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Using Role Playing In Enhancing The Cognitive Speaking Skills Of Fourth-Graders Students

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Abstract

This study investigates the impact of role-playing on enhancing the cognitive speaking skills of fourth-grade students. Many students face difficulties in achieving fluency, clarity, and correct application of the rules of a language during spontaneous speaking. Role-playing is one of the methods that offer structured possibilities for engaging students in meaningful, real-life speaking activities. The study aims to establish how effective this method is in developing the students' oral fluency, clarity of the students' ideas, and monitoring of their speaking processes. The descriptive method used a triangulation approach of quantitative and qualitative designs, with pre- and post-intervention measurements, classroom observation, and teachers' interviews is used as a tool for data collection. Preliminary results indicated that role-playing enhances students' fluency, self-correction, and confidence, but leaves some open issues like participation and the support given by teachers. It therefore contributes to language education and gives real insight into integrating active learning strategies to facilitate cognitive speaking dimensions. The study recommends, avoiding the use of material rewards during the implementation of role-playing strategy, and further studies should be conducted for a better understanding of using role playing in enhancing the cognitive speaking skills among students using the qualitative research design.

Keywords: Role-playing, cognitive skills, oral fluency, speaking strategies, language education, fourth-grade students, Palestine.

1. Introduction

One of the main goals of teaching a language is to equip learners to communicate effectively and confidently in real-life situations. The learners can achieve this by being exposed to meaningful strategies and techniques that strengthen both their cognitive and interpersonal speaking skills. Among these strategies, role-playing is considered to be a great tool that enhances engagement, fluency, and authentic communication.

Speaking is considered the hardest skill for learners. Moreover, it's a skill that doesn't get that much attention either in the curriculum or in class activities. Therefore, we can realize how weak students are in speaking English. Speaking is an important skill because if you want to learn any language, you have to speak that language.

In addition, speaking, like any other skill, needs steps to follow to learn it. Speaking can be considered a spontaneous skill where learners recall vocabulary, apply grammatical structures, listen actively, respond appropriately, and cooperate with peers. Hence, speaking, like other skills, needs promoting through interactive strategies like role-playing. However, learning to speak doesn't only involve practicing dialogues but also involves fluent and collaborative communication. Therefore, applying role-playing activities helps students to practice real-life situations, which helps them practice speaking in context. Through this, students can learn fluency, clarity, and interact with others as they take turns and help each other .

The researcher believes that when students have the chance to practice speaking through role-playing activities, their oral communication and peer collaboration improve significantly. According to Vygotsky's sociocultural theory, which highlights the role of social interaction in learning, I believe that role-playing gives students the needed support to enhance their speaking skills with their peers. Vygotsky confirmed that learning is effective when it happens through guided interaction with peers. This interaction occurs in role-playing, as students support each other and work together in constructing dialogues. The current study focuses on the influences of role-playing strategy in enhancing students' communication and collaboration during speaking activities.

2. Background And Literature Review

Understanding how role-playing supports language development requires an exploration of key theoretical perspectives in educational psychology. As Role-playing is a strategy that focuses on interaction, teaching as a crucial role in language acquisition. Hence, Vygotsky's sociocultural theory, cognitive constructivism, and communicative language teaching (CLT) are major concepts that deal with the understanding of the social and cognitive processes activated through role-playing. These concepts help in understanding how role-playing helps students not only in speaking but also in interacting with peers. Therefore, role-playing is based on constructivist learning theories, especially those proposed by Vygotsky's Sociocultural Theory. To clarify, Vygotsky's

sociocultural theory highlights the role of social interaction and learning within the Zone of Proximal Development (ZPD), where students develop language through guided peer collaboration.

Moreover, Piaget's cognitive development theory (1896–1980) also stressed the importance of active learning. Children learn best through active and experiential activities. Such theories align with role-playing activities, as they provide students with opportunities to use the language in a real-life context. So, both Vygotsky and Piaget's theories prove how learners actively construct knowledge during role-play, improving clarity of expression and the recall of language rules. In this regard, role-play provides learners with authentic contexts where they can practice speaking and use language purposefully, which promotes both fluency and accuracy. Similarly, Massiel argues that language is best learned through practical communication within a contextually meaningful situation (Massiel Soza Gonzalez *et al.*, 2019). So, Role-playing serves as a platform where students are engaged with language socially and enhance their speaking through peer interactions.

2.1 Benefits of Role-Playing in Speaking Skills

Role-playing is a strategy that is implemented in language education for several reasons. One of them is enhancing speaking skills. Role-playing helps students to experience real-life situations; by doing so, we foster cognitive skill development. Role-playing has many benefits in improving students' speaking ability and motivation. It gives students the chance to express their thinking freely. According to Arif & Indriyanti (2019), practicing through role-play is more likely to help students speak English confidently, clearly and fluently. This supports the first research sub-question regarding clearer expression.

Additionally, studies by Rojas *et al.* (2018) highlight the benefits of role-playing in enhancing students' abilities to explain their ideas clearly. The researcher confirms that role-playing activities help students state and express their thoughts effectively. The study involved two groups of students: an experimental group that engaged in role-play activities and a control group that used traditional teaching strategies. The findings prove huge improvements in the speaking skills, particularly in fluency, spontaneity, and interactive communication.

Teachers apply the role-playing strategy through activities that imitate real-life situations. For example, shopping or ordering food in a restaurant are considered everyday interactions. To clarify,

role-playing activities often incorporate realistic dialogues and spontaneous conversations, reinforcing grammar and vocabulary. Indeed, several studies have shown the positive results of role-playing activities. These findings vary from oral proficiency, accuracy of grammar use, and vocabulary acquisition. Terki (2016) explores the effectiveness of the role-playing strategy in enhancing learners' oral proficiency who learn English as a Foreign Language (EFL). It centers on third-year English learners at Mohamed Kheider College of Biskra. The researcher confirms how role-play activities can improve students' speaking skills, especially in accuracy and fluency. Similarly, Harmer (2007) confirms that role-playing plays an important role in enhancing cognitive skills, as it employs a real-world context. So, both Harmer and L. Terki highlight the importance of role playing strategy in enhancing students' speaking skills, including their oral proficiency and accuracy. Similarly, Studies by Huang (2008); Tompkins (1998) highlight that frequent role-play helps students recall and apply language rules more naturally.

Moreover, using role-playing as a strategy also greatly increases motivation and engagement. Role-play activities significantly increase learners' enthusiasm and engagement by creating immersive, meaningful scenarios (Ibragimova, 2023). Similarly, the study of "Improving the English-Speaking Ability of Sixth Grade Thai Students Using the Role-play Technique" investigates the effectiveness of using role-playing in enhancing the English-speaking skills of sixth graders in Thailand. Roengrit *et al.* (2023) aimed to foster students' speaking fluency, confidence, and overall communicative competence through role-play activities. The finding of the study proves that role-playing activities foster student participation and engagement. Role-playing not only enhances linguistic ability but also enhances students' confidence and engagement in language learning, making it a valuable tool for English language teachers. These benefits align with the third research sub-question, indicating that role-play can change students' attitudes toward speaking and participating in language tasks. It can increase students' willingness to communicate and encourage active participation. As a result, learners become more motivated to speak English.

Lastly, role-playing improves listening and collaboration because it requires interaction. A study by Saeid (2024) explored the influence of peer interaction on Kurdish EFL learners' listening and speaking skills. The findings suggest that engaging in collaborative activities, such as role-playing, enhances active listening and effective communication among students. Moreover, Ishak and Aziz's (2022) systematic review examined multiple studies on the effectiveness of role-playing in enhancing the communication skills of ESL students. According to the review's findings, role-

playing helps students develop their interpersonal and collaborative learning skills in addition to their speaking ability. Therefore, the studies prove that students gain skills in group collaboration, appropriate response, and taking turns, all of which enhance peer communication, which is the subject of the fourth research question.

