

JOURNAL OF RESEARCH STUDIES IN ENGLISH LANGUAGE TEACHING AND LEARNING



To cite this article in APA 7th style:

Siddiqui, R. (2024). Using role-playing in the classroom to aid English conversation. *Research Studies in English Language Teaching and Learning*, 2(5), 269–281. <https://doi.org/10.62583/rseltl.v2i5.58>

For more citation styles, please visit: <https://rseltl.pierreonline.uk/>

This article is published by
Pierre Online Publications Ltd,
a UK publishing house

Using role-playing in the classroom to aid English conversation

Rahman Siddiqui¹

¹*Bangladesh Open University (BOU) in Bangladesh.*

Abstract

This paper investigates the effectiveness of role-playing exercises in enhancing English conversation skills among university students. The primary issue addressed is the challenge of improving English fluency and confidence in learners through engaging, practical methods. A mixed-methods methodology was adopted, with quantitative and qualitative analysis allowing the investigation into the effect of role-playing on or in relation to language proficiency. Participating were 34 university students from Bangladesh who completed questionnaires on their performance in language skills prior to and following role-playing sessions. The findings indicated positive connections between role-playing and fluency, confidence, and communicative competence, although the effect on vocabulary was less pronounced. In fact, the research suggests that role-playing is one of the most effective pedagogical approaches in language learning, which enables students to engage in non-threatening activities that facilitate the concrete use of their acquired language skills.



ISSN (online): 2977-0394

KEYWORDS

Role-playing, English conversation, language fluency, communication skills, experiential learning.



Under Creative Commons Licence:
Atribución 4.0 Internacional (CC BY 4.0)

Introduction

The role of role-playing (acting) strategy in contemporary educational practices

Role-playing, or acting, is one of the most important and necessary strategies in contemporary education. In fact, it goes in line with active learning approaches whereby teachers are called upon to refine their teaching methods for better student engagement and enhanced learning outcomes. Indeed, in these growingly dynamic educational environments, it has been observed that role playing is among the most popular strategies that notably turn students on.

The role-playing strategy revolves around depicting real-life situations within classroom settings. It requires students to assume specific roles in a given scenario, helping them to communicate knowledge, skills, and experiences gained through education. Each student embodies a character, representing a particular role within a story or event, which is often based on a written or improvised script. As a result, students engage deeply with the content by performing realistic scenes, thereby promoting experiential learning (Petrovska, 2022). This technique helps consolidate knowledge by allowing students to apply learned concepts practically.

Benefits of role-playing in education

Role-playing is not merely a game but a pedagogical tool that develops essential communication and social skills, particularly when implemented in an atmosphere of fun and safety (Freire et al., 2023). By participating in role-playing, students gain the opportunity to express their thoughts, engage with peers, and showcase behaviours they may not ordinarily demonstrate in traditional classroom settings. It has also been shown that role-playing enhances critical thinking, problem-solving, and communicational skills if students are obliged to participate in open, creative, and spontaneous situations (Elouali, 2023). In an indirect learning method mediated through role-play, students can retain better their knowledge acquired. This strategy installs the responsibility and involvement of students by playing different roles. In particular, its application in the teaching and learning language sphere has been highly effective and has proved to improve speaking qualifications and overcome linguistic barriers (Eremina & Tomin, 2020). In addition, role-playing games increase creativity and motivation, as training is more fun. Another advantage of role-playing is its capacity to develop students' communication skills. In structured dialogues through role-play, students are always pushed to present themselves with clarity of ideas and arguments. Besides that, it elicits more students to interact with one another and goes to a deeper level of discourse in class, which benefits data assessment and opinion building (Piscitelli, 2020). Role-playing also provides an even low-risk setting for students to pursue different emphases and say new things with limited fear of judgment or failure. The freedom will create creativity and critical analysis, another important thing in holistic education.

Role-playing in language learning

Recently, role-play strategy has become very popular in teaching both foreign languages and English. It belongs to those modern methods in support of language acquisition by providing an avenue for practice in

realistic conversations for students. This method enhances the fluency and the understanding of students in terms of culture and context, which is one of the important aspects of learning a foreign language. By engaging in role-playing exercises, students better able to use the target language in their respective contexts and will be speaking and understanding better. There are numerous studies indicating that role-playing activities play a significant role in developing students' speaking skills (Hidayat, 2023; Tompunu et al., 2021; Kriswidyantovita, 2022; Neupane, 2019). More specifically, when carrying out role-play exercises, students start to react meaningfully to language, which gives them a great opportunity to internalise it along with vocabulary and grammar structures. The regular carrying out of role-playing activities has also been associated with increased confidence among the learners, which, in turn, motivates them to actively participate in class discussions. Through this kind of exposure, the students can reduce speech difficulties by becoming familiar with the real language situation.

