ISSN: 2278-4012, Volume:8, Issue: 4, OCTOBER 2019

The Comparative Effect of Scripted and Unscripted Role-Play on EFL Learners' Speaking Complexity, Accuracy and Fluency

Samira Mahboob-Eshghdoost[1]
Department of English Language, Central Tehran Branch,
Behdokht Mall-Amiri[2*]**, Ph.D**
Department of English Language, Central Tehran Branch
[1,2]Islamic Azad University, Iran
[*]Corresponding author

Abstract: *Role-Play has a salient function in English speaking classrooms due to the fact that it encourages students to participate in different social contexts and roles. Besides, it motivates them to improve their speaking during their performance. The purpose of this study was to find out which technique, using scripted role-play or unscripted role-play enhances accuracy, fluency and complexity of EFL learners. The participants of this study were 45 male students from Koodakane Bartar institute in western Tehran. MANOVA was used to investigate whether there was any significant difference between the posttest results of scripted group, unscripted group, and control group in their speaking tests. The analyses revealed that learners' speaking accuracy did not improve under neither treatment condition. As for the fluency in their speaking, it was shown that only the scripted role-play was significantly effective. Regarding complexity in the learners' speaking, it was demonstrated that both role-play modes were equally effective.*

Key Words: *role-play, speaking accuracy, speaking fluency, speaking complexity.*

Introduction

Undoubtedly, one of the main reasons of learning a new language is gaining the ability of communicating through the language. Nevertheless, many learners in foreign language learning settings, like Iran, seem to fail to achieve this vital skill. In evaluating English language learners, the researcher came to the conclusion that their essential problem is lack of ability to communicate fluently and accurately, which is the most important aim of learning a second language. As an English teacher, the researcher has come across many language learners who, despite whose attempts, are not satisfied with their progress in learning English, and they are not satisfied with what they can do with their language knowledge. In other words, speaking is a salient skill to communicate with other people. Despite such a necessary requirement of speaking, many students find difficulties in speaking.

Osman, Nayan, Mansour, and Asmak (2010) point out that in traditional classrooms, students with limited English knowledge receive less teacher and peer communication. If someone wants to learn to speak a foreign language, they need more than just grammatical and semantic rules. They must also learn how native speakers use the language in the context of structured interpersonal exchange. According to Nazir (1989):

ISSN: 2278-4012, Volume:8, Issue: 4, OCTOBER 2019

One of the most difficult tasks of the teacher of English is helping his/ students reach the level of free communication. The ultimate goal of teaching English should be to enable students to communicate and to be capable of participating in the social life of the community in which they deal with (p. 12).

In spite of large studies which have been focused on speaking skill, still there is a dire need to improve it. According to the recent studies (Seyf, 2015, Sari, 2011, Naksevee & Sinwongsuwat, 2014), it should be mentioned that most of the studies have emphasized on the effect of using scripted and unscripted role-play on EFL learners' speaking skill generally, also no attention has been paid to fluency and accuracy of speaking. Likewise, there was another study conducted by Seyf (2015) that focused on the comparative effect of scripted and unscripted role-play on EFL learners' grammar. According to him, students who received scripted role-play were highly motivated in speaking, and they were actively involved in performing different duties.

Role-play is a well-known and described technique in foreign language teaching, in particular in the area of language skills in spoken language (Livingstone, 1983), because it belongs to the group of techniques derived from the communicative approach. In addition to simulation, which is often confused, it is the most comprehensive and complex communication technique. At the same time, according to Boudreault (2010); (Hale Feinstein, Mann, & Corsun, 2002), in both its basic form and in the form of role-playing games, it seems to be particularly conducive to the autonomy of students and to meet its assumptions (Kilickaya, 2004).

In the didactic dimension, "role-play is basically to play individual, short, uncomplicated situations (scenarios) often called communication situations" (Boudreault, 2010, p. 45). This technique has been and continues to be practiced at all levels of education for many years, both during the didactic process (as a learning / teaching technique during lessons/classes) and as a technique that tests the student's communication skills during oral exams (Boudreault, 2010).

