involves analyzing and problem solving; therefore role, play is a cognitive learning method.
4. Implementing role play activities put words in a real context and that helps students use language as a form of communication and conversation, rather than an academic subject to be tested on. It makes it real and useful.
5. Role playing encourages the use of critical thinking and creative thinking because it involves analyzing and problem solving, attitudes, values, and interpersonal and social skills.
6. While preparing for the ESL role plays, children will listen to and repeat the same words and phrases over and over, and repetition is the mother of skill.

Finally, role play is the most effective technique in the range and also is dynamic and fun to use in the classroom.

1.5. PROBLEMS IN ROLE PLAYING

Maybe the main problem at the moment of teaching role play in elementary school is the insecurity of the members who are going to develop the role play. But there are some other problems such as the following:



1. Some participants may have a negative reaction to participate in a situation which will be discussed or possibly criticized by other members in the classroom.
2. Role play takes a lot of time to develop successfully. Only the discussion of a short role play (five-to-ten minutes) may extend to several times the duration of the role play itself.
3. The ineffective performance on the part of the participants, or the mishandling of an unprepared teacher, may get poor results at the time of acquiring new knowledge.
4. The teacher might have some troubles to carry on the class because students can make noise during the development of role play.
5. Some students can have a little courage or confidence to perform the situation. For this reason they, may refuse to speak in front of their partners.
6. One of the major problems with some participants in role playing is that they may have difficulties in their English conversation because their mastery of vocabulary is limited.

An important aspect to get a successful role play is the relationship of all members which are performing a role play situation. Interpersonal difficulties among peers who are role paying may haul negative factors. In addition, if the students come from different status, some of them may be humiliated for people who are smarter or more popular.



CHAPTER II

ROLE PLAYS IN EFL CLASSROOMS

2.1. TEACHER'S ROLE WHEN APPLYING ROLE PLAY

A teacher should create cooperative learning. It means that the teacher should share, encourage, and accept all students in the classroom, whoever they might be. It will decrease their fear and embarrassment. In addition, it makes the students feel appreciated and valued, so they can feel free to show their abilities. Teachers need creativity to teach English. Role plays can be used to improve students' speaking. Teachers use role plays, acting out, and discussion to enable students to listen, speak, and work together in certain conditions. Some of the roles that a teacher can adopt at the time of developing a role play situation can be the following:

2.1.1 Facilitator

A teacher as facilitator is a person who helps the participants to learn the skills presented in the course materials. The facilitator needs to promote a friendly cooperative environment. He/she should respond positively to the question put up by the participants. Facial expressions or making comments that ridicule students who are participating in role playing should be avoided. Here we present the main skills of the facilitator:



- Listening: the ability to listen carefully and creatively by picking out positive aspects as well as problems.
- Observation: the ability to see what is happening and to monitor the groups work objectively.
- Sensitivity/empathy: the ability to see problems from the point of the participants. To understand their feelings, ideas, and values and to focus on structure rather than personalities or competence.
- Diagnosing: the ability to define the problem and choose an intervention and action.
- Supporting/encouraging: the ability to provide verbal and non verbal indicators of encouragement, affirmation, appreciation, and caring. To assist in a joint search for solutions.
- Challenging: the ability to confront, disagree, or to stop a process without being rude.
- Openness: the ability to invite dialogue, to receive feedback and to be prepared to examine one's own attitudes, values, and ideas and to change them, if necessary.
- Modeling: the ability to include oneself as a model in the group.

2.1.2. Spectator

While students are acting out in front of the class, the teacher watches the role play. He/she analyzes cautiously when students are developing their roles and offers comments and advice at the end to be put into practice in future presentations.



2.1.3 Participant

It is sometimes appropriate the participation of the teacher when developing a role play. Teachers should get involved and take part in the role play itself. It is because the teacher has to be a kind of guide to develop a successful role-playing situation. Students will feel more comfortable when they are guided by the teacher as an active participant.

It is also important to take into account suggestions such as the following ones to assist ESL teachers using and managing role plays:

- Choose a topic and assign students positions on the topic (for/against). This will get students out of their personality and into the role where they do not have the same inhibitions.
- Preparation is very important to success. Divide students into groups and give them time to prepare various scenarios, and go over extra or special vocabulary. Ask them to discuss how they will act, think about the character, and plan what they will say.
- Do not do anything to stop the imaginary environment. Leave grammar correction to the end. This could not be motivating. Sentences with errors can be written on the board for the group to correct together.
- Overstatement is good. Encourage students to exaggerate their actions, opinions, and movements. It helps students immerse themselves in the role.