2.3 Challenges and Limitations Encountered in Classroom Implementation

Role playing is highly regarded for its ability to improve speaking skills, however, its implementation in the actual classroom environment, especially with young learners, poses several challenges. Therefore, educators must address these challenges to implement this teaching method effectively. One of the main problems lies in managing classroom interactions. Fourth-graders are still in the process of learning social and emotional regulation skills, which means they are likely to have difficulty remaining focused, working collaboratively, and taking their assigned roles seriously without support and guidance. During role-play, students may deviate from educational objectives, potentially leading to misunderstandings or the reinforcement of inaccuracies (Werth, 2018). This proves the necessity for structured guidelines to ensure role-plays remain purposeful and educationally relevant. Liu and Ding (2009) emphasize that role-playing strategies need clear instructions and planning. So, Wreth, Liu, and Ding highlight the importance of planned guidelines to implement role-playing activity effectively. Teachers may find themselves in a place where they have to balance between integrating role-play and traditional teaching methods to avoid misunderstanding in the classroom and help students gradually follow the new method. It's known that one can't go upstairs in one step.

Additionally, in many classrooms, some students naturally dominate speaking tasks while others remain passive, which creates an imbalance in the learning experience. The study by Gillies (2006) highlights the challenges in managing diverse student participation and ensuring equal engagement. The researcher explores the importance of teachers adopting methods to facilitate productive dialogue and encourage active participation. This highlights the significance of the teacher's role in establishing frameworks that encourage inclusive participation, like assigning specific speaking roles or implementing turn-taking procedures.

Another significant challenge is the time investment required to implement role-playing exercises. The preparation of role-plays can be very time-consuming and may restrict the number of units that

can be taught within a specific period. The system in the school focuses on quantity more than quality. Therefore, preparing effective role-playing activities limits the topics that can be covered in the curriculum during the specific time. In addition, role-play scenarios may require certain resources, which makes planning more difficult. Despite these limitations, many studies emphasize that with appropriate scaffolding, structure, and teacher support, role-playing remains a valuable strategy to develop young learners' cognitive speaking abilities.

2.4 The Story Behind My Classroom Research Project (CRP)

Every classroom tells a different story, and an excellent teacher can make this story as beautiful, exciting, and successful as possible. The story of my class is rich with the voices of my young learners. Every one of my children differs in their personality, way of learning, and level. Some are confident and eager to speak, others quiet, hesitant, and struggling to express themselves in English. As an English teacher at Al Fajer School in Bethlehem, I've come to realize that while my fourth-grade students are bright and curious, many of them face real challenges when it comes to speaking in English with fluency, clarity, and confidence. Through their years of exposure to English as a second language, their speaking came out hesitant, their grammar was inconsistent, and their ideas were fragmented. The problem was not only because of the traditional methods they were learning in but also because of a motivation gap and a barrier to expression.

Indeed, the problem became more obvious, as in certain pairs or group speaking tasks, some students kept silent. They stumbled through their sentences, unsure of grammar rules or how to organize their ideas. Even the excellent students tend to pause frequently or repeat themselves while speaking. They were hesitant to speak English because they feared making errors and lacked the motivation to speak.

As a teacher who deals with her students as her children, my role became crucial to save them from this gap. I wanted my students to speak English naturally, meaningfully, and proudly. Therefore, I started thinking about why the traditional way of learning didn't work and what approach can support my students to overcome this problem. So, I came to realize that the curriculum activities were not engaging or authentic as needed. Speaking English is best in a country where English is the native language. Therefore, I tend to look for a strategy that makes my students feel real and have fun while learning.

My goal was to find a teaching strategy that could raise engagement, build confidence, and improve speaking skills. By that, the idea of role-playing took root in my mind. I choose role-playing, as I see it's a creative, interactive, and student-centered technique that could turn language learning into meaningful, real-world communication. In this project, I decided to focus on the influence of role-playing activities on improving my students' speaking skills—specifically their oral fluency, clarity of expression, and the application of grammar rules. I also wanted to see how these activities could influence their motivation, engagement, and collaboration in the classroom.

2.5 Situations and Stories Extracted from My Observations, Statements, and Reflections

I am teaching 4th graders, and from the first class, I realized that we are facing a learning difficulty. In one of my early observations, I got students to work in pairs, asking each other about places in Palestine. I realized that some students kept repeating the word "like, mm" every few seconds, clearly searching for the right words but unable to organize their thoughts. Others tend to keep silent or rely heavily on Arabic. These moments became powerful signals that something deeper was going on—uncertainty, or a lack of ability to speak English clearly and fluently.

However, when I get my students to role-play a simple dialogue between a shopkeeper and a customer. Some of them tried their best to speak and used full English sentences like, "I'd like an apple. I saw them try to organize their ideas and speak because they wanted to play their roles.

2.6 The Context of My Research

This study took place at Al-Fajer School, a public elementary school in Bethlehem. The classes of the school aren't crowded with students. The school serves a diverse student body and follows the Palestinian curriculum. The classrooms are equipped with screens and audio tools that support interactive learning. My fourth-grade classroom consists of 25 students, 9 of whom were selected for this research, each with varied levels of English proficiency. These students attend 40-minute English classes as part of their weekly curriculum.

2.7 Description of the Learning Challenge in My Class

The learning challenge I observed was primarily related to oral communication. My fourth-grade students have limited ability to express themselves clearly and confidently in spoken English. Despite being familiar with vocabulary, many students struggled to deliver basic ideas when speaking. This learning challenge was noticeable during speaking tasks in three key areas: clarity

of expression, grammar, collaboration, and motivation. My students hesitated to talk and lacked safe opportunities to practice using language in real-life situations. So, they have many errors in sentence structure, and their ideas were unorganized and difficult to follow. They also have limited interaction with peers during speaking tasks.

Indeed, I collected evidence about this problem from multiple sources, such as classroom observations, audio recordings, students' interviews, and many other tools. According to my experience in teaching, I believe that the reasons for this problem are a lack of authentic speaking opportunities and the traditional classroom practices, which focus more on grammar drills and written exercises than speaking.

I want to study this problem because I believe that speaking is a crucial part of language learning. If students can't speak English comfortably, their overall engagement and progress in the language will suffer. Therefore, through this research, I aim to explore how role-playing as a teaching strategy can address this problem by providing students with a meaningful context to speak, reducing anxiety, and encouraging collaborative dialogue. In fact, from my experience, I know that role-playing is a strategy that can enhance motivation and simulate real-life conversations.

In fact, I plan to modify my teaching by providing models for students to build on. In addition to using tools like rubrics and checklists to assess speaking progress in a supportive way. I also aim to create a learning environment that values collaboration.

2.8 Who Are My Students?

In my fourth-grade English classroom at Al Fajer School in Bethlehem, I work with a diverse group of 9 students who are very active and motivated to learning challenges. Their families often place value on education, but English exposure outside the classroom is limited .

My students are both girls and boys, who are not just learners in the traditional sense. They are shaped by their biological characteristics, psychological needs, and cultural environment, all of which influence how they engage with language learning. Therefore, understanding my students goes beyond their scores and their level. To truly teach them, I needed to understand who they are as whole individuals. This includes their natural traits and the challenges they face. In my classroom, I explore their identities through the lens of triple naturalism and Erikson's psychosocial development theory, supported by Marcia's identity status theory. I teach fourth graders, and

according to Erik Erikson, this is the stage of industry vs. inferiority, which occurs from 6 to 12 years old. Erikson's research confirms that students at this level start to develop a sense of competence and industry. Students spend half of their time in school. Therefore, schools play an important role in affecting their identity, as praising their efforts promotes a feeling of competence. This explains the industry vs. inferiority stage, in which school can lead to a feeling of competence or a feeling of inferiority .