The group of students playing the correct role-play in the classroom can be compared to the group of children playing at school, hospital or characters from "Star Wars" (Wu, 2008). Both the first and the second consciously create their reality, experimenting with their knowledge of the real world and developing the ability to interact with others (Van Ments, 1999). In this situation, there are no spectators, and the silent observer (in the form of a teacher) does not even have to be noticed. "All risks of behavior and threats to communication present in the real world are eliminated" (Van Ments, 1999, p. 135). This technique entertains and does not pose any threat to the student's personality. In addition, "role-playing builds and strengthens (and does not destroy) self-confidence" (Shen & Suwanthep, 2011, p. 93).

Role-play is a simple and easy technique to perform in all conditions. At the same time, it is "highly flexible, because it leaves much to the individual contribution, invention and imagination of the participants", which is evident in particular in role-playing games combining elements of simulation and role-play (Deesri, 2002, p. 3). Therefore, it favors the idea of autonomy and authenticity and building the subjectivity of the learner, especially if it is used in safe conditions of didactic cooperation (Deesri, 2002). There are two types of role-play which are used in language classrooms: Scripted and unscripted role-play (Larsen-Freeman, 2001).

ISSN: 2278-4012, Volume:8, Issue: 4, OCTOBER 2019

Scripted role-play comprises the textbook dialogue or reading text in the form of speech. The purpose of using text is to convey the meaning of language items in a memorably way (Byrne, 1986). Additionally, it puts less stress on the low-proficiency students because they have enough time to Practice the script and rehearse. The students can handle the role-play easier without any pressure. (Rodpradit & Sinwongsuwat, 2012).

On the other hand, according to Chotirat (2010, p. 12), in unscripted role-play the students should "perform a conversation immediately, with little preparation". Rodpradit and Sinwongsuwat (2012) believe that scripted role-play activities are not functional to prepare students to face the problems in real-life situations. Consequently, the students who perform this type of role-play memorize the dialogues, without brain storming and using their own words. Therefore, if they forget a part and try to recall it, it makes their conversation unnatural (Sasaki, 1998). Accordingly, unscripted role-play will be more appropriate to apply in the classroom, since it seems more natural and suits for real life situations.

Moreover, learners who were exposed to scripted role-play are braver and enthusiastic in learning procedure (Sari, 2011). Likewise, Naksevee and Sinwongsuwat (2014) asserted that through unscripted role-play the learners could communicate more naturally. Although, the students were traditionally taught conversation lessons with more focus on form and meaning, they improved a lot in speaking through unscripted role-play training. Hence, in this study, the researcher attempts to investigate the effect of scripted and unscripted role-play on EFL learners' complexity, accuracy and fluency in speaking as well as comparing the effect of the two modes of instruction on the three aspects of speaking. Accordingly, the following research questions were raised. To meet the afore-mentioned purposes, the following questions were addressed:

Research Questions

Q1. Do scripted role-play activities have any significant effect on the EFL learners' speaking complexity?

Q2. Do scripted role-play activities have any significant effect on EFL learners' speaking fluency?

Q3. Do scripted role-play activities have any significant effect on the EFL learners' speaking accuracy?

Q4. Do unscripted role-play activities have any significant effect on the EFL learners' speaking complexity?

Q5. Do unscripted role-play activities have any significant effect on the EFL learners' speaking fluency?

Q6. Do unscripted role-play activities have any significant effect on the EFL learners' speaking accuracy?

Q7. Is there any significant difference between the effect of scripted and unscripted role-play on EFL learners' speaking complexity?

ISSN: 2278-4012, Volume:8, Issue: 4, OCTOBER 2019

Q8. Is there any significant difference between the effect of scripted and unscripted role-play on EFL learners' speaking fluency?

Q9. Is there any significant difference between the effect of scripted and unscripted role-play on EFL learners' speaking accuracy?

Method

Participants

The sample of this study was 45 participants who were chosen from a population of 100 students based on availability. Their ages ranged from 14 to 16 years old. The sample of the participants of this study were 45 intermediate male students from Koodakane Bartar institute in western Tehran. The participants were homogenized through a pre-piloted Cambridge Preliminary English Test (PET). This study also had two raters, one of whom was the researcher, and the other was another EFL teacher with 8 years of experience in teaching English at institutes in Tehran. Furthermore, the researcher had another sample of 30 students other than the main sample but sharing the main characteristics of gender, age and proficiency level with them on whom piloting the PET was carried out

Instrumentation

To homogenize the learners before the treatment, a Cambridge Preliminary English Test (PET, version 5, 2015) test was administered. Its Common European Framework of Reference (CEFR) level is A2 and covers all language skills: speaking, writing, listening and reading. The test contained 35 reading questions, 25 listening questions, 8 writing questions, and 4 speaking parts. Therefore, the total number of questions for this test was 72, with a total mark of 100. The test was piloted first with 30 different students to test the reliability.