- Stage a preparation first. Have students practice their role in small groups before their participation in front of the whole class.
- While the role play is in progress, have other students suggest vocabulary first, and act as backup if they do not know.

2.2. ROLE PLAY APPLIED IN TEACHING SPEAKING

Role play is considered a technique that affords a chance to practice a new structure in the context of natural communicative usage. Role play can be pleasant for EFL learners and give excellent opportunities for using language in many situations similar to the reality of the world. It is a communicative activity where students can use language spontaneously. It also facilitates learners to develop real life verbal communication skills. Role play raises pupils' motivation and attachment in the learning process. Role play offers learners with opportunities to practice and develop communication approaches. Role play can also require by the part of students to use their imagination and creativity, background knowledge, and communications skills.

Larsen-Freeman (1986) and Edwards (1999) point out that role plays, whether structured or less structured, are important in the communicative approach because they give learners an opportunity to practice communicating in different social contexts and in different social roles



2.3. TIPS ON SUCCESSFUL CLASSROOM ROLE PLAY

Teachers should know how to develop role plays in a correct way. It is important to follow specific instructions to get a successful role play. Some tips to create a good role play development are the following:

- Create a safe environment for role playing. If you are going to have students perform role plays in front of the class, make sure that students have an opportunity to practice previously. Explain that role plays are practice; students do not have to be great writers or actors.
- Establish a few rules so the students know they will be supported, not teased.
- Begin your planning by reading over the options and identify the core concepts and issues that your students will need to know for the role-play activity.
- Begin with easy situations and using humor can help dispel embarrassment. Using role plays that exaggerate weak responses might break the ice.
- Use a signal, such as a bell or a handclapping pattern, to get the students attention when you want them to stop.
- During the role play, teachers want to give as much control over to the students as they can handle.
- Make all your expectations clear to your students and give concrete tasks for students to complete during their preparation.
- Use character names, some students may be uncomfortable using their own names. Have them make up a name, or have nametags with assumed names ready for students to choose from.



2.4. THE PROCESS OF ROLE PLAY IN THE CLASSROOM

For getting good role-playing activities in EFL classes, a teacher has to follow a procedure with specific steps. There are six major steps in the procedure:

1. Decide on the Teaching Materials

The teacher must decide which teaching materials will be used for role-playing activities. The teaching materials can be taken from text books or non-textbook teaching materials such as picture books, story books, readers, play scripts, comic strips, movies, cartoons and pictures. The material is selected ahead of time by the teacher. The teacher can also create his or her own authentic teaching materials for role-playing activities. The teaching materials should be decided based on students' level and interests, teaching objectives, and appropriateness for teaching.

2. Select Situations and Create Dialogs

A situation or situations to be role played should be selected. For every role-playing situation, dialogs should be provided by the teacher or created by the students themselves.

3. Teach the Dialogs for Role Plays

The teacher needs to teach the vocabulary, sentences, and dialogs necessary for the role-playing situations. The teacher needs to make sure the students know how to use the vocabulary, sentences, and dialogs; otherwise, the teacher should allow students to ask how to say the words they want to say.



4. Have Students Practice the Role Plays

Students can practice in pairs or in small groups. After they have played their own roles a few times, have them exchange roles. When students are confident enough to demonstrate or perform in front of the class, the teacher can ask them to do so for their classmates.

5. Have Students Modify the Situations and Dialogs

Once students have finished and become familiar with an original role-play situation, they can modify the situations and/or dialogs to create a variation of the original role play.

6. Evaluate and Check Students' Comprehension

Finally, the teacher shall evaluate the effectiveness of the role-play activities and check if students have successfully comprehended the meanings of the vocabulary, sentences, and dialogs.

2.5. STUDENTS' ROLE AT THE TIME OF APPLYING ROLE PLAY

Role play is a kind of imaginative activity in which children assume roles outside their real world. It allows constructing proximities between themselves and others in their lives. Role play offers important development opportunities in the areas of language and communication. This can be intentional, such as when parents or other older players in the role play intentionally support vocabulary development by



introducing names of things during the context of play (Keenan 2002, 154). However, the opportunity to talk and interact with other participants presents a powerful way of learning even when no intentional instruction occurs.