Using Erik Erikson's psychosocial theory (1902-1994), my students at this stage seek to gain a sense of competence through mastering skills. When they succeed in speaking English, they feel proud. However, repeated failure leads to feelings of inferiority. In fact, of the 9 students, there is one girl who struggled in speaking in front of the class, then she began to feel more competent after repeated, supportive role-playing activities .

Marcia's theory builds on Erikson's by identifying four identity statuses. In my class, I see that a few students are still exploring their identities, particularly when it comes to their ability and role in learning English. They are hesitant and need motivation to discover what they're capable of. Which goes under the Moratorium status. Therefore, I've observed that my students become more comfortable when speaking is done through fun, meaningful activities like role-playing. One student, for example, who rarely speaks in traditional Q&A settings, transformed when acting out a shopkeeper role—smiling, using full sentences, and even improvising with expressions he had learned earlier (Vogel-Scibilia *et al.*, 2009).

By seeing my students through the previous theories, I better understand how to support them. To me, these students are not just children trying to master grammar. They are curious and capable of speaking and find their voice in that second language. That is why this research uses role-playing to strengthen their speaking, academically and personally.

2.9 Myself as A Teacher-Researcher

As a teacher researcher, I believe that the educational process goes beyond transferring knowledge from teacher to student. Teaching is about connection, growth, and transformation. My educational philosophy is formulated around and between the following points: First, I believe that every child is capable of learning, but each one learn in unique ways that must be respected and nurtured. One of my core beliefs is that students learn best when they feel safe and supported—emotionally,

socially, and academically. This led to the idea that the educational process must be student-centered, taking care of the learner's motivation, expectation, intelligences, and intuitional knowledge. Secondly, my philosophy of teaching lies in the idea that '' caring is sharing. This means that I like to make my students share their experiences with their peers to exchange ideas and feelings. Indeed, this way leads to discussion as the students share and discuss their ideas. By sharing experiences and learning through discussion, students can grow mentally, emotionally, and socially. Students can learn new vocabulary, practice speaking, create new social relationships, etc. I have also believed that active engagement and student participation are essential for deep learning. In my mind, a silent classroom is not a learning one. I believe in creating opportunities for students to speak, reflect, and explore language in authentic and meaningful ways. My role as a teacher is to act as a guide for the students by giving them instructions and feedback. Moreover, I make sure to take individual differences and the level of students into account by asking questions for discussion that suit them, providing them with appropriate vocabulary, and dividing the students into groups or pairs, ensuring that all levels are involved in a discussion. Finally, Learning is of no value if the students cannot transfer it into another situation, so I think it's of great importance to vary materials, learning settings, and situations to leave the stage for authentic learning to take place and learners to have their space.

Through this classroom research, I continue to examine my own beliefs and refine my practice, not just for the sake of making teaching better, but for the sake of understanding my students more deeply.

2.10 The Discipline I Teach

I teach English as a foreign language to 4th, 5th, and 9th graders. Teaching English is one of the most satisfying careers, as you can see the effects of your teaching practice on the progress of your learners.

It's an opportunity to exercise my teaching skills and transfer all the useful things I've experienced to my students. I believe that teaching English is not just about grammar and vocabulary—it is about communication, identity, and connection. Therefore, I work on developing my students' ability to speak, listen, read, and write in English with confidence and purpose. However, doing so comes with its fair share of challenges. I believe that the most challenging things for me as a teacher are:

Firstly, the gap in students' speaking fluency and confidence. Many students hesitate to speak for fear of making mistakes. In addition to their limited exposure to real-life English usage. Another challenge is maintaining motivation. It's hard to keep the students motivated all the time. Therefore, I try to maintain motivation by continuing to use methods, strategies, and ways of teaching that motivate my students. For instance, I always use rewards for the right answers or good behavior. Finally, there are some notes about the curriculum which I think have their connection with my research project dilemma. There are lots of listening tasks and a few tasks of speaking tasks. So learners are immersed in listening more than what they are supposed to produce. I know that we have to listen to a language to speak fluently. But I think that we should have a balance between the skills .

Despite these challenges, I've kept up with enhancing my knowledge and using activities, like role-playing, to enhance students' growth .

In the end, what I need to know to teach in my discipline is more than just grammar and vocabulary. I have to understand how my students learn and what motivates them. Teaching English, for me, is not only a discipline I teach, but there is a connection between the content and pedagogy.

2.11 Why Does My Project Matter?

My classroom research project matters because it directly responds to a real challenge I face as an English teacher with my students. Which is helping my students speak confidently and clearly in English. This problem has been discussed in the educational scenes, and all have approved of its existence. I think it's my duty as a teacher to help my student overcome this challenge. I believe that in teaching English, we should know that the language is a mixture of the four interwoven and collaborative skills: listening, speaking, writing, and reading, so if there is a deficit in teaching and learning one of these skills, the other skills will be affected. Therefore, when I watched my students struggle to express themselves because they fear making mistakes or feel unsure about how to structure their thoughts in a second language. I know that other skills and their overall progress will be affected. This hesitation becomes a barrier to learning the language and expressing oneself .

This project is not just about improving students' English; it's about enhancing their abilities to communicate and participate in their learning. By using interactive and student-centered strategies like role-playing, I aim to create an environment where students feel safe to learn the language.

The rationale behind my project is grounded in both observation and research. As my students learn best with they are engaged emotionally, cognitively, and socially. Indeed, traditional teaching only focuses on exercises and grammar, ignoring deep learning. My project shifts the focus toward communication over perfection, making learning more meaningful. By the end of this research, I believe that my students will not only speak more fluently and accurately, but they will also think differently about language. I think that they will believe in their abilities to express themselves. For that, this project matters because it meets my objective of transforming speaking from a hard and ignored task into a purposeful and enjoyable experience .

My research will be available for teachers and researchers who may benefit from it to overcome speaking fluency problems.

2.12 Research Gaps

Whereas the advantages of role-playing are proven, several gaps still exist. Very few studies have exclusively targeted young graders, in particular fourth graders and their particular developmental and linguistic needs. Though young learners' cognitive and linguistic development stages differ significantly from older students, most studies tend to generalize findings across broad age groups. This may lead to ignoring the needs, challenges, and learning styles of younger students. Additionally, few studies examine how role-playing impacts specific cognitive speaking skills, such as organizing ideas or applying grammar in real time. These gaps highlight the need for focused research that addresses both the age-specific needs and cognitive outcomes of young learners through role-playing strategies.

3. Aims And Scope

This research aims to address several research questions regarding using the Role Playing in enhancing Cognitive Speaking Skills for fourth-graders. So, the main research question will revolve around the efficiency of the strategy that I chose to improve my students' cognitive speaking skills. According to that, the statement of the problem represents in answering the following question: How does role-playing enhance fourth graders' cognitive speaking skills in language learning?

It will also be valuable to examine how implementing this strategy influences other aspects of speaking skills, and from here, other questions could be generated, mainly,

3.1 In what ways does role-playing support students in expressing their thoughts more clearly during speaking tasks?

3.2 How does role-playing influence fifth graders' ability to recall and apply language rules during spontaneous conversations?

