

The Influence of Role-Play Activity in Improving English Learner's Communicative Skills

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Abstract: Under the influence of traditional English teaching, coupled with the constraints of ideological concepts, geographic environment and economic conditions, teachers and students in junior and senior high schools only pay attention to the learning of English vocabulary, grammar and sentence patterns, neglecting the ability to listen and speaking in English, which leads to the fact that students are afraid to open their mouths to speak English, and such a form of education creates a significant obstacle to the student's English learning. With the introduction of the new standard, cultivating students' communicative ability and focusing on their overall development have become the general objectives of the English curriculum, and cultivating students' oral expression ability and verbal communication abilities are the primary tasks of English teaching.

Keywords: Role-Play Activity; Communicative Skills; Effectiveness.

1. Introduction

In the English classroom, role-play activity helps students enhance their intercultural communicative awareness and competence while promoting their communicative skills. role-play activity is a form of classroom teaching derived from the situational teaching method. role-play activity refers to the process in which the teacher creates a scene similar to the actual situation for the students and guides them to choose suitable roles according to their personality traits, learning status and knowledge mastery. Under the guidance and help of the teacher, the students are divided into groups and design the whole storyline, determine the lines for each student, and the students should design their expressions, eyes, and other body movements to match their lines and expressions. Students should design their facial expressions, eyes and other body movements according to the specific situation to match the lines and dialogues to be output. In the whole process, students can personalize their interpretation and creation of their knowledge and understanding of the situation, and the role-play itself is a co-existence of input and output activities, combining the two listening and speaking skills. role-play activity activities are based on communication and dialogue and therefore have a positive effect on improving the students' communicative skills.

2. Concepts

2.1. The Concept of Role-play Activity

The role-play activity method refers to the simulation environment created by the teacher according to the specific teaching content so that students can participate in learning and master knowledge by playing the roles mentioned in the teaching content. It is an essential means of teaching English, in which students are divided into different groups according to the teaching needs under a specific theme and carry out exchanges and cooperation to achieve the purpose of learning and applying. role-play activity activities take various forms; generally speaking, they are divided into two kinds; one is that students form groups of two, and the roles are divided into interviewee and interviewer, and the two roles can be interchanged. The other is due to the complexity of the

content requiring teachers to divide multiple students into groups. In the grouping, it needs to consider each student's learning ability, personality traits, knowledge mastery, etc. role-play activity in the form of a group of students is more popular; the plot design, role speculation, cooperation and performance require students to think carefully and actively cooperate in order to carry out, which makes the role-play activity activities more interesting, and enhances the students' communication skills while also enhancing the students' ability to cooperate and compete. In order to complete a role-play activity task, it is necessary to ensure that every student participates in it and contributes his/her wisdom to the activity by playing with his/her strengths. Through the process of memorizing the plot, memorizing the dialogues, getting to know the unfamiliar words, training the facial expressions, designing the actions, communicating with others, and practising the bonding exercises, students can deepen their understanding of the knowledge and internalize the background culture.

2.2. The Concept of Communicative Skills

American sociologist Dell Hymes first put forward communicative skills in his book on communicative skills, which points out that communicative skills includes a person's knowledge of the language and the ability to use this knowledge, that is to say, for the learning of English, the teacher not only needs to teach students the knowledge of the language, but also needs to cultivate the student's ability to use this knowledge, and not to cultivate the students into mute English learners. Learners. Dell Hymes suggests that communicative skills comprises four aspects: grammaticality, appropriateness, decency and realism. Grammaticality means that students learn language knowledge, including vocabulary, grammar, sentence patterns and so on. Suitability means that students dare speak English from the bottom of their hearts, confidently, and accept their good or bad expressions. Appropriateness means that when students communicate with other students or even people from other countries and regions, they should consider each other's behaviours, cultural backgrounds, and customs and make expressions appropriate for the relationship between the two parties and the situation. Realistic means that the situations students need to practice

communicative skills are actual and frequently occur in real life to improve their communicative skills.

