



ROLE-PLAYING GAME

Role-Playing Game as Effective Method of Learning a Foreign Language at School

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1. INTRODUCTION

The importance of the topic is caused by that the knowledge of foreign language could be seen as a public value. The geopolitical processes which are intensively going on the last decades, activization of cultural dialogues, political and economic contacts between the countries have raised the pragmatic importance of foreign languages knowledge.

It causes a necessity in development and introduction of strategic decisions, concerning the whole system of language formation. In this connection, the modern technique of foreign language learning has been proclaimed as active and communicatively-focused. According to this approach, language can be acquired only as the tool of thought in the communicative purposes, because during the dialogue the communicative maintenance is not only transferred, but also created as a result of cogitative speech activity.

As practice shows, it is impossible to achieve an unprepared speech on the basis of the training exercises only. The students, who have learned to operate with material freely enough during the training exercises, appear absolutely helpless when they should use the same material in conditions of natural everyday dialogue. Modern communicatively-focused approach of foreign language training rejects the given proclamation and demands activization of material during the whole training process.

The usage of the organized role communication during the lesson of foreign language allows the teacher to solve a problem of communicative skills formation in specially worked out vital situations. Role dialogue is realized in a role-playing game - a kind of educational dialogue which will be organized according to the developed scheme, by the distributed roles and interrole relationships.

Despite of a plenty publications, related to theories of role dialogue, there are still many questions concerning this difficult problem that have not received a substantiation and unequivocal decision, right up to absence of a common opinion what the role-playing game is.

There is no, in particular, a unity in classification of roles, the concept "role-playing game" is differently defined, of preparation technique and carrying out the games considering the students' special need. Thus, the necessity to use the role-playing game during the language learning educational activity and insufficient development of theoretical and practical questions on that topic has defined a topic of the research.

The research purpose: to develop and check up the role-playing game in practice working on the theme "Shopping" (for beginners).

The research object: the role-playing game as the form of educational activity for the beginners.

The research subject: the features of the role-playing game as communicatively-focused form of educational activity.

The research hypothesis: keeping the key rules of development and carrying out the role-playing game considering the age and special needs of students, this communicatively-directed form of work appears irreplaceable during the development of communicative skills at the lesson of foreign language.

Realization of research purpose was carried out during the decision of the following interconnected problems:

- Studying the basic approaches to concept of role-playing game;
- Revealing the major factors influencing the success of carrying out the role-playing game, taking into account the age and special needs of the students;
- Studying the rules of the role-playing game and get acquainted with its basic stages;
- Trying out the role-playing game during the English language lesson with the subsequent analysis of the results.

The theoretical and empirical research methods were used in order to carry out the tasks stated above:

- The analysis of the pedagogical, psychological literature concerning the given research;
- A method of scientific supervision and generalization of pedagogical experience;
- Methods of psycho-pedagogical diagnostics: supervision, discussion, testing, etc.;
- Introspection.

The research has been made in the High Folk School of Lahti in the Finnish group (beginners) who were studying the English language as the optional course besides the school. 2 groups (30 students) have taken part in the experiment. The experimental role-playing game was held at English language lesson. Students were 13-14 years old.

The theoretical importance of research: role-playing game is developed for beginners class in English.

The practical importance of paper is defined by real opportunities to use the typed material at the lessons of English language.

Paper consists of introduction, two chapters, conclusion and references.

In the theoretical part a role-playing game is considered within the framework of communicative pedagogic, the communicative device of role dialogue is analyzed, theoretical approaches are stated to a problem of role-playing game as well as factors influencing its success among which the special place is allocated to the age and specific features of the students.

In the practical part there are recommendations about preparation of the role-playing games, the description of exercises and receptions which precede the game, the features of the organization and carrying out the given form of work at the lesson of English language.

2. ROLE-PLAYING GAME IN THE FRAMEWORKS OF COMMUNICATIVE PEDAGOGY

2.1 Psycho-Pedagogical Features of Role-Playing Game

The communicative linguistics has had a big influence on a teaching technique of foreign languages, having put forward the attention to such problems, as the situational-caused training of oral speech activity, typology of texts and situations, development of the communicatively-focused exercises, and, at last, the wide usage of role games.

As it is known, the purpose of foreign language learning is learning to communicate. Process of communication cannot be separated from a situation which is the "channel" of communication. The cumulative situation includes individual set which, being units of communication, act as its substantial characteristic at all levels. Thus, *the situation is the form of communication, the unit of communication*.

Role-playing game represents a conditional reproduction of real practical situations by its participants, creates the condition of real communication. The learning efficiency is caused here by explosion of motivation, and increase of interest towards the subject (Rabinovich, Baller etc., 1983).

There are two different types of motivation: extrinsic and intrinsic. Intrinsic motivation to study is evident when students engaged into learning process for its own sake; they have a willingness to study. Intrinsic motivation is "the desire to engage in behaviours for no reasons other than sheer enjoyment, challenge, pleasure, or interest" (Lepper et. al, 2005).

In this case the educators "create, through the teaching, opportunities that can evoke motivation in students". "Intrinsically motivated students actively engage themselves in learning out of curiosity, interest, or enjoyment, or in order to achieve their own intellectual and personal goals" (NWREL, 2001)

Role playing help to engage students into learning process thus arising motivation:

- The creative aspect of the exercise will make it seem more like play than like work.
- The pressure to solve a problem or to resolve a conflict for their character can motivate a student far more than the sort of pressure that they usually face preparing for an exam, and it is far more typical of the pressure that will be on them in real life.
- Role-playing exercises are particularly useful in courses for non-majors to emphasize the intersection between science and daily life. Popular geosciences role-playing scenarios generally deal with hazards and environmental issues that combine natural and social sciences

Role-playing wins popularity among the foreign language teachers. The idea to apply the role behavior has received reinforcement from the roles theory developed by sociologists and socio-psychologists. The social environment, where person is born, is his/her primary socialization, where social experience set in the language is acquired. It is natural, when mastering foreign language as means of communication it is necessary to recreate the conditions similar to conditions existing when learning native language. In this connection sociologists speak about the secondary socialization simulating the first one. Social roles within the frameworks of secondary socialization have inevitably artificial, conditional character. The evaluation of conditional

character can be different: transformations into real people, literary characters, fairy tales' heroes, etc. The conditional and transformation element is inherent in all types of role game.

Thus, communicative teaching assumes that process of learning builds as a communication process model. It is quite clear, that first of all it will demand a modeling of situation as a unit of communication. In fact in communicative teaching the situations are not used at its final stage of material mastering, they are not the postscript to communication, but its *intrinsic basis at all stages of material mastering* (Rabinovich, Baller etc., 1983).

Communication can be considered **substantially and functionally**.

The substance of communication is made by 3 basic types of activity: converting, cognitive and complete-oriented (Kagan, 1988). The given types of activity are carried out in the certain spheres and areas of reality. The communicating people play the certain roles: social, inter-effective, in-group, interpersonal. Dialogue is carried out on the basis of the basic organizational forms: an establishment of relationships, questioning, planning and coordination of joint activity, condemnation or approval, discussion of activity results. Communicative problems are realized during the dialogue. The integral component of communication is the participants' presupposition including: knowledge of a situation, the form of activity, the partner, etc.; an experience of individual and joint activity, skills, habits; readiness to join into situation, the certain condition.

As the independent kind of activity communication has its all characteristics from the functional point of view. Mutual relationships are **subject** of communication and the activity of communicating people is forward at them. The purpose of relations and accordingly the **result** of communication are directed at the modification of mutual relations. Any change updates a subject and "proceeds" dialogue. The main "engine" of communication, however, is its **product**, which is an interpretation of information.

If substantially the situation is a **unit** of communication, functionally it is the act of communication. It, testifies its multidimensionality.

Thus, considering these both aspects, I consider communication is *the way of supporting a person's vital ability as individual*.

It is necessary to simulate a leading component of a situation - **mutual relations** which are an attribute of all variety of situations - for realization of an adequate modeling of such multi component system as communication.

By consideration of the conceptual device of language communication it is found out, that role relations can be divided on symmetric and dissymmetric (Milrud, 1991). Communicators are carriers of the same social roles in symmetric role relations, for example, student - student, teacher - teacher, brother - sister, etc. Such communication situations are directed on skill development to build mutual relations with the carrier of an identical role. Dissymmetric relations are observed when participants of dialogue are characterized by different social attributes. For example, student - teacher, student - teacher subordinated - chief, etc.

Dissymmetric relations teach to build speech behaviour according to the role and the status of the partner.

Role relations between participants of dialogue are the key parameter defining character of a situation

So, the basic function of a situation is to reproduce the real life communication during training in its motivational, substantial and functional (for training) plans.

The offered definition of situation enables to recreate different situations and to operate them. Thus it is necessary to get acquainted the concept “situational position” (Rabinovich, Baller etc., 1983).

Consideration of a situation in functional aspect - as a form of organization of training process is not less important. In fact a situation as a system of mutual relationships does not appear itself and is not recreated during training, but is the result of the whole complex of objective and subjective factors. For a designation of such complex of factors we use concept a situational position.

The situational position represents the integration of objective and subjective components of communication. The precise understanding of a situational position, revealing its all components and interrelations between them can be a precondition of modelling of real dialogue and its adequate reconstruction for communicative training, in other words a basis of such organization of training process which will be operated to a great extent. Therefore it is necessary to define the components of a situational position which cause the mutual relationships between communicators.

