

## Research Article

# Applying Role-Play Technique on Improving EFL Students' Language Learning: A Case Study at a Vietnamese University

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## Abstract

This paper explores the role-play technique and assesses its advantages in enhancing EFL learners' speaking skills and other language learning aspects through authentic English communication. A qualitative approach, using observation as the primary data collection method, was employed to examine the benefits of role-play in language classrooms. The study's observations involved six pairs of 12 Vietnamese first-year students from Ho Chi Minh City University of Industry and Trade, enrolled in the Basic English module. Observation was the key data collection instrument. The key findings from observing the students' role-play performances revealed that role-play as a teaching technique can boost speaking and communication skills, foster a supportive environment for active learning, encourage collaboration, enhance cultural understanding, enhance problem-solving and critical thinking skills, as well as make learning more engaging and memorable. Consequently, role-play not only enhances language instruction but also cultivates positive behaviors, attitudes, and overall student engagement with learning beyond English.

## Keywords

Role-play, role-play technique, teaching technique, EFL students, EFL learners, speaking ability, Vietnamese university

## 1. Introduction

Many language learners focus on oral communication, as fluency in a language is often equated with speaking ability (Ur, 2024). In Vietnam, many young people recognize the importance of English for securing quality employment and communicating internationally (Ly, 2022). Unfortunately, in EFL contexts like Vietnam, teaching L2 speaking and communicative skills is often less emphasized because of the prevalent grammar-translation method (Ly, 2020) and the lack of practical necessity for L2 speaking among EFL learners

(Hinkel, 2018). Numerous comments regarding the difficulties Vietnamese learners face in using English for oral communication are frequently found in the media and various research studies (Ly, 2021; Tran & Vi, 2022; Phan & Phan, 2023; Nguyen, 2024).

Different methods can be employed to teach speaking in an EFL class, with the choice of activities depending on the students, their reasons for practicing, and their enthusiasm for speaking (Harper-Whalen & Morris, 2005). Brown and Lee

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(2015, pp. 226-227) identify various language teaching techniques, among which role-play is especially effective for teaching speaking and communication. According to Richards (2015), role-play exercises enable students to establish conversational routines, practice taking turns, and learn set expressions.

This study explores role-play as an important teaching technique and examines its advantages in helping EFL students improve not only their speaking skills but also other aspects of language learning through authentic English communication. Guided by these objectives, the research will explore the following question: *How does applying role-play technique improve EFL students' language learning?*

## 2. Literature Review

### 2.1. An outline of role-play technique

Role-plays are “activities in which students are assigned roles and improvise a scene or exchange, based on given information or clues” (Richards, 2015, p. 72). Likewise, Brown and Lee (2015) describe role-play as “giving a role to one or more members of a group and assigning an objective or purpose that participants must accomplish” (p. 276).

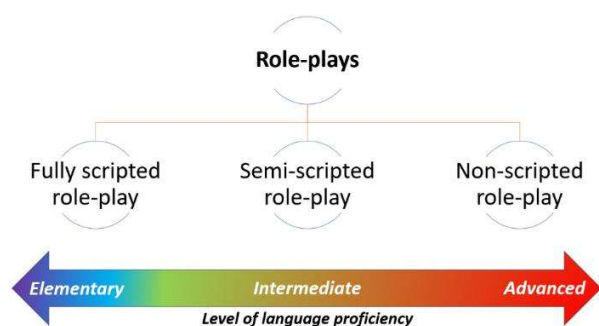


Figure 1. Types of role-plays and their suitable level of language proficiency

Krebt (2017) identifies three primary types of role-plays: fully scripted, semi-scripted, and non-scripted. Firstly, fully scripted role-play requires students to understand or memorize their roles from given words (Harper-Whalen & Morris, 2005), making it suitable for EFL students with low English proficiency (Tshering, 2022). Secondly, semi-scripted role-play involves students creating their own conversations based on a model with blanks to fill in with appropriate words from real-life situations, fitting for upper-elementary to intermediate learners (Yusuf & Setyamardani, 2020). Lastly, non-scripted role-play, which provides only keywords or main context information, is ideal for intermediate to advanced students who can act out scenarios based on their opinions and

understanding (Rodpradit & Sinwongsuwat, 2012; Davies, 1990).

