

Teachers' perceptions of the roleplaying technique in teaching English speaking skills to non-English major students

An Truong Le^{1*}

¹Ho Chi Minh City Open University, Ho Chi Minh City, Vietnam

*Corresponding author: letruongan0620@gmail.com

ARTICLE INFO

DOI:10.46223/HCMCOUJS.soci.en.15.4.2295.2025

Received: May 15th, 2022

Revised: March 12th, 2024

Accepted: March 19th, 2024

Keywords:

English speaking skills; non-English-majored students; roleplaying technique; teaching methods

ABSTRACT

Roleplaying is considered a prominent teaching technique for teaching English speaking skills. However, little has been known about how teachers perceive its benefits, challenges, and learning outcomes when applying this technique to teaching English-speaking skills to predominantly non-English-major students. The case study, employing a mixed-method design, was conducted at Ho Chi Minh City Open University (HCMC OU). There were ten participants for quantitative data collected via questionnaire and 02 interviewees for semi-structured interviews to collect qualitative data. The SPSS version 20.0 was used to analyze data. The findings revealed that the participants perceived that the roleplaying technique significantly impacted students' English confidence. However, the participants held neutrality regarding improving pronunciation and grammatical accuracy when teachers apply roleplaying techniques in teaching English speaking skills. The researcher draws some pedagogical implications and recommendations for future research based on the findings.

1. Introduction

As an international language, English is crucial in enhancing global communication. Remarkably, English communication competence offers a significant advantage to those who use it proficiently across diverse sectors of society (Suchada & Asama, 2018). In Vietnam, a country actively engaging in globalization, proficiency in English is vital for language users in various disciplines. Hence, teaching English as a Second Language (ESL) presents a combination of challenges, significantly when improving English speaking skills for students of other majors than English studies, in other words, non-English major students.

In teaching English speaking skills at the tertiary level, a roleplaying technique has emerged as prominent among the teaching techniques. Roleplaying is believed to simulate a real-life situation and promote more interaction among English learners (Duong, 2014). Moreover, students are encouraged to immerse themselves in different roles in an authentic learning environment, allowing them to learn English speaking skills engagingly (Altun, 2015).

At Ho Chi Minh City Open University (HCMC OU), English is a compulsory subject for all students of disciplines other than English Language Studies. The curriculum comprises courses called Academic English, ranging from levels 1 to 5 for regular programs. These courses aim to enhance students' competencies in using four language skills. Teachers of these English classes utilize various teaching methods and techniques to foster students speaking skills through the researcher's observations. However, little has been known about how teachers perceive the benefits of roleplaying techniques in their teaching of speaking skills in the context of the HCMC OU.

Moreover, the challenges non-English major teachers face when applying this technique in teaching English speaking skills seem limited and comprehensive. Exploring teachers' recommendations about employing roleplaying techniques in teaching speaking skills is also crucial.

Therefore, this study aims to bridge these research gaps by conducting a mixed-method design investigating teachers' perceptions of applying roleplaying techniques in teaching English speaking skills to non-English major students at HCMC OU. The findings from this study give insights and pedagogical implications for language educators within the research setting.

2. Literature review

2.1. Definitions of speaking and speaking skills

Speaking can be defined as an interactive process of generating, receiving, and processing information. Burns and Joyce (1997) defined speaking as an interaction between listeners and speakers in an activity to generate information. Verbal and non-verbal communication symbols were utilized in different situations to construct meaning in speaking (Chaney & Burk, 1997). Speaking skills, one of the four aspects of language, are considered the most challenging for language learners (Rao, 2019). Therefore, Duong and Tran (2023) highlighted that English-speaking ability was one of the learning outcomes of English language learners.

In this study, English speaking skills are understood as one of the four language skills in Academic English classes, in which students will have to interact with each other, exchange information, and process an outcome through this communication.

