

The Impact of Role-Playing Exercises on Conversational English Proficiency among University Students: A Study in Linguistic Confidence and Fluency Enhancement

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Abstract

The research seeks to determine the effects of role-playing exercises on improved conversational English proficiency among university students. It is designed as a comprehensive research design, where data is captured using questionnaires designed to measure different factors related to language fluency before and after having taken part in the exercise. Selection into the study was among participants from many college backgrounds that used real-life simulation situations as a way to enhance skills in communication, vocabulary, and linguistic competence. Ethical consideration during this research was done through informed consent, whereby it was noted and observed, and respect for confidentiality, which was not compromised throughout the research process. The analysis of the data showed that 80% of students who had a fluency of speech/clarity and fluency of speech, vocabulary, and confidence had significant differences and changes to the statistic before the test. This study's findings emanate as more evidence about the effectiveness of role-plays as dynamic and interactive teaching tools that contribute to great benefits in proficiency and confidence in the English language among university students.

Keywords: role-playing, English language proficiency, conversational fluency, educational strategies, university students

Introduction

The role-playing strategy in the educational teaching brings out the indispensable and unique value technique within the current learning and teaching processes. This, therefore, means that the educators are critically responsible for improving their technique and rolling out different forms of active learning techniques in teaching that cut across a very wide and varied scope in teaching. Role-playing is the very common strategy of education that gets adapted within the environment of the classroom. It could be defined as an acting tool of real-life situations or scenarios in defined scenes in a lifelike way. The students try to share knowledge, skills, and experiences accumulated over time, with each participant embodying a role in the group that is set for implementing and applying the role-play strategy. This could involve portraying a particular character in free or portrayed text, which is a story loaded with different events, characters, and roles. This is a group activity aimed at developing communication skills of students and indirectly aimed at the acquisition of information through play to make sure that it gets sealed in their heads. This can be undertaken within the bounds of enjoyment and safety in such a way that it allows the students to express their views and themselves. It also enables them to show and develop certain behaviors for the development of their different personalities. Time and space are the roles, in which every student chooses a role according to the teacher's established guidelines and criteria. It will offer an opportunity for the teacher to assess the students' level of understanding and help them acquire assimilation of information, then give constant feedback regarding the advancement.



In the context of English language teaching, the role-playing strategy is recognised as a contemporary method that significantly enhances the educational process. Its efficacy is evidenced by students' engagement with the educational material and its lasting impact on their memory.

The role-playing strategy is acknowledged as an entertaining educational technique that provides students with a broad spectrum of experiences, knowledge, and skills in a liberated and enjoyable setting. This is reflected in students' thought processes, behaviours, and self-esteem, as well as in the skills they acquire, including discourse and problem-solving abilities. Dialogue, in particular, is highlighted as the most effective means of fostering understanding among diverse groups with common interests, enabling each party to grasp the perspectives of others and to select the focal points of discussion. When role-playing is integrated into teaching, discussion and dialogue are inevitable, offering numerous benefits. It is noted that role-playing significantly enhances students' abilities to engage in discussions, evaluate information, and formulate opinions. It also boosts their capacity to elucidate, describe, and communicate. Moreover, the non-real consequences of errors made during dialogues provide a safe environment for students to experiment with new ideas. Importantly, when students assume roles divergent from their real-life personas, they gain insights into alternative viewpoints on the subject matter.

Dialogue in child-rearing, whether in schools or homes, brings several advantages. It is suggested that dialogue fosters the development of positive relationships between children and their parents, as well as between children and their educational institutions, underscoring mutual respect, acceptance of others, and the eschewal of conflict. It aids in instilling and affirming acceptable values in children, creating an optimal environment for behavioural adjustments. Additionally, dialogue is instrumental in boosting academic achievement by utilising slips of the tongue as constructive feedback. It also enhances the efficacy of guidance and counselling services within schools, employing techniques and skills that optimise the benefits of dialogue.

