

**NEW APPROACHES IN THE ENGLISH LANGUAGE TEACHING:
ENGLISH FOR SPECIFIC PURPOSES – ROLE-PLAYS AND PROJECTS**

O.A. Artemyeva

Department Foreign languages, TSTU

Represented by a Member of the Editorial Board Professor V.I. Konovalov

Key words and phrases: genuine communication; English for Specific Purposes (ESP); creativity; teacher's project culture; role-play; language skills.

Abstract: Nowadays because of modernization of education in Russia the whole English Language Teaching (ELT) community is entering a new stage of interactive learning by means of new technologies. The article discusses one of the most effective teaching approaches in ELT. Role-plays, video situations, projects can greatly widen our horizons of creation within the suggested methods. ESP project is a valuable approach, it integrates all the language skills and takes an opportunity of using performances in the learning process. From the point of view of research work the project takes language learning out of the classroom into the real world. Culminating moment of the game is presentation of the project in public. This approach to ELT is closely connected with the problem of developing the teacher's project culture concerning the formulation of goals, selecting ESP material professionalized situations and spheres of future specialist's activity.

We see almost daily in our classroom a learner with high quantitative and analytical intelligence that is not guaranteed success in language learning. Further, many of our brightest and fastest language learners may even show relatively low levels of ability in quantitative and analytical types of reasoning. Research by H. Gardner, based in part on previous findings by L.S. Vygotsky, has challenged the traditional notions regarding what aspects of personality make us «smart». Gardner proposes some types of personal capability that, in his view, better define that complex cognitive, physical, and social interactions which determine the intelligence and abilities of a human being. These categories are: verbalinguistic intelligence, professional intelligence, musical intelligence, logical intelligence, interpersonal selfknowledge intelligence.

The article is designed to help foreign language teaching professionals to see the concept of intelligence in a new light in order to broaden its traditionally narrow definition and develop awareness of learner differences, with the goal of introducing classroom approaches and techniques that will better meet the needs of individuals within the learning collective.

Experienced language teachers know that individual learners have distinct sets of personality characteristics which determine their talents, abilities, and preferences in language learning: some learners are «quick», some are thoughtful, some love to work independently, others require explanations, guidance, and constant attention from the

teacher. That's why we must use the most effective teaching methods and aids at our disposal. Role-plays, projects, video situations can greatly widen our horizons of creativity within the suggested methods. Nowadays the whole ELT community is entering a new stage of interactive learning by means of new technologies. We give the preference to using ESP educational role-plays and projects. The system of role-plays is a valuable approach because it is very motivating and integrates all the language skills. It encourages the students to work independently and together and involves genuine communication. It takes language learning out of the classroom into the real world. More over ESP role-plays take an opportunity of using performances in the learning process. This method encourages cooperation and sharing of the ideas and skills within the group. In the present article we attempt to seek answers to a number of questions relating to the role of role-play activities in the ELT classroom. They are: why are these activities useful? What goals are to be set and results obtained? What kinds of plays to choose? What hidden obstacles prevent a performance from being a success?

To begin with role-playing might be interesting from the point of view of a cross-cultural perspective. Second, it might be useful for practical and professional purposes as well as to draw a distinction along the lines of contrast between role-playing in process and role-playing as a product.

In brief our ultimate goal amounted to having no blank faces among the audience – it had become our motto, in a sense. The task set – thought not very difficult at first glance – entails certain complications. Needless to say, that the text's complexity has to correlate with the language level of the students. We also must take into account the necessity of a preparatory phase to enable certain categories of potential spectators to get ready for role-play comprehension. This is the text «Advertizing», which may be the basis of transforming it into game.

A: What can you say about the role of advertizing in the marketing mix?

B: Oh, it's a most powerful tool. It formulates demand, promotes sales and helps to create a market.

A: Can we speak of specific advertizing objectives?

B: Of course we can. Both image advertizing and product advertizing first of all inform the buyer of the company's products and services. They create the company's image.

A: But now that isn't enough to show the product at the exhibition in a shop or at a convention, is it?

B: No. You've got to have active sales promotion efforts and provide pre- and post-sale services.

A: Yes. Advertizing is a part of the marketing strategy. In fact it's a complex of activities.

B: And a comprehensive one. An advertizing budget now comes to a very high figure.

Another step is to transform the text into a play. The plot of the performance should be captivating and at the same time as simple as possible to facilitate understanding. At that point we face real problems. «Transformations» - is a very important phase. Our final task being to make it understandable so that most of our ideas «went home».

Here the method of presentations and explanations, so common for classroom activities, is of much help. As for multi-media in the performances colourful and funny posters are also employed as an aid in grasping the meaning of unknown words. Slides and recordings are used as a mean of further explanations. The only thing is techniques has to be dealt with very carefully, not to overburden the plot. Music and songs accompanying acting help the audience to relax.

