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USING ROLE-PLAYS AND SIMULATIONS TO MOTIVATE ESL STUDENTS IN A GRAMMAR CLASS

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Annotatsiya: Maqolada talabalarga grammatika darslarida rol o'ynash o'yinlari orqali qanday ijobiy natijalarga erishish mumkinligi haqida ma'lumotlar berilgan. Talabalar uchun tilni o'rganishning o'рни ularning ijtimoiy o'ziga xosligini shakllantirishga yordam beradi, chunki u jamiyatdagi o'zaro munosabatlarni kalitidir, ularning qadriyatlarini aks ettiradi va ochib beradi, turli sharoitlarda qulaylik darajasini rivojlantiradi. Ko'pgina madaniy ozchilik guruhlar uchun til o'rganish muvaffaqiyatli ta'lim va kasbiy yutuqlar kalitidir.

Kalit so'zlar: rol o'ynash, pragmatik, grammatik, tilni bilish, kasbiy rivojlanish, talaba muvaffaqiyati, til mezonlari.

Аннотация: В статье учащимся представлена информация о том, как добиться положительных результатов с помощью ролевых игр на уроках грамматики. Роль изучения языка для учащихся помогает сформировать их социальную идентичность, поскольку она кодирует их отношения в обществе, отражает и раскрывает их ценности и развивает уровень комфорта в различных условиях. Для многих культурно разнородных групп меньшинств изучение языка является ключом к успешной образовательной.

Ключевые слова: ролевые, прагматические, грамматические, владение языком, профессиональное развитие, успехи учащихся, лингвистические аспекты.

Abstract: The article provides students with information on how to achieve positive results through role-playing games in grammar lessons. The role of learning a language for students helps construct their social identity because it encodes their relationships in the society, reflects and reveals their values, and develops a level of comfort in various settings. For many culturally diverse minority groups, learning a language is the key to successful educational and professional pursuits.

Key words: role-playing, pragmatic, grammatical, language proficiency, professional development, student success, linguistic dimensions.

Introduction. Extended language training among second language learners does not necessarily allow them to display pragmatic and grammatical awareness in the target language contexts when the learners need to use or contact with native speakers [7].

The main point of the article was exploring the possibility of using nontraditional, innovative methods of teaching grammar through role-plays and

simulations to culturally diverse students. The issue addressed was using these techniques to build confidence and motivation when using grammar structures and rules in meaningful contexts and making the process of learning grammar a useful and memorable experience. When educators equip students with grammatical knowledge but limited communicative capabilities, learners are not able to fully develop their social skills or acquire pragmatic knowledge in grammar [3].

While studying ESL, many students experience high levels of anxiety to the extent that they burn out because school challenges them to perform to the best of their knowledge and skills [5]. The English language learning environment produces “burnout due to work overload, lack of control over the student’s work, lack of reward for contributions, lack of community, and lack of fairness” [8]. Teachers have resisted the change in instructional models and ignored new technologies and tools designed to advance educational practices, which ultimately inhibits the professional and academic growth of the students [6].

Regardless of their level of preparedness, second language learners experience complexities with grammar, vocabulary, and writing compositions.

The specific problem is to find ways to help ESL learners develop the textual quality and grammatical competence in speaking and writing by choosing and arranging sentence elements with confidence and, thus, gaining new identity through language autonomy. It is claimed that “the case study method allows investigator to retain the holistic and meaningful characteristics of real-life events such as individual life cycles, organizational and managerial processes, neighborhood change, international relations, and the maturation of industries”. The most common errors include using wrong tense forms, tense shifts, pronoun references, subject–verbs agreements, and sentence structure errors in writing. With extensive study of grammar, ESL students feel the need to improve clarity in communication due to the struggle with constructing their sentences and using them in unpredictable communication settings. The issue of grammar instruction will persist and continue to intensify if there are no alternative approaches to instruction delivery for developing language skills in ESL programs. Ellis [1] noted although some form of grammar instruction is important in ESL classrooms, the purpose of instruction is to provide implicit and explicit understanding and use of their knowledge in grammar. With much controversy regarding how to teach grammar and whether the focus should be more on form or as a process in a communicative language-teaching context, teachers need to understand the learning process their students are going through and gain research-based insights on how their learners could freely and naturally develop the capability to produce grammar rules in necessary contexts [4].

