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TEACHING FOREIGN LANGUAGE THROUGH EFFECTIVE WAYS OF COMMUNICATION AND ROLE PLAYING ACTIVITIES

Abstract: The article deals with detailed discussion on the elementary components of developing the much required interpersonal skills. It involves systematic and continuous process of telling, listening and understanding." It is essential to know and adhere to the various interpersonal skills to enhance the quality and output of the intended communication.

Key words: Language, teaching languages, methods, communication, the importance of role play, the usage of the activities.

Language: English

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Introduction

"The more languages you know the more you are human" The teaching and learning of English is riddled with several inherent paradoxes, contradictions and controversies. The learner is the nucleus of the whole process of instruction; and his age, previous learning experiences, aptitudes, interests, the time he devotes to the learning of a foreign language and other socio-economic factors determine the suitability of the curriculum, course materials and methods of teaching.

Any instruction that does not take into consideration the imperative needs of the learners, fails to achieve the desired objectives. It is therefore obvious, that the decline in the standard of English in different countries is the consequence of inadequacies of various degrees and at various levels of their educational system. According to psychologists, human beings learn the life experiences by words, because thoughts are made by words. Word is a central unit of a language: language first of all is the system of words. Learning a new language is basically a matter of learning the vocabulary of that language. Not being able to find the words you need to express is the most frustrating experience in speaking another language. Of course vocabulary is not the whole of the language.

Nevertheless it is possible to have a good knowledge of how the system of a language works and yet not be able to communicate in it; whereas if we have the vocabulary we need, it is usually possible to communicate. Anyone who learns a new language is likely to recognize more words than he can produce. It is difficult to produce a word correctly. Vocabulary can be defined, roughly, as the words we teach in the foreign language.

Analysis of Subject Matters

However, a new item of vocabulary may be more than a single word: : for example, *penholder* and *merry-go-round,* which are made up of two or three words but express a single idea. There are also multi-word idioms such as *take the bull by the horns,* where the meaning of the phrase cannot be deduced from an analysis of the component words. A useful convention is to cover all such cases by talking about vocabulary "items" rather than "words". It is also called mental lexicon that is **"vocabulary in mind".** It consists of the smallest independent meaningful units of speech. These units of speech are called words. The words

have word forms and meanings assigned to them. Words in mental lexicon create lexical networks.

Once activated a lexical item stimulates other associated lexical items and this causes activation of a bigger network.

Language is created and developed by the society, people only because of requirements of communication constantly accompanied to the labor and the whole life of peoples and its satisfaction turned out to be necessary. That is why the language as means of communication was and always remains the constant participant of all sides of society and activity of collective. Vocabulary work is inseparably connected with all the other aspects of the language:

a) With pronunciation: lexical meaning are expressed with the help of phonic means of a language: short and long vowels (fill-feel, knit-neat): - open and close vowels (beg-bag) - voiceless and voiced consonants (lad-let) *b) With morphology:*

c) With syntax,

d) With spelling: fair tale – fare tail;

e) With stylistics: father, pa, daddy, pop, old man.

It is a creative and vigorous unceasing process, rather than a brief exchange of information. This art and technique of imparting knowledge is a two-way procedure, and feedback is of critical importance for its completion. It is conducted between or among two or more personage. The system of sending information involves barter of ideas, feelings, information, thoughts, and knowledge by verbal (speech) or non-verbal (writing, behavior or signals) types of communication.

Research Methodology

Guidelines to Master Interpersonal Correspondence. Possessing competent communication proficiency is imperious for success in today's fast-paced life. It revolves around the relevant utilization of words, pace of delivery of words, voice control and body language. Apt contrivances should be administered to pass the right data at the right time for retrieval from quandaries. Communication protocols are codes of behavior or conduct and can be either written, oral, or through body language. A few of the techniques required for emphatic information transmission are discussed further in the article.