Dialogue and interaction through role-playing

The core of role-playing activities is dialogue; thus, it is an effective tool in teaching students the ways of interacting with others. In the process of role-playing, students would have to converse, negotiate meanings, and resolve conflicts, which are essential skills both inside and outside the classroom. The strategy offers a venue where students will be able to develop much-needed empathy and understanding of alternative perspectives leading to cooperation and problem-solving. For example, in nursing education, role-playing has proved very helpful for fostering clinical reasoning and interpersonal communication. It furthers the practice of critical learning situations in a controlled environment.

The use of role-playing in the classroom promotes active learning: students can choose a role that they want to play within specific characters, thus enhancing their acquisition of knowledge. Such delivery methods allow the teacher to continuously monitor progress made by learners concerning what has been taught. A teacher, therefore, may alter delivery strategies based on performances realised by learners, hence meeting set learning outcomes.

Literature review

Various studies have investigated how role-playing programs and approaches influence the development of children's skills, particularly for children with special needs who are still in the early childhood education phase. Most of the studies have pinpointed the fact that indeed role-playing has a major part in the cognitive, emotional, and social development of the child. For instance, a study by Soliman (2020) was conducted with the aim of developing receptive and expressive language in autistic children through a role-playing program. The sample consisted of 10 independent children aged 5.5 to 7 years. In this paper, a quasi-experimental method was used whereby the measurement using the John Raven's Colour Progressive Matrices Test, and for linguistic scale for pre-school children, an Arabised version is used. In fact, the results showed that the program of role-playing was effective in enhancing receptive and expressive skills for autistic children. Along these lines, research conducted by Iswari et al. (2019) concerning inclusive primary schools has demonstrated

that role-play activities significantly enhance the social skills of autistic children, particularly in terms of their communication and interaction with peers and teachers

In another study, conducted by, the effectiveness of role-play and discovery strategies in educational activities concerning the development of natural intelligence was analysed in kindergarten children. The participants selected for this study were a total number of 45 children aged between 5 to 6 years, divided into two experimental groups and one control group. These results have thus supported that role-play strategies enhance cognitive abilities such as natural intelligence among these little kids learning. Lahiya et al. (2022) also studied the impact of role-playing on social-emotional intelligence in early childhood education. Based on the findings, role-playing was helpful in qualifying children's emotional and social development through a benefit on overall development in the class setting. Lastly, Linda, 2016 investigated the potential of dramatic play centres on enumerated language and literacy level in children. Observations in such play centres, combined with interviews of the parents and preschool teachers, did appear to indicate that such settings go a long way in developing oral language and literacy skills. This finding is supported by Hamzah et al. (2023) in a study which showed that the role-playing methods in elementary schools make an important contribution to improved language development and speaking skills in children (Hamzah, De Vega, Ummah, & Pattiasina, 2023).

Jeongaye et al. (2015), for their part, assumed a more technologically leading approach in devising a robot system that would afford complementary entertainment and sensory involvement of children in various dramatic play activities. Their results showed that the designed robot system effectively enhanced children's sensory involvement in activities of role-playing. Thereby, it created a more intensive and engaging atmosphere within which children learned. Similarly, Tsai et al. (2020) developed a virtual-reality-based role-playing game that aimed to improve the social reciprocity skills of children with autism. In this regard, Tsai, Lee, & Chen (2020) showed that immersive virtual 3D environment settings have a profound impact on improving the ability of children to recognise certain emotions and social interplays.

Al-Tantawi (2014) conducted a role-playing intervention program for special needs children and demonstrated how such a program can improve the quality of life of special needs children. The research used pictorial tests and questionnaires to demonstrate the differences in quality of life between the experimental and control groups, showing large improvements for the first group. In a similar line of research, Patel et al. (2022) established a virtual expert-guided role-playing game aimed at improving expressive communication with individuals with autistic disorders. The supportive results from the study indicated that the game indeed trained in communication and that interactions with autistic individuals became easier and more productive. Patel, Ogletree, & Pei, 2022 Abdel-Ghani, 2013 researched the impact of critical role-play on emotional intelligence, social normalisation, and social contact for kindergarten children. The research team concluded that manifestations of non-consensual social behavioural events were significantly reduced in the cases of role-playing, highlighting the role it played in the emotional and social development of students. This further

corresponds with wider research, such as by Tsai et al., 2020, in asserting that through role-playing, autistic children may be able to develop their social interaction and emotion recognition skills in organised activities.

