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PECULIARITIES OF ROLE-PLAY METHOD APPLICATION IN FOREIGN LANGUAGE LEARNING FOR THE STUDENTS OF THE FIELD OF STUDY «TOURISM»
(based on the materials used in L'viv Institute of Economics and Tourism)

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The article highlights the necessity and effectiveness of role-play method application in foreign language learning in future tourism specialists training. The author describes typical topics of role-plays, their stages of creation and performance. Methods of students' correction are stressed. Much attention is paid to the role of teacher in role-play. Some ways to avoid intercultural communication conflicts are represented.

Keywords: role-play, foreign language, intercultural communication, future tourism specialists, professional activity.

Problem topicality. For graduates of higher educational establishments of tourist profile mastering of foreign languages is a pledge of successful professional activity, means of professional communication with tourists, collaboration with foreign colleagues in the joint activities etc. The purpose of university students training for tourist sphere is an interculturally oriented person who has profound knowledge and skills of intercultural competence.

Intercultural competence means the availability of knowledge and skills which are used in the process of communication with culturally different people, which is a key element in the content of future tourism specialists training; availability of knowledge about his/her cultural identity and traditions in order to use this knowledge in the process of communication with culturally different personalities and develop determined beha-

vioral strategies that will be accepted in communication with the representatives of other cultural groups [1, p. 238].

That's why successful professional activity in the tourist sphere is impossible without knowledge of foreign languages, which is an important reserve of professional level increase, enrichment of knowledge in the specialty and success in work after graduation.

The application, in particular, of interactive methods in foreign language teaching gives the possibility to strengthen student's communicative skills due to simulating real situations.

Analysis of recent research and publications. The problem of future tourism specialists training by means of foreign language through the use of various interactive methods was investigated by such scientists as N. Bondar, E. Bondarenko, N. Chmiliarchuk, N. Dzendzyura, M. Galitz-

ka, N. Kaytan, L. Knodel, Yu. Matviiv-Lozyns'ka, B. Philips and others.

Unsolved aspects of the problem. But the application of role-play method foresees some peculiarities in foreign language learning in future tourism specialists training which are not always taken into consideration such as role-play stages, its plot and performance, students' correction, role of teacher in it, intercultural conflicts.

The aim of the article is to prove the necessity and effectiveness of role play method application in foreign language learning in future tourism specialists training.

Base material. Role-play is a form of speaking when you want to enact another person, surf into imaginary situation [5]. The application of role-play in foreign language class allows introducing variety into the learning process, giving it pace, thus encouraging students to cooperate with each other.

The plots of role-plays correspond to the topics included into the thematic plan of disciplines. For the students of the field of study «Tourism» the complex of role-play plots include the following topics: «Professions in tourism», «Work in hotel,» «Tickets», «Vacation planning», «Table reservation in restaurant», «Ability to deal with complaints», «Planning and discussion of tourist package», «Hotel services», «Hotel description» and so on (based on working programs used in L'viv Institute of Economics and Tourism).

We offer three stages for role-play creation: preparatory, training and final. Motivation and cognitive interest must be traced throughout the whole role-play.

At the preparatory stage teacher acquaints students with the vocabulary of a particular topic. You cannot start doing practical tasks without preliminary acquaintance with the topical vocabulary. For its mastering students carry out practical tasks like:

- complete the sentences with the words given below;

- match the words with their definitions;
- fill-in the gaps and so on.

After each practical task teacher should ask whether everything is clear and clarify the obscure things if necessary.

For active application of topical vocabulary all necessary words and expressions can be represented on the board in order of to be used, because not each student is able to remember new words and expressions while carrying out the tasks given above.

Each student is trying to play his/her role at best, because it affects the final outcome of the role-play [4]. That's why due to role-play students learn how to work in team, group, be responsible for the ultimate result.

Teachers can also observe students using search and retrieval strategies in role-playing more frequently than students in traditional learning situations. During the «process of exchanging, there will be the information transferring from one peer to another» [5].

For example, a very interesting role-play for the students of the field of study «Tourism» is named «In restaurant» in which students can perform different roles:

- a foreigner who wants to have dinner in restaurant;

- a waiter, wishing to satisfy wants of a capricious client;

- a cashier, who should explain why the total price is so high;

- a manager who deals with complaints;

- a chef who is trying to satisfy foreigner's tastes etc.