Audience Awareness. To be able to construct a passage to communicate efficiently, the receiver of the information or the audience should be well-analyzed beforehand. The following pointers should be adhered to: Attain a rough idea of the strength of the prospective audience. Age, sex, background and interest of the listeners should be given its due attention. Develop interpersonal relation with the receiver. The audience should not be able to question your knowledge on the subject. Include the element

of humor; it helps in connecting with the target audience. Do not get distracted by the activities performed by the audience like smiling, whispering, etc. Interact with the audience and give them a chance to put up their queries.

Engage Your Audience. An audience is concurrently processing both verbal and non-verbal cues. Body agitations are not generally positive or negative in and of themselves; rather, the situation and the message determines the appraisal. Orators, incapable to exhibit apt body stance convey incongruous attitude and are ignored or kept at bay; while those efficiently equipped with them are looked upon and well respected.

Speak through the eyes. Whether you are speaking or listening, indulge in visual communication with the receiver to make the interaction more thriving. Eye contact exhibits interest and urges your partner to pursue you in return.

Use gestures. Gesticulation with hands and face contribute to effective communication. Let the whole body talk with appropriate actions. Soft gestures should be exhibited for individuals and small groups; more prominent ones should be used for a larger set of audience.

Body language. Body language can portray much more than a morsel of words. A welcoming mien with pacified arms indicate compliance, wherein hunched shoulders and crossed arms demonstrate reluctance towards striking a conversation. Often, communions cease even before they are initiated pertaining to the inappropriate bodily gestures. Assuming a suitable posture and cordial carriage, structures an easy flow of dialog.

Appearance. An individual's physical appearance and attire create a definite impact. This is because, people create an opinion about what they get to see from the physical appearance and respond in accordance with it.

Choose Your Words. Cherry pick the words. Proper usage of appropriate and apt words is of utmost importance. Some of the pointers to be summoned before starting a conversation are:

Enunciate your words. Speak distinctly and avoid murmuring. If people are always asking you to repeat yourself, try to do a better job of articulating yourself in a better manner.

Pronounce your words correctly. Accurate pronunciation of words with due stresses wherever required must be practiced. Competency is judged through the vocabulary; thus if skeptical about a particular word, the usage should be avoided.

Use the right words. Exempt from using the words for which the meaning is not known. This is so that the words communicated are easily understood by the listener. Preferably, speak in a formal tone until you get acquainted with the person you are having a conservation with.

Slow your speech down. The speed with which the words are thrown must be such that audience can keep pace with them and are able to understand the orator. However, the speaker should be careful not to slow down to the point where the audience begins to complete the sentences just to help him finish.

Use Your Voice. A piping or raucous voice is not perceived to be one of authority. Thus, the orator should be conscious of the pitch and adhere to modulation of voice. Few of the key points to bear in mind are:

Develop your voice. An acute or mellow voice can make the speaker sound like a prey to an belligerent colleague or incline others not to take you seriously. Proper variation in pitch and pace of the voice improves the quality of speech.

Animate your voice. Refrain from adhering to a monotone, that is, a single unvaried pitch level in speech and instead use a vigorous and animated tone. The timbre of the voice pitch should escalate and soften periodically; radio jockeys are an apt example of the same.

Use appropriate volume. Speak in a subdued tone when communicating upfront in person and when you're alone and close; on the other hand, try to speak vehemently and in a high tone when addressing a large group. Since the world is so preposterously distinct and contrasting, it offers a colossal range of means to communicate.

Role playing as a teaching methodology is the conscious acting out and discussion of the role in a group, as it is one of a whole gamut of communicative techniques which develops fluency, promotes interaction in the classroom and increases motivation.

Larsen-Freeman pointed out in her book "Techniques and Principles in Language Teaching" that

"Role-plays are very important in the Communicative Approach because they give students an opportunity to practice communicating in different social contexts and in different social roles."

According to Brown, *"role-play minimally involves giving a role to one or more members of a group and assigning an objective or purpose that participants must accomplish."*

Role-play is not only a type of simulation activity that allows students to be creative in the classroom but also it could be viewed as a type of problem-based learning, it is distinctive in that students act out the given scenario in "real time." Role play exercises give students the opportunity to assume the role of a person or act out a given situation. These roles can be performed by individual students, in pairs, or in groups which can play out a more complex scenario.

