

Effective Speaking Activity for ESL/EFL Students

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ABSTRACT

The purpose of the article given below is to make efficient cooperation and interaction between students by using role-play work English language teaching. The main purpose of doing these role-playing exercises is to get students to look at the material in a new light. With a help of the instructor they alter their mental maps of the world instead of just filling them in, - They show that the complicated problems in the world, as a really complex place, can't be solved by a simple answer that the student has previously memorized.

KEYWORDS: *role play, teaching ideas, teaching activities, traditional curricula, imaginary situation, motivation, stimulate, subsequent plays, efficient cooperation, work activities.*

We believe in supporting English teachers not only with enjoyable teaching activities, worksheets, and games but also with useful teaching ideas, tips, and advice. Whether you are a new teacher just starting out in your career, or you just need help with a certain aspect of teaching English. As teachers we should never stop learning, so we have also included articles written by academics in the field of ESL/EFL to help you understand more about the process of learning English from a student's perspective, and how we as teachers can sharpen our skills to become more effective in how we teach English in the classroom. There are many activities in English language teaching (ELT) one of the themes is role-play activity. 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! In this article, we tried to explore the value of role-play activity interplay in classes. The purpose of the authors given below is to make efficient cooperation and interaction between students by using role-play work English language teaching. M Mitrevska (2005) described Role - playing as one of the modern teaching methods that have given really good results in praxis. The point of role-playing, as a type of inquiry approach, is that it transforms the content of education from information into the experience (maybe here is the reason why people love to play RPG games). Here are few facts that explain why this type of learning and teaching is so effective.

➤ **Motivates the students**

The exercise has the creative aspect that makes it seem more like play than like work, - The pressure to solve a problem or to resolve a conflict is far more typical of the pressure that will be on them in real life. This motivates them much more than a classical way of preparing for an exam and the pressure that goes with it, - These exercises are also useful in courses for non-majors because emphasize the intersection between science and daily life

➤ **Augments traditional curricula**

The main purpose of doing these role-playing exercises is to get students to look at the material in a new light. With a help of the instructor they alter their mental maps of the world instead of just filling them in, - They show that the complicated problems in the world, as a really complex place, can't be solved by a simple answer that the student has previously memorized, - Skills they learn

separately (such as quantitative and communications skills) are often used together, in order to accomplish many real-world tasks, - These exercises show that people and their viewpoints are important, what is very important in many professions, including business, academia, and politics.

➤ Getting real-world skills

Understanding the needs and perspectives of other people make people (students) understand better themselves, - It's useful for developing skills that are important inside the scene but also outside, and are very difficult to teach and learn using more traditional methods, for example, self-awareness, problem-solving, communication, initiative, teamwork...Joanna Budden (2004) outlined several reasons for using role-play in the classroom. What is role-play? Role-play is any speaking activity when you either put yourself into somebody else's shoes or when you stay in your shoes but put yourself into an imaginary situation! Imaginary people - The joy of role-playing 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 favor and those who are against the theme. Imaginary situations - Functional language for a multitude of scenarios can be activated and practiced through role-playing. 'At the restaurant', 'Checking in at the airport', 'Looking for a lost property are all possible role-plays.

Why use role-play? It is widely agreed that learning takes place when activities are engaging and memorable. Jeremy Harmer advocates the use of role-playing for the following reasons: 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. 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. According to S. M. SHISHKIN (2012) the role play is not a novelty but today none of the methods of teaching any foreign language take into consideration adequately its features and specifics. The use of role-playing in the elementary stage of training attracts our attention since it enables us to realize a true principle of speech orientation and to approach on its basis to a selection and an organization of material in a new way. The role-play creates preconditions of motivation of training because it orientates a learner for language acquisition as a means of communication. The role play influences substantially the teaching process in the elementary stage of training solving the problem of psychological climate creation at the lesson. The role play simulates interpersonal communication and forms a system of interrelations between the speech partners in the elementary stage of training already. Playing along with educational and work activities occupies a considerable place in the life of a schoolchild. It is an important advantage of role play use and ignoring that moment could be a great methodological mistake. The role play removes artificiality from the teaching process, a constraint in the communication of learners attracts them by its fidelity, adequacy to life. One should consider preliminarily what an exercise is and what its features are to define the place of role play in the system of exercises in the elementary stage of training, to establish whether the role play is an exercise. The following is inherent to the exercise as a type of learning activity: a) purpose; b) nature; c) organization; f) perfecting of action execution way. Is there a purpose in the role play? There is no doubt. The role play aims at the reproduction of relations between the speech partners. Is the organization inherent to the role play? Yes, it is. The organization lies in the fact that it clearly outlines the spheres of real speech activity of schoolchild in the elementary stage of training; it is directed to the speech training and not only to the action; it is

uninterrupted and occupies not only a lesson or the series of lessons but more prolonged period; the organization of the role-play makes itself evident in the fact that any play should combine with several previous and subsequent plays and it ensures a rapid recombining of speech material.

During our classes, we used role-play. It was interesting and useful. I like role plays. They stimulate students so well and, in a way, stimulate teachers; too, because there are roles to be thought over, the research tasks to be prepared. I find them very useful since they are fun and it improves creativity and speaking. Students enjoy themselves while learning. But for smaller plays or mini-plays it is a very effective way of developing students' reactions and imagination. Role-play is an effective technique to animate the teaching and learning atmosphere, arouse the interests of learners, and make language acquisition impressive.

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