2.2. Factors affecting students' English-speaking skills

Motivational factors play a vital role in forming a successful learning of language (Nguyen, 2022). It significantly contributes to the success of English language learners (Ushioda, 2011). According to Deci and Ryan (1985), there are two types of motivation: extrinsic and intrinsic. These two factors impact how learners learn languages. For instance, younger learners tend to have a higher self-image optimistically and are more intrinsically motivated than others (Nikolov, 1999). These dimensions of motivation may shape teachers' teaching techniques, in which students will be motivated intrinsically and extrinsically. To sum up, motivation has a pivotal influence on students' speaking skills. As an English teacher, I must explore which motivational factors may contribute to language learners' confidence in speaking and choose an appropriate teaching technique (Harmer, 1984).

Additionally, other factors may affect the effectiveness of English speaking skills, including nervousness, a lack of self-confidence, and no interest in the course material (Krebt, 2017). Besides, students with English language skills also need a practice environment where the targeted language can be used. Nevertheless, Tran and Dang (2019) pointed out that the absence of an engaging English-speaking climate led to barriers for students to practice English speaking skills. Teachers of English classes should provide students with chances to enhance their vocabulary ranges based on their learning style (Tran, 2020).

2.3. Related studies

Scholars worldwide have conducted much research on roleplay techniques. Mainly, investigations were performed on the effects of this teaching technique on students' speaking skills, speaking environment, and learners' confidence.

Rojas and Villafuerte (2018) argued that the roleplaying technique was primarily used in teaching language because it promoted learners' learning of speaking skills naturally and

meaningfully. Moreover, learners can be more creative and collaborative if teachers apply the roleplaying technique. However, this research did not investigate empirical data. The absence of quantitative or qualitative data weakens the robustness of the conclusions. Future studies could recruit empirical investigations to explore the impacts of roleplaying techniques on students' speaking skills.

Keezhatta (2020) did quasi-experimental research to study how effective the roleplay technique is in teaching English- majored students in Saudi Arabia. The findings of this study revealed that roleplaying techniques facilitated students' speaking skills. Moreover, Keezhatta highlighted that students were motivated to speak English and more creative when involved in a roleplaying activity. However, this study exclusively focused on English-majored students. This may limit the applicability of the findings to another group of learners, such as non-English major students. Studies in the future could investigate a diverse group of samples, including teachers and students of majors other than English.

Yen et al. (2013) researched the roles of roleplay techniques in teaching speaking and writing skills via Facebook and Skype. The findings depicted that roleplaying techniques significantly enhanced learners' productive skills. In terms of speaking, students could peer-correct when the instructor applied the roleplaying technique. One limitation of this study is the scope, which is limited by examining the effect of roleplaying techniques in an online environment and raising questions about their efficacy in a face-to-face classroom.

An investigation into how roleplaying techniques impact students' learning of vocabulary was conducted by Alabsi (2016). This study involved forty female students in Saudi Arabia, and a pre-test and post-test were employed. This study's findings presented that students treated with roleplaying techniques used a wider range of vocabulary in their communication than others. The study drew a positive understanding of applying roleplaying techniques in teaching vocabulary to students. Nevertheless, other language skills, such as speaking, were not discovered. Future research could investigate the effectiveness of this teaching technique on different language skills and employ more teachers as participants to conclude a more comprehensive understanding.

Farhana et al. (2021) investigated the impact of roleplaying on English-speaking skills at an Indonesian university. Students taught through modified roleplay did better regarding language abilities and linguistic domains. For example, these areas are pronunciation, syntax, and lexical resources, but those are not. In addition, the modified roleplay therapy increased participants' confidence and removed barriers to learning to talk. Furthermore, Altun (2015) found that the roleplay technique improved students' self-confidence and motivation to learn English as a foreign language in a quantitative study involving 45 tertiary students. Although there were some promising results, the studies bear some limitations. Both studies did not have teachers' perceptions of applying roleplaying techniques. It would be beneficial to explore how teachers of English classes perceive the advantages, challenges, and potential outcomes of roleplaying techniques in teaching the English language.