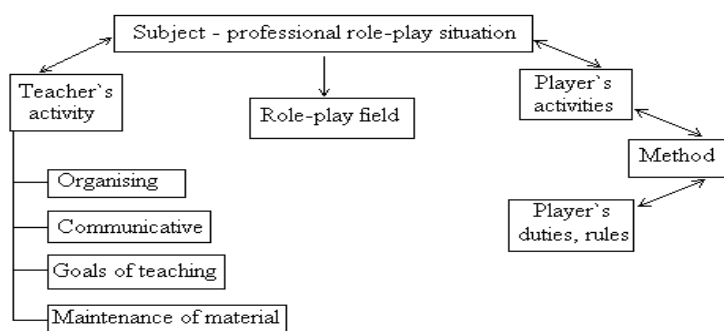
Before the role-play during several lessons certain skills or language structures have to be introduced and then further illustrated or drilled during performance

(études). Suppose that there are some places in the text or in the coming play, say grammar structure, new words or speech patterns or something else which the teacher considers difficult for particular groups of students. Approached creatively, the problem might be solved by introducing and incorporating them into materials of a corresponding lesson – to facilitate their understanding during the performance.

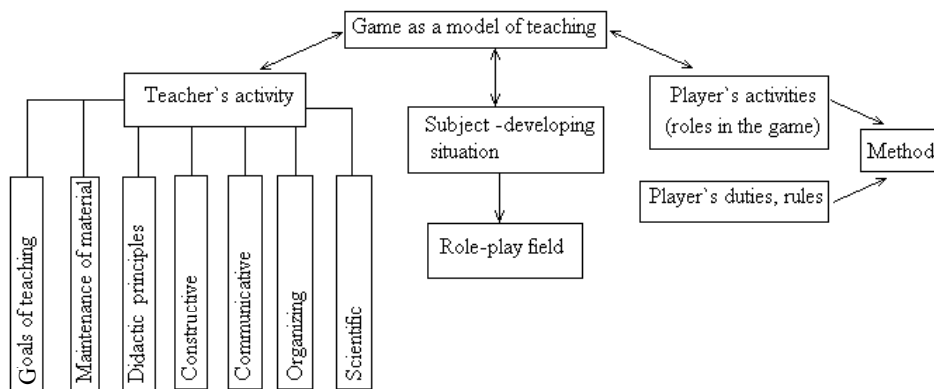
On the other hand, the teacher might reverse the procedure and introduce some elements into a play to be drilled by actors during the preparatory period – unless those performances are considered as 4-6 minutes activities.

Next step is to choose the right kind of a play and to transform the text into a play, using two models.

Model of professional role-play activity



Model of the Game



Now we are going to present you the competition role-play on the subject “Advertising” (Economics Department). The plot of the role-play is: a new-opened firm on advertising is interested in highly-educated, talented young people, who would like to take a post in the firm. In order to define intelligence and abilities of the pretenders they were divided into two teams: “Alfa” and “Bravo”, who would be ready to fulfil some tasks (fill in a card, dramatize the given situation, form sentences using separate words, guess the cross-word, etc.). Culminating moment of the game will be the presentation of the projects by both teams in public. Look at the process of the game from beginning to end.



1. The teacher motivates learners, introduces the leaders of the game – representatives of the advertising firm.



2. Chief representative of the firm gives much information to the audience about the advertising firm and about their necessity in young and talented specialists.



3. The next representative tells the pretenders the competition way of taking up vacant places by means of competition tests. She also introduces the audience the referees.



4. The main referee declares the rules of the competition game and duties of the “players”.



5. The assistant of the leader passes the questionnaires to the pretenders and asks them to fill the forms in.



6. Everybody is filling in a form in English.



7. All pretenders are divided into two teams with captains in them, who get tasks to fulfil. This is the task for grammar structure.



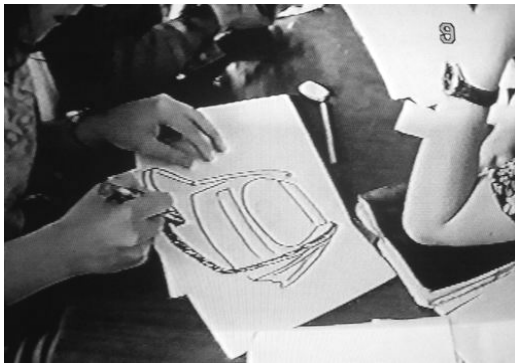
8. This is the test for practicing any language skills (letterwriting, pair work, interviews, etc).



9. Means of a role-play field



10. Giving a task



11. Pretenders collect the information, working in group (team). Prepare all the material they will need for the project.



12. Pretenders assemble the end-product. Put the product together, working in group (team), decide on the end-product.



13. A member of the team “Alfa” makes the presentation in public.



14. A member of the team “Bravo” makes the presentation in public.



15. The referee sums up the points.



16. The leader of the game declares the result and welcomes the winners with making up the posts in the firm.



17. Congratulations!



18. The end of the game!

In order to conduct a game successfully, it is necessary to pay attention to the peculiarities of the educational project and a role of a teacher in project.

