



Using Role play to Enhance Learners' Conversational English-Speaking Skill in Remedial English Classes at Jinan University in Lebanon

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Abstract

This study permits using role play to enhance learners' conversational English speaking skill in Remedial English Classes at Jinan University in Lebanon. The objective of this study is to enhance learners' conversational speaking skill using role play method. The study used CAR Method which stands for The Classroom Action Research that is based on Kurt Lewin's design. The population of this study are the remedial English class 300 students at Al-Jinan University, Saida Campus, in the academic year 2017-2018. The total population of this study during this academic year is 30 students. The data collected and gathered based on tests and observation for the 30 students in the class during the whole semester. Therefore, the study was an experimental approach. The average score of students before implementing the technique was ranged between 50 and 60 in conversational speaking skill. After implementing role play technique in the mid of the semester and at the end of it, it can be noticed that the score increased to be ranged between 60 and 70. And this can show that role play could enhance the conversational English speaking skill.

I. Introduction

1.1 Background to the Study

One of the most important and challenging tools that learners should master is the conversational English-speaking skill. This skill aims to communicate in English fluently and properly. Speaking involves interaction with one or more participants (Harmer, 2001), this implies that effective speaking should be practiced daily or at least regularly. Speaking takes place in our everyday activities that we practice everywhere at any time. And it is considered that speaking is the most problematic skill to be mastered by the learners among the other skills which are listening, reading and writing.

Communication helps individuals interact with one another. "Speaking is fundamental to human communication" (Rees, 2004). And since English has become the first language of communication spoken by scores of individuals everywhere around the globe, it's necessary not to solely find out the language; however, additionally to find out a way to use it to speak among others. Therefore, learning English doesn't entail to find out matters concerning the structure, vocabulary, and grammatical rules; however, to find out a way to speak this language for communication aim. And as learners, they get entangled in communication, as a result they need concepts and feeling and they need to be specific and to share with one another. Therefore, lecturers ought to listen to reinforce learners' speaking skill.

The low achievement of Remedial English Classes learners in conversational English speaking skill at Jinan University of Lebanon, Saida branch, is caused by many factors such as pronunciation, grammar and

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vocabulary. The problem could be the difficulties in pronunciation to express, lack of vocabulary, and learners are shy to speak. An additional reason could be caused by the inappropriate techniques used by the teacher in teaching speaking skill.

To overcome problems in speaking, there are many effective ways through various activities that can enhance speaking proficiency skill. For instance, in speaking sessions, learners must speak in English all the time. and if this learner lacks this ability, he will face difficulties in expressing his/her ideas One of these activities that could be used is role play activity, which could be scripted or unscripted, a technique in teaching and learning process. Role play helps the learners to express their ideas, feelings and explanations properly and correctly in a given role and situation.

On the other hand, focusing on the pen and paper technique makes the learners less emphasizing on the communication skills. At the beginning of the fall semester 2017/2018 The learners of the Remedial English class were given less emphasis on the communication skills in the previous classes. They used to focus on grammar, and sentence structure based on traditional techniques to develop their communication skills. At it is found that learners who can write an essay, can't be able to communicate properly and fluently. So for this reason, it is very important to focus on other skills that are used in everyday interactions. And role play could achieve this mission.

(Richards J. , 1985) states that the problem in English classes is in having the chance to practice this language. And he adds that role play could serve this case. Learners could take certain roles in a specific situation. They decide exactly what they have to say in asking for help situation, or finishing a task situation or apology situation and so on. So to Richard, it is important to determine the situation, the role and the ideas to be used in a role play.

To ensure the importance of role play, (Tompkins, 2001) maintains that role play helps the learners to participate actively in English classes and therefore tension and nervousness are distant when using English with time.

Brown (2001) says, "Technique where the specific activities manifested in the classroom that were consistent with an approach as well". Then came Chirandon et al (2010) to support what the previous said and added, "A number of affective teaching techniques are used to stimulate beginners' interest. Using role play in classroom is one of recommended techniques." And according to Penny Ur (2007) "The use of role play has added a tremendous number of possibilities for communication practice."