Methodology

Research Design

The research was based on an elaborative research design aimed at helping to identify the effectiveness of university students in improving their fluency in English through role-playing exercises. The most crucial tool used in this study is a highly structured questionnaire adopted from previous studies and generally recognised theories of language acquisition. The structure of the questionnaire concentrated on the dimensions of fluency measured before and after the role-playing exercises.

Participants and Questionnaire Distribution

The participants were students from a Bangladesh university representing different levels of proficiency in English. In this context, the participants had studied the language previously, thus maintaining relevance in this research study. Overall, 34 students completed the questionnaire distributed via social media and other secure online platforms to ensure both validity and neutrality in responses.

Structure of the Questionnaire

The entire questionnaire was then divided into several relevant sections for communication, comprehension, vocabulary usage, and practical competencies of language fluency. The participants completed baseline assessments in the pre-implementation phase, allowing them to report their proficiency on such areas of language in a gradual scale.

Assessment Methods

Besides self-assessments, the questionnaire also contained a number of objective measures of fluency on various dimensions: comprehension tasks, speeches, as well as rehearsals of real-life situations. The questionnaire also contained qualitative questions intended to encourage students to reflect upon their grasp of the language, the problems they felt they were facing in learning, and what they expected from role-playing as a tool for language acquisition.

Data Collection and Analysis

Data collection lasted for three days covering their experiences, perceived improvement, and problems they had faced during these role-plays. The data are analysed following both quantitative and qualitative approaches. For quantitative measures, the identification of the significant changes was aimed in the levels of fluency across the various dimensions of speaking as assessed through the questionnaire. Qualitative content analysis was done to analyse the personal impressions and conclusions of the participants in respect of the role-plays. Thematic analysis was also conducted under qualitative data analysis for better understanding of

the effectiveness of the exercises. The results have proved that there is a positive relationship between the role-playing exercises and the development of proficiency in the English language. Over 80% of the respondents reported that their speech was more comprehensible and fluent, which they attributed to increases in vocabulary and confidence. Many participants demonstrated that the role-playing activities included in the curriculum should be fostered, in the belief that those activities are indispensable in developing competence in the English language.

Ethical Considerations and Limitations

Throughout the research, ethical guidelines were strictly adhered to, including informed consent, voluntary participation, and the confidentiality of participants. Methodological limitations concerned sample size, biases, and other external variables affecting language proficiency were considered.

Results

Results are very revealing for the perceptions held by university students about how these role-playing exercises enhance their fluency and communicative skills in English. According to Figure 1 in Appendix 2, 96.3% of the students who participated in this study agreed to do so because they wished to contribute to scientific research. The high response rate indicates that students are very willing to participate in research that aims at improving their learning experiences, showing in general extent openness to innovative teaching methodology, such as role-playing. In terms of demographic information, Figure 2 (Appendix 2) presents the gender distribution of the participants, showing that 69.7% were female, while 30.3% were male. In terms of demographic information, Figure 2 (Appendix 2) presents the gender distribution of the participants, showing that 69.7% were female, while 30.3% were male. The age group primarily ranged from 18-25 years old, and the students came from a variety of academic disciplines, predominantly pharmacy and engineering. This diverse sample allows for a comprehensive understanding of how role-playing activities are perceived across different fields of study and can suggest the broader applicability of such exercises in enhancing language skills for students from varied backgrounds.

The effectiveness of role-playing was assessed through a 1-5 rating scale, as demonstrated in Figure 3 (Appendix 2). On this scale, 7.7% of the participants rated role-playing as the least helpful, while 36.4% found it moderately beneficial. These results reflect a general consensus that role-playing offers advantages, especially in terms of practicing speaking in a safe and controlled environment. Further supporting this, the data showed that 94.1% of the students believe that role-playing creates a secure space for practicing speaking skills, and 91.2% stated that it helped them handle real-life situations. Additionally, 88.2% felt that their vocabulary and fluency improved as a result of engaging in these exercises.

Figure 4 (Appendix 2) focuses on specific aspects of English language skills that were most improved through role-playing. The majority of students (66.7%) agreed that their speaking skills showed the most improvement, followed by pronunciation (48.5%) and grammar (36.4%). Interestingly, vocabulary was noted

as the least improved skill, with only 30.3% of participants highlighting significant progress in this area. Despite this, 88.2% of students indicated that they would recommend role-playing to others as an effective tool for improving conversational skills in English, and 81.8% reported that it helped them express themselves more confidently in English.