These components are: 1) type of activity; 2) sphere of activity; 3) form of activity; 4) subject of discussion; 5) event; 6) place; 7) time; 8) presence of the third parties; 9) external data; 10) objects-signs; 11) social status; 12) speech status; 13) mutual relationships (-the objective side of SP); 14) world outlook of communicator; 15) moral qualities; 16) strong-willed qualities; 17) feelings; 18) interests; 19) interaction role; 20) interpersonal role; 21) knowledge; 22) experience; 23) condition; 24) communicative problem (-the subjective side of situational position) (Rabinovich, Baller etc., 1983).

Objective and subjective components correspond during communication, supplement each other, the certain interrelations are formed between them. Situational position is an intermediate link between the original (process of communication) and its model (process of training). Leontev (1973) has stated a fruitful idea that changing these or those factors of a situation, it is possible to operate the students’ statements and to direct them. A variation of separate components of a situational position, drawing up of their certain combinations can be means of modelling of the various situations adequate to real communication. It means that situations can be designed in advance, and then purposefully recreated.

On the basis of stated above the definition of a situation can be following: *situation is an universal form of functioning process of communication, existing as integrative dynamic system of socially-status, role, active and moral relationships of the communicative subjects, reflected in their consciousness and arising on the basis of situational position interaction of interlocutors.* Such understanding of situation enables to model it in educational process and to create the conditions adequate to real (Pavlova, 1994).

The methodical concept such as **situational role** is not less important. Training and bringing up opportunities of role communication can be realized to the full only under condition of correct

selection and giving the roles, a bright way of role presentation, students' correct orientation in role features, as well as under condition of effective exercises application by means of which students train to execute different roles, etc. (Rabinovich, Baller etc., 1983).

The training-role situation, which component is the situational role, can represent itself both maintenance as well as method of training. The result of training should be a skill of the student to operate in a role of own I, meaning to be a student, son, friend etc. In these roles he/she acquires and applies the language material which is defined by the curriculum. Student is not required to act in a role of the conductor, teacher, cosmonaut, etc during the training. But these roles attract students. Therefore in a second type situation there are roles which we consider from a position of training reception. They are not included in the training maintenance, but allow organizing training process of mastering language material and its recurrences variously.

The following circumstance is important too. The maintenance of training at each stage is defined by type of leading activity. There is "a complication of the information exchange" which renders a big influence to the semantic maintenance of the speech. It was marked, that the maintenance of students' speech falls outside the frameworks of the first-hand experience (Publication of Moscow University, 1990). For this reason it is needed to include the situations (roles) into the educational process which are falling outside the frameworks of students' first-hand experience that are not the component of the training maintenance. These roles can be different.

It is known, that roles are traditionally subdivided into three groups in social psychology: social, interpersonal and psychological (Publication of Moscow University, 1990).

Social roles which have the generalized character, the actions within the frameworks of known stereotype (a doctor, a patient). The only environment of communication during the lesson is professional (studying, lesson), and all others act as simulated: social (in the minimal degree), family, sphere of games and hobbies. Social roles can carry not only generalized (the sportsman, the singer, the composer), but also the concretized character.

Let's look at **interpersonal roles**. Social psychology says that people mutual attraction and pushing away is distinguished in each concrete case. Reaction of each person depends on certain qualities of those with whom he/she starts dialogue. The interpersonal role is imposed on social, brings the certain nuances in character of dialogue: not simply a neighbour on a school desk, but also end; not simply a schoolmate who is engaged with you in sport section, but also a competitor etc. Playing various roles during training, students learn to express own attitudes towards the different phenomena of reality.

Psychological roles. The person's specific features are shown the brightest in them. The psychological roles can be divided into 3 groups conditionally: the roles describing the person positively; neutral roles; the roles containing the negative characteristic of the person. The opportunity to estimate events and facts from different positions expands the social experience of students, teaches to communicate. Such roles can have also the generalized and concretized character.

In the certain sense, psychological roles borrow position between social and personal roles. As social roles they define a place of the person in a system of public relations and help to program the language material; as interpersonal roles they set the person's attitude to a subject of

conversation, to the interlocutor, because every such role comprises the rich information about the character's personal traits, his actions, the facts of the biography.

The fairy tale characters set the most rigid stereotype of behavior, having the precise and unequivocal psychological characteristic. Roles of literature characters precisely define a stereotype of behavior also, though the psychological characteristic here is richer and more various. The characters of textbooks often do not have the bright psychological characteristic, but they have an advantage: the real samples of their speech behavior are given in the text. Having realized the logic of characters' actions, students may develop a situation. It develops their imagination and influences the development of their speech ability solitarily.

Thus, the purposeful inclusion of role communication elements into educational process will allow approaching the educational communication to natural process of interaction (Arefeva, 1988).

Today the necessity of teaching the foreign language in the group as communication is obvious. Personal- interpersonal communication: teacher - group, teacher - student, student - group, student - student, etc. must be taken into account. The usage of role-playing games gives good opportunities for educational process activation.

2.2 Psycho-Pedagogical Features of Role-Playing Game

As it is known, motivation to study is the greatest significance in the organization of educational process. It promotes thinking activation, causes interest towards this or that kind of activity, performance of this or that exercise.

The distinctive feature of role-playing is its primary placing on storing (which is provided by creation the atmosphere of emotional rise during lessons). **Role-playing game** - the method related to the group of active ways of training the practical mastering of foreign language (Gashkova, 1998).

In different languages the term "game" corresponds to concepts of joke and laughter, ease and pleasure and points out to the relationship of the process with positive emotions. Discrepancy of the maintenance of game action and its making operations leads that a person plays in imagined situation, generating and stimulating the process of imagination: work with the images, penetrating all the game activity, stimulates the processes of thinking (Kitaigorodskaja, 1982). The top evolution of game activity is a subject or role game that according to the terminology of Vygotski is the "imaginary situation" is (Azimov and Zukin, 1999).

The intensive method uniting an educational situation with the real communication is based on high motivation of communication. This motivation is reached, in particular, using the game stimulus included in all kinds of teaching materials. An awarding of a prestigious social role to each student and a constant attention to his/her individual importance helps to remove the psychological barriers of communication what is a necessary condition of successful training assignment. A role - mask that helps the student to show those sides of the person which he/she considers to be possible to open in the communication, and, on the other hand, a conditional character of a game allows to hide those sides of individuality which the student would not like to show to the group. The construction of the lesson is made in such manner that the benevolent attitude to the student removes a fear before a possible mistake (Rabinovich and Saharova, 1991).

However, there is no unity of opinions concerning the term "role-playing game" in the theoretical publications. Some authors see role game as playing short scene, discussions on a free topic, reading by roles, staging of one-act plays, etc. (Livingstone, 1988). As consequence, separate authors have a primitive understanding of role game essence and its role in educational process as testifies with examples of role games in separate publications. Meanwhile as during role games there should be a close and active connection of students' skills and socio-cultural reality of language under study with direct participation of the teacher, use of textbooks and other means of teaching. The role game constructed by such principle stimulates speech activity, promoting formation of stronger skills. I agree with Milrud (1991) opinion, that the situation of role communication can be a stimulus to development of spontaneous creative speech only if it is dynamical, instead of static, and is connected with certain problems and communicative problems. "The participants of the game should be put in conditions when it is necessary to find out the social, emotional and cognitive sides of interpersonal relations" (Milrud, 1991).

Thus, *role game* represents the conditional reproduction of real practical activities of people by its participants, creates the conditions of real dialogue. Boldova (2000) mentions that learning efficiency is caused here by explosion of motivation, increase of interest towards a subject.

The role-playing game is a specially organized lesson demanding a pressure of emotional and intellectual forces (Stronin, 1984). A game always assumes a decision-making on how to act, what to say. The desire to solve these questions intensifies the cogitative activity of players. The rich training opportunities of game are not put under doubt if to assume, that a student will communicate in foreign language. The game is a captivating activity which is attractive for the teachers as well: dominant activity of students is communication while for the teacher each lesson is directed on achievement of the concrete educational aims. Students do not realize sometimes that they improve their language skills, because of strong illusion of real communication (Stronin, 1984).

Role-playing game represents a small situation which construction reminds drama composition with plot, conflict and characters. During the game situation is played a few times and each time in a new variant. But at the same time a game situation is a real life situation. Despite of precise conditions of game and limitation of a used language material, there is always an element of unexpectedness. Having heard an unexpected question, a student immediately starts to think how to answer it. Therefore the game is characterised by spontaneity of speech.

Considering the aforesaid, Stronin (1984) considers a game as *situationally-variant exercise* where the opportunity speech sample could be repeated in the conditions close to real communication with inherited attributes – with spontaneity, purposefulness of speech influence and emotions. Zukin (2004) considers role game as *imitationally-modelling game*, expanding its category till possible methodical reception and means of learning the foreign language. Academician Elkonin (1978) who studies the history of role-playing game occurrence formulates the important statement for the theory of role game: it arises during the historical development of a society as a result of individual's change of a place in system of public relations. Its occurrence connected with quite certain social conditions of individual life in a society but not with action of internal, congenital instinctive forces (Elkonin, 1978).