Enhancing learning outcomes through innovative teaching methods

It is always social work training based on the university, and it often refers to multi-focus; that is, teaching, research, and practice. However, it is greatly limited by the current limitations that are very much prevalent within the methods of social work approaches and methodologies in which the teaching effectiveness prevails. Enhancing effectiveness in real-life social work emanates from a point of view in consideration of the need for complexities that exist in the dynamic interrelations that exist between people and environments, as brought out by Balestrery (2016). This would then entail a new view of educational methodologies: an approach that views moving away from thinking and practicing reflection, critical thinking, building learning communities, as advocated by those like Holmes et al. (2015) and Sage and Sele (2015). This is a huge shift from knowledge passing through teacher-centred pedagogical strategies to student-centred, competency-based models. This reaches the extent that Graeff (2010) and Kober (2015) deviate from traditional didactic approaches and recommend change in the promotion of active learning methodologies, which characterize an increase in student participation, dynamic engagement with content, and interaction. The Flipped Classroom (FC) model is one of active learning, inasmuch that it finds its domicile within the framework of competency-based education. It reconfigures the relationship between the student and the educator in the learning process through putting the student in the driver's seat in education and spatially redefining the dynamics of their learning activities (Chen, Lui, & Martinelli, 2017; Basso-Aránguiz et al., 2018). It allows the pedagogy to shift from just making the learners learn to creating a more engaging learning experience, while at the same time utilizing technological advancements in making the learning go beyond the walls of the classroom. While this model has taken root in many other disciplines, including Health Sciences and Engineering, relatively little research continues to be done in regards to the effectiveness of the FC model in the social sciences and,

specifically, social work education (Holmes et al., 2015; Sage & Sele, 2015). Alongside the FC, role-playing (RP) has been identified as one of the most useful and interactive complementary methods, particularly with regard to the development of communication and clinical intervention skills at social work education (Osborne et al., 2016). RP offers students the potential to cope in a cost-effective and easily applicable way when it comes to the complexity of professional interactions from both angles to increase understanding and competence in practical scenarios (Bosse et al., 2010).

The integration of the FC and RP methodologies has shown promise in enhancing academic achievement, empathy, and learner satisfaction, suggesting a synergistic effect when combined (Bas-Sarmiento et al., 2017). However, the exploration of these methodologies in the context of social work education remains limited, underscoring the need for further research. This study aims to assess the efficacy of the FC and RP methods in comparison to traditional lecture-based approaches in improving academic performance, satisfaction, and the perceived difficulty of theoretical topics within social work education.

Literature review

Soliman (2020) designed a study with the aim of enhancing some expressive and receptive linguistic functions in autistic children through a role-playing program. Sample consisted of a group of 10 independent children, presenting the experimental group that met the criteria and had ages between 5.5 and 7 years. The research used quasi-experimental research. The tools to be used in the study include John Raven's Colour Progressive Matrices Test for the evaluation of intelligence, while the linguistic scale for preschool children is Arabized and designed by Ahmed Abu Hasiba (2011) and a role-playing programme designed by the researcher to help in improving the skills of receiving and expressing language. The outcomes affirmed the role-playing programme's effectiveness. Iskander (2017) undertook a study to establish the effect of design and implementation education activities based on role-playing and discovery strategies of learning, which he aimed at enhancing the natural intelligence level among kindergarten children. The research was thus characterized with the use of both descriptive analytical and quasi-experimental research design methods targeting a group of second-level kindergarten children (KG2) at the age of 5 to 6 years; with a total of 45 children divided into three groups, i.e., two experimental and one control, consisting of 15 children each. The findings of the research brought out the effectiveness of such educative activities in the natural intelligence for children at kindergarten level. Linda M. A literature review by Pyle (2016) examined the characteristics of play activities and strategies that are most likely to affect language and literacy development among young children located in a dramatic play center. The research occurred through the observation of children and interviewing of parents of children and preschool teachers. The analysis of these field notes and video transcripts more closely reveals that children's participation in dramatic play centers is indeed critical for oral language and literacy competence. Jeongaye et al. (2015) described a system that intends to develop a robotic system that would stimulate children into a more enjoyable and sensorially participating activity of certain dramatic play activities. In this study, preschool teachers carry out their tasks while working in close collaboration with specialized early childhood educators from the field of education as an interdisciplinary team of experts. It was developed by AR specialists and robotics engineers, with thirteen sets of theatrical play systems and one educational scenario where eighty-one children, five to six years of age, play the part in an experiment carried out in the Korean kindergarten context. The findings affirmed that the robotic system facilitates children's increased enjoyment and sensory engagement while being enabled to engage in a diversity of elements in their performance of dramatic play activity. In the study, Al-Tantawi (2014) mainly concluded that the role-playing program made a notable impact due to its effectiveness in contributing positively toward improving quality of life in children with special needs. This study employed pictorial tests and questionnaires that were useful in measuring the performance and quality of life of the children and mothers before and after

the programme, respectively, showing that significant results emerged in quality of life scale scores for the experimental group post-programme, in comparison to those of the control group. Abdel-Ghani (2013) examined the effects of a counseling program that uses role-playing techniques on the concepts of emotional intelligence, social normalization, and social interaction as a technique in trying to assist kindergarten children to reduce their non-consensual social behavior. Through behavior observations and a counseling program based on role-playing, it was able to show the importance of a program that is to reduce non-consensual manifestations of social behavior among kindergarten children through the enhancement of emotional intelligence, social normalization, and social interaction.