Based on what is mentioned, role play gives learners an opportunity to practice communication in different social roles so to improve the learners' oral performance. It also adds some vivacity to the class environment to make it more interesting and less boring. And moreover, learners can be more motivated and challenged to communicate using English in their everyday life because they have practiced in classroom.

1.2 Statement of the Problem

My study will be focusing on the low achievement of Remedial English Classes' learners in the conversational speech at Jinan University of Lebanon (JUL), Saida branch, during a

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4-month-semester. For instance, learners in level 300 aren't able to speak fluently and properly during English classes. Studying grammatical rules and memorizing vocabulary words may have some advantages on language acquiring, however, it couldn't be considered as a solution for having a fluency in speaking. For this, teachers should work hard to find new techniques to enhance conversational speaking skill of the learners. Therefore, role play technique in the classroom might be a solution and can have a positive impact on improving learners' speaking skill. (The question that lies here is, how could an instructor employ role play technique positively in a classroom to enhance learners' speaking skill?)

1.3 Objectives or Purpose of the Study

The purpose of this study is to determine if role play enhances learners' conversational speaking skill in the Remedial English Classes at Jinan University of Lebanon (JUL), Saida branch, during a semester. This study has a specific aim which is to find out how role play could affect learners' speaking fluency in English language. To do this, the study will be done through Classroom Action Research (CAR) which is undertaken by participants in the classroom to achieve the goal of the project.

1.4 Research Questions

To achieve the purpose of the study, we aim at finding answers to the following research questions:

- To what extent does role play help to improve EFL learners speaking skill?
- How can speaking skill be improved through role playing activities?
- What effects does role play have on learners' speaking skill?

Hypothesis

In the light of the above research questions, our supposition is as following: "If English instructors of Intermediate II Level 300 English course learners at JUL-Saida adopt role play as a teaching technique in oral speaking sessions, the learners will develop their speaking skill better."

1.5 Significance of study

The present study serves as an examination and documentation of using role play in an English classroom at collegial level. Grades of Intermediate II English course level 300 class at JUL will be analyzed for outcomes that test the effect of using role play during English lessons. Results will include grades that affect the performance of the learners in the classroom positively at that level.

The primary aim of the study lies on its effort to identify the CAR Method mentioned previously and the way to use it in an English class to enhance conversational speaking skill, in addition to its effects on the learners' performance with respect to colleagues, instructor, and the college as a whole. The focus is on measuring the relationship between EFL learners' using role play during the lessons and their improvement in their English conversational speaking skill at the collegial level.

II. Literature Review

This chapter reviews literature related to the importance of role play in enhancing conversational speaking skill. I have viewed some studies that aided me to investigate the idea of my project that discusses the topic of **“Using Role play to Enhance Learners' Conversational English Speaking Skill in the Remedial English Classes at the College”**. Specifically, the literature review includes 1) definition of role play, 2) definition of speaking, 3) reluctance participation in conversational English classes, 4) methods used to enhance speaking skills, 5) process of using role play, 6) studies measuring the speaking skill using role play.

IELTS Speaking marking criteria

IELTS Speaking scores are calculated using **4 criteria**:

- **Fluency**: The ability to speak or write a foreign language easily and accurately. As defined on Thesaurus.com dictionary “being able to speak and write quickly or easily in a given language.” It comes from the Latin word *fluentem* meaning “to flow.”
- **Lexical Resources**: The ability to use a wide range of vocabulary in a speech. According to IELTS definition, “The lexical resource is the criteria that measure the capability of language knowledge of the candidate based on the use of the various aspects of contextual vocabulary in particular”.
- **Pronunciation**: The way to utter the words accurately and properly. Cambridge English Dictionary defined it as “the way in which a word or letter is said, or said correctly, or the way in which a language is spoken”
- **Accuracy**: The ability to use the grammatical structures correctly. According to the IELTS Speaking test scoring criteria, 25% of your score is for ‘grammatical range and accuracy’. This refers to number of different grammatical structures that you can use in your speaking, and how frequently you make mistakes.