Literature Review. The article involved exploring the possibility of using nontraditional, alternative methods of teaching grammar through role-plays and simulations to culturally diverse students, helping them use grammar structures and rules spontaneously with confidence and motivation. The article explored the experiences ESL learners had to understand and determine the meaningfulness of grammar instruction in ESL classrooms through interactive techniques exploring culturally diverse students’ perceptions and experiences of these techniques. Although teachers often consider role-playing and simulations effective as teaching

tools, empirical evidence has been insufficient to prove students' academic performance and improvement, which makes the nature of these techniques subjective from the teachers' and students' perspectives.

Distinguished grammar and methodology experts have recommended role-plays for teaching grammar for over two decades, but no one has investigated role-playing and simulations through students' attitudes and perceptions and the effect of these techniques on increasing students' motivation and confidence in using grammar in unpredictable or unscripted settings.

Many students have indicated "simulation is a useful educational experience in relation to the learning objectives of the course". As noted that grammar instruction may focus on form if the focus of the tasks is on the rules and helping learners understand how grammatical structures function when they perform those tasks. Focusing on form while performing a task might result in achieving the process of understanding.

The article involved addressing the possible benefits of using interactive techniques such as role-plays and simulations in motivating students while learning grammar and reformulating the role and meaning of grammar instruction. The results of this research study might be useful to second and foreign language teachers as an alternative approach to teaching grammar. The teachers might assist students in learning to construct and improvise with grammar structures previously taught and build confidence and motivation in implementing theoretical grammar knowledge in practical settings. The results of the study included insight on what it means to build a new level of understanding and use grammar structures and categories for learners while they were playing and acting upon them. The results include practical suggestions to the ESL community to make the process of teaching and learning grammar a more meaningful and enjoyable experience.

The present article followed the traditions of qualitative research because the data collected were to obtain an in-depth understanding of the participants' perspectives [2]. The researcher was the facilitator of the grammar class, and by observing students' reactions, behaviors, and level of motivation, she explored the common experiences students with various cultural and educational backgrounds, ages, and genders shared when describing the interplay of role-playing and simulation techniques. It is noted that students gain knowledge through focusing primarily on pragmatic meaning. Therefore, the first assumption was that participants would develop a reflective use about grammar through acting upon the rules they learned and would develop confidence and motivation in using their knowledge. The process began with individual students' attitudes toward role-playing techniques and their awareness of grammar concepts taught in class. The study involved analyzing the meaning of these techniques for learners and gaining insightful patterns of interpreting them for efficient and pragmatic grammar instruction.

By using a stimulated recall, the study involved exploring the learners' thought processes or strategies and asking the learners to recall and report thoughts that they had while performing a task or participating in role-plays. When shown a videotape of themselves engaged in role-playing tasks, the students were able to comment on

their motivations and thought processes at the time of action. Aldridge and Goldman noted teachers' choices might limit or enhance certain opportunities for students, and teachers have to give careful consideration of what they teach, why they teach, and how the curriculum supports or marginalizes students. According to Aldridge and Goldman, strategies are effective if the teachers "consider their students' learning characteristics, such as delayed language development or lack of background knowledge, in the design and delivery of the curriculum content" and implement innovative instructional strategies and techniques. Teachers can accommodate their own teaching style and the preferences of learners, as long as they incorporate elements to promote learning in planning, teaching, and evaluating.

Research methodology. The degree of motivation of adult learners differs from child learners, which is rooted in different reasons. According to Knowles, Holton, and Swanson [5], adult learners bring a different set of experiences to the classroom. Consequently, instructing adults has a different approach and manner. Knowles et al. noted adults needed to be more independent in their learning and have a vast reservoir of experience. With rich resources for learning, adult learners learn best with experiential techniques. They choose to learn something to meet more immediate needs in their lives, whereas children learn because people tell them to learn things that will have some relevance in their future [5].

Similarly, it is noted the effectiveness of adult learning methods lies in learners' active involvement and practice in the process of acquiring the new knowledge. Knowles et al. noticed that if learners have the opportunity to use the knowledge they gain in the classrooms, they reflect more on their experiences to practice and have optimal results. The research literature includes clear evidence about the impact of teachers' beliefs on their decisions during instruction. Johnson [4] noted judgments greatly influence teachers' styles while teaching.

