

Silent Role Play: A Preliminary Activity to Develop Effective Listening and Communication Skills among Advanced Engineering Students.

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ABSTRACT

Learning language skills, especially listening and communicating effectively in English as a second language is not an easy task for advanced engineering students, who are generally demotivated to learn English for being from science background and have minimal or no orientation and practice of listening or communication skills in English at their secondary or higher secondary level. Silent Role Play perhaps is an effective and humanistic activity to begin teaching these skills more efficiently at a preliminary stage. A comparative study between Regular Role Play and Silent Role Play was conducted with sixty eight first year engineering students, and it was found that with silent role play, learners are more relaxed, confident and keener to learn effective listening and communication skills even at this advanced stage of their age. The paper focuses on how Silent Role Plays contributes more towards development of effective listening and communication skill with special focus on non-verbal features of language involved in it.

Keywords

Silent Role Play; Non-Verbal Mediums; Effective Communication Skills; Listening as Language Skills.

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Introduction

Listening as a language skill is a vital yet neglected skill in and outside our Indian classrooms. It is neglected primarily because listening is mostly taken for granted. Most thinks that learners automatically acquire this language skill in the classroom as they hear to the teachers' lecture and instruction or as they interact with each other. But classroom interaction and activities, lectures or instructions may not be enough in learning or developing language skill like listening. To develop effective listening skills in the classroom, an active and serious training with effective and authentic listening material is indispensable.

It has been often observed that learners at the undergraduate level especially in the engineering colleges have no or very less orientation in listening as language skill. And it is a legacy they had carried forward from their school level. As a matter of fact a fresh start in learning listening skills is a threat to these adult advanced level learners. Moreover, English language teaching being not a main stream subject for these engineering learners, they often remain unmotivated to learn this language skill in the classroom.

Truly speaking, listening as a language skill is not just a passive and involuntary reception of any aural stimuli through ears. It includes attentive reception of all auditory and visual stimuli; comprehension of the same through bottom-up, top-down or parallel processing; retention of the information and the intension received and comprehended and finally an acknowledgement through a verbal reply or a non-verbal action or expression.

Effective communication essentially refers to transmission of meaningful information or ideas, sharing of facts, opinion, attitudes and understanding (Ghanekar, 2004). Whether in work place, home or in society, it is a purposeful exchange of intentions and responses. In one hand, while the sender aims at conveying a message and impression in the mind of receiver through his or her speech, expressions and

body language; on the other hand, the receiver indicates a clear understanding of the speaker's intention through an appropriate reaction.

As human feelings and intentions are never conveyed only through verbal languages, it is best conveyed when it is transmitted along with eye and facial expressions, gesture, posture, meaningful pause or silence, distance we maintain and through touch, dress and artifacts; similarly, listening cannot be effective only with auditory stimuli only it also involves the kinesics and other supra-segmental features or the non-verbal tools and behaviours.

At engineering colleges especially in suburb or rural belt of West Bengal, we get learners primarily from vernacular language background. Their mother tongue or L1 is either Bengali or Hindi and not English by any chance. From classroom interaction to gossip they use vernaculars only. Their exposure to English takes place only in English Language classroom and in case other subject teachers prefer to teach them in English.

Therefore, it becomes truly difficult to motivate such advanced adult learners to listen or communicate effectively in English. Any initiative to drill or practice listening skills or verbal communication in English in the language classroom becomes a real threat to them. Learners fear to speak a word in English. As a result, to voice this Second Language (English) along with appropriate expressions and body language requires serious motivation and prolonged practice.

However, it is understood that non-verbal communicating tools like eye and facial expressions, gesture, posture, meaningful pause or silence, distance maintained, touch, dress and artifacts is not language specific. Any emotion and their expression are same and at times spontaneous in Bengali, Hindi or English languages. So, Silent Role play could be a preliminary activity that is interesting and equally effective in learning and practicing these supra-segmental

features or the non-verbal behaviours and tools involved in an Effective Listening and Communication skills.

A Regular Role play in particular places the learner into a learning situation closely resembling the real life environment in which the desired behavior will be exhibited (Kapp, 2012). To D. Wilkins, role plays are actually an imitation of the reality where the students are required to speak properly in line with the contexts and their roles (Wilkins, 1976). The learners are generally placed in a group of five or six and are given a situation preferably realistic. They play the role of characters who are supposed to be a part of the situation given and speak the language of the characters along with appropriate expressions and body language.