Definition of a role paly

There are many and ingenious ways of teaching English, especially in enhancing the English conversational speaking skill. Role play is one of the techniques that can enhance conversational speaking ability. This technique helps learners to be active and dynamic during the class, and this is because it provides an environment full of fun and amusement. (Lynne, 2010) defined role play as a method that offers learners the opportunity to be active and take a part expressing their identities, feelings and situations they could be involved in.

About role-play (Ments, 1999) said that “it expresses hidden feelings, student can discuss private issues and problems, enables students to empathize with others and understand their motivation”

As for Sari Irianti (2011), role play is a technique in English teaching in which the students learn in imaginary situations or roles in order to develop the students' fluency. The situations and the roles are made as a real-life situation so the students know the functions of English real life.

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(Blatner, 2009) defines role play as a “derivative of a sociodrama. It is a method for exploring the issues involved in complex social situations. It may be used for the training of professionals or in a classroom for the understanding of literature, history, and even science”.

In their article, Shawna Shapiro and Lisa Leopold (2012) argued that “critical role-play is one of a repertoire of activities in the EAP classroom that can sustain intellectual engagement, promote higher-order thinking skills, and facilitate language acquisition”.

Role-play is a familiar technique that helps students to involve themselves within new social environments. Shankar, Piryani, Singh, and Karki indicated that "role-play early in the course can expose students to different situations they are likely to face in their future career" (Shankar et al., 2012)

Brown (2001:14) says, “Technique where the specific activities manifested in the classroom that were consistent with a method and therefore were in harmony with an approach as well”. It is supported by Chirandon, et al (2010:2) say, “A number of effective teaching techniques are used to stimulate beginners’ interest. Using role play in classroom is one of recommended techniques.”

As for (Holt & Kysilka, 2006), they state the importance of role play technique, which can be entertaining and at the same time can develop English speaking skill. Such technique can be used a student-student communication, which helps EFL students to figure out the importance of cooperation and to have fun during class.

Emphasizing on the importance of role play, (Blatner, 2009) also shows that the role play technique can evaluate how learners behave in face-to-face situations. Also it allows learners to practice and behave like real life or everyday situation when learners need to be active.

Role-playing provides the learners with the chance to practice intermingling with each other in specific roles and situations with respect to the purpose of roleplaying. (Ments, 1999) said, “their aim is to feel, react and behave as closely as possible to the way someone placed that particular situation would do”

(Thao, 2013) described role play as a technique which involved imagination to be someone else or to be ourselves in a specific situation, creating a real world in scenario. Role play activities encouraged students' thinking and creativity, helped students, developed new language and skills, and created the motivation necessary for learning process.

Purpose of role play

According to (Ladousse G. P., 1997), role playing helps to bring the language to life and gives the learners some experience of its use. So its main purpose is to enhance the communication skills of oneself., because it is applied in teaching speaking and this helps in improving the learners’ speaking skills.

As for (Budden, 2006), she proclaimed that role play serves two purposes:

a) Learners could practice language in real life contexts through acting out a certain character using their own personalities. And as she said, role play is a speaking activity in which the learner put himself/ herself in somebody else’s shoes into an imaginary situation. And this in return gives the learner the good communicative skills needed in real life situations.

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b) Enhancing learners' self-confidence through the dialogues and the conversations created with their peers. Role play activities reduce the tension and the pressure in a classroom and brings it to life, and moreover, it makes learners close to each other and this gives a positive effect on the learning process.

(Williams, 2019) proposed in her blog three things role-playing activities can do for the classroom; developing new skills and concepts in communication and conflict resolution, appealing to different learning styles and incorporate active learning, and she added the injection of fun and creativity in a classroom.