Children use a kind of symbolic representation through role playing. Such symbolic play helps students the development of language comprehension because they express spontaneously their feelings and thoughts. The children involved in role play talk to another peer, developing a situation as part of the play, developing their imaginative situations in co-operative association. So role play promotes the child's social development.

At the time of role playing, students are assigned specific roles and put into situations that they may find outside the classroom. Because role plays imitate life, the range of language functions that may be used expands considerably. Also, the role relationships among the students as they play their parts call for them to practice and develop their speaking skill. They have to use language that is appropriate to the situation and to the characters.

In most role-playing exercises, each student takes the role of a person affected by an issue and studies the impacts of the issues on human life and/or the effects of human activities on the world around us from the perspective of that person. More rarely, students take on the roles of some phenomena, such as part of an ecosystem, to demonstrate the lesson in an interesting and immediate manner.



Role play allows participants to apply concepts and problems that have been introduced through lectures and readings to a situation that reflects reality. Students are directly active during the whole process of role play. Role play is a practical approach to learning as opposed to more abstract forms of learning such as lectures or essay writing. In role play, students learn through active participation and personal experience. They also have the opportunity to reflect on this experience.

Role play also sets up concepts that are important in professional practice such language and how language constructs knowledge, logic, and prominence of voice. Students learn how to communicate knowledge in a meaningful way. Moreover, role play illuminates the divisions and differences between and within groups. Students learn to represent with differing personalities, beliefs, value systems, abilities, and background experiences. They develop a greater appreciation of the range of perspectives held on a particular issue and come to recognize the complexity of negotiation and their own role.

To sum up, role play is a beneficial teaching tool, which students can use to develop practical professional skills as well as academic knowledge.

Students usually find role playing enjoyable, but some of them who lack self-confidence or have lower proficiency levels may find it intimidating at first. To succeed at the time of giving a role play classroom, the teacher has to take into account some important aspects:



- Introduce the activity by describing the situation and making sure that all of the students understand it.
- Be sure the students understand what the product of the role play should be, whether a plan, a schedule, a group opinion, or some other product
- Give each student a card that describes the person or role to be played. For lower-level students, the cards can include words or expressions that that person might use.
- Before you start the role play, have students brainstorm as a class to predict what vocabulary, grammar, and idiomatic expressions they might use.
- Less confident students will feel more able to participate if they do not have to compete with many voices.
- Let students work individually to outline their ideas and the language they will need to express them.
- Stay in communicative mode to answer students' questions. Do not correct their pronunciation or grammar unless they specifically ask you about it.
- Each student has individual language skills, an individual approach to working in groups, and a specific role to play in the activity. Do not expect all students to contribute equally to the discussion, or to use every grammar point you have taught.
- Have students report to the class on the outcome of their role plays.
- After the role play is over, give feedback on grammar or pronunciation problems you have heard. This can wait until another class period when you plan to review pronunciation or grammar anyway.



CHAPTER III

ROLE PLAY ACTIVITIES IN EFL CLASSROOMS

3.1. SIMULATIONS

Simulations imitate real life situations and offer a realistic environment for language practice. These kinds of activities help students apply their skills to "real life" situations. This type of assignment is generally used after initial instruction as part of application, review, or remediation. For instance, in a language lesson about a grocery store, a teacher might bring in 'products' for the students to buy (a box of crackers, coffee, a jar of jam) and even play money for making their purchases. A check out counter would be set up for the students to practice transactional speaking with the cashier. Simulations can be used to prepare students for a field trip or real experiment.

The benefits of simulation are the same as those of role play. They are an effective introduction to people, names, places, and a sequence of events. Simulation increase student's motivation. They facilitate the affective aspect of learning, enhance interpersonal relations, and promote interpersonal reward structures for learning. They also provide for analysis of solutions, successes, mistakes, and decisions made. It gives opportunity for meaningful practice and encourages creativity. In applying simulations into the classroom, an EFL teacher injects a feeling of realism and relevance. They are more suitable for more advanced learners as the language used is more advanced and complex. For creating simulations, it is important to recreate a situation, provide materials for preparation, establish a learning space, and establish a time frame.