The activity undoubtedly is an effective technique to animate the teaching and learning atmosphere, arouse the interests of learners, and make the language acquisition impressive (Wilkins, 1976). But where speaking English is the concern, adult learners of such engineering Institutes who have never spoken English in schools or at home, seem to withdraw from the fun.

So, to start with Silent Role Plays can be an effective alternative activity in the classroom. In this case, the learners are placed in a similar realistic situation in groups and are asked to play the role of the characters required for the situation. The only difference is that they are not supposed to speak any language during the performance but are supposed to animate the characters through expressions and body languages.

As during the performances these adult learners do not have to speak a word in English, they feel more relaxed and engaged in the activity and do their best to animate their characters through their expressions and body languages.

To be sure whether silent role play is an effective preliminary activity to develop effective listening and communicative skills, a comparative study between Regular Role Plays and Silent Role Plays was conducted with the 1st year students of an engineering.

Every move and reaction of the students is recorded during both Silent Role Play and Regular Role Play. They are minutely analyzed and included in this research paper.

As for listening as language skill is concerned, the students were asked to fill up a questionnaire regarding the supra-segmental features they consider to listen effectively especially during the Silent Role plays.

The paper focuses on Effective Listening and Communication skills especially the non-verbal features involved in it and its importance, Silent Role Plays, difference between Silent Role Plays & Regular Role Plays and how Silent Role Plays contributes towards development of Effective Communication and Listening skill.

Objectives of the Study

The primary objective of the study is to find out an alternative classroom activity for advanced adult learners which would be more humanistic, effective and interesting in the language classroom and would help them to learn more about listening and communication skills especially the supra-segmental features involved in them.

The paper does not aim at introducing a pantomime or mime into the classroom with all its theatrical idiosyncrasies or

grandeur, but a learner centric, resourceful and self motivating game that may help the adult learners to learn the non-verbal behaviours and supra-segmental features involved in listening and communication skills.

So, the paper primarily intends to focus on learning the use and importance of expressions and body languages, proxemics, dress and artifacts in listening and communication skill; and how a Silent Role Play can be used as an preliminary activity to practically learn these faculties involved.

It has been often observed that adult learners feel threatened by a new learning situation. They are threatened by the change inherent in learning and by the fear that they will appear foolish (Larsen-Freeman, 2010). Such fear is obvious with most of the engineering students coming from vernacular background. Silent Role Play is a sense of relief for them at the very initial stage as it offers them an opportunity to communicate effectively among themselves with the freedom of not speaking a single word in English. In that sense the paper also suggest a humanistic approach of language teaching and an activity or technique for Communicative Language Learning method.

Methodology

The research paper is an outcome of a comparative study between Regular Role Play and Silent Role play conducted at an engineering College.

The study included sixty eight (68) learners of 1st Year 1st Semester students of an Engineering Institute (including Civil Engineering, Mechanical Engineering, Electrical Engineering, Electronics and Communication Engineering and Computer Science and Engineering Departments). The learners are of the age group between 18 to 21 years; and 91.17 % of them speak Bengali as their mother tongue or L1 and the rest 08.83% speaks Hindi or Urdu as 1st language. And most of them except one or two use English sporadically along with Hindi and Bengali to interact with others at home or at the classroom.

Of the sixty two (62) Bengali speaking learners, fifty nine (59) of them went to Secondary schools under West Bengal Board of Secondary Education where the medium of instruction is only Bengali, and the rest three (3) studied in school under Central Board of Secondary Education, New Delhi where the medium of instruction is English. The other six (6) Hindi speaking learners are primarily from other state Bihar. Four (4) among them went to Secondary schools where the medium of instruction is Hindi while the other two (2) studied in CBSE schools.

At the Higher Secondary level the scenario almost remained the same for most of the learners. Only three Bengali medium learners have claimed to get the classroom instructions in English from Class XI onwards.

Interestingly enough, in each level of education (both secondary and higher secondary level) learners get exposed to English only when teachers teach them in English in the classroom. Moreover, at the secondary and the higher secondary level, teaching of English as Language is primarily restricted to reading and writing skills and no initiative is taken to learn language skills like listening and speaking.

But, as per the study, only 6 to 7 out of 68 1st year 1st semester learners do have certain basic command of English to talk about day-to-day events and experiences of life. Since at the Secondary and the Higher Secondary level, emphasis is given primarily on writing skills, so, maximum learners could write grammatically correct English. But none could show enough competence in listening, speaking and reading skills.