Previous studies have offered extensive insights into the significant role of roleplaying techniques in teaching English speaking skills, focusing on enhancing speaking skills, learners' confidence, and the environment for speaking. Although promising findings were found from various studies (Alabsi, 2016; Altun, 2015; Farhana et al., 2021; Keezhatta, 2020; Rojas & Villafuerte, 2018; Yen et al., 2013), little has been known about the perceptions of teachers who are teaching non-English majored classes. The shortage of teachers' insights into the benefits, challenges, and learning outcomes when applying roleplaying techniques presents opportunities for future investigations.

To bridge the gaps above, the research questions of this study are as follows.

1. *How do teachers perceive the benefits of applying the roleplaying technique in teaching English speaking skills to non-English major students at HCMC OU?*
2. *What challenges did teachers face when applying the roleplaying technique in teaching English speaking skills to non-English major students at HCMC OU?*
3. *What learning outcomes are observed by teachers when applying a roleplaying technique in teaching English speaking skills to non-English major students at HCMC OU?*

3. Methodology

3.1. Research design and participant recruitment

The research was conducted at the HCMC OU in Vietnam. This is a mixed-method design in which the researcher conducted two distinct phases, collecting quantitative and qualitative data. First, the quantitative phase involved 10 participants using the convenience sampling method. According to Stratton (2021), choosing participants allows researchers to recruit readily available and convenient participants. Two out of 10 participants volunteered for in-depth interviews in the qualitative phase. This small number of participants was made due to the relatively small sample. However, the nature of qualitative inquiry is to look for in-depth insights from participants in a context (Mirhosseini, 2020). Data from qualitative data will be used to triangulate the findings in the quantitative phase. Additionally, consent letters were emailed to these teachers, and all ten teachers agreed to participate in the investigation. In addition, two out of ten teachers consented to be interviewed online via Google Meet.

Regarding demographic data, teachers who teach English to non-majored students at the HCMC OU are the subject. There were ten teachers in this study, half of whom are females (50%) and four of them are males (40%); one teacher (10%) does not like to state their gender. Five of the 10 teachers (50 %) have master's degrees in education, while the other half have bachelor's degrees in English language instruction.

3.2. Research instrument

Mixed-method research was employed in this study. Firstly, a questionnaire was utilized to collect the quantitative data. All the items in the questionnaire were written in English since the participants were all English language teachers. There were two parts to the questionnaire. The first section requested the participants to provide their demographic information.

In contrast, the latter part requested the participants evaluate the advantages, challenges, and tentative learning outcomes of roleplaying techniques in teaching English speaking skills. In addition, the two questions were designed using a five-point Likert scale. Croasmun and Ostrom (2011) commented that using a 5-point Likert scale in social science research was reliable.

Secondly, semi-structured interviews were employed to collect qualitative data. A semi-structured interview was selected for its flexibility, giving the researchers more chances to deepen the information while remaining focused on the study (Heigham & Croker, 2009). Moreover, because they shared the same first language, the researcher conducted the interviews in Vietnamese with the expectation that more in-depth and nuanced information would be obtained from the interviewees.

3.3. Data collection and analysis

This mixed-method design study employed 10 participants for the quantitative data while 02 participants volunteered for the semi-structured interviews. First, the participants received a consent

form for the survey via mail, followed by the questionnaire through a Google Form. There were 10 responses in return, and all were used for data analysis. Two volunteer interview participants were scheduled at their convenience, and the interviews were conducted via Google Meet.

In this study, a Cronbach's Alpha value of 0.674 was used to assess the reliability of the questionnaire. Although this value is not high, it is noted that a Cronbach's Alpha value of above 0.6 is considered adequate for social science research (Taber, 2017).

After collecting, data were sorted for analysis. Firstly, demographic data were charted. Data from the questions with a Likert scale was statistically described by SPSS version 20.0. The mean score values ranging from strongly disagree to agree strongly were interpreted based on the following interpretations: *Strongly disagree* (M = 1.00 - 1.80); *Disagree* (M = 1.81 - 2.60); *No idea* (M = 2.61 - 3.40); *Agree* (M = 3.41 - 4.20); *Strongly agree* (M = 4.21 - 5.00). Secondly, responses from the interviews were transcribed into English. Having been sent back to the participants for member check and received confirmation, data from the transcriptions were codified into themes using a thematic analysis approach.