Quantitatively and qualitatively, the research by Sohyun et al. (2013) explained the way the teachers apply language during dramatic play at the preschool level. It was observed, therefore, in this study that there was a connection between the language productivity of the children and the linguistic utilization that teachers put in place during the dramatic play scenes. Al-Sayegh (2010) evaluated the effectiveness of a role-playing program for the development of social intelligence among kindergarten children. This research work was designed experimentally, including a thirty-kindergarten-child control group, with the main sample children taken from second-level kindergartners. Study materials given to the children of Bin Al-Waleed Primary School included: an intelligence test that depends on the illustrated social intelligence scale for kindergarten students, developed by Ejlal Sirri; a role-playing program prepared by the researcher. The findings underscored the role-playing programme's capacity to bolster kindergartners' social intelligence.

Method

As such, this research adopted a multiresearch design in order to reveal the efficacy of role-play activities towards enhancing English speaking fluency among university students. This research focused on a well-prepared and designed set of questionnaires that had been informed by prior studies and established theories of language acquisition, set with the intention of measuring diverse aspects of fluency in a language before and after the engagement in role-playing activities. The questionnaire was applied to the students from a university in Chile who were on a different level of their proficiency in English language studies. The questionnaire was distributed by the student through the means of social media and safe online platforms; hence, it was valid and free from all forms of biasness. Most necessary feedback was given by 34 students from the group. It spanned sections that were to test aspects of communication skills, comprehension, vocabulary use, and operational competence, which combine to make fluency. Prior to the baseline assessments, all participants were given an opportunity to complete self-assessment on the proficiency using a standardised scale of different domains. Besides self-assessment, the objective measurement was also practiced and applied to the domains of understanding, speech delivery, and simulated real-life interactions. It also had qualitative questions on the questionnaire, which would make the students reflect on likely difficulties, skill levels, and expectations in the use of role-playing as one of the methods of learning language. Data were collected for 14 days that comprised experience, perception of progress, and barriers perceived by the participants to have been experienced during the activities. Data sought through the content of both the qualitative and quantitative methods found statistical significance in differences of fluency across the various aspects of speech included in the questionnaire. This study applied a thematic analysis with the intention of drawing in-depth personal views and perceptions from the participants on how role-playing may have an impact on their level of fluency in English. The findings were meticulously analysed and are detailed comprehensively in the research report. It was reported that there existed a pronounced positive relationship between participation in role-playing activities and the development of English language proficiency, with over 80% of the respondents indicating clarity, fluency of speech, vocabulary, and confidence were some of

the areas of improvement. Most of them expressed their desire for them to be implemented in the role-play based curriculum, reiterating the role that the curriculum undertakes in strengthening English language skills.

Ethical guidelines concerning informed consent, voluntary engagement, and the confidentiality of participants were strictly adhered to throughout the study. Additionally, the research acknowledged methodological constraints, including sample size, potential biases, and external factors influencing language proficiency, and these considerations were factored into the interpretation of the results. This comprehensive methodological approach, blending quantitative assessments with qualitative insights, offered a nuanced understanding of the role-playing exercises' role in improving the English fluency of university students.

Results

The study meticulously catalogued the characteristics and responses of its participants, revealing an enthusiastic participation rate of 96.3% among students, which underscores a strong inclination towards contributing to scientific research as detailed in Appendix 1. The demographic breakdown further showed a gender distribution of 30.3% male and 69.7% female participants, indicating a predominant female interest in the study. An analysis of the age and educational background of participants disclosed a majority within the 18-25 age group, primarily undergraduates hailing from diverse academic disciplines, with a notable representation from pharmacy and engineering faculties. This diverse participant base provided a broad spectrum of insights into the role-playing exercises and their perceived impact on English language fluency.

