

# GROUP DYNAMICS AND THE ROLE PLAY ACTIVITIES TO RAISE AWARENESS ON SOCIAL ISSUES IN THE ESL CLASSES

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**Abstract:** *there are many issues that ESL learners face along with their English learning process. For example: heterogeneous classes, no study conditions, unqualified teachers, conservative and traditional education systems, indifference and despair, or the interference of working for living situations, shortage of direct contact with native speakers, difference and misunderstandings with pronunciations and dialects; memory and lack of eagerness matters with adult learners. There are no any misfortunes or errors in the life that goes transparent, all they make us to learn and create new ideas.*

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When teacher aids to learners to defeat inhibition and all of those social-individual problems in ESL classes, the extrinsic inspiration becomes intrinsic and helps them to construct great dreams. Also more than 6 months learners come with embarrassment, apathy and drop every other class, while pronunciation, structuring and other basic grammar and speaking tasks so are significant. Even the skillful teacher will try to activate their intrinsic motivation and bring them up as united team, situation little bit dilemmatic and needs care and improvisations, self-educating and partnerships, consultations with peer colleagues; as direct theoretical conceptualizations and manuals may fail to accomplish the task [1].

What is the group dynamics? Group dynamics is when teacher organizes the tasks for foreign language learners, which demand movements such as: grouping and re-groupings, active learning, actions, role-plays, poster-making, playing games and etc. Active involvement into the class procedure, perception, delivering, fulfilling the task is important and result will be marked. In the methodological book by Penny Ur, learners are divided into 3 categories by their preferences with which channel they actively absorb the new information. That learning styles are: “auditory, visual, and kinesthetic/tactile” [1]. Group dynamics mostly deals with kinesthetic/tactile learner or explains how to be active. In dynamic group there are a lot of activities that make learners move around, play, participate, give a hand, share, and contribute and so on. These group works always either in progress or in regress. Furthermore, learner makes effort and makes a contribution to output. Walter Burke Barbe [2] and colleagues proposed three learning modalities to those kind of learners: “Visuals: pictures, shapes, sculpture, paintings; kinesthetic, tactile: gestures, body movements, object manipulation, positioning; auditory: listening, rhythms, tone, chants”. If Z. Dornyei & T.Murphey give states about the probability of apathy’s evolvement, Penny Ur suggests adjusting or adopting the activities if they are not matching the aim or not fulfilling the goal [3]. Apathy and conflict may evolve, say Z. Dornyei & T.Murphey. What causes the apathy? Lack of interest, not-relevant topics, strict or unskillful teachers, dominating students, over speaking, interruptions, changes in schedule and so forth issues are causes for conflicts.

Apathy should be replaced with empathy. Empathy is towards class, teacher, language, culture, interaction, group work, norms, and group cohesiveness. How to do it? One should educate themselves to be able to interact and be able to communicate socially well. 1. How role-plays should be organized? They can be taken from methodology or ready-designed books or can be prepared by teachers. They should be related to student life or at least to their environment. 2. How long they should be? Their length should be according to time management. Also they should not be too long to read and comprehend as there also should be time left to come up with conclusions. 3. Should they be related? Should content be checked? They should be meaningful, appropriate to learner’s age, social background or goals. Content should be checked if necessary. It’s highly recommended. Especially, when role-plays are taken from foreign books and cultural differences and clashes exist. 4. What are the benefits? One of the great benefit of role-plays are they enhance oral proficiency and students can learn even by imitating to each other, or they feel in their shoes when they speak to their classmates, whose speech nearly the same with theirs, rather than fluent teachers. Sometimes in role-plays making posters is possible situation. Colorful and vivid posters which describe issues and solutions by drawing and can be presented before, after and while plays. Some talented students act and create trustworthy atmosphere, where students foster their autonomy, show their voice and individuality, they will be empowered by free movement and sometimes it gets too interesting to both sides how everything is goes. Role-plays help minimize incorrect language, especially pronunciation, word choice. Students can integrate their other subjects into role-plays and add their own outlook or outcomes from experiences. Associating their field, personal problems and other highly-related topics can improve their vocabulary because this relevance causes intrinsic motivation. It makes student flexible,

communicative, sociable, and compromising, appreciating other's contribution to team-work, appreciating diversity and personalities, it brings self-correction to their behaviors. Role plays also helpful to the teacher to monitor student speech. All in all, dynamic groups cause intrinsic motivation, triggers enthusiasm of students. Role-play activity is possible way of organizing productive dynamic group. Topics that are relevant and involving social and family issues are the best which enable students to speak even by imitations. Teachers are only designers and carvers of the speech art. 5. Purpose and adjustment: can be targeted to solve social-global issues or just simply directed to facilitate how to build good relations with family members.

### *References*

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