Fostering Verbal communication skills: Role-Playing Pedagogical Approach in Secondary Education

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Abstract: Speaking skills are stressed, especially in ESL lessons. This study proposes that role-play activities can improve speaking skills and students' academic, social, and personal success. The study uses qualitative methods, including informal interviews with students and teachers. The results show that participants think role-playing works. Students enjoy these exercises for motivation and linguistic growth. Teachers agreed that such exercises can improve students' speaking and learning. This study concludes that role-play activities improve learners' verbal communication skills. The findings support adopting these exercises in language acquisition to promote active learning, fluency, and confidence in using English as a communication tool. Further research is needed to determine the wider implications and applications of role-play activities in language teaching.
Keywords: Communication skills; Role play, exercise, innate skills

A. Introduction

From kindergarten to graduation, English is a required subject for all pupils in Pakistan for the following reasons:

(i) English is a tool for comprehending foreign and higher education material.
(ii) English serves as a global language for research, trade, aviation, diplomacy, and the advancement of science and technology.

in accordance with Rehman (2003), speaking English is a sign of strength and high civil position.

Speaking should be the first skill taught to pupils because they won't be able to adjust to the language without it (Dan Suastika Yulia Riska, 2018; Ghalebi et al., 2021). To learn English, the pupils must be well-versed in variation of jargon language proficiency. For kids to acquire a language overview foremost hearing, understanding, and calligraphy skills, learning to speak is a key component. To use words in a language, one must not only comprehend their meaning but also be able to speak them with eloquence (Chen, Chen, et al., 2019). pupils can express their ideas in writing and other forms once they have mastered speaking (Sari, 2018). English language proficiency comes in two flavour. They are productive and receptive abilities. Writing and speaking are productive skills, while reading, listening, and speaking are receptive skills (Mundhe, 2015).

Through the development of verbal communication skills, the proper adoption of speaking skills will improve pupils' lifetime academic, civil, and intimate achievement. Role-playing exercises provide sufficient training on crucial elements of above mentioned drives, like utterance, eloquence, glossary, linguist regulation, along with apprehension, in accordance with Al-Senadi, S. (2009) also established about the communicative access. while interchanging verbal instruction, they are essential for communication and meaning transmission. The process of acquiring a language is dynamic and ongoing. The field of language learning exercises is unrestricted. The exercises and exercise in the language homeroom should draw some inspiration from real-world situations as language is such an important component of our civil and everyday interactions.

There are several reasons for its supremacy, but its talking capacity is the main one. He has the power to speak to advertise his sentiments, thoughts, and emotions thanks to Allah Almighty. Speech is the Power, speech is to, as Emerson once said convince, convert, or coerce. This language has contributed to human advancement in many aspects of life. Any civilization's culture is built on its language. Without a, no society can endure linguistics, for example, Harappa and Mohenjo-Daro are civilizations that are still in existence. In the physical body of a civilization, language serves as the spirit and soul. It's produced people alter and use things. It is constantly changing. To comprehend language, we must comprehend the populace. People engage language as one meaning-making resource among many others, either for their gain or for their detriment. For pupils to be able toward connect along heel with the school hall, speaking abilities like eloquence, utterance, accent, and linguist accuracy must be developed. A good EFL relationship between teachers, trainee, kin, and

offspring bank on whereby proficient as well as improved their communication abilities are, as this statement's applicability makes evident. The improvement of these abilities also enhances trainee' innate abilities, enabling them to forge wholesome romantic relationships. It is important to note that while speaking a foreign language fluently is a learned skill, anyone can do it. This indicates that practising the language through role-playing with friends, family, coworkers, teachers, and acquaintances improves one's capacity to advertise fluently. As a result, we claim that completing certain communicative exercise as a suitable access to support kids' success while communicating in a foreign language can help improve these abilities at home or school.

Through the improvement of verbal communication skills, the proper utilization of speaking skills would be developed pupils' civil, innate as well as educational achievement all over their viability. Role-playing exercises provide sufficient training on crucial elements of above mentioned abilities, like utterance, eloquence, glossary knowledge, linguist regulation, and apprehension, in accordance with Al-Senadi, S. (2009) also established upon the communicative access. while interchanging verbal instruction, they are essential for communication and meaning transmission. Language instructors can engage a variety of methods in the classroom to help primary kids speak more fluently.

Here is a viable answer to this difficulty: training speaking skills over variation of speaking-skills-promoting exercise. One of them involves engaging role-playing exercises as a teaching and learning access. In order to give students the opportunity to practice speaking in a variety of civic circumstances and civil roles, role play is essential in the teaching of communication languages. Also, it is a contemporary method that can produce outstanding marks. The involvement of the best pupils will, following the demand, not only motivate them but also have long-lasting consequences.

in accordance with Blatner (2009), sociodrama inspired role-playing can be utilized to teach pupils about literature, sociology, and even some aspects of science and mathematics. Additionally, it can encourage greater engagement and interest as they learn how to apply the knowledge in real-world situations by tackling issues, considering alternatives, and coming up with original creative solutions. The most effective technique to cultivate the abilities of initiative, communication, problem-solving, self-awareness, and teamwork is through role acting.