Apparently, the plot of this role-play contains different situations in which people must be able to solve specific problems arising in daily work of tourism specialist.

Another typical plot of role-play is «Work in hotel,» which can be regarded as an «imaginary situation» or «rehearsal» in which students-«actors» have to perform professional tasks, for example, of hotel receptionist. In this role-play future tourism specialists carry out the following professional tasks:

- meet foreign guests who want to book a room depending on its type and price;

- request information on hotel facilities;

- need maid or porter services;

- want to organize a conference etc.

Thus, students can experience the real atmosphere of hotel employees' work, negotiate with foreign guests and meet their needs, thus strengthen their practical communicative skills in foreign languages. At the same time, students become aware of the role and importance of foreign language communicative skills for successful professional activity in the tourism sphere.

Taking into consideration the statements above we can single out the most important causes of role-play method application in foreign language learning for the future tourism specialists:

- student discovers himself in outer world that offers a much greater range of use of his / her communicative skills;

- role-play is interesting and motivates students to prove themselves in real professional situation;

- student gets a chance to rehearse his/her foreign language communicative skills in safe environment in his/her native country;

- a real situation of professional work is created and student can get practical application of his/her knowledge and skills;

- a student is getting prepared for the foreign language communication with the representatives of other cultures;

- errors which may occur will not have serious consequences.

What is the role of the teacher in role-play ? The teacher plays the role of:

- an agent (intermediary) – students may need more time for learning new vocabulary. If the time for its acquisition is suitable rehearsal can be done at this stage;

- an observer – teacher watches role-play performance and provides comments and recommendations at the end;

- participant – sometimes teacher can take part in role-play him/herself if students have difficulties.

While role-playing many methods of correction arise. During ordinary classes, students rarely turn to the teacher if certain misunderstandings occur. Here we can observe demotivation. «I did not understand, and nobody noticed.» In role-play there is a real opportunity to correct errors immediately after its occurrence when they are still fresh in memory.

However, before the role-play it is important to agree on the time for corrections. The mistakes may be corrected at the time they occur or immediately after the role-play. We offer such ways of correction:

- teacher's correction - teacher corrects errors himself by analyzing them with students;
- self-correction - if there is some equipment to record role-playing on cassette or video, students may be allowed to listen to the dialogue and react it again, paying attention to the phrases they have used. So they can easily identify their own mistakes;
- peer-correction - students can correct the mistakes made by their groupmates. They can be offered to listen to the dialogue again and hear where mistakes were made, stopping the disk at the problematic phrases. Ability to correct each other will teach them to avoid their own mistakes during the role play.

The types of correction listed above occur only under the teacher's supervision.

Now we can show the practical application of role play «Work in hotel» in English. The role play contains such plots (students may also exchange roles).

1. performance of professional tasks of hotel receptionist (room reservation, types of rooms):

R = receptionist, G = guest

R Good evening, sir. How can I help you?

G Do you have a double room for a fortnight?

R Just a moment and I'll check availability.

Would that be a non-smoking room, sir?

G Preferably.

R And just for the one night?

G Yes, just for tonight.

R Yes, we can do that. Could I see some identification, please?

2. performance of professional tasks of hotel receptionist (preliminary room reservation):

R = receptionist, G = guest

R Good evening, sir. How can I help you?

G I have a reservation in my name. Scott. George Scott.

R Mr. Scott. Let me see... Yes, here you are. A twin-bedded room, non-smoking, three nights.

G That's right.

R Could I just see some identification, please, Mr. Scott.

3. performance of professional tasks of hotel receptionist (confirmation of holiday reservation over the phone):

R = receptionist, C = client

R Sunny Planet Holidays. Can I help you?

C Hi, I'd like to confirm a holiday booking.

R Certainly. Can I have your name, please.

C Yes, it's David, David Crawley.

R Sorry, Could you spell your surname?

C Yes, C-R-A-W-L-E-Y. We spoke on Monday.

R Ah, yes, the fly-drive holiday to Florida for four?

C That's right. For the last fortnight in August.

R Just let me confirm the details. So, you're leaving London Gatwick the 17-th August and returning from Tampa the 31-st. and you're staying in a self-catering apartment?

C That's right. Does it have a cot? We have a one-year-old baby...

R I'm afraid not.

4. Dealing with client complaints (over the phone)

R = receptionist, G = guest

R Reception. Can I help you?

