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Role Playing in the Interactive Phonetic Exercises for Language Competencies Forming in Foreign Languages Mastering

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Learning a foreign language without verbal media is almost impossible without the use of technical means. In spite of the fact that a great number of the new high technical means have appeared, a phonogram remains to be one of the most important means used for foreign languages mastering. A sound recording is a special teaching sound material reproduced by means of different technical means. New technical means continue to appear, change and update, but the role of a sound record as a special means, that provides auditory obviousness in foreign languages teaching does not decrease. Today almost all scientific-methodical complexes are supplied with audio material as its integral part. This audio material includes texts for auditing and interactive phonetic exercises for communication with a "virtual" speaker. The structure of the interactive phonetic exercise was firstly promoted by the representatives of the audio-linguistic method in the middle of the XXth century. As a rule it consisted of the four element structure: 1) the speaker pronounces initiative phrase; 2) then the pause during which the student must be able to give a reply; 3) the speaker gives the keys (correct answer); 3) the pause is given, during the pause the student can repeat the correct variant, in case of mistakes.

But these exercises were criticized beginning with the 70th due to their mechanical character and absence of communicative approach. Later the main attention was concentrated on the communicative approach uniqueness of students' speech expression. These aims were reached by providing visual support and text supplied with prereading and after reading tasks. Also such support can be provided by life experience and feedback links that is realized by giving sound keys of different types; availability of the three types of instructions (according to the content, type of exercises, prevalent instruction); and all the phrases must be bounded by the plot structure.

The next stage in the interactive phonetic exercises was the idea when the speaker and the student received certain roles. Role playing in these exercises increases their communicative skills significantly, imitating in this way real communicative situations.   Depending on the character of the student's participation in the role playing, and also taking into consideration the determinative character of the students' voice reply, we can divide interactive phonetic exercises into three levels. When doing the first level exercises the students just listen to the dialogue and repeat phrases from their roles during

pauses. It can be also called the role reading. This type of work may provoke some interest, but motivation of these expressions is not very high. To increase the language learners motivation is possible only under the conditions when the role imitation is situationally grounded. For example, the students can be given a communicative task before listening to the dialogue between a patient and a doctor when they are supposed to be in the role of a doctor: on questioning a patient suffering from a heart disease you are interested in laboratory analyses and special investigations that were made before. During the dialogue you are supposed to repeat the phrases pronounced by the doctor.

In the phonetic exercises of the first level students muster prosodic elements of speaking under the conditions of personal participation in the communicative situation, so in this case formation of language phonetic competency takes place. In the phonetic exercises of the second level the student performs one roles given to him/her in accordance with communicative task, and the other roles are realized by the speaker. The students can perform their ordinary social roles – a student, and perform any other social or interpersonal role. The speakers in such exercises perform the role of carriers of social and interpersonal roles. In this case, it is advisable for the speaker to perform a certain role too. For example:

Communicative task: You are a family doctor. You talk with a patient ill with asthma. You must admit a patient to the department at once. There are no vacant beds in the department. Explain to the patient the measures which you will take to provide him with a place.

Example: Student (Patient) "Can I be hospitalized in the department at present?

Speaker (A doctor) " Unfortunately, there are no vacant places at the department. Please, phone to the hospital once again to know, if there any vacant places. We'll hospitalize you as soon as there are vacant places.

Student (Patient): Can you administer the treatment while I will be waiting for hospitalization.

Speaker (A doctor): Certainly, I will administer you the treatment until you are not hospitalized.

The phonetic exercise meets all the requirements, mentioned above. Both, the student and the speaker perform social roles. Full phonetic record key is hidden in the following speaker's reply, performing the role of a doctor. The exercise is intended, in the first place, for grammar competency forming. Simultaneously, lexical competency is formed (lexical vocabulary of communication between a doctor and a patient). Simultaneously, phonetic

competency is realized, as the work with phonetic record always promotes development of pronunciation and intonation skills.

Though the student's expression in the interactive phonetic exercises of the second level is fully determining, it is his own personal reply, that he forms in accordance with the given communication task. Therefore, in the interactive phonetic exercises of the second level, the student participates in the conversation as an equal partner. Nevertheless, his speech acts are stereotypical, because they are realized in accordance with certain speech patterns. Language competencies are formed in complex, but in each phonetic exercise there is one which is dominating – phonetic, grammar or lexical. Both, the speaker and the student perform some roles, that significantly increases communicativeness of the phonetic exercise.

Phonetic exercises of the third level are aimed for giving replies in the form of comprehensive speech. For example:

Communicative task 1: Listen to the beginning of a conversation between a doctor and a patient.

Speaker 1: What has brought you along today?

Speaker 2. I have a terrible pain in my back.

Speaker 1: How long have had it?

Speaker 2: For 2 days.

Speaker 1: Where else do you feel the pain?

Communicative task 2:

You are a patient. You have to describe the character of pain and its duration, relieving and aggravating factors.

One of the possible student's reply may be the following: Student: Pain started about three months ago. It is right across here. It is dull and throbbing kind of pain. It is usually worse in the morning. It goes away when I lie down for a while.

In the phonetic exercises of the third level the roles become more comprehensive. In these exercises it is not possible to predict the key as in the exercises of the second level, because the speech pattern is determined only partially. To change this key in some extent is possible only by listening to the record and discussing it under the supervision of a teacher. This material will be used as a base for the next self control stage and correcting mistakes.

In conclusion, it is necessary to emphasize that the use of the role play in the interactive phonetic exercises gives possibility to model some significant aspects of the real process of communication, especially performing social and

interpersonal roles in the typical communicative situations and provide the language learners with communicative situation.

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