

A STUDY ON TEACHING AND LEARNING COMMUNICATIVE SKILLS IN ENGLISH AS SOFT- SKILLS USING ROLE PLAY METHOD IN ANDHRA PRADESH

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ABSTRACT

There are many methods of teaching and learning Communicative English as foreign language (EFL) or second language (ESL) at all levels in Andhra Pradesh, but they all rarely give the learners to use language in a right manner to acquire communicative English as Soft-skills, much time is used on teacher's talk, writing skills and reading skills, because, the attention is on scoring marks in written exams that never test Speaking skills and Listening skills. At the end such written exams give rise to cramming inclination in learners. As believed, the chief goal of the language teaching is to improve communication skills in English is ignored. This research study throws light on the importance of role play method as a theatrical technique for the development of communicative skills as soft-skills.

Keywords: Role Play, Soft-Skills, Teacher, Learner, Situation, Communicative, Scenario

INTRODUCTION

Role playing, as one of the best method of teaching and learning device can be interpreted as when learners are asked to imagine, that they are in a particular situation , either as themselves or as another person and are instructed to behave as they or their assumed person would behave in particular situation . Role play can also be called as simulation, a role play, theatrical art, drama, and game that are used interchangeably in different countries. Stimulation is also a role play in which, the learners play interactive roles that are common in everyday life, like going to shopping and reserving a hotel room etc. In case of a role play, the learners are instructed to act within a scenario or to identify with given well known or unknown roles and to interact with the other role players within the given socio-cultural scenario or situation. To prove that Role-play is one the best method of teaching and learning communicative skills in English as soft-skills in Andhra Pradesh.

OBJECTIVE OF STUDY

To prove that Role-play is one the best method of teaching and learning communicative skills in English as soft-skills in Andhra Pradesh

DATA ANALYSIS

The study was conducted using engineering students, school children and Soft-ware professionals by dividing into controlled and experimental group of 10 each, by giving them role play, drama, performance (theatrical technique) and simulation of different situations.

Scenario for Role Play

While selecting a scenario for role play, it important to give chance to the learners, to practice what they have learnt without practicing and to freely choose from an appealing situation themselves. Sometimes both the learners and teachers together can discuss and find situations of role play and note down few scenarios in real life. Film scenes can be useful to supplement the role plays. It is important to pick the scenario that helps to improve communicative skills in English especially for work place success.

Language Usage in Role Play

In the initial stages, it is strictly advised to employ American English language and vocabulary as it is easy to understand due to its simplicity. For example, if the situations of the role play is returning a Rice-cooker to the supermarket. The teacher can ask questions, such as 'In this situation what will you say to the saleswoman?', 'What will the saleswomen say? The teacher has to write what the learners dictate on one part of the white board. When it is done, on the other part of the white board, the teacher has to write useful expressions, asking the students, 'Can the Buyer say it in other words? 'What more can the saleswoman say?' This way of introducing new sentences and vocabulary helps the learners be bold in performing a role play. Hence is it important to choose right language and vocabulary in role play.

True Preparation for Role Play

The learners must be first supplied with complete and clear role description for confident role playing in an organized way. For instance, the scenario at the bus station, the person giving the information must be with relevant information; the time and destination of the bus, fare, distance, the arriving platform number, type of bus etc. In advanced level classrooms much detailed situations may be included on a cue card, a fictitious name, status, age , personality and fictitious interests and desires. The teacher must explain each role in a way that help the learners identify with the characters. It is more advisable to use second person 'YOU' rather than the third person 'HE 'or 'SHE'. If the role presents a problem, then tell the problem without supplying solution to solve the problem. At the basic level Cue cards might contain detailed instructions (Byrne, 1983) for example,

You Are an Auto-Driver

1. Greet the passenger and tell him where he wants to travel.
2. Say the fare; make some comments on present political situation, ask the passenger if he likes the present government leaders.
3. Answer the passenger's question. Boast that your daughter has won the school's Wimbledon championship competition. Ask the passenger if he likes Wimbledon.

If You Are a Passenger in an Auto

1. Greet the Auto-driver and tell where you want to go. Ask what the fare or expense will be.
2. Answer the Auto-driver's question and ask what kind of a Political leader he likes.
3. Say that you like Wimbledon a lot and that you learnt it in the schooldays itself when you were at Venezuela.

FINDINGS

This important teaching and learning method of English develops communicative soft-skills competences like oral and written communication, self-motivation and ability to adapt changing situations, dispute resolution or negotiation. Role play is enthusiastically attracted and motivated by the learners as it challenges their creativity, ability and skills to think critically, which lead them to speak more logically and confidently in a foreign language. It supplies a positive and cooperative environment to cope with behavior and feelings, brings life to descriptive subjects like Political science, sociology, economics, etc. Role play fills the gaps in the academic knowledge and real-life scenarios. Role play is the medium which helps the learners to get ideas about various situations through diverse activities taken from the scenarios of real life. It also motivates active, creative and learner-centered learning, gives speed feedback for learners and teachers as they develop work-cultural and socio-cultural interaction. In spite of all these advantages, this teaching method is used very rarely at the all the levels in Andhra Pradesh.

CONCLUSION

Hence we conclude that Role-play is one the best method of teaching and learning communicative skills in English as soft-skills in Andhra Pradesh Classroom.

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