Petrova O.B., Korneyko I.V., Prasko A.Yu. Simulation/role playing in foreign language teaching with use of genre methodology // "Formation of the modern concept of teaching natural subjects in medical educational institutions": Proceedings of VIII Scientific research conference devoted to the 210th anniversary of KhNMU and 60th anniversary of the department of medical and bioorganic chemistry (Kharkiv, 26-27 May, 2015). confknmu.biz.ua – Kharkiv: National Medical University, 2015. – P. 145-149.

The paper describes training of the "international scientific conference" genre system at the foreign languages department with adapted technique of the simulation/role playing for the students in extra-classes independent work frame. The motivating effect of the role playing was marked.

Key words: role playing, foreign language teaching, genre, motivation

Петрова О.Б., Корнейко I.В., Праско А.Ю. Моделювання/рольова гра у навчанні іноземної мови із застосуванням жанрової методики // „Формування сучасної концепції викладання природничих дисциплін у медичних освітніх закладах": матеріали VIII Науково-практичної конференції, присвяченої 210-й річниці ХНМУ та 60-й річниці кафедри медичної та біоорганічної хімії (м. Харків, 26-27 травня 2015 року). confknmu.biz.ua – Харків: Національний медичний університет, 2015. – С. 145-149.

У роботі описано проведення на кафедрі іноземних мов навчання жанрової системи "міжнародна наукова конференція" із застосуванням адаптованого методу рольової гри у форматі позааудиторної самостійної роботи студентів. Відзначено мотивуючий вплив рольової гри.

Ключові слова: рольова гра, навчання іноземної мови, жанр, мотивація

Петрова О.Б., Корнейко И.В., Праско А.Ю. Моделирование/ролевая игра в обучении иностранному языку с использованием жанровой методики // „Формирование современной концепции преподавания естественных дисциплин в медицинских учебных заведениях": материалы VIII Научно-практической конференции, посвященной 210-й годовщине ХНМУ и 60-й годовщине кафедры медицинской и биоорганической химии (г. Харьков, 26-27 мая 2015 года). confknmu.biz.ua – Харьков: Национальный медицинский университет, 2015. – С. 145-149.

В работе описано проведение на кафедре иностранных языков обучения жанровой системе "международная научная конференция" с использованием

адаптированного метода ролевой игры в формате внеаудиторной самостоятельной работы студентов. Отмечено мотивирующее влияние ролевой игры.

Ключевые слова: ролевая игра, обучение иностранному языку, жанр, мотивация

SIMULATION/ROLE PLAYING IN FOREIGN LANGUAGE TEACHING WITH USE OF GENRE METHODOLOGY

Korneyko I.V., Petrova O.B., Prasko A.Yu.

Kharkiv National Medical University, Kharkiv

Since the mid-eighties a genre approach to teaching of foreign languages for specific purpose, which makes it possible to form and develop speaking skills as well as aspects of professional culture of a specialist, because being a mean of exchange of conceptual information the language is a tool used to create complex social structures, has asserted itself in applied linguistics.

Learning a foreign language is a difficult task, therefore students need clear instructions concerning genres, their structure, peculiarities and variations. It is necessary not only to teach genre structure, but also the ways genres are used in a particular context [1: 87].

Genre methodology helps students to understand a logical text structure, its content organization and gives distinct instructions how speech methods should be chosen [2].

The advantage of genre approach is undoubtedly the fact that students obtain a model or a pattern which shows what specific tasks in linguistic sphere they have to do. Use of genre approach determines conscious attitude to genre structure which is considered to be a product of social context and communicative purpose. Genre approach connects form with function of the language. It creates conscious attitude to the text, its organization and understanding of text production process.

Genre methodology in foreign language teaching has been elaborated by many linguistic schools. The most well-known papers in this area are Vijay K. Bhatia, J. Flowerdew, J. Swales Burns, A. Johns, A. M.. Paltridge.

However, in order not to make this teaching formal and limited, genres are recommended to be taught together with social context, because genres are considered to be a component of values and believes of certain social groups [3].

