

Interactive Role -playing Scenarios for Enhancing EFL students' Conversation Skills

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Abstract:

The current research aims to explore the effect of interactive role-play scenarios in enhancing conversational among first-year English Department students at the University of Tikrit, Iraq's College of Education for Women (as English as a foreign Language learners). The study is a quantitative in nature and uses a quasi-experimental design, including pre- and post-tests.

Seventy first-year female students, split into two groups, made up the study sample.: an experimental group of 35 students who learned using interactive role-play scenarios and a control group of 35 students who learned in the conventional method without any role-play scenarios.

To achieve the study's objectives, a conversational skills assessment scale was designed, covering five main skills: fluency, pronunciation, vocabulary, content, and interaction. The validity and reliability of the scale were confirmed using appropriate methods, and it was applied pre- and post-test on both groups. Results were collected, and means and statistical significance were calculated using SPSS.

With statistically significant changes in preference for the experimental group over the control group at the 0.05 level, the results demonstrated that interactive role-play situations have a significant impact on students' conversational skill development.

Keywords: Role-play scenarios – English as a foreign Language – conversational skills.

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مستخلص:

يهدف البحث الحالي إلى التعرف على فعالية سيناريوهات تمثيل الأدوار التفاعلية في تعزيز اكتساب مهارات المحادثة لدى طلاب السنة الأولى في قسم اللغة الإنجليزية بكلية التربية للبنات في جامعة تكريت، العراق، (متعلمين للغة الإنجليزية لغة أجنبية). تُعد الدراسة من النوع الكمي، واعتمدت على التصميم شبه التجريبي الذي يتضمن اختبارين قبلي وبعدي.

شملت عينة الدراسة 70 طالبة من طالبات السنة الأولى، تم تقسيمهم إلى مجموعتين: مجموعة تجريبية مكونة من 35 طالبات تعلمن باستخدام سيناريوهات تمثيل الأدوار التفاعلية، ومجموعة ضابطة مكونة من 35 طالبات تعلمن بالطريقة الاعتيادية دون استخدام أي سيناريوهات تفاعلية.

ولتحقيق أهداف الدراسة، تم تصميم اختبار لتقييم مهارات المحادثة، وشمل خمس مهارات رئيسية: الطلاقة، النطق، المفردات، المحتوى، والتفاعل. تم التأكد من صدق وثبات الاختبار باستخدام الأساليب الإحصائية الملائمة، وطُبق قبلياً وبعدياً على المجموعتين. جُمعت النتائج وتم حساب المتوسطات والدلالة الإحصائية باستخدام برنامج SPSS.

أظهرت النتائج أن سيناريوهات تمثيل الأدوار التفاعلية لها تأثير كبير على اكتساب مهارات المحادثة لدى الطالبات، حيث وُجدت فروق دالة إحصائية عند مستوى الدلالة 0,05 لصالح المجموعة التجريبية مقارنة بالمجموعة الضابطة.

الكلمات الدلالية: سيناريوهات لعب الأدوار – اللغة الانكليزية لغة أجنبية – مهارات المحادثة .

Section 1:

1-1-Introduction:

The foundation of language learning is effective communication, and oral proficiency is essential to this process. Learners come across a variety of factors that affect their capacity for confident and clear communication as they negotiate the challenges of a new language.

When conversing, people need to think about the ideas they want to express, choose suitable vocabulary, comprehend sentence structure, appropriately enunciate sounds, and be mindful of linguistic cultural quirks. Improving students' oral fluency is the main goal of conversation. When speaking, students that are proficient in oral language display unique traits. Since conversation is thought to be the most important component of language training, it is very important when learning a language. This emphasizes how crucial it is to improve conversational skills in foreign language classes. (El Feky, 2016).