### 2.2. Teaching and learning approaches reinforced by role-play technique

Effective language programs rely on diverse teaching approaches and methodologies. Various renowned approaches and methods are utilized worldwide in language teaching, including the direct method, the grammar-translation method, the audio-lingual method, communicative language teaching (CLT), Presentation-Practice-Production (PPP), the post method (or post-communicative approach), text-based instruction (TBI), English for specific purposes (ESP), and task-based language teaching (TBLT), among others (Klapper, 2006; Scrivener, 2011; Zhou & Niu, 2015; Nagy, 2020; Al-Khasawneh, 2022).

Rojas and Villafuerte (2018) investigate the effects of using role-play to enhance the English-speaking skills of Ecuadorian students. Their research indicates that role-play supports various teaching and learning approaches, including CLT, TBLT, and ESP. Within the TBLT framework, role-play activities encourage students to create meaningful messages they might encounter in real-life contexts (Ding, 2018). Similarly, in the CLT approach, role-play helps students convey authentic messages for communication (Rahmatillah, 2019). In classes of ESP, role-play enables students to use the language effectively in authentic situations relevant to their career-specific purposes (Ferdian & Nirwana, 2021; Safitri & Purba, 2022). Additionally, Villafuerte *et al.* (2018) concur that role-play creates an optimal environment for implementing TBLT and CLT approaches.

### 2.3. Benefits of role-play in students' language development

Numerous previous studies indicate that students derive several advantages from integrating role-play activities into their language learning progress.

#### 2.3.1. Enhance vocabulary achievement of students

Fahim and Sabah (2012) investigated the impact of role-play games on vocabulary learning and recall among EFL pre-university students in Iran. Their quantitative analysis revealed that role-play games significantly enhance students' ability to learn and remember vocabulary items. Similarly, Alabsi (2016) conducted a quasi-experimental study at a Saudi Arabian secondary school to evaluate how effective the role-play technique would be in teaching vocabulary. By comparing pre-test and post-test results of a vocabulary achievement test, Alabsi found that the experimental group using role-play scored significantly higher on the post-test compared to the

control group, which used traditional methods to teach the same units.

Furthermore, Soori *et al.* (2023) examined the influence of role-play on vocabulary learning and retention among Iranian EFL learners at intermediate level. Their quasi-experimental study with a pretest-posttest control group showed that role-play significantly and positively impacted vocabulary acquisition and long-term memorization. In the same Iranian context, Sarwat *et al.* (2023) investigated how role-play games affected intermediate-level vocabulary lessons. During the instructional period, the control group was taught vocabulary traditionally, while the experimental group used role-play games. The post-test results showed that the experimental group significantly outperformed the control group, highlighting the effectiveness of role-play games for intermediate-level vocabulary learning.

Consequently, the results indicated that using role-play techniques to teach vocabulary is more effective than traditional teaching methods.

### 2.3.2. Improve speaking skills of the students

Neupane (2019) determine the efficiency of the role-play technique in improving English speaking skills of 40 students from a public school. The results indicated a remarkable development in the speaking skills of the experimental group which was taught using role-play in comparison to the control group receiving traditional grammar-based instructions. Sharing similar findings, Wulandari *et al.* (2019) utilized classroom action research and discovered that role-play can effectively aid speaking abilities of the students.

Focusing on students' fluency and comprehension levels, Tandipayuk *et al.* (2023), evaluated the effectiveness of speaking activities based on role-play at a university in a tourism field. The findings of this exploratory study indicated that role-play-based exercises positively impacted students in an English for Tourism class, as they showed improved fluency, better comprehension, increased confidence and enjoyment in speaking. Daulay *et al.* (2022) also stated that role-play meaningfully impacts students' speaking skills.

### 2.3.3. Enhance communication skills of the students

Role-play is one of many techniques used to teach verbal communication skills. In Ashok's (2015) study, the author highlighted that a key benefit of role-play in English learning is the enhancement of communication and language abilities. These activities allow language learners to experience realistic scenarios, enhancing their daily communication through simulated real-world scenarios (Magos & Politi, 2008).

Role-playing not only positively influences and enhances students' speaking skills, mainly in fluency, comprehension, and interaction, but also helps students build confidence in their communication skills in English and increases their

enthusiasm to practice speaking in the English language classroom (Ishak & Aziz, 2022). To illustrate, Alghamdy (2022) compared the efficacy of a role-play approach versus traditional learning strategies in enhancing the communication skills of EFL learners. While pre-test scores in this study showed no notable differences between the groups, the post-test results indicated that role-play significantly improved communication skills including confirmation, imitation, repetition, and responding to others.

