

## The Effect of Role Play Strategy on Jordanian EFL Tenth Grade Students' Speaking Skill

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### Abstract

This study examines the effect of role-play strategy on the Jordanian tenth grade English as a foreign language (EFL) students' speaking skill. It is an attempt to answer if there is a statistical significance difference between the experimental and control groups' scores on the speaking test due to the teaching method (role-play strategy vs. the Teacher's Book instructions). A total of 86 homogeneous participants were selected through a random sampling technique from two sections at Lameece Secondary School for Girls in Amman, Jordan during the second semester of the academic year 2016-2017. The experimental group was 42 students while the control group was 44 students. For data collection, a role-play instructional program based on the speaking activities in Action Pack 10, a speaking test and a rating scale were used. The collected data were analyzed using proper statistical measures such as ANCOVA and MANCOVA. The results revealed that the role-play strategy had a significant effect on the five components of the speaking skill with the students of the experimental group. Further empirical studies on the effect of role-play strategy on developing other language skills are needed.

**Keywords:** EFL students, P.P.P Model, role-play strategy, speaking skill

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## Introduction

Speaking is one of the language skills which seems very significant and needs special interest in instruction as it is considered the natural way of communication. Speaking is the active use of language to express meaning; the spoken language is the medium through which a new language is encountered, understood, practiced, and learnt. Without speaking, people may lack the ability to communicate successfully with others. Accordingly, there are at least three reasons that make the teaching/ learning of speaking a must in the EFL classrooms. Firstly, speaking activities, as Nunan (2003) states, provide practical opportunities to be used authentically and use the target language quickly and confidently without unnatural pauses, which is called fluency. Secondly, speaking tasks during which students try to use any or all of the language, could provide feedback about their learning level in oral communication. Finally, the more students have opportunities to activate the various elements of language they have stored in their brains, the more automatic and proficient use of these elements become.

In this regard, using effective learning strategies such as peering, grouping, dramatizing, simulating, games and role-play may highlight the significance of using teaching / learning strategies with the four language skills in general and with speaking in specific. Lewis (2011) explains that the variety and applicability of these strategies as teachable and responsive to different learners' styles could be a part of daily lesson plan of English classes.

Role-play strategy is one of these strategies that might have a notable effect on learners' performance in speaking. It is, according to Julius and Osman (2015, P.120), "a way in teaching and learning that offers holistic learning process in a multi-level experiential dimension of discovery, expression, and mastery where all learners and teachers learn and grow together". It is an attempt to learn by doing, illustrating and dramatizing; the learners pass through varied practical situations which urge them to use their imagination, the acquired speech acts and registers to fulfill orally a language function and to develop positive emotions and attitudes towards EFL.

Ladousse (1987, P.9) says that "role-play belongs to that category of language learning techniques sometimes referred to as low input-high output". This means that the teacher-centered presentation phase of the lesson is very short and not at all the same as it would be for a controlled practice drill. After a brief introduction, the students plunge into an activity in which accomplishing the task is more important than using the exact word, in which fluency predominates over accuracy. Ladousse adds that the language that the students use "does not come out of a top hat at the wave of a magic wand, and must have been acquired at an earlier stage".

Moreover, Gardner (2001) also discusses the role of well-structured lesson plan in using role-play. He claimed that instruction should rely on designing cognitive structures of learners and giving them the opportunities to discover and use what they have already learnt by creating a scenario (imaginative context) and presenting English in an interesting, interactive and vibrant manner. Therefore, role-play strategy seems an important technique in teaching speaking as it provides learners with productive opportunities to practice communicatively varied speech acts in different occasions and situations by asking students to use a simplified imagination as a sort of game, put themselves in others' places and play their roles in reality for a while (Grill, 2013). Accordingly, role play may be ideal in raising students' motivations and attitudes towards the target

language as they can stimulate a situation and pretending they are other people and practice the target language to achieve linguistic and pragmatic functions in appropriate contexts, so it seems as a part of drama which is a broader strategy and includes three components: miming, role-play and simulation.