For second language learners, the ability to have appropriate conversa-

tions is crucial since it allows them to interact in everyday circumstances and communicate with both native and non-native speakers. This ability has a big impact on how learners develop their language skills overall. Conversational learners typically do better in other language domains, and interactive exercises can improve their conversational skills. However, in the context of English as a foreign language (EFL), learners' unwillingness to communicate and time constraints in the classroom might make it difficult for them to acquire conversation skills. These constraints hinder EFL learners' opportunities for adequate practice during class sessions. (Fathi et al, 2024) Moreover, the fear of receiving negative evaluations from peers can deter some learners from actively engaging in interactive speaking activities with their classmates. (Peng, 2019)

Therefore, there must be a way to facilitate the acquisition of the ability to converse in English among students. One of the modern approaches that focus on the quality of education in the educational process is the role-playing scenarios. Role-playing scenarios

are considered one of the important and essential strategies used in contemporary and modern teaching and learning processes, aimed at enhancing students' abilities and capabilities. Therefore, teachers should refine their teaching methods and resort to using active learning strategies, which encompass a variety of diverse teaching strategies within the educational classroom environment. The role-playing scenarios are among the most widely used and prevalent educational strategies.”(Sayed ,2022)

Role-playing scenarios are interactive scenarios in which learners assume specific roles and act out situations to practice language skills in a realistic context. These scenarios allow students to engage in real-life conversations, enhancing their communication skills and boosting their confidence in using the language(Lersen-Freeman & Anderson , 2011) Hence, the researcher believes that applying role-playing scenarios may enhance the conversational skills of Iraqi students.

1-2- The study's objective:

The purpose of the study is to determine how interactive role-playing sce-

narios affect the study sample's ability to converse. (Students studying EFL)

1-2-Hypotheses

1. The experimental group's and the control group's mean scores on the conversation skills pre-test do not differ significantly.

2. There is no significant difference between the mean scores of experimental group and the control group regarding conversation abilities.

1-3 Limits of the Study

The current investigation is restricted to the following:

1- The academic year 2024-2025 .

2. First-year students at Tikrit University's College of Education for Women (English Department).

1-4-Value of the Study :

1-The study focus on enhancing Iraqi students' conversations skills by using role-playing scenarios that simulate real-life situations ,enhancing their ability to practice the language naturally and fluently.

2- The study guides teachers to adopt strategies based on role-playing and conversation skills testing, helping to improve students' conversation abilities by enabling them to apply what

they learn in real conversation contexts

3-The study emphasizes the importance of conversation as a key tool for language acquisition, strengthening students' ability to think in English and interact with others naturally, which significantly improves their communication skills.

4-The study helps educational stakeholders focus on effective teaching strategies such as role-playing scenarios and other methods .

1-5-Definition of Basic Terms :

1- Role-playing scenarios:

The role-playing strategy is one of the active learning techniques; it is a method of teaching through a pre-planned and stimulation situation. Participants in this strategy take on roles assigned to them in a spontaneous manner ,They immerse themselves in their performances so that the educational situation appears real, aiming to equip them with cognitive skills in a safe atmosphere where students demonstrate cooperation (Sari et al ,2021)

2- Conversation skills : it as a physiological and cognitive process that involves conveying beliefs, emotions, feelings, experiences, informa-

tion, ideas, opinions, and perspectives from the speaker to others (the listeners or interlocutors). This transfer is received with acceptance, interaction, and response, characterized by fluency in pronunciation, accuracy in expression, and proficiency in performance. (Abdul Bari, 2011,)

Section Two

2. Literature Review

In essence, the role-playing technique is two or more people acting out a scenario on their own, guided by the instructor. The setting set up by the acting students leads to dialogue. Based on their emotions, each performer portrays their part. In the meantime, the non-acting pupils assume the roles of critics and observers. Following the performance, the group had a conversation..(Van et al ,2022)

2-1-Interactive-role plying Scenarios :

Although they are different, role-playing and simulation are frequently combined in educational contexts to enhance one another. Students can explore scenarios, apply skills, and gain new views by experiencing

the emotions and viewpoints associated with given roles within a predetermined setting through role-playing. Simulation, on the other hand, is a problem-solving activity where students apply their knowledge, behavior, and ideas to address a particular task, making it an interesting and perceptive learning experience. Both methods provide dynamic opportunities for students to immerse themselves in complex situations and hone critical thinking skills. (Denvir & Briceland ,2023)

We can also divide interactive role-play scenarios into different categories based on specific objectives and approaches according to (Khayri ,2018) as the following :

A. Spoken Role-playing: In this kind of role-playing, students embody characters or scientific concepts using spoken words and movements. It is divided into two subtypes:

Structured Role-play: The teacher prepares and plans the activity in advance, collaborating with students to write scripts and rehearse roles. Various tools and materials are used to make the role-play more engaging and entertaining.