Furthermore, the pretest of speaking abilities, (i.e. fluency, accuracy and complexity) was drawn from the speaking part of American English File 3 to make sure that the three groups were similar in terms of speaking fluency, accuracy and complexity. The rubric for scoring the speaking test was that of the PET test. The same procedure was taken for posttest. To ensure reliability, an inter-rater technique was carried out with two raters to make sure that the scores they gave the learners were reliable.

For measuring speaking fluency, Skehan and Foster's (1996) suggested technique to measure leaners' speaking fluency (i.e. Mean of Lengths Run (MLR) formula) was employed. It signifies the number of syllables between mute pauses, calculated by dividing the total number of syllables uttered for a speech example by the number of runs between pauses. For measuring speaking accuracy, the technique of measuring the percentage of error-free clauses was used. In this technique, the number of error-free clauses divided by the total number of independent clauses, sub-clausal units, and subordinate clauses multiplied by 100 was used (Foster & Skehan, 1996). In order to measure the variable of speaking complexity, a method proposed by Bygate (2001) was used. In this method, the number of words per a finite clause together with its dependent subordinate clauses was calculated.

Procedure

ISSN: 2278-4012, Volume:8, Issue: 4, OCTOBER 2019

First, to homogenize the learners, the researcher distributed a pre-piloted PET test among 100 participants who were selected non-randomly at Koodakane Bartar institute in western Tehran, to select a homogeneous group of students. The students who got one standard deviation above and below the mean were selected for the study. The learners were also homogenized based on their performance in the speaking test.

The participants of both experimental groups received the same instruction and the same time during the treatment. The students participated for 10 sessions and each session took 90 minutes. During the course of the treatment, there was time for three pairs to do role-play in each session. Consequently, each student had to perform 3 times during the treatment.

Some procedures were the same for both groups. The American English File 3 was utilized in the study. It consisted of 9 units, and the teacher taught just 5 units during the treatment. During the training, the students were given lessons and they had a warm-up which was related to the lessons. In the presentation stage, the teacher introduced the conversations, helping students, to understand the content by focusing on forms and meaning of vocabulary and expressions. Therefore, the teacher asked students some relevant questions about the conversations to check their comprehension. In the production stage, the teacher gave scripts to the scripted role-play group to act out.

In the scripted role-play group, the teacher utilized the sample dialogues of the book for the scripted group. They rehearsed the speaking-based role-play in the class to negotiate the meaning. The teacher observed their performance and took notes about their pronunciation mistakes. Finally, she corrected them and she commented on their activity. If the students needed more help, she role-played with them to increase their motivation. Besides, the teacher assigned homework to them, and asked the students to practice some more dialogues at home and memorize them for the next session. The teacher mentioned that she would solve their problems before the performance on the stage. The students then rehearsed that dialogue before performing it in front of the class. This role-play took about 20 to 30 minutes of the class, and the remaining time of the class was dedicated to teaching the other parts of the course book.

In the unscripted role-play group, the same materials and the same time was utilized. The students took the same roles as the scripted group took. However, the participants in the unscripted group were never trained to perform scripted role-play in the classroom. In addition, they received some cards sharing the theme of the lesson for unscripted role-play performance. Also, they acted out their roles without having any model in the classroom. During their performance the teacher observed them and commented on their performance at the end of the task providing them with relevant feedback when needed. The teacher gave the students just some topics as homework to brainstorm at home. In this group the students were assigned to perform the role-play activity in front of the class based on the prompts given without preparing or writing the script in advance (Byrne, 1990).

However, in the control group of this study, neither type of role-play was used. In fact, as stated before the learners were exposed to the same materials, lessons, units, and activities, except for the activities that included role-play. In fact, in the control group, no role-play was used and the participants were not instructed to do any tasks of role-playing. Instead, they were

ISSN: 2278-4012, Volume:8, Issue: 4, OCTOBER 2019

only asked to practice the dialogues in the course book with their partners once, and then the lesson continued.

In a nutshell, the participants in three groups were exposed to the same materials and instruction, and the only difference between them was that one group was instructed to practice performing scripted role-play, the other was instructed and directed towards using un-scripted role-play , and in the last group, none of the types of role-play was used.