Speaking activities may be taught to students in different instructional approaches. According to Doff (1997), the P.P.P Model, which the researchers used in this study, works through the progression of three sequential stages. The first phase is *Presentation* in which the teacher presents new words or structures, gives examples, and writes them on the board. While at *Practice* stage, students practice using words or structures in a controlled way such as making sentences from prompts, asking and answering questions and giving sentences based on a picture. Practice can be oral or written. However, at *Production* stage students use language they have learnt to express themselves more freely such as talking and writing about their own lives and interests, to express opinions, or imagine themselves in different situations. Like practice, production can be oral or written.

Practical studies on the use of the role-play strategy in teaching speaking are almost few in related literature, up to the knowledge of the researchers who looked into many sources such as ERIC, EPESCO, and Internet and university library. So they tried to report a number of studies that have some relationship with the current topic of the study.

Al-Jabali (1996) studies the effect of role-play and pictures in developing the speaking skill of tenth-grade students in English in Irbid district. The sample consisted of (50) male students from two public schools. Two experimental groups were randomly assigned for the treatments: one group for the role-play and the other one for the pictures. The control group was randomly selected from another school. The groups were subjected to a pretest and a posttest. The experiment lasted six weeks. One-way ANOVA was applied to analyze the results of the pretest, and a T-test was applied on the posttest. The results showed that there was some progress achieved by the subjects taught by both techniques (role-play and pictures) in the posttest but this progress was not statistically significant as compared to their results in the pretest.

Naqeeb (1999) investigates the effect of using role-play strategy on improving the speaking skill of eighth-grade students at UNRWA schools in Nablus area. The sample consisted of (60) male students. The sample was divided into two groups, one of them was the experimental group which applied role-play model by using role-play cards in eight-grade curriculum and it was prepared by the researcher himself. The other group was the control group which used the ordinary traditional method in teaching English. A pretest and posttest were applied to the two groups. The experiment lasted for eight weeks. T-test was used as a statistical tool. The statistical analysis of the results showed that the experimental group was significantly improved after applying role-play on it, i.e. there was a progress at the various levels of conversation skills. There was not any progress in conversation in the control group.

Benabadji (2007) examines the effect of using role-play strategy on improving the students' fluency in Sibawaih School of foreign languages in Algeria. The participants were 25 intermediate-level students who were evaluated in four categories: continuous delivery, looking for words, rich

vocabulary usage and pronunciation. The data were analyzed through using One-Way ANOVA and other descriptive statistics. The results of study revealed that there was a significant effect of using role-play strategy on students' fluency during the role-play based speaking activities. The results showed that the students had positive intrinsic and extrinsic motivations to learn English.

Graves (2008) conducts a study to check whether role-play strategy is an effective learning strategy, and to know the strengths and weaknesses of this strategy. The study was conducted at Pawpaw High School in Southeastern Ohio. All 78 participants were high school seniors ranging in age from 17 to 18. They were divided according to their academic levels into three groups: accelerated, honors and traditional students. All students except two were Caucasian. There was one Native American and one African American. The data were collected through a questionnaire, role-playing assignments and a survey. The findings of this study revealed that the accelerated and honors students were more likely to enjoy role-play strategy than the traditional ones, the majority of the traditional students indicated neutral attitudes towards role-play strategy as they did not perform better during implementing the speaking activities. The study recommended that teachers should verify in the strategies they use in classes, including role-play.

In her study, Al-Senaidi (2009) presents the effectiveness of using role play on improving the oral fluency of the fourth grade students in Oman by using four role-playing activities adapted from Hadfield and Hadfield (1999). The study was conducted for four months. A pretest and post test were conducted to collect data between two groups: Experimental group who were taught through role-play strategy and a control group who were taught in the conventional way. The findings revealed that the learners' fluency improved over the course and the learners became more motivated to learn and speak using English by producing more chunks of language as they moved through the role-play speaking activities.