So the entry level behavior of the learners who take admission in these suburban colleges do not match with the entry level behavior expected by the curriculum. The learners hardly could talk about day-to-day events and experiences of life in English or could comprehend lectures delivered in English or read and understand relevant materials written in English.

Therefore, activities like regular role plays to develop communication skills or use of authentic materials to practice and develop listen skills may be a less humanistic approach and demotivating for such adult learners. Moreover, since there is no such conscious effort to teach them the use and importance of non-verbal language features in communication process, so, this study was conducted in three phases at the English language classroom of the engineering college.

At the very beginning, a questionnaire on learners' personal profile and variables they bring into the classroom is distributed followed by Silent and Regular Role Plays in three phases. A final questionnaire on Listening Skills is also served at the end of the 3rd phase to learn more about the supra-segmental features the learner's considered to listen effectively especially during the Silent Role plays.

3.1 Phase I:

All the 1st year 1st semester students of the engineering college were asked to form groups as per their role numbers. Each group has 5 members each. After the group formation, each group was asked to perform a Silent Role Play on the topic "Helping Hand". However, the topic was kept as a secret for other groups and after each performance; others observing were asked to identify the theme of the performing group.

3.2 Phase II:

The learners were asked to form group of five of their own choice. On their request a six and four combination is also allowed so that they should feel most comfortable during the activity. Each group was asked to perform a Regular Role Play on any topic of social concern. Each group was given full liberty to choose their own story line, dialogue and action and use any props available inside the classroom.

3.3 Phase III:

Keeping the group structure same each group was asked to perform a Silent Role Play on the same topic they have chosen for their Regular Role Play earlier. All were given liberty to change their props if required.

Results

4.1 Phase I

Learners especially from vernacular background participated willingly in the activity.

They look quite confident and relaxed inside the classroom and show emotions of being more acceptable and accessible to others.

Almost all the members of a group took part in deciding what and how to illustrate the topic "Helping Hand" through action.

A complete team effort could be seen at every stage of the activity.

Learners used their eyes, facial expressions, gesture and postures more than any other non-verbal tools.

Learners are well convinced that to have an Effective Communication and Listening it is not necessary to have a verbal language. Language can also be conveyed effectively through body languages, proxemics and other non-verbal tools.

4.2 Phase II

Though in their own friend circle, a sense of insecurity and a visible discomfort could be observed especially among those coming from the vernacular medium and even in those from English Medium backgrounds.

Not all took part in deciding the topic, story formation and dialogue writing.

One from the English medium background or the most confident group member was trusted with all these works of decision making, writing of the play and stage directions.

During the play, learners show lack of confidence, inappropriate emotion, expression and action at times.

The dialogues are particularly spoken in low and inaudible or in shaky voice. Sentences are cut short or swallowed abruptly in between the dialogues. Only cries of pain and anger are uttered in an inappropriately louder tone.

4.3 Phase III

Once again learners started to participate willingly into the activity.

They were back with confident and were relieved.

They took lesser time to prepare than their previous two performances.

However, team members still depended on their supposed team leader(s) who are an expert in acting and play writing for any further suggestions and actions during the activity.

Along with their eyes, facial expressions, gesture and postures, an increased use of touch and blackboard could be observed.

Three groups ended up repeating the Regular Role Play in mute format only.

Discussion

Listening as per the general conception is the other word for hearing. But listening as a language skill is far more than mere hearing (Fischer, 1972). While, hearing is only a process of receiving sound waves by the help of outer,

middle and inner ear. It is only an 'involuntary physical process' (Busby & Major, 1987) of sensing sound waves through ears. But listening is a conscious and voluntary mental process of perceiving the auditory stimulus or a set of related aural and visual stimuli followed by its comprehension and preservation of the information received. So, listening as language skills involves attention, interpretation, comprehension and retention of the sound and expression that is heard and observed (Moulic, Animation Films to Develop Effective Listening Skills in the Classroom, 2012). Technically speaking listening as language skill is not restricted to reception of sound waves only. To have an effective and efficient listening, one must perceive both the aural as well as visual stimuli at the same time; comprehend, restore and acknowledge the same with appropriate expression.