Studies showed that during instruction, teachers consciously make decisions about class tasks based on their beliefs; many resist the change and strongly believe grammar is central to learning the language. Knowing the students and respecting their cognitive limits is an important consideration suggested by Willingham [16]. Willingham cautioned educators about different levels of preparation, support at home, learning styles, and abilities.

Effectiveness of the teachers is in their ability to connect personally with students and organize the material in a way that makes it interesting and easy to understand. Schultz [13] noticed teachers and students in different cultures vary in their attitudes about grammar instruction and error correction.

Analysis and result. Lam [8] proposed oral communication tasks help learners manipulate or transform the material to the specific use and learning objective, gradually developing autonomy in the learning process. In Lam's view, students felt motivated when participating in simulated situations because they had to prioritize the body parts and justify the ranking of each part in a group discussion. The activity involved metacognitive strategies that helped the students tackle the upcoming discussion.

According to Lam, this innovative approach to English language teaching has the power to strategize students' ideas and develop awareness of their knowledge and

behavior, constituting an advantage over traditional methods of language acquisition. Because speech acts have been valuable in many studies, reflective-based techniques became useful in developing students' metacognitive strategies and teaching them to handle their speaking tasks.

Learners have the opportunity "to monitor their own language use, predict their linguistic needs, set goals for themselves, and evaluate their own overall success" [8]. For effective learning, students must be intrinsically motivated and self-regulated to engage in authentic activities of the target language culture. Therefore, techniques such as role-playing, simulations, and small-group discussions make that goal tangible and learning enjoyable.

In Krashen's [6] natural approach to language instruction, Krashen envisioned the goal of helping learners develop the capability to converse easily with native speakers without anxiety or fear, because an enhanced affective state will inhibit learning. Among several strategies, Krashen noted the importance of affective humanistic activities. Among efficient ones students noted group work, dialogues, paired interviews revealing information about themselves, and other activities activating imagination, because they encourage speech. Kumaravadivelu [7] also emphasized the role of interactive reflection, but stated that reflection should not be merely introspective, but interactive as well, involving students, colleagues, planners, and so forth. Like many dedicated practitioners, in Kumaravadivelu's view, teachers are planners and mediators of learning and teaching is a process of cultivating an environment of learning and implementing their knowledge. Kumaravadivelu saw the meaningful interaction between the learner and the teacher when they have the freedom to initiate and navigate talk actively, not just react and respond to it.

In many instances, Kumaravadivelu focused on instructional and attitudinal mismatches between teachers' and learners' perceptions. "By concentrating excessively on method, we have ignored several other factors that govern classroom processes and practices—such as teacher cognition, learner perception, societal needs, cultural contexts, economic imperatives". Therefore, teachers must design classroom procedures to realize the objectives of lifelong learning, keeping in mind the learners' needs, wants, and lacks and their current level of language ability. Researchers have emphasized the need to address the challenges for ELLs and to attempt to unlock their learning potential through culturally and linguistically appropriate intervention methods and contexts.

It is proposed a theory of art education and distance learning as alternative methods of instruction for disadvantaged English learners to improve their achievement to meet the minimum educational standards. Learners feel empowered in their quest for new knowledge when the learning is developed in collaborative culture. Larsen-Freeman [9] claimed innovative methods and approaches help teachers reflect on their delivery and the thought process that underlies their behavior.

Conclusion. It is essential to unlock learning potential through culturally and linguistically appropriate intervention methods and contexts. Although role-plays and simulations are not a secret in education, the limitations of their use include systemic constraints such as teacher energy and experience, prescribed curricula, or empirical evidence in academic tradition. The writer felt motivated and inspired by

the goal of gaining a richer understanding of the interactive techniques in the context of grammar.

The goal of the article was to add to the ongoing process of scientific discovery of grammar instruction by stimulating new ideas and instigating fresh questions in making the process of second language learning a more motivating experience. The article represents a different approach to grammar instruction in which process expertise is important to implement a structure that would facilitate successful learning outcome and participants' determination for success.

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