Discussion

The findings of this research are important in bringing out the worth of role-playing as a pedagogical instrument in promoting language learning, especially regarding English fluency. Observations from this study also do not deviate far from the literature at hand, further consolidating views that indeed role-playing can be an effective and interactive method of learning. In the paper, it is noted that students found increased speaking skills, self-confidence, and even fluency. These reflections certainly echo findings from other research, which has suggested that role-play offers learners opportunities to engage in authentic and meaningful conversations, promoting their speaking and expressive ability in a more fluid way in the target language.

One of the major positives inherent in role-playing is its capability to create a low-pressure, hands-on learning environment. Students, while assuming roles in different situations, become deeply involved in conversations and situations that challenge them to think on their feet and respond spontaneously with their peers. As a result, this practice allows them to use linguistic structures and vocabulary in context more naturally. The ability to experiment with language without the fear of judgment or criticism plays a critical role in improving the confidence of the learners. Such a non-threatening and supportive environment, within which the occurrence of a mistake is perceived as some sort of an opportunity to learn rather than being a failure, allows students to free themselves from anxieties that often go along with speaking a foreign language. They build up not only the linguistic proficiency but also the confidence to use the language in real life through repetition of dialogue, negotiation, and problem-solving in these role plays.

The effectiveness of role-playing is further suggested by an improvement in speaking abilities reported by the participants themselves. Whereas most classroom exercises in the traditional classroom are limited to paper-and-pencil theoretical work, role-playing gives an opportunity to students to go beyond the passive learning of the classroom. Students internalise grammatical structures and vocabulary more meaningfully while actively participating in the role-play activities. Unlike rote memorisation and lecture-based instruction, role-play provides a dynamic medium wherein students can explore language, manipulate language, and get immediate feedback. This immediate interaction with the material in turn enhances not only greater insight into the language but also reinforcement of language learning perhaps not afforded by traditional methods.

The role-playing activities used in this study helped participants establish more self-confidence. Confidence is a critical variable in language learning; it is desired when trying to utter and communicate effectively. To many language learners, mistakes and judgments from others are entered as barriers to improvement. On the other hand, role-play gives an opportunity to have conversations without feeling real pressure. They are at

ease to experiment with new language structures, test vocabulary, and get through the conversation in a cognisant atmosphere. All this helps to remove the anxiety factor of 'speaking' before people and thus they build self-confidence in themselves. Each time, as the confidence of speaking increases, students participate in class discussions, ask questions, and are able to take risks with the use of their language. These three surely contribute to the general development of language.

The role-playing scenario promoted the sense of community and collaboration among the students. Social interaction is one of the critical aspects in language learning that assists in acquiring communication skills. Role-playing activities would therefore, promote dialoguing and socialising since students have to find their way through the role-play scenarios provided for them. Through these interactions, learners develop the ability to express ideas, negotiate meaning, and resolve conflicts— all of which are critical elements of effective communication. This cooperative aspect of role-playing serves not only to enhance the linguistics but also to develop important social and interpersonal abilities in the course of students' language learning. It is the consolidation of their roles and perspectives that brings them to a broader understanding of social and cultural contexts within which language is put into function.

The most valuable feature of role-play, however, is perhaps that it can emulate real-life scenarios. Most language learners often lack opportunities to use the language in real-life situations, as institutions of higher learning may even place limitations on its theoretical or academic use, commendable as that may be. Role-play fills this gap by enabling students to converse with each other and act out scenes that are similar to those happening in real life. Whether it is holding a business conference, bargaining over a sale, or even just chatting, role-playing allows students to engage their acquired language in life-like situations. This kind of experiential learning allows them to increase their fluency and further prepares them for the types of interactions that they are likely to encounter outside of the classroom.

While role-playing has been shown to be effective in increasing fluency and confidence, there is a need to realise that perhaps, in terms of vocabulary development, which is another crucial form of language development, this may not necessarily be so. In this research study, for example, the area perceived as the least improved was that of vocabulary, bringing into question how role-playing exercises can be adapted to target specific language skills. While role-playing naturally involves language use, it may not focus on the acquisition of new vocabulary. In this respect, teachers should create specific situations in which their role-playing this includes new vocabulary or requires students to use certain lexical items. Hence, vocabulary-building activities have to be introduced within fluency practice in the role-play exercise to ensure that learners are also building up their lexical repertoire.