### 2.3.4. Promote language integration and social skills

Chaitanya and Ramana (2013) utilized collaborative action research, incorporating role-play as a key method to enhance language skills. Their findings indicated that role-play integrated the four language skills and helped most students overcome anxiety and embarrassment, resulting in greater participation in activities of learning. Consequently, role-play helps reduce students' inhibitions (Islam & Islam, 2012), increases their participation and interaction (Najjemba & Cronjé, 2020; Lahbib & Farhane, 2023), develops their negotiation skills (Yu, 2023), and enhances their social skills (Baca *et al.*, 2020).

### 2.3.5. Facilitate students' learning motivation

Amir *et al.* (2021) conducted a quasi-experimental study with a non-equivalent control group design, using pretests and posttests, to examine whether students' achievement motivation was enhanced through role-play or not. Their results indicated that the role-play technique significantly boosted students' achievement motivation and changed students' attitudes. With the same interest, Gusmuliana *et al.* (2021) sought to determine the effect of role play on motivation of language learners to speak English. They proved that role play significantly enhances motivation in speaking English because the role-play technique has successfully encouraged students to express their ideas more actively and naturally.

## 3. Methodology

### 3.1. Research design

This research used a qualitative approach, utilizing observation as the primary data collection method to investigate the benefits of role-play in language classrooms. This method allowed for in-depth exploration of student interactions and learning processes (Creswell & Guetterman, 2019), providing rich, detailed insights into the usefulness of role-play technique in teaching English.

### 3.2. Participants

The target EFL learners consist of six pairs of 12

Vietnamese students aged 18 or 19. These participants are freshmen of Ho Chi Minh City University of Industry and Trade (HUIT) in Vietnam. Despite their diverse backgrounds, all of the students share Vietnamese as their native language. These participants have enrolled in the 'Basic English' module, which is a part of the General Education group in the university curriculum, in the second semester of the schoolyear 2023-2024. Basic English, which is the first module in a series of four foreign language modules, aims to provide students with foundational English knowledge, achieving level 1 on the 6-level Foreign Language Competency Framework for Vietnam, which is equivalent to level A1 of the CEFR.

The content of the module includes four basic skills of English (Listening, Speaking, Reading, and Writing), establishing a strong foundation for language development in subsequent modules. As this elementary class is the course's entry level, students are expected to reach the A1-A2 level as per the CEFR.

### 3.3. Data collection instruments

Observation was used as the data collection instrument for this qualitative study on the advantages of role-play in language teaching. This method was chosen to capture real-time, authentic interactions within the classroom (Cohen *et al.*, 2018), providing a rich, contextual understanding of how role-play facilitates language learning.

Observation is particularly appropriate for this research as it allows for the direct assessment of student engagement, communication practices (Ekka, 2021), and the overall competence of the role-play activities in improving language skills. Through systematic observation, the researcher could gather detailed, meaningful data, essential for evaluating the practical impacts of role-play as a teaching technique.

### 3.4. Data collection procedure

The textbook used in this course is the *Life Student's Book*, level A1-A2, second edition (Hughes *et al.*, 2019), part of the six-level *Life* series designed for adult and young adult learners of general English. Unit 2D, titled "At the shop" (p. 28), focuses on shopping and everyday items and has been selected for a 45-minute lesson.

Hinkel (2018) advises that when designing integrated listening-speaking tasks, attention should be given to several features: listening topic, warm-up information for speaking, vocabulary, useful phrases, and grammar in audio and oral texts, and discourse structures of speaking (such as role-play). Following this guidance, the lesson plan in this study primarily focused on integrating vocabulary, listening, and speaking instruction.

Ashok (2015) advises that when creating a role-play activity, teachers should establish the goals and objectives, take into

account class size and space, set a time limit and context, give clear instructions, and assign tasks to both observers and role-players. Adhering to Ashok's guidelines, the role-play section in this lesson plan allocated a total of 15 minutes for the activity, which included 5-minute preparation and 15 minutes for three role-plays performed by three pairs of students. In the second class of Basic English, another three pairs of students performed three more role-play performances with the same instructions as the previous class.

The participants' roles were clearly defined: within each pair, student A would assume the role of the customer and student B the role of the shop assistant. During the preparation phase, student A would create a list of items wanting to buy, and student B would prepare shopping phrases and prices to sell the items. To enhance the authenticity of the role-play, the teacher was encouraged to provide real objects with price tags, allowing participants to simulate buying and selling as they would in a real-world scenario.