On the basis of the concept analysis of “role-playing game”, the following definition can be formulated: *Role-playing game - the game form of the educational activity organization, carried out according to the developed plot, the distributed roles and the planned communicative problem by a teacher.*

The analysis of role-playing game as a form of the educational activity organization, some words should be said regarding its functional aspects.

Communication context: Games provide what Elkonin (1978) calls "meaningful contexts of genuine communication." Students need not mimic the contrived, artificial, and stilted language of textbook conversations but can attempt to formulate appropriate language to express their own thoughts and emotions. Once the student has something to say, the teacher can act as a counselor to perfect that communication.

Group-building: The teacher who is aware of the importance of the affective domain does everything in her power to make the classroom a friendly and supportive place. The relationships and interactions among students are dynamics which play a critical role in determining the success of a class. Small group work fosters greater intimacy and cooperation among students and provides an opportunity for them to use their pooled knowledge to solve problems.

Student participation: The primary role of the teacher is not to "teach" but to set up situations in which the student can learn. The old adage that "you can lead a horse to water but you can't make him drink" is particularly apt for learning. It is the student who is finally responsible for his own learning and he must play an active role in that process. Student-centered classes try to reverse the traditional situation in which the teacher is the actor (i.e. active) and the students are the audience. Small group work, as discussed earlier, is a way of assuring that the teacher has a less obtrusive role to play. While playing role games, the students may entirely forget about the presence of the teacher, which means that they are absorbed in their task and focusing their attention where it does the most good.

Incidental or spontaneous learning: Spontaneous, unconscious learning can be put to good use in the language classroom. Observers have noted that when excessive attention is given to the performance of an action, failure frequently results. When a pseudo-objective is set to absorb the attention of the participant, the real objective is frequently achieved without special effort. If a student is drilled on a sentence pattern, he may make errors because of his very attention. But if the student's attention is distracted by some unrelated task such as playing a role game, the forgotten linguistic objective may be fulfilled effortlessly. Thus, sentence which in usual training exercise would be apprehended by students indifferently mechanically gets the importance in role game. In fact the emotion accompanying this sentence, gives the natural meaning to it, establishing direct relations with a situation and creating favourable conditions for remembering.

Educational function: students get acquainted with basics of theatre technology. The teacher should induce them to take care of a simple requisite. Any invention is encouraged because the opportunity in this respect is limited in usual educational conditions. The transformation itself promotes the expansion of a psychological range. Here it is possible to talk about psychological function (Elkonin, 1978)

Thus, role game possesses the great opportunities. It promotes the development of cognitive activity of students when studying a foreign language, bears the considerable moral beginning in itself as it does a mastering of foreign language joyful, creative and collective.

2.3 Age and Individual Features of Students as Important Factors of Role Game Success

One of the core questions during preparation and carrying out of role game is a question about historical origin of the childhood periods and the maintenance of psychological development in each of these periods, a question of modern child's psychology.

There is scientifically proved assumption, that the periods of children's development have the history; historically arose and the processes of mental development occurring in separate time pieces of the childhood (Zimmaja, 1991; Lemaskina, 2002; Jakobsson, 1969). First of all, the teacher should have a sufficient knowledge of students' age.

It is necessary to take into account that the groups under study are in initial stage of learning a foreign language. It allows putting the basics of the communicative competence that is necessary for further development and perfection in studying of this subject. A long period of time is needed to put the basics of the communicative competence because students should familiarize themselves with studied language as means of communication. That means, that they have to learn to understand a foreign language speech by hearing it (audition), to express the ideas in that language, to read, meaning to understand the text and to write, that is to learn the spelling while carrying out the exercises. To put the basics on each of the listed speech activities, accumulation of the language means is necessary. They provide the functioning of each speech activity at elementary communicative level, allowing to pass to the new step of their further development.

The first stage is important also because the success in mastering a subject at the following stages depends on the training at this stage. The methodical system that is put in a basis of learning a foreign language is realized at this stage. That allows the teacher to enter into this system from the first steps and to carry out teaching and educational process according to its main requirements.

As is known, construction of the first stage can be different concerning a language material, its volume and organization; sequences of oral and written speech formation and development; conditions in which teaching and educational process is carried out; disclosing of potential opportunities of the subject itself in the decision of the educational and developing problems facing the school.

Let's address to the scheme of age stages developed by Kitaigorodskaja (1992). In the basis of the scheme lays the idea that any age of human life corresponds to the certain type of activity. The corresponding psychological new formations are arisen and formed in each leading activity. Their changes characterize the change of the age stages. According to the given scheme the following sequence of types of leading activity formation is allocated:

- Directly emotional communication;
- Manipulation subject activity;
- Game activity;
- Educational activity;
- Socially useful activity;
- Professional study activity (Kitaigorodskaja, 1992).

Psychological researches show that while learning of foreign language is carried out, students' development passes a few age stages between the age 10 and 16. It is necessary to consider, the

younger school age is preceded to early form of leading activity. It is role-playing game. Learning is a leading activity in age of 7-11 (Arian, 1985). Brightness and spontaneity of perception is characteristic of younger school age. Children participate in any activity offered by the teacher with pleasure. Novelty of student's position provides the emotionally positive attitude towards it. The main thing is that teacher constantly supports this attitude approving each child and his/her activity (Milrud, 1987).

All these age psychological features should be considered by teachers during training. Such age periodization is not established once and for all. Change in training conditions and education (educating children from earlier age) makes change in the maintenance of leading activity, shifts the borders of the periods of students' development.

Transition from one leading activity to another occurs in the form of interaction of old and new ways in behaviour. Earlier generated features of the person are kept during the period when new personal features appear and are actively formed, and during the fullest development of the last preconditions for other qualities of the person are created. They correspond to new leading activity and the next age stage. Game as one of reflection forms of leading activity can correspond to the reached age, to return to earlier forms of behaviour, to advance a corresponding age stage and to promote a preparation for the new leading activity.

As a result of studying the practice of teachers' work and the theoretical analysis of a problem there was an assumption that role game can be used effectively at foreign language lessons in view of the main rules of leading activity theory and of the maintenance of the age stages of students' development, researches of communication problems and speech activity (Arian, 1985). Role game becomes the valid stimulus to communicate in foreign language only in the case if it is close to each student on those components which the study-speech situation includes, on activity which it should supply, on formulation way, on communicative problem character, etc. Hence, the teacher has to consider both age, and specific features of students while developing the role game.

It is known, that each person's unique individuality develops from the set of uncountable quantity of characteristics. For the teacher, who solves a number of educational problems simultaneously during the lesson, it is quite difficult to consider all specific features of students. Therefore during the search work, a group of teachers led by Vaisburd and Kuzmina (1998) have defined such specific features which are most essential when teaching a foreign language (orally-speech) communication and are accessible to the teacher's diagnostics. Also the literature analysis on psychology and teaching technique (Kazanski, 1994; Kon, 1978; Leontev, 1973; Polakov and Bim, 1996; Stoanovski, 1993) has shown that the specified group of characteristics are:

- 1) features of student personality orientation (motives, interests, and propensity) as the support on them allows to provide a high level of educational and communicative motivation;
- 2) socio-cultural, age features, communicative competence, emotions, extroverting/introverting, the student status in educational group, self-estimation.

Taking into account these features allows to create favourable conditions for students' preparation to the natural communication. The teacher of high school can define the named features of students, being guided on questioning, conversations with students, their parents, other teachers, the school psychologist; neither the diagnostic equipment, nor the techniques demanding special psychological knowledge for data processing are needed for that purpose.

Clarification of students' interests and inclinations is not the difficulty for the teachers. By means of questioning and conversations the teacher can quickly find out how the student spends the leisure time, what books prefers, what films likes to watch, what are his/her dreams, what he/she preferably discusses with friends or the parents, what themes in conversation tries to avoid. It is important to remember that the motivational sphere of the teenager is unstable; therefore it is desirable for the teacher to be well informed about interests and propensities of children.

Diagnostics emotions and extroverting/introverting, i.e. typological features of students, and their self-estimations represent the greatest difficulty for the teacher. For reception of trustworthy information about these features without special devices, the professional skills of psycho diagnostic techniques application are required. This kind of professionalism cannot be demanded from the teachers.

Certainly, the teacher can use questionnaires, to define the specific features of the person, which are published in the scientific literature (Kazanski, 1994). However at processing the received data from questionnaires it is necessary to be careful and consider the following. Vaisburd and Kuznetsova (1998) admit that when working with questionnaires students interpret separate questions in own way quite often, and even do not understand some of them sometimes. Working with the questionnaires demanding unequivocal answers "yes" or "no", students are often hesitated with a choice of the answer. Psychologists warn, that 1) people inherent so-called "aim at the answer" - predisposition to answer the questions in the certain way; 2) situation itself, where the questioning occurs, influences on the character of answers (Kon, 1978). That is why it is desirable to repeat the procedure, to compare results with parents' opinions, other teachers and school psychologist to get a more objective data.

Practice shows, that the observant, skilled teacher can define the typological features of students, their self-estimation on "vital parameters" (Vaisburd and Kuzmina, 1998) though he/she often does it intuitively, subconsciously. "Young" teachers can experience the biggest difficulties here.

In the given work there will be a try to combine the factors which will help the teacher to define students' typological features and self-estimation. The literature analysis (Arian, 1985; Denisov and Mezenin, 1991; Eluhina, 1990; Zaremskaja and Slobodchikov, 1983; Kagan, 1988; Kazanski, 1994; Masliko, 1975; Negnevickaja and Shahnarovich, 1981) has allowed to allocate the description of following external attributes of individual features.