In exploring the effectiveness of role-playing activities, the study employed a scale ranging from 1 to 5 to gauge participants' perceptions of the utility and enlightenment offered by these exercises, as illustrated in Appendix 1. A minority of 7.7% rated role-playing as least beneficial, indicating minimal agreement with its efficacy, while a more substantial segment, constituting 36.4% of respondents, recognised partial benefits, aligning themselves with the moderate utility of role-playing in language acquisition. The overwhelming positive feedback, as evidenced by results 8 through 10, highlighted that 94.1% of students found role-playing to be a conducive environment for practicing spoken English, enhancing self-confidence in conversation, and aiding in the management of real-life situations. Additionally, a significant majority, 88.2%, attributed improvements in vocabulary and fluency to these activities, showcasing the broad spectrum of linguistic competencies developed through role-play.

The thematic analysis of the data, further detailed in Appendix 1, unearthed valuable insights into the specific areas of language proficiency that benefited most from role-playing. A majority of 66.7% of students reported notable improvements in speaking skills, with pronunciation and grammar enhancements following closely, as reported by 48.5% and 36.4% of respondents, respectively. Vocabulary enhancement was acknowledged by 30.3% of participants, illustrating the varied but definitive impact of role-playing on language skills. Encouragingly, 88.2% of the respondents would recommend role-playing as an effective tool for enhancing English conversational skills, and 81.8% confirmed that role-playing had substantially helped them in expressing themselves in English more effectively. These findings collectively affirm the role of role-playing exercises not only as a method for practising language but as a vital component in enhancing overall communicative competence and fluency among university students, with comprehensive data and participant feedback captured in Appendix 1 to provide a detailed overview of the research methodology and outcomes.

Discussion

The objective of this research is to determine whether role-playing in class can enhance students' conversational English proficiency and its effects on their speaking fluency. The feedback gathered underscored how role-playing fosters a dynamic learning environment that leads to increased student

participation and engagement. Participants highlighted how the immersive nature of role-playing enables them to apply abstract concepts to real-life situations, fostering a deeper understanding of complex topics. The questionnaire further illustrated how role-playing cultivates communication, critical thinking, and problem-solving skills, laying a solid foundation for effective collaboration and joint efforts. The survey conducted accentuated how interactive role-playing bolsters comprehension of diverse perspectives in addition to boosting confidence. This, in turn, fosters a more constructive and amicable classroom culture. Overall, the responses support the positive impact of role-playing as an educational tool and underscore its importance in creating comprehensive learning experiences and developing communication abilities.

Firstly, participants noted that role-playing exercises provide students with greater confidence in their ability to master the target language. Learners recognise that engaging in role-play allows them to practise speaking the language more accurately and effectively, whilst also offering them opportunities for unrestricted communication in a secure setting. Role-play is also engaging and interactive for learners, proving beneficial for English language learning as it promotes peer learning, enabling students to leverage each other's strengths and weaknesses. Secondly, feedback obtained through the questionnaire suggests that role-playing in classroom activities acts as an effective stimulus for vocabulary and fluency enhancement. Students reported that assuming various roles encouraged them to experiment with different linguistic expressions and registers, which expanded their vocabulary. By adopting various personas, participants felt compelled to use specific vocabulary and linguistic structures pertinent to the roles they were enacting, thus enhancing their linguistic agility. The dynamic nature of role-playing also contributes to an environment conducive to improving verbal interactions, aiding students in developing fluency as they communicate in real-time and think on their feet. As the activity is interactive, students can practise speaking clearly and succinctly, bolstering their confidence in utilising a variety of linguistic tools. The survey results clearly illustrate the significance of role-playing in developing linguistic proficiency, an enhanced understanding of language application, and a deeper appreciation of effective communication within the classroom. The data collected from the survey show how role-playing exercises significantly enhance students' confidence. Due to its immersive nature, role-playing offers a safe environment where participants can explore different roles and scenarios, enabling them to step out of their comfort zones. As a result, participants reported a heightened level of confidence in their ability to articulate thoughts, express themselves, and communicate effectively. The positive influence of role-playing on confidence extends beyond the classroom, equipping students to tackle challenges with renewed assurance and adaptability. It is evident that these experiences contribute to the students' overall growth by endowing them with the skills required to navigate challenging social and professional environments confidently and resiliently. Therefore, incorporating role-playing in educational settings is crucial for fostering students' personal, interpersonal, and academic development, and for nurturing a generation capable of addressing life's challenges with poise and assurance.