We consider the educational project to be an active and research method, which takes much time to produce an end-product. Project work may be divided into some stages. They are:

1 **Motivate** the learners. It means that at the beginning stage of the project work the teacher explains the learners what the project is. He gives them necessary information about project. He tells them that a project is a group activity. He gets them excited about the idea, the topic and what they know already and what they will have to find out.

2 **Organize** class. It means that they decide on the size of group and divide the class up of 4-5 learners in each group.

3 **Practice**. It means that the project takes much time to produce. The learners cannot do a project in one lesson. It might take several lessons or the teacher may ask the learners to work on the project after lessons. It means that the learners have to practise any language skills they may need – perhaps question's forms (for questionnaires and interviews), letterwriting, using reported speech, etc.

4 **Design** the material. It means that each group should decide on the end-product. The end-product might be a wall display, drama, an advertisement, etc.

5 **Collect** the information. It means, that a project involves research. Learners will have to read books, ask questions, find out information, do questionnaires outside the room. This information will form the basis of the project.

6 **Collate** the information. In groups prepare all the material they will need for the project.

7 **Assemble** the end-product – put the product together (working in groups) and make the presentation in public.

Educational project as a method of English learning is closely connected with the problem of developing the teacher's project culture, concerning to the formulation of goals, selecting ESP materials and situations of professional profile, spheres of future specialist's activity and all the stages of project work. They are: motivate the learners, organize class, practice, design the materials, collect and collate information, assemble the end-product (presentation in public).

To begin with the teacher chooses the text necessary. Its complexity has to be correlated with the language level of the students to get ready for the performance comprehension. The plot must be problematic and professionalized to facilitate understanding and activity of the learners. The teacher must constantly remember that the ideas and creation of the project is the task of the learners and one of the key objectives of project work is to encourage the learners to work cooperatively as part of a group and independently of him. The teacher's role is to be the motivator, helper, adviser and to watch and see that the groups are working effectively together, that the tasks are being shared out equally, that class time is being used efficiently.

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Новые подходы в обучении английскому языку: учебно-ролевые игры и проекты профессиональной направленности

О.А. Артемьева

Кафедра иностранных языков, ТГТУ

Ключевые слова и фразы: активное общение; английский для специальных целей; творчество; проектная культура преподавателя; учебно-ролевая игра; языковые умения.

Аннотация: В настоящее время ввиду модернизации высшего образования в РФ все педагогическое общество входит в новую фазу интерактивного обучения на основе новых технологий.

Данная статья касается одного из современных направлений обучения английскому языку на основе учебно-ролевых игр, метода проектов и др., которые открывают путь к творчеству. Метод проектов, например, ценнейший метод, который интегрирует в себе все аспекты языка и виды деятельности, дает возможность использовать в учебном процессе игровые квазиреальные ситуации, предполагающие предварительную исследовательскую работу вне класса, как результат, последующую публичную защиту проекта. Данное направление тесно связано с проблемой совершенствования проектной культуры преподавателя, касательно формулирования цели занятия, исследовательской проблемы, отбора учебного материала для разработки профессионально-направленных ситуаций и сфер деятельности будущих специалистов.

Neue Behandlungen in der Englischausbildung: Lehrrollenspiele und Projekte der Berufsrichtung

Zusammenfassung: Zur Zeit geht die pädagogische Gesellschaft wegen der Modernisierung der Hochausbildung in RF in die neue Phase der interaktiven Ausbildung auf Grund der neuen Technologien hinein.

Dieser Artikel betrifft eine der modernen Richtungen der Englischausbildung auf Grund der Lehrrollenspiele, der Projektenmethode u.a., die den Weg zum Schaffen eröffnen. Die Projektenmethode gibt z.B. die Möglichkeit, die Spielquasisituationen im Lehrprozess zu benutzen. Solche Situationen nehmen die große vorausgehende Untersuchungsarbeit und als Resultat die nachfolgende öffentliche Projektenverteidigung an. Diese Richtung ist mit dem Problem der Vervollkommnung der Projektenkultur der Lehrkräfte, mit der Formulierung der Unterrichtszwecke, mit dem Forschungsproblem, mit der Auswahl des Lehrmaterials für die Erarbeitung der berufsorientierten Situationen und mit den Tätigkeitsbereichen zukünftiger Fachleute eng verbunden.

Nouvelles approches dans l'enseignement de l'anglais: jeux de rôle d'étude et projets d'orientation professionnelle

Résumé: L'article aborde une des orientations actuelles de l'enseignement de l'anglais, celle des jeux de rôle d'étude, de la méthode des projets et autres qui donnent la possibilité de créer. Par exemple, la méthode des projets est la plus importante, intégrant tous les aspects de la langue et de l'activité et peut créer à la leçon des situations quasiréelles qui supposent le travail de recherche préalable et comme résultat – le soutien public du projet. Cette orientation est étroitement liée au problème du perfectionnement de la culture du professeur en ce qui concerne le but de la leçon, le problème étudié, le choix du matériel pour l'élaboration des situations professionnelles orientées et les domaines de l'activité des futurs spécialistes.