4. Results

This mixed-method design seeks the perceptions of 10 participants regarding the application of roleplaying techniques in teaching English-speaking skills to non-English-major students at HCMC OU. Data were collected from a questionnaire and two semi-structured interviews. In this section, the researcher will present the collected data by integrating quantitative and qualitative data.

4.1. Teachers' perceptions of the benefits of the roleplaying technique

Table 1 shows the benefits of employing roleplaying techniques to teach non-English majors English speaking skills perceived by the teachers.

Table 1

Teachers' Perceptions of the Benefits of Using A Roleplaying Technique

Items (N = 10)	Min	Max	M	Std.
The roleplaying technique provides students with real-life situations.	2.0	5.0	3.8	0.78
The roleplaying technique encourages students to express their ideas.	2.0	5.0	4.1	1.28
The roleplaying technique enhances student talking time.	3.0	5.0	4.0	0.81
Roleplaying techniques increase students' interaction.	4.0	5.0	4.5	0.52
My students are engaged when doing a roleplay.	3.0	5.0	3.9	0.56
My students have more chances to practice speaking when doing a roleplay.	4.0	5.0	4.5	0.52

Note. M = Mean; Min = minimum; Max = maximum; Std. = Std. Deviation. The researcher's data analysis

As shown in Table 1, teachers positively perceived the benefits of roleplaying techniques in teaching English speaking skills to non-English major students. The participants agreed that students were provided with real-life roleplaying situations (M = 3.8; Std = .078). Moreover, they decided that students were encouraged to express their ideas in roleplaying activities (M = 4.1; Std = 1.28). However, regarding the qualitative data, T1 and T2 had the same opinions on how students collect feedback from a roleplaying activity. According to T1, "*I rarely encourage students to comment on their friends' performance because I believe they are incapable of giving feedback.*" T2 echoed, "*I sometimes urge the students to speak to their friends, but they remain silent and say nothing*".

Additionally, the participants also agreed that roleplaying allowed for an increase in students' speaking time ($M = 4.0$; $Std = .081$). A high mean score of 4.5 ($Std = 0.52$) indicated that the participants strongly agreed that the roleplaying technique increased students' interaction while students were engaged in roleplaying activities ($M = 3.9$; $Std = 0.56$), indicating an agreement among the participants. Participants were asked to share their technique of assigning students to a roleplay to collect more in-depth insight from the interaction between students in the roleplaying activity. T1 stated that he randomly assigned students to pairs to ensure that students would have more opportunities to interact with other students. In addition, T1 shared that:

"I divided students into pairs for roleplaying activity based on their English proficiency".

Sharing the same idea as the T1, the other interviewer said he let the students pair up on their own choice and prepare the speaking content at home beforehand. Furthermore, the participants strongly agreed that the roleplaying technique enhanced students' chances to practice English speaking skills ($M = 4.5$; $Std = 0.52$).

4.2. Teachers' perceptions of challenges in applying roleplaying technique

Table 2 depicts the challenges the participants encountered when using roleplaying techniques to teach non-English major students English speaking skills. Overall, participants agreed that the challenging aspect of the roleplaying technique is time commitment. In contrast, most participants disagreed that students did not collaborate in roleplaying activities.

Table 2

Challenges of Using A Roleplaying Technique

Items (N = 10)	Min	Max	M	Std.
Students are noisy when doing a roleplay.	1.0	4.0	3.0	1.15
Roleplaying technique consumes much time in class.	2.0	5.0	3.7	0.82
It takes time to prepare the content for a roleplaying activity.	2.0	5.0	3.2	1.22
Tasks employing roleplaying techniques are more complex than tasks in the textbook.	1.0	5.0	2.8	1.39
Students do not collaborate much without the teacher's management in a roleplaying activity.	1.0	4.0	2.6	0.96

Note. M = Mean; Min = minimum; Max = maximum; Std. = Std. Deviation. The researcher's data analysis

The noise level among students during roleplay was revealed to be neutral ($M = 3.0$; $Std = 1.15$). In the qualitative phase, T2 emphasized the importance of language skills and clear pronunciation. As T2 expressed:

"I think students' voices should be clear and loud enough when practicing roleplaying techniques so that their partner can hear and give feedback".