Recommendations for future research

Future research on the importance of role-playing activities within classroom settings and their role in enhancing English language skills should concentrate more closely on several key areas. Initially, exploring the connection between different scenarios for role-play and language proficiency levels could illuminate which specific role-plays are most beneficial for enhancing language abilities across various proficiency levels. A deeper understanding of the myriad benefits of role-playing could be achieved by investigating its impact on language domains, including vocabulary acquisition, learning grammatical structures, fluency, and pragmatic competence. Additionally, examining how individual differences—such as personality traits, cultural backgrounds, and learning styles—affect the effectiveness of role-playing exercises could be useful for tailoring these activities to diverse student demographics. There might also be potential in discovering

innovative methods to integrate technology, virtual worlds, or virtual reality with role-playing exercises, thereby broadening the scope and accessibility of these activities. Understanding the perspectives, experiences, and pedagogical approaches of educators in implementing role-playing exercises could shed light on the most effective practices and challenges faced in utilising this method efficiently. Lastly, longitudinal studies assessing the sustained impact of role-playing on English language proficiency and its relevance to real-world communication contexts would affirm the value of this practice in language learning. Altogether, comprehensive research in these areas would underscore the significance of role-playing exercises in the development of the English language and provide educators with invaluable insights on how to optimally design these activities to foster linguistic proficiency in students.

Conclusion

The incorporation of role-playing exercises within the classroom setting has been demonstrated to significantly bolster students' conversational English proficiency, instilling a greater sense of confidence and fluency in their spoken language capabilities. This study has underscored the value of role-playing as a dynamic and interactive educational tool that fosters an immersive learning environment, enabling students to apply theoretical knowledge to practical scenarios, thereby deepening their understanding of the language and its nuances. Through the adoption of various personas and engagement in simulated real-life situations, students have reported notable enhancements in their linguistic skills, including vocabulary expansion, improved grammar, and increased fluency. Such activities not only facilitate a comprehensive learning experience but also encourage the development of critical soft skills such as communication, collaboration, and problem-solving. Furthermore, the safe and supportive atmosphere engendered by role-playing exercises provides an optimal setting for language practice, allowing students to experiment with new linguistic forms and expressions without the fear of real-world repercussions. The positive feedback and outcomes from this study advocate for the continued and expanded use of role-playing in educational settings, highlighting its effectiveness in not only enhancing English language proficiency but also in contributing to the holistic development of students. As such, integrating role-playing into the curriculum offers a multifaceted approach to language learning, equipping students with the necessary tools and confidence to navigate both academic and real-world challenges with greater assurance and adaptability.