To find out which group performed better than the other, there was a posttest of speaking. After the completion of the course, a post-test of speaking, similar to the pre-treatment test of speaking, was administered in order to compare the means of the three groups. The test was related to the dialogues which the groups practiced during the course. The three dependent variables were measured through the speaking scores using the same measuring technique as in the pre-treatment stage, and were rated by 2 raters.

Findings

For the purpose of data analysis, MANOVA was used to investigate whether there was any significant difference between the results of scripted group, unscripted group, and control group in their speaking fluency, accuracy and complexity. The results of different statistical analyses pertaining to the different phases of the study are presented here.

To compare the three groups regarding their speaking fluency, accuracy and complexity prior to the intervention, three one-way ANOVAs were run by observing the assumptions of homogeneity, skewness and kurtosis, which were met. Results showed that the three groups were homogeneous regarding their speaking accuracy (F=.26, p=.77>.05), speaking fluency (F=.6, p=.55>.05) and speaking complexity (F=3.02, p=.06>.05) prior to the interventions. The following table shows the result of the ANOVA for the accuracy pre-treatment scores.

Table 1 One-way ANOVA of Pre-test Scores in Accuracy

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.711	2	.356	.265	.768
Within Groups	56.267	42	1.340		
Total	56.978	44			

As displayed in the Table 1, there was no significant difference among the three groups regarding their speaking accuracy prior to the treatments (F=.26, p=.77>.05). To compare the three groups regarding their speaking fluency prior to the intervention, another ANOVA was run.

Table 2 One-way ANOVA of Pre-test Scores in Fluency

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2.533	2	1.267	.600	.553
Within Groups	88.667	42	2.111		
Total	91.200	44			

As Table 2 depicts, there was no significant difference among the three groups with respect to their speaking fluency (F=.6, p=.55>.05) before the start of the experimentation. Another ANOVA was run to compare the speaking complexity scores of the three groups at the pre-treatment stage.

Table 3 One-way ANOVA of Pre-test Scores in Complexity

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	81.911	2	40.956	3.026	.059
Within Groups	568.400	42	13.533		
Total	650.311	44			

As exhibited in Table 3, the three groups were homogeneous regarding their speaking complexity prior to the interventions (F=3.02, p=.06>.05).

As there were three construct-related dependent variables, the three groups' posttest scores had to be compared through MANOVA. The assumption of normality, multivariate outlier (multivariate normality), linearity condition, and multicollinearity conditions were checked primarily. With all the assumptions met, the main MANOVA analysis could be legitimately run. Levene's Test of Equality of Error Variances showed that the variances of the three sets of scores across groups were homogeneous as all the sig values turned out to be larger than .05. In addition, the Box's Test of Equality of Covariance Matrices indicated that the data did not violate the assumption of homogeneity of variance-covariance matrices (sig. = .887). The result of multivariate tests is presented in the following table.

Table 4 Multivariate Tests of Post-test Scores

Effect		Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared
Intercept	Pillai's Trace	.980	651.619[b]	3.000	40.000	.000	.980
	Wilks' Lambda	.020	651.619[b]	3.000	40.000	.000	.980
	Hotelling's Trace	48.871	651.619[b]	3.000	40.000	.000	.980
	Roy's Largest Root	48.871	651.619[b]	3.000	40.000	.000	.980
grouping	Pillai's Trace	.865	10.422	6.000	82.000	.000	.433
	Wilks' Lambda	.307	10.727[b]	6.000	80.000	.000	.446
	Hotelling's Trace	1.695	11.018	6.000	78.000	.000	.459
	Roy's Largest Root	1.244	16.998[c]	3.000	41.000	.000	.554

a. Design: Intercept + grouping

Table 4 depicts that there were significant differences among the three groups regarding their posttest performances (F=10.72, p=.000<.05). Because in this study, separate analyses are aimed at, the researcher set a higher alpha level by dividing the original alpha level (.05) by the

ISSN: 2278-4012, Volume:8, Issue: 4, OCTOBER 2019

number of the dependent variable (3) (Pallant, 2013, p. 287); therefore, the new alpha level .017 was considered to benchmark the obtained sig levels.