Improvised Role-play: In this type, a student is asked to imitate or mimic something spontaneously without prior preparation or coordination with the teacher. The role-play is carried out on the spot during the class session, and minimal tools are used, if any.

B. Silent Role-play: In this type, students imitate and act out roles using movements without conversation. The student performs the role silently without dialogue or conversation. Some believe that this type of role-play should be brief to avoid students becoming bored.

Importance of Role playing in Teaching Language :

Role-playing, then, is a technique that is part of a collection of active approaches to teaching practical command of a foreign language. Role-playing games allow players to conditionally replicate real-world human behaviors and foster authentic conversation. The main factor contributing to the efficacy of instruction here is a surge in motivation and enthusiasm in the subject. It works well for training at the junior, middle, and senior levels. Students can comprehend and learn

the course material from a variety of perspectives thanks to the role-playing game. (Nazraov ,2022)

Numerous studies highlight the significance of role-playing in education, demonstrating that it encourages learners to reflect on particular challenges and motivates them to develop creative solutions. Engaging in role plays alters students' perspectives and influences how they approach problems. Additionally, stepping into new roles allows students to generate fresh ideas (Keezhatta, 2020). Consequently, this teaching method is highly beneficial as it enhances speaking skills, fosters creativity, promotes empathy and collaboration, and boosts social interaction among students.

When given the chance to engage in role-playing, several studies have demonstrated that students enhance their language fluency and interaction skills through the use of body language during face-to-face communication., in the same way that they reflect on the behaviours of other roles (Neupane, 2019; Piscitelli, 2020). As a result, Newbin and Corbett emphasized the effectiveness of role-playing strategies

in developing various aspects such as the spontaneity of reactions, learning, retention, and understanding, as well as the values, emotions, and attitudes of the individuals themselves.

Role-playing scenario steps : the scenario could be conducted as mentioned by (Adly et al ,2022)

Step One: Group Preparation

- Present and define the problem to the students.
- Interpret the issue and explore related matters.
- Clarify the role-playing process.

Step Two: Participant Selection

- Establish and define roles and the characteristics of the role players.
- Choose role players and determine each person's role.

Step Three: Stage Preparation

- Outline the course of action.
- Reclarify the roles.
- Engage in the problematic situation.

Step Four: Audience Preparation

- Identify the aspects that should be observed.
- Assign observation tasks.

Step Five: Performance

- Begin role-playing.

- Continue with the role-playing.
- Stop or redo the role-playing as needed.

Step Six: Discussion and Evaluation

- Facilitate a discussion that leads to a realistic resolution by asking students if they believe the ending is realistic.
- Review the implementation of the role-play (in terms of events, settings, and realism).
- Discuss the main issue within the role.

Step Seven: Re-enactment

- Re-perform the revised roles several times.
- Suggest follow-up actions or behavioural changes.

Step Eight: Discussion and Evaluation

- Facilitate a discussion leading to a realistic resolution by asking if students believe the ending is realistic.

Step Nine: Sharing Experiences

Connect the problematic situation with real experiences and current issues to reach generalizations.

- Achieve general principles for behavior; the more suitable the discus-

sion formation, the broader the generalizations reached .

Teachers reasonability's in Role-playing scenarios : according to (Nassim et al ,2021) the teacher has three roles to make the scenarios success :

-The Teacher as a Facilitator:

The teacher provides students with the space, tools, equipment, costumes, and other resources, and introduces them to the requirements for successfully completing the tasks.

- The Teacher as an Observer:

This role requires the teacher's presence while students perform their roles. The teacher offers necessary guidance for improvement, refinement, and development.

-The Teacher as a Participant:

Participation is not limited to emotional support and fostering students' self-confidence while performing their roles; it can also extend to the teacher actively engaging by playing one of the roles alongside the students.

2-Conversational Skills :

Encouraging English language learners to develop speech sounds and patterns in the language is part of teaching conversation. This entails learning

intonation patterns, applying word and phrase stress, and comprehending the other language's rhythm. Learners must also choose appropriate words and sentences according to the situation, audience, social environment, and subject matter. It's also crucial to arrange ideas logically and coherently. Additionally, students must demonstrate fluency by speaking rapidly, confidently, and with few artificial pauses in order to convey their ideas and opinions through language..(Milova ,2015)

Important of Conversation Skills:

***Challenges in Conversational Skill Development**

Teachers often face several challenges when assisting students in developing their speaking skills in the classroom. These challenges include inhibition, lack of topical knowledge, low participation, and the use of the mother tongue (Tuan & Mai, 2015).