3.3 How does role-playing influence students' motivation and engagement in language learning?

3.4 How does role-playing affect students' ability to communicate and collaborate with peers in speaking activities?

4. Methods And Design

4.1 Approach

The study adopts a triangulation mixed-methods approach, incorporating both qualitative and quantitative data collection tools. The research process follows a structured sequence to ensure systematic data collection and analysis.

4.2 Research Steps

4.2.1 Pre-Test (Diagnostic Evaluation) – 17th February 2025

The first step is mainly about establishing baseline data on students' speaking skills in terms of clarity, grammar, fluency, motivation, and collaboration. The teacher can discuss with the students the targeted learning problem, making sure that the students are aware of it. At this point, the teacher can introduce the strategy, steps, and activities of the research. That's by having students perform a speaking task without prior preparation. The task was a dialogue between two students, like a tourist and a resident; the tourist asks about places in Palestine. The task is recorded to be analyzed through a pre-test rubric. This step provides essential data to measure the improvement of students' skills and allows the comparison with the post-test.

4.2.2 Implementation of Role-Playing Interventions (3rd March – 2nd April 2025)

In this step, a series of activities to be conducted. These activities are mainly educational role-playing tasks that are designed to improve speaking skills. So, this step follows a structured

sequence where the teacher presents the intervention, the learners engage in role-playing, and the teacher collects data and provides feedback.

4.2.2.1 Role-Playing for Clearer Expression (3rd – 10th March 2025)

In this phase, the teacher provides the students with structured role-playing exercises with guided dialogues. The dialogue involves a customer and a shopkeeper. The students work in pairs, playing the role of a shopkeeper and a customer at a market. The teacher explained the aim and did a model for the students. While the students are participating in role-plays, focusing on organizing and expressing ideas clearly. Then, the teacher observes and assesses using checklists and provides peer feedback. Hence, this phase aims to help scaffold students' speaking skills before they move to more spontaneous speech.

4.2.2.2 Role-Playing for Grammar and Vocabulary Retention (12th – 19th March 2025)

In this phase, the teacher engages the learner with an improvisational role-playing activity that requires a real-time application of grammar and vocabulary. The learner has to use correct grammar and vocabulary. The teacher provides feedback and tracks their application of language rules through the use of rubrics and observation tools.

4.2.2.3 Role-Playing for Fluency Development (24th March – 2nd April 2025)

In this phase, the teacher implements role-playing activities that require fluency in speaking. The learner here participates in timed role-plays and the teacher tracks the progress using rubrics and video recordings, and provides feedback.

4.2.2.4 Role-Playing for Motivation, Engagement and Collaboration (3rd March – 2nd April 2025)

The teacher, from the beginning of the implementation of the strategy, tracks the students' motivation and collaboration through various steps. For example, the teacher gives students the chance to choose their topics. The teacher observes engagement. In addition, the teacher implements paired and group role-playing activities that require turn-taking. The teacher observes and assesses students using peer feedback forms and teacher observation checklists.

4.2.3 Post-Test and Reflection (7th April 2025)

This step measures the entire journey to come up with the final results. In this step, the teacher conducts a final speaking assessment similar to the pre-test. The teacher gets students to play the role of chefs and make a cake. The teacher made a video and sent it to the students before the lesson to watch. In addition, the teacher plays the video in the class before getting students to practice the dialogue. While the learners' role is to respond and perform the post-test, and reflect on personal growth. Through the response, the teacher can evaluate the progress using post-test rubrics, compare results with the pre-test, and collect self-reflection forms. This step provides quantitative and qualitative data on skill development and a comparison with the baseline.

4.3 Research Strategy

My strategy is centralized and based on using role-playing techniques in classroom activities to address common speaking challenges. This strategy immerses the learners in practical language use through the use of real-life scenarios. Through the application of this strategy, the teacher gradually increased the complexity of role-playing scenarios to enhance students' speaking skills regarding fluency, grammatical accuracy, and confidence. In addition to their engagement and collaborative skills.

The main motivation behind using role-playing stems from the idea that role-playing focuses on the practical application of language. This strategy encourages spontaneous speech and student interaction, and engagement. Hence, I use this strategy because my idea is to empower the students to overcome their hesitation and enhance their speaking skills. I aim to help students speak fluently with clarity of speech and use of accurate grammar. In addition, to help them express their thoughts coherently and confidently. In fact, if a teacher doesn't help students overcome this problem, it will hinder students' academic performance and self-expression.

This action plan structured the steps that are being taken to enhance students' speaking skills through role-playing activities. The plan seeks to ensure gradual improvement in clarity, fluency, vocabulary usage, motivation, and collaboration. This intervention is intended to create an engaging learning environment where students are actively engaged and receive feedback. That's by involving interactive and student-centered activities. The following table 1 shows the steps of the

implementation process, the objectives, the role of the teacher, the role of the students, and the data collection tools.

Table No. (1). Intervention Plan
Action plan

Completion Date	Sub Question	Description on the Intervention	Objectives	My Role	Student Role	Suggested Data Collection Tools
17/02/2025	Pre-test (Diagnostic Evaluation)	Conduct an initial speaking assessment where students perform a speaking task without prior preparation.	To determine the current level of speaking skill of students according to students' clarity, grammar use, fluency, motivation, and collaboration.	-Prepare pre-tests to measure baseline speaking skills -Observe and assess speaking performance, record notes about students' level.	Participate in the pre-test by responding to prompts.	-Pre-test rubric -Audio & video recordings
3rd Mar- 10th Mar/ 2025	In what ways does role-playing support students in expressing their thoughts more clearly during speaking tasks?	Introduce role-playing with structured dialogue exercises.	Improve students' ability to organize and express ideas with coherence.	Design role-play scenarios, provide prompts, and model clear speech.	Participate in guided role-plays, focus on clarity in speech.	- observation checklists(record) -Peer feedback forms.
12th Mar/ 19th Mar/ 2025	How does role-playing influence fourth graders' ability to recall	Use improvisational role-playing where students	Reinforce grammar and vocabulary retention through	Facilitate and assess students' progress by providing	Use correct grammar and vocabulary while role-playing.	-Interviews -Observation

	and apply language rules during spontaneous conversations?	must apply grammar and vocabulary in real-time.	contextualized speaking.	corrective feedback and track application of language rules.		
3rd Mar/ 2nd April/ 2025	How does role-playing influence students' motivation and engagement in language learning?	Implement student-led role-plays, allowing them to select topics and roles.	Enhance student engagement and willingness to participate.	-Facilitate and encourage active participation -Observe engagement levels.	Choose role-play themes, act out scenarios.	-Interview -Teacher observations Checklists
3rd Mar / 2nd April/ 2025	How does role-playing affect students' ability to communicate and collaborate with peers in speaking activities?	Implement paired and group role-playing activities that require turn-taking.	Develop students' teamwork, listening skills, and cooperative communication.	Observe and guide students on effective communication strategies.	Work in pairs/groups to perform role-plays and offer peer feedback.	Peer feedback forms, teacher observation checklists
7th April	Post-Test & Reflection	Conduct a final speaking assessment similar to the pre-test, comparing results.	Measure overall improvement in clarity, grammar, fluency, motivation, and collaboration.	-Evaluate progress - provide final feedback.	-Perform the test -Reflect on personal growth.	Post-test rubric, final recordings, student self-reflection forms.