For example, choleric possesses a fast and passionate speech with confused intonations, strongly expressive mimicry, his gestures are gusty, and he is fussy and impatient. If choleric performs an interesting or important work – he is all attention, all his thoughts, emotions, movement - in it. But then the child experiences a breakdown and it is quite difficult to organize him until he will restore the "strength".

The sanguine speaks loudly, quickly, distinctly, accompanies the speech with expressive gestures and mimicry, he is cheerful, energetic, efficient. It is necessary to support the interest of sanguine person constantly. If he is bored, he starts to play and to be engaged in extraneous things.

Speech of the phlegmatic is quiet, with pauses, without sharply expressed emotions, gesticulation, mimicry; the phlegmatic person is quiet, silent, and slow. He sits quietly, even when the lesson is over stands up unwillingly.

The melancholic possesses the weak unrhythmical speech, even whispering sometimes. He is shy, not active, and unsociable. Externally the child is quiet, he can be accepted for the phlegmatic person. However the conversations with the parents and friends will help to find out that he worried about failures a lot: depresses, cries etc.

Extroverts usually enter the conversation first during the lesson. Introverts prefer to wait till they will be asked. Extroverts, especially choleric, do not like the written kinds of tasks, avoid and often do not complete them. Introverts like to work with the book more, to perform written tasks, to make a plan of the oral task, and even to write it down completely. Having learned a new interesting word or expression, extroverts try to use it in speech straight away, while introverts, especially girls who are interested in foreign language, first will write it down to the vocabulary, and then will apply it in practice. Extroverts feel necessity to learn something new, to play new roles, and are bored during repetitions. Introverts, on the contrary, experience discomfort in new and unusual situations, while during repetitions, when knowledge has been collected already, they feel confident and creatively solve the communicative problems facing them.

Extroverts, first of all boys, prefer the role games when there is a fast change of a plot, and it is possible to move playing them, the role games which can be characterized as "dynamic", while introverts, first of all girls prefer static role games.

Here is an example of dynamical role situation:

“Imagine, that one of you is the son of a rich man Johnny Dorset, and another is his thief Bill (heroes of the story “The Ransom of Red Chief” by O’Henry”). Johnny forces Bill to play Indians with him” (Vaisburd and Kuzmina, 1998)

And this is a static situation:

“Imagine yourselves the heroines of the book by Travers "Mary Poppins" - Mary and Mrs. Banks. Discuss Mary's conditions of work as a nanny” (Vaisburd and Kuzmina, 1998)

The majority of introverts will experience discomfort when they should play in front of the big/unfamiliar audience, and make decisions in communicative problems in the beginning of dialogue and its maintenance. Students with a low self-estimation do not look straight, to the face of the partner or the teacher, their sight moves either from down to upwards or aside from the partner, or it is fixed at one point. Standing in front of the class these students often shift from one foot to another.

Students who overestimate themselves, look straight, the head is highly lifted. Students who are self confident have calm, wide and rhythmical movements: they directly look at the teacher, the partner; do not shift from one foot to another in front of the class.

It is important to follow some rules while defining the psychological features of students, for example: to not accept reaction of a mimicry and gestures on external physical irritants as display of internal mental conditions of the person in the given situation, do not consider the external compensation of physical defects as a parameter of present condition (so, screwed-up eyes can be caused by short-sightedness, instead of contempt) (Vaisburd and Kuzmina, 1998). The external characteristics of temperament are shown brighter by younger teenagers (Bim and Mirolubov, 1998).

My observation of students have shown, that classifications of students' individual features given in the literature do not settle an originality of their behaviour (verbal and nonverbal) when performing the situational tasks. As a result of the data analysis of psychology and pedagogic (Arian, 1985; Anikeeva, 1987; Kagan, 1988; Kon, 1978; Negnevickaja and Shahnarovich, 1981; Passov and Stoanovski, 1989; Jakobsson, 1969) the psychological types of students were allocated. They are characterized by both typological features, and features of students as subjects of educational foreign communication:

- *Emotionally unstable extroverts (choleric)* (if conditions of role game are attractive to them, they usually enter the dialogue straight away, with great interest and eagerness start to carry out the task; if conditions do not involve them, they refuse to participate; having failed, they often lose interest to this form of work);
- *Emotionally stable extroverts (sanguine)* (usually enter the dialogue easily on the basis of any role situations and almost in every roles; prefer frequent change of roles);
- *Extroverts constantly aspire to dominate in communication* (they always feel a necessity to be the focus of attention, to have a position of the leader in communication; in educational dialogue often refuse to accept a second role preferring the role game to develop only under their script, at failures often accuse the partners; if the level of the communicative competence does not allow them to realize their leader's aspiration in conditions of role game, they can oppose against the given type of training openly for a long time);
- *Emotionally stable introverts, sociable enough (sociable phlegmatic)* (the volume of their opinions is always very small even when they speak the native language though many of them read a lot and erudite; prefer work with the book to oral exercises; feel more comfortable only when the verbal action in comparison with nonverbal is very small);
- *Emotionally unstable introverts (melancholic)* (externally often show themselves as sociable phlegmatic, but extremely hard experience all failures internally; besides their mood depends on the one who is picked up to be his/her partners while dealing with oral exercises; hence, this subgroup demands the special attention from the teacher).

It is important to admit, that the specified five subgroups of students show themselves most brightly only in the case when the educational group is prepared for oral tasks: students are acquainted with features of communication, specific of oral exercise, the missing language material is introduced and worked through (first of all lexicon, conversational expressions), students are trained to use the operations and actions by means of which realization of oral task is possible. Students feel uncomfortable without such preparations.

As practice shows, teacher, compelled to solve a lot of teaching and educational problems during and after the lessons, requires the extremely brief and visual scheme of supervision allowing him/her to figure out the specific features of students. Vaisburd and Kuzmina (1998) has allocated the parameters of behaviour described in the literature (Kazanski, 1994): look, mimicry, walk, seat, ease and speed of joining the dialogue, speed of reactions, frequency of a hand raising in reply to the offered communicative problem, preferred role situations, etc. (Vaisburd and Kuzmina, 1998). On the basis of the defined criteria the approximate scheme of the analysis of personal, typological features of students by the teacher and their self-estimations on external parameters has been developed. The teacher can ascribe a student to this or that subgroup independently by writing down, classifying and analyzing the features of students' behaviour.

Thus, the development of role-playing game considering the allocated age and individual features of students will allow to the teacher:

- To create more comfortable conditions for training the foreign language communication during the lesson;
- To compensate, whenever possible, the negative displays in communication, the aspirations to the raised domination in conversation.

These aims can be reached if to be able to differentiate the assigning roles, when forming the speech skills, communicative problems, subject-content aspect of role-playing game.

3. PREPARATION, CARRYING OUT AND ANALYSIS OF THE ROLE-PLAYING GAME

3.1 Stages and Requirements for Carrying Out the Role-Playing Game

Almost all school hours are allocated on a speech practice in the role game. The person who speaks and a one who listens, are mostly active, as he/she should understand and remember a partner' cue, correlate it with a situation, define how much it is relevant to situation and to task of communication, and correctly react to a cue. Games influence the formation of cognitive interests of students positively; promote the conscious learning of foreign language.

There are special requirements in recommendations on carrying out the role-playing games: the language of the teacher, his/her skills to use mimicry, voice, and also the pedagogical communication as a whole. The game can be successful only if teacher can:

- 1) Create an atmosphere, free from fear before each statement;
- 2) Participate in game, identifying yourself with students, i.e. to look at everything with their eyes;
- 3) Be extremely sustained, including a conflict situation;
- 4) Show to the participants of game, that he/she respects them, proving it with individual tasks, trust in the independent organization and carrying out of different forms/fragments of game;
- 5) Organize work interestingly and variously taking into account age and specific features of students (Livshic, 1987).

Following all these rules by teacher, students work actively, with enthusiasm, they help each other, listen to their friends carefully; the teacher only operates the educational activity. Role-playing game thus should meet the certain requirements:

- Game should stimulate the motivation to learn, cause the interest and desire to carry out the task properly; it should be based on situation which is adequate to the real situation of communication.
- Role-playing game needs to be prepared well from the point of view of both maintenance and form, organized accurately.
- Role-playing game should be accepted by the whole group.
- It is carried out in a benevolent, creative atmosphere, and causes in students feeling of satisfaction and enjoyment.
- Game should be organized so that students could use the language material under study in active communication with maximum efficiency.
- The teacher himself trusts in role-playing game, in its efficiency. Good results can be achieved only in that condition. The role of the teacher during preparation and carrying out the game varies constantly. The teacher supervises the activity of students actively at beginning of work, but later he/she becomes only the observer.
- It is necessary to keep to feeling of measure; otherwise the game will tire students and will lose freshness of emotional influence.

The efficiency of role game, as methodical way of training, increases if the teacher defines the duration of study communication correctly. The duration of optimum communication working capacity of elementary school students is five minutes, seventh graders-ten minutes (about ten minutes), and ninth graders - about fifteen minutes (Denisov and Mezenin, 1991). And depending on success of mastering the foreign language, game interaction can be reproductive and creative. The reproductive way of communication is used by students with a low level of learning the

foreign language. Their task is to reproduce the text in game circumstances - the sample. Students with an average level of learning are offered independently to include to the text - sample the additional elements, to change the sequence of cue, to make other changes. Communication of students with a sufficient and high level of foreign language learning is more creative, the initiative of game participants and their ability to speak another language independently are shown clearly. The regular organization of role game during the lessons of foreign language allows increasing a students' learning level gradually.

