摘　　要

高中英语课堂中的角色扮演活动作为课堂表现性评价活动，不仅能检验教学目标的达成，还能促进学生核心素养的形成和互动交际能力的发展。然而，许多学生未能在角色扮演活动中全身心投入，难以实现真正的互动交流。目前，关于角色扮演的研究大多集中于教师的实践探索及经验总结，而鲜少从学生角度出发进行探讨。因此，聚焦学生在角色扮演活动中的互动表现，并对其影响因素进行深入研究至关重要。

基于互动假说和社会建构主义理论，参照 Youn（2020）的互动表现理论框架，本研究对 50 节高中英语课堂中学生在角色扮演活动中的互动表现及其影响因素进行分析。首先，本研究从内容传递、语言使用、情境敏感性、互动参与度和话轮组织五个维度评估学生在角色扮演活动中的互动表现；并根据评估结果按分数将其分成高、中、低三组，选取高分组和低分组对影响学生在角色扮演中互动表现的内外部因素进行了深入分析。通过课堂观察和访谈，本研究旨在回答以下两个研究问题：（1）高中英语课堂上学生角色扮演活动中互动表现如何？（2）影响高中英语课堂上学生角色扮演活动中互动表现的因素有哪些？

研究结果表明，就学生在角色扮演活动中的互动表现而言：在内容传递方面，学生通常能够流畅地传递内容，但有时意义表达存在偏差；使用的过渡标记语有限，连贯性欠佳。在语言使用方面，学生更倾向在角色扮演中使用简单句，除宾语从句、状语从句和定语从句外，其他从句使用很少；过度使用情态动词“should”和“can”，而很少使用情态动词“could”和“might”；最常见的错误是动词和介词错误。在情境敏感性方面，部分学生在角色扮演过程中出现不合理话轮或缺失重要话轮，情境敏感性欠佳。在互动参与度方面，很多学生无法和同伴保持眼神交流，且后一话轮常常无法体现对前一话轮的理解，互动投入度不高。在话轮组织方面，部分学生在对话时相邻对不完整，出现有问无答、有请求无回应等情况；部分学生在角色扮演过程中，话轮转换时的停顿或重复较多，且话轮有时会被教师打断。

就影响学生角色扮演互动表现的因素而言：影响高分组学生角色扮演互动表现的主要外部因素为课堂氛围的融洽度、任务情境的真实性、练习的时长、教师

在学生练习时的巡视和协助、教师对要求解释的清晰度、教师对学生理解任务要求的确认核查；影响低分组学生角色扮演互动表现的主要外部因素为核查表的使用、整堂课中教师讲解的有效性、教师对要求解释的清晰度、语言支架的有效性、以及教师打断学生的对话。教师对要求解释的清晰度是影响高分组和低分组学生角色扮演互动表现的共同主要外部因素。五个内部影响因素为学生的语言能力、对话题的熟悉度、性格特征、语用意识和能力、学生之间的熟悉度。

基于上述研究结论，为提升学生在角色扮演中的互动表现，培养学生的互动交际能力，本研究对高中英语教师提出了如下教学建议：合理设计和组织角色扮演活动，激发学生参与热情；密切关注学生在角色扮演时的互动表现，提升学生的语言表达和互动能力。

关键词：高中英语课堂；角色扮演；互动表现

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Chapter One Introduction

This chapter is divided into three parts. The first part introduces the background of the research. The second part discusses the significance of the research. The third section provides an outline of the thesis.

1.1 Research Background

General Senior High School English Curriculum Standards (the Ministry of Education, 2020) and Compulsory Education English Curriculum Standards (the Ministry of Education, 2022) emphasize that teachers should properly handle the relationship between evaluation and teaching/learning, and promote the integration of teaching, learning, and evaluation. Evaluation is an important component of the English curriculum, which should be designed to promote the development of students' English subject core competencies. Classroom evaluation is one of the important evaluation methods. Teachers should employ classroom evaluation activities to test the achievement of classroom teaching objectives and pay attention to the correctness and fluency of students' language expression, as well as the appropriateness and efficiency of the strategies used, so as to help students experience success in English learning process and achieve comprehensive development in the English subject core competences.

As for productive skills, starting and maintaining conversations according to the needs of communication, and constructing the necessary communication roles as well as interpersonal relationships are critical for students to master (the Ministry of Education, 2020). Therefore, students should actively participate in interpersonal interaction, learn and develop interactive competence through classroom activities (Kasper & Wagner, 2011).