Role-playing exercises are frequently used by a teacher who speaks an unidentified dialect to help pupils make the connection between words for common things and the actual object. Images of objects from a country where the target language is spoken are included in the role play, is given higher weight in Foreign Language coaching. Due to the assistance that various types of libraries offer for educational endeavors, the two implications are closely intertwined. At all levels, it is crucial to teach English through accurate and enhanced role plays, although pupils in the primary grades must participate (Akbari, 2018).

The application of role-play provided the pupils with the opportunity to enable them to improve their speaking to improve, in accordance with the explanation of experts' theories. Additionally, Budden (2006) noted that using role play in the classroom while encouraging pupils to talk has both advantages and disadvantages.

Role-playing is another contemporary method that can provide outstanding results. The involvement of the best pupils will, following the demand, not only motivate them but also have long-lasting consequences. The efficacy of role-playing in the development of highly impressive speaking abilities will be revealed by the current study. It will be beneficial for everyone, but notably for secondary-level pupils and teachers. Role play is essential in the training of oral abilities because it enables pupils to exercise speaking in a variety of civil situations and roles. Also, It encourages students to utilize their imaginations and momentarily put them into the footwear of others. The simulation methodology is a strategy for introducing speech by putting the students in scenarios in small teams or pairs. This entails teaming up with several pupils and giving them an information document to peruse as well as analyze prior to dedicating their time to researching unfamiliar terms and asking other students for input on their pronunciation the interpretations. Allow them an additional opportunity to practice their speech after everybody in the space reads publicly to become acquainted themselves with the language's sounds, glossary, and cadence as well as to gain a sense of the character they will be playing. David Holmes (2004), p. 134. The student's knowledge of speaking techniques may be increased by conducting role-playing exercises in speaking instruction. nevertheless are going to be allowed to use English to promote their points of view. Furthermore, it will make learning English as a second language for travel simple for them engagement not only increases their motivation but also has long-lasting impacts.

Finally, Huang (2008) suggests that the teacher Assess the efficacy of each role-playing exercise by determining if pupils had the ability to comprehend the discussion, vocabulary, and phrases. The author also mentions that there are various methods for verifying student evaluations. She recommends giving pupils role-play-related verbal and listening assessments. The participants may be questioned about their roles, asked to repeat certain phrases, or asked to interpret the role-play in their tongue. In addition, the trainer's activity be assessed pupils' apprehension as well as understanding when observing their role-playing abilities (Dakowska, 2005).

B. Research Methodology

This study's primary objective is to determine the perceptions and beliefs held by educators regarding the use of role-playing exercise in classrooms, as well as their potential ability to improve pupils' communicative competencies. The study aims to explore various aspects related to this topic, like the different types of role-playing exercise that are commonly used and how they can be effectively integrated into lesson plans. Additionally, the study will analyze how these exercise can help pupils develop important skills like active listening, effective communication, and critical thinking. By gaining a deeper understanding of educators' attitudes towards role-playing exercise, this research hopes to provide valuable insights that can inform future educational practices and benefit both teachers and pupils alike.

B.I. Research Design

According to McMillan & Schumacher (2010: 22), the intention is an investigation's methodology is to pick a strategy which will end up resulting in data that may be utilized to respond to the questions being investigated. The methodology of the investigation is described in the paper's proposal. The information for this investigation, that depends upon the use of qualitative methods, was gathered via 2 informal conversations.

B.II. Research Sample

The present study was carried out in Badar Din's secondary school. 30 pupils in a 9th-grade class are separated each group is given a play to learn and perform in front of the class the following week. Particular groups are then formed.

B.III. Measuring Instruments

Two informal interviews were used in the current investigation. One is intended to help teachers of pupils in the ninth grade understand their opinions and attitudes towards the use of role-playing during their lessons. The second version is meant for pupils thus that the scholar may look at the relationship between speaking abilities and simulations. These two research techniques are intended to gather instruction and discover solutions to the research problems.

B.IV. Data Collection

Following the examination, a total of six individuals were selected to take into account the informal interview. The major objective aimed to assess students' perceptions of the correlation involving spoken language along with role-playing activities. The implementation of simulations for an educational approach was further addressed during an informal interview with 5 English-speaking teachers representing 3 elementary schools.

C. Results

C.I. Pupils' Informal Interview Findings

The intention of the questions asked during the interview is to learn what participants think and feel about their experience with verbal communication training through role-playing exercises.