Grice mentioned that the 'meaning of an utterer's remark' can be reduced to the 'intention of the utterer in making that remark' (Grice, 1969). Thus one of the crucial tasks an effective listener should perform is to determine and establish the intension of the speaker. And hence much of the success or failure of an effective communication mainly depends on this decisive capability of the listener.

Listening thus is an active process where both the non-verbal (expressions) as well as the verbal (sounds) languages is equally taken care of (Moulic, Developing Effective Listening Skills to Enhance Professional Efficiency, 2012). So, to develop an effective listening and communication skills it is highly important to consciously consider the non-verbal language features too.

On the other hand, an effective Communication is not just sending and receiving messages, it is about understanding the emotion and intention behind every conveyed message. Effective Communication depends on a number of factors and cannot be fully isolated from other important interpersonal skills such as non-verbal communication, listening skills, clarification and appropriate reaction (what is Effective Communication).

So, a communication process is said to be effective when it not only involves the *explicit* meaning of words, the information or message conveyed, but also involve the *implicit* messages primarily expressed through non-verbal behaviours and tool or supra-segmental features of language.

Non-verbal communication medium include eye and facial expressions, the tone and pitch of the voice, gestures, postures, body language (kinesics), the physical distance between the communicators (proxemics), haptics or touch, dress and artifacts used. And undoubtedly these non-verbal signals give important clues and additional information and meaning to the spoken or verbal communication.

Words are never autotelic. So, any word spoken may convey multiple meaning and intentions of the speaker. Effective listening and communication may be extremely difficult if the non-verbal or supra-segmental features involved in the communication process are not seriously considered. To be a better communicator, therefore, it is important to become more sensitive not only to the verbal or segmental features of language but also to the body language and nonverbal cues of others and of our own.

The Non-verbal communication mediums reinforces what is said in words, conveys information about the emotional state

of the speaker, help to provide the desired reaction or feedback to the other person and of course regulates the flow of communication effectively and efficiently.

5.1 Why Role Play?

Role-playing is an effective teaching strategy that emphasizes on the social and cognitive nature of learning, and provides an opportunity to inculcate among learners cooperative and stimulating behavior and intellectual creativity.

In a language classroom learners are not supposed to be treated as passive recipients of the teacher's knowledge. They should be actively involved into the dynamics of the classroom so that they may get a true and practical knowledge. Role playing is definitely an effective and interesting activity that involves the learners actively into the learning process and provides them a true and practical knowledge of language (both verbal and non-verbal) and its skills, human emotions and its expressions. It also teaches empathy and understanding of different perspectives (Poorman, 2002).

Considering the immediate context of this research, the need for Role Play in classroom in such engineering colleges is to provide the adult learners an interesting platform to speak and learn more about the various communication skills (both segmental and supra-segmental) effectively.

5.2 The Regular Role Play:

Role play is an effective classroom activity where a group of students are given a theme or topic which they illustrate playing specific roles or characters. In general, learners are initially placed in a group of five or six and are given a situation or topic preferably realistic. Once the topic is assigned to the group, the members brainstorm and frame a story keeping in mind the given topic. Then they play the role of characters who are supposed to be a part of the situation given and speak the language of the characters using appropriate expressions and body language.

A Regular Role Play places the learner into a learning situation closely resembling the real life environment in which the desired behavior will be exhibited (Kapp, 2012). To D. Wilkins, role plays are actually an imitation of the reality where the students are required to speak properly in line with the contexts and their roles. The activity undoubtedly is an effective technique to animate the teaching and learning atmosphere, arouse the interests of learners, and make the language acquisition impressive (Wilkins, 1976).

At the end of the Role Play when the learning is clarified, confirmed and solidified, a debriefing is done to reflect and discuss as a group what everyone has learned in the process of performing the activity (Nickerson, 2008). At this the learners get an opportunity to analyze and synthesize the parts of such a complex dynamic.

5.3 The Silent Role Play:

A Silent Role Play is nothing but an alternative form of a Regular Role Play. In a silent role play learners too are placed in a similar realistic situation in groups and are asked

to play the role of the characters required for the situation. The only difference is that they are not supposed to speak or vocalize any language during the performance but are supposed to animate their characters through expressions and body language – the non-verbal mediums.

Considering the entry level behavior of the learners, silent role plays are most effective as it allows them to be into the activity but need not have to speak a word in English. They just need to try to communicate through their expression and body language.