Despite this limitation, the overall benefits of role-playing as a language learning strategy are clear. Positive experiences in the use of the role-playing exercises were generally reported by the students in this study, who contributed but pointed out the advantage of doing the practice in a fun and entertaining way. This is reflected in wider literature about the subject, which also consistently highlights motivational and emotional advantages

connected with role-playing. When students are allowed to learn in a relaxed, entertaining way, it makes them more attentive and willing to work on improving the necessary language skills. Moreover, with role-play encouraging creativity, interaction, and experiential learning, the teaching of languages can be relieved from the more rigid formulas that a more traditional approach often requires. Role-play is effective in the context of teaching English as a foreign language because it offers authentic, relevant opportunities for practice. Mastering grammar rules and some chunks of vocabulary is one thing, using the language in real situations is quite another. Role-play will enable students to bridge the gap between theory and practice, providing them with situations where they can use English effectively and constructively: formal speech in a professional context or an informal conversation with colleagues-the ease with which role-play can adapt to such diverse purposes depends only on the learners' needs. Thus, such positive feedback from students with respect to the influence of the strategy on their actual language development points to the possibility of including such kinds of activities in a language curriculum more widely. While the traditional ways of teaching are still needed in language teaching, role-playing offers a completely different approach in irrigating these varied needs of learners. In providing opportunities for practical application, immediate feedback, and collaborative learning, role-playing supports more traditional instructional methods and enriches the process of language learning as a whole.

There is more to the significance of the study than the immediate context provided by language learning. Role-playing was effective to promote knowledge from early childhood education to special education and thus can enhance communicational, collaborative, and critical thinking capacities, thereby showing useful in developing various kinds of skills at various age and educational levels. In this sense, role-play should be regarded not simply as one more language learning strategy but as a more general pedagogic device, which can be molded to fit a wide variety of learning aims.

Recommendations for future research

future research on the role of the importance of activities played in classrooms and their contribution to developing skills in English should be focused more precisely on a few areas: first of all, since language proficiency can be related to the variety of role-play scenarios, it would denote observation of those very role-plays, which are most effective to practice the skill at hand for certain proficiency levels. By analysing the impact of role-playing on selected language domains of picking up vocabulary, grammatical structure, reaching fluency, and pragmatic competence, the researcher will be able to outline the different dividends in finer detail. Furthermore, individual differences in personality traits, cultural backgrounds, and learning styles may be looked upon to portray how these factors may provide bearing on the effectiveness of role-playing activities and inform ways of adjusting them to accommodate students from diverse backgrounds and with different preferences. The potential use of technology to support the carrying out of role-play activities reflects another promising area of investigation. Virtual environments or virtual reality could substantially enlarge the scope and availability of such exercises while making them more interactive and adaptable to given learning contexts. Second, a deeper understanding of educators' perceptions, experiences, and approaches to teaching

can help them not only to highlight best practices but also some problems teachers face when putting this technique into effective use. Finally, long-term studies that assess the enduring impact of role-playing activities on the skill level of the English language will provide evidence as to its effectiveness in natural situations and environments. Briefly stated, research into these defined subjects would lend considerable credence to the importance of role-playing activities in English language learning and would also have an additional, real value as a guide for the teacher in designing activities that will enhance linguistics skills in students.

Conclusion

The study probes into how far the role-play activities can develop the English fluency of university students. A strong positive relation between the role-playing exercises and development in 'speaking skills', 'fluency', and 'self-confidence' was established. Indeed, all the participants agreed strongly that these activities provided a low-stress and engaging environment conducive to carrying out realistic conversations and putting linguistic knowledge into practical use. Students mentioned that through this, they gained more confidence in speaking English, contributing to their highest participation in the discussion and thus generally in language competence. The study also showed how while the fluency and effective communication were well-received with this type of exercise, the vocabulary improvement was not as salient, indicating possible lines of modification for subsequent uses of the role-playing exercise.

The study once again highlighted that role-playing offers some critical pedagogical scope for language education, as it enhances both linguistic proficiency and social skills. The results are in line with earlier studies that reinforce this view of role-playing as stimulating and effective in making students improve their languages, both in speaking and communication. Based on the highly encouraging comments by these respondents, the integration of more role-playing into curricula of English and using this to bridge the gap between purely theoretical learning and real use should be done more. In this respect, further research could be conducted regarding elaboration on vocabulary gain during role-plays and an exploration of how technology can enhance this learning approach more significantly.

References

- Abdel-Ghani, S. H. (2013). *The impact of using role-playing in developing some concepts to alleviate manifestations of non-consensual social behavior among kindergarten children* [Master's thesis, Faculty of Kindergarten, Port Said University].
- Abdul Lala, K. A. A. H. (2012). *The effectiveness of using activities based on educational games in developing some life skills for kindergarten children* [Master's thesis, Faculty of Education, Menoufia University].
- Afana, I., & Al-Louh, A. H. (2008). *Dramatic teaching, a modern vision in classroom learning*. Dar Al-Masirah for Publishing and Distribution.
- Al-Hariri, R. H. (2013). *Raising a pre-school child* (1st ed.). Jordan, Dar Al-Manhaj for Publishing and Distribution.