Table 5 Tests of Between-Subjects Effects

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	AccuracyPost	12.933[a]	2	6.467	3.758	.032	.152
	FluencyPost	53.378[b]	2	26.689	17.192	.000	.450
	ComplexityPost	368.400[c]	2	184.200	16.645	.000	.442
Intercept	AccuracyPost	561.800	1	561.800	326.507	.000	.886
	FluencyPost	513.422	1	513.422	330.732	.000	.887
	ComplexityPost	18849.800	1	18849.800	1703.295	.000	.976
Grouping	AccuracyPost	12.933	2	6.467	3.758	.032	.152
	FluencyPost	53.378	2	26.689	17.192	.000	.450
	ComplexityPost	368.400	2	184.200	16.645	.000	.442
Error	AccuracyPost	72.267	42	1.721			
	FluencyPost	65.200	42	1.552			
	ComplexityPost	464.800	42	11.067			
Total	AccuracyPost	647.000	45				
	FluencyPost	632.000	45				
	ComplexityPost	19683.000	45				
Corrected Total	AccuracyPost	85.200	44				
	FluencyPost	118.578	44				
	ComplexityPost	833.200	44				

Table 5 exhibits that there was no significant difference among the three groups regarding their speaking accuracy (F=3.76, p=.032>.017). The effect size, was small (15.2), according to Cohen (1988) implying that the independent variable (type of instruction) could not strongly explain the variation in the dependent variable, speaking accuracy. Also, the difference between the speaking fluency of the three groups turned out to be significant (F=17.19, p=.000<.017) with the effect size as large as 45 which is a medium size. Additionally, there was a significant difference between the complexity mean scores of the three groups (F=16.64, p=.000<.017) with a medium effect size of 44. To locate the differences among the groups, the following post hoc analyses were conducted:

Table 6 Multiple Comparisons

Tukey HSD						
Dependent Variable	(I) grouping	(J) grouping	Mean Difference	Std. Error	Sig.	95% Confidence Interval

ISSN: 2278-4012, Volume:8, Issue: 4, OCTOBER 2019

			(I-J)			Lower Bound	Upper Bound
AccuracyPost	scripted	unscripted	.3333	.47898	.767	-.8303	1.4970
		control	1.2667*	.47898	.030	.1030	2.4303
	unscripted	scripted	-.3333	.47898	.767	-1.4970	.8303
		control	.9333	.47898	.138	-.2303	2.0970
	control	scripted	-1.2667*	.47898	.030	-2.4303	-.1030
		unscripted	-.9333	.47898	.138	-2.0970	.2303
FluencyPost	scripted	unscripted	1.4000*	.45496	.010	.2947	2.5053
		control	2.6667*	.45496	.000	1.5614	3.7720
	unscripted	scripted	-1.4000*	.45496	.010	-2.5053	-.2947
		control	1.2667*	.45496	.021	.1614	2.3720
	control	scripted	-2.6667*	.45496	.000	-3.7720	-1.5614
		unscripted	-1.2667*	.45496	.021	-2.3720	-.1614
ComplexityPost	scripted	unscripted	-3.2000*	1.21472	.031	-6.1512	-.2488
		control	3.8000*	1.21472	.009	.8488	6.7512
	unscripted	scripted	3.2000*	1.21472	.031	.2488	6.1512
		control	7.0000*	1.21472	.000	4.0488	9.9512
	control	scripted	-3.8000*	1.21472	.009	-6.7512	-.8488
		unscripted	-7.0000*	1.21472	.000	-9.9512	-4.0488

As evinced in the above table, the difference between complexity scores of the scripted and control group came up to be significant (p=.009<.017), with the scripted group outperforming the control group (20.66 vs. 16.86); thus, it implies that scripted role-play significantly improved learners' speaking complexity. Also, as shown in the above table, there was a significant difference between the fluency scores of the scripted and control group (p=.000<.017) with the scripted group outperforming the control group (4.73 vs. 2.06). Thus, the second null hypothesis is rejected, which means that scripted role-play significantly improved learners' speaking fluency.

The Table 6 displays that the accuracy mean scores of the scripted group and control group did not show any significant difference (p=.03>.017). Thus, the third null hypothesis fails to be rejected. This means that scripted role-play did not have any significant effect on speaking accuracy of the learners. As illustrated in the above table, there was a significant difference between complexity mean scores of the unscripted and control group (p=.000<.017), with the outperformance of the unscripted group (23.86 vs. 16.86). Therefore, the fourth null hypothesis is rejected indicating that unscripted role-play significantly improved learners' speaking complexity.