Types of role play:

(McSharry & Jones , 2000) mentions various types of role play with interesting educational examples. According to (McSharry & Jones , 2000), role play is not difficult for many learners, however, it is recommended to start with short role plays and move progressively to longer ones after both the instructors and the learners gain some experience regarding role plays and confidence to make stand up role plays in a classroom.

There are 3 types of role plays, fully scripted role-play, semi-scripted role play and nonscripted role play or free writing. (Harper-Whalen & Morris, 2005) states that in fully scripted role plays, the learner should memorize their roles. In the second type of role plays, a conversation sample with some missing words and the learners should know how to fill in the blanks with the best fit and suitable words according to the contexts (Livingstone, 1983) defines. Therefore, learners can change the main conversation and build their own. Semi-scripted role plays are then less structured and controlled than fully scripted ones. In the third type of role plays learners are given keywords of dialogues (Dickson, 1989). In this type learners build short conversations based on keywords or contexts.

(Hussain, 2017) also mentioned in his study 3 types of role plays. He defined role play as a popular technique used in the classes to practice speaking skills. And the three types are with clues, totally guided and free type role plays.

(Ladousse G. , 1997) noticed that there are several types of role in role play. The first is the roles which refer to a real need in the learners' lives, such as doctors and patients' role, or businessman travelling abroad or even a salesman and customer roles. The second type of role is the learners play themselves in different situations, such as a customer complaining or a man asking for help at the bank, etc... The third type is the type that few students could practice properly and the best example of such a type is the television journalist. This kind of role is from real life. And finally, the last type is fictitious roles which are imaginary ones.

Definition of speaking

Speaking is important in both domains, language learning and language teaching. (Chaney, 1998) states that "speaking ability is the process of sharing and building meaning while using verbal and non-verbal symbols, in different situations".

According to Brown and Yule (1994) speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment,

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and the purpose of speaking. Speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation or vocabulary, but also they understand when, why and in what ways to produce language.

(Bygate, 1991) suggests that; “Oral interactions can be characterized in terms of routines, which are conventional (and therefore predictable) ways of presenting information routines contain frequently recurring types of information structures, being either be expository or evaluative.”

According to Kurt Lewin, The Classroom Action Research (CAR) is a method of finding out what works best in your own classroom so that you can improve student learning. It consists of four phases to be implemented in a classroom.

To Porter-Ladousse (1987) “role play activities range from highly controlled guided conversations at one end of the scale, to improvised drama activities at the other; from simple rehearsed dialogue performance, to highly complex simulated scenarios.”

(Hussain, 2017) concluded in his study that a good pronunciation and fluency in speaking skill is important in one's culture and it is considered to be the duty of the teacher in the class to achieve. Continuous effort is needed between the teachers and the learners; where the teachers should be given training in pronunciation and therefore, the learners have no excuse to fail in acquiring good speaking skill and pronunciation. Moreover, the teacher should develop and work on their teaching strategies to make learners get interested and improve learners' speaking ability. And this was supported by (Palmer, 2014) who said that speaking skill is the basics of many other human interaction skills.

Role Play and Language Acquisition

(Sayer 2005) says that training or practicing speaking a second language, using speaking methods could have a positive impact on the learners' communicative speaking skills. This training involves:

- 1- Explaining the speaking strategies in a role play method, then providing feedback to the speaker, and handling turn-taking.
- 2- Perceiving conversations then providing feedback;
- 3- Learners recording the transcript using their own speech and language.

Since role play is based on team work, Day (1981) figured out that some learners don't have the enough courage to speak in a classroom in front of their classmates. When they sat alone with one or two other learners and they were given encouragement to speak, they soon tend to speak a lot. And later with practicing and training they contributed to speak in classroom in front of their classmates. This in return, will improve the fluency of learners in the target language.

