METHODOLOGICAL FRAMEWORK OF ROLE PLAY METHOD FOR YOUNG LEARNERS

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Abstract
The primary goal of the study described in this paper came up with the most appropriate technique for developing language skills in role plays. The researcher made on the issue helped her to infer that some effective ways have been suggested by different educators all over the world. However, these researchers claimed that not all of techniques are appropriate for the purpose of improving fluency and accuracy of young learners of EFL or ESL.

Key words: role plays, techniques, EFL, ESL, approach, fluency, Unified Modeling Language.

Introduction

One of the major purposes of the paper is to come up with the most appropriate techniques for developing language skills of young speakers of EFL in speaking and to improve the students` reading rate. As aforementioned the current teaching methods` and approaches main purpose is to involve learners into learning English actively. The research would be very useful for teachers who are teaching courses in English which involves reading in order to develop their Uzbek students` fluency within roleplay method.

In a broader context, Green and Blaszczynski (2012) suggested that role play is suited for teaching soft (personal and social) skills to students and professionals. The systems analysis and design course itself offers many opportunities for role play. The obvious scenarios include client interviews, proposal presentations, and team meetings. This paper is stressed a more novel, original and recent role play approach: using analytical IT diagrams as scenarios or scripts for the role play sessions. For example, in 2011, Costain and McKenna from the University of Auckland in New Zealand reported on their implementation of a role play activity coupled with Use Case Diagrams, which are part of the Unified Modeling Language (UML). The use case diagram method is so far the most common one in the literature, as opposed to other IT diagrams. This is due to the pictorial and often simpler nature of this specific type of diagram. However, role play should not be limited to use case diagrams. Other examples of IT documentation and diagram artefacts that have been used as a basis for role play by Borstler (2010) at Umea University in Sweden are class-responsibility-collaboration cards and so-called role play diagrams (derived from the UML Class and Object Diagrams).

Methodology

Choosing which type of diagrams to use is important and interesting for IT lecturers. Although UML diagrams may often be preferred in industry and IT curricula, students also like Data Flow Diagrams (DFD), which are also still taught in systems analysis and design courses (Millet, 2009). In comparison, DFDs may also provide rich stories and have good role play potential, as they are often less sequential, have a greater scope, and more open to interpretation. As a process-oriented diagram, a similar UML counterpart to the DFD is the UML Activity Diagram. In this New Zealand institution, where this paper has been written, both DFDs and Activity Diagrams have been used to stimulate role play activities in recent years (from 2013 through 2015) during the systems analysis and design course. The lessons plans were first written for DFDs (as described in the next section); the same instructions were also used for role play activities based on Activity Diagrams.

The two class sessions discussed in this paper were on Data Flow Diagrams (DFD) and Activity Diagrams. The first session involved students in using the software in the computer lab. The learning outcome was to demonstrate their analysis of a case by drawing these diagrams. The second session had students reviewing and critiquing completed diagrams. Students did this through a role play activity about library systems. The learning outcome included explaining the diagram to others, i.e. non-technical people as well as technical IT staff. It is unnecessary to reproduce all of the diagrams involved in these class activities. One example (a UML Activity Diagram showing just one segment of the library environment) is in Figure 1 below: From a pedagogical perspective, as can be seen in the learning design plans (Appendix 1), there were three specific teaching approaches that were incorporated. The self instructions were as follows: Catering for Learner Needs In the beginning of the sessions, it needs to be emphasized that diagrams are used in business and systems analysis jobs. This includes reminding students that DFDs and similar diagrams can also be found in other subjects and classes. This increases their awareness of the wider context for this learning topic. The second session is to begin with a picture of a small computer game flowchart, telling the students how modeling and planning are important for creating any kind of software, not just business related software but also games. This helps relate the learning content to something they enjoy in their free time. In summary, these are plausible ideas to try to create a connection with the students' learning needs and career goals. Throughout these explanations, some references to their previous classes and sessions will also help provide a continuum of learning. Active Learning Approaches The first session involves learning by doing where each student has a computer to work hands on using software in the lab to draw data flow diagrams individually as well as helping each other. They gradually work in groups like a pyramid – first in pairs exchanging ideas and assistance with the person sitting next to him/her, and then in groups of four to come up with a complete and ideal group diagram. In the second session, the students are to discuss a sample DFD and 'role-play' the case, with peer feedback from observing students. The next step is to go around the class, and let the students identify and explain possible areas on the diagram that may have IT impact. Overall, both sessions feature different and interesting activities but they use the same case; this helps to build knowledge by covering different aspects of the same topic. Feedback to Learners In addition to the teacher's

feedback to learners, it is also important to explore ways that they can give feedback to one another. For example, they discuss the case with each other in the first session as they draw the diagrams. In the second session, there is to be some discussion with peer feedback, between the role players and the observers (during and after the role play activity). The teacher also collects the diagrams submitted by each group for the purposes of feedback. During the sessions, the teacher regularly invites and questions the students in order to understand their level of learning. Each of the sessions has formative assessment activities that help them review and measure their knowledge of systems analysis and design terminology. The students are encouraged to take the formative assessment seriously, and advised to study more and supplement their learning if necessary. As a side note for IT lecturers, the students use two computer applications for drawing the underlying diagrams, Microsoft Visio and Dia. Although not as frequently used as Visio, Dia is free and open source, as opposed to proprietary and commercial software. Teachers and students interested in diagram-based role play do not need to be limited by financial concerns as free and open source software plays an important role within education in general (Erturk, 2009). After the conclusion of the above sessions, the teaching was reflected upon and evaluated from the perspective of the three strategies that are part of the learning design process. In addition, a peer evaluation was done by an experienced colleague. The findings from these evaluations are as follows: Catering for Learner Needs Using a ball and throwing it between the students as they took turns energized the dialogue, and everyone got a chance to say something based on their interpretation during the second lesson. As a future improvement, a pre-prepared white board or a projected slide with a session outline can give the students a welcome and a compass for each session. Although the introduction and agenda were done verbally this time, this can be done at the beginning of every future session in writing without much effort.

Teaching young learners can be very rewarding, however very difficult as well. EFL teachers must not forget that they are dealing with people who have their own lives outside school, some with very busy schedules. But adult beginners are additionally better equipped for dialogue and exchange. They come to classification with a set of equipment and data that can be of remarkable use. Moreover, teachers need to supply them with reasons why each aspect of what they train is important. Furthermore, children want practical applications to solidify what they learn. It is vital that the education surroundings ought to be welcoming so that all learners experience safe to participate. The education needs to be presented in a respectful manner, where learners have an opportunity to share their experiences.

1. Most young students are in the English classroom due to the fact they favor to learn something new.

2. Listening and speaking competencies are the most challenging competencies for young learners to master.

3. Speaking is the most perfect conversation ability amongst immature learners.

4. English grammar is the most challenging language component to acquire.

5. Pair work is the most beneficial instructing technique in accordance to young audience novices of English.

Conclusion

It is always necessary to be aware that little students are not actually that unique from youthful ones. They have more life experience and will be more critical; however they are still beginners when it comes to English. In teaching adult learners teachers should be ready to know their students and their needs. In learning process learners` experiences, skills, expectations can affect the teaching process and learning. It is important for teachers to control the balance, variety and routine in the classroom.

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