4.4 Instrumentation

As an action research, I used many tools to collect the data and information for my study. Those tools were different in purpose, each with a specific aim for my data collection. Every tool was used in a certain step and served a different inquiry purpose. The tools are chosen to ensure both qualitative and quantitative insights. These tools can be summarized in the following table:

Table No. (2). Data Collection Instruments

Tool	Studied Aspects	Description	Research Questions Addressed
Peer Feedback Forms	Fluency, clarity, motivation, collaboration	Students assess each other post-role-play using guided and age-appropriate questions. Builds reflective skills and supports peer learning.	• In what ways does role-playing support students in expressing their thoughts more clearly during speaking tasks? • How does role-playing affect students' motivation and engagement? • How does role-playing affect students' ability to communicate and collaborate with peers in speaking activities?
Observation Checklists	Participation, fluency, clarity, language use, motivation, collaboration	Guides teacher observations during role-play tasks. Helps assess real-time interaction, organization, turn-taking, grammar, and vocabulary in context.	• How does role-playing support students in expressing thoughts clearly? How does it support collaboration and application of language rules?

Rubrics	Grammar, fluency, motivation	Structured scoring for formative assessment during the intervention. Tracks student progress in accuracy, coherence, and engagement.	How does it support grammar use and motivation?
Interview	Students' reflections, confidence, fluency, collaboration, and motivation	Semi-structured interviews conducted after several role-play activities. Open-ended questions help gather students' insights on the role-playing experience.	•How does role-playing influence students' motivation and engagement in language learning?
Audio & Video Recordings	Speaking development, grammar use, fluency, collaboration	students' evolving language use during role-play. Enables reflective viewing and supports post-session analysis.	How does role-playing improve speaking performance over time?
Student Self-Reflection Forms	Confidence, awareness, self-evaluation	Simple, visual, and guided forms to help students express what they feel about their	What do students notice about their growth? How did role-playing affect their speaking confidence and engagement?

		own progress. Includes smiley faces and open-ended prompts for accessibility.	
Post-test Rubric	Final fluency, clarity, grammar, motivation, collaboration	Identical to pre-test rubric to allow for comparative analysis. Helps track measurable improvements across all studied speaking components.	What improvements are observed in clarity, grammar, fluency, and engagement after the intervention?
Audio & Video Recordings (Post)	Evidence of growth, comparison to pre-test	Captures final speaking task for analysis and to confirm improvements. Allows verification of rubric-based progress and provides authentic samples.	What changes are visible in real-time language performance before and after the intervention?
Student Self-Reflection	Self-evaluation, confidence, awareness of strengths and challenges	Gives students a voice in evaluating their development post-intervention. Helps the teacher validate data and	How do students describe their speaking development? How do they evaluate their role-play experiences in relation to fluency, motivation, and collaboration?

		understand affective outcomes like confidence and engagement.	

4.4.1 A Pre -Test

A pre-test that will work as a speaking assessment. It will be carried out before the role-playing intervention to evaluate improvements in oral fluency, clarity of expression, language rules application, motivation, and collaboration. Quantitative data from assessments offer measurable evidence of students' progress and assist in setting a clear baseline and outcomes for the intervention. So, this diagnostic assessment contains tools to solidify the evidence that proves the problem's existence. I used a pre-test rubric and audio-video recordings.

4.4.2 During the Implementation

The study used other structural and formative assessment and evaluation tools. These tools include audio & video recordings, observation checklists, peer feedback, interviews, and rubrics. These tools aim to keep things on track, making sure that these tools are appropriate to give a clear idea about the learners' progress and providing chances to give feedback and to make any necessary changes or adjustments at different stages of the research. I give a brief description of each tool as follows:

4.4.3 Checklist Observations

Observation checklists were designed to guide the sample observation during role-playing tasks. The focus was on the students' participation in role-playing activities and their oral fluency, clarity of expression, and application of language rules. In addition, to their motivation and collaboration. This tool helps me in assessing students' in natural speaking behavior and helps in realizing students' interactions during role-playing. In addition to their clarity of speech, organization of ideas, turn-taking, collaboration, and use of grammar and vocabulary in context.

4.4.4 Peer Feedback Forms

These forms provided insights on fluency, clarity, motivation and collaboration. The forms were designed with age-appropriate language, including guiding prompts such as: Did your partner express their ideas clearly? The forms were collected after role-playing tasks to assess individual and group performance.

4.4.5 Rubric

The rubrics served as structured assessment tools to score students' speaking on grammatical accuracy, fluency, and motivation. The rubric includes scale: 1= Needs improvement   /   2= Good   /   3= Excellent. The same rubric is applied for both pre-test and post-test for consistency and comparative analysis.

4.4.6 Audio And Video Recordings

Recordings are used to capture both baseline and final speaking performances, as well as selected role-play sessions throughout the intervention. This tool captured students' interactions during role-plays. I used them to analyze student's fluency and collaboration. The recordings and Video authentic data that can be repeatedly analyzed for sentence coherence, confidence, and spontaneous grammar use. They also serve as a reflective tool for students as they can watch themselves and realize their performance and their mistakes, or their improvements. The recordings and video were implemented with students' awareness and acceptance (with permission). They were also setup in a way to create a comfortable and natural interaction.

4.4.7 Interviews

The study conducted a semi-structured interview with the selected sample of students after several role-playing sessions. The aim was to gather personal reflections and detailed feedback on how role-playing affected their fluency, participation, and the whole experience. The interview questions were designed to be open-ended and conversational to encourage students reflect and respond freely.

Sample questions included:

- Do you feel more confident speaking English now than before?

- What do you like or dislike about doing role-plays in class?

- What helps you speak more fluently or clearly during role-play?

- How do you feel when working with a partner in role-play tasks?

To ensure age-appropriateness, the questions were in Arabic. The interviews were conducted in a quiet space in the classroom.

4.4.8 Students Self-Reflection Form

The students' Self-Reflection Form was used as a tool to capture the students' personal insights about their speaking development throughout the intervention. Students recognize their strengths and identify areas that still need improvement. The form was administered following the post-test and consisted of age-appropriate questions. The form consists of open-ended prompts and is simple to suit the student's level. The language of the form was in Arabic and simplified where needed. The teacher also read the form aloud and explain it. The form also includes a smiley face to help students express their feelings and experiences. Sample reflection prompts included:

- "I feel more confident speaking English because…"

- "One thing I do better now is…"

- "I still need help with…"

- Rate your speaking confidence: 🙄 😛 😄

- Rate your in -pair work in the role-play: 👥 🔁 👏

4.4.9 Post-Test

For the final stages, I'll use tools similar to those used in the first stage of diagnosis. However, this time these tools will measure students' performance with all the changes and developments that could be outcomes of applying the chosen strategy. The assessment tools in this stage can be more detailed as the teacher depends on this, so come up with the conclusions and findings about the efficiency of the strategy. So, I used a post-test rubric, final recoding, and student self-reflection forms. The post-test rubric serves as a structured tool to assess students' oral performance after the intervention. It allows an accurate comparison and measures progress. The recording provides

evidence of authentic language use and allows for post-performance analysis. The recordings help to confirm the observed improvements in the rubric and prove that the scores are visible in practical speaking scenarios. For the student self-reflection forms, they give students the chance to reflect on their speaking improvement, engagement with role-playing activities, and collaboration.

4.5 Sampling

The study conducted at Al Fajer School, a public elementary school located in Bethlehem. The school have a diverse population of students with different levels of English proficiency. It follows the Palestinian curriculum. The classrooms are well-equipped with necessary teaching tools, including whiteboards and audio-visual equipment. The study will take place during the second semester in the regular English classes, which are included in the weekly schedule. The classroom will be set up to encourage interactive learning to support role-playing activities. Each English lesson typically lasts for 40 minutes, and this study will be incorporated into a unit aimed at enhancing speaking skills.