There are many exercises to develop simulation exercises, some of them are the following:

- **Grocery store**

A teacher might bring in product for the students to buy (a box of crackers, coffee, a jar of jam) and even bring money for making their purchases. A check out counter would be set up for the students to practice transactional speaking with the cashier.

- **Banana Split**

The students work in five groups with each group taking on the role of someone in the banana chain, e.g., a banana plantation worker, a shipper. Each group has to decide how much they think they should get from the sale of a banana and then negotiate to reach an amount to match up with the actual cost of a banana. After revealing the reality of who gets what from the sale of bananas, a discussion about fair-trade bananas can easily follow.

- **Hospital**

One student assumes the role of a doctor and the other one the role of a patient. The doctor will ask the patient questions about what ails her. The participant assuming the role of the patient will tell the doctor about her symptoms. Ask students to make



their complaint and questions very specific, such as a really bad migraine rather than a simple pain in their heads.

- **School**

Have students play the roles of parent and teacher at a parent-teacher conference. One student can act as the parent of an elementary-aged child, attempting to find out about her child's educational progress. The second can play the role of a third grade teacher.

3.2. SCENARIOS

The dramatic tension and conflict presented in each scenario gives students an opening to experience emotional depth and personal involvement in using language, especially when playing roles that fit their personalities. A good scenario based on real life roles can always create deep involvement in acting. Many role-playing situations involve a scenario. A scenario is simply a situation used to establish a context for learning. From a simple description of a setting to a full-blown case study, students are presented with information, necessary to take on a role or solve a problem. When working with scenarios, ask students to imagine a set of circumstances such as character descriptions, setting descriptions, action and event descriptions, and provide photographs to illustrate a situation. Then ask students to take action:

- solve a problem
- discuss the options



- identify different perspectives
- bring the group to consensus
- respond to the situation
- identify a plan of action
- convince

Decide what you would like to accomplish through role play. Devise scenarios that are likely to result in the appropriate lesson learned. Amplify the complexity of the scenario for older age groups.

Here are a few examples of scenarios

- You have entered in a market in Cuenca. You need to buy food, including eggs, meat, bread, fruits, and vegetables, but you do not have enough money. Try to convince the cashier that it is true.
- A tornado has destroyed the wing of your building, containing your library media center and the gymnasium. Somehow the rest of the school building survived. However, your center will be closed for the entire year. The school board is thinking about eliminating your position for the rest of the year. What will you do? You must come up with innovative ways to keep your program vital. Be sure to include examples in the area of collaboration, leadership, and technology.
- **Let me go home, please**

While traveling abroad, you hired a car from a rent car agent. After driving for several days in the foreign country, you are stopped by a traffic officer who discovers



that your international driving license has expired. He wants to take you for investigation at the police department, but you are bound to fly back home in two hours' time. How can you convince him that you must return the rented car first, and then catch your plane?

- **Going to high school**

You have just finished school and your parents expect you to attend the "La Salle high school". Since your parents did not have a chance to go to high school, they really want you to get a good education in order to get a good profession. However, you want to work on your family farm because you think that high school education is not as promising as working on a farm. Try to convince your parents about your point of view.

3.3. SUGGESTOPEDIA

Suggestopedia is an effective understandable input based method with a combination of desuggestion and suggestion to achieve super-learning. Desuggestion means receiving the memory banks, or reserves, of unwanted or blocking memories. Suggestion then means loading the memory banks with desired and facilitating memories. The most important objective of suggestopedia is to provide some valuable insights into the power of cognition and creates techniques that make students feel comfortable, relaxed, assume new role through role plays using the target language, and suggestible to the material being learned. Here are examples of suggestopedia activities using role play:



1. The teacher greets the students with either English or their native language and tells them that they will have a new and exciting experience in language learning.
2. The teacher asks the students to close their eyes and tell them that they will go to an English speaking country. For example, they are in an airport. "Now, you are in an airport of America, listen to the people around you. They are talking with immigration officials," said the teacher. The teacher asks them to open their eyes and bring their awareness to the class. She says, "Welcome to English!"
3. Then the teacher tells them that they will have new names and identities by showing a poster showing English names. The students will pronounce the names by repeating after the teacher. The teacher helps them by doing pantomime to help them understand about their new identities such as doctor, nurse, police, etc.
4. The teacher greets each student using his name and he or she ask some questions in English about his occupation. Through her action, the students understand the meaning and they reply 'yes' and 'no'.
5. The teacher teaches them a short dialogue about greeting in English. After that, the students will practice. The teacher tells the students that they are having a party and they have to introduce one another by their new names and identities.