Figure 2. Real objects with price tags prepared for the students' role-play performances

### 3.5. Data analysis

The data analysis for this qualitative study on role-play in language teaching involved detailed examination of observations from six pairs of 12 EFL students engaging in seller-buyer role-play conversations. Data collection entailed systematic observation and recording of these interactions. Following that, the observations were transcribed and coded to identify frequent themes and behavioral patterns related to language use and communication skills.

Thematic analysis was then applied to interpret these patterns, focusing on aspects such as student engagement, language proficiency, and interaction dynamics. This methodical approach allowed for a comprehensive insight of the role-play's effectiveness in enhancing learning outcomes.



## 4. Findings

### 4.1. Real-time dialogues and quick calculations

The students participated in real-time dialogues, mimicking everyday situations in their role-play performances. As the buyers, they decided which and how many objects to buy, so they also needed to have some quick calculations in the mind about the amount of money they have to pay. As the sellers, they had to make responses to the buyers' requests nearly immediately. The seller's role was slightly more difficult than the buyer's role because sellers needed to ask for additional details, such as 'How many do you want?' and 'Which color do you like?'. Also, they would do some calculations with the prices they would say to the customers to pay. The below role-play conversation is to illustrate (although there were some mistakes occurred, the original content kept as in the actual role-play performance):

**Pair 1:** - Buyer: *Excuse me, I want to buy mobile card.* [this student meant to say "phone card"]

- Seller: *Phone cards? How many do you want?*

- Buyer: *Two cards... err... this... 50,000.*

- Seller: *Let me see. Two phone cards.... so, it's... 100,000 Vietnam dongs.*

- Buyer: *OK. Here you are.*

- Seller: *Anything else?*

- Buyer: *No, thanks.*

- Seller: *Goodbye.*

Because role-play is an interactive process, they had to listen carefully to what their partner said so that could make appropriate replies to continue the conversation. This method encourages students to step into real-life roles of buyers and sellers and interact with their peers in realistic contexts at a shop, fostering critical thinking when some information is unclearly provided, problem-solving when a partner unclearly exchanged information, and decision-making skills to complete the role as a buyer or seller. Through these interactive experiences, students become more involved in the experiencing real-life activities, making it more memorable to be applied the authentic situation of selling or buying something at a real shop in the future.

### 4.2. Use of body language and adaption to vocabulary

**Pair 6:** - Buyer: *Hello, I want to buy one... uhm...* [showing the action of holding a cigarette]

- Seller: *Lighter?*

- Buyer: *Uhm...* [still being unsure about the word 'lighter' and pointing to the real lighter]

- Seller: *This one? OK. Which color do you like?*

- Buyer: *Err... Red, please.*

- Seller: *It's 3,000 dongs.*

- Buyer: *Here, I have... 10,000.*

- Seller: *So, I will give you... 7,000 dong.*

As seen in the role-play performance of Pair 6, some students in the role of buyers were still struggling with the English words describing the objects. Thus, they used body language, specifically eye-contacts, hand-gestures, or body movements, to try to make the role-play partner understand what they meant. The same action of using body language occurred when some of them mispronounced the English words or phrases, and their partner having higher level of English proficiency helped to repeat or reconfirm the correct words for them.

### 4.3. Cultural adaption and negotiation skills

In the role-play in a shop, the buyer and seller must communicate effectively to complete a transaction, negotiating prices, asking questions, and providing information about products. Besides, the model conversations in the textbook *Life* use foreign currencies like dollar and euro. But when the students performed role-play, they adapted the Vietnamese culture into their conversations by using Vietnamese currency 'dong' instead of dollar or euro. Even one pair who seemed to have better language proficiency tried to perform bargaining behaviors into their role-play. Bargain can be considered as a typical feature of the trading activities in Vietnamese society. The following content from the role-play performance of Pair 3 will be served as an illustration of the adaptation of cultural features of Vietnam into their practice.

**Pair 3:** - Buyer: *Excuse me, how much is a bottle of water?*

- Seller: *This one? Let me see. We have two kinds, 4,000 dongs and 8,000 dongs.*

- Buyer: *Why are the price different?* [it should be 'prices' instead of 'price']

- Seller: *Well, because... this one is better.*

- Buyer: *OK, I will take the cheaper one.*

- Seller: *OK. Anything else?*

- Buyer: *Yes, I would like some batteries.*

- Seller: *50,000 dongs for these.*

- Buyer: *Oh my god, so expensive!*

- Seller: *But the quality is good.*

- Buyer: *How about... 40,000 dongs?*

- Seller: *Sorry, it is too low. Is 45,000 okay?*

- Buyer: *Uhm... No, sorry, so... I just buy a bottle of water.*

- Seller: *Here you are. Thank you!*

From the above role-play between a buyer and a seller at a shop, the shopper encountered an issue like questions from the buyer about different prices of similar products. This situation requires the seller to think critically and find a good response to satisfy the customer. Also, the seller was challenged with a bargain requirement from the buyer, and the seller must problem-solve by offering suitable alternative price. Although she

could not sell the product with expected higher price, at least she tried to suggest special treat for the customer in the role-play.