Thus researcher could be illustrate the main challenge into according to (Tuan & Mai ,2015 , Leong & Ahmadi ,2017) :

***Inhibition and Lack of Knowledge**

Inhibition is a primary barrier stu-

dents encounter. Many students feel hesitant to speak due to fears of making mistakes or facing criticism, leading to anxiety about drawing attention to themselves. , it was noted that language classrooms can inadvertently foster these feelings of inhibition. Furthermore, students often complain about their incapacity to remember details or their lack of desire to share their ideas..

***Low Participation and Mother-Tongue Use**

Low participation in speaking lessons, especially in bigger groups, is another serious problem. Individual speaking opportunities may be limited when one student speaks and others listen. As a result, some students might dominate conversations while others might say nothing at all. Additionally, when pupils have a shared mother tongue, they could use it in speaking exercises. According to Tuan and Mai (2015), this tendency is frequently brought on by the ease and comfort of speaking in their native tongue.

The Relation between Role-plying Scenarios & Conversation Skills :

By giving students the chance to

practice real-life interactions in a controlled setting, role-playing scenarios have been demonstrated to greatly improve conversation skills. They also create authentic contexts where students can experiment with language use, improve their communicative competence, and gain confidence when speaking. Students can practice a variety of conversational techniques in these scenarios, including taking turns, negotiating meaning, and utilizing language suited for particular situations. Learners become more proficient conversationalists when they take on various roles, which enhances their fluency and helps them understand the subtleties of cultural communication.. (Bhatti ,2021).

Pervious Studies :

Vargas ,2018

Through worksheets centered around role-playing exercises, this study sought to improve the fourth-grade students of Santo Tomás de Aquino School's conversational fluency. Twenty-two volunteers, ages eight to ten, participated in the study. As a qualitative action research project, it made it possible for me to determine

the needs of the kids, collect data, and do an efficient analysis.

Students' artifacts, field notes, focus group interviews, audio recordings, and video recordings were all used as data gathering tools. After careful examination, I discovered that the materials improved the students' language acquisition by encouraging communication and teamwork, holding their interest, and assisting them in connecting the information to their everyday experiences. Throughout the exercises, the students actively participated, accepting their roles and making connections to actual situations. Through the role-play performances, they were able to improve key characteristics of their speech, including fluency, quickness, and natural discourse.

This research study has significant pedagogical implications for enhancing students' conversation skills, for the English Language Teaching (ELT) community, and for me as a teacher, researcher, and materials developer.

Ali &El-Toukhy, 2020

The study investigated how interactive activities, especially role-playing, improved first preparatory school

pupils' English speaking abilities. 60 randomly chosen students from Orman English School in the El-Gharbia Governorate participated in the study, which took place during the 2018–2019 academic year. They were split into experimental and control groups of 30 each. While the control group got conventional instruction, the experimental group learned through interactive tasks. Pre- and post-conversation examinations using tape-recorded interviews and a scoring rubric were among the tools used in the study. The experimental group's conversation fluency significantly improved compared to the control group, according to the results.

Idham et al,2022

This study looked into how well role-playing helped second-graders at the University of Sumer's College of Basic Education improve their conversational abilities. It sought to address issues including students' lack of desire in speaking and their fear of making mistakes. 46 students from two classes participated in the 2021 study, which used a quasi-experimental design with pre-tests and post-tests. The experimen-

tal group adopting role-playing outperformed those taught using the grammar-translation method, and the results demonstrated a significant improvement in conversation scores. Overall, the results indicate that role-playing improves students' conversational abilities, demonstrating its significant potential for teaching methods at the University of Sumer.

Alvarez,2024

The purpose of the study was to ascertain whether role-playing activities may enhance Chilean university students' conversational English skills. Before and after the exercises, language fluency was measured using questionnaires as part of a thorough research design. 34 students provided input on the surveys, which were disseminated via social media and secure internet venues. Eighty percent of the students showed notable gains in confidence, vocabulary, and fluency, according to the data analysis. The results corroborate the usefulness of role-plays as engaging instructional methods for enhancing confidence and English language competency.