6. Next, the teacher announces that the class is over and they will have another exciting activity tomorrow and they do not have homework.

3.4. PREPARING THE GROUND

The purpose of the activities is to demystify role play by exploring the concept in ways that are simple and fun to use in the classroom. Also, they help students to lose their self-consciousness by encouraging them to play with the language they know and students are asked to reflect on the roles they play in their daily lives, for example:

- **Famous people**

Each student chooses a famous person, either alive or dead, making sure they can talk about him or her in the first person. Ask a volunteer famous person to come to the front of the class. The teacher explains that the rest of class need to ask questions about the famous person that student selected, but insist the right kind of questions are asked, and answers given to prevent the activity to becoming a simple guessing game. When they have an idea about the identity of the famous person, he or she should write it on a piece of paper and hand it adgame and announce who was the first student to guess correctly. Finally , the game continues with other volunteer.

- **Freeze**

First, the teacher explains the exercise. The students may stand in a circle, or sit on chairs as an audience. The teacher picks two of the participants to start the exercise,



preferable someone familiar to him or her who is not afraid of acting out. He asks the audience to name a general place (in the woods, on the beach, in the shop etc.), to name something that happens at the place (crossing a river, building a house made of sand, buying an umbrella etc.), and who the two actors are (two kids, man and wife etc.). The two chosen participants start acting until the teacher says "freeze." When this happens the actors must not move until the teacher asks one of the actors to return to his seat and asks another participant to take the returning person's place. The new person entering the stage must think of a new place, happening and characters, and start acting accordingly. The role-playing partner must act according to what he thinks happens. The facilitator again "freezes" the play and changes the person who has been acting out two situations. This continues until everyone has acted out one or two situations.

- **Invitation to a party**

In this activity the students learn the name of their partners. All the participants stand in a circle, facing each other. The teacher explains that he/she would like to invite them to a party, and all the students should bring something to eat or to drink. The thing that the participant brings must begin with the same letter as the name of the person. The facilitator begins by saying, for example, "My name is Anna, and I'll bring some apples." After that, the students have to work in groups, and each group comes in front of the classroom and presents the activity.



- **Roll a role**

This activity sets up a completely random role play situation. The teacher needs two cubes for this activity. On each side of the first cube write a characters such as a doctor, policeman, etc. On each side of the second cube, the teacher writes a place such as a at school, in an office, etc. Then divide the class into pairs, or groups of three or four. One student in each group rolls the place cube to determine where the role play will take place. Each student in turn then rolls the character cube to establish which he or she will play. The group improvises a conversation with the characters in the specified place and builds up a situation. It can be written as a sketch. They may reflect work done in class previously, and serve as an opportunity for revision. Some of the situations thrown up in this way be extremely unlikely, but this is part of the game.

- **Where am I? Who am I?**

In this activity students improvise stock situations from prompts given by the teacher. First, ask your students to sit in a circle, then nominate one of them to sit in the middle. Second, teacher gives each student slips of paper, except the student in the middle of the circle. Third, ask the students to memorize their own questions and address their question to the person in the middle. Finally, the student in the middle should respond appropriately, and the two students attempt to continue the conversation to its natural conclusion.



3.5. OFF THE CUFF

Improvised role plays are extremely useful in that they develop student's creativity with language. When preparing this kind of role play, it is very important to bear in mind that students may require help, both with ideas and with language. Here is a good idea to elicit certain appropriate structures and vocabulary before the activity begins, and leave these on the blackboard for reference. Here we present the following examples:

- **Neighbors: may I borrow...?**

First, the teacher in this activity organizes the class into groups of four or six students. Explain that while they are doing the role play, they will be talking in pairs within the group. After that, distribute the fact sheet to each group, and ask the students to read it. They are going to cook, but they do not have all the ingredients. Make sure that they all understand the situation before you go on. Then distribute the picture cards about food. Make sure that they know the ingredients, but if they do not have all the ingredients, they must borrow one from your neighbours – the other people in your group. Remember to be polite.