Khweireh (2017) studies the effect of role-play strategy (Shaftels' Model) on vocabulary development and speaking skill improvement among the Jordanian seventh grade EFL students. He chose 172 students from UNRWA schools in Amman and divided them into experimental and control groups. Pretest and post test were conducted and data was collected and analyzed. The results of his study revealed that role-play strategy contributed significantly to the vocabulary development and the speaking skills improvement among participants more than the conventional teaching strategy. The results also revealed that there were statistically significant differences in favor of the experimental group who experienced role-play treatment in comparison with those who were exposed to the conventional strategy. The researcher recommended that EFL educators should take into consideration the vital effect of using role-play strategy on speaking skills as an efficient strategy to accommodate EFL students' learning needs and levels.

In this study, the researchers investigated the effect of using role-play strategy on the tenth grade students' speaking skill, where they designed a speaking instructional program to achieve its outcomes stated in the guidelines. This enabled the teacher of the experimental group to be fully aware of the procedures and steps of implementing role-play strategy through P.P.P Model of instruction and helped students not only acquire language forms, but also learn how interaction might take place in a variety of situations which, in turn, may develop learners' fluency, promote

interaction in the classroom, and increase the motivation of the learners to learn and use the language.

### **Statement of the Problem**

It is noticed that students' speaking skill in the public schools is generally described as low; the same is reported by some researchers (Aljabali,1996; Irianti, 2011 & Naqeeb,1999) who reported that many Jordanian students suffer from a low level of speaking proficiency. One possible reason behind such situation could be the lack of using appropriate strategies or not teaching speaking altogether.

Though the Teacher's books of Action Pack series provide teachers with a set of suggestions and recommendations on the most applicable learning and teaching strategies and procedures to use while teaching speaking activities inside the classroom (Al-Kharabsheh, Smadi & Baniabdelrahman, 2016), many teachers still ignore these suggestions and skip speaking activities to teach grammatical structures or repeat previous reading lessons. Action Pack textbooks integrate speaking activities with other language activities in order to equip EFL learners with oral and written forms of language that are functionally used in contexts. Unluckily, most of these activities are inappropriately taught by focusing only on reading and grammar not speaking. Therefore, among possible solutions to this problem can be using role-play strategy to develop students' speaking skill which is the focus of this study.

### **Purpose of Study**

This study aims at examining the effect of using role-play strategy on tenth grade students' speaking skill by using Harris' (1977) components of the speaking-assessment tool (pronunciation, grammar, vocabulary, fluency and comprehension).

### **Question of the Study**

The present study tried to answer the following question:

- Is there a statistically significant difference at ( $\alpha = 0.05$ ) between the experimental and the control groups' scores on the speaking test due to using role-play strategy?

### **Significance of Study**

The significance of the study can be summed up in the following points:

1- EFL teachers might vary in the strategies they use to teach speaking by using role-play strategy after they explore its procedures and effects on Jordanian EFL learners. For example, the researchers believe that EFL teachers may participate in workshops and training courses in order to use the role-play which may contribute to a better teaching/learning situation.

2- Curricula designers in the Ministry of Education in Jordan (MOE) might take into consideration the impact of using role-play strategy on learning English, so they may design speaking activities that use this strategy and help learners practice speaking inside and outside classroom.

### **Methods and procedures**

#### **Participants of Study**

Two intact sections of 86 tenth grade students affiliated to Lameece Secondary School for Girls in Marka district in Amman involved in the current study. One experimental group during

the second semester of the academic year 2016-2017 was randomly chosen, it was tenth grade section C (42 students), while the control group was section A (44 students). The researchers selected two female groups in the current study in order to avoid the intervention of the gender variable in the results of the study.

### **The instructional program**

The researchers redesigned the speaking activities presented in Action Pack 10 in the second semester of 2016/2017 to be in form of dialogues and conversations with meaningful and expressive pictures and appropriate level of language difficulty. They used the P.P.P Model of role-play strategy in this program. To ensure the validity of the instructional program material, copies of it were sent to a jury of twelve judges who are specialists and experts in English curricula and instruction, language and education. Their suggestions, which were very few, were taken into consideration when producing the final form of the program (See a sample of this program in Appendix A)

### **Instrument of the study**

The study utilized a speaking test and a rating score in this study.