In this connection the great value plays a contact between teacher and students. The teacher can take a role for him/herself in the process of the game, however, not the main one, so the game is not turned to the traditional form of school work. Usually the teacher takes the roles only in the beginning when the students are new to the given type of work. Later the necessity for that disappears. Strong students help to weak ones during the game. The teacher operates the process of communication: comes up to the students who need help, forwards the work to the right direction.

Role game promotes an expansion of speaking dictionary. It assumes in turn a preliminary mastering of a language material in training exercises and development of corresponding skills which will help students to express themselves. That is why role-playing game should be carried out by the end of material mastering (Denisov and Mezenin, 1991). It is necessary to emphasize, however, that authors of all known publications recommend carrying out the games in the very beginning of training, otherwise it is difficult to achieve the desirable result because of the "barrier" arising from unusual form of interaction.

The majority of games are not connected with any certain theme; therefore, there is some percent of unfamiliar lexicon. It is recommended to present it during the explanation of game conditions. The methods of lexicon introduction can be different. One of them is visual presentation which includes picture or subject presentation as well as movement, gesture, mimicry, etc. And, at last, in some occasions it is possible to take advantage of unitary translation. In any case the time spent on explanation of unfamiliar word, will necessarily pay back, because the game introduced once will be used many times by the teacher, and the new lexicon, students will be got acquainted with, becomes active.

Getting acquainted with this or that game, the teacher should understand its type. If it is theatric action, it is necessary to take care of dresses' details and requisite - it will make game more full value and convincing. Another important point is teacher's emotional state.

The preparatory stage is necessary before the actual role game. Spontaneous carrying out of game does not always lead to success. The student should be ready to express own thoughts correctly and precisely by means of foreign language he/she possesses. During a preparatory stage (before game briefing) the situation is analyzed, roles are distributed, types of heroes' characters are defined, strategy and tactics of their behavior are developed, information and language material are studied, lexicon is selected, mini-situations are played, etc. The special place is allocated to the independent work of listeners, the teacher acts in a role of adviser.

It is important to specify the purposes and course of the game, its rules. It is necessary to give information about social relations of partners in the given situation, for example formal (informal). The description of a role is given in a role card, and it can be presented in details: information about the person (kind, honest, lazy, etc.), about his life experience, about habits, hobbies and so

forth. However the information should not be stated too in details because in that case the participant of the game does not have an opportunity to show creativity. The description can be brief so the student could think of character's image which role he will play. The students need some time to feel at home in one's role. Roles are distributed by the teacher, but the students can choose them on their own as well. It depends on group features and personal characteristics of students, and also on a degree of foreign language knowledge. After that the game itself follows where the teacher acts in a role of observer.

Role game can include both forms of speech: prepared and unprepared, thus creating preconditions for natural transition of the first to the second. In international conference (1996) it was offered to use so-called "multi event" role-playing games to change of the prepared speech into unprepared. The first act have to be provided with support, so students can play the subsequent acts independently, reorganizing the language material to express the needed meaning and improvising. The teacher does not operate the process of communication and does not correct students. He/she writes down mistakes imperceptibly so the next lesson to discuss them.

An obligatory element of the game is an after game briefing, representing the analysis and estimation of each participant's action, and also analysis of typical and individual language and speech mistakes. In the purpose of time economy during the lesson, it is better to do it after class.

Discussing the game, the teacher should be very careful, especially when estimating the first role-playing game. The negative estimation of participants' activity will inevitably lead to the decrease of motivation. It is advisable to start discussion with successful parts of the game and only then to pass to shortcomings. Here, it should be remembered that the main purpose of the role game is a communication, motivated by situation and role, because thus students repeat the material and learn new words better. Therefore the role game should allocate a place at the final stage of mastering topic.

However the game still does not come to an end. Its final can be a creative homework: composition in the form of letter, article, story, interview etc., which is kind of the report about participation in the game.

3.2 Exercises for Preparatory Stage

One of disputable question is about the character of preparing exercises. Various decisions concerning the given question can be seen in the material organization in the modern textbooks and in the methodical recommendations.

For creation of role situations, pictures, the description of situations, instructions, long and careful language preparation which is carried out during the exercises' performance are widely used, some of which have a role character. The special attention is given to audition, so-called role dialogue-interviews, discussions and a critical estimation of heard or read through.

Some authors state an idea that role games can be used during the whole period of training; however they do not give any recommendations concerning a dosage of the material and the sequence of their introduction to the educational process. The majority of authors consider that the game should be carried out at the final stage of training on a topic because not all students will appear capable, without preliminary preparation, freely improvise in the role game. Three components should be taken into account for the successful use of roles:

- 1) Situational caused choice of language constructions taking into account the socio-cultural specificities of communication (greeting speech formulas, addressing, etc.);
- 2) Possession of the intonation models expressing emotions (anger, pleasure, grieve, etc.) in order to play more realistically;
- 3) Understanding the aim of the game and its maintenance which should be expressed.

Mastering of the specified skills is a task of the preparatory stage for the role-playing game (Vaisburd and Kuzmina, 1998).

It is necessary to carry out the preparatory work before introducing the role-playing game into the educational process. To organize a dialogue within the frames of role-playing, these skills should be formed in the real conditions of training process. Training exercises (Vaisburd and Kuzmina, 1998; Vaisburd and Pustosmehova, 2002; Livingstone, 1988; Passov and Stoanovski, 1989) are used for this purpose.

1. Exercises to train the students to react at the affirmations. They help to develop skills to use cliché phrases "Yes", "No", "Really?", "I think that", "On my opinion", etc. It is very important, that these exercises represent not simply *drills*, but training exercises with a support on necessary information. It should not be forgotten to emphasize, that we learn to communicate, not only to play. Moreover, we study to behave ourselves in different life situations. For example, for carrying out the role game such as "Visiting the recovering friend", it is necessary to remember following rules:

- Having come to someone's house, you should knock the door or ring the bell first and ask the permission to enter.
- If someone has come to visit you, invite the guest to sit down.
- If someone ask about your health, thank the guest and reply.

Practice shows, that the "text", reproductive beginning of study does not promote enough the further speech activity of students and even complicates it, making them to reproduce the learnt sequences of phrases again and again. To organize the communication between students, such

methods are needed that would provide necessary speech interaction between students in foreign language.

For example, for training *Do you like?* construction, the teacher discusses the following situation with students.

- The informal situation is offered to students (friend's birthday).
- He gets acquainted with one of invited. They have just got acquainted; so they do not know anything about each other.
- Hence, they most likely will be polite and friendly with each other.
- They want to know more about each other.
- For this purpose they need to find a neutral theme for conversation which interests both of them, for example, music.

Having this information, it is possible to practice. The following example of exercise helps to train *Do you like?* construction and assumes a student to choose the answer most suitable to his/her situation.

1) *Do you like...?*

a) *Yes, I love...*

b) *Yes, I do.*

c) *Not really.*

d) *No, I don't* (Vaisburd and Kuzmina, 1998).

2) Comprehensive answers. Let's imagine the conversation:

A: *Do you like jazz?*

B: *No, I don't.*

A: *Do you like classical music?*

B: *Yes, I do.*

A: *Do you like Mozart?*

B: *Not really.* (Vaisburd and Pustosmehova, 2002).

The teacher should explain to the students, that in real life such conversation is doomed to a failure. It seems, as B is not interested in dialogue. In fact such answers are seldom used without the further explanations, especially if people have just met each other. The task of the teacher is to teach students to reply more naturally, giving the comprehensive answers and asking questions back. For example:

A: *Do you like jazz?*

B: *Not really, do you?*

A: *Yes, I love jazz.*

Or this variant:

A: Do you like jazz?

B: Not really, I like classical music.

A: Do you like Beethoven?

B: Yes, I love Beethoven. (Vaisburd and Pustosmehova, 2002).

2. Building dialogues.

Speech interaction cannot be presented in the form of ready and advance set text, because any text is a result of monologue, dialogical or group speech activity. One of arguments in protection of "text" communication is that it is necessary to get acquainted with the text first so after that students can independently modify it. Here is one of the examples of a dialogue variation.

1) Students are given a dialogue - sample which is a basis for making of their own dialogue. Work above it needs to be done stage by stage:

1. First we read dialogue by roles; I pay students' attention at the cues which need to be learned;
2. We read dialogue to restore the missed cues;
3. We play dialogue, reproducing the cues;
4. We make similar dialogue independently, but take another situation.

And further, in a situation "At the railway station" students make similar dialogue independently, using cues from dialogue - sample. They need to add the missed words or phrases, based on own situation. For example:

A: Excuse me, when's the next train to _____ ?

B: At _____

A: How much is a _____ ticket?

B: _____

A: And which platform does it leave from?

B: _____

A: Thank you.

Student B has a card that helps him to reply back:

Train to	time	single	return	platform
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Students with a low level foreign language learning are offered to reproduce the text of dialogue - sample in game. Pieces of paper with written phrases are given to the students. Their task is to make dialogue - sample. Then they read it by roles, learn own roles and reproduce the dialogue (Livingstone, 1988).