Furthermore, the fluency scores of the unscripted group did not show any significant difference with that of the control group (p=.02>.017), and as such, the fifth null hypothesis fails to be rejected. This means that unscripted role-play could not significantly improve the learners'

speaking fluency. Additionally, the unscripted group's accuracy scores were not significantly different from the control group's scores (p=.138>.017). Hence, the sixth null hypothesis fails to be rejected which implies that the treatment did not improve learners' speaking accuracy. The above analysis further illuminates that there was no significant difference between the complexity scores of the scripted and unscripted groups (.031>.017). Thus, the seventh null hypothesis fails to be rejected. This finding suggests that both treatments impacted the speaking complexity of learners equally.

Also, the difference between the fluency mean scores of the two experimental groups turned out to be significant (p=.01<.017) with the outperformance of the scripted group (4.73 vs. 3.33). Therefore, the eighth null hypothesis is rejected. It means that the scripted role-play improved speaking fluency of learners significantly more than unscripted role-play. Finally, it is driven from this table that there was no significant difference between the accuracy scores of the two experimental groups (p=.767>.017). This leads to the rejection of the ninth null hypothesis which suggests that both treatments improved speaking accuracy of learners equally.

Conclusion

What can be concluded from the findings is that scripted role-play results in better fluency when compared to no role-play. However, it was revealed that the learners who were in the scripted role-play group did not significantly outperform the learners in the control group regarding speaking accuracy. In technical terms, scripted role-play activities did not have any significant effect on the EFL learners' speaking accuracy. Therefore, it can be concluded that speaking accuracy did not improve either as a result of scripted role-play or unscripted role-play, and both treatments were ineffective equally.

The other conclusion that can be made from findings is that unscripted role-play can improve the learners' speaking complexity. However, results also showed that unscripted role-play activities did not have any significant effect on the EFL learners' speaking fluency. Based on the findings, the learners who were assigned to the unscripted role-play group did not outperform the learners in the control group. What can be concluded from this finding is that unscripted role-play does not significantly improve the learners' speaking fluency. Regarding the comparisons between the two experimental groups, it can be concluded that both modes of role-play improved speaking complexity of the learners equally. It can also be concluded that scripted role-play has a more positive effect on the learners' speaking fluency than unscripted role-play.

The reason that accuracy did not change as the result of treatment can be because of the fact that as Van Ments (1999) indicated, "The most obvious uses of role-play are in those areas which deal primarily with aspects of communication" (p.19). Therefore, because accuracy is a less function of communication when compared to fluency, this can be the reason why learners in neither of the groups improved in accuracy.

As for the complexity part of the findings, it was revealed that both treatment types were equally effective. According to Van Ments, since role-play deals with aspects of communication, "it is therefore ideally suited to those subjects which deal with linguistic ability, namely languages, literacy and social skills training" (p. 19). This is the reason that both role-play modes have proved to be effective in speaking complexity of the learners.

Regarding speaking fluency of learners that only scripted role-play enhanced it, Richards (2005, p. 92), stated that "scripted role play is a technique which can develop students' fluency in the target language, promotes students to interact with others in the classroom, increases motivation and makes the teaching-learning process more enjoyable". Therefore, because scripted role play gives learners more time to memorize and be in touch with the role they are going to play, it enhances their fluency while speaking.

Suggestions and Recommendations

EFL teachers can benefit from the findings of this research by finding out which technique they can use in their classes for better efficiency of the class time. This research can give teachers hints as to what techniques they can use if they want to improve their learners' speaking in terms of fluency, accuracy and complexity. In fact, the findings of this research study make the choice between the two types of role-play, i.e. scripted or unscripted easier for improving the three components or aspects of speaking in their students.

The other practitioners that can benefit from the findings of this study are curriculum designers. The results can help them understand what techniques of role-play work best in improving the components of speaking skill. By using the findings, curriculum designers can find out which one of the role-play techniques they can incorporate in their curriculum for teachers to follow and obtain the best results.

Benefits of the findings of this research study can also be for language institutes. The institutes can implement the right policies to take the best advantage of the findings. They can require teachers and curriculum designers to incorporate the right type of role-play in classes. Institutes can also hold OJT (on-the-job training) courses for their teachers and inform them of the types of role-play and tell them which type, scripted or unscripted, works best in what situation.