### **Speaking test**

In this study, the test was used as a pretest and post test to measure the speaking skill among the participants before and after implementing the treatment (See Appendix B). The test was constructed by the researchers in light of the General Guidelines and the Specific Outcomes of the Secondary Stage (2006).

### **The rating score of the oral test**

The second instrument was the five-point analytical rubric of Harris (1977) to measure the levels of improvement of the five speaking skill components through using the *Rating Score of the Oral Test* (See Appendix C, p. 24). The speaking rubric used in this study consisted of five criteria, which were considered as the five components of the speaking skill. Each criterion has a five-point rating scale ranging from 1=poor, 2= fair, 3= good, 4= very good, to 5= excellent.

### **Validity of the instruments**

To ensure the validity of the instruments, they were submitted, in their initial forms, to the jury of the twelve judges who validated the instructional program. Therefore, the instruments were modified in their final versions according to the Jury members' comments and suggestions.

### **Reliability of the Instruments: The Pilot Study**

Test-retest method was used where another group of students in the school were taught by the teacher of the experimental group. The tests were carried out and rated with the assistant of the two teachers who taught the experimental and the control group, and then the researchers used Pearson's Correlation test to obtain the reliability coefficient of the test; the results are presented in Table 1.

**Table 1: Pearson's Correlations-Coefficient of Overall Speaking Skill Test**

Speaking Test	N	Pre-test	
		Pearson's Correlation	Sig. (2 tailed)
Pre-Post test	15	<b>0.816**</b>	0.0

\*\*Significance at 0.01 level

It seems that the Pearson's Correlation reliability coefficient for the speaking rating scale of the overall speaking skill was reasonable and reliable for the purpose of this study.

### Data analysis

Data were analyzed and means and standard deviations were calculated. The ANCOVA test was used to find out whether there was a statistically significant difference between the means of the post-test scores of the experimental and the control group in terms of the speaking skill development. To decide whether the effect of using role-play strategy on the five components of the speaking skill (grammar, vocabulary, pronunciation, fluency and comprehension) in the post-test was significant or not, the researchers used MANCOVA to find out if there were statistically significant differences between the means of the post-test speaking skill scores between the experimental and control groups in terms of speaking skill components.

### Training the teacher of the experimental group

In order to ensure that the teacher of the experimental group understood the study, its aims, procedures and instruments, the researcher designed a two-day training program (five hours) and trained her on the execution of the instructional program (See Appendix D, P.25). The training program included the following points:

- 1- Planning to teach speaking activities through redesigning the instructional material.
- 2- Preparing the necessary learning material and the needed facilities to use role-play strategy in the class.
- 3- Training the teacher of the experimental group how to implement this strategy properly. The researcher used some speaking activities from the redesigned material while training the teacher. One of the researchers observed her way of teaching the speaking activities especially at the beginning of the semester during which the study was executed.
- 4- Assessing students by using the assessment tool adopted from Harris (1977).

### Results of the study

To answer the question of the study, the researchers calculated the means (M) and standard deviation (SD) of the speaking skill pre and post tests scores for the experimental group. Table 2 presents the results of this calculation.

**Table 2: Means and Standard Deviation of the Pre and Post Tests of the Total Scores for Both Groups**

Group	Total Pre-test	Total Post-test
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	N	Mean*	Std. Deviation	Mean*	Std. Deviation
<b>Experimental</b>	<b>42</b>	<b>9.67</b>	<b>3.830</b>	<b>13.14</b>	<b>4.088</b>
<b>Control</b>	<b>44</b>	<b>9.43</b>	<b>2.881</b>	<b>10.07</b>	<b>3.150</b>

\*Scores are out of 25.