2) Building the dialogues with a support on keywords and expressions within the frames of the offered situation (for students with a sufficient and high level of learning).

Radio tonight

7.00 Oscar Peterson – Jazz

8.00 Berlin Philharmonic plays Beethoven.

9.30 Folk music from France.

For example:

What's on the radio tonight?

Mmmm, do you like jazz?

Not really.

How about Beethoven?

I love Beethoven.

Good, so do I.

We read dialogue - example together and in pairs, then students make own using the card

A: What's on at _____ ?

B: _____ Do you like ____ ?

A _____ (Livingstone, 1988).

3) Group's composition.

For example, the different detailed radio programmes are distributed to the students. The teacher designates the first line of dialogue himself and writes it down on a board:

A: What's on the radio tonight?

Students offer a suitable line from own programme and choosing the most interesting one, we write it down on a board. Thus, the new dialogue is made, undoubtedly more interesting, than any prepared example from the textbook. It should be read all together, and then reproduce in pairs, willingly with a bit of playing (Livingstone, 1988).

4) Building short dialogue in groups. Students work in groups of 3-4 persons, reaching the full interaction.

To reach the communication during the lesson the class is divided into groups and each group is offered situation within in the framework of a studied topic. It allows students to acquire lexical and grammatical material better. Also students are given a task to listen to the answers of the classmates and write down the mistakes on the paper. As experience shows, such method of correction is effective enough.

Techniques of conversation.

- Conversational "fillers" (Livingstone, 1988) include such sounds, words, phrases as *oh, really, I see, mmm, you know*, etc. which usually do not bear a lot of sense in itself, their function is to make a human speech more natural. Students are offered to listen to the audio or video material where similar words and phrases are used and then to reproduce dialogue. For example:

A: *What's on the radio tonight?*

B: *Let me see ... Do you like jazz?* (Livingstone, 1988).

- Techniques of "avoiding". Sooner or later in conversation with the English-speaking interlocutor students can come across with situation when they cannot formulate the answer or they have simply nothing to say. In any case, silence is inadmissible; therefore it is necessary to teach students how to turn conversation on another person. For example:

Well, I'm not sure. What do you think, A?

I'd like to hear what B has to say about that.

I agree with C, how about you? (Livingstone, 1988).

- There should be an exercise concerning rephrasing, widespread enough in modern English language textbooks.

3. Exercises in the group.

The stimulation of students' activity and the maximal increase of their communication during the whole lesson are possible by working and carrying out exercises in group (Passov and Stoanovski, 1989).

The task to organize dialogue during foreign language lesson often looks easy: let each student to formulate the statement and to take part in the general conversation. Speech interaction is the important condition of studies during the lesson of foreign language. It helps to use rationally the school hours, to activate speech activity of the students, to increase the developing effect of training as well as to solve the tasks of intensive training of foreign languages more fully (Stronin, 1984).

Let's pass to the consideration of the group exercises' methods which can be formed into 6 groups. These are interview, information bank, search for the peer, group decisions, coordination of actions, discussion game (Passov and Stoanovski, 1989).

Interview. The general attribute of this group of methods appears the task to question as many students as possible in order to find out their opinions, judgments, answers to the set questions. Working simultaneously, students freely move around the class, writing down the answers to the notebook, etc. The general results of the interview are wrote down on a board and discussed. At the advanced level of training such forms of interview, as questionnaires and tests are used.

Information bank. The general feature of this group of methods is that each student has a small fragment of the information, and then, as a result of interaction with others, receives the information from collective bank and gets all sum of knowledge.

One of forms of such game is information exchange about actual events; another is organized by means of the test. One more form is "detective game". Participants of the game exchange the

known information, made own offers and made a decision together about the joint actions in the present circumstances. The one, who made the best offer, is considered a winner.

Search for the peer. In a basis of this method lays a condition, that each student in the group has a peer, but the students do not know who is his/her peer. They need to find him/her other participants the questions. One of forms of this method is search "the ally in dispute", search for "addressee", search for "birthday gifts ". Sometimes the limit of time is set, in other cases it is offered not only to find the peer, but also to make it quicker than others.

Group decisions. This method has the form of a popular telecast "Brain ring". The class is divided into a few groups of students. Together they prepare the answers to the set questions, make decisions and report them. The questions checking erudition, ingenuity and sense of humour are used.

Coordination of actions. One of realization forms of the given method is the organization of "subjects exchange" by participants of dialogue. Coordination of actions can be carried out in the form of commands or instructions exchange.

Discussion game. With the rules of discussion game participants of dialogue react on read, heard, seen in the next way: question, answer, objection, the additional information.

Undoubtedly, that in conditions of methods realization listed above, the cogitative activity of all participants are activated, the motivation to speak and general "tone" of a lesson increases, fuller achievement of practical, educational and developing components of foreign language training is provided. Speech interaction experience allows students to pass to more complex forms of communication and discussion (Passov and Stoanovski, 1989).

So, preparation stage for the role game is as important as role game itself and the teacher should make it possibly useful and entertaining for students, providing the organization of students' collective interaction. Interaction always assumes partner/partners; therefore the decision of communicative tasks occurs in contact of students with each other. Almost all forms of collective interaction can be applied in school conditions. First of all, it is work in pairs with constant or different partners, small groups (2,3,4 students) and teams when all group is divided into 2 parts. Division of a class into groups helps to solve the communicative tasks by performing competitions and quizzes.

So, the similar exercises and methods in the field of development of the collective interaction forms and the communicative competence should become property of a school technique as soon as possible to pour vivifying forces into it and to lift its authority and productivity (Sklarenko and Oleinik, 1985).

3.3 Content and Analysis of Experimental Research

The given research is done during the teaching practice in the High Folk school of Lahti. 30 students (2 groups) have taken part in experiment. All of them were about 13-14 years old and were taking English course as optional besides their main studies at school. The first group (group A) has made an experimental group. On the average, the level of knowledge in the group A and B was approximately identical before experiment. The purpose of research was development and carrying out of the role game in group A.

Pedagogical experiment lasted about 2 months; during two months of English language lessons were organized in the different ways in these two classes. At experimental lessons in class A a group game form of work and a few role games were held.

Experiment has shown, that age features allow using different variants of role game. One of variants can be a role game with a subject. For the organization of such game students were offered the circumstances of imagined activity, roles were distributed, motives, the purposes of each student activity and wanted final result were specified. In subject role games photo albums, books and magazines, illustrations and toys were used. Dialogue topics included conversation about family members, occupations, clothes etc.

Observation has shown that students still have features of the previous age period when the leading activity was child's role game. Students willingly accepted an imagined game situation, unreal or fantastic plot, used masks, wore suits and even changed walk, gestures, timbre of a voice depending on a role.

As example of the role games with a subject on the basis of a fantastic plot could be the following games:

Doll - mask

The doll, especially doll – animal, has clearly expressed character suitable, for example, for training of dialogue. A stubborn donkey will reply with refuse, a sly fox will readdress request to somebody else, and a sluggish bear will reask again and will cause choral repetition of the order. A capricious doll does not want to do anything and replies *I will not* at any statements starts with *You must*. It is a training of modal verbs and future simple tense.

Doll - sign of situation

An unfamiliar doll appears in front of the class. It creates stimulus to dialogue - questioning: "What is your name? How old are you? Do you go to school?" etc. Generalization about what students have learned about a doll is followed after the dialogue.

Doll - partner

Here are the examples of game tasks with a doll:

"We are adults, and dolls are our children. Explain your children how to cross the street, how to reach the school. Tell them to put on warm clothes, because today is cold and windy". During usual work in pairs half of the group are listeners (often passive) but with a doll - partner the individual speaking time of the students increases twice.

Doll - the third party, subject of conversation

"Your doll has grown up already. She can run, jump, sing, dance and so on. Tell your classmate about everything your doll is able to do, and ask him/her about his/her doll. Whose doll is able to do more? "

You can go shopping with the doll, can visit the doctor and so forth. So, the doll is a special, active kind of learning method. Role game with a doll diversifies the lesson, organizes attention, internally motivates speech of students and promotes, thus, to a communicative orientation of a lesson.

From the role game point of view, the foreign language lesson is considered as the social phenomenon where the classroom is the certain social environment in which the teacher and students enter the certain social relations with each other and where the educational process is an interaction of all present. Thus, the experiment represented the conditional reproduction of real practical activities by participants of the role game, and created conditions of real dialogue.

Theme "Shopping" was an experimental lesson - role game. This is an example of the elementary role game. Sooner or later students can make purchases in the foreign country. It is remarkable, that the language material which was used in the given game can be easily used in many other situations. Having considered the features of group A, which has proved itself as very active, age features of students who are interested in everyday situations and at the same time they would not mind to play a game, it was decided to carry out the role game on the topic "Shopping".

The preparatory stage for the given role game has lasted for 2 lessons, the role game itself - 1 lesson. The plans of these three lessons are presented in the appendix (1, 2, 3, and 4). They contain not only the detailed description of the lessons, but also own observations as a teacher made during the lesson - game.

Theme "Shopping" was presented at the same time in the traditional form in group B, with prevalence of usual training exercises. After three academic hours allocated to this topic, the identical written tests were carried out in both classes in order to check the mastering of lexicon and grammatical structures considered during the experiment. After the written test, the oral one was organized as well-conversation on a theme "Shopping" and making dialogues on the same topic.

