




---

**Spectrum Journal of Innovation, Reforms and Development**

---

**Volume 04, June, 2022**

**ISSN (E): 2751-1731**

---

**Website: [www.sjird.journalspark.org](http://www.sjird.journalspark.org)**

---

**TYPES OF ROLE PLAYS AND THEIR EFFECTIVENESS IN TEACHING EFL**

---

Saidxanova Dinara Ruslanovna  
Teacher, Tashkent University of Applied Sciences

---

**Abstract**

The article mainly focuses on main types and methodology of using Role Play in practice. As the research paper is entirely focused on the effectuality of teaching English as a foreign language to young learners using Role Play technique, the data of the research is going to be based on this approach.

**Introduction**

Well known scholar Ladousse Gillian claim that “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.”

However, if the teacher is not convinced of the appropriateness of the role play, the exercise “will fail as you expected” ( 1987, 153-156).

**Literature Review**

Role play is any speech activity where you either put yourself in someone else's shoes or when you stay where you are but put yourself in an imaginary situation. There are three main types of roleplay: **text-based, live-action, and tabletop**. Text-based roleplaying takes place online and focuses on writing. Live-action roleplaying takes place face-to-face; you interact with other people through talking, acting, and occasionally combat (Borstler J, 2010).

From literature point of view role plays are divided into four types. There are four types of roleplay; **Illiterate, Semi-Literate, Literate and Advanced Literate**. Roleplaying is like creating a story with two or more people. Only difference is that you use one character rather than explaining all of the characters. Roleplaying helps you with your writing skills and creativity (V.A. Richard 2010).

Imaginary people - the joy of role play is that students can “become” anyone for a short time! President, Queen, Millionaire, Pop Star ..... .. The choice is endless. Students can also listen to the opinions of others. " Pros and Cons “debate can be used and the class can be divided into those who express opinions in favor and those who are against the topic.

Imaginary Situations - A functional language for multiple scenarios can be activated and practiced through role play. “In a restaurant”, “Check-in at the airport”, “In search of lost property” - all these are possible role-playing games.



### Methodology

It may be an integral part of the class, rather than a one-on-one activity. If the teacher believes the assignment will work and the necessary support is provided, it can be very successful. Scholars are divided role plays other types according to the function and content of the method they are the conflict role plays, cooperative role play games, information gap, task-based role plays, readers` theatre.

**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.

Moreover, incorporating role-playing into the classroom adds variety, pace and opportunity for intensive language training, and lots of fun!

**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.

**5. Reader`s theater** is a strategy for developing reading fluency. It involves children in oral reading through reading parts in scripts. In using this strategy, students do not need to memorize their part; they need only to reread it several times, thus developing their fluency skills. The best Reader`s Theater scripts include lots of dialogue. *“Role play also role playing – drama like classroom activities in which students take the roles of different participants in a situation and act out what might typically happen in that situation.* For example, to practice how to express complaints and apologies in a foreign language, students might have to role – play a situation in which a customer in a shop returns a faulty article to a salesperson etc.”(D. Brown 2001)

All these are valid reasons for using role-play in this particular context, but they may not be sufficient to persuade teachers of EAP. Why has role-play been largely overlooked in EAP? One answer may be that many teachers have not resolved the tension between surreal and real play. Role-play as critical thinking does not fit easily into either of these categories. We would argue, however, that this is precisely why role-play holds such potential for EAP: it resides in



the middle ground between creative thought and real-world interaction. As such, it can help teachers address one of the most persistent challenges in academic English classrooms, that of sustaining cognitive challenge while still creating the conditions for improved linguistic competence (Pally, 1997). Hence the primary rationale for using role-play in EAP should not be simply that it is “fun” or “safe,” but rather that it is both intellectually and linguistically challenging. What is needed is a “critical turn” (or perhaps a “critical thinking turn”) in role-play pedagogy. Role-play can be used to help students engage critically with course material, taking into account “deep meanings, personal implications, and social consequences” (Shor, 1992, p. 169). Critical role-play requires students to embody voices and perspectives that may be quite different from their own. It asks them to speak and write using discourse that may be unfamiliar. It encourages them to explore relationships among people, texts, and contexts. Critical role-play, therefore, is both cognitively and linguistically challenging. Critical role-play is rare, although not completely absent in TESOL scholarship. Role-play has been used to cultivate college students’ understanding of poverty and homelessness in the United States in preparation for service learning (Heuser, 1999).