Role-plays are one of the common evaluation activities in senior high school English classes. They are also efficient techniques to practice interactive skills (Ladhouse, 1987; Ur, 2011). However, in senior high school English classes, some teachers cannot use role-plays properly. Many role-plays pursue superficial excitement

at the expense of instructional effectiveness (Wu Haiying, 2007). In order to deal with this problem, scholars at home and abroad focus on the effectiveness of role-plays (Nasihah, 2019; Akter, 2017; Tao Youlan, 2001), current problems in role-plays and the corresponding solutions (Luo Yongqin, 2006; Zhu Zhaoxia, 2017). Most of the studies are based on the perspective of teachers' design and implementation of role-plays, while few studies dive into students' performance in role-plays in depth.

Attention to the actual performance of students in learning activities and its influential factors are crucial (Gao Xiaohui & Zhao Juming, 2022). Scholars at home and abroad also advocate performance evaluation of activities, emphasizing the integration of curriculum, teaching and evaluation, so as to help students achieve higher-order learning goals and promote their development of English subject core competencies (Adair-Hauck et al., 2006; Zhou Wenye, 2022). As a result, attention should be paid to the actual effects of role-plays, that is, the performance of students' role-plays.

1.2 Research Purpose and Significance

Based on the theoretical framework of interactive performance, this study seeks to analyze senior high school students' interactive performance in role-plays and explore the influential factors, so as to provide inspirations for teachers to design and organize role-plays in English classes.

Theoretically, this study expands the research perspective and presents new research methods for investigating role-plays in English classes. Studies on role-plays in foreign language classrooms at home and abroad have primarily focused on their effectiveness and organization from the perspective of teachers, but this study examines the interactive performance in role-plays from students' perspectives. Besides, most existing studies focus on experience summary and practical exploration. This study uses both qualitative and quantitative methods, including classroom observation and interviews, to conduct a study on students' interactive performance in role-plays and the influential factors.

Practically, this study analyzes and evaluates students' performance from the aspects of content delivery, language use, sensitivity to situation, engaging with interaction and turn organization. It also deeply delves into the influential factors that affect their interactive performance. This study can be utilized as a reference for teachers to effectively employ role-plays in English classes, thus helping students learn foreign languages in real-life circumstances and develop interactive competence.

1.3 Layout of the Thesis

This study sets out to analyze students' interactive performance in role-plays in senior high school English classes and explore the influential factors. The overall structure of this study expands into five chapters:

Chapter One introduces research background, research purpose and significance as well as the outline of the thesis.

Chapter Two is the literature review which includes three parts. The first part introduces the definition and classification of role-plays as well as the definition and the analytical framework of interactive performance. The second part concerns the theoretical foundations, including interaction hypothesis and social constructivism. The third part reviews the previous research on role-plays and interactive performance.

Chapter Three is the research design. This chapter introduces research questions, research subjects, research instruments and the procedures of data collection and analysis.

Chapter Four comes to results and discussion. This part elaborates on the interactive performance of students in role-plays from five aspects based on classroom observation and explores its influential factors through classroom observation and interview.

Chapter Five concludes the study. In this chapter, major findings are summarized. Based on these findings, corresponding pedagogical implications, the limitations of this study and suggestions for further research are illustrated as well.

Chapter Two Literature Review

This chapter includes three parts. Firstly, the concepts of key terms are introduced, including role-plays and interactive performance. Secondly, the theoretical foundations which include interaction hypothesis and social constructivism are elaborated. Finally, related research on role-plays and interactive performance both abroad and at home are reviewed.

2.1 Concepts of Key Terms

The focus of this research is students' interactive performance in role-plays in senior high school English classes. To be specific, it analyzes students' interactive performance in role-plays as well as the internal and external influential factors. Therefore, it is necessary to summarize the definition and classification of role-plays as well as the definition and analytical framework of interactive performance.

2.1.1 Role-plays

2.1.1.1 Definition of Role-plays

Role-plays evolved from psychodrama, a form of psychotherapy, created by Jacob Levy Moreno in the 1920s. "Historically, psychodrama represents the decisive point in the treatment of the isolated individual to the treatment of the individual in groups, from the treatment of the individual with verbal methods to the treatment with action methods" (Moreno, 1946). In a widely accepted definition, Crookall and Saunders (1989) describes role-play as "a social or human activity in which participants 'take on' and 'act out' specified 'roles', often within a predefined social framework or situational blueprint (a 'scenario')".