#### 4.4. Reinforcement of vocabulary and practical language use

Additionally, in a role-play at a shop between a buyer and a seller, learners actively engage in realistic dialogues between a buyer and a seller at a shop, practicing specific vocabulary and phrases related to shopping, such as asking about prices, negotiating, and making choices about products. This hands-on practice helps sharpen language structures and vocabulary in the learners' minds, making them easier to remember and recall these elements in actual circumstances. Take the following content from the role-play of Pair 4 as an example:

Pair 4: - Seller: *Hello, can I help you?*

- Buyer: *Hi! Have you got candy bars?*

- Seller: *Yes, they're there.*

- Buyer: *Oh, yes. I will have these ones.*

- Seller: *How many do you need?*

- Buyer: *Two, please. And have you got toilet tissues?* [it should be 'toilet paper' instead]

- Seller: *No, sorry, I haven't. I just have these tissues.*

- Buyer: *Oh, OK. How much are the candy bars?*

- Seller: *They are 20,000 Vietnam dong.*

- Buyer: *Here you are. Thanks very much. Bye.*

- Seller: *Bye.*

Finally, in a role-play scenario where learners act as a buyer and a seller at a shop, they get to simulate real-world interactions, such as negotiating prices, asking about product details, and making purchases. This engaging arrangement allows learners to step out of the traditional classroom routine and enjoy themselves in a playful yet educational environment.

## 5. Discussion

Through the data collected from the observations during the students' role-play performances, the answer for the research question '*How does applying role-play technique improve EFL students' language learning?*' has been revealed.

### 5.1. Role-play enhances speaking and communication skills of the students

Role-play improves language learners' communication skills by providing a realistic and interactive practice context. Through role-play, learners have engaged in real-time conversations, simulating everyday scenarios of selling and buying things they might encounter outside the classroom. This active participation enhances their ability to think for the scripts,

respond promptly when taking turns to exchange information to each other, and try to use language naturally and appropriately.

Additionally, role-play encourages active listening, accurate pronunciation, and the use of nonverbal cues of body language, all of which are crucial components of effective communication. The findings are in the same line with previous studies of Magos and Politi (2008), Ashok (2015), Ishak and Aziz (2022), and Alghamdy (2022). Overall, role-play enriches the learning experience by making it engaging and practical, thereby significantly improving learners' speaking and communication skills.

### 5.2. Role-play creates a supporting environment to encourage active learning

Role-play fosters a supportive environment where learners can receive immediate support from peers. Their partner helps them identify and correct mistakes, improving their language accuracy and fluency. The role-play practice boosts learners' confidence, reduces anxiety, and enhances their ability to remember and apply vocabulary and expressions appropriately.

Role-play encourages active learning by placing learners in dynamic, authentic scenarios that require active participation. This method promotes students to step into various roles and interact with their peers in realistic contexts, fostering critical thinking, decision-making, and problem-solving skills. Through these interactive experiences, learners become more involved in the learning process, making it more memorable, which enhances their understanding of the material.

Similar findings can be found in various studies of other researchers, including Islam and Islam (2012), Chaitanya and Ramana (2013), Baca *et al.* (2020), Amir *et al.* (2021), Gusmuliana *et al.* (2021), Lahbib and Farhane (2023), and Yu (2023).

### 5.3. Role-play encourages collaboration and enhances cultural understanding

Applying role-play as a teaching technique encourages collaboration and pair work by requiring learners to work together to handle realistic scenarios. This interaction between two role-play partners fosters teamwork as both parties need to listen, respond, and support each other to maintain a clear dialogue. Such activities improve language skills as well as build interpersonal skills, teaching students to cooperate, negotiate, and collaborate in a structured setting.

This teaching technique also enhances cultural understanding by setting learners in culturally relevant scenarios that reflect social customs and communication styles of different cultures. For example, a role-play at a shop between a buyer and a seller can illustrate cultural practices such as using the

home currency instead of foreign ones, bargaining behaviors, and the use of polite language. Through this interaction, learners not only practice language skills but also gain insights into cultural aspects.

