

Omiya – Who Puts the Play in the Role-play? By Mitch Goodman

According to Goodman's definition, role-play is play-acting or a combination of playing & acting. There are many types of role-plays such as scripted, guided, and spontaneous. After trying out some skits, the participants brainstormed the main advantages and objectives of using role-plays. Role-play (1) motivates the students to learn English eagerly, (2) creates a student-friendly classroom environment, (3) shifts the students' communication from rehearsed to intuitive performance, and (4) fosters confidence, a keen awareness of the learning objectives, and natural communication. In addition, students can engage multiple intelligences and meaningful communication. The important roles of non-verbal communication, and phonological and suprasegmental components were also highlighted.

The presentation went on to discuss potential problems. Students who are unmotivated and introverted hesitate to act out. Also, some students and teachers feel that scripted role-plays are just a mechanical drill and are not challenging. Lessons additionally may seem unfocused and students feel they are not "learning difficult vocabulary." However, the speaker advocated the use of role-play by commenting, "Interaction is an important key" and continued, mentioning some effective ways of evaluating role-play. In addition to using scoring criteria by the instructor, students' performance can be evaluated on self or peer feedback forms, or by doing reflective writing. With successful videos of the presenter's students in action, Goodman showed examples of effective role-plays, and that concluded this informative presentation.

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