- Al-Masry, D. J. (2010). *The effect of using role-playing in imparting the social values included in the content of the book "Our Beautiful Language" for fourth-grade students in the Gaza Governorate* [Master's thesis, Islamic University of Gaza].
- Al-Tantawi, R. S. A. (2014). *A program based on role-playing and its relationship to the quality of life for some children with special needs* [PhD thesis, Faculty of Kindergarten, Cairo University].
- Arribas Miguel, G. (2019). *The role of the English conversation assistant in the secondary school as an element to improve the students' English level regarding oral fluency, socio-cultural aspects and lexicon. Is it well defined? How can the said effectiveness be assessed?* [Master's thesis]. Universidad Complutense de Madrid.
- Criollo Erazo, W. F. (2018). *Role playing in the English speaking skill development* [Master's thesis, Universidad Técnica de Ambato]. Dirección de Posgrado. Maestría en Enseñanza del Idioma Inglés como Lengua Extranjera.
- Crowshoe, L., Bickford, J., & Pecottignies, M. (2005). Interactive drama: Teaching aboriginal health. *Medical Education*, 3(5), 435-441.
- Edwards, D. C., & Carrier, J. C. (2015). A systematic review of the effectiveness of strategies and interventions to improve the transition from student to newly qualified nurse. *Journal of Nursing Management*, 23(3), 261-274. <https://doi.org/10.1111/jonm.12188>
- Elouali, F. Z. (2023). Incorporating role-play as an innovative approach to fostering English foreign language students' creativity and critical thinking. *Global Journal of Foreign Language Teaching*, 13(2), 43-55. <https://doi.org/10.18844/gjflt.v13i2.8718>
- Eremina, N., & Tomin, V. (2020). The educational game as a technique for the development of non-linguistic students' foreign-language speech activity. *Vestnik Orenburgskogo Gosudarstvennogo Universiteta*, 225(18), 123-136. <https://doi.org/10.25198/1814-6457-225-18>
- Hamzah, M. Z., De Vega, N., Ummah, S. S. M., & Pattiasina, P. J. (2023). Role-playing method for language development in elementary school. *Journal of Childhood Development*, 3(2), 112-125. <https://doi.org/10.25217/jcd.v3i2.3799>
- Hidayat, A. (2023). Developing speaking skill through role play activities. *Prima Magistra: Jurnal Ilmiah Kependidikan*. <https://doi.org/10.37478/jpm.v4i3.2815>
- Iqbal Rasmi Muhammad. (2006). *Nutrition and public health* (1st ed.). Cairo, Dar Al-Fajr for Publishing and Distribution.
- Iswari, M., Efrina, E., Kasiyati, A., & Mahdi, A. (2019). Developing social skills of autistic children through role play. *Proceedings of the 1st Non Formal Education International Conference (NFEIC 2018)*, 14-22. <https://doi.org/10.2991/NFEIC-18.2019.14>
- Kriswidyantovita, C. (2022). Improving young learners' speaking skill through role-play. *Magister Scientiae*. <https://doi.org/10.33508/mgs.v50i2.3954>
- Lahiya, A., Hasini, L., Mamonto, T. F., Mamonto, M. F., & Mokodenseho, S. (2022). Improving early childhood social-emotional intelligence through role-playing methods in Group B. *Bulletin of Early Childhood*, 1(2), 55-64. <https://doi.org/10.51278/bec.v1i2.643>
- Nemec, R., Brower, E., & Allert, J. (2020). A guide to implementing role-play in the nursing classroom. *Nursing Education Perspectives*, 42, E163-E164. <https://doi.org/10.1097/01.NEP.0000000000000678>
- Neupane, B. (2019). Effectiveness of role play in improving speaking skill. *Journal of NELTA Gandaki*. <https://doi.org/10.3126/JONG.V11I0.24454>

Papadopoulou, E., & Gregoriadis, A. (2017). Young children's perceptions of the quality of teacher-child interactions and school engagement in Greek kindergartens. *Journal of Early Childhood Research*, 15(3), 323-335. <https://doi.org/10.1177/1476718X15579732>

Patel, D. B., Ogletree, X., & Pei, Y. (2022). Virtual expert guided serious role-playing game for learning communication with autistic people. *IADIS International Journal on WWW/Internet*, 20(1), 25-40. https://doi.org/10.33965/ijwi_202220105