As a result, this experiential learning not only promotes collaboration but also fosters a deeper appreciation and comprehension of the cultural context in which the language is used. Other research articles when studying the benefits of role-play also support these findings, such as Howard *et al.* (2014), Najjemba and Cronjé (2020), Permatasari and Andriyanti (2021), and Rosa *et al.* (2021).

#### 5.4. Role-play develops problem-solving and critical thinking skills

Using role-play as a teaching technique enhances learners' critical thinking and problem-solving abilities by challenging them in situations that require immediate and thoughtful reactions. These interactions require both participants to quickly analyze the issue, consider potential solutions, and communicate their ideas effectively, thereby sharpening their problem-solving and critical thinking skills in practical settings. Previous studies of Rashid and Qaisar (2017), Sudibyo *et al.* (2019), Jayanti (2022), and Elouali (2023) have supported these advantages of role-play.

#### 5.5. Role-play enhances retention and makes learning motivating

Role-play enhances learning retention and recall for language learners by providing practical experiences that make language use memorable and meaningful. The active involvement and emotional engagement in role-play scenarios create strong mental associations, thereby improving memory of the language learned. Besides, role-play makes learning enjoyable and motivating for language learners by turning language practice into a dynamic, interactive, and often fun activity. The creativity and spontaneity involved in role-play can spark interest and excitement, making the learning process more appealing.

Therefore, the sense of achievement from successfully completing these scenarios can boost learners' confidence and motivation to further improve their language skills. The findings could be found from similar research articles of Fahim and Sabah (2012), Alabsi (2016), Amir *et al.* (2021), Gusmuliana *et al.* (2021), Soori *et al.* (2023), and Sarwat *et al.* (2023).

To sum up, the research demonstrates that role-play significantly improves EFL students' language learning by enhancing their speaking and communication skills, creating supportive learning environments, and fostering collaboration and cultural understanding. By engaging in realistic scenarios,

learners develop practical language abilities, critical thinking, and problem-solving skills. Additionally, role-play increases retention and motivation, offering a dynamic approach to language acquisition that effectively addresses the research question.

These findings contribute to existing knowledge by validating and expanding the role-play technique's benefits. They highlight its diverse impact on language proficiency, learner engagement, and cultural competence, providing practical support for its integration into language teaching methodologies. This strengthens the value of interactive, experiential learning in enhancing EFL outcomes.

### 6. Conclusion

This paper investigates role-play as a crucial method and evaluates its advantages in improving speaking skills and other aspects of language learning of EFL learners through authentic English communication. Utilizing a qualitative approach, the study relied on observation as the main data collection method to explore the benefits of role-play in language classrooms. The results from observing role-play performances of the students indicated that this teaching technique can enhance speaking and communication skills, create a supportive environment for active learning, promote collaboration, increase cultural understanding, develop critical thinking and problem-solving abilities, and make learning more engaging and memorable.

Therefore, role-play is an effective technique for teaching and learning languages with a focus on communication. It helps learners grasp how the target language is structured for specific purposes and social contexts, and how it is used in different situations. Additionally, role-play is valuable because it encourages the use of integrated skills and supports pair and group activities. The themes and topics used in role-play are authentic and engaging, which motivates learners to use the language they have acquired in practical and meaningful ways. Moreover, role-play not only focuses on language instruction, develops students' behaviors, fosters positive attitudes, but also enhances overall engagement with their learning, beyond just English.

For teachers, implementing role-play techniques in teaching can be challenging. To use this method effectively, teachers must manage the classroom well, allocate sufficient time for role-play activities, and smoothly transition back to the lesson (Ly, 2024). When implemented effectively, engaging role-play activities will both inspire students to learn the language and improve their long-term retention of it. As a result, language teachers are encouraged to integrate role-play into their teaching activities to leverage these benefits. By incorporating diverse and contextually relevant scenarios, teachers can create dynamic and engaging learning environments that not only

improve linguistic skills but also facilitate cultural understanding and critical thinking.

Unfortunately, this study has several limitations. First, it relied solely on observation as the data collection method, which may not capture all dimensions of the role-play's effectiveness. Second, the data was drawn from a small-scale population, with only six pairs of 12 EFL students, limiting the generalizability of the findings. Future research should incorporate a mixed-methods approach, including interviews and surveys, to gain a more comprehensive understanding. Additionally, expanding the sample size and including diverse educational contexts would provide stronger and more generalizable results. Additionally, studies could investigate how different types of role-play scenarios influence specific language skills and learner outcomes.

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