All of the earlier research shows

how role-playing enhances conversational abilities in a variety of educational settings. The validity of their findings is strengthened by the use of a variety of research instruments, including questionnaires, pre- and post-tests, and qualitative data collection techniques. In order to improve student engagement, motivation, and speaking proficiency, interactive strategies must be incorporated into language education. For example, Alvarez's findings (2024) show how role-plays have a broad impact on students' confidence, while Idham et al. (2022) confirm the strategy's efficacy in lowering anxiety. In a similar vein, Vargas (2018) and Ali & El-Toukhy (2020) show how interactive exercises can improve fluency and engage students.

Section Three : Methodology

3.1 Participants and Method

Sampling and Study Design:

This research used This study used an experimental method using a quasi-experimental design with pre-test and post-test assessments. The impact of an intervention can be assessed using non-random sampling techniques in a quasi-experimental design (Cre-

swell, 2015). To make sure they possessed the necessary qualities for the study, participants were specifically chosen based on their enrollment in the English section.

Seventy first-year students from Iraq's Tikrit University took part in the study. These students , who were between the ages of 18 and 20, were split into two groups of 35 each.

- **Experimental Group:** To improve their conversational abilities, this group participated in role-playing exercises. Students took part in scenarios that were applicable to everyday life, such placing an order at a restaurant or speaking with a friend who lives abroad.

- **Control Group:** This group engaged in standard conversation exercises devoid of role- playing.

3-2-Procedures :

Learner-Learner Interaction: As one of the best strategies for enhancing students' conversational abilities, teachers are essential in promoting learner-learner interaction. Students become active participants in their learning process rather than passive consumers of information when this

kind of engagement is encouraged. Students can strengthen and expand their comprehension of the material they have learnt by having discussions about it with their peers.

Role-playing Activities: The researcher carefully chose scenarios that fit the students' interests, learning goals, and competency levels in order to use role-playing effectively. Students were encouraged to engage since these role-play scenarios were made to be interesting and pertinent.

1. **Topic Explanation:** In accordance with teacher-student interaction, the researcher started by presenting the role-play scenarios to the students. Scenarios included placing an order at a restaurant, making a purchase at a store, and having a conversation with a friend who lives abroad. This made sure that before beginning the activity, students were aware of the setting and goals of the role play.

2. **Pair Work:** For the role-playing exercise, students were divided into pairs. By assuming the roles of "Speaker A" and "Speaker B," each pair was able to rehearse the dialogue together in accordance with the given scenari-

os. Students were given the chance to switch places after a certain amount of time, allowing both participants to experience each viewpoint.

3. **Increased Conversation Time:** Students had plenty of chances to practice their communication skills and express themselves freely during the interactive exercises thanks to the increased conversation time. This lively setting promoted impromptu conversation and improved their capacity for clear communication.

4. **Guided Reflection:** Following the role-playing exercises, students were able to share their experiences and thoughts during a reflection session led by the researcher. This enabled them to talk about the difficulties they encountered, the tactics they used, and the abilities they believed they had developed.

5. **Feedback Mechanism:** During the reflection session, the researcher encouraged students to give constructive comments to one another. In addition to reinforcing learning, this cooperative assessment gave students more self-assurance in their conversational skills.

Data Collection and Analysis

1. **Scenario Presentation:** The researcher will create a variety of role-playing scenarios that are pertinent to actual circumstances, including placing a restaurant order or going shopping. Only the experimental group will be shown these scenarios

2. Student Responses:

- **Experimental Group:** Students' reactions to the role-playing exercises will be recorded in order to document how well they performed in the scenarios.
- **Control Group:** Without any role-playing exercises, the control group will practice routine conversations. Their conversation tasks will be structured, responses will also be recorded for analysis.

3. Assessment Methodology:

- The control and experimental groups will undergo a pre-test and post-test assessment of their conversation proficiency.
- The experimental group's assessments will align with the role-playing scenarios.
- The control group will participate in standardized conversation tasks

that reflect typical classroom activities, allowing for a consistent measure of conversation skills

Tools of the Study :

1. Students recordings
2. Score rubric

Data Preparation:

- **Transcription:** Transcribe the recorded responses from both the experimental and control groups which allows for a clear analysis of the language used, fluency, and other conversational attributes.
- **Coding:** recordings responses of students have been coded according to conversations themes that identified in the test (Fluency ,Pronunciation ,Vocabulary ,content , interaction).