The role-play teaching approach entered the area of pedagogy as an outcome of the research done by Shaftel and Shaftel (1967). Although the term "role-play" is not new, there are still varying views on what it means in the context of education and teaching, and no consensus has yet been reached. Role-play is primarily defined in terms of teaching and learning methods. From the perspective of teaching methods, role-play, in Livingstone's (1983) opinion, is a classroom exercise that gives students the chance to

practice speaking English during the process of acting out the real roles they would need the play outside of the classroom. Ladousse (1987) states that role-play is a teaching strategy that can inspire amusement and laughter in language learning classes since students can act out a role in a safe atmosphere with imagination and creativity. From the perspective of learning methods, the role-play learning approach is founded on the role theory, and it involves learners engaging in virtual interactions with fictitious identities (Milroy, 1982). Since role-plays are typically conducted under the supervision of teachers, they serve educational purposes. Ments (1989) defines role-plays in his book *The Effective Use of Role Play* as activities that provide students with opportunities to interact with others in certain situations, and the roles are set in advance according to problems or circumstances.

In addition to the definitions that are frequently referenced, several researchers define role-plays in a particular discipline. For instance, Duncombe and Heikkinen (1988) believe that role-plays in the history discipline help students understand there are two or more sides to any historical event. Cai Min's (2004) explanation is widely accepted in China. She believes that role-plays refer to the teaching process in which teachers present a real problem situation involving value conflicts in class, organize students to analyze the contradictions that arise, and allow them to play the role of characters and try different methods to solve problems so that students can gradually learn to solve various conflicts and establish correct values.

This study, considering the description of role-plays provided above, in conjunction with English instruction, defines role-plays as one type of activity in which students can think, express, and act according to the role in a specific situation in the class, so as to improve students' language and thinking ability and lay the foundation for applying new knowledge in the real world.

2.1.1.2 Classifications of Role-plays

Littlewood's (1981) classification of role-plays is of high recognition. According to the degree of teachers' control of role-plays, he divides role-plays into four types: role-plays through cued dialogues, role-plays through cues and information, role-plays through situation and goals, role-plays through debate or discussion, large-scale

simulation activities as well as improvisations. From role-plays through cued dialogues to improvisations, the teacher's control over the role-plays is weakened, and the space for students to play is expanded. According to cognition, emotion and skills goals of Bloom's Taxonomy of Educational Objectives, Rao and Stupans (2012) divide role-plays into Role-Switch, Acting and Almost Real Life. Role-Switch helps students learn from others, so as to better understand the behavior of another role. This is mainly aimed at realizing cognitive goals. Acting refers to training students' practical operation skills by performing different types of scenes (such as doctors and patients) that require specific skills, which corresponds to emotion and skills goals. Almost Real Life refers to the adaptation and play of students according to their own real experience, which is aimed at cognition, emotion and skills goals. In the context of applied linguistics, Kasper and Dahl (1991) differentiate between closed and open role-plays based on the respective affordances of both for interaction. Closed role-plays allow participants to initiate a particular communicative act and to react to it in a single-turn format. Open role-plays, however, embed verbal activities within a larger communicative activity, giving participants the freedom to arrive at their communicative goals in their own time and strategic way.

Chinese scholar Xu Shaoju (1995) divides role-plays into two categories: controlling role-plays, which means that role-plays are performed according to the dialogue or text in textbooks; and free role-plays, which means that role-plays only provide a situation for the role-players. Luo Yongqin (2006) proposes, after summarizing the classifications of role-plays proposed by Xu Shaoju (1995) and Littlewood (1981), that role-plays can be divided into four categories based on the degree of teachers' control: fully-controlled role-plays, semi-controlled role-plays, semi-free role-plays, and fully-free role-plays.

To sum up, although Luo Yongqin's (2006) classification avoids the operational difficulties caused by Littlewood's (1981) excessive refinement and the simplification of Xu Shaoju's (1995) division, the boundary between semi-controlled role-plays and semi-free role-plays is fuzzy and difficult to define. As a result, in this study, role-plays are classified into three varieties based on the degree of control: controlled role-plays,

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