T2 elaborated, *"When my students were doing a roleplay activity, I instructed them to sit back and speak loudly. Then, I monitored my class by going around the class and giving help if needed."* The sharing from T2 reveals that with only the instructor's assistance, the students could work and collaborate.

The participant agreed that the roleplaying technique was time-consuming ($M = 3.7$; $Std = 0.82$), followed by the neutrality of whether the roleplaying technique took teachers' time to prepare the lesson ($M = 3.2$; $Std = 1.22$).

In addition, the participants perceived the roleplaying technique as somewhat more complex than the tasks in the textbook ($M = 2.8$; $Std = 1.39$). From qualitative data, when it came to adjusting the tasks in the textbook, the two participants had opposing viewpoints. While the T2 claimed that she never modified the textbook activities when organizing a roleplaying activity, the T1 stated that he sometimes adjusted the activities in the textbook because he believed that students would find it simpler to do the roleplaying activity with a topic they were interested in.

Regarding collaboration among students, the participants are neutral about whether students did not collaborate much without teachers' management in a roleplaying activity ($M = 2.6$; $Std = 0.96$). Qualitatively, both T1 and T2 agreed that with a strong class, they did not need to conduct modeling at first. Following their instructions, they would allow students to begin the task. If the class is weak, they would invite a student to roleplay with the teacher first.

"If my class is at a low level, I perform a modeling roleplaying conversation with a strong student in class first," T1 explained. *"But for higher levels, such as Academic English 4 or 5, I'll instruct them first and then let them complete the activities with their peer"*.

In addition, the interviewed participants also shared that they motivated their students to speak English when doing a roleplaying activity. T1 shared, *"I usually give a bonus to students who volunteer to perform the activity after the practicing time in a pair."* This idea is echoed by T2, who revealed that *"I encourage my students to make a roleplaying conversation by giving a bonus for the best pair in each class. Sometimes, I buy candies or cakes for them. I noticed that they were more engaged in a roleplaying activity when having a reward from me"*.

4.3. Learning outcomes when applying roleplay technique in teaching English speaking skills

Table 3 shows teachers' perceptions regarding the learning outcome of using roleplaying techniques to teach English speaking skills to non-English major students. Overall, teachers perceived that the roleplaying technique positively impacted students' confidence while speaking English, although they did not know students' pronunciation or grammatical accuracy.

Table 3

Teachers' Perceptions of the Learning Outcomes of Applying the Roleplay Technique

Items (N = 10)	Min	Max	M	Std.
My students can speak English more naturally in a roleplaying activity.	2.0	5.0	3.8	1.13
My students are more confident speaking English with their peers in a roleplaying activity.	3.0	5.0	4.1	0.73
My students can use a broader range of vocabulary in roleplaying activities than in other learning activities.	2.0	5.0	3.5	0.97
My students pronounce words correctly in a roleplaying activity.	2.0	4.0	3.3	0.82
My students can control accurate grammatical structures to discuss the given topic in a roleplaying activity.	1.0	4.0	3.0	1.15
My students have more ideas for discussing the topic in a roleplaying activity.	3.0	5.0	4.0	0.66

Note. M = Mean; Min = minimum; Max = maximum; Std. = Std. Deviation. The researcher's data analysis

As shown in Table 3, the participants hold an agreement on four aspects of the learning outcome for students when utilizing roleplaying techniques, which are confidence ($M = 4.1$; $Std = 0.73$), vocabulary ($M = 3.5$; $Std = 0.97$), natural speaking ($M = 3.8$; $Std = 1.13$), and ideas for speaking ($M = 4.0$; $Std = 0.66$). Both interviewed teachers (T1 & T2) shared that they

employed roleplaying techniques at a frequent level in teaching English speaking skills to non-English major students.