Based on the results of the current research, recommendations can be made for future research projects.

1. In this study, the effect of different types of role-play on the speaking accuracy, fluency and complexity was sought. In a further study, the effects of these modes of role-play-based teaching may be sought in different language skills such as reading and listening comprehension and writing.

2. Future research projects can investigate the effect of role-play-based teaching method in a milieu of group-work and collaborative learning on learners' speaking proficiency. This is suggested mainly because role-play inherently is a non-individual activity, hence if accompanied with techniques like group work may lead to noticeable results akin to speaking components.

3. Other similar studies may take into consideration a long-term effect of role-play techniques by assessing the learners' retention.

4. It is further suggested that another similar study be conducted on female learners, or on both genders, so that generalization becomes more extended to EFL learners.

References

Boudreault, C. (2010). The benefits of using drama in the ESL/EFL classroom. *The Internet TESL Journal*, *16*(1), 1-5.

Bygate, M. (2001). Effects of task repetition on the structure and control of oral language' in M. Bygate, P. Skehan, & M. Swain (Eds.), *Researching pedagogic tasks, second language learning, teaching and testing*. Harlow: Longman.

Byrne, D. (1986). *Teaching oral English.* Essex: Longman.

Byrne, D. (1990). Cuecards. In S. Holden (Ed.), *Second selections from modern English teacher* (pp. 90-91). Harlow: Longman.

Chotirat, S. (2010). *Oral performance in scripted and non-scripted role-play activities: A Study of repair organization in English conversation of Thai college students.* Songkla: Prince of Songkla University Press.

Cohen, A. D. (1988). Feedback on writing. *Studies in Second Language Acquisition*, *13*(2), 133-159.

Deesri, A. (2002). Games in the ESL and EFL class. *The Internet TESL Journal*, *8*(9), 1-5.

Foster, P., & Skehan, P. (1996). The influence of planning and task type on second language performance. *Studies in Second language acquisition*, *18*(3), 299-323.

Hale Feinstein, A., Mann, S., & Corsun, D. L. (2002). Charting the experiential territory: Clarifying definitions and uses of computer simulation, games, and role-play. *Journal of Management Development*, *21*(10), 732-744.

Kilickaya, F. (2004). Authentic materials and cultural content in EFL classrooms. *The Internet TESL Journal*, *10*(7), 1-6.

Larsen-Freeman, D. (2001). Teaching grammar. *Teaching English as a Second or Foreign Language*, *3*, 251-266.

Livingstone, C. (1983). *Role-play in Language Learning*. Singapore: Longman Group Limited.

Nazir, M. F. (1989). *The effect of using a suggested program that develop verbal communication among prospective teachers of English*. Faculty of Education Assuit University. Ph. D, Dissertation.

Osman, N., Nayan, S., Mansour, M & Asmak, A. (2010). Spoken skills, communication apprehension and collaborative learning. *Cross-cultural Communication, 6*(2), 117- 124.

Pallant, J. (2013). *SPSS survival manual*. McGraw-Hill Education (UK).

Rodpradit, S., & Sinwongsuwat, K. (2012). Using scripted and non-scripted role-play s to improve English speaking performance of hotel engineering staff. *APHEIT Journal*, *18*(1), 17-25.

Sari, N. P. (2011). Improving Students' Speaking Ability by Using Role-Play. *APHEIT Journal*, *19*(4), 33-49.

Sasaki, M. (1998). Investigating EFL students' production of speech acts: A comparison of production questionnaires and role-play s. *Journal of Pragmatics, 30*(4), 457-484.

Shen, L., & Suwanthep, J. (2011). E-learning constructive role-play s for EFL learners in China's tertiary education. *Asian EFL Journal*, *54*(1), 4-29.

Shumin, K. (1997). Factors to consider: Developing adult EFL students' speaking abilities. *English Teaching Forum, 35*(3), 8-17.

ISSN: 2278-4012, Volume:8, Issue: 4, OCTOBER 2019

Skehan, P. and Foster, P. (1996). Task-type and task processing conditions as influences on foreign language performance. *Language Teaching Research, 1*(3) 1-27.

Van Ments, M. (1999). *The effective use of role-play: Practical techniques for improving learning.* London: Kogan Page Publishers.

Wu, S. (2008). Effective activities for teaching English idioms to EFL learners. *The Internet TESL Journal*, *14*(3), 4-9.