The study chosen the 4th graders in my school as a sample for my study. I chose ten students who have shown varied levels of speaking skill competence. I chose 4th graders in my school as a sample for my study. I chose ten students who have shown varied levels in speaking skill competence. This can provide valuable insights into how role-playing activities influence cognitive skills among them. The study will concentrate on students who encounter difficulties with oral fluency, clarity of expression, and the application of language rules during speaking tasks. In addition, it will track the influence of using role-playing activities on students' motivation, engagement and collaboration.

4.6 Data Analysis

Data were analyzed manually; the highest score indicates a high level of enhancing the ccognitive speaking skills for fourth graders students through role playing. The following statistical techniques were calculated: frequencies, scores, means, and standard deviations.

5. Findings

5.1 What I Have Learned as Related to My Intervention: My Story in the Field

Carrying out this intervention was not just a research process—it was a learning journey that transformed both my understanding of language instruction and my relationship with my students. The researcher reviewed some important things that worth mentioning. Through role-playing, I observe changes in my students' speaking including clarity, fluency, confidence, and collaboration. My findings are organized according to the research questions and supported by the tools used.

To accurately assess the impact of the role-playing intervention, baseline data on students' speaking skills were collected before the intervention. This data will help to realize any changes in their learning outcomes after the implementation of the intervention. The students were aware of the importance of enhancing their speaking skills. They even expressed that verbally during lessons, that it's an English class and our speaking has to be better. Moreover, explaining the strategy for them makes them motivated to try it. This had shortened the time to create mutual agreement between me and them about the necessity for a remedial plan to overcome this problem as the first step of applying the strategy. Hence, this section discusses the findings in response to the first research sub-question.

5.2 In What Ways Does Role-playing Support Students in Expressing Their Thoughts More Clearly During Speaking Tasks?

From the first week of the intervention, I observed that students started to organize their thoughts while speaking. I used structured dialogue like " shopkeeper and a customer. At first, students tend to use one word to express what they want, then after practicing with modeled dialogues and prompts, they began saying " I'd like a packet of biscuit' 'So, through structured dialogue role-plays, students practiced using full sentences rather than one-word responses to express ideas clearly.

This section presents the findings related to the first sub-question .The data collected from observation checklists, peer feedback forms, and the transcript of a role-play dialogue. The analysis of these data reveals a clear improvement in students' clarity of expression after the role-playing intervention.

5.2.1 Observation Checklist

An observation checklist was designed to assess students' speaking in terms of clarity, coherence, and organization of ideas before and after the implementation of role playing strategy.

Table No. (3). Student Performance Levels in Speaking Clarity Before and After the Intervention

Students' level	Grades	Students' number	
		Pre-intervention	Post-intervention
High achievers	16-20	2	4
Mediate achievers	10-15	3	4
Low achievers	0-10	4	1

5.2.2 Pre-Intervention Description

Before the intervention began, most students demonstrated limited ability to express their thoughts clearly during speaking tasks. Their responses were often short, lacked clarity and organization. During role-play dialogues, such as a '' shopkeeper and a customer,'' students tend to use one-word utterances. For example, when asked what they wanted to buy, students would respond with just "biscuit" or ''milk," showing limited sentence structure. Therefore, the observation checklist at this stage revealed that: Students hesitated frequently before speaking, use incomplete sentences, and their utterance lack clarity and organization.

5.2.3 Post-Intervention Description

After completing the role-playing intervention, significant improvement was observed across most students in terms of clarity, sentence organization, and coherence during speaking tasks. The structured role-plays, modeled dialogues, and repetition helped students move from one-word answers to full, correct sentences. They began using polite expressions, asking questions, and responding with more fluency and confidence. The observation checklist indicated clear progress in the students' speaking skill. Specifically, in expressing thoughts clearly, most students moved from a rating of 1 (Needs Improvement) to 3 and 5 (Good and Excellent). Students express their ideas with less hesitation and greater coherence. They use complete and meaningful sentences rather than fragmented or incomplete ones. For example, student 1 was able to ask for items using full

sentences and chose appropriate vocabulary like ' I'd like a packet of biscuits' instead of just saying 'biscuit.'

Observation checklists (see Figure 1) showed a steady improvement in students' ability to construct a conversation and expand on their ideas.

Figure No. (1). Student Progress Before and After the Intervention
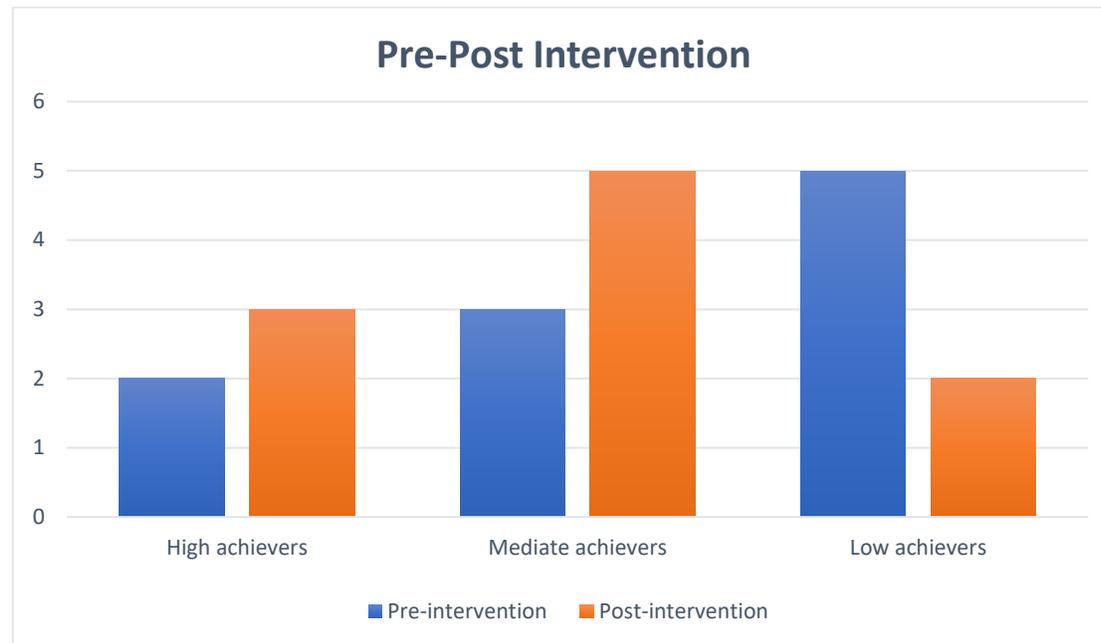
This chart shows the progress of the students before and after the intervention:

➢ Before the implantation out of the 9 students observed:
- Only 2 students scored in the high range (16–20).
- 3 students fell into the medium range (10–15).
- 5 students scored below 10, indicating weak oral performance

➢ Based on the post-intervention scores:
- 4 students scored in the high range (16–20), showing advanced use of dialogue.
- 4 students were in the moderate range (10–15), with noticeable improvement in structure and fluency.
- Only 1 student remained in the low range (0–10), though even this student showed some growth in participation.

1. Peer Feedback Forms

1) Clarity of Expression

Table No. (4). Peer Feedback on Clarity of Expression Before and After Role-Playing Intervention

Response	Pre-Intervention	Post-Intervention
Yes	2	6
Sometimes	4	3
No	3	0

Before the intervention, only 2 students clearly expressed their ideas, while 3 struggled. After several role-playing senarios, 6 students could express their ideas clearly, and no one scored a "No." This reflects a strong improvement in speech clarity.