“I utilize the roleplay technique each session because I believe it is simple to use in teaching English speaking skills.” (T1)

“I almost apply roleplay to each teaching session by splitting students into pairs and asking them to read the prepared script written by me.” (T2)

However, regarding grammatical accuracy and pronunciation, the participants shared neutral ideas. The mean scores of the two items were $M = 3.0$, $Std = 1.15$, and $M = 3.3$; $Std = 0.82$ respectively.

5. Discussion

The main goal of this study is to discover teachers' perceptions regarding the benefits, challenges, and learning outcomes of roleplaying techniques in teaching non-English major students at HCMC OU. There were 10 participants, and two interviewees participated in this mixed-method design. In this section, the researchers will discuss the findings of the previous studies. In addition, implications and recommendations will be addressed.

Research question 1: How do teachers perceive the benefits of applying the roleplaying technique in teaching English speaking skills to non-English major students at HCMC OU

Research question 1 seeks teachers' perceptions of the benefits of roleplaying techniques in teaching non-English speaking skills. The findings in this research highlighted the overall positive perception of the participants towards the application of roleplaying techniques in teaching English speaking skills to non-English majored students. First, there was a strong agreement among the participants that this technique provided students with real-life situations for speaking. This finding is consistent with the previous study (Rojas & Villafuerte, 2018; Tran & Dang, 2019). Moreover, this finding suggests an implication for English language teachers to continue applying roleplaying techniques in teaching English speaking skills.

Second, in light of the findings of Salim Keezhatta (2020), the researcher also confirmed that roleplaying enhanced students' speaking time in class, encouraging them to express their ideas in English. The findings have pedagogical implications for language teachers of non-English significant courses. Due to the lack of language proficiency in speaking skills, students in these classes are sometimes afraid of English-speaking skills. Hence, applying roleplaying techniques in teaching this skill may enhance students' time to produce language in classrooms confidently.

Research question 2: What challenges did teachers face when applying the roleplaying technique in teaching English speaking skills to non-English major students at HCMC OU?

Research question 2 investigated the challenges of applying roleplaying techniques perceived by teachers of non-English significant classes. One of the challenging factors of applying roleplaying techniques is the time commitment, and it is somewhat time-consuming to prepare for roleplaying activities. These findings contribute to the gap in the literature review in which teachers' voices regarding their perceptions of time spent on roleplaying activities are absent. Given the time needed for lesson preparation, teaching materials with ready-to-use resources for roleplaying activities might be helpful for language teachers.

Qualitatively, the participants had various teaching strategies for organizing role-playing activities, depending on the student's level of proficiency. This finding indicates that future studies might benefit from exploring the effectiveness of teaching strategies to teach English

speaking skills to non-English major students using roleplaying techniques. Additionally, participants in the interviews shared that they motivated their students to speak English in a roleplaying activity by giving extra rewards such as bonuses or candy. These rewards are considered extrinsic motivation for students, as Deci and Ryan (1985) and Ushioda (2011) discussed. This finding also added to the existing finding from Nikolov (1999), which stated that young learners were more intrinsically motivated. One implication from this finding is that teachers of these classes should focus more on the motivational factors that foster students' willingness to speak English in roleplaying activities. However, future studies could explore the correlation between intrinsic and extrinsic factors from students' perspectives.

Research question 3: What learning outcomes are observed by teachers when applying roleplaying techniques in teaching English speaking skills to non-English major students at HCMC OU?

Research question 3 investigated the participants' perception of the learning outcomes when applying roleplaying techniques to teach English speaking skills to non-English major students. Overall, the participants agree that the roleplaying technique positively impacted students' confidence when speaking English. This finding is aligned with the conclusions of previous studies conducted by Yen et al. (2013), Alabsi (2016), and Keezhatta (2020). Given that this teaching technique significantly enhances students' confidence in English speaking skills, language educators should integrate this technique into the curriculum for all classes of non-English majors. Future studies could investigate how much time teachers of these classrooms should spend implementing roleplaying techniques in teaching English speaking skills.

Echoing an earlier study by Keezhatta (2020), this research finding suggested that students were more confident in speaking English after a roleplaying activity. This may be because when students practice in pairs, they are well-prepared with their peers and can receive peer feedback from their friends. A practical implication of this finding is that students in a class of non-English majors should be given time to prepare and roleplay their speaking before talking to the whole class.

In addition, unlike the findings of Farhana et al. (2021), this study indicated that the participants' perception regarding pronunciation and grammatical accuracy was neutral. This means they did not perceive that students could improve their pronunciation or grammatical accuracy when doing a roleplaying activity. Future research could explore these two language aspects from the views of both teachers and students of non-English classes. Besides corroborating the findings of Alabsi (2016), the current study also shows that students could learn more vocabulary by doing a roleplaying activity. This leads to pedagogical implications for language teachers in the way that they may teach vocabulary via roleplaying techniques. Students may teach each other vocabulary items they know for a specific topic instead of teachers' presentations in class. This may, on the other hand, enhance students' collaboration in the classroom.

6. Conclusion

This mixed-method research design explored how teachers perceived the application of roleplaying techniques in teaching English speaking skills to non-English major students regarding its benefits, challenges, and learning outcomes. The setting was at HCMC OU with the participation of 10 English teachers for quantitative data and 02 interviewees for qualitative inquiry.

The study found that roleplaying technique significantly impacts students' confidence when speaking English. Moreover, their vocabulary can positively affect students when engaging in roleplaying activities. Nevertheless, improving grammatical accuracy and pronunciation in roleplaying techniques is unclear. The findings of this current study support existing literature that highlights the significance of roleplaying techniques in teaching English speaking skills.

The effectiveness of the roleplaying technique in enhancing students' confidence and English-speaking environment suggests that language educators should integrate this technique into teaching English-speaking skills to non-English major students. Moreover, policymakers should incorporate this teaching technique into the teaching curriculum and observe its application in practice by language teachers. Such integration could foster more dynamic and engaging language learning experiences, potentially transforming the conventional teaching of English speaking skills.

There are some drawbacks to this study. To begin with, the sample size is limited, which may make it difficult to generalize the findings. Second, the study's research setting comprises teachers instructing non-English-major students at HCMC OU. This recommends that future studies include additional language teachers from multiple schools to ensure reliability. The research instrument is another limitation. Although a questionnaire and interviews were employed, further data collection methods should have been used, such as a pre-and post-test of speaking skills and observations from different classes. While the roleplaying technique presents a promising technique for enhancing English language speaking skills, integrating roleplaying with other teaching techniques could offer a horizontal landscape of English language teaching.

NO CONFLICT OF INTEREST STATEMENT

All authors declare that they have no conflict of interest.

References

- Alabsi, T. A. (2016). The effectiveness of role play strategy in teaching vocabulary. *Theory and Practice in Language Studies*, 6(2), 227-234. <https://doi.org/10.17507/tpls.0602.02>
- Altun, M. (2015). Using role-play activities to develop speaking skills: A case study in the language classroom. *International Journal of Social Sciences & Educational Studies*, 1(4), 27-33.
- Burns, A., & Joyce, H. J. (1997). *Focus on speaking*. <http://ci.nii.ac.jp/ncid/BA69955117>
- Chaney, A. L., & Burk, T. L. (1997). *Teaching oral communication in grades K-8*. <https://eric.ed.gov/?id=ED408637>
- Croasmun, J. T., & Ostrom, L. T. (2011). Using likert-type scales in the social sciences. *Journal of Adult Education*, 40(1), 19-22.
- Deci, E. L., & Ryan, R. M. (1985). The general causality orientations scale: Self-determination in personality. *Journal of Research in Personality*, 19(2), 109-134. [https://doi.org/10.1016/0092-6566\(85\)90023-6](https://doi.org/10.1016/0092-6566(85)90023-6)
- Duong, T. M. (2014). An investigation into effects of role-play in an EFL speaking course. *Global Journal of Foreign Language Teaching*, 4(2), 81-91.
- Duong, T. M., & Tran, T. Q. (2023). Facebook-based language learning: Vietnamese university EFL students' attitudes and practices. In *Multidisciplinary applications of computer-mediated communication* (pp. 110-132). IGI Global.
- Farhana, S., Flora, F., & Sukirlan, M. (2021). Investigating EFL learners' speaking achievement taught by modified role play at English speaking class. *Aksara*, 22(1), 85-104. <https://doi.org/10.23960/aksara/v22i1.pp85-104>
- Harmer, J. (1984). Balancing activities: A unit-planning game. *ELT Journal*, 38(2), 91-97. <https://doi.org/10.1093/elt/38.2.91>
- Heigham, J., & Croker, R. A. (2009). *Qualitative research in applied linguistics: A practical introduction*. <http://ci.nii.ac.jp/ncid/BA90653617>