Role plays engage students in real-life situations or scenarios that can be "stressful, unfamiliar, complex, or controversial" which requires them to examine personal feelings toward others and their circumstances. Role play exercises "are usually short, spontaneous presentations" but also can be prearranged research assignments.

They can be effectively used in the classroom to:

❖ *Motivate and engage students*

❖ *Enhance current teaching strategies*

❖ *Provide real-world scenarios to help students learn*

❖ *Learn skills used in real-world situations (negotiation, debate, teamwork, cooperation, persuasion)*

❖ *Provide opportunities for critical observation of peers*

Ladousse offered a new understanding of role-play by redefining it as *"an educational technique, known to generate a lot of fun, excitement, joy and laughter in the language class as 'play' itself guarantees a safe   environment in which learners can be as inventive and playful as possible"*. This idea of role-play, in its simplest form, is to give students opportunities to practice interacting with others in certain role.

There are usually *three stages* to doing a role play in class:

1. Teacher prepares the children for the role play by setting up the situation and making sure the children have the necessary language.

2. Children do the role play

3. Teacher observes them noting down comments in preparation

At this point, it is important not to interfere unless absolutely necessary. Once the role play is finished, the teacher organizes reflection and feedback:

- **on the process** *(how the children did the activity)*

- **on the** product (how it turned out)

In practice, *the basic steps in preparing a role play* could be:

❖ introduce or elicit and practice the language the children need;

❖ introduce the characters: here you might give the children a role card with the information they need to play their role;

❖ introduce the situation and present the children with the task;

❖ practice some typical dialogues in a more controlled environment;

❖ do the role play;

❖ feedback from the teacher and children: how did the children do the task and how well did they complete it?

While doing role-play, the students have an opportunity to interpret their roles in the target

language creatively. The teachers seldom interfere when the students make mistakes and this will decrease the anxiety of most shy students. Also since role-play is much like doing a mini-drama, the students know that they are not displaying their own personalities. Moreover, while doing role-play, the students who are better at acting than speaking can have a chance to participate. They can express themselves by both words and actions, which will allow them to engage in the class activity instead of sitting or standing still in a normal classroom.

Analysis and results

These Role Playing activities are used in teaching foreign languages.

*Constructive attitude.*The attitude that accompanies the discussion affects your interaction with others. Favor patience, honesty, optimism, acceptance and sincerity in respect to the audience.

*Effective listening skills.*Acquiring proficient vocalizing skills is essential but not adequate; realizing the importance of efficacious listening and practicing it is of pivotal relevance. Refrain from the impulse to hark the other in a limited and prejudiced fashion, but pay unimpaired attention.

Studies have shown that role-play can be used effectively to improve students not only language skills, but also interpersonal and communicative skills. So, implementation of role playing activities in language teaching is pivotal, as:

➢ It enables students to learn and practice the target language in meaningful context

➢ It improves students' different skills needed for the language acquisition process

➢ It motivates students to be interested and involved in learning

➢ It creates low-anxiety learning environments for students

➢ It offers students a variety of experiences and improves their 4 language skills

➢ It helps to improve students' cultural and nonverbal behavior.

So, role playing activities are usually more successful if they involve problem solving or if there is a task to be carried out, rather than simply acting out a situation until it runs out of momentum. The effective use of different types of role-playing activities can enable the teacher to provide students with the opportunity to practice the target language in a variety of meaningful contexts. By practising the target language in different roles, students consolidate and review their knowledge of word order, phrasing, and punctuation that contributes to the meaning of a written sentence. The use of roleplaying in learning and practising a conversation not only consolidates the students' knowledge of certain vocabulary and grammar used in similar situations but also brings home to the students some aspects of behaviors, such as the skills of starting a conversation and the development of good human relations. Therefore, role-play clearly promotes effective interpersonal relations and social transactions among participants.

In Conclusion, we want to say that role playing activity is an essential part of the learning process. It is a very thorough activity for applying integrated knowledge.

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