

PRIORITY OF ROLE PLAYS IN TEACHING LANGUAGE FOR YOUNG LEARNERS

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Abstract. *The study focused on the analysis and teaching of young learners with the help of game strategies and determined its goal – to improve the learners vocabulary learning skills who have difficulties. Everyone knows that games are fun, but some people think that they are only fun. In fact, using games is an enjoyable way of achieving many educational objectives. They can be used to reinforce newly acquired information after it has been taught; they can be used to review the material even if it has been taught days, weeks, or even years ago.*

Key words: *reinforce, phrasal verbs, inhibition, strategy, non-native speaker, activity, rectification.*

Introduction. Games can be used as a reward to encourage students to co-operate during less enjoyable activities. After a grueling oral drill or other energy draining exercise, a quiet game is a fun way to relax.[1]

Games reduce inhibition; especially the competitive element is diminished or eliminated. The shy or linguistically weak students will feel more at ease and will participate the activities, if the object is to have fun, and not to score points and win. games provide teachers with a method of rapid rectification of students errors, correcting errors immediately prevents them from learning wrong things and thinking that students tend to remember best the things they enjoyed, rectification would be permanent.

Role-playing games develop students' fluency and accuracy. A wide range of language features such as apology, greeting, etc., are used more often than any other action. The student is focused on communicating with the many rather than using the language correctly [1]. Thus, through role-playing games, teachers can train students to speak in any social situation. This means that students are placed in an environment that requires the speech used for social communication to be larger than the language required for the curriculum [2]

The author is of the opinion that through role play, students have the opportunity to develop a language that is important in social relationships, but which is neglected in the curriculum. He also noticed that many students believe that language in foreign language lessons is only used to convey certain information from one person to another [5] .

The next reason for including role-based pay in ESL classes is that some students are learning for specific roles in life. They may want to work or travel around the world. These students find it very beneficial to try out the language in a pleasant and safe classroom environment in the language they are expected to use. For these students, role-playing is a useful rehearsal and, moreover, it allows them not only to learn phrases, but also to learn how to interact in different circumstances [4].

Role play mainly develops the student's oral skills. It emphasizes communication, develops more fluency than accuracy, and fosters classroom enthusiasm, which makes students talk about one of the biggest challenges for teachers today.

When teaching spoken language, the following features of the technique of role-playing games can be taken into account:

- Role-play as a teaching method has a positive effect on students' speaking, as students feel confident and speak without fear.
- Role play reduces anxiety and humiliation when speaking in front of classmates and helps students develop language micro and macro skills.
- Using role play as a teaching method in the teaching and learning process of English language learners encourages learners to learn, reach, explore and model their creative imaginations and personal preferences [3].

Another advantage of role play is that students are given the opportunity to pretend to be someone else. Such a technique can help timid students overcome their brilliance of speech. Discreet learners often find it difficult to talk about their experiences or themselves. The fact that it is someone else makes them feel like their own personality is not involved [2].

One of the staples of English as a Foreign Language (EFL) teaching is the role play. 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 [7].

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 some questions to ask yourself as you design a role play.

What kinds of language structures or grammar points do I want my students to use, and will this role play incorporate them naturally?

Do I know in my own mind I want to see occur in the role play?

Do the students have the language and social skills to be able to manage the situation?

Can I issue set up instructions clearly and make sure that all participants understand their own roles?

Is the situation appropriate for the age, level and status of the students in this group?

What do I want the students to take away from the exercise and how can I reinforce this through feedback?

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.

To conclude, it always helps if students are enjoying themselves. Role plays don’t have to be deadly serious affairs, but as teachers we get more out of them if we approach them seriously and tie them in to our broader lesson goals.

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