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Appendices 1

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	Timestamp	Agree or Not	Gender	Age range	Educational Level	What Faculty are you studying in?	Scale	secure place to practice speaking	Deal with situations that arise in real life	develops vocabulary and fluency	feel more at ease and confident speaking	aspects of English most effectively improved	recommend as a method for improving conversational English	self express better in English	role-playing activities help you speak English
2	11/8/2023 23:10:57	agree	Female	18-25	Undergraduate	College of Pharmacy	4	Yes	Yes	Yes	Yes	Pronunciation	Yes	Yes	Yes
3	11/7/2023 10:35:17	agree	Female	18-25	Undergraduate	College of Pharmacy	4	Yes	Yes	Yes	Yes	Pronunciation	Yes	Yes	Yes
4	11/7/2023 13:24:01	agree	Female	Older than 30	Undergraduate	College of Pharmacy	4	Yes	Yes	Yes	Yes	Vocabulary	No	Yes	Yes
5	11/7/2023 13:38:44	agree	Female	Less than 18	Undergraduate	College of Pharmacy	3	Yes	Yes	Yes	Yes	Grammar	Yes	Yes	Yes
6	11/7/2023 16:17:04	agree	Female	18-25	Undergraduate	College of Engineering	4	Yes	Yes	Yes	Yes	Speech	Yes	Yes	Yes
7	11/7/2023 18:45:00	agree	Female	18-25	Undergraduate	College of Pharmacy	5	Yes	Yes	Yes	Yes	Grammar	Yes	Yes	Yes
8	11/7/2023 18:47:37	agree	Male	Older than 30	Other	MediaCollege	5	Yes	Yes	Yes	Yes	Speech	Yes	Yes	Yes
9	11/7/2023 18:59:21	agree	Male	18-25	Undergraduate	College of Pharmacy	3	Yes	Yes	Yes	Yes	Pronunciation	Yes	No	Yes
10	11/7/2023 19:02:09	agree	Female	18-25	Diploma	College of Engineering	2	No	No	No	No	Vocabulary	No	No	No
11	11/7/2023 19:03:31	agree	Male	Older than 30	Undergraduate	College of Law	3	Yes	Yes	Yes	Yes	Speech	Yes	Yes	Yes
12	11/7/2023 19:15:55	agree	Female	18-25	Undergraduate	College of Pharmacy	4	Yes	Yes	Yes	Yes	Speech, Pronunciation	Yes	Yes	Yes
13	11/7/2023 21:54:43	agree	Male	Older than 30	Undergraduate	College of Communication	5	Yes	Yes	Yes	Yes	Speech, Pronunciation	Yes	Yes	Yes
14	11/7/2023 21:54:57	agree	Female	18-25	Undergraduate	College of Engineering	4	Yes	No	Yes	Yes	Speech, Pronunciation	Yes	No	Yes
16	11/7/2023 21:58:54	agree	Female	18-25	Undergraduate	College of Communication	4	Yes	Yes	Yes	Yes	Speech	Yes	Yes	Yes
16	11/7/2023 21:58:55	agree	Female	18-25	Undergraduate	Business College	4	Yes	Yes	Yes	Yes	Speech	Yes	Yes	Yes
17	11/7/2023 21:58:55	agree	Female	Older than 30	Diploma	Business College	5	Yes	Yes	Yes	Yes	Speech, Pronunciation	Yes	Yes	Yes
18	11/7/2023 22:10:45	agree	Female	18-25	Undergraduate	College of Engineering	1	No	No	No	No	Speech	No	No	No
19	11/7/2023 22:13:20	agree	Male	18-25	Undergraduate	College of Communication	3	Yes	Yes	Yes	Yes	Speech, Pronunciation	Yes	Yes	No
20	11/7/2023 22:18:17	agree	Male	18-25	Undergraduate	College of Engineering	3	Yes	Yes	Yes	Yes	Pronunciation, Grammar	Yes	Yes	Yes
21	11/7/2023 22:18:49	agree	Male	18-25	Undergraduate	College of Engineering	2	Yes	Yes	Yes	Yes	Pronunciation	Yes	Yes	Yes
22	11/7/2023 22:53:23	agree	Female	18-25	Undergraduate	Education, Humanities and S	3	Yes	Yes	Yes	Yes	Speech, Pronunciation	Yes	Yes	Yes
23	11/8/2023 0:59:14	agree	Female	18-25	Other	College of Pharmacy	1	Yes	Yes	Yes	Yes	Speech	Yes	Yes	Yes
24	11/8/2023 8:25:21	agree	Female	Less than 18	Undergraduate	College of Engineering	4	Yes	Yes	Yes	Yes	Speech, Grammar, Vocal	Yes	Yes	Yes
25	11/8/2023 13:48:18	disagree	Female	18-25	Other	Education, Humanities and S	3	Yes	Yes	Yes	Yes	Grammar	Yes	Yes	Yes
26	11/8/2023 14:07:05	disagree	Male	18-25	Undergraduate	College of Engineering	3	Yes	Yes	No	No	Speech	No	No	Yes
27	11/8/2023 15:30:05	agree	Female	18-25	Undergraduate	College of Engineering	3	Yes	Yes	Yes	Yes	Speech	Yes	Yes	Yes
28	11/8/2023 15:30:08	agree	Male	Older than 30	Undergraduate	College of Engineering	5	Yes	Yes	Yes	Yes	Pronunciation	Yes	Yes	Yes
29	11/8/2023 15:32:49	agree	Male	18-25	Other	College of Engineering	2	Yes	Yes	Yes	Yes	Speech	Yes	Yes	Yes
30	11/8/2023 15:34:49	agree	Female	18-25	Undergraduate	Business College	4	Yes	Yes	Yes	Yes	Speech, Pronunciation	Yes	Yes	Yes
31	11/8/2023 15:37:49	agree	Female	25-30	Undergraduate	Business College	4	Yes	Yes	Yes	Yes	Speech, Pronunciation	Yes	Yes	Yes
32	11/8/2023 16:18:45	agree	Female	18-25	Undergraduate	Business College	3	Yes	Yes	Yes	Yes	Speech, Pronunciation	Yes	No	Yes
33	11/8/2023 16:13:45	agree	Female	25-30	Undergraduate	Education, Humanities and S	3	Yes	Yes	No	Yes	Speech, Pronunciation	Yes	Yes	Yes
34	11/8/2023 21:58:07	agree	Female	18-25	Undergraduate	Education, Humanities and S	4	Yes	Yes	Yes	Yes	Speech, Grammar, Vocal	Yes	Yes	Yes

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