This table reveals that the mean of the post test scores of the experimental group (M= 13.14) is higher than that of the control group (M= 10.07), with standard deviation of 4.088 and 3.15 respectively. Thus there is noticeable difference between the mean scores of the two groups in favor of the experimental group. In order to determine whether this difference of means is significant, One-Way ANCOVA was used. Table 3 presents the results.

**Table 3: Results of One-way ANCOVA for the Post-Test Scores**

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Total pre-test	1007.911	1	1007.911	804.176	.000	.906
Teaching strategy	172.348	1	172.348	137.510	.000	.624
Error	104.028	83	1.253			
Corrected Total	1315.081	85				

It is evident that there is a statistically significant difference between the mean scores of both groups. Statistically speaking, the calculated value of ( F ) was 137.51 at  $\alpha = 0.05$  which means that there is an observed difference between the two mean scores of the two groups in favor of the experimental group on the speaking skill post-test that can be attributed to the teaching strategy.

To have a deeper look into the improvement of the speaking skill of the experimental group, the researchers calculated the means and the standard deviations of the components of the speaking skill (grammar, pronunciation, vocabulary, fluency and comprehension). The results are presented in Table 4.

**Table 4: Means and Standard Deviations of the Speaking Pre-Test and Post-Test on the Five Components of the Speaking Skill**

Components	Groups	N	Pre-test		post-test	
			Mean*	Std. Deviation	Mean*	Std. Deviation
Pronunciation	Experimental	42	1.90	.850	2.48	.917
	Control	44	1.95	.680	2.02	.731
	Total	86	1.93	.764	2.24	.853
Vocabulary	Experimental	42	2.00	.826	2.83	.881
	Control	44	1.98	.664	2.23	.743
	Total	86	1.99	.744	2.52	.864
Grammar	Experimental	42	2.02	.869	2.81	.862

	Control	44	1.98	.731	2.05	.746
	Total	86	2.00	.797	2.42	.887
Fluency	Experimental	42	1.81	.862	2.36	.932
	Control	44	1.68	.674	1.84	.745
	Total	86	1.74	.770	2.09	.876
Comprehension	Experimental	42	2.02	.841	2.67	.874
	Control	44	1.84	.745	1.93	.695
	Total	86	1.93	.794	2.29	.866

\*Scores are out of 5 points for each component

This table reveals that the mean scores of the post test of the experimental group in the five components are higher than those of the control group. Hence, to find out whether these differences are statistically significant, MANCOVA test was performed on the post-test scores. The results are presented in Table 5.

**Table 5: Results of MANCOVA Test on Post-Test Scores in the Five Components of Speaking Skill**

Source		Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared	Wilks' Lambda
Total Pretest	Pronunciation	40.191	1	40.191	193.243	.000	.700	31.582
	Vocabulary	42.313	1	42.313	265.100	.000	.762	
	Grammar	40.698	1	40.698	246.803	.000	.748	
	Fluency	42.176	1	42.176	201.728	.000	.708	
	Comprehension	36.352	1	36.352	191.251	.000	.697	
Teaching strategy	Pronunciation	3.527	1	3.527	<b>16.956</b>	<b>.000</b>	<b>.170</b>	31.582
	Vocabulary	6.652	1	6.652	<b>41.673</b>	<b>.000</b>	<b>.334</b>	
	Grammar	10.992	1	10.992	<b>66.659</b>	<b>.000</b>	<b>.445</b>	
	Fluency	4.680	1	4.680	<b>22.383</b>	<b>.000</b>	<b>.212</b>	
	Comprehension	10.191	1	10.191	<b>53.618</b>	<b>.000</b>	<b>.392</b>	
Error	Pronunciation	17.263	83	.208				31.582
	Vocabulary	13.248	83	.160				
	Grammar	13.687	83	.165				

	Fluency	17.353	$\frac{8}{3}$	.209
	Comprehension	15.776	$\frac{8}{3}$	.190
Corrected Total	Pronunciation	61.872	$\frac{8}{5}$	
	Vocabulary	63.453	$\frac{8}{5}$	
	Grammar	66.930	$\frac{8}{5}$	
	Fluency	65.256	$\frac{8}{5}$	
	Comprehension	63.733	$\frac{8}{5}$	