The analysis of average results of written works has shown that distinction in mastering of word dictionary and grammatical constructions between experimental group A and group B is insignificant, though it appears in favour of group A. However distinction in oral test results is clear. The oral form of test has evidently shown that students of experimental group A, whose lessons included the fragments of role game within two months and who have studied a theme "Shopping" in the form of role game, had a good command of the language competence at rather high level. In other words, students of group A did not stressed out talking on the set theme both to the teacher, and classmates, their speech was more direct and emotional. It is remarkable, that fragments of spontaneous speech were typical for them.

Students of group B, though they had a good command of constructions as the written test has shown, they experienced significant difficulties in application of the received knowledge in practice, without text and dialogues from the book. That is, skills of communication in foreign language are developed more poorly, compared with the students from the experimental group. It is obvious, that they feel uncertainty communicating in foreign language in front of audience.

The given experimental lesson, undoubtedly, has confirmed the fact, that role game is very effective form of work during lesson because of the entertaining character, communicative orientation and atmosphere of a lesson which disposes to interaction in foreign language without pressure on students. The role game promotes development of such qualities as independence and initiative. Students work actively, with enthusiasm, help each other, listen to the classmates; the teacher operates the educational activity imperceptibly for students.

The given role game, by my estimation, perception of students and to opinions of the teachers invited to it, has succeed. I think that first of all it because of a hard work done during the preparatory stage. Besides, efficiency of the given lesson is caused by increased motivation and interest to a subject because this form of work satisfies the need of students in novelty of a studied material, and this in turn promotes remembering of language material, creating of more visual and auditory images.

Thus, the experimental research has shown that the role games can be used effectively during lessons with students of different age if the theory of leading activity, researches of communication problems and speech activity are considered. Application of the given method allows to solve educational problems more effectively (Arian, 1985).

4. CONCLUSION

Summing up the research, it is necessary to notice, that the problem of role game usage as alternative form of work at the lesson of foreign language remains one of the most urgent in theoretical and practical plans.

As the analysis has show, there is no one definition of the role game category in the scientific literature. On the basis of generalization and systematization of different opinions, I specified a category of role game.

So, I have carried out the experimental role game "Shopping" with students of 13-14 years old who were taking an English language course in the High Folk School of Lahti. Usage of the given form of work at a lesson of English language has shown, that students' motivation to learn foreign language increases, and, hence, quality of training rises. The theme "Shopping" is mastered better by experimental group, than by ordinary group. They do not experience difficulties to apply the received knowledge in practice and their communication skills in foreign language are developed better.

The given theoretical and experimental research has confirmed its hypothesis and has allowed making the following conclusions.

1. Role game should be considered as the game form of the educational activity, carried out according to the developed plot, the distributed roles and interrole relations, and as the communicative problem planned by the teacher.
2. The given form of work at a lesson of foreign language differs by polyfunctionality. It is found out, that the role game used during the lesson of foreign language, bears in itself such functions as communicational, group building, students' participation, incidental or spontaneous learning, educational.

The role game motivates a speech activity because students find themselves in a situation when they need to say, to ask, to find out, to prove something, the center of partners' attention becomes the maintenance of conversation, students convince that language can be used as means of dialogue.

Role game enables shy students to speak and to break a barrier of uncertainty. In role-playing game everyone has a role and should be an active partner in dialogue. Playing, students develop the skills to begin conversation, to interrupt the interlocutor in the necessary moment, to agree or disagree, to ask specifying questions, etc. The whole time in role game is allocated to a speech practice, thus not only speaking, but also listening student is possible active as he/she should understand and remember a partner's cue, correlate it with a situation and react correctly.

3. The role-playing game development at a lesson of foreign language should be based on a systematic principle that assumes consecutive realization of role game stages taking into account the age and specific features of students. Such stages of role game as a preparatory stage, before game briefing, game itself, after game briefing and analysis of mistakes are allocated.

4. The system approach of role game development taking into account the psycho-pedagogical factors, age and specific features of students, the basic stages and rules of carrying out the role game and relations between them as well. Thus, the role game should be carried out in the

conditions providing joint activity of the teacher and students during training. The practical realization of such form of work leads to substantial increase of students' motivation to learn foreign language and, subsequently, of their communicative skills.

Today the role game demands deeper studying and systematization, the methodical complex development of preparatory exercises for its realization. The usage of correctly selected, developed role game positively influences the level of oral foreign language skill. Thus, taking into account the key rules of development of and carrying out the role game, this communicatively-directed form of work at a foreign language lesson appears irreplaceable during the development of communicative skills of dialogue.

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APPENDIX 1

Roles distribution, description of situation

Situation: *In a shop (formal).*

Roles: *Customer and shop assistant.*

Relations: neutral, polite.

Language function: Asking for goods.

Asking for prices.

Asking for and giving amounts.

Needed knowledge of speech material

- 1 Name of the products which can be bought in the shop;
- 2 Name of the shops where each of this products can be bought;
- 3 Designation of measures (*half a kilo, etc.*);
- 4 Names of possible tares (*a packet, a jar, etc.*);
- 5 Differences between numerable and innumerable nouns (*much/many*);
- 6 Polite request in the shop;
- 7 Question *How much/How many?*

The needed knowledge before the preparatory stage

- counting up to 100.
- greetings (*Good morning, etc.*)
- farewell (*Good bye*)
- polite expressions *Please, Thank you, Here you are.*
- question formulation *What's this called in English?*
- question *Can you? (e.g. Can you buy apples at the _____ ?)*

APPENDIX 2

Lesson 1. Preparatory stage

Lesson's topic: Shopping

Aims of the lesson: Forming of lexicon skills

Forming an ability to work in the group

Speech material: Name of the shops,

Production that can be bought there;

Question *What's this called in English?*;

Money system in USA;

Question *How much is that?*

Equipment: pictures, photos, products-plaster casts, artificial dollars, prices.

Lesson's plan	
Teacher's activities	Students' activities
<p>1. Organizational moment: teacher greetings the students.</p> <p>T: Good morning, children. I am glad to see you. Tell me please who is absent. Ok, very well. Thank you.</p> <p>2. Introduction to and phonetic training of new material. Teacher shows pictures of different shops.</p> <p>3. Repetition of the studied material. Using plaster casts and pictures of different goods, teacher is practicing the pronunciation of the new words with students.</p> <p>T: Children, repeat after me, please. What is this called in English? (showing a plaster cast of the apple)</p> <p>T: An apple.</p> <p>T: Thank you.</p> <p>Teacher takes another plaster cast or picture.</p> <p>T: Now ask me the same question.</p> <p>T: A(n)_____.</p> <p>After a few dialogues with a teacher,</p>	<p>Students greeting the teacher.</p> <p>Ss: Good morning. S1: All are present.</p> <p>Students repeat name of the shops after the teacher loudly.</p> <p>Ss: What is this called in English?</p> <p>Ss: An apple. Ss: Thank you.</p> <p>Ss: What's this called in English? Ss: Thank you.</p>

students are asked to choose one of the plaster casts and to make up the same type of the dialogue in pairs. At the same time teacher writes down the phrase *Can you buy _____ at the _____?*

4. Practicing of the new material. (This short phase widens the lexicon and gives the cultural information about the English speaking country, as shops where this or that goods can be bought are often different in many countries.)

T: Please, using this phrase ask me where the given product can be bought. For example:
Can you buy bread at the baker's, Mika?

T: Thank you...And now you ask me.

T: Yes, that's right/ No, at the _____ .

5. Teacher and students glue the prices to the goods and start to repeat numbers and learn the money system using the goods with prices.

Dialogue is practicing all together first and later in pairs.

6. Sample dialogue is used to master intonation, stress, rhythm and pronunciation by the students. Its pronunciation is practicing all together and later in pairs.

6. After pronunciation and intonation become acceptable, we make up another dialogue all together-composition of the class. Teacher writes down the first line on the blackboard, the next lines are suggested by the students.

T: Which shop will you go to now?

T: OK – what does the greengrocer say when you come in?

(Teacher writes down the phrase suggested by student)

T: And what do you say? What do you

S: Yes, that's right/ No, at the _____ .

S: Can you buy _____ at the _____?

S: Thank you.

It is important that only person who replies back knows the price.

S1: How much is tea?

S2: \$ 1.

S1: Thank you.

Students read dialogue repeating after the teacher and later in pairs.

S1: Good morning, can I help you?

S2: I'd like a pound of tea, please.

S1: Here you are. Anything else?

S2: No, thank you. How much is that?

S1: \$ 2.25, please

S2: Here you are.

S1: Thank you. Goodbye.

S2: Goodbye.

S1: The greengrocer's.

S: Good afternoon, can I help you?

S: I'd like a pound of tomatoes.

want to buy?

Teacher writes on the blackboard and so forth till the dialogue will be finished.

7. Teacher gives homework and say good bye to the students.

T: Thank you for the lesson. Good bye.

Students say good bye to the teacher

Ss: Good bye.

APPENDIX 3

Lesson 2. Preparatory stage (continuation)

Lesson's topic: Shopping

Aims of the lesson: Improving of lexicon skills

Introduction of new material

Speech material: Question *How much/many?*

Words *change, the price, shop assistant, customer;*

Designation of measures (*half a kilo, etc.*);

Question *How much does it cost?* As alternative to *how much is it?*;

Polite request *Would you...?*

Equipment: pictures, photos, prices, role cards, artificial money, dialogue sample; dialogue on audiocassette slightly different from dialogue sample.