Discription of the Instrument :

- **Scoring Rubric:** a standardized scoring rubric to evaluate conversation proficiency based on the transcriptions. Each criterion (fluency, pronunciation, vocabulary ,content , interaction) a defined scoring range (1 to 5).
- **Certain indicators have been chosen for every previous criterion , this illustrates in the following table:**

Degree	Criterion	Indicators
5	Fluency (1-5 points)	<p>1: Very hesitant, frequent pauses, difficult to understand.</p> <p>2: Some fluency, occasional pauses, and hesitations; somewhat understandable.</p> <p>3: Generally fluent, minor hesitations; mostly understandable.</p> <p>4: Fluent speech with few pauses; easy to understand.</p> <p>5: Very fluent, smooth speech with no hesitations; completely understandable</p>
5	Pronunciation (1-5 points)	<p>1: Poor pronunciation; frequent mispronunciations that impede understanding.</p> <p>2: Fair pronunciation; several mispronunciations; some words are unclear.</p> <p>3: Generally good pronunciation; occasional mispronunciations; mostly clear.</p> <p>4: Good pronunciation; few mispronunciations; clear and easy to understand.</p> <p>5: Excellent pronunciation; clear and accurate; enhances understanding.</p>
5	Vocabulary (1-5 points)	<p>1: Limited vocabulary; frequent errors; relies on simple words.</p> <p>2: Basic vocabulary; some errors; attempts to use varied words but with limited success.</p> <p>3: Adequate vocabulary; few errors; reasonably varied word choice.</p> <p>4: Good vocabulary; minor errors; uses varied and appropriate words effectively.</p> <p>5: Rich vocabulary; precise and appropriate word choices; enhances communication.</p>
5	Content (1-5 points)	<p>1: Inadequate content; does not address the scenario or question.</p> <p>2: Basic content; some relevant points but lacks detail or clarity.</p> <p>3: Satisfactory content; addresses the scenario; some details provided.</p> <p>4: Good content; relevant and detailed; clearly addresses the scenario.</p> <p>5: Excellent content; insightful and comprehensive; fully engages with the scenario.</p>
5	Interaction (1-5 points)	<p>1: Minimal interaction; does not engage with peers or the scenario effectively.</p> <p>2: Limited interaction; some engagement but mostly one-sided.</p> <p>3: Adequate interaction; engages with peers but may miss opportunities to expand.</p> <p>4: Good interaction; effectively engages with peers; builds on ideas.</p> <p>5: Excellent interaction; highly engaging and responsive; promotes discussion.</p>

Total Score

- **25 points total** (5 criteria x 5 points each)

Interpretation of the test :

- **21-25:** Excellent speaking proficiency
- **16-20:** Good speaking proficiency
- **11-15:** Satisfactory speaking proficiency
- **6-10:** Needs improvement
- **1-5:** Very limited proficiency
- **Calculate Scores:** For each student, a total score based on the rubric has been calculated which then be used for statistical analysis.

Scale validity :

A comprehensive face validity assessment was conducted to determine if the scale appeared broad enough to adequately assess what it claimed to measure (Blerkom, 2017). Therefore, the English as a Foreign Language (EFL) conversational skills test was distributed to a group of 12 experts, including specialists in curriculum, English language teachers, and supervisors.

The test was reviewed regarding the following:

- Evaluating the extent to which the scale aligns with the students' ability to speak English in real-life situations.
- Ensuring that the test measures the proposed skills and their indicators (see test table).

Over 85% of the evaluators approved the test, so no questions were changed, and the scale was later authorized.

Scale reliability :

The test reliability was found using Cronbach's Alpha equation, and the Cronbach's alpha method of calculating the reliability is considered appropriate to the definite answer tests (0 or 1), the reliability value was (0.92) , which is a high reliability value.

Statistical Analysis:

Following the completion of the research scale's deployment, the following techniques were used to record and statistically analyze the results.:

Descriptive statistics: This involved figuring out the research group's mean and standard deviation for the conversation scale's pre-test and post-test applications.

The statistical methods used to an-

answer the research questions included The statistical methods used to answer the research questions included:

T-test to compare two samples' means.

Post-hoc Analysis using Eta-squared (η^2) to determine the effect size.