It is clear that the calculated value of (F) at  $\alpha = 0.05$  for teaching strategy in the five components of speaking skills which means that there are statistically significant differences between the two mean scores of the two groups in favor of the experimental group on the five components of the speaking skill post-test that can be attributed to the teaching strategy. In addition, Table 4 shows the effect size of the role-play strategy on the students' performance in grammar, pronunciation, vocabulary, fluency and comprehension of the speaking skill. The effect size, according to Cohen (1975), was Low (0.170) for pronunciation, mid (0.334) for vocabulary, High (0.445) for grammar, mid (0.212) for fluency, and mid (0.392) for comprehension.

### Discussion of the results

The question asked about the effect of the role-play strategy on the tenth grade students' speaking skill. The results revealed that there was a significant difference at  $\alpha = 0.05$  in the students' speaking skill in favor of the experimental group. This difference was attributed to the treatment (teaching methodology). The researchers believe that the difference in the students' speaking skill in the post test could be ascribed to the use of the role-play strategy through which various pedagogical practices were purposefully addressed. Moreover, the results could be also attributed to the fact that role-play strategy is supportive in creating an active, interactive and constructive learning environment for students to practice what they have already learnt in grammar, vocabulary, fluency, pronunciation, and comprehension. The students were positively motivated to participate and interact with their colleagues even if they had low level of proficiency in English. The researchers believe that the relaxing, comfortable and supportive learning environment might provide students with appropriate and feasible opportunities to take risks and communicate collaboratively. For example, some speaking activities were addressing the students' interest in visiting some local places in their own city like Al-Husseiny Mosque and the Dead Sea, while other activities presented daily routines in their life such as chatting, playing games and making experiments. These activities were very enjoyable for the students; they interacted with them effectively during the speaking classes.

Hence, one can clearly notice that the instructional program included interesting and encouraging conversations and dialogues that played a crucial role in raising the students'

motivation to participate in the speaking activities. This might caused improvement in the students' entire performance in the post test as the students of the experimental group were asked to respond to the questions in the second part of the test which were open-ended questions and needed a high-order thinking level to synthesize appropriate sentences that express their ideas; their results were better than those of the control group in this concern. For example, some questions asked the students about their opinions concerning internet, their solutions for the shortage of water in Jordan, their future plans for studying at university or characteristics of their favorite teachers. These questions urged students to use the words and structures they learnt with better level of pronunciation, fluency and grammar.

### Conclusion

Based on the discussion of the results of the present study, it is concluded that using the role-play strategy was effective in developing the students' speaking skill as compared with the conventional methodology, so the researcher believes this strategy is effective and useful in improving the EFL learners' performance in the speaking skill regardless of the poor facilities in the classrooms; this can be achieved by incorporating input and output skills through providing the target learners with ample meaningful exposure to the target language accompanied with adequate practice. In other words, utilizing a cyclical integrative methodology through which input and output operations are introduced and visualized as one complementary process.

### Recommendations

In light of the results of this study, it is recommended to the EFL textbook designers and curricula planners in the Ministry of Education should infuse the role-play strategy in the speaking activities in the textbooks. It is also recommended that the teacher's role should be changed from a dominator into a provider, assistant, facilitator and consultant who is able to use a variety of effective strategies in carrying out real-life activities with more emphasis on English as a medium of instruction in their EFL classes. In this case, employing role-play strategy is highly recommended in the Jordanian EFL classes from time to time as its advantages are plenty. Teachers should encourage their students to change their roles and attitudes from passive to active learners and work collaboratively by using the role-play speaking activities to improve their speaking skill.