It is also known that genres do not exist independently as they are involved into a complex system of social interactions. Every genre is an element of a particular communicative interaction with other genres in continuum. The concept of genre system was suggested by C. Bazerman [4] and further elaborated by J. Swales [5] and V. Bhatia [6].

Thus, teaching genre methodology-based teaching should imply interaction and mutual influence, existence of genre systems that is difficult to provide as an ordinary, limited by timeframe, practical foreign language class, therefore, it is no coincidence that even high-quality courses and manuals are focused on particular key genres of the system.

In this work we describe our experience of teaching a genre system to first- and second-year students of Kharkiv National Medical University.

Solution of the problem of genre systems teaching requires non-conventional approach to training which is different from a traditional class. For this purpose, in 2014-2015 academic year the Department of Foreign Languages of Kharkiv National Medical University tried teaching a genre system, namely "International Scientific Conference", with use of adapted method of simulation and role playing in the form of extracurricular self-guided activity of students. It was carried out within the framework of the annual conference of students and young scientists "Medicine of the Third Millennium". The format of texts and documents as well as procedures typical for international conferences (call for abstracts, registration form, and abstract) were used. The students acted as "participants" of the conference and the teachers of the department were "conveners" and "reviewers". At first call for abstracts concerning the conference appeared. The students had to submit conference

application forms and abstracts (on-line application submission). After the abstracts had been reviewed by the teachers of the department (in order to exclude possible plagiarism and computer-aided translation), the participants got a notice from the organizing committee containing information whether the report was accepted (declined) and presentation form (oral or poster presentation). The correspondence was carried out on-line personally with every participant in English.

In order to take part in the conference 31 students sent applications; 27 students submitted abstracts. One abstract was declined due to plagiarism; one abstract was sent back to be corrected because the author made computer-aided translation. Ten reports were accepted (8 for oral presentation, 2 for poster presentation). Eighteen abstracts were published in the book of abstracts. The choice criterion for presentation form (oral or poster) was the level of English proficiency. The reports were presented within the framework of a separate section. The chairman of the conference was a first-year student of VI Faculty for International Students (English training) Firuza Alieva.

To summarize it may be noted, that in contrast to the previous years, this year we managed to involve twice more students in participation in conference due to the fact that the students, whose language proficiency is low for oral presentation, did get the opportunity to take part in the conference. It is also important that under conditions close to real ones, the students got acquainted with genre system in the whole and its separate components, where some of them were to be receptively acquired, others to be productively acquired.

Genre system "International Scientific Conference" is a sequence of communicative events including invitation to participate, application submission, registration, abstracts submission, reviewing of abstracts, informing as for acceptance/declination of abstracts, presentation at the conference etc. In real life they are separated in time and space, include different participants, e.g. delegates of the conference, organizing committee, reviewers. For proper participation in a scientific conference, productive mastery of some genres and receptive mastery of other genres are required. Motivated to become familiar with this system of genres

can be those, who are interested in it and intend to take part in conducting of scientific work and it argues for extracurricular activities in order to take in this genre system. Methodology of simulation and role playing has made it possible to bring teaching process more in line with real conditions.

The examples of role playing used in foreign language teaching have been described in literature, however, they all were realized in a classroom at practical classes where all students of the group participated and their roles were determined and given by the teacher as well as a certain scenario was provided. In contrast to those activities, ours was not limited by class. The students estimated necessity of participation themselves (thus their language needs were taken into account) and the game was played according to existent scheme within the frame of a real (not simulated) event.

The representatives of communicative approach in language teaching consider role playing as an effective method of teaching [7: 140].

Methodology of simulation / role playing been used in language teaching since the seventies [8, 9].

According to K. Jones simulation is a 'reality of function in a simulated and structured environment [10:5].

It has the following characteristics:
- *A reality of function* which means the participants in a simulation must step inside the role they have accepted and act accordingly.
- *A simulated environment* where there is no contact with the real world.
- *A structured environment* where the participants have all the facts and information provided for them [11].