Under the influence and effect of communicative theory, other theories have been derived, such as adaptation theory, cognitive language level and interpersonal communication skills, and Canale and Swain's model of constructing communicative skills. Adaptation theory emphasizes that communicative skills is like a pre-equipped set of patterns or idiomatic framework, with appropriate vocabulary and necessary adjustments as the learner uses a different pattern. Cognitive language proficiency refers to the student's understanding of pure linguistic knowledge, whereas interpersonal communication skills help students use linguistic knowledge to communicate with others.

3. The Current Situation of Communicative Skills Training

According to the psychological quality survey report of the Chinese Academy of Sciences, more than half of the English majors have communication difficulties. Due to teachers' and students' neglect of communicative skills in primary and secondary schools, many students need help communicating with others when they go to college or even enter society. Students learning English often start with words, grammar and sentence patterns, which makes students feel difficult and uninterested in learning English in such an abstract and boring way. At the same time, due to the examination system, teaching the test is deep in the heart of every Chinese parent and student. Everything related to the content of the examination is unimportant. The examination points are regarded as essential and challenging, and the improvement of comprehensive ability is not cared about. In order to change the current stage of the problem, we should pay attention to the improvement of students' comprehensive quality from the beginning of school; the ability to communicate is accompanied by the ability of a person's whole life; people can not be separated from the group and live alone, people need to communicate, then also need to communicate skills. Students should learn how to communicate with others, learn to use what they have learned to communicate with others, and learn to communicate with people of different cultural backgrounds; students and teachers should be committed to applying what they have learned in the process, not only to improve students' IQ but also to improve students' emotional intelligence, in line with the four essential characteristics.

4. The Value of Communicative Skills Development

4.1. Putting English Knowledge into Practice

In traditional English teaching, teachers put most of their time and energy into improving students' academic performance, paying too much attention to English language knowledge yet neglecting the most critical purpose of English learning. Language is the medium of communication between people; the learning of the English language is to enable students to communicate and interact with people of other nationalities and other cultures, in the process of cultivating students' communicative ability, by guiding students to master more knowledge of spoken English in order to put their knowledge of English into practice truly. Language learning is not a quick fix; not simply memorizing the words

and grammar can be learned; language learning needs to be used in communicating with others to internalize and absorb the theoretical knowledge learned to transform the knowledge into competence.

4.2. Utilizing Students' Subjective Initiative

In the past, teachers dominated the teaching process in the English classroom, and students were passive recipients of knowledge. With the deepening of the new curriculum reform, in the process of primary and secondary English classroom teaching, we focus on giving full play to students' subjective initiative, letting students become the main body of the classroom, cultivating students' core literacy, letting students improve their ability to use English in the process of communicating with their teachers and classmates and solving the actual textual problem that students can only learn the knowledge of the English language and cannot open their mouths to speak it through role-play activity.

4.3. Beneficial to Students' Physical and Mental Health

According to the research of American psychologists Ed Diner and Martin Seligman, "The happier students feel about themselves, the healthier their interpersonal relationships are." It can be seen that interpersonal relationships are related to students' physical and mental health, and students with difficulties in interpersonal communication are likely to have a withdrawn heart. The closer a person's interpersonal relationship is with others in a class or a group, the happier and more relaxed he will feel when he gets along with others in such an environment. The more active he will be in his study and work. He can explore his potential and fully play his talents in a relaxed, fast learning atmosphere.

4.4. Helps the Learning of English Knowledge and Self-improvement

Students do not enter the classroom with empty heads; classroom time is limited, the capacity of teachers to impart knowledge to students in the classroom, and students need to acquire knowledge through other means. There is knowledge everywhere in life; students should realize they can learn different thinking and points of view by interacting with others to improve their thinking ability and thinking quality. A person's knowledge is limited; different people have different views on things, and living environment, family education, and social customs will make people have different views on the same thing; in the process of communication with others, people interact with each other, mutual inquiry, to know themselves, perfect themselves, and achieve their success.