- Keezhatta, M. S. (2020). Efficacy of role-play in teaching and formative assessment for undergraduate English-major students in Saudi Arabia. *Arab World English Journal*, 11(3), 549-566. <https://doi.org/10.24093/awej/vol11no3.36>
- Krebt, D. M. (2017). The effectiveness of role play techniques in teaching speaking for EFL college students. *Journal of Language Teaching and Research*, 8(5), 863-870. <https://doi.org/10.17507/jltr.0805.04>
- Mirhosseini, S. (2020). *Doing qualitative research in language education*. Springer eBooks.
- Nguyen, L. T. P. (2022). Language learning motivation of Vietnamese EFL students and their attitudes towards classroom factors. *Ho Chi Minh City Open University Journal of Science - Social Sciences*, 12(1), 63-78. <https://doi.org/10.46223/hcmcoujs.soci.en.12.1.2282.2022>
- Nikolov, M. (1999). Why do you learn English? Because the teacher is short. A study of Hungarian children's foreign language learning motivation. *Language Teaching Research*, 3(1), 33-56. <https://doi.org/10.1177/136216889900300103>
- Rao, P. S. (2019). The importance of speaking skills in English classrooms. *Alford Council of International English & Literature Journal (ACIELJ)*, 2(2), 6-18.
- Rojas, M. A., & Villafuerte, J. (2018). The influence of implementing role-play as an educational technique on EFL speaking development. *Theory and Practice in Language Studies*, 8(7), 726-732. <https://doi.org/10.17507/tpls.0807.02>
- Stratton, S. J. (2021). Population research: Convenience sampling strategies. *Prehospital and Disaster Medicine*, 36(4), 373-374. <https://doi.org/10.1017/s1049023x21000649>
- Suchada, T., & Asama, T. (2018). The effects of role-playing simulation activities on the improvement of EFL students' business english oral communication. *The Journal of Asia TEFL*, 15(3), 735-749. <https://doi.org/10.18823/asiatefl.2018.15.3.11.735>
- Taber, K. S. (2017). The use of Cronbach's Alpha when developing and reporting research instruments in science education. *Research in Science Education*, 48(6), 1273-1296. <https://doi.org/10.1007/s11165-016-9602-2>
- Tran, T. Q. (2020). Non-English majors' employment of autonomous English lexical learning strategies. *Ho Chi Minh City Open University Journal of Science - Social Sciences*, 10(1), 43-54. <https://doi.org/10.46223/hcmcoujs.soci.en.10.1.540.2020>
- Tran, T. Q., & Dang, N. T. N. (2019). Four aspects of English speaking difficulties encountered by tertiary English-majored students. *Ho Chi Minh City Open University Journal of Science - Social Sciences*, 9(2), 53-64. <https://doi.org/10.46223/hcmcoujs.soci.en.9.2.261.2019>
- Ushioda, E. (2011). Language learning motivation, self and identity: Current theoretical perspectives. *Computer Assisted Language Learning*, 24(3), 199-210. <https://doi.org/10.1080/09588221.2010.538701>
- Yen, Y. C., Hou, H., & Chang, K. E. (2013). Applying role-playing strategy to enhance learners' writing and speaking skills in EFL courses using Facebook and Skype as learning tools: A case study in Taiwan. *Computer Assisted Language Learning*, 28(5), 383-406. <https://doi.org/10.1080/09588221.2013.839568>