Lesson's plan	
Teacher's activities	Students' activities
<p>1. Teacher gets students acquainted with <i>much/many</i>, reads dialogue sample.</p>	<p>Student work on dialogue, repeating after the teacher, and after that work in pairs and use the material.</p> <p>S1: I'd like some _____</p> <p>S2: How much/ how many?</p> <p>S1: _____</p> <p>S2: Here you are.</p> <p>S1: Thank you.</p>
<p>2. Teacher distributes the cards with a task and asks to complete it in pairs. Each pair gets the card of the following context:</p> <p><i>Go to the grocer's and buy three things.</i></p> <p><i>Begin:</i></p> <p>A: <i>Good morning, can I help you?</i></p> <p>B: <i>I'd like _____.</i></p> <p><i>Write the rest of the dialogue.</i></p> <p>The more difficult cards can look the following way:</p>	<p>Students work in pairs, making dialogues. When the dialogue is made up, each pair is practicing it orally; a few of them are read in front of the class using the needed plaster casts and "money".</p>

<p><i>Go to the grocer's and buy some things. Write your dialogue here:</i></p> <p>A: B:</p> <p>Other cards can be done the following way: <i>Fill in the blanks in the dialogue:</i></p> <p>A: <i>Good _____, can _____?</i> B: <i>_____ like _____ and _____. (etc.)</i></p> <p>3. Audition. Teacher turns on the cassette with the text.</p> <p>T: Please, listen to the text with attention and try to understand it:</p> <p>A: <i>Good morning, Mrs. MacDonald.</i> B: <i>Good morning.</i> A: <i>Lovely day, isn't it?</i> B: <i>Yes, it's very warm for April.</i> A: <i>What can I do for you today?</i> B: <i>I'd like half a dozen eggs, some bacon...</i> A: <i>Er...Danish or English?</i> B: <i>Danish, I think. About a pound, please, and some strawberry jam.</i> A: <i>Here you are, anything else?</i> B: <i>No, thanks, that's all.</i> A: <i>That'll be \$ 2.11.</i> B: <i>The price of things! Here you are.</i> A: <i>Thank you and here's your change.</i> B: <i>Goodbye.</i> A: <i>Goodbye, Mrs. MacDonald.</i></p> <p>Teacher checks how students understand the text asking the following questions:</p> <p>T: What did she buy? T: How much bacon? T: How many eggs? T: How much did it cost?</p> <p>Teacher asks students to guess the meaning of the new words from the dialogue.</p> <p>T: Please, listen to this dialogue one more time and pay attention to these words and phrases and, try to guess their meaning: change, about a pound, the price. What do they mean?</p>	<p>Students listen to the text.</p> <p>Students answer the questions:</p> <p>S1: bacon, strawberry jam and eggs. S2: About a pound. S1: half a dozen. S1: \$2.11 all together.</p> <p>Students try to guess.</p>
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<p>Teacher writes down these words on the blackboard and turns on the dialogue again.</p> <p>Teacher discusses the words with students and explains their meaning.</p> <p>4. Teacher's table turns into the "shop".</p> <p>Teacher plays a role of <i>shop-assistant</i>.</p> <p>T: Good morning! T: Can I help you?</p> <p>T: \$ 2, please. T: Anything else? T: Here is your change. Good bye!</p> <p>Exercise is repeated one more time in pairs.</p> <p>5. Teacher says good bye to the students and informs about the game «Shopping» that will be carried out the next lesson. Students are asked to bring the "goods".</p> <p>T: Thank you for the lesson. See you tomorrow.</p>	<p>Students suggest themselves what kind of shop it will be.</p> <p>Teacher gives "money" to one of the students and asks him to be a <i>customer</i>. Student himself should try to buy the goods in the shop. He pays and takes his buying.</p> <p>S: Good morning! S: Yes, I'd like a box of chocolate, please. How much is it? S: Here you are. S: No, thank you. S: Have a nice day!</p> <p>Students ask the questions and say good bye to the teacher.</p> <p>Ss: Thank you. Good bye.</p>
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APPENDIX 4

Lesson 3. Role game.

Lesson's topic: Shopping

Aim of the lessons: Development of communication skills

Equipment: Pictures, photos, prices, artificial money, role cards.

Description of situation. There is enough space to move around. Each table has a name: "Grocer", "Greengrocer", "Butcher" etc. There are a number of goods that can be bought in every real shop. Some of the "goods" are real; others are pictures and photos of the products. Every product has a price. Each "shop" has a student-sales assistant, others are buyers. Artificial money is used to buy products.

Lesson's plan	
Teacher's activities	Students' activities
<p>1. Teacher greetings the class. T: Good morning, children. I am glad to see you. T: It's a special day today, isn't it?..</p> <p>T: Why?.. Right, because we are not going to study today because we need to buy many things! We are going shopping!</p> <p>2. Phonetic training. Teacher asks to repeat the words after her, at the same time showing the object she names. T: Children, let's repeat after me the names of the goods we will buy and shops we are going to. We need to say the names correct so that sales assistants understand us. Grocer, greengrocer, baker, butcher, pharmacy, medicine, sugar, meat, cheese, salt, fish, sausage, bread, cake, doughnut, pastry, vegetables, fruit, apples, cucumbers, cabbage, potatoes, milk, butter, onion, price, change, money, etc.</p> <p>3. Teacher gives the role cards, money and distributes the roles according to the students' wish and own observations.</p> <p>T: Now, I'm giving you cards that will help you to remember what you need to do. And</p>	<p>Students greeting the teacher.</p> <p>Ps: Good morning! We are glad to see you too!</p> <p>Ps: Yes, it is!</p> <p>Ps: We are going to play!!!</p> <p>Students repeat loudly after the teacher.</p> <p>Students take cards, read them. "Sellers" go to the shops; "buyers" go to buy something.</p>

<p>here is money for customers to buy things and for shop assistants to give change.</p> <p>4. At this stage the teacher's role is to observe. She listens to the dialogues and come up to the tables time after time to make the notes.</p> <p>Teacher's observations</p> <p>Expressions are absolutely right and contain the phrases which were discussed during the lessons.</p> <p>This dialogue is more interesting, because students made a try to experiment.</p> <p>Phrases «This tea or this tea?» and «This tea» grammatically is not absolutely right, but at this level the expression is acceptable. It shows student's creativity in the game, because the only time they came across with the word "this" was in such sentences "what is this called in English?". The difference between "this" and "that" was not discussed with students. Question <i>and more?</i> shows that intuition and feeling of foreign language are developed well. At previous lessons heard the question <i>and you?</i> pronouncing with increasing intonation in phrase <i>I'm very well, and you? I live in London, and you?</i> Although, the phrase formally is not right, its meaning is understandable, that is why it was decided not to correct the students during the discussion of mistakes in order not to decrease the self confidence and willingness to experiment.</p>	<p>Examples of dialogues made up by students.</p> <p>Dialogue 1:</p> <p>S1: Hello, I'd like a pound of apples. S2: Here you are, anything else? S1: No, thank you. S2: 40 cents, please. S1: Here you are S2: Thank you, goodbye. S1: Goodbye.</p> <p>Dialogue 2:</p> <p>S1: Hello, can I help you? S2: I'd like tea, please. S1: How much tea? S2: A pound. S1: This tea or this tea? S2: This tea. S1: Here you are. Anything else? S2: A pound of coffee. S1: Here you are... (S1 hesitates, obviously he wants to ask if the buyer wishes to buy anything else, but "anything else" has been used in dialogue already and he does not want to repeat it. He tries to replace it with other words.)...and more? S2: No, thank you. How much is that? S1: \$ 3.50. S2: Here you are. Goodbye. S1: Thank you. Goodbye.</p>
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This type of dialogue envisioned in that role-playing game, that is why S1 initiative was mentioned.

The question *How's your mother?* was not given to the students during the lessons, they could hear it while listening to audiocassette. So, it is nice to hear that S1 has remembered it. Teacher has made a note to ask S1 to repeat this question to the whole class after the lesson.

Also the notes were done to pay attention to the following mostly made mistakes in the class:

- ending *s* in the verb of third person in Present Simple

- *s* in phrases *How's; He's.....*

- difference between *He* и *She*

5. Teacher asks some of the students what they have bought and how much does it cost

T: Sanna, what do you have here? What shop did you buy it from?

T: How much was it?

T: Tuula, what have you bought?

T: Is it expensive? Ets.

6. Teacher makes a conclusion of the lesson.

Dialogue 3. Dialogue between 2 students standing in the queue to the shop.

S1: Hello, how are you today?

S2: Fine, thanks, and you?

S1: Very well.

(Pause)

S1: How's your mother?

S2: He is very well.

(Pause)

S1: It's nice today, isn't it?

S2: Yes, it is.

S1 can not find the topic for the conversation any more, because her partner does not continue the dialogue.

Students answer the questions and show the purchases.

P1: I have some medicine. I bought it in the Pharmacy.

P1: It is \$ 2.50.

P2: I have bought 1 pound of cucumbers and 2 pound of tomatoes at greengrocer's.

P2: No. It is \$ 3.