4.5. Beneficial to Students' Socialization

Cultivating socialized human beings is the purpose of education. Socialized human beings mean that a person can use social knowledge, social skills, and cultural practices to deal with various situations in a group after receiving them. Interaction is a necessary human need, and there is a need to socialize and interact with others everywhere. For example, in the family, we need to communicate with our parents to understand their difficulties and difficulties, and to express our feelings to help the harmony of family relations. The school need to communicate and exchange with teachers, in the process of communication not only enhance the friendly relationship between teachers and students but also let the

teacher know more about themselves, in the subsequent teaching process can be based on the characteristics of students and learning to make personalized teaching. In getting along with classmates, students should learn to get along with their peers, help and understand each other when they encounter misunderstandings and troubles, and face difficulties and problems together. These social situations that students experience lay a solid foundation for them to enter society so that they are well prepared to enter society; even if they still encounter various difficulties in the process of work, with the social skills, they can seek the help of others, and get through the difficulties under the guidance of others.

5. The Process and Mode of Role-play Activity

role-play activity plays an essential role in enhancing students' communicative skills. Before carrying out role-play activity activities, students must familiarize themselves with the knowledge under the theme context and master the relevant oral communication content and knowledge. The teacher guides the students to play the corresponding roles according to their personality traits and the learning situation. Then, they bring themselves into the roles and practice and communicate with the other group members. Students should fully commit to the performance process, familiarize themselves with the character lines, and carefully design their movements and expressions to make the role-play activity activity more vivid and imaginative.

role-play activity is generally divided into three stages - pre-preparation, mid-performance and discussion, and post-performance analysis and evaluation. In the pre-preparation stage, the teacher should clarify the theme of the performance, choose a suitable theme in the teaching content, and guide the students to master the relevant language knowledge, cultural background and other aspects of the theme scenario to lay a language foundation for the role-play afterwards. After that, students should also comprehend the character's personality and emotions under the teacher's guidance and communicate the difficulties with group members. In the role-play activity stage, students should be fully engaged after practising and feeling the charm of each character in the process of performing, which is conducive to a more comprehensive understanding of the text. After the performance should be a self-evaluation of their own performance, peer evaluation and teacher evaluation, evaluation can make their own mistakes to be pointed out in time. Classmates and teachers to jointly evaluate the role-play activity, good or bad, not only to encourage students to perform in the process of performance in a good place will be insufficient to point out and cultivate the students' critical consciousness.

6. The Effectiveness of Role-play Activity in Improving Communicative Skills

6.1. Stimulating Students' Initiative and Improving Communicative Skills

Teachers create simulation scenarios in the English classroom that match the subject context, absorb appropriate teaching factors in the content, and design reasonable role-play activity activities for students. The challenge of English teaching is that teachers and students output less. With the help of role-play activity activities, students can be stimulated

to take the initiative. In the process of participating in the activities, students actively participate in the preparation, design and performance of the activities and link the plots in the textbooks with real life to enhance students' interest in learning and help students apply what they have learned.

The role-play activity activities need to go through the three stages of editing, directing and evaluating; in the stage of creating scenarios, the group members discuss the specific content of the teaching to be adapted and created. At this time, teachers can group students in advance according to their specific situation and fixed group members and the number of people to take the principle of hierarchical teaching. With a fixed group, the group members do not need to grind when facing the task, so that the activities can be carried out quickly.

6.2. Focus on an Extracurricular Extension to Improve Communicative Skills

Students learning cannot be limited to the content of the textbook; we need to guide students to get rid of the classroom and the binding of the textbook; role-play activity activities should be carried out in small groups based on the original textbook to add novel knowledge, focus on the extension of extracurricular activities, in the students to share their extracurricular knowledge, not only to achieve the knowledge sharing but also in the process of improving their communicative skills.

6.3. Doing an Excellent Job of Evaluating and Improving Communicative Skills

After each group finishes the performance, teachers need to guide students to make self-evaluations, peer evaluations and teacher evaluations. Students in the performance process can feel their performance of good places and mistakes; students sitting on the stage to watch others perform will also find problems. The teacher should let each group of students discuss, after the discussion, after inviting representatives to point out the reorganisation problems—finally, the teacher in the general comments.

7. Summary

To summarize, students not only put what they have learned into practice through role-play activity activities but also improve their core literacy. Participating in the activity and discussing with peers improves students' language expression ability and reflects the student subjectivity emphasized in modern English classrooms. Through role-play activity, students gained a sense of achievement and experienced the fun of language learning.

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