



BENEFITS OF “ROLE PLAY” ACTIVITY

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Annotation. *In this article we focus on the process of teaching communication skills in small groups through the use of role-play. The rationale for focusing on role-play is that the most rigorously conducted studies of communication skills that demonstrate behavior change used this method. The use of role-play in small groups is an important method to help learners cultivate the skills required to engage in nuanced, often difficult conversations with seriously ill patients. To be effective, educators utilizing role-play must help learners set realistic goals and know when and how to provide feedback to the learners in a way that allows a deepening of skills and a promotion of self-awareness.*

Key words. *Role play, teaching English, create, practice, activity, interesting, thinking.*

RELEVANCE

Role playing is an important communicative activity. It allows your students to practice the target language in a safe environment where mistakes are no big deal. They'll get a feel for what it's like wielding the language in different situations and contexts. Role playing is especially beneficial for developing language. This is for both students with English as an additional language and for native English speakers. As well as vocabulary and language, role play develops learners communication skills as they communicate with each other in a safe environment.

PURPOSE

Role playing exercises encourage students to think more critically about complex and controversial subjects and to see situations from a different perspective. When properly employed, role plays can motivate students in a fun and engaging way.

RESEARCH MATERIALS

Role-playing is a useful method of communication when participants require a boost of confidence. This is because using role-play is a reliable way to get participants to look beyond their concerns and fears. Instead, they transform those feelings into determination and strength. Roleplaying is where you pretend to be another character in a make-believe setting. There are three main types of roleplay: text-based, live-action, and tabletop. Text-based roleplaying takes place online and focuses on writing. Role-playing is a classic method for teaching

communication skills. To use this technique, students act out skills after discussing them. For example, appropriate posture or body language. Role-playing should always focus on full group participation and mutual respect. Because communication skill building requires risk taking on the part of the learner (e.g., trying out new behaviors in front of a group) the development of a safe learning environment by the educator is critically important. For an educator facilitating a group of early learners, episodic groups, or groups with little knowledge of one another, the most important aim for the educator is to establish and maintain a learning environment in which participation is valued, feedback is justified and constructive, the awkwardness of learning process is normalized, and does not highlight deficiencies or embarrass learners publicly. These aspects of a constructive learning environment are often summarized as “safety.” Role-plays can be constructed in several ways, all of which have different strengths that can influence the safety and efficacy of the group. Group size is a practical consideration. For a group of 4–8 learners, using a single role-play with a faculty facilitator who solicits feedback and input from the group can be very successful because most or all of the learners can take an active role at some point, while not feeling pressured to speak when they have little to say. The simplest version of this is the demonstration role-play, which is an observed role-play in which an educator and a “patient” engage in a communication encounter that can then be deconstructed with the small group. Learners can be assigned specific roles for observation, e.g., attending to nonverbal cues, patient emotions. This tact can allow for discussion of the cognitive approach and identification of affect. It engenders the least amount of anxiety for the learners but can still be engaging and interactive for the group. It is a good choice for early learners, a group that has not worked together before, or a group known to be resistant to role-play.

RESEARCH RESULTS

Be inclusive with your interactions, pay attention to your roleplaying partners, and make sure you’re giving as much as you’re taking away. A “good” roleplayer doesn’t need to write novels to be good – they just need to be involved, and make sure their partners are involved too. Pretend play (also known as dramatic play or role play) is critical for developing oral language. Researchers discovered that learner engaged in pretend play often use higher forms of language than they would use in normal situations. This makes sense because they are pretending to be someone else, oftentimes, adults.

But, of course there is disadvantage side of this activity. The disadvantages of applying role-plays are: It requires expert guidance and leadership. Sometimes participants may feel like threatened. Strongly depends on students imagination. And here teachers’ role should be great. Moreover, the teachers’ role has gone beyond teaching. Their role now involves counselling students, mentoring students, and teaching them how to use and apply knowledge in their lives. Teachers are now looking for ways to impact students on a different level



and even inspire them to be more and do more. One of the top roles a teacher must fill is that of a resource specialists. There will be many people who will come to the teacher seeking information. Even if the person is only seeking a source of information, the teacher is the one who must know how to find what the student is looking for.

CONCLUSION

Learner places themselves in another's shoes. Role play should build on the learner's previous knowledge and experience. Role play enables people to experience a situation from the past or to prepare for a future situation.

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