2) Use of Complete Sentences

Table No. (5). Peer Feedback on Sentence Structure Before and After Role-Playing Intervention

Response	Pre-Intervention	Post-Intervention
Yes	1	6
Sometimes	5	2
No	3	1

At the start, most students either used fragments sentences or one- word. Post-intervention results show that 6 out of 9 students used complete sentences. This suggests that repeated practice through role-play scenarios helped students structure their spoken language more effectively.

So, Peer feedback forms supported the observation checklist findings. Hence, the majority of peers answered "Yes" when asked if their partner expressed ideas clearly. However, some peers mentioned that their partners could add more detail to their answers. For example, Student 3 comment said " She used full sentences, but she didn't say thank you to make the scenario polite, and she could speak a little louder.

Therefore, a comparison of role-play transcripts before and after the intervention showed improvement in clarity and structure. For instance:

1) Before:

Customer: ",mmm... biscuit? I... one biscuit".

2) After:

Customer: "I'd like a packet of biscuits."

Shopkeeper: "Here you are. Anything else"?

Customer: "No thank you. How much is it"?

Shopkeeper: "This. This twenty dinar".

Although there was a small error in the final line ("This. This twenty dinars."), which we worked on later to overcome it. But the overall sentence structure showed more confidence and clarity in expression**.**

Therefore, the finding of Q.1, prove that role-playing supported students in expressing their thoughts more clearly during speaking tasks. As role-playing provide students with meaningful and authentic texts which motivated them to communicate clearly. Students were able to construct complete and meaningful sentences and speak with greater confidence and clarity. The observation checklist and peer feedback also indicated that students were learning to express themselves with greater clarity. A peer feedback form noted: "My friend talked slowly and used clear words".

5.3 How Does Role-playing Influence Fourth Graders' Ability to Recall and Apply Language Rules During Spontaneous Conversations?

In this stage, students were engaged in improvisational role-plays, such as "tourist and resident'', where they were required to speak without a script. These tasks were designed to activate vocabulary and grammar rules in real time, rather than rehearsed situations. Teacher offered real-time feedback, helping students notice errors and self-correct. The tools used for data collection in this stage: interviews and observation checklists.

5.3.1 Observation Checklist

Table No. (6). Observation of Students' Application of Grammar Rules Before and After Role-Playing Intervention.

Grammar Category	Pre-Intervention	Post-Intervention
Correct subject verb agreement (He goes, they go)	3	7
Uses correct article (a/an) before singular nouns	2	6
Uses plural nouns correctly (e.g., two books)	3	5
Forms basic questions correctly (e.g., Do you like…?)	4	6

The comparison shows a noticeable improvement in students' grammatical accuracy following the role-playing intervention. Before the intervention, students tended to make mistakes like saying a books. After the intervention, the students showed correct use of articles (a/an) before singular nouns; improved by 4 points, which suggests that contextual usage in role-play helped reinforce this grammar rule more effectively than isolated drills. It also showed the most significant improvement in subject verb agreement, indicating that repeated dialogue modeling helped students internalize patterns like 'He likes' vs. 'They like.' Plural nouns and question forms improved as well.

5.3.2 Student Interview

Table No. (7). Student Interview Responses on Grammar Recall and Role-Playing Impact

Question	Student A	Student B	Student C	Student D
Easiest grammar rule to remember	Using "a/an"	Plurals like "books"	Verb endings like "he eats"	Yes, ''a'' and ''an'' correctly
Grammar improvement? Example?	Yes, used "a" and "an" correctly	Yes, didn't say ''two book''	Yes, ''He goes to Hebron''	Forming Questions
What helped most?	Practicing many times	Practice with friend	Teacher feedback	Repeating

Interviews showed as what observations revealed: role-playing in context helped students recall and apply language rules naturally. In fact, the interviews showed that improvisational role-playing had a noticeable effect on fourth graders' ability to recall and use grammar and vocabulary in real time. For example, student A say "Now I remember to say 'he goes' and not 'he go'.

5.4 How Does Role-playing Influence Students' Motivation and Engagement in Language Learning?

In this section I analyze students' motivation before and after the intervention using observation checklists and interviews. Indeed, this section is being observed from the beginning of the intervention, as motivation is a part that can't be isolated. Students need to be motivated; otherwise, they can't apply anything, or I can't see a great improvement.

5.4.1   Observation Checklist

Table No. (8). Changes in Student Motivation and Engagement Before and After Role-Playing Intervention

Students' level	Grades	Students' number	
		Pre-intervention	Post-intervention
Highly motivated	16-20	2	6
Mediate motivation	10-15	4	2
Low motivation	0-10	3	1

Table no. (8) reveals the influence of applying role-playing activities on the motivation and engagement of students. The data was collected using teacher observation checklists, focusing on behaviors such as willingness to participate, motivation during tasks, engagement, and interaction. For instance, in choosing their roles or the dialogue. Before the intervention, most students showed low to moderate levels of engagement, as the table shows. In fact, through the observation, I notice that students A, B, and C, who are classified in the low motivation range, were hesitant to speak. They are afraid of making mistakes. I also noticed that other students relied on my prompts. They show low energy and engagement during speaking. While, after the intervention, students showed noticeable interest in the role-playing activities. I realized that when one of the students asked me to choose the topic that he wanted to act. They started picking the roles and topics. So, they had the freedom to choose their own topics and roles. By that they showed more interest. The table reveals the increase for the majority of students as they jump to 4 points, showing interest and engagement in the dialogues. This indicates the motivation and engagement of students in the role-playing tasks.

5.4.2 Interviews

To observe the influence of role-playing on students' motivation and engagement in speaking, I conducted pre- and post-interviews. So, before implementing role-playing, many students showed low motivation in speaking activities. Some students tend to feel shy or lack confidence to speak in front of others. Others keep silent because of the fear of making mistakes. For example, one student said, 'When a teacher asks me to speak, I remain silent because I don't know what to say." Another one said, "I don't enjoy speaking activities. These responses showed the lack of engagement.

After the intervention, the interviews showed a notable shift in students' engagement and interest. Students showed a willingness to participate in speaking activities. They describe role-playing as a fun and less stressful strategy. For example, one student said, 'I enjoyed role-playing because we chose the topics that we were interested in. Another student said, 'I feel like it's a game. These responses reflected the interaction and engagement of students in role-playing. Indeed, role-playing strategy is a student-centered strategy, as students choose their own roles and topics. By that, students were motivated to speak.

5.5 How Does Role-playing Affect Students' Ability to Communicate and Collaborate with Peers in Speaking Activities?

Role-playing gives students, a chance to practice real-life scenarios, and the main structure of the strategy depends on working either in pairs or in groups. Therefore, students have to engage in paired or group role-playing activities and have to listen actively to each other. In addition, they have to take turns and respond appropriately. By that, they spontaneously and naturally develop their collaborative skills. So, to figure out the influence of the strategy, I implement data collection tools, including peer feedback forms and checklists.

5.5.1 Observation Checklist

I observed students before and after the role-playing activities. Before the intervention, students struggled with responding to peers and interrupting each other. Some of them also struggle to agree on their turns. While some struggle with collaboration, it was one-sided and disorganized. Others struggled with passive listening. After the intervention, and with guided strategies, students learn to wait for their turn and respect others' speech time. They also tend to complete the role-play and build on each other logically. In fact, some students said that working in pairs helps them learn from others and stay focused. For example, one student noted, "When I listened to others, I learned new ideas.