- **Story role plays**

First, teacher needs to choose a short story, or a fairy story. Then he or she divide the class into pairs, or small groups, depending on the number of the characters in the story. Second, distribute the story to all students and ask them to choose the



character they want to play. When they have studied the character for a few minutes, ask them to turn over their story sheets, and present the story.

- **Small talk**

In this activity, students improvise a specific situation, but with not particular purpose. First, divide the class into pairs, or groups of three if there is an odd number. In this case two students share the same role. After that, distribute the role cards. Make sure all the students understand the situation. Then give the students a few minutes to familiarize themselves with their role and make sure they feel confident before you move on. After ask them to turn over their role cards, and begin the role play. Walk around the class unobtrusively, making sure that things are generally running smoothly. Finally, this improvisation are only intended to last a few minutes, so more than one of than one situations can be tried

3.6. NOW TELL ME

In this role play, students are very often asked to complete a task, such as reaching a decision, or filling in a questionnaire, which gives a tangible objective to the activity. The combination of the tasks and the information gap gives impetus to the role plays, and students usually get on with them with very little embarrassment or self-consciousness about the idea of playing a role. This role play present the following exercises:



- **Getting together**

Two students make an arrangement to meet for lunch or for dinner. First, the teacher divide students into pairs, A and B. The teacher explains the situation: two friends are making an arrangement over the phone to see each other for a meal next week. If this seems impossible, one of them must agree to change an arrangement they have already made. When you are sure that all your students have understand the situation distribute diary A to the student A, and diary B to the student B. Finally start the role play, and go around the classroom checking that the students are doing it correctly, and give help if it is needed.

- **The guided tour**

Students are going to have a tour in their school, or place of work. First, divide the class into pairs. Explain the situation to the class. Student A is a new pupil a staff member. Student B has been delegated to show student A around. They go on imaginary tour of a building, with the student B commenting on the places they visit, and student A asking questions. Check that all students understand the situation before you go on. Start the role play. Go around the classroom, helping any groups that are having difficulties. When they have finished, ask the students to exchange roles, and go on a tour of other person´s place. If necessary, elicit the correct forms of recurring errors and write them on the blackboard.



CONCLUSIONS

The major goal we looked for in the present project was to explain how role play is used in teaching interpersonal development and the four basic skills in English to children in elementary school. We focused especially on how role play can improve students' transactional and interpersonal ability of speaking. Based on the investigated sources and the compiled information, we conclude that:

1. Developing role plays to teach English in elementary school may result very helpful to improve students' speaking. Most students in an elementary classroom can finish the academic year speaking English with acceptable fluency and misplacing nervousness at the time of acting out in front of the class.
2. Using role play situations in elementary school EFL classrooms can improve significantly the students' achievement in speaking. More than 50% of students in the classroom will improve their pronunciation after applying role play activities and exercises in class.
3. Students feel that the role play technique is fun and interesting because it allows them to discover a new character to develop in each role play session. They feel motivated to speak and involve themselves in English conversations. Students take pleasure in learning English as a foreign language using the role play technique.
4. On the other hand, some problems were found at the time of applying the role play technique to improve the speaking skill. One of the major problems is that this technique is not interesting for all students in a determined EFL classroom, and this produces nervousness and mistakes in pronouncing some words in a small percentage of students.



RECOMMENDATIONS

Role play is a different technique of teaching in the classroom, especially in teaching interpersonal conversations. Based on this investigated project, there are some suggestions for learners and English teachers:

- Role play is a good way for students to improve their ability in speaking. Using role play as a technique helps the teacher as well as the students and gives much time to the students to be active in class.
- Exaggeration is good. Encourage students to exaggerate their actions, opinions and movements. Exaggeration helps students immerse themselves in the role.
- Using role play in teaching and learning process is very important and would be successful if the situations are based on the students' interests. Teachers need to encourage and reinforce students all the time and build their confidence.
- Role play provides opportunities for students to practice everyday language use through social communicative style and information communicative style.
- We expect that this final project would bring new views for all the readers and English teachers. Hopefully, there would be other advantages of using role play as a technique in the teaching learning process, and in the other aspect of language skills.



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