G Hi, this is room 418. I've got into the room and, well, I asked for a non-smoking room.

R Just one minute, please. You are in 418?

G That's right.

R 418 is a non-smoking room, madam.

G Well, I'm afraid that somebody's been smoking in here. It smells really strongly of tobacco.

R Oh, I'm sorry about that. Would you like to change rooms?

R Yes, I think I'd prefer that.

R OK. I'll issue a new key right away and get the porter to help you to change.

G Thanks very much.

R Not at all, madam. And I apologize for the inconvenience.

In addition to the plot of role-plays given above as typical situations of professional activity of tourism specialists it is important to get acquainted with the recommendations that allow students to avoid or resolve communicative conflicts caused by cultural differences [2, p. 251]. Studying such topics as «Japanese theatre», «The role of customs and traditions in human outlook shaping», «East meets West» and others involve familiarization with cultural peculiarities of other nations that will enable them to avoid communicative conflicts with their representatives [3, p. 141]. For example we may single out some peculiarities of Japanese culture and recommendations for tourists concerning intercultural politeness.

Table 1

Special peculiarities of Japanese culture and recommendations for tourists concerning intercultural politeness

Japanese culture	Tourist's response
Courtesy and politeness	Teaching of courtesy, including correct pronunciation of the word <i>yokoso</i> , which means <i>welcome</i>
Japanese greet themselves and usually bow	Teaching of future tourism specialists how to bow correctly in formal situations
Japanese like to present and receive gifts	Buying presents in gift shops and their packing in separate packets «National Trust»

Studying the topic «The role of customs and traditions in human outlook shaping» teachers offer students to get acquainted with some cultural peculiarities of the British. While negotiating the British do not like to stand close to the interlocutor, while standing far from the Arab in communication can be regarded as negative response. The British do not like to touch anyone. They only shake hands and do it very easily and quickly. If the British accidentally touch a stranger in public they apologise many times. The British can be characterized as «moderate» people. Too many questions addressed to them can cause serious conflicts. In British families conflicts between generations arise very often (called generation gap). Children are not paid much attention to. Instead, adults more easily find common ground with pets. Cruelty to animals is treated with disgust and horror by the British.

Conclusions. Role-play method application in foreign language teaching for the students of the field of study «Tourism» is an effective way of communicative skills acquisition during their professional training. Due to such studying, students

have great opportunity to learn foreign professional expressions, apply them in practice, as well as get acquainted with the manifestations of their native culture and culture of the country the language of which they study.

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ОСОБЛИВОСТІ ЗАСТОСУВАННЯ МЕТОДУ РОЛЬОВОЇ ГРИ ПРИ ВИВЧЕННІ ІНОЗЕМНИХ МОВ СТУДЕНТАМИ НАПРЯМУ ПІДГОТОВКИ «ТУРИЗМ»

(на матеріалах Львівського інституту економіки і туризму)

Анотація

Доведено необхідність та ефективність застосування методу рольової гри при вивченні іноземних мов майбутніми спеціалістами туристичної сфери. Наведені типові сюжети рольових ігор, їх етапи і представлення. Автор акцентує на методах корекції студентів. Приділена увага ролі викладача у рольовій грі. Представлені деякі способи уникнення міжкультурних конфліктів.

Ключові слова: рольова гра, іноземна мова, міжкультурне спілкування, майбутні спеціалісти туристичної сфери, професійна підготовка.

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ОСОБЕННОСТИ ИСПОЛЬЗОВАНИЯ МЕТОДА РОЛЕВОЙ ИГРЫ ПРИ ИЗУЧЕНИИ ИНОСТРАННЫХ ЯЗЫКОВ СТУДЕНТАМИ НАПРАВЛЕНИЯ ПОДГОТОВКИ «ТУРИЗМ»

(на материалах Львовского института экономики и туризма)

Аннотация

Доказано необходимость и эффективность использования метода ролевой игры при изучении иностранных языков будущими специалистами туристической сферы. Описано типические сюжеты ролевых игр, их этапы и исполнение. Автор акцентирует на методах коррекции студентов. Уделено большое внимание роли преподавателя в ролевой игре. Представлены некоторые способы избежания межкультурных конфликтов.

Ключевые слова: ролевая игра, иностранный язык, межкультурное общение, будущие специалисты туристической сферы, профессиональная подготовка.