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**Appendices**

**Appendix A**

**Module Four: Journeys**

*The learning outcomes of the module (The teacher's Book, P.65 and Student's Book, P.41):*

**It is expected that students will**

- pronounce the letters *p* and *b*
- use the Second Conditional to express ideas and opinions
- participate in a simple discussion by using relevant words and sentences from the unit.
- Talk about visiting the North and South Poles, make suggestions and plans, and choose items to take on a trip.

**Activity One: A Visit to the North Pole (P. 43)**

*The Learning Outcome (The teacher's Book, P.65): It is expected that the students will:*

- use the Second Conditional to express ideas and opinions
- participate in a simple discussion by using relevant words and sentences from the unit.

**The Procedures:**

*First: Presentation Stage*

- The teacher reads the role-play activity twice to the students, then asks them to memorize their roles at home
- The teacher prepares all necessary learning resources ( pictures of TV, the North Pole, Iceberg and penguins)
- When speaking periods starts, the teacher writes the title of the speaking activity "A Visit to the North Pole" on the board.
- The teacher writes the learning outcomes of this activity on the board
- The teacher assigns roles to the students and divides the class into pairs (one takes the role of Fadia and the other takes the role of Jameela). The teacher explains the speaking activity and the role for each character
- The teacher draws students' attentions to the structure of the Second conditional clauses and the meaning of the new vocabulary such as Iceberg, Antarctica ..
- The teacher checks the students' understanding of what they will do in the activity before they start by raising some questions on their roles
- The teacher sets the time limit for the speaking activity and reminds the students to use their own English language resources and try to act as natural as possible.

*Second: Practice Stage (Training stage)*

- The teacher moves around the class to check what the students are doing, listen to their execution of their roles and gives help only when necessary or when he/she asked to.
- The teacher does not correct the errors in grammar or pronunciation during the activity, but takes written notes of them.
- The teacher lets the students do the role play without interference from him/her.

*Third: Production Stage (Executing the Activity)*

- The teacher asks students to act out their roles while he/she observes them and takes notes.
- The teacher gives feedback on grammar, vocabulary and pronunciation problems after the activity is over.
- The teacher assesses holistically the performance according to the taken notes and reinforces the students' participation by praising and encouraging them to be better

**Activity One: A Visit to the North Pole (P. 43)**

(Fadia and Jameela are at Fadia's house. Fadia was watching a program about North Pole on National Geographic Channel on TV. The following dialogue was between the two friends.)

A-Fadia                      B-Jameela

- A- *It's a very nice place to visit! I like it so much!*  
B- *What are you watching, Fadia?*  
A- *It's a program about the North Pole.*  
B- *The North Pole? What is the North Pole?*  
A- *It's a very cold place at the north of the Earth where you can see polar bears and seals.*  
B- *Wow! I like polar bears! What else can we see there?*  
A- *You can also see icebergs and a lot of snow and ice.*  
B- *Icebergs? Are they animals?*  
A- *No, they are not. They are separated pieces of ice that reach the sea.*  
B- *Aha! Are there penguins? I love penguins. They are funny birds while walking. (laughing)*  
A- *No. Penguins don't live in the North Pole.*  
B- *Mmmm! But how can one go there?*  
A- *If I had a lot of money, I would go on an Arctic boat trip; such a trip would be amazing, but very expensive. I wish I could go there!*



## Appendix B

### Speaking Skill Test for the Tenth Grade

#### **A- Section 1: The examiner asks 5 questions to each student. (10 marks)**

- 1- Where do you live?
- 2- How many brothers and sisters do you have?
- 3- What is your favorite (sport, food, subject, hobby)? Why?
- 4- What is your father's/mother's job? What does your father/ mother do?
- 5- What would you like to be in the future?

#### **B- Section 2: The examiner gives each student 3 topics from the following ones and asks him/her to choose one of these topics to talk for 5-7 minutes after giving him/ her 2-3 minutes to think about.**

##### **The student may jot down some notes to use. (15 marks)**

- 1- Do you think the internet is good or bad? Why?
- 2- Talk about an invention which you think has changed our life.
- 3- Have you ever been in a trip or picnic? Talk about it.
- 4- Jordan suffers from shortage of water. Give some possible solutions.
- 5- Look at this picture (the examiner shows a picture of a natural scene). Describe what you see.
- 6- Who is your best friend? Talk about what you like/dislike in her/him.
- 7- If you found a treasure, what would you do with it?