According to K. Jones, the language is learnt as a function, the situation requires appropriate language behavior, which includes social skills and social remarks suited to that role [10].

It is essential that such type of activity acts as a bridge between the real world and audience. [12:89].

J. Harmer emphasizes motivating potential of a role game, chance for self-expression of students, opportunities to use wider spectrum of language means in teaching process [13].

Role playing/simulation develops thinking and creativity, reinforces both language and behavioral skills in nonthreatening setting [14].

The advantages of simulation/role playing are considered to be motivating potential, opportunity of conscious language practice, unity for meaningful practice of language learnt, feeling of reality of current events, opportunity to use these methods to estimate knowledge [11].

Within our role game the students improved their language skill in the natural environment, thus gaining the knowledge of the language and the real-life situation. They had a possibility to learn how the language works. This game improved their social skills of participating in conferences, which is particularly important for junior students who are starting their career in science. Our game was motivating which is proved by the number of the conference participants, which increased twice when compared with the previous years. In addition, the students could learn the extra-syllabus language.

At the same time there are such disadvantages as time constraints and operational problems, selection of suitable simulations [11].

We suppose that we managed to overcome the above mentioned disadvantages since role playing was used beyond the framework of classroom work. There were no time constraints as it may happen, when role playing is planned to be carried at a practical class. Besides, we provided natural time frame between separate communicative events. There were no problems connected with giving of roles because the students took their roles themselves. We have managed to individualize the work since every student was supervised by his/her teacher. The game developed according to its natural scenario. Its management was based on performing functions of the organizing committee. It should be emphasized that taking part in our role playing the students got both linguistic and extra linguistic kinds of information (the knowledge of the language the knowledge of the context). The students were more

independent than in role playing carried out in a classroom. Use of such type of work in the process of English teaching of medical students appeared promising.

We believe that in the future in order to to take part in the role playing "International Scientific Conference" the senior students, who are active members of Students Scientific Society and Organizing Committee of International Conference ISIC, should be invited as members of secretariat of our conference, which could facilitate improving their language skills.

References

1. Hyland K. Second language writing. - NewYork: Cambridge University Press, 2003.

2. Burns, A. Genre-based approaches to writing and beginning adult ESL learners. In C. Candlin & N. Mercer (Eds.), English language teaching in its social context: A reader. - London: Routledge, 2001. – P. 200-207

3. Devitt A. Teaching critical genre awareness. In: Genre in a changing world. Ed. by Charles Bazerman, Adair Bonini, and Débora Figueiredo Parlor Press – 2009. – P. 337-351.

4.Bazerman C. Systems of genres and the enactment of social intentions. In: A. Freedman & P. Medway (Eds.), Genre and the new rhetoric. Taylor and Francis: London, 1994. – P. 79–101.

5. Swales, J. Research genres. New York: Cambridge University Press., 2004.

6. Bhatia, V. Worlds of written discourse: A genre-based view. London: Continuum., 2004.

7. Feng Liu, Yun Ding Role-play in English Language Teaching // Asian Social Science. – 2009. – V.5. – P. 140-143.

8. Taylor, J., Walford R. Learning and the Simulation Game. Milton Keynes: Open University Press, 1972.

9. Tansey, P. Simulation and Gaming in Education. London: Methuen, 1969.

10. Jones, K. Simulations in Language Teaching. Cambridge: Cambridge University Press, 1982.

11. Teoh Mei Lin. Simulation in Language Teaching - Its Advantages and Limitations in an ESP Context // The English Teacher . – 1993 .- V. XXII. - http://www.melta.org.my/ET/1993/main8.html. – retrieved: 9 April 2015.

12. Holden, S. Drama in Language Teaching. Harlow: Longman, 1981.

13. Harmer, J. The Practice of English Language Teaching. Longman, 1991.

14. Tompkins P. K. Role Playing/Simulation // The Internet TESL Journal. – 1998. - V. IV, No. 8. - http://iteslj.org/Techniques/Tompkins-RolePlaying.html – Retrieved: 9 April 2015.