Cronbach's Alpha to assess the reliability of the scale

Section Four

4. Analysis of Data and Results :

Results from the first hypothesis, which claims that **“There is no significant difference between the mean scores of the experimental group and the control group in pre-test of conversation skills test”**.

After correcting the students' answers in the conversational skills pre-rubric (Fluency ,Pronunciation ,Vocabulary ,content , interaction) which was applied to the two research groups (experimental and control), the researcher used the statistical program (SPSS) version (23) The t-test formula for two independent groups is used to determine whether there is a difference between the mean scores of the two groups in the pre-scale. The results are shown in the following table and include the mean, standard deviation, degree of freedom, and sig difference. were shown as in Table (1) below.

**Table (1) Arithmetic means , SD , T (test value)
for vocabulary pre-test for experimental and control groups**

Group	N	Arth. Mean	SD	T (VALUE)		DF	Sig
				Computed	Tabulated		
experimental	35	1.56	0.52	1.56	1.65	68	0.8
Control	35	1.68	0.54				

results presented in Table (1) show that the computed T value for the the experimental group and control group is 1.56, while the tabulated value at degrees of freedom (DF = 68) is 1.65. The statistical significance level (sig) is 0.8, which is significantly higher than the

conventional significance level (0.05). Thus, it can be concluded that there are no statistically significant differences between the two groups in the conversation skills pre-test which emphasizes the first hypotheses .

Secondly : Results of second Hypothesis which states that: The experimental group's and the control group's mean scores on the conversation skills post-test do not differ significantly.

The t-test formula for two independent groups is used to determine the

mean, SD, degree of freedom, and sig difference in order to determine whether there is any difference between the two groups' post-test scores. The findings are shown in the following table. were shown as below in Table (2) .

**Table (2) Arithmetic means , SD , T (test value)
for vocabulary post-test for experimental and control groups**

Group	N	Arth. Mean	SD	T (VALUE)		DF	Sig
				Computed	Tabulated		
experimental	35	1.64	0.53	7.39	1.65	68	0.001
Control	35	2.83	0.58				

Upon reviewing the previous table, it is evident that the computed value of is 7.39 which exceeds the tabulated value which equals 1.65. Additionally, the p-value is less than 0.05, suggesting a statistically significant difference between the grades of the control group students, who received conventional instruction, and the experimental group, who benefited from role-playing scenarios , This finding supports the preference for the experimental group and leads to the rejection of the second hypothesis.

To determine the impact of role-playing scenarios on conversational skills

, the effect size (d) of the independent variable (role-playing scenarios) on the dependent variable (conversational skills) was calculated. The value of eta squared (η^2) has been used here to indicate the proportion of total variance in the dependent variable (conversational skills) that can be attributed to the influence of the independent variable. The table below shows the effect size and eta values, where a large effect is indicated by an eta value of 0.13 and a very big effect by an eta value of 0.21. (Kelley ,2012).

Table (3): values of η^2 and effectiveness size

Independent Variable	Role-plying scenarios	η^2 Value	D value	Effectiveness Size
Dependent Variable	Conversational skills	0.190	1.087	Very Large

Referring to the table above, it is observed that the η^2 value is 0.190 and the d value is 1.087, which reflects a very large effect size. This demonstrates the impact of using the role-playing scenarios for teaching English for Arabic students and enhance their conversational skills .

Section 5 : Conclusions

The study confirmed the positive impact of Role-plying scenarios on learning English especial conversation skills

The study shows that the teacher's role as a guide, facilitator, and participant encourages active student engagement, this is due to Shifting from being the primary source of information to a discussion facilitator enables students to develop their expressive and critical thinking skills more naturally and with less pressure.

Using realistic and relevant topics strengthens students' connection to activities and motivates them to use lan-

guage in ways that match their everyday needs

Interactive activities empowered students to use language more confidently, enhancing their ability to freely express their opinions and ideas in various conversations.

Role-play interactions helped students develop listening, speaking, and interpersonal skills, improving their communication both in and outside the classroom.

The study demonstrated that role-playing and group work promoted collaborative learning, enabling students to improve teamwork and learn from one another by fixing errors.

Through simulating everyday scenarios, students gained practical experience, enabling them to use language with greater confidence and effectiveness in similar situations beyond the classroom.

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