The informal interview covers the following main questions:
I. Have you taken part in the role-playing exercise?
II. Were you engaged in the learning process as a result of the role-playing exercise? And if so, why? Why not, if not?
III. Did you appreciate using your English speaking skills throughout the role-playing exercise? And if so, how? Why not, if not?
IV. Do you believe that engaging in these kinds of exercise may be improve oral abilities? Agree, define the reason?
V. When frequently would you wish for the instructor to have simulation activities in class?
VI. Would you prefer to use simulations to encourage children to talk if you were in the position of a teacher? Actually, but why?

All of the interviewees (N = 6, 100%), in accordance with the results of the informal interview questions, eagerly participated. Because they excelled in the simulation exercise because they were given an opportunity to brush up on English alongside other pupils in a fun way. According to a single of these interviewees, the simulation activity helped him used to communicate in English to pick up some new words. Another respondent explained that he had a great chance to interact with his peers during the role-playing exercise. This encouraged him to speak the language with his buddies outside of the school. Rashid, a single participant states, "Definitely

urge my instructor to keep doing this activity to ensure we can improve what we say". Ahmed a further participant affirms which he would always engage role-playing in his classroom to allow pupils to interact freely engage in the educational process and converse in English with their peers. Even though his classmates would not correct any grammar or utterance mistakes. Mina, a different respondent, clarified that she learnt a new language through a role-playing activity session, and she said the session was fun and It was amusing since no student was interrupted by the teacher and everyone was speaking English freely.

C.II. Teachers' informal interview Findings

Purpose of asking inquiries is to elicit teachers' opinions and sentiments regarding the use of role-playing exercises in their classrooms. The following are the primary inquiries covered in the informal interview:

I.   What is your opinion regarding role-playing exercises?
II. How frequently do you participate in simulated scenarios?
III. Do you hold the conviction that engaging in role-playing exercise constitutes a potent pedagogical access towards enhancing pupils' verbal aptitude?
IV. In addition to engaging in role-playing, are there alternative pedagogical accesses that can aid pupils in enhancing their verbal communication skills?

All of the interviewees (N = 5, 100%), in accordance with the results of the informal inquires, concur the use of role-plays in the classroom can help pupils improve their communication abilities. Simulations for role-playing during educational settings, Rashid explains, pupils can openly describe their point of view in class and exercise their English in a real-world setting. With the goal to develop his students' fantasies, assist them in becoming better presenters, plus freshening up the routine in their education. Adam continues to constantly incorporate role-plays into his teaching methods. Reference to Khalid, states, "including various forms of communication including problem-oriented exercises, centred around project exercises, as well as task-oriented exercises, and simulated exercises is a successful instructional approach which educators ought to utilize to support their pupil's interpersonal skills. Khalid adds that he frequently conducts role-playing exercises with his pupils and that they are crucial to teaching and learning how to speak English successfully. Hamza concurs with everything said before in this regard, urging educators to think of this teaching strategy as one of the best for fostering speaking proficiency.

D. Conclusion

The results of the informal inquiries with the pupils demonstrate that these exercise are quite motivating for them. They appreciated it and had a fantastic time, so they thought it was entertaining. Everyone agrees with one another that the role-playing exercises assisted students in honing language skills along with rehearsing speaking English with peers. Additionally, they were able to speak freely and unhinderedly in English with their peers during this activity. The results of the informal interviews with teachers suggest that all of them concur that role-playing are an appropriate learning strategy which instructors should be implemented inside the class to motivate pupils to conversation in English language. Their responses indicated that Role-playing exercises assist pupils in expanding their imaginations, learning new terminology, and developing their communication abilities. The outcomes of the current study are backed an overview of the research, that shows how Role-playing helps pupils become more fluent speakers. In other words, language is used more than any other activity to perform a wide range of functions, like expressing regret, greeting, etc. To be clear, trainee place more emphasis on meaningful communication than on proper language usage. Therefore, by having pupils act out different civil situations, teachers can help them develop their speaking skills. It indicates that trainee are exposed to situations where civil communication is more important than the language required by curriculum's. Additionally, role-playing helps pupils' imaginations grow. The players' imagination is highly required because the roles assigned to the trainee may call for imaginative thinking. Additionally, pupils are given the chance to play the role of someone else. Such a method might aid shy pupils in overcoming their fear of public speaking. pupils who are reserved have a hard time talking about themselves or their experiences. They believe that their innate is not an issue because they are someone else.

According to the outcomes of this research as well as the summary of the literature, simulation activities are among the communication strategies which may offer an engaging learning environment where all students may develop their capacity for speech. Additionally, kids can overcome their shyness and eagerly participate in this educational activity while it is being used in the classroom. Their English language proficiency by learning new terminology in a real-world setting. Consequently, it is advised that if instructors wish to improve their pupils' speaking abilities, they should place a high value on play-based learning.

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