

Standards-Based Strategy 3

Role Play

A Recurring Question

How can I give students a simulated experience in the target culture?

Role Play

Role play moves a step beyond the dialogue and places students in a situation in which they are called upon to cope with the unexpected or with a new setting using the material they have learned through dialogs and other classroom activities.

Dialogue vs Role-Play

How are
dialogues and role play similar?

Dialogues and Role Play

- Short in length
- Short utterances
- Natural use of language
- Include previously learned vocabulary and functions

Dialogue vs Role-Play

How are
dialogues and role play different?

Differences in Application

DIALOGUE

ROLE-PLAY

Memorized	Unscripted
Introduces Content	Applies Content
Familiar Context	New Context
Rehearsed	Unrehearsed

Differences in Terminology

DIALOGUE

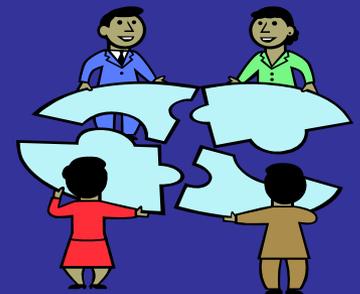
ROLE-PLAY

Skits	Situation Cards
Mini-dramas	Simulations
Ads Commercials	Debate Persuasion

It's Your Turn



Discuss specific examples of dialogues in your curriculum.



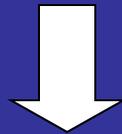
Role-Play

Role Play Characteristics

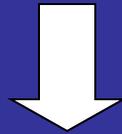
- Non-scripted exchange (situation cards)
- Information gap based
- Unrehearsed conversation
- Application of learned content rather than memorization

From Dialogue to Performance Task

Memorized Dialogue



Adapted Dialogue



Situation Card

Role Play and the 3 modes

Presentational

A rehearsed skit

Adapted dialogue

Interpretive

Students listen to another group's role play.

Role Play and the 3 modes

Interpersonal

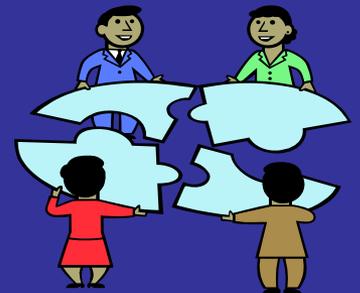
Situation Cards are unrehearsed, spontaneous RP.

Memorized role plays are not examples of interpersonal communication or assessment.

It's Your Turn



Discuss specific examples of role-play in your curriculum.



Preparing for Role Play

- Scaffolded activities
from dialogue to adapted
dialogue to role play
- Guided practice for students

Role play

- Students use language freely and spontaneously.
- Previously learned material is applied to new contexts.

Role Play Summary

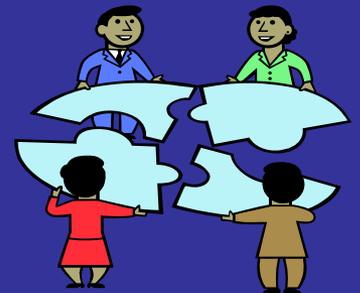
The purpose of role play is to

- improve students' verbal and nonverbal communication skills
- to link previously learned schema in both structured and improvised situations.

It's Your Turn



Prepare 2 situation cards for 2 different levels such as level 1 and level 3.



Conclusion

- Teacher serves as guide on the side rather a sage on the stage
- RP is a low input/high output process.
- Teacher provides scaffolding to ensure transfer (from memorization to application.)

Conclusion

Moving from more to less structured role playing allows students to proceed at their own pace while building confidence.

Final Reflections

- When should I use Role Play?
- How do I move students from memorized a dialogue to a non-scripted performance task?
- Why is Role Play effective in moving students toward greater language production?

Bibliography

Do students really learn a foreign language through role-playing?

<http://www.thefreelibrary.com/Do+students+really+learn+a+foreign+language+through+role-playing%3F...-a080679250>