It has also been used with high school students in South Africa as part of a repertoire of activities for “multimodal exploration of texts” (Bhattacharya et al., 2007, p. 482; Stein, 1998). Although these examples offer insights into the types of themes that might be engaged through critical role-play, they do not offer much guidance to practitioners who wish to implement this pedagogy in their own contexts. To this end, we have developed the following heuristic of questions designed to guide EAP practitioners seeking to address both cognitive and linguistic objectives through critical role-play. In all these role-play activities, students were expected to think both creatively and critically. They had to analyze content and synthesize innovatively. Completing these tasks also required a thorough understanding of challenging course material and a mastery of linguistic and cognitive skills. The spoken and written work that emerged as a result embodied a variety of voices and arguments. These activities demonstrate that role-play can become both real and surreal play: students must consider what authentic language use is, but they also have some room for experimentation. We would argue that this space between practice and play is fertile ground for cognitive and linguistic growth. Critical role-play is not without its challenges, however. Like any task-based activity, critical role-play takes time to implement in class. However, when the pre-task activities are scaffolded carefully so that the preparation for the role-play meets the cognitive and linguistic aims of the course, time is not sacrificed from other pedagogical priorities. This scaffolding is particularly relevant for learners at lower proficiency levels. With these students, instructors may find it helpful to use more scripted role-plays, pre-teach vocabulary and specialized jargon, and reduce the research demands on students by selecting the articles needed to carry out the critical role-play. Instructors should also facilitate a discussion about the content so that learners clearly understand the material before they are asked to apply it to the critical role-play task. In sum, we argue that critical role-play is one of a repertoire of activities in the EAP classroom that can sustain intellectual engagement, promote higher-order thinking skills, and facilitate language acquisition. We believe that critiques such as Al-Arishi’s (1994) do not acknowledge the full potential of role-play pedagogy. For no matter what students’ real world may be in the future,



we can safely assume that critical thinking skills will play an important role; it is in this capacity that a carefully designed role-play can prepare our students to succeed. Like any pedagogy, role-play can indeed be used uncritically, and the focus can shift easily from learning to entertainment. This, we believe, should not be a cause for rejection, but for reformation. Perhaps by turning to our colleagues in TESOL and other disciplines we can tap into all the benefits linguistic, affective, and cognitive that critical role-play has to offer. We have little doubt that other educators are incorporating role-play in additional and innovative ways, and we hope that they will share their experiences as part of a larger dialogue about incorporating creative, challenging activities in the EAP classroom.

### Conclusion

Overall, the legal trial offered students ample opportunity to hone their English and argumentation skills. They researched information pertinent to the case (at times from legal or specialized texts), discussed and synthesized the information they found, evaluated its relevance, anticipated their opponents' arguments in order to refute them, and delivered a convincing oral argument that required the use of sophisticated language and legal jargon. Because this was a cognitively demanding task, it produced a high level of intellectual engagement among students.

### References

1. Coyle, D. (2007). Content and language integrated learning: Towards a connected research agenda for CLIL pedagogies. *International Journal of Bilingual Education and Bilingualism*, 10(5), 543-562.
2. Meziani, Ahmed. (1987) The Skill of Integrating Language Skills. In Integrating Language Skills. A.Meziani (Ed.) (pp.17-22). Proceedings of the seventh annual MATE conference in Marakech, Morocco.
3. Morton, T. (2010). Using a genre-based approach to integrating content and language in CLIL: The example of secondary history. In C. Dalton-Puffer, T. Nikula, and U. Smit (Eds.), *Language use and language learning in CLIL classrooms* (pp. 81–104). Amsterdam, the Netherlands: John Benjamins.
4. Nunan, D. (1992). *Research methods in language learning*. New York, NY: Cambridge University Press.
5. Nunan, David. (1990). *Designing Tasks for Communicative Classroom*. Cambridge: Cambridge University Press.
6. Sandra Silberstein.(1994). *Techniques and Resources in Teaching reading*. Oxford University Press. China
7. Thomas Kral. (2004).*Teacher Development making the right moves. The Office of English Language Programs of the United States Department of State, Washington, DC20547*
8. Vygotsky, L. S. (1962). *Thought and language*. Cambridge, MA: MITPress.