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| **RESEARCH TITLE** | | | | |
|  |  | TOPIC DATA COPIED | TOPIC NOTES PARAPHRASED | SYNTHESIS |
|  | SOURCE | http://www.languages.dk/methods/documents/Simulation\_Manual.pdf | | Simulation is differs from role-play, as students are tasked with an actual objective. This objective is usually something they would encounter in a real life situation (eg. traveling together via airport to another country) or a situation applicable to their job (eg. doctors simulation a situation they would encounter at a hospital.)  Also different from a role-play, the entire classroom is used to create the simulated environment with props, possibly even functional (phones, computers etc.)  Authentic language is encouraged and there is little focus on grammatical accuracy. The teacher interacts here and there but mainly lets the students work together.  Students build team building skills and allows freedom with little or no hassle/pressure from the instructor.  Though the teacher interacts very little, he/she has a lot of preparation.  Another setback is that it is mainly used for upper level classes as the tasks may be a bit too difficult for lower level students. Also, during the activity the teacher doesn’t correct the students’ language and has little or no time for discussion with students. There may be a discussion period afterward, however. |
|  | DATA | Simulation is a language learning model which allows students to express themselves to their peers in a group setting, groups comprising usually three or four. It is related to Role Play, but in Simulation students retain their own personas and are not required to pretend to be someone else.  The length of the simulation need not be connected to the complexity of the language required to carry it out, as the language skills which students bring with them to the exercise are what determines its linguistic complexity. At the end of the exercise the group will have arrived at some decision or series of decisions and choices which they will be expected to explain and justify. However, the process of the exercise is of at least as great importance as the product in the sense that the linguistic interaction among the students will determine its effectiveness and success. | Similar to role play but students do not create their own personas. Group work to not to act a scene, but to complete an actual job or task.  Length can vary, from a single to multiple classes.  Environment also simulated using various stations and props to create a set up as close to the real thing as possible.  Success is determined by both the outcome of the task and the target language used.  Students will practice authentic language during simulation. |
|  | SOURCE | http://www.languages.dk/archive/Methods/manuals/Simulation/simultation%20UK.pdf | |
|  | DATA | – increases students’ autonomy and motivation  – lowers their anxiety levels  (they are not performing for the teacher or the class)  – develops team building skills (life skills)  – strengthens cooperation and collaborative skills  (gives students the chance to carry out a task or solve a problem together)  – removes error correction from the equation at the time of the activity  – gives students the freedom to make their own choices and decisions  – allows students to base their choices and decisions on their own experience | Language accuracy is not as heavily emphasized as authentic language. Simulation lowers anxiety levels as they are not performing for the class or teacher.  Helps team building/cooperation skills amongst the class. Increases problem solving skills as well as relevant situations (eg. if students are doctors, the simulation will be based on something related to a medical situation)  Allows students freedom to make their own choices from their schema and experiences.  Allows teachers to observe without interrupting or bothering the students, thus making students less nervous. |
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|  | DATA | – helps students to confront and identify with the target culture  – gives the students “I’ve done it, so I can do it” confidence  (not the “I’ve read it, so now I know it” type of confidence)  – allows teachers to monitor progress and participation unobtrusively |  |
|  | SOURCE | http://thedawnjournal.com/wp-content/uploads/2013/12/13-Dr.-R.S.A.-Susikaran.pdf | |
|  | DATA | Limitations  - the use of simulation cannot be made in all subjects of the curriculum.  - Simulation cannot be conveniently used in case of small children because mechanism is too difficult for them to follow.  - It requires a lot of preparation on the part of  teachers. Very few teachers are prepared to take up the extra work, which is required to make the use of the technique a success.  - In advance countries highly sophisticated audio/visual aids and computers are used for simulation. Some cannot afford these of  costly audio/visual at present in our schools.  - The last limitation that learning is a serious activity, which is highly individualized needs concentration on the part of the learner. - Simulation is a play, which reduces the seriousness of learning. Critics doubt if any worthwhile learning takes place through simulation. | Not all situations are ideal for the use of simulation. If students are quite young or are very basic, simulation would be difficult considering the level of the tasks they are given.  A lot of prep-work from the teacher, yet very little interaction from the teacher during the activity. Not all teachers are prepared for the amount of work beforehand that is required for simulation.  For more effective simulations, resources could be made available but may not be given the circumstances (money, space etc.)  It’s more of an activity, so there is little or no opportunity for the teacher to fix students’ errors or have one on one time with them.  Critics may disagree and feel that there is no serious learning involved/grades to make evident. |
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