- 8- Who is your best/worst teacher? Why?
- 9- Do you like the English language? Why?
- 10- What would you like to study at university? Why?
- 11- Talk about a person who impressed and inspired you.
- 12- The traffic jam is a real problem in Jordan. Discuss this topic and give some possible solutions
- 13- Talk about a country you like to visit. Why? What is it famous for?
- 14- Describe cooking your favorite dish (e.g. Mansaf and Maqloubah).
- 15- Compare life in the city and that in the country. Which do you prefer? Why?

Appendix C

The Rating Score of the Oral Test (Harris,1977)

No.	Criteria	Scores	Description
1	Pronunciation	5	has few traces of foreign language.
		4	intelligible, though one is conscious of a definite accent.
		3	pronunciation problem that necessitates concentrated listening and occasionally lead to misunderstanding.
		2	very hard to understand because of pronunciation problem, most frequently be asked to repeat.
		1	pronunciation problem to serve as to make speech virtually unintelligible.
2	Grammar	5	makes few (if any) noticeable errors of grammar and word order.
		4	occasionally makes grammatical and or word orders errors that do not, however obscure meaning.
		3	makes frequent errors of grammar and word order, which occasionally obscure meaning.
		2	grammar and word order errors make comprehension difficult, must often rephrases sentence.
		1	errors in grammar and word order, so, severe as to make speech virtually unintelligible.
3	Vocabulary	5	uses of vocabulary and idioms is virtually that of native speaker.
		4	uses inappropriate terms and must rephrases ideas because of shortage in the lexical knowledge.
		3	frequently uses the wrong words conversation somewhat limited because of inadequate vocabulary.
		2	misuses of words and very limited vocabulary makes comprehension quite difficult.
		1	vocabulary limitation so extreme as to make conversation virtually impossible.
4	Fluency	5	speech is as fluent and effortless as that of a native speaker.
		4	speed of speech seems to be slightly affected by language problem.
		3	speed and fluency are rather strongly affected by language problem.
		2	usually hesitant, often forced into silence by language limitation.
		1	speech is so halting and fragmentary as to make conversation virtually impossible.
5	Comprehension	5	appears to understand everything without difficulty.
		4	understands nearly everything at normal speed although occasionally repetition may be necessary.

	3	understands most of what is said at slower than normal speed without repetition.
	2	has great difficulty following what is said. Can comprehend only "social conversation" spoken slowly and with frequent repetitions.
	1	cannot speak even in simple conversation.

## Appendix D

### Training Program of the Role-Play Strategy

DAY	AIMS	PROCEDURES	TIME	NOTES
day 1	At the end of this day , the trainee is expected to: - recognize the significance of teaching speaking skill - use the redesigned learning material of speaking skill. - understand the stages of the P.P.P Model of instruction	1- greeting the trainee and ask about the language skills and their significance especially speaking skill. 2- start talking about strategies of teaching speaking, then start talking about role-play strategy, its advantages, types, and effect on improving language skills especially speaking. 3 - presenting the P.P.P model as an approach of instruction for teaching role-play speaking activity.	2.5 hours	
day 2	at the end of this day, the trainee is expected to: 1- conduct the speaking skill test for the tenth grade students. 2- recognize the main components of the speaking skill (grammar, pronunciation, vocabulary, fluency and comprehension. 3- use the Rating score of the Oral Test (Harris, 1977) in assessing students' performance in speaking skill test.	1- greeting the trainees and asks her about way of assessing speaking skill 2- presenting the speaking tests and explaining its two parts and the procedures of conducting the exam. 3- explaining the Rating Score of the Oral Test, its criteria and way of assessing the performance of speaking skill according to its rating scale.	2.5 hours	