5.5.2 Peer Feedback Forms

Table No. (9). Peer Feedback on Collaboration and Confidence Before and After Role-Playing Intervention

Category	Before the intervention	After the intervention
Collaboration	''we didn't agree''	''We worked together and take it in turn''
Confidence	''I feel nervous''	''I speak freely''

Before implementing role-playing activities, students showed limited collaboration during speaking tasks. As it was observed before, they struggled with turn-taking and tended to interrupt each other. The peer feedback forms reflect that, as most students receive low scores for teamwork. Students were asked to give their peers feedback after each role-playing. So, students fill out the forms, and the forms indicate noticeable improvement. Students respected each other in turn-taking and listened actively to each other. One student said, ''My partner took turns speaking respectfully.''. Other students said, ''My partner listened carefully and responded appropriately''. Another one said, my partner was a good team member and worked cooperatively. So, the peer feedback forms reflect a strong collaboration between students.

Overall, this research shows that role-playing positively impacted fourth graders' speaking skills on different levels. It enhanced grammar accuracy, and encouraged stronger motivation and peer collaboration. Rather than relying on scripted conversation or rigid instruction, students were given the chance to use language creatively and interactively, which resulted in more authentic language use.

If I were to implement this strategy again, I would incorporate more structured reflection opportunities after each activity to help students become more metacognitive about their speaking process. This experience confirmed for me that when students are emotionally and socially invested in their learning, real transformation can happen.

6. Discussion, Recommendations And Research Reflections

6.1 Discussion

This study revealed that role-playing improved fourth-grade students' speaking skills in four major areas: clarity of expression, grammar use, motivation to speak, and collaboration during speaking tasks. In fact, after the role-playing intervention, students started speaking using complete and coherent sentences with correct grammatical structures. They were also motivated to participate and communicated more confidently with peers.

These findings are meaningful because they directly address the learning problems identified at the start of the study. At the beginning of the intervention, many students hesitated to speak during speaking activities and tend to response with one-word answer. They also rarely applied grammar rules correctly in context. Role-playing changed this by giving the students the chance to use language meaningful situations.

Many students couldn't express their ideas clearly during speaking tasks. Their speech was limited and they tend to use one-word like" biscuit" or "milk" to response. This study has proven the effectiveness of role-playing strategy in helping students speaking clearly during speaking activities. In fact, when they act out familiar roles, such as a shopkeeper and customer, they had the motivation to construct complete, meaningful sentences like "I'd like a packet of biscuits." This result is supported by Vygotsky's theory of social interaction, which suggests that learners understand and use language more effectively when engaged in meaningful, interactive dialogue (Vygotsky, 1978). In addition, Rojas & Villafuerte (2018), found that students in role-playing activities expressed themselves clearly than those in traditional way of teaching. It also supports Arif and Indriyanti's (2019) claim that practicing through role-play helps students gain confidence and fluency.

The problem was that the students didn't apply grammar correctly during spontaneous speaking. They often said things like "she go" even after learning the rules. By embedding grammar rules within authentic speaking tasks, role-playing give students the opportunities to practice grammar in context. Instead of drilling verb endings, students used phrases like "He goes to school" during improvised dialogues. This result aligns with Huang (2008) and Tompkins (1998), who found that role-playing strategy enhances students' ability to use grammar rules more naturally.

Many students were reluctant to speak or participate in speaking activities. Some admitted they feel nervous or shy to speak. However, after implementing the role-playing strategy students were more motivated to speak as the strategy added fun to the class atmosphere. Students could choose their own roles and topics. This sense of ownership motivated them to speak. The finding is supported by Roengrit, Wathawatthana, & Hongsa (2023), who found that role-playing increases student motivation and confidence.

Many students didn't cooperate with their classmates during speaking activities. They tend to interrupt each other or stay silent. After the implementation of the role-playing strategy, students started listening to each other and taking turns. In fact, their ability to collaborate improved. The finding aligns with Gilies (2006) study, which found that structured cooperative tasks like role playing improve students' communication and social skills in language classrooms.

Like any study, this one had its limitations. I have limited classes and I have to finish the curriculum. Therefore, I have to balance between completing the curriculum and implementing the strategy. The strategy needs more classes. In addition, classroom management was a challenge because of the large number of class.

6.2 Recommendations

Based on the findings and discussion of this study, the following recommendations are made. One important recommendation I would like to emphasize is avoiding the use of material rewards during the implementation of role-playing strategy. I make sure not to use the material rewards in my study because I wanted to ensure that the outcomes of this research were reliable. I wanted to ensure that the outcomes are not influenced by external motivators that could distort the true impact of the role-playing strategy, and further studies should be conducted for a better understanding of using role playing in enhancing the cognitive speaking skills among students using the qualitative research design.

As I reach the end of this research journey, I find it meaningful to pause and reflect on the whole experience, both as a teacher and a researcher. The role-playing strategy, offered me insights across theoretical, methodological, field-based, and personal dimensions. Below, I present my reflections in four main categories:

6.3 Research Reflections

6.3.1 Theoretical Reflections

This research deepened my understanding of how role-playing can be grounded in strong theoretical frameworks. Vygotsky's sociocultural theory, with its focus on interaction and the Zone of Proximal Development (ZPD), proved the powerful role of playing strategy in enhancing collaborative learning. I observed how peer interacting helped students in enhancing their speaking ability .

Additionally, Piaget's cognitive constructivism supported the idea that learners build knowledge through active experience. Hence, role-playing strategy provided that active environment. These theories were not just abstract ideas—they became visible in the students' behavior, confidence, and language use.

6.3.2 Methodological Reflections

Designing and implementing the strategy taught me a lot about classroom research. I used several tools to diagnose students and collect data, such as observation checklists, recordings, peer feedback, student self-assessment, and interviews. These tools helped me analyze the data effectively, as each one of them provided different perspectives. I also became aware of the classroom research limitations. As time constraints affected the consistency of data collection.

6.3.3 Field Reflections

In the classroom, the transformation was clear. The whole atmosphere of my class changed from passive learning to active learning. My student engaged in speaking, and my class became student-centered. In addition, Students began expressing themselves more clearly and taking roles in tasks. I also noticed that students who were shy or hesitant became more involved when given roles and scenarios they could engage with. Indeed, Role-playing created a fun, enjoyable, and high-interest environment where mistakes were part of the process, not something to be feared. This shift in classroom culture, toward fun and language use with purpose, was one of the most significant field results. It also showed me how essential it is to create a supportive learning environment.

6.3.4 Personal Reflections

On a personal level, this research helped me grow both as a teacher and a learner. I became more patient and curious about the way the suit my students learning. Though there were moments of doubt, the students' progress and engagement consistently renewed my motivation. I felt proud seeing them not only improve their speaking skills but also collaborate, support each other, and enjoy the process. This reminded me that meaningful learning is possible when we trust the process and give students a voice in their learning.

At first, I was unsure how the students would respond to role-playing. I worried that some might feel shy, especially during improvisational activities. But many students became more engaged than I had ever seen them before. Their energy, laughter changes the whole atmosphere of the class. I saw students support one another, encourage their peers, and correct their own grammar without my prompting.

One of the most valuable lessons I learned is that language learning is not just about rules—it's about connection. When students were given the space to express themselves through role-playing, they weren't just practicing English; they were also building confidence.

Personally, this experience has reminded me why I chose to be a teacher. It renewed my belief in student-centered strategies and reminded me that when we believe in our learners, they often exceed our expectations. Moving forward, I am more motivated to explore creative, interactive methods and to always listen closely to what my students' engagement and behavior are telling me. This journey taught me that sometimes, stepping back and letting students take the lead can result to great achievements.

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Figure No. (2). Fourth-grade students practicing real English communication beyond memorization.

Figure No. (3). Students engaged in role-playing activities, taking on real-life roles such as shopkeeper, customer, and chef in a kitchen.