The silent Role Play should not be misinterpreted as a theatrical mime or pantomime. Learners are not required to be an expert in using their eyes or face or any parts of the body, they need not paint or be theatrically accurate while in action. They should only be aware of the basic non-verbal behaviours and its use in specific communication situation and try to learn the same through the activity.

5.4 How Silent Role Plays contributes towards development of Effective Communication and Listening skill.

Considering the entry level behavior of the learners and expectation of the curriculum and the management, it is quite natural that we need to be formulating activities that would be interesting and effective to teach English language communication.

Often at the introductory classes, learners show signs of nervousness, lack of confidence and plan; they speak fragmented and grammatically incorrect English with inappropriate body language and emotional expressions, voice and attitude. Therefore, an introductory activities should be such that might be an effective tool to teach them effective listening and communication skills (especially the non-verbal behaviors) which may allow them to appear smart while in conversation in English and learning which they may identify the real intentions of the speaker during the conversation or even when he/she is not speaking.

At the initial stage the major challenge with the learners happen to be to motivate them to participate in any activity inside the classroom. However, soon the learners are grouped as per their role numbers and are told that they are supposed to do a Silent Role Play or illustrate the topic “Helping Hand” without speaking a single word in English but only through expressions and body language, all of them especially those from vernacular background participated willingly into the activity.

Most of them look confident and relaxed inside the classroom compared to the first day of the class when they had to introduce themselves in English. They show signs and emotions of being more acceptable and accessible especially to those from English medium background before and after the activity.

However, learners (both from vernacular as well as English medium schools) preferred vernaculars (Bengali or Hindi) to discuss among themselves the story line and for the stage direction; the best part of the activity was that all the stages of a complete team formation (starting from forming, storming, norming, performing till adjourning) took place from the very start of the activity. Almost all group members took part in deciding what and how to illustrate the topic “Helping Hand” through action. They tried their best

to demonstrate their part of the role through body language, eye and facial expression, gesture and posture, dress codes and few props. It was a complete team effort at every stage of the activity.

What was most interesting is that no group had a similar story line. They demonstrated the same topic through different story line, different set up and props. None spoke a single word in the entire course of the activity or performance, yet, each contributed to the story line with their eye and facial expressions, gestures, postures, proxemics, dress and appearance and touch.

At the end of the 1st phase of experiment or activity all the learners could be well convinced that to have an Effective Communication and Listening it is not necessary to have a sound or verbal language every time. Language can also be conveyed effectively through eye and facial expressions, gesture, posture and dress code too. And more importantly, a topic could be delineated or expressed through many different ways.

To prove the same each group was given the topic “Helping Hand” very secretly and every group was requested not to disclose their topic to any other group members. And during each group’s performance, others sitting and observing the performance are asked to guess the topic and write down in a piece of paper. And unsurprisingly, most of them could correctly guess the topic of each group.

Now the next step was to validate the effectiveness of the Silent Role Play compared to the Regular Role Play technique. So, a week later the learners are asked to form their own groups with members of their own choice and perform a Regular Role Play in the classroom based on any social issue.

Though in their own friend circle, a sense of insecurity could be easily observed especially among those coming from the vernacular medium schools. Since they have to deliver their dialogues in English few of them especially those from English medium schools took part in deciding the topic, story formation and dialogue writing.

However, this phase of entrusting the most confident group member with all these works of decision making, writing of the play and stage directions leads to the emergence of a potential leader but a complete team is hardly formed. It is this leader who has to describe the individual roles to all other team members and their dialogues which they are supposed to deliver during the activity. And as in earlier activity, leaders as well as the other team members preferred vernaculars (Bengali or Hindi) for their necessary discussions.

A visible discomfort among the learners even those coming from English medium background could be observed before the activity and while playing the role. During the play, learners show lack of confidence, inappropriate emotion, expression and action at times.

It is also observed that while in action, learners show a tendency of coming close to each other and not using the entire space meant for their action. Most group show a tendency of drifting towards the corner of the room too. The confident member is speaking facing the classmates while the other is with his back to the observers and moving close to his partner)

The dialogues are particularly spoken in low and inaudible or in shaky voice. Sentences are cut short or swallowed

abruptly in between the dialogues. Only cries of pain and anger are uttered in an inappropriately louder tone.

Perhaps there is a fear of getting singled out among all the classmates as one not being able to speak in English is more among the learners during the Regular Role Play.

Most groups asked permission for another Regular Role play in a later date so that they may come more prepared.