Petrovska, N. (2022). Role play as an effective method of teaching a foreign language in higher education institutions. *Naukovi Zapiski Nacional'nogo Universitetu «Ostroz'ka Akademiâ»*, 14(82), 130-133. [https://doi.org/10.25264/2519-2558-2022-14\(82\)-130-133](https://doi.org/10.25264/2519-2558-2022-14(82)-130-133)

Piscitelli, A. (2020). Effective classroom techniques for engaging students in role-playing. *TIPS: Teaching Innovations Projects*, 9(1), 1-8. <https://doi.org/10.5206/tips.v9i1.10320>

Swondo, A. P. (2018). The effect of role-playing technique on students speaking ability. *Journal MELT (Medium for English Language Teaching)*, 1(1), 1-16.

Tompunu, A. F., Rofiqoh, R., & Arid, M. (2021). Developing students' speaking skill through implementation of role-play technique. *e-Journal of ELTS (English Language Teaching Society)*. <https://doi.org/10.22487/elts.v9i1.1834>

Tsai, W.-T., Lee, I., & Chen, C.-H. (2020). Inclusion of third-person perspective in CAVE-like immersive 3D virtual reality role-playing games for social reciprocity training of children with autism spectrum disorder. *Universal Access in the Information Society*, 20, 375-389. <https://doi.org/10.1007/s10209-020-00724-9>

Appendix 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	I agree	Female	18-25	Undergraduate	College of Pharmacy	4	Yes	Yes	Yes	Yes	Pronunciation	Yes	Yes	Yes
3	11/7/2023 10:35:17	I agree	Female	18-25	Undergraduate	College of Pharmacy	4	Yes	Yes	Yes	Yes	Pronunciation	Yes	Yes	Yes
4	11/7/2023 13:24:01	I 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	I agree	Female	Less than 18	Undergraduate	College of Pharmacy	3	Yes	Yes	Yes	Yes	Grammar	Yes	Yes	Yes
6	11/7/2023 18:17:04	I agree	Female	18-25	Undergraduate	College of Engineering	4	Yes	Yes	Yes	Yes	Speech	Yes	Yes	Yes
7	11/7/2023 18:45:00	I agree	Female	18-25	Undergraduate	College of Pharmacy	5	Yes	Yes	Yes	Yes	Grammar	Yes	Yes	Yes
8	11/7/2023 18:47:37	I agree	Male	Older than 30	Other	MediaCollege	5	Yes	Yes	Yes	Yes	Speech	Yes	Yes	Yes
9	11/7/2023 18:59:21	I agree	Male	18-25	Undergraduate	College of Pharmacy	3	Yes	Yes	Yes	Yes	Pronunciation	Yes	No	Yes
10	11/7/2023 19:02:09	I agree	Female	18-25	Diploma	College of Engineering	2	No	No	No	No	Vocabulary	No	No	No
11	11/7/2023 19:03:31	I agree	Male	Older than 30	Undergraduate	College of Law	3	Yes	Yes	Yes	Yes	Speech	Yes	Yes	Yes
12	11/7/2023 19:15:53	I 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	I 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	I agree	Female	18-25	Undergraduate	College of Engineering	4	Yes	No	Yes	Yes	Speech, Pronunciation	Yes	No	Yes
15	11/7/2023 21:58:54	I agree	Female	18-25	Undergraduate	College of Communication	4	Yes	Yes	Yes	Yes	Speech	Yes	Yes	Yes
16	11/7/2023 21:58:59	I agree	Female	18-25	Undergraduate	Business College	4	Yes	Yes	Yes	Yes	Speech	Yes	Yes	Yes
17	11/7/2023 21:58:55	I 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	I agree	Female	18-25	Undergraduate	College of Engineering	1	No	No	No	No	Speech	No	No	No
19	11/7/2023 22:13:20	I 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	I 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	I agree	Male	18-25	Undergraduate	College of Engineering	2	Yes	Yes	Yes	Yes	Pronunciation	Yes	Yes	Yes
22	11/7/2023 22:53:23	I 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	I agree	Female	18-25	Other	College of Pharmacy	1	Yes	Yes	Yes	Yes	Speech	Yes	Yes	Yes
24	11/8/2023 8:25:21	I 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	I 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	I disagree	Male	18-25	Undergraduate	College of Engineering	3	Yes	Yes	No	No	Speech	No	No	Yes
27	11/8/2023 15:30:05	I agree	Female	18-25	Undergraduate	College of Engineering	3	Yes	Yes	Yes	Yes	Speech	Yes	Yes	Yes
28	11/8/2023 15:30:06	I 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	I agree	Male	18-25	Other	College of Engineering	2	Yes	Yes	Yes	Yes	Speech	Yes	Yes	Yes
30	11/8/2023 15:34:49	I agree	Female	18-25	Undergraduate	Business College	4	Yes	Yes	Yes	Yes	Speech, Pronunciation	Yes	Yes	Yes
31	11/8/2023 15:37:49	I agree	Female	25-30	Undergraduate	Business College	4	Yes	Yes	Yes	Yes	Speech, Pronunciation	Yes	Yes	Yes
32	11/8/2023 18:18:45	I agree	Female	18-25	Undergraduate	Business College	3	Yes	Yes	Yes	Yes	Speech, Pronunciation	Yes	No	Yes
33	11/8/2023 18:13:45	I agree	Female	25-30	Undergraduate	Education, Humanities and S	3	Yes	Yes	No	Yes	Speech, Pronunciation	Yes	Yes	Yes
34	11/8/2023 21:28:07	I agree	Female	18-25	Undergraduate	Education, Humanities and S	4	Yes	Yes	Yes	Yes	Speech, Pronunciation, Vocal	Yes	Yes	Yes

