



*Role play and development
of social competences:
examples in an English
language classroom*



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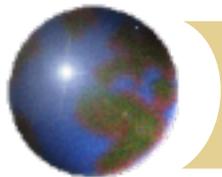




Overview



1. Introduction
2. Theoretical background
3. Context, participants, methodology and research questions
4. Examples of role plays
5. Survey results
6. Conclusions



1. Introduction



- ✦ Globalization.
- ✦ Classroom practices are social.
- ✦ Students active in the classroom.
- ✦ Traditional games or variations (role play) are used to establish trust, confidence or rules.
- ✦ Role plays used to practice grammar and vocabulary.



2. Theoretical background

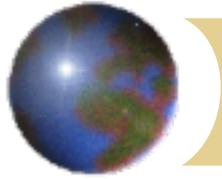
✚ Dramatic techniques (role plays)
emphasize:

a) Cooperative learning.

b) Competence-based curriculum:

– Social competences





Social competences:

- ✦ the ability to work collaboratively
- ✦ the ability to solve conflicts
- ✦ empathy
- ✦ leadership
- ✦ communication.



(Tallon & Sikora, 2011).



3. Context, participants, methodology and research questions

✦ Context

- ✦ English Language V.
- ✦ Degree in English Studies.
- ✦ Different skills, level C1.

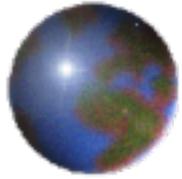




Participants

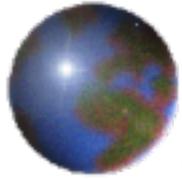
- ✦ Academic year 2019-2020: 75 students.
- ✦ 85% were women and 15% were men.
- ✦ Levels B1 and B2.





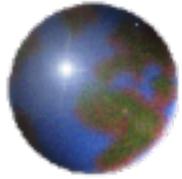
Methodology

- ✦ Cooperative learning.
- ✦ Teacher explains some dramatic techniques.
- ✦ Groups design and participate in role plays every week.
- ✦ Teacher monitors the groups.
- ✦ Students participate in a survey.



Research questions

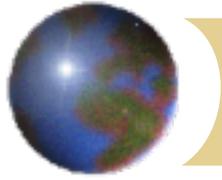
- ❖ 1. Can role play contribute to the acquisition of social competences in higher education?
- ❖ 2. What do students think about the use of role plays in the teaching-learning process?



4. Practical examples of role plays

Activity: Group oral presentations and debates

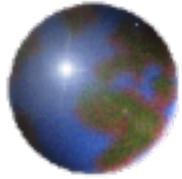
- Characteristics of effective oral presentations.
- Guidelines to prepare oral presentations and role plays.



The teacher emphasized that role plays promote:

- ✦ Interaction.
- ✦ Social competences.
- ✦ Classroom management.

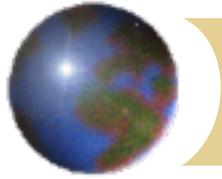




Example 1: Role play on violence in schools

- ✦ Classroom divided in:
 - a) Violent students.
 - b) Students affected by violence.
 - c) Teachers.
 - d) Mothers and fathers of the violent students.
 - e) Mothers and fathers of the students who suffer violence.
 - f) Psychologists.

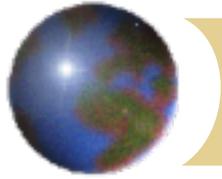




Example 2: Role play on types of illnesses

- ✦ Each group represents an illness.
- ✦ The other groups have to guess.
- ✦ Advanced vocabulary.





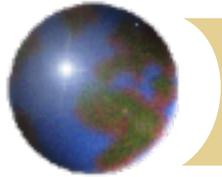
Example 3: Role play on surrogacy

✦ Students divided in groups with different roles:

a) Mothers who accept surrogacy to get money.

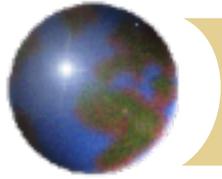
b) Women against surrogacy.

c) Heterosexual couples that cannot have children and think of using surrogacy.



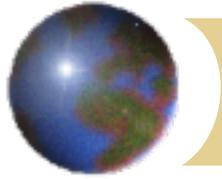
Students participate in the debate representing the role given:

- ⊕ Then, the teacher ask these questions to promote critical thinking:
- ⊕ Should surrogate pregnancy be legal?
- ⊕ Is it moral?
- ⊕ Would you do it?
- ⊕ Would you hire a surrogate mother?



Example 4: Role play on child soldier and children abuse

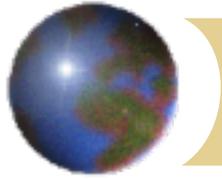
- ✦ One group represents how a child who has no family is killed and nobody looks for him.
- ✦ A girl is killed in Europe because she does not want to be a prostitute.
NGOs and the police find out about this.



Main social competences (see survey, section 5):

- ✦ Cooperation.
- ✦ Communication.
- ✦ Leadership.
- ✦ Conflict solving (role play 1)





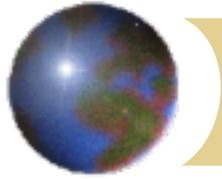
5. Survey results

- ❖ 100% of students consider they are more fluent after participating in role plays.

- ❖ 91% are less nervous.



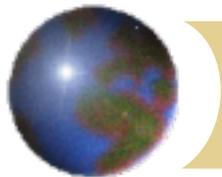
- ❖ 100% Role play is a useful technique to work with social topics in the classroom.



6. Conclusions



- ✦ Role plays make the classroom dynamic.
- ✦ Role play promote interaction and oral skills, social content.
- ✦ Connection between the classroom and real life.
- ✦ Development of social competences.



Thank you for your attention

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