For the final phase of the experiment the learners were asked to be in the same group and to perform a Silent Role Play on the same topic they opted for their Regular Role Play.

At this stage the learners look confident and relaxed and started to participate willingly into the activity once again compared to the earlier performances (Regular Role Play) on social issues.

They took lesser time to prepare than their previous two performances. However, the supposed leader of the team has to do all the necessary changes and directorial jobs. Though vernacular (Bengali or Hindi) remain their primary language of interaction yet English is used intermittently by most of them even without regular insistence from my side.

During this third phase, the learners illustrated their topic more with their eyes, looks, facial expressions, gesture and postures, touch and blackboard. As they have nothing to speak out, so, all of them tried their best to express their emotions and feelings through actions and body languages. An increase of eye and facial action and expressions could be observed along with hand movement and touch.

However, few groups ended up repeating the Regular Role Play in mute format only. They could not focus on appropriate use of expressions and demonstrated their theme through lip movements and through inappropriate expressions and body movements.

These groups were asked to change their story line and perform. And with changed story line they could perform better in respect to their earlier performances.

So, undoubtedly Silent Role play is certainly a humanistic approach or technique towards learning more about the non-verbal behavior or tools essentially required for effective communication skills.

But how far the non-verbal language tools like our **eyes and face, gestures, posture, head and hand**, the closeness and the touch develop effective Listening Skills?

As these non-verbal language tools and behaviours effectively facilitated Communication during Silent Role Play, then, it should have efficiently facilitated active listening too. Undoubtedly the learners must have received the visual stimuli with their eyes, understood them thoroughly and then reacted accordingly. And since any visual stimuli could be easily restored for a longer time compared to auditory stimuli, so, Silent Role Play definitely helps in developing effective listening skills too.

At the end of the third phase of the study a questionnaire was served to learn more about the tools and features that the learners have used to listen to the fellow role players during the Silent Role Play.

98.7% of the participants are of the opinion that apart from their ears, they have used their eyes to listen to the intensions, emotions and expressions of others in the activity. As for the other features they considered to listen is the situation, context and the act of the play. Even the 2% learners who seem doubtful regarding the implication of the

eyes during listening also gave the opinion that to understand the real intention and the emotions and non-verbal expressions they have considered the eye movements of their fellow participants, their facial expressions, hand and head movements and the gestures and postures. However, none of the learners believe that listening depends on dress and artifacts they carry during their performances. Nevertheless, when words are not spoken out verbally, listening may seem difficult, but is effective giving way to a genuine and successful communication as the non-verbal behaviours and its mediums are the supra-segmental features that are natural and spontaneous unconscious languages that transmit our true intentions, feelings and emotions in a more louder tone.

Silent Role plays can only used as initial activities or an ice breaker for the adult learners. Soon the confidence level of the learners and the team building process get a boost through Silent Role plays, eventually a Regular Role play should take its place as learners also need to practice speaking English in and outside the classroom using both the segmental and supra-segmental features of Language.

It is also observed that not all the speech act in a speech even and situation can be illustrated successfully only through non-verbal behaviours or tools especially in a classroom. In those situations, use of blackboard or a piece of name tag or a sign become effective to make others understand the reality.

Some of the non-verbal behaviours are culture specific. So, in a heterogeneous class it is not always easy to neutralize them in an instant. It requires counseling and practice considering each and every learner's socio-cultural backgrounds even.

Conclusion

Apart from sending and received messages, an effective communication is about understanding the emotion and intention behind every conveyed message. Verbal medium is not the only means to convey every human feelings and intentions. It is best conveyed when the segmental features of a language is transmitted along with the supra-segmental features of language like the eyes and facial expressions, gesture, posture, meaningful pause or silence, distance maintained, touch, dress and artifacts used. And a Silent Role play is certainly a more humanistic approach or technique towards learning more about these non-verbal behavior or tools essentially required for effective communication skills in a classroom.

And for an effective listening as language skill, the primary requisite is to maintain a continuous attention, determining the speaker's intention, comprehension of the message being transmitted and its retention. Perhaps the Silent Role Play facilitates a true platform to the learners to learn and practice the same. To understand the non-verbal language tools and behaviours each learner had to be attentive to the actions, they must have received the visual stimuli with their eyes, understood them thoroughly and then reacted accordingly. And since any visual stimuli could be easily restored for a longer time compared to any auditory stimuli, so, Silent Role Play definitely helps in developing effective listening skills along with an effective communication.

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