Appendix 2

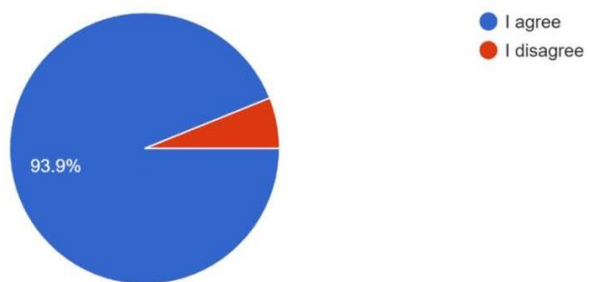


Figure 1. Participants in the survey

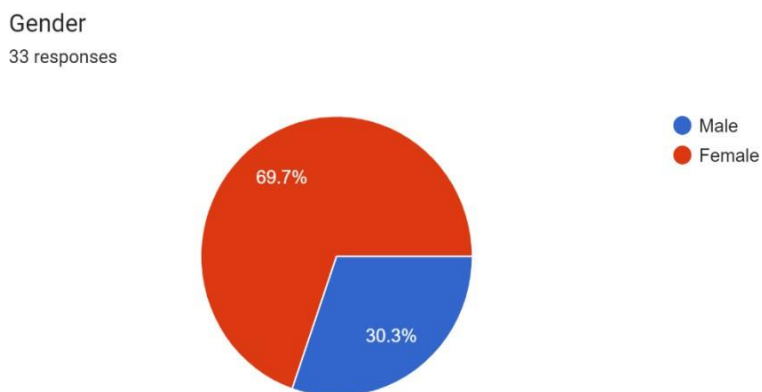


Figure 2. Gender of Participants.

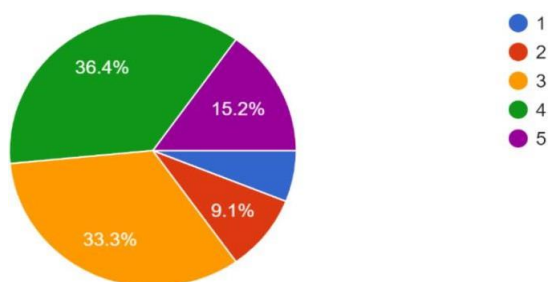


Figure 3. Scale of 1-5 of how helpful and enlightening is role-playing.

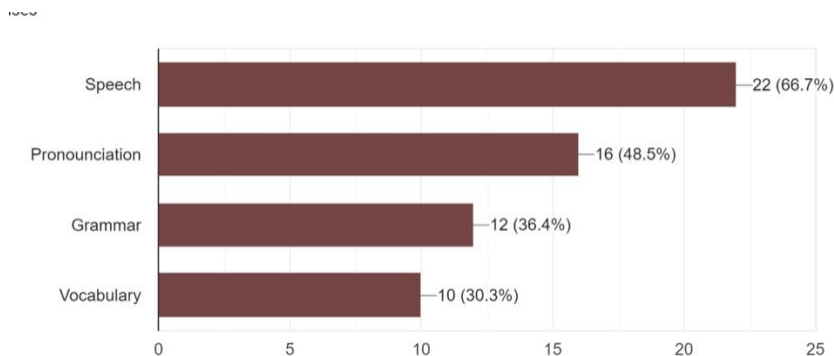


Figure 4. Aspects of English language and communication

Copyrights

Copyright for this article is retained by the author(s), with first publication rights granted to the journal. This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution.