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Role Play as a technique to improve speaking skill

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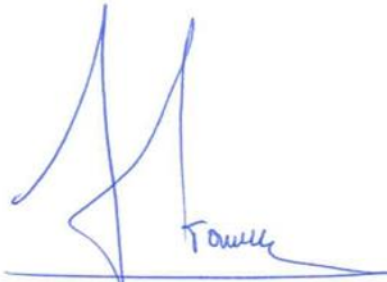
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We, the undersigned, appointed professors serving as Members of the Degree Examination Committee for the evaluation of the research work "Role Play as a technique to improve speaking skill", submitted by Carlos David Tene Guapi, holder of Citizenship ID No. 0604771741, under the supervision of PhD. Mónica Janneth Torres Cajas, certify that we recommend its APPROVAL for the purpose of degree conferral. Prior to this recommendation, the research paper has been thoroughly evaluated, and the candidate's oral defense has been heard, with no further observations to be made.

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DEDICATORY

To God, who always lights my way and accompanies me every step of the way; to my family, for being my refuge, my strength, and for giving me their unconditional love from day one; to my best friend Glorys, who, with patience, affection, and dedication, helped me grow both personally and professionally.

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RESUMEN

Dominar la destreza oral es un pilar fundamental en el aprendizaje del inglés, pues de ella depende la comunicación efectiva tanto en entornos académicos como en la cotidianidad. No obstante, dentro del sistema educativo ecuatoriano, las metodologías tradicionales suelen priorizar la corrección gramatical por encima de la interacción, una tendencia que termina por restringir la producción oral espontánea de los estudiantes. Frente a esta realidad, esta investigación evalúa el impacto del juego de roles (role play) como estrategia para potenciar el habla en los alumnos de décimo año de Educación General Básica de la Unidad Educativa American High School, en la ciudad de Riobamba, durante el periodo lectivo 2025-2026. Metodológicamente, el trabajo se rigió por un enfoque cuantitativo con diseño preexperimental, midiendo el desempeño de los jóvenes antes y después de la intervención mediante rúbricas estandarizadas. La propuesta consistió en aplicar un esquema estructurado de simulaciones basadas en escenarios de la vida real, buscando propiciar interacciones auténticas en un ambiente seguro y con bajos niveles de ansiedad. Los datos finales reflejaron mejoras sustanciales en la fluidez, la pronunciación y la seguridad de los participantes al comunicarse. A partir de estos hallazgos, se valida al juego de roles como una herramienta pedagógica capaz de conectar la teoría del aula con el uso práctico e inmediato del inglés como lengua extranjera.

Palabras clave: Juego de roles, habilidad oral, competencia comunicativa, EFL, comunicación oral.

ABSTRACT

Speaking skill is a fundamental component of English language learning, essential for effective communication in both academic and everyday settings. In the Ecuadorian educational context, traditional methodologies often prioritize structural correctness over communicative interaction, which limits students' spontaneous oral expression. The present study aims to analyze the effectiveness of role play as a technique to improve the speaking skill of tenth-grade students at the American High School in Riobamba city during the 2025–2026 academic year. The study adopts a quantitative approach with a pre-experimental design, using a pre-test and a post-test to evaluate students' oral performance through standardized rubrics. The intervention consists of a structured series of role play activities that simulate real-life situations to promote authentic communication and a low-anxiety learning environment. The results demonstrated a significant improvement in students' fluency, pronunciation, and communicative confidence. In conclusion, role play represents an effective pedagogical strategy that bridges the gap between theoretical knowledge and the practical application of the language among students of English as a foreign language.

Keywords: Role play, speaking skill, communicative competence, EFL, oral communication

CHAPTER I

1 REFERENTIAL FRAMEWORK

1.1 Introduction

Nowadays, English is a language of vital importance in an increasingly globalized world, which is taught within the educational system to train students integrally. The mastery of this language offers significant benefits, such as facilitating interaction with others in social and professional contexts (Chávez-Zambrano et al., 2017).

Despite its importance, the methodologies commonly used for teaching English are often limited in effectiveness, as they tend to emphasize memorization and mechanical repetition without meaningful context. As a result, students have few opportunities to express themselves spontaneously in the target language (Noor, 2024). This situation negatively affects the development of speaking skill, which requires constant practice in authentic communicative situations.

In the Ecuadorian educational context, learning English continues to be a challenge for many students, mainly due to the predominance of traditional teaching methodologies that prioritize structural accuracy over spontaneous communication (Yunga Albán et al., 2025). According to Boumová (2008), such methodologies place teachers at the center of the teaching-learning process, assuming that attentive listening to explanations is sufficient for language acquisition. However, this approach limits students' ability to communicate fluently, coherently, and confidently, generating insecurity during speaking activities and reducing their active participation in the classroom, which hinders their linguistic development.

However, these difficulties have been evidenced in most public educational institutions such as the "American High School" of the canton Riobamba, in which students have serious limitations in the development of their speech in English due to the lack of practice of speaking in the English subject and to the unresponsive methodologies regarding the communicative needs of students resulting in low levels of communicative competence and low academic performance and confidence in its use.

One of the methodologies that solve the problem is active methodologies, which involve the learner in the learning process, with the natural use of the target language by the students (Gutiérrez Curipoma et al., 2023). Role play as an active methodology is a technique to involve students with simulated real-life situations, role plays in interviews, shops, journeys, or casual conversations (Pinatih, 2021). Through role play, students can improve their speaking skill, develop confidence, and engage in collaborative learning within a meaningful and motivating classroom environment (Ramírez-Ávila & Viteri-Guevara, 2023; Henisah et al., 2023).

For these reasons, the present research aims to analyze the effectiveness of role play as a technique to improve speaking skill of tenth-grade students in Grade "A" at "American High School" in Riobamba City, Chimborazo Province, during the 2025–2026 academic year.

1.2 Problem statement

Despite the importance of English as a global language, many students experience significant difficulties in developing their speaking skill in formal educational contexts. In many classrooms, English teaching continues to rely on traditional methodologies that emphasize repetition and memorization of structures, limiting students' opportunities to communicate spontaneously and meaningfully in the target language (Pen & Singh, 2025).

According to Jihad (2016), the reasons for the low oral participation in the Ecuadorian education system are the fear of making errors when speaking in front of others, lack of self-confidence, and limited exposure to communicative activities in English. As a result, students do not tend to speak in lessons, have excessive use of their mother tongue, and do not develop their oral communicative competence.

An identical problem has occurred at the "American High School" in Riobamba City. Based on observations during teaching practice, it was evidenced that where tenth-grade students in parallel "A" demonstrated difficulties in expressing their ideas orally in English during classroom activities. These difficulties are mainly associated with the limited use of methodologies that promote real-life interaction and active student participation. Consequently, students struggle to communicate fluently and confidently, which negatively affects their academic performance and overall language development for real life communication. Thus, using teaching techniques to develop a communicative context and to deliver English learning activities is a necessity, so that the students not only improve their speaking skill but also are prepared to conduct a conversation in academic and daily life circumstances in the future.

In this context, role play can be seen as a pedagogical approach for teaching communication that gives learners the opportunity to practice using language in contexts that are similar to reality. Recent studies indicate that role play provides learners with meaningful and interactive opportunities to use language in simulated real-life contexts, thereby enhancing communicative competence, motivation, and willingness to communicate (Khemavamsa, 2025). Additionally, research highlights that structured role play activities contribute to the development of speaking fluency, interactive ability, and learner confidence, while also helping to reduce anxiety during oral production (Zulianingrum, 2025). These findings underscore the pedagogical value of role play as an effective communicative technique for fostering spontaneous communication and confidence in EFL learners.

1.3 Problem description

The development of oral expression in English as a foreign language (EFL) remains one of the most challenging aspects of language learning, especially in environments where exposure to authentic communication is limited. Speaking involves the integration of various linguistic and cognitive processes, such as vocabulary use, grammatical accuracy, pronunciation, and real-time interaction (Harmer, 2007; Nation & Newton, 2009). The actual practice of these has been criticized for not including these elements sufficiently in many

classrooms, opting instead for customary methods of teaching, which may be repetitive and focused on form, rather than meaningful communication (Richards and Rodgers, 2014).

In the Ecuadorian context, student difficulties include low fluency and vocabulary in oral skills, difficulties expressing their ideas, and feelings of discomfort. Also, students have little self-confidence in including oral production in classroom lessons. Language anxiety often leads students to be afraid of committing errors, which keeps them from responding to questions in class and communicating in the target language (Alemi & Pashmforoosh, 2011).

This problem is also clear in the "American High School" of Riobamba city, where students have demonstrated limitations in speaking in English classes. It has been observed that they have problems to maintain basic conversations, to organize their ideas and to use typical vocabulary in real-life situations. For example, students use their native language in non-oral activities, or do not participate at all, and this brings a lack of communicative competence.

This is partially because communicative methods that involve students actually using the language are rare in most classes. The lack of dynamic and interactive methodologies prevents students from using the language in meaningful ways, creating a gap between theoretical knowledge and its practical application. As a result, students are not sufficiently prepared to use English in real-life contexts, which negatively impacts not only their academic performance but also their ability to communicate effectively (Richards and Rodgers, 2014).

Given these circumstances, it is necessary to implement teaching strategies that foster authentic communicative experiences and encourage active participation in the learning process. Addressing this issue is essential for strengthening students' speaking skills and promoting the development of communicative competence in contexts where English is taught as a foreign language.

Research Question:

How the use of role play technique impact the development of the speaking skill in tenth grade students parallel "A" at "American High School" in Riobamba City, Chimborazo Province, during the 2025-2026 academic year?

1.4 Justification

The present research is justified by the need to improve the development of speaking skill in English as a Foreign Language (EFL), which remains one of the most challenging areas for students in formal educational contexts. While everyone recognizes English has communicative value as a world language, learners still find it difficult to express themselves orally because language instruction methods fail to provide meaningful opportunities for communication. Thus, new methods should be used to stimulate the active and conscious involvement of learners and to improve their communicative competence.

In educational terms, the results of this study are of interest, as they provide evidence that role play can be used as a communicative activity that takes place in a simulated real

life context, which positively affects students' fluency, pronunciation and self-confidence, while decreasing students' anxiety and encouraging them to take part in speaking in the foreign language.

This investigation is justified, among other aspects, by the fact that it shows teachers an efficient, easy, and affordable technique that can be applied in their classroom context without requiring external specialized materials. The research is pedagogically relevant because it can be used as an improvement tool for English language teaching, as well as offering an opportunity to apply communicative approaches in English as a foreign language instruction.

Furthermore, the study has both direct and indirect beneficiaries. The direct beneficiaries are tenth-grade students in American High Schools, who are expected to improve their speaking skill through the implementation of role play activities. Indirectly, teachers and the educational community will benefit from the findings, as they will be able to adopt more effective teaching practices that promote meaningful language use.

From a theoretical perspective, this research contributes to the field of language teaching by providing empirical evidence on the effectiveness of role play as a technique to enhance speaking skill in EFL contexts. It is based on some principles of Communicative Language Teaching like the use of interaction and real life communication as learning tools.

Third, this study is feasible since it has been implemented in an appropriate educational situation with a group of students, and the required information to implement the intervention has been collected. The pre-test and post-test study design for this research will help researchers find the effect of using role play on students' speaking performance improvement.

1.5 Objective

1.5.1 General

To analyze the effectiveness of role play as a technique to improve speaking skill of tenth grade students parallel “A” at “American High School” in Riobamba City, Chimborazo Province, during the 2025-2026 academic year.

1.5.2 Specific

- To diagnose the speaking level of tenth grade students parallel, “A” at “American High School”.
- To apply activities based on role play to enhance the speaking skill of students.
- To evaluate the improvements that students got in speaking skill after the intervention process.

CHAPTER II

2 THEORETICAL FRAMEWORK

2.1 Theoretical background

The present study is situated within the framework of Communicative Language Teaching (CLT), whose concern is with the teaching and learning of language as communication rather than in isolation. Richards also defines a communicative approach as one that seeks to develop learners' ability to communicate in different situations. The concept of communicative competence introduced by Hymes (1972) stresses that mastery of a language involves knowing not only its language system but also how to use the language appropriately in various contexts. Later Canale and Swain (1980) identified four components of competence (grammatical competence, sociolinguistic competence, discourse competence, and calculated competence) important for teaching and testing the speaking skill.

In this model, speaking is an active, complex process that requires the learner to articulate their thoughts, find suitable language to express those thoughts, and respond to interlocutors in a timely manner. Harmer (2007) states that the best way of helping learners to develop the ability to speak, is through practice in real situations. He adds that the true goal should be encouraging learners to speak freely rather than by reciting fixed phrases, an opinion shared by Nation and Newton (2009). This suggests that repetition-based approaches may not be the best way to develop fluency in speaking.

In line with these ideas, this research also adopts a constructivist perspective of learning. From this point of view, knowledge is not simply transmitted from teacher to student, but actively constructed through experience and interaction. According to Piaget (1952), language learning is mainly internal. Vygotsky (1978), however, believed that learning is mainly social. Therefore, it has been argued that students' learning of foreign language can be improved if they are engaged in communicative activities, group work, as well as tasks that are relevant to their real life.

These theoretical grounds turn role play into an almost necessary teaching technique in communicative and constructivist approaches to language teaching and learning, where students operate in simulated real-life situations. As students play different roles, they use language to attain their communicative goals. Role play offers students the opportunity to practice the target language, make mistakes, and gain confidence incrementally. This type of classroom is very useful in EFL contexts where students usually do not have the opportunity to communicate authentically.

Moreover, role play can improve speaking skill, encouraging the student to use the language spontaneously and interactively. This aspect, of being an active rather than passive user of the language, is an important part in bridging the divide between learning about English and learning how to use English as a means of communication. The learner comes to use the English language not as an object to be studied, but as a tool for the exchange of meaning and social interaction.

To summarize, it could be concluded from the theoretical discussion of the previous section (CLT, constructivist learning theory, and speaking skill) that role play is a good technique to develop the speaking skill of EFL learners. In addition, some more studies conducted from 2021 until now have found the effectiveness of role play and communicative activities in the EFL classroom to improve students' oral communication skills.

For example, according to Kashinathan and Abdul Aziz (2021), communicative activities were useful to learners' oral communication development since learners would have meaningful interactive speaking opportunities. Similarly, Soori et al. (2023) found a positive effect of role play on learners' language learning since it increased students' participation, interaction, and vocabulary memorization in EFL classes. For example, Ly (2024) showed that role play techniques help improve students' speaking skills and promote more communicative interactions.

Additionally, Harefa et al. (2025) reported improvement in terms of students' speaking performance, with increases in confidence, improvement in pronunciation, and improvement in oral communication skills in general. Likewise, Novika and Arbain (2025) described such contextualized speaking as having a gain in fluency, accuracy, and communicative competence in EFL settings. In addition, authentic role play activities positively affected learners' speaking performance in terms of pronunciation, vocabulary, fluency, and classroom participation (Tran et al., 2025).

Pertaining to this, Sukmara et al.. (2025) argued that role play provided meaningful communicative practice that improved students' speaking skill and engagement in class while Fauziah et al. (2025) also highlighted the effectiveness of role play in reducing speaking anxiety and increasing learners' confidence in EFL classrooms. Therefore, those recent research supported the implementation of role play as an effective pedagogical strategy to improve speaking skill in English language learning contexts.

2.2 Theoretical Framework

2.2.1 Communicative Language Teaching

Communicative language teaching (CLT) has been widely recognized as one of the most effective approaches in language education, particularly for developing oral expression. Rather than focusing on rules of grammar, CLT relies on the communicative function of language (Salam & Luksfinanto, 2024). This means that communication is stressed in CLT, with a focus on using language to communicate in real-life situations through the use of tasks created with a realistic context for the target language. Richards and Rodgers (2014) state that communicative competence develops best when students are exposed to authentic communication, rather than communication tasks that are controlled and repetitive.

Recent studies support the effectiveness of CLT for improving oral communication. For example, Kashinathan and Abdul Aziz (2021) found that students exposed to communicative activities showed greater improvement in fluency and participation compared to those taught using traditional methods. These findings suggest that CLT

provides a more effective framework for developing oral expression in English as a Foreign Language context.

2.2.2 Communicative Activities

Communicative activities are essential in English language teaching because they promote the use of language through meaningful interaction and real-life communication. These activities encourage students to express their feelings, transmit information, and communicate. Salam & Luksfianto (2024) state that communicative activities help to provide students with opportunities to use English in real world situations, improving their communicative competence and oral interaction skills. These activities turn students from passive recipients of knowledge to active participants.

Similarly, Kashinathan and Abdul Aziz (2021), explain that communicative activities contribute significantly to the improvement of speaking skill because they provide students with opportunities to practice fluency, pronunciation, vocabulary, and confidence in interactive environments. Activities such as discussions, interviews, pair work, and role plays allow learners to communicate meaningfully while reducing anxiety during oral participation. These communicative tasks also promote collaborative learning and increase students' motivation in EFL classrooms.

In addition, Husnaini et al. (2024), state that communicative activities facilitate language acquisition because students learn more effectively when they interact with others and use the language for practical purposes. This approach helps learners strengthen both linguistic and social skills through active participation and meaningful communication. Therefore, communicative activities play an important role in the development of speaking skill by encouraging students to communicate confidently and effectively in English.

2.2.3 Role Play

Role play is an effective method in communicative language learning, as it fosters the development of speaking skill in a realistic and interactive context. Torres (2017) explains that role play functions as practice in real-world scenarios, helping learners understand how different interactions can unfold as they assume various roles in everyday situations. It encourages learners to use language creatively and spontaneously, which increases fluency, confidence, and motivation. Additionally, this technique creates a safe environment where learners can experiment with the language without fear of making mistakes, which is crucial for enhancing their oral communicative skill in English.

2.2.4 Types of Role Play

There are several subtypes of role play distinguished mainly by the degree of control students have versus the structure provided. The level of control ranges from activities with detailed scripts and instructions to those with greater freedom for student improvisation (Irkinovich, 2022).

Structured Role Play: is most suitable for language learners because it provides a framework in which to move. With this structure, the student will have a script or specific instructions on the types of characters they should play and the kind of social actions they should conduct. This approach ensures that students assimilate the language's structures, which is particularly helpful for beginners. This role play enables students to become accustomed to performing daily tasks without relying on spontaneity, thereby helping them acquire new vocabulary and phrases (Siddiqui, 2024).

Semi-Structured Role Play: As the student progresses in his linguistic competence, a more flexible semi-structured role play is incorporated. Learners are provided with the context and assigned roles, although they are allowed to deviate from the given dialogue to some extent. This helps to improve students' imagination and independence in using a language because it enables them to integrate what they have learned in less controlled and more authentic contexts. This is particularly useful for intermediate-level students who are already able to handle more unpredictable interactions (Alvarez, 2024).

Unrestricted Role Play: This is the least controlled role play, offering the greatest possible freedom of action, and is intended for learners who are competent. In this case, learners are free to pose any interaction without having to follow a predetermined script or structure. This role play is essential for learners to use the language more freely and naturally, as they should respond to situations spontaneously, as they would in everyday conversations or chance encounters. In this context, learners can utilize their imagination, which enhances their advanced communicative skill (Hamzah Vega & Pattiasina, 2023).

Each type of role play has its specific application, depending on the grade level of the students and the pedagogical purposes. The correct use of these modalities enables teachers to tailor tasks to the needs of their class and foster the comprehensive development of communicative competences in the target language.

2.2.5 Principles of Role Play

The use of role play as a pedagogical technique in language teaching is based on a few key principles that ensure its effectiveness in developing communicative skill. These include authenticity, and the fact that it involves situations which are as close to the real world as possible, and which allow the learner to use the target language in real situations, and to transfer the skills learnt to the real world.

Another basic principle is relevance, when the activities are related to student's interests, cultural background, and everyday life. This method leads to a higher motivation of students. Where activities are perceived to have a real-life relevance, then students will become more engaged with the activity. Richards and Rodgers (2014) note that: the greater the relevance of the learning task to the lives of the students, the greater the sustained involvement and the higher the level of language acquisition.

They also follow principles of learner-centeredness and active learning, because they give the learner the freedom to explore, create and adapt their interactions in the context of the activity being undertaken. Incorporating this further principle allows students to be more autonomous learners, work together, peer review, and reflect on their own learning. According to Torres (2017) these factors may contribute to a dynamic learning environment

in which students not only learn the language skill, but also strengthen their confidence and communicative competence.

These principles work together to maximize the impact of role play. The combination of authenticity, relevance, and student-centeredness creates a learning environment that not only supports meaningful language acquisition but also enhances students' ability to communicate effectively. This integrative approach facilitates the development of speaking skill that extend beyond the classroom, preparing students to interact in diverse and complex settings, both academic and professional (Rivera & Saavedra Ortiz, 2023).

2.2.6 Methodological Process of Role Play

The so-called process approach to designing a role play lesson specifies a number of steps that are supposed to lead to a more successful achievement of the teaching goals. The first step which is called the preparation stage can be achieved by the teacher introducing the situation, giving an explanation of the aim of the role play and assigning the roles. At this point, it is important to ensure that the students understand and are aware of the background, linguistic goals, and behavioral standards for the learning activity. These clear guidelines can help avoid misunderstandings and develop student confidence, enabling them to engage with the activity with their attention focused on the task (Widiasri & Payanti, 2024).

This is followed by the role play itself when the students take on their roles and the teacher adopts a flexible role as facilitator, observer or member of the group as the learners become more or less active in taking charge of the task and discussing issues of varying complexity. The teacher is seen as a facilitator providing minimal direction and support, and allowing students to express themselves as freely and spontaneously as possible in the target language, so students feel secure in the process of experimentation in language use (Bahriyeva, 2021).

Finally, students and teachers reflect together on the activity during a feedback and reflection stage. Students receive useful feedback on their language performance which focuses on pronunciation, fluency and the appropriacy of the expressions used, while the interactional and cultural dimensions of the activity are also reflected upon. This constitutes not only a consolidation of the knowledge the students have acquired but also allows teachers to identify and work on deficits to promote the students' personal and linguistic development (Liu & Ding, 2009).

Such a sequence will ensure that the role play is not an end in itself, but a stage in a properly controlled process leading from theory to practice, from manipulation of language to communicative use of it in a situation relevant to the needs of the students. A proper use of role play, therefore, is valuable not only for the development of language, but also for that of imagination, critical thinking and training for real life.

2.2.7 Characteristics of Role Play

Role play as a teaching technique is characterized by several key elements. Firstly, it provides a realistic and immersive learning environment, allowing students to simulate real-life scenarios where they can practice using the target language in meaningful ways.

This authenticity is crucial for developing practical language skills that students can apply outside the classroom (Thornbury, 2005). Additionally, role play encourages active participation and collaboration among students, fostering a more engaging and dynamic classroom atmosphere. This technique also allows for flexibility, adapting to different learning styles and proficiency levels, ensuring that all students can benefit from the activity (Ladousse, 2004).

2.2.8 Teaching English Through Role Play

Role play is an interactive teaching technique where students assume specific roles and act out scenarios that mimic real-life situations, allowing them to practice language skill in a practical and meaningful context. This technique promotes spontaneity and creativity in English use. According to Feng and Yun (2009), role play activities may include interviews, debates, negotiations, or any everyday scenario such as shopping or asking for directions. Role play is a key part of English lessons, giving students a safe, structured space to actively and communicatively learn without the risk of making major errors in the language. Harmer (2007) found that there is no one form of role play, as it can be tailored to fit the purpose and the language level of learners.

2.2.9 Learning Skills

Types of learning are important in education because they define what students are capable of learning in different fields of study. As far as language teaching is concerned, it is common to approach these skills as at least two main groups: understanding and expression. The comprehensive ones are listening and reading; the expressive ones are speaking and writing. In particular, the ability to speak is probably the one that holds the highest skill, as it is decisive for the interaction of people in daily life and at work (Kehing & Yunus, 2021).

The teaching of speaking skill encompasses both the production of sounds and the formulation of ideas in a logical, systematic, and timely manner within a given social context. To achieve this, students must master language techniques, including pronunciation, grammar, and vocabulary, as well as possess effective interaction skill that enable them to communicate effectively with others. From this perspective, speech learning implies that messages are sent and received, which, in a certain sense, occurs through a movement that bypasses social and cultural restrictions (Bylkova et al., 2021).

Apart from language skills, learning skill involve a set of strategies that utilize cognitive processes to help students elaborate, memorize, and apply the information they obtain. Regarding speech, these strategies include the ability to design an expression during communication, the ability to manipulate language, and the ability to accommodate different communicative conditions. The logic of this flexibility is important because the ability to speak, in almost all cases, does not occur with a set script; it depends largely on how a speaker can react appropriately (Tzimas & Demetriadis, 2024).

The teaching of speech should also consider the motivation, self-confidence, and the environment of the students. These factors are very important when teaching students

English, because the fear of making mistakes hinders much of the students' active participation. Therefore, a pedagogy that emphasizes self-confidence and the willingness to engage in risky behaviors with the language is necessary to help students develop the ability to speak (Kehing & Yunus, 2021).

2.2.10 Speaking Skill

The ability to speak involves the verbal use of a language to communicate with others. This is perhaps the most challenging aspect of acquiring a new language, as it requires a complex combination of several components, including diction, fluency, and comprehension. Speaking a language not only involves articulating and pronouncing words correctly, but also the proper use of language in different circumstances. It is an active process that requires a wide range of verbal skill and the ability to adjust one's speech depending on the situation or interlocutor (Kashinathan & Abdul Aziz, 2021).

Speech can be divided into two classes: transactional speech, which necessarily involves the transmission of information from one person to another, and interpersonal speech. Interactional speech is speech that is mainly concerned with the transaction of the message being communicated, for instance answering the phone, giving directions or relaying information. Interactional speech, which mainly serves the purpose of maintaining social relations, is focused on maintaining contact, showing how one feels, and telling what happened. These are the basic interactions between people who are known to each other, such as friends, relatives, or co-workers, and can be characterized by the greater use of colloquial forms and a larger gestural integration (Amelia et al., 2022).

Speaking involves additional sub-skills and related delusions of reasoning and language, such as sentence formulation, word finding, and articulation. An additional component of fluency is mastery of speech and the ability to talk at a normal pace with normal effort for the duration of the communicative process. It is not necessary to equate fluency with speed in speaking, but rather with the ability to speak without interruptions and at a natural conversational rhythm (Konar, 2021).

Mastering speaking skill is also related to grammar, vocabulary, and listening comprehension. For example, a speaker must have an adequate knowledge of the components of grammar to form sentences and have a sufficiently large vocabulary for ideas to be expressed appropriately. Additionally, listening comprehension is crucial because speakers must be able to understand what others are saying to respond intelligently and continue a conversation smoothly (Suryanto, 2021).

2.2.11 The Importance of Speaking Skill

The speaking stage is completely fundamental in the process of acquiring a language because it stimulates speakers to communicate and interrelate within a community. According to Kashinathan and Abdul Aziz (2021), it is understood that speaking skill are the most critical when it comes to using the language effectively because they allow interlocutors to transmit ideas and messages quickly. This form of communication is of the utmost importance for anyone in the process of integrating into new linguistic communities,

as it facilitates cultural and social integration through oral communication. It is not only the part of expressing ideas, but also the process of creating interrelationships, which in the social, organizational, or educational field is of vital importance.

When it comes to education, speaking is important because it allows learners to use the theory they have learned about a language. According to Husnaini et al. (2024), the use of speaking is essential when it is necessary to reinforce grammar and vocabulary that have been acquired in other aspects of the language. The speaking of the language by students contributes to their comprehension, fluency, and performance in learning the language. Therefore, it can be said that speaking skill serve as a bridge between theoretical knowledge of the language and its practical application.

Another aspect of the professional context is that speaking is one of the most important factors for employability in many jobs and professions, especially those requiring working with people from different cultures. Sayow and Marsevani (2024) say that improving one's speaking skills is important in a career as it allows for a better understanding of technical language and developing working relationships and trust with coworkers, clients, and other stakeholders. Conversational ability is a highly valued attribute in many professions, as it is considered an indicator of how well a person will fit into a multidisciplinary team, for example.

Speaking can also have a significant influence on the socio-cultural integration of people in social and community settings. Harmer (2007) points out that when speakers know a language phonologically, it is easier for them to participate in social exchanges or community activities associated with the culture of that language because they are already familiar with its customs and values. In the case of immigration or expatriation, speaking competence enables individuals to articulate their basic needs, share experiences, and establish emotional bonds, all of which are crucial for an individual's emotional well-being and ability to adapt.

2.2.12 Affective Factors in Speaking (Affective Filter Hypothesis)

Affective factors play a crucial role in the development of speaking skill, particularly in EFL contexts where students often experience anxiety and fear when using the target language. An affective variable that is often discussed is Krashen's (1982) Affective Filter Hypothesis. This hypothesis suggests that emotional factors such as anxiety, motivation and self-confidence can ease or inhibit the acquisition of a language. A high level of anxiety, for example, may have the effect of raising the affective filter and blocking effective language input.

These studies suggest that anxiety can be a detriment to a person's performance while speaking. For instance, Alemi et al. (2011), found that students with high levels of speaking anxiety tend to avoid participation and demonstrate lower communicative competence. Similarly, Mahripah (2014) indicates that emotional barriers significantly affect students' willingness to communicate in EFL classrooms. These findings suggest that reducing anxiety and creating a supportive learning environment are essential for improving oral skill.

2.2.13 Factors Influencing the Development of Speaking

The development of speaking skill is influenced by numerous internal and external factors that either facilitate or hinder the learning process. These factors influence students' ability to interact in real-world contexts, which is fundamental to understanding the progression of a language. Some of the trends that seem to be most important are described below. The internal factors, but no less important, are the students' motivation. Motivation has a profound impact on learners of a foreign language and significantly influences the level of effort a student must expend to achieve their set goals. An example provided by Meşe and Sevilen (2021) states that motivation can be intrinsic when the student is personally or professionally interested in the language, or it can be extrinsic when one strives for a good performance in exams or to satisfy other needs. Students who have strong motivation are more willing to participate in speaking activities actively and can cope with anxiety that, in most cases, is associated with the use of language.

Another internal factor that affects a student's ability to speak is their self-efficacy. Self-efficacy, according to Mohzana (2024), is when you are aware of your ability to perform a given task. In speech, students with self-efficacy tend to participate in discussions because they have confidence that their ideas can be communicated; therefore, they can handle the anxiety of making mistakes. Such confidence greatly helps students as they strive to acquire and improve their speaking skill, enabling them to adopt the right mindset towards learning and engaging in communication.

Another equally important external factor is the learning context. The environment in which learners engage in language practice can either support or hinder their progress in speaking. A supportive environment is one where students often interact in English both inside and outside of school. According to Saheer et al. (2024), Students need to be motivated to use the language outside the classroom, and this exposure to the language is crucial in helping learners learn. Students' fluency and skill are developed through constant use of the language in real-life situations. Another factor is access to new technologies for education, which enables learners to practice their speaking skill through online and mobile resources easily.

Social interaction is another important external factor. Talking to a native or advanced speaker of the language provides an environment that is useful for improving speaking skill. Papi et al. (2022) argue that interaction in real-life communicative contexts is more beneficial for language acquisition because students may encounter unpredictable events and learn various ways of speaking. Face-to-face interactions, group work, and even language conversation clubs are crucial for students to practice not only vocabulary and grammar, but also the socio-cultural aspects of the language, such as taking turns in conversations, accentuation, and other cultural nuances.

2.2.14 Role Play as a Technique to Improve Speaking Skill

Role play is one of the most widely used pedagogical methodologies for language teaching, especially in the speaking part, as these activities engage students in a role and a specific situation, which involves an interaction that simulates real-life scenarios. Through

this, the real practice of the language is stimulated, leading to greater fluency, confidence, and communicative skills (Pinatih, 2021).

Role play is beneficial because it facilitates the use of speaking time in a controlled environment, allowing individuals to use language without worrying about making many mistakes. Henisah et al. (2023) note that students who participate in role play can use language effectively in real and challenging situations. In this way, they can learn to solve problems and make decisions, which are so important for effective communication.

A key advantage of role play is that it helps develop creativity and critical thinking. In this way, learners learn to improvise, to adapt to new situations, and to choose what to say, furthering their communicative ability in the target language. This can encourage some form of improvisation (Scrivener, 2011), for example, by encouraging the use of adaptive speech tailored to different situations. This can be helpful for people wanting to gain confidence in real life, educational, or occupational environments. Role play allows students to work more effectively together. Typically, these activities are conducted in pairs or small groups, which encourages collaboration, the exchange of ideas, and the shared practice of the language. Richards and Rodgers (2014) state that group work during role play activities is stimulating and motivating because students learn to negotiate meaning, articulate their ideas clearly, and understand their peers to a greater extent. These interactions enhance language proficiency and interculturality, as they enable students to experience realities from diverse cultures.

CHAPTER III

3 METHODOLOGY

3.1 Research Approach

A quantitative approach was used in this research. The use of quantitative data facilitates the objective evaluation of information and supports the drawing of reliable conclusions (Khan et al., 2023). This approach is based on the collection and analysis of numerical data obtained through a pre-test and a post-test, which allowed the comparison of students' speaking performance before and after the implementation of the role play technique, as it aimed to measure the effectiveness of role play in improving the speaking skill of tenth-grade students in parallel "A" at "American High School"

3.2 Research Modality

This research adopted a field modality, as it was conducted in the natural educational setting where the problem occurred. This modality allowed the collection of authentic and contextualized data directly from students during the teaching–learning process, making the findings applicable to real educational practice (Ortiz-Ramírez, 2019). The study was carried out in the classroom environment, where the role play technique was implemented and observed in order to determine its effect on students' speaking skill.

Additionally, the research was considered applied, as it sought to address a specific educational problem by implementing a practical teaching strategy based on theoretical foundations. The design allowed the researcher to determine the effectiveness of role play as a communicative technique in improving students' speaking skill within a real classroom context (Khan et al., 2023).

3.3 Level or Type of Research

The aim of the study was to analyze the effectiveness of role play in improving speaking skill; therefore, descriptive research was used, as it allowed the researcher to describe and present a comprehensive view of the subject under study. This type of research involves observing, documenting, and summarizing the current state of the phenomenon being investigated (Khan et al., 2023).

Accordingly, this approach facilitated the description of how students' speaking skill develop before and after the implementation of role play.

3.4 Population

The study population was formed by 15 tenth-grade students from parallel "A" at "American High School", located in Riobamba City, Chimborazo Province, during the 2025–2026 academic year. This population is finite and corresponds to the total number of

students enrolled in the selected class, with no sampling procedure applied, as all students participate in the research.

3.5 Data Collection Technique and Instruments

The techniques and instruments used are aligned with the objectives of the study and the pre-experimental design.

3.6 Technique

The main technique used in this research is the questionnaire, which allows for the evaluation of students' speaking skill in realistic and meaningful contexts before and after the implementation of role play. According to Bhandari (2023), a questionnaire is a list of questions or items that collect data from participants to obtain reliable results. This will serve to provide an assessment before and after the application of role play.

3.7 Instruments

The instruments used in this research were a pre-test and a post-test adapted from the Cambridge English Assessment speaking section and aligned with the Common European Framework of Reference for Languages (CEFR), which establishes international standards for evaluating communicative competence in English through different language skills (Cambridge University Press & Assessment, 2026), in this study, the instruments focused specifically on the evaluation of speaking skill through communicative oral tasks appropriate to the students' English proficiency level.

The pre-test was applied before the intervention process to diagnose students' initial speaking performance and identify difficulties related to fluency, pronunciation, oral interaction, and communicative expression in English. According to Majka (2024), a pre-test is an assessment administered before an instructional intervention to determine participants' previous performance level. Similarly, the post-test was administered after the intervention process to evaluate the improvements achieved by students in their speaking skill. Cohen et al. (2007), explains that a post-test is applied after an educational intervention to measure changes and determine the effectiveness of the implemented strategy.

Both instruments followed the structure and evaluation criteria of Cambridge speaking assessments; however, they were adapted to the educational context and English proficiency level of tenth-grade students at "American High School." The communicative tasks included familiar topics and real-life situations related to students' daily experiences in order to facilitate meaningful oral interaction during the evaluation process.

3.8 Data Analysis

The analysis of the data in this study follows a quantitative perspective, since the main purpose is to determine the effect of role play on students' speaking skill through measurable results. To achieve this, the scores obtained from the pre-test and post-test are

first collected and organized in a systematic way, allowing a clear view of students' performance before and after the intervention. In this sense, descriptive statistics were used to organize, summarize, and interpret the numerical data obtained during the research process.

According to Creswell (2014), descriptive statistics facilitate the presentation and interpretation of quantitative information through percentages, tables, and graphical representations. Therefore, in the present study, the data obtained from the pre-test and post-test were represented through tables and figures in order to compare students' speaking performance and identify the improvements achieved after the implementation of the role play activities.

Once the information is compiled, the results are arranged in tables to facilitate their interpretation. At this stage, the average score (mean) is calculated for both tests in order to observe general tendencies in students' performance. This comparison provides an initial insight into whether there has been any improvement in speaking skill after the application of role play activities.

In addition to this, the data are represented through simple graphs, which make it easier to visualize differences between both measurements. The visual information can give an indication of aspects such as fluency, pronunciation and accuracy, which can give more information on the level of the student's ability.

After the results are obtained, the data are presented descriptively, with a comparative stage analyzing the difference between the students' scores in the pre-test and post-test. Then the data are analyzed by comparing the data of the pre-test and post-test, but not only statistically, but observing the general development of students' speaking.

Finally, the results are interpreted in relation to the research objectives. This interpretation makes it possible to establish conclusions about the effectiveness of role play as a teaching strategy, considering the evidence obtained throughout the study. In this way, the analysis not only describes the results but also explains their relevance within the context of English language learning.

CHAPTER IV

4 RESULTS AND DISCUSSION

4.1 Results

The study was conducted using a pre-test and a post-test as data collection tools. The diagnostic test was administered to 15 10th-grade students in the General Basic Education program at the “American High School,” and the overall results are presented below:

- Pre Test Results

This initial assessment was carried out to evaluate the students’ oral performance prior to the implementation of the strategy. The pre-test focused on the topic “Food and Eating Habits” and was structured into three communicative phases, which included a partner interview with direct questions about food preferences, an individual visual task involving the selection and description of images, and an interactive partner discussion focused on decision-making and collaboration to plan a healthy meal. The overall results are presented below:

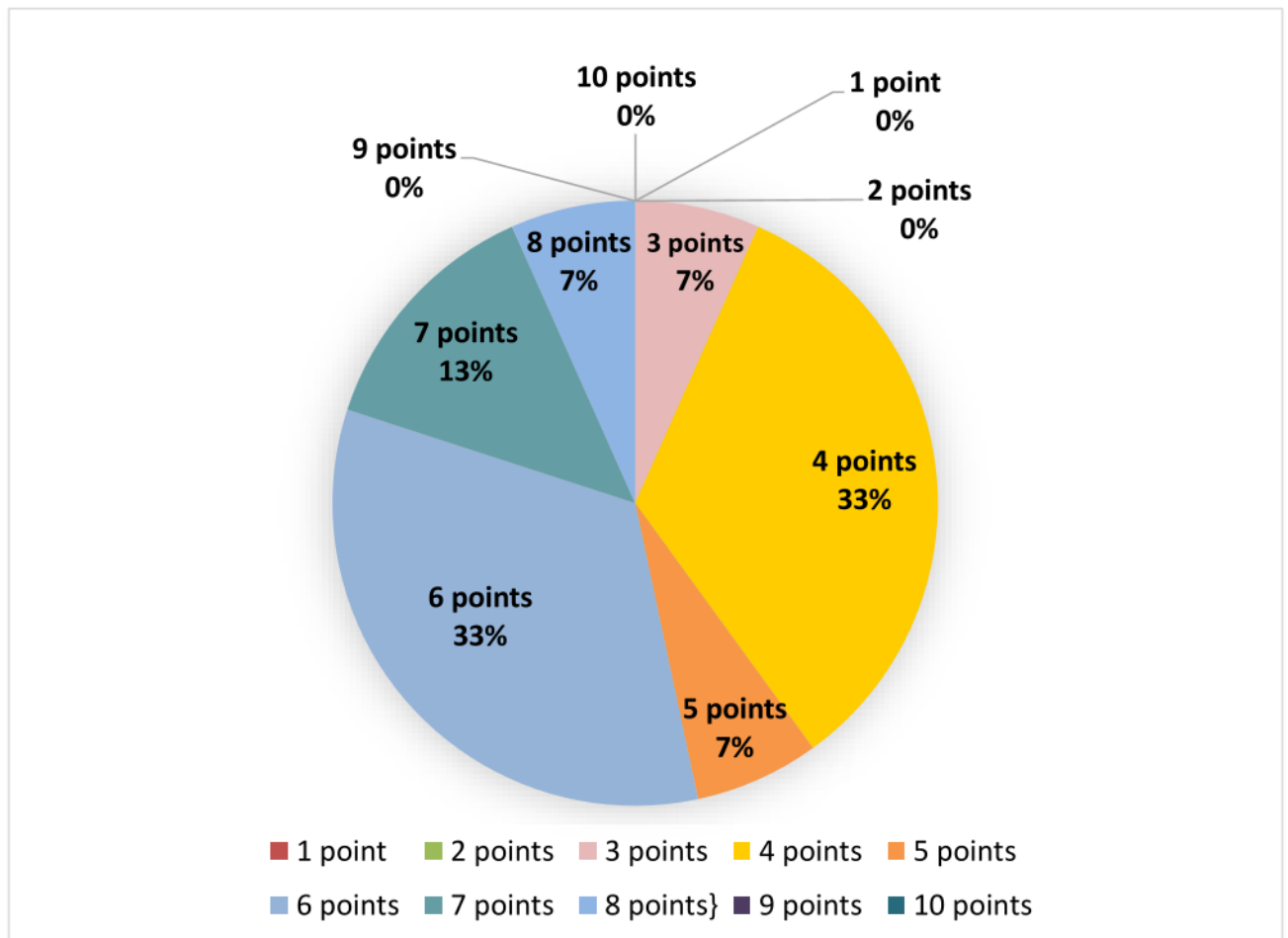
Table 1 Pre Test Results

Final Score over 10 points	Number of students	Percentage
1 point	0	0%
2 points	0	0%
3 points	1	7%
4 points	5	33%
5 points	1	7%
6 points	5	33%
7 points	2	13%
8 points}	1	7%
9 points	0	0%
10 points	0	0%
TOTAL	15	100%

Elaborated by: The researcher

Source: Pre-test applied to tenth-grade students at American High School

Figure 1 Pre Test Result



Source: Figure representing the results obtained in the pre-test

Illustration provided by: The Researcher

Analysis

The table and figure reflect the final scores obtained by the students on the preliminary test. These results indicate that 7% of the students scored three points, 33% scored four points, and 7% scored five points. In addition, 33% of the students scored six points, 13% scored seven points, and a single exceptional student, representing 7% of the sample, scored eight points. It is important to note that no one scored nine or ten points.

Interpretation

Based on the final scores obtained in the students' preliminary oral proficiency test, it is worth noting that only one student managed to achieve an acceptable score of eight points. In contrast, the rest of the group, which constitutes the majority of the class, scored below seven points; that is, low scores according to the evaluation scale established by the Ecuadorian Ministry of Education. This means that the study population, with the sole exception of one student, does not meet the level of oral expression in English required for

their academic course. These results reveal that nearly the entire group of students needs to improve their oral proficiency, fluency, and communicative interaction.

- Post Test Results

The post-test was administered after completing the structured series of role play activities as a pedagogical intervention strategy. This final evaluation was designed to assess the improvements students achieved in oral expression following the intervention process. The post-test focused on broader communicative topics, including “Healthy lifestyle, food choices, and restaurants.” It was designed with three specific communicative phases: a pair role play simulation of an interaction in a restaurant between a customer and a waiter, an individual visual task involving the selection of images, their description, and the evaluation of lifestyle, and a collaborative discussion in pairs focused on planning and negotiating a healthy school menu. The overall results are presented below:

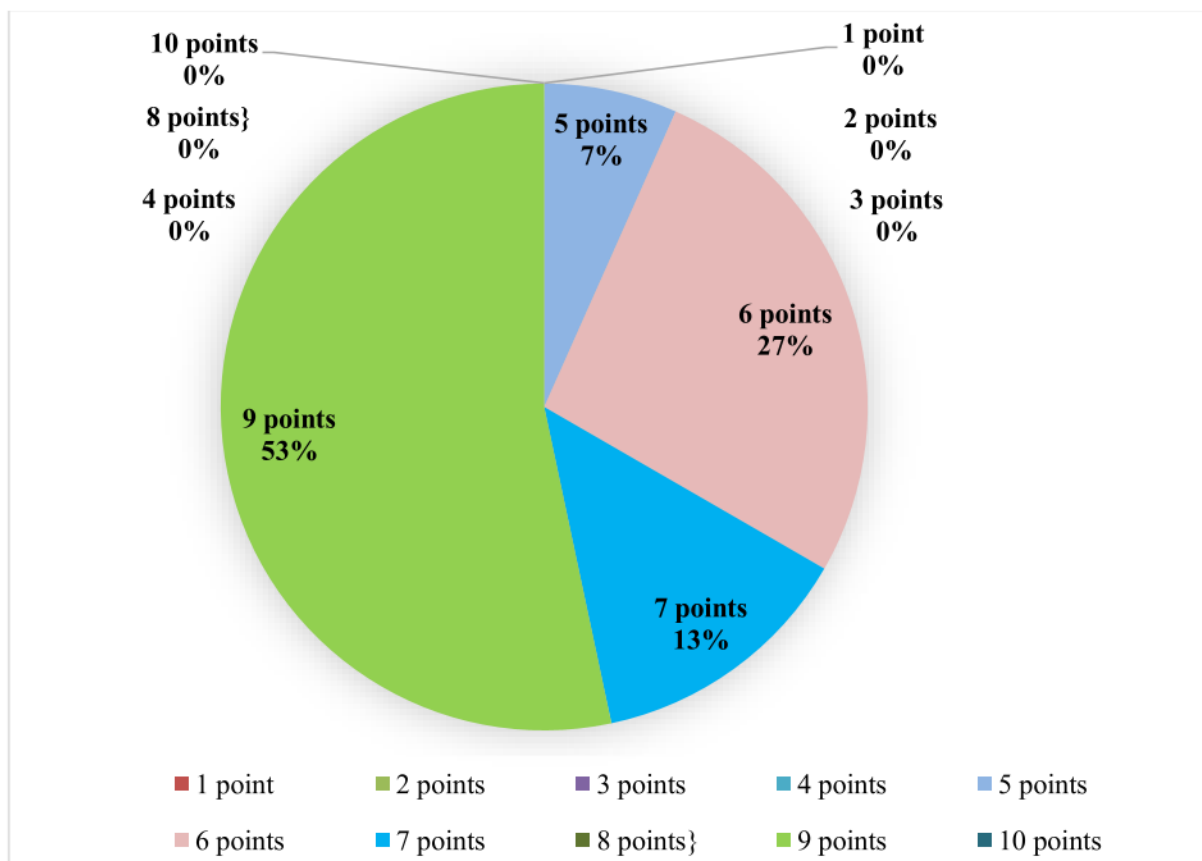
Table 2 Post-Test Results

Final Score over 10 points	Number of students	Percentage
1 point	0	0%
2 points	0	0%
3 points	0	0%
4 points	0	0%
5 points	1	7%
6 points	4	27%
7 points	2	13%
8 points}	0	0%
9 points	8	53%
10 points	0	0%
TOTAL	15	100%

Elaborated by: The researcher

Source: Post-test applied to tenth-grade students at American High School

Figure 2 Post Test Results



Source: Figure representing the results obtained in the post-test

Illustration provided by: The Researcher

Analysis

The table and the figure show the students' final scores on the post-test, which was administered after implementing role play activities as a teaching strategy to improve speaking skill in the English as a Foreign Language classroom. The most students (53%) earned a nine point score, with the second most number of students (27%) achieving a six point score, and then a seven point score (13%). No student obtained a ten, an eight or less than five points on the exam.

Interpretation

These results suggest role play as a communicative technique positively influenced students' oral production. The majority of the students scored above seven points, which is the minimum passing rate of the Ministry of Education in the quantitative scale. In short, the implementation of these activities had a very positive impact on students' speaking skill, communicative interaction, and active participation during their English language learning.

- Comparison between pre-test and post-test

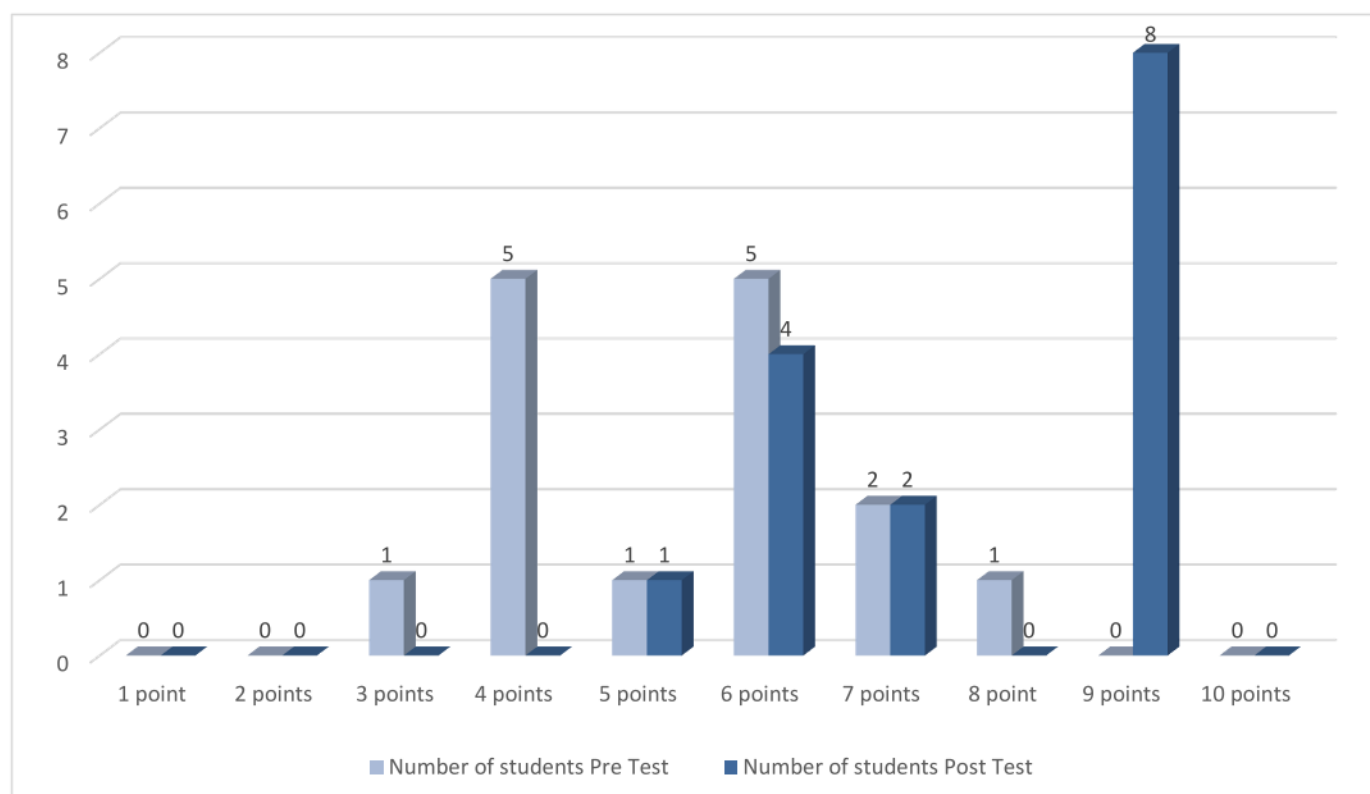
Table 3 Comparison of results between pre-test and post-test

Points	Number of students Pre Test		Number of students Post Test	
Final Score over 10 points	Number of students	Percentage	Number of students	Percentage
1 point	0	0%	0	0%
2 points	0	0%	0	0%
3 points	1	7%	0	0%
4 points	5	33%	0	0%
5 points	1	7%	1	7%
6 points	5	33%	4	27%
7 points	2	13%	2	13%
8 point	1	7%	0	0%
9 points	0	0%	8	53%
10 points	0	0%	0	0%
TOTAL	15	100%	15	100%

Source: Researchers' comparison of pre-test and post-test results

Elaborated by: The researcher

Figure 3 Comparison of Results between pre-test and post-test



Source: Figure representing the comparison of results between pre-test and post-test

Illustration provided by: The Researcher

Analysis

The table and figure show the comparison between the results obtained by the students in the pre-test and post-test after the implementation of the role play activities as a strategy to improve speaking skill in the English as a Foreign Language classroom. It is evidenced that during the pre-test, most students obtained low scores, particularly four and six points, representing 33% respectively. In contrast, after the intervention process, the post-test results demonstrate a significant improvement in students' speaking skill, since 53% of the learners achieved nine points, while 27% obtained six points and 13% reached seven points.

Furthermore, the comparison between both evaluations reveals that no students obtained scores of 3, 4, or 8 points in the post-test, unlike the pre-test where these scores were present. In addition, the number of students who achieved higher scores increased considerably after the application of the role play activities.

Interpretation

These findings indicate that students improved their speaking performance through greater fluency, participation, and communicative interaction during the oral activities developed throughout the intervention process.

Based on the comparison of the results, it can be observed that role play positively influenced the development of students' speaking skill. The progress evidenced in the post-test reflects that the implementation of communicative and interactive activities contributed to strengthening students' confidence and oral expression in English.

4.2 Discussion

The findings of this study are consistent with the results of Pinatih (2021), who affirms that role play contributes significantly to improving speaking skills through realistic communicative situations. Similarly, Henisah et al. (2023) argue that role play activities improve students' confidence, fluency, and communicative competence in English as a foreign language classroom. Similarly, Richards and Rodgers (2014), in *Approaches and Methods in Language Teaching*, explain that communicative activities facilitate language acquisition through interaction and meaningful communication.

This theoretical framework has helped us explain the dramatic change in scores observed in this study. In the pre-test, students experienced difficulties due to a lack of opportunities for spontaneous language production; however, the nine-point increase in the post-test demonstrates that, when language is acquired through the interactive environment proposed by Richards and Rodgers (2014), performance improves. Henisah et al. (2023)

emphasize that confidence is the driver of fluency; similarly, this intervention demonstrated that as students became more comfortable with their roles in simulated environments, their anxiety decreased, allowing them to speak more naturally. Therefore, the data collected directly supports the main objective of this research by demonstrating that

communicative competence is achieved through actively and contextually engaged participation.

Role play was also relevant within the Ecuadorian context. In Ecuadorian EFL classes, too much importance has often been given to grammatical knowledge while neglecting speaking opportunities. Due to this lack of speaking opportunities and the restrictive role of customary teaching methodologies, students in Ecuadorian EFL classes are usually very anxious and passive. By utilizing role play, this study challenged that model, showing that even in a customary curriculum, active strategies could promote student engagement. The reality that most students achieved high scores suggests that they have the potential to communicate effectively, but that they need learner-centered strategies that focus on real-life interaction and avoid mechanical memorization.

Despite the positive impact observed during the intervention, the study was conducted with a small population of 15 students from a single educational institution, which limits the generalization of the study. However, the research demonstrates that role play was an effective strategy to improve students' speaking skill and contributed positively to the development of oral expression and communicative interaction in the classroom.

CHAPTER V

5 CONCLUSION AND RECOMMENDATIONS

5.1 Conclusions

The diagnostic process carried out through the pre-test revealed that most tenth-grade students at “American High School” presented difficulties in speaking skill before the intervention process. Most of the learners scored low in the results of the first diagnostic test in fluency, oral production, communicative interaction and self-confidence while speaking in English. This is the reason why it was concluded that the students need the implementation of communicative strategies to improve oral performance in the EFL classroom.

It can be concluded from the previous result and discussion that the role play activities can improve the students' speaking skill of the eighth grade students of SMPN 2 Kalidoro Bondowoso in the treatment classroom. By the use of communicative and interactive activities based on real life, the students could do the oral tasks and communicate in English with more confidence and motivation. The use of role play also allowed collaborative learning and communication to take place in a dynamic environment.

From the result of the pre-test and post-test, it was found that there was an important improvement of students' speaking skill after implementing role play activities in the classroom. Most learners obtained higher scores in the final evaluation, evidencing progress in fluency, pronunciation, participation, and communicative interaction. Therefore, the evaluation process confirmed that role play contributed positively to the development of students' oral performance in the English as a Foreign Language classroom.

5.2 Recommendation

It is recommended that English teachers apply diagnostic evaluations before implementing communicative strategies in the classroom in order to identify students' speaking difficulties and learning needs. This would allow teachers to select appropriate activities that strengthen students' oral expression, participation, and communicative interaction in English.

Teachers are encouraged to incorporate role play activities regularly in the English teaching process, since these communicative activities create dynamic and meaningful learning environments. In addition, role play can motivate students to participate actively in oral tasks, improve their confidence, and promote the practical use of English through real-life situations.

Educational institutions should promote the implementation of communicative methodologies focused on the development of speaking skill in EFL classrooms. Likewise, future research should continue evaluating the impact of role play with larger populations and during longer intervention periods in order to obtain broader evidence about its contribution to English language learning.

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7 ANNEXES

- PRE-TEST:



UNIVERSIDAD NACIONAL DE CHIMBORAZO
FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS

PRE-TEST:

Date: _____

Students Code: _____, and _____

Objective 1: To diagnose the speaking level of tenth grade student's parallel "A" at "American High School".

Instructions:

You are going to complete a speaking test designed to evaluate your ability to communicate. The test has **three phases**, some activities will be done **individually**, and others **in pairs**.

In this test, you should:

- Speak clearly and naturally
- Listen carefully to your partner
- Try to keep the conversation going

If you do not understand something, you can ask for clarification. 😊

Evaluated topic

- Food and Eating Habits
- Healthy vs Fast Food
- Personal Preferences and Opinions
- Daily Routines Related to Food
- Decision-Making and Interaction

PHASE 1: PAIR INTERVIEW

Instructions:

1.- Work in pairs. Student A will interview Student B by asking all the questions provided. Then, students will change roles.

■ STUDENT A – INTERVIEWER	■ STUDENT B – INTERVIEWER
1. Food Habits	1. Eating Preferences
What do you usually eat during the week?	What do you usually eat for lunch?
How often do you eat fast food?	Do you think your diet is healthy? Why?
What is your favorite healthy food?	What is your favorite fast food?
Do you prefer eating at home or outside? Why?	Do you like vegetables? Why or why not?
What do you usually drink with your meals?	How can you eat healthier?
Extra question: _____	Extra question: _____

■ STUDENT A – NOTES	■ STUDENT B – NOTES
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

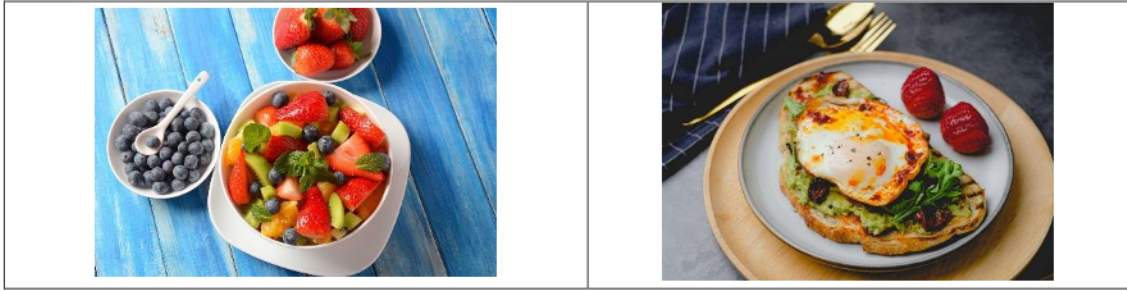
PHASE 2: IMAGE SELECTION & DESCRIPTION

Instructions:

Individually, look at the food images. You will see different options (healthy and fast food).

- Choose ONE image that you like or prefer.
- Talk about your choice and explain your ideas.
- Explain why you chose this image instead of the others.





PHASE 3: FOOD PREFERENCE DISCUSSION

Instructions:

Now, you and your partner must decide what to eat today.

-Use the ideas from the previous activities (interview and images) to help you make your decision.

-You must give at least one reason for your decision.

Speak confidently, share your ideas, and enjoy the conversation. Good luck!

- Post test

Objective 3 – Post - Test



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CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS
POST – TEST

Date: _____

Student Code: _____, and _____

Objective 3: To evaluate the improvements that students got in speaking skill after the intervention process.

Instructions:

You are going to complete a speaking test to evaluate your oral communication skills after the role-play activities developed in class.

The test has **three phases**, some activities will be done **individually**, and others **in pairs**.

During the test, remember to:

- Speak clearly and confidently.
- Use complete ideas whenever possible.
- Listen carefully to your partner.
- Participate actively in the conversation.

If you do not understand something, you can ask for clarification. 😊

Evaluated topic

- Healthy Lifestyle
- Eating Choices
- Restaurants and Food Orders
- Giving Opinions
- Interaction and Decision-Making

PHASE 1: ROLE -PLAY INTERVIEW

Instructions:

1.- Work in pairs.

- Student A will act as a restaurant customer.
- Student B will act as a waiter/waitress.
- After completing the conversation, students will change roles.

Try to ask and answer naturally.

 STUDENT A – CUSTOMER	 STUDENT B – WAITER / WAITRESS
Questions/Sentences	
Can I see the menu, please?	Welcome to our restaurant.
What healthy food do you recommend?	What would you like to eat?
What drink do you have?	Would you like Soda or Lemonade?
How much is it?	Here is your bill
Extra question: _____	Extra question: _____

 STUDENT A – NOTES	 STUDENT B – NOTES
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

PHASE 2: IMAGE DESCRIPTION AND OPINION

Instructions:

Individually Look at the images about food and eating habits.

- Choose ONE image.
- Describe what you can see.
- Explain if you think it represents a healthy or unhealthy lifestyle.
- Give your opinion about the image.



PHASE 3: PLANNING A HEALTHY MEAL

Instructions:

Work with your partner.

Imagine you want to prepare a healthy meal for school lunch.

- Discuss different food options.
- Decide what food and drinks to include.
- Give reasons for your choices.
- Present your final decision together.

Try to participate actively and respect your partner's ideas.

Speak confidently, share your ideas, and enjoy the conversation. Good luck!

- **Evaluation Rubric of the pre-test**

SPEAKING TEST RUBRIC

Evaluation Rubric of the Pre-test

Phase	Criteria	2 Points	1.5 Points	1 Point	0.5 Point
Phase 1 Pair Interview	Response & Vocabulary	Answers all questions clearly using appropriate and varied vocabulary with relevant and complete information.	Minor mistakes, mostly clear and appropriate vocabulary.	Basic answers with limited vocabulary.	Very limited answers and vocabulary.
	Interaction & Fluency	Maintains conversation naturally with smooth speech and no hesitation.	Minor hesitation, active participation.	Some pauses and limited interaction.	Frequent pauses, needs support.
Phase 2 Image Selection & Description	Description & Justification	Clear, detailed description with strong justification and comparison.	Clear but limited detail or comparison.	Basic description and simple reason.	Unclear or incomplete.
	Vocabulary & Pronunciation	Accurate vocabulary and clear pronunciation throughout.	Minor errors but understandable.	Basic vocabulary, some pronunciation issues.	Frequent errors affecting understanding.
Phase 3 Food Preference Discussion	Opinion, Decision-making, Interaction & Fluency	Expresses clear opinions with reasons, contributes to the decision, interacts actively, and speaks fluently.	Expresses opinions and participates with minor hesitation.	Expresses basic opinions with limited participation and some pauses.	Gives minimal or unclear opinions with weak interaction and frequent pauses.

- **Evaluation Rubric of the post-test**

SPEAKING TEST RUBRIC

Evaluation Rubric of the Post-test

Phase	Criteria	2 Points	1.5 Points	1 Point	0.5 Point
Phase 1 Role play Interview	Communication & Vocabulary	Uses appropriate vocabulary, responds naturally, and maintains the role-play effectively.	Minor mistakes, generally clear communication.	Limited vocabulary with simple responses.	Very limited communication and vocabulary.
	Fluency & Interaction	Speaks fluently, participates actively, and interacts confidently.	Minor hesitation but maintains interaction.	Frequent pauses and limited participation.	Interaction is very limited and unclear.
Phase 2 Image Description and Opinion	Description & Opinion	Describes the image clearly and gives detailed opinions with reasons.	Clear description with some supporting ideas.	Basic description and simple opinion.	Incomplete or unclear ideas.
	Pronunciation & Clarity	Pronunciation is clear and easy to understand.	Minor pronunciation mistakes.	Some pronunciation problems affect understanding.	Frequent pronunciation problems make understanding difficult.
Phase 3 Planning a Healthy Meal	Decision-making & Collaboration	Shares ideas, gives reasons, collaborates actively, and reaches a clear decision.	Participates and gives some reasons.	Limited participation and simple ideas.	Minimal participation and unclear contribution.