Based on Hedge's research (2000), he formulates four demands for accuracy fulfillment:

- 1- Contextualized practice: It is helpful for the learners to form a relation between linguistic forms and their communicative functions. It is providing contexts for the occurrence of particular structures.
- 2- Personalizing language: Learners are able to deliver their own views and opinions.

3- Building awareness of the social use of language: Learners should pay attention to what kind of language they are using in a certain situation. They need practice on the essential features in which the speech is considered to be acceptable.

4- Building confidence: The last demand is important for the fluency work. Confidence to take risks and avoid the reluctance in speaking.

According to Hedge, role play can influence the accuracy and the fluency of the speaking skills in second language acquisition.

In EFL classrooms, role plays are used to foster various language skills (listening, speaking, reading, and writing) and additional skills (vocabulary, grammar, etc...). In addition, role play can promote the learners' critical thinking, cognitive processing and problem-solving situations. (Miller, M; Hegelheimer, V., 2006). In other words, it makes the learners behave like the native speaker of the language in a real situation (Webster, 2014).

(Schwienhorst, 2002) adds that role play allows students to use language that might not be used in any other speaking activity within a classroom.

Moreover, implementing role play on EFL learners increases the experience of learners to acquire language. This exposure is considered to be efficient because it is used in real life situations and not for scholar purposes. According to (Krashen, 1982) The Comprehensible Input Hypothesis, learners who participate in role play activities obtain a lot of comprehensible input than others who are trained or taught through traditional techniques in learning a language. This infers that the ability to generate language occurs naturally and doesn't need to be taught directly. And based on this, we could find that role play offers this environment to interact with real life situations that enhance the language acquisition.

Krashen's theory proposes the advantages of employing role play technique in acquiring a second language:

1. Role plays are considered a fluency and accuracy activity.
2. Role plays increase learners' motivation.
3. Role plays prepare students to unpredictable real life communication.

III. Methodology and Procedure

3.1 Research Design

The research design of this study was an experimental study based on one class (Remedial English Class level 300). The students were evaluated based on the first term, the midterm, where they have started receiving the treatment, and the final term. The study is a quantitative research, since the data are represented in numerical values and graphs. "Quantitative research focuses on gathering numerical data and generalizing it across groups of people or to explain a particular phenomenon." (USC, 2020).

According to (Coghlan & Brydon-Miller, 2014) "Quantitative research gathers a range of numeric data. Some of the numeric data is intrinsically quantitative, while in other cases the numeric structure is imposed." And the purpose of using quantitative method as (Allen,

2017) proposed, “is to generate knowledge and create understanding about the social world. Quantitative research is used by social scientists, including communication researchers, to observe phenomena or occurrences affecting individuals.”

Quantitative tools that were employed are the pretest and posttest of speaking in addition to the fluency, grammar, vocabulary and pronunciation performances of the students.

3.2 Variables

The two variables that were conducted in the study are: the independent variable which is role-play technique; and the dependent variables which are the students' scores at the beginning, at the mid and at the end of the semester and the learners' performance.

3.3 Population and Sample

To be fit to participate, learners have to be college students, enrolled in Intermediate II English course Level 300 in Spring 2018, and 18 years old or older. An experiment was done on the 30 participants. All the participating learners (N = 30) applied to this experiment.

3.4 Research Instrument:

In order to collect data for the research, the instrument used was **the speaking skills test (speaking pretest and posttest)**: (M= 6.12, SD= 1.13) a -items measure assessing the conversational speaking skills. Responses are on performance which ranged from 1 to 10 scores. The test-retest reliability coefficient was .74 for the current data.

A speaking pretest (**Appendix B**) was given to the experimental group at the beginning of the semester, to determine their speaking proficiency before the study. After 1 month, the previously mentioned group of students sat for a post test (**Appendix C**) in order to be evaluated. Both the pre- tests and the post-tests were adopted from their University book

“Touchstone Level 3” and the assessment of the speaking were based on the international English language testing system (IELTS) which is managed by the British Council, Cambridge English Language Assessment, and the International Development Program of Australian Universities and Colleges. The pretest and the posttest were of the same level of difficulty and the same duration based on the exams set in British council. The duration of IELTS speaking exam takes between eleven to fourteen minutes to be conducted. (IELTS, 2020)

The pre and the post-tests were divided into 2 stages:

Stage one: writing the script, which was performed later in stage 2. The script was based on their Touchstone book – speaking part activity.

Stage two: The oral speaking test. Students performed the presentation / role play.

After implementing the study, students were given a speaking activity from their book to write the script based on CAR method in stage 1, and then they were asked to perform the role plays. The pre and the post-test were of the same level of difficulty.

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The Speaking scores were calculated using the **4 IELTS criteria (Appendix A):**

- a. Fluency and Coherence
- b. Lexical Resource
- c. Pronunciation.
- d. Grammatical range and Accuracy

Each of the above criteria was marked over 25. The final Speaking results in both pretest and posttest were out of 100 (Appendix D).

3.5 Procedure:

In the first 2 weeks, the teacher determined the topic that the students should work on (this topic was from the Unit Speaking Activity in their student's book "Touchstone Level 3").

For example, the first unit was about "The way we are", the teacher asked the students to make a presentation about introducing oneself and presenting it orally in the class. Similarly, in the second two weeks, the second unit is "Experiences", the teacher asked the students to make a presentation about each one's experience in the first day at the university and present it orally in the class. Both presentations were pretests, at the beginning of the semester.

After 1 month, the teacher taught the students to write their scripts. Then she divided the class into groups of 2-5 students to create their own scripts based on the next units "Unit Speaking Activity". Students used the methods that the teacher taught them in order to write the script. Later, each group performed the script and this was evaluated by the teacher. The teacher should have taught them before the performance how to apply role play using the CAR plan (Figure 1). For example, unit 3 is about "Wonders of the World", the students should follow the CAR plan to present their role play about the topic which was a dialogue between a tourist guide and tourist(s), talking about a tourist attraction. In the class, the students will perform the activity for 10 minutes and the action was videotaped. Finally, teacher monitored the activity to evaluate their conversational English speaking skill based on lexical and grammatical items, in addition to pronunciation and fluency.

IV. Findings and Data Analysis

4.1 Hypothesis Significance Test:

IBM SPSS version 23 is used to test the Hypothesis of the study. By the procedures as the following:

4.1.1. testing the Normality of speaking skills scores:

Kolomogrov-Smirnov test used for testing the normality of scores in First, Midterm, and Final term. The results in tab. 1. Showed as:

Table 1. The normality of speaking skills scores.

	Speaking skills	Statistic	Degree of freedom	Degree of Sig
First term	Speaking (1)	.27	30	.564
	Speaking (2)	.21	30	.291
Midterm	ADD	.18	30	.000*
	Presentation	.20	30	.012*
Final term	Speaking (1)	.15	30	.009*
	Speaking (2)	.49	30	.000*

Notes: the star on values in Sig. Column meant that it is significance.

The findings revealed that the first term scores distributed as a normal data that meant the scores in first term had been equivalent across the participants. Then, the scores of Mid and final of semester term was distributed as skewed data that meant that there was improved in speaking skills across applicants in Mid-term and final term.

4.1.2. testing the variation in speaking skill one:

Repeated measurement ANOVA used to test the variation in three measures scores of speaking skill one. The results showed in tab. 2.

Table 2. Repeated measurement ANOVA for speaking skill one.

Effect	value	F	Hypothesis df	Error df	Sig.	Partial Eta square
Pillai's Trace	.361	7.89	2	28	.002	.361
Wilks' Lambda	.639	.89	2	28	.002	.361
Hotelling's Trace	.564	.89	2	28	.002	.361
Roy's Largest Root	.564	.89	2	28	.002	.361

The results showed that there were statistical differences in the Midterm and final term from the first application scores. The effect size had been computed by partial Eta-square index. The cut-off score of partial eta-square index was lower than .01 (Low effect), ranged from .01 to .06 showed that effect is moderate, upper than .14 referred that high effect size.

According to partial eta-square effect size index, we have high effect size. The high effect score mean that the participants have a high score in Midterm and final of the semester exam according to study experiment.

4.1.3. testing the variation in speaking skill two:

Repeated measurement ANOVA used to test the variation in three measures scores of speaking skill number two. Repeated measurement ANOVA is statistical technique which tests the repeated measures (more than two measures), and it computed the differences between it. The results showed in tab. 3.

Table 3. Repeated measurement ANOVA for speaking skill two.

Effect	value	F	Hypothesis df	Error df	Sig.	Partial Eta square
Pillai's Trace	.094	1.457	2	28	.25	.094
Wilks' Lambda	.906	1.457	2	28	.25	.094
Hotelling's Trace	.104	1.457	2	28	.25	.094
Roy's Largest Root	.104	1.457	2	28	.25	.094

The results showed that there were statistical differences in the Midterm and final term from the first application scores according speaking skill two. The effect size had been computed by partial Eta-square index. The cut-off score of partial eta-square index was lower than .01 (Low effect), ranged from .01 to .06 showed that effect is moderate, upper than .14 referred that high effect size.

According to partial eta-square effect size index, we have high effect size. The high effect score mean that the participants have a high score in Mid and final term exam according to study experiment.

The effect size in speaking skill two was lower than the skill one. That mean the study experiment might more than experience in speaking, or procedural practice for social and cognitive processing in the English learning context.

benefiting from Woodhouse (2007) opinions, personal growth occurs through the growth of social communication between the student and the teacher through the improvement of conversation skills, and this proceeds to the social environment, learning is a social outcome, as Bandura emphasized in social cognitive learning that language is a way of communication between the learner and a way to achieve his needs.

4.1.4 Graphical diagrams:

1. Fluency of language:

The following drawings of speaking skills had been drawn to show the scattering of scores as it shown.



Figure 1. Fluency of Language-First Semester

The differences came very close in the two speaking skills at the beginning of the semester, and this means that it is the default case for the individual to have homogeneity in some of his skills.



Figure 2. Fluency of Language - Midterm

It was evident from the drawing that the speaking skill 6 is higher in its value than for skill 5, and this means that the speaking skill of the interviewer was the best of its counterpart in daily life skills, and this may indicate that skill 6 was focused in acting because of the role play



Figure 3, Figure 9. Fluency of Language - Final of the term

It is noted from the end-of-semester grading graph that there is a marked discrepancy between speaking skill scores 7 and 8.

2. Lexical resources:

The following drawings of speaking skills had been drawn to show the scattering of scores as it shown.



Figure 4. Lexical Resources - First of semester

The graphs showed that second skill was more than the first skill. Graph means that the second skill measured is more valuable than that measured earlier.



Figure 5. Lexical Resources - Midterm

The graph expresses the superiority of conversation skills in daily transactions than that of the interview in the role-playing strategy. Perhaps because the social context in everyday transactions contains many of the social skills in which the individual employs his linguistic reactions.



Figure 6 Lexical Resources - Final of the term

The results reflect the richness of Skill 7 and its superiority in degree. Because the individual advertises a need, he selects his words and confiscates the linguistic meticulously. This skill requires the learner to choose attractive words that are popular with their peers.

3. Accuracy:



Figure 7. Accuracy - First of semester

The second speaking skill significantly outperformed its first counterpart at the beginning of the semester, which means that there is a difference in speaking skills before the experiment begins.



Figure 8. Accuracy - Midterm

Often the result of repeated social contexts of everyday life situations. Verbal and language accuracy processes improve with practice. This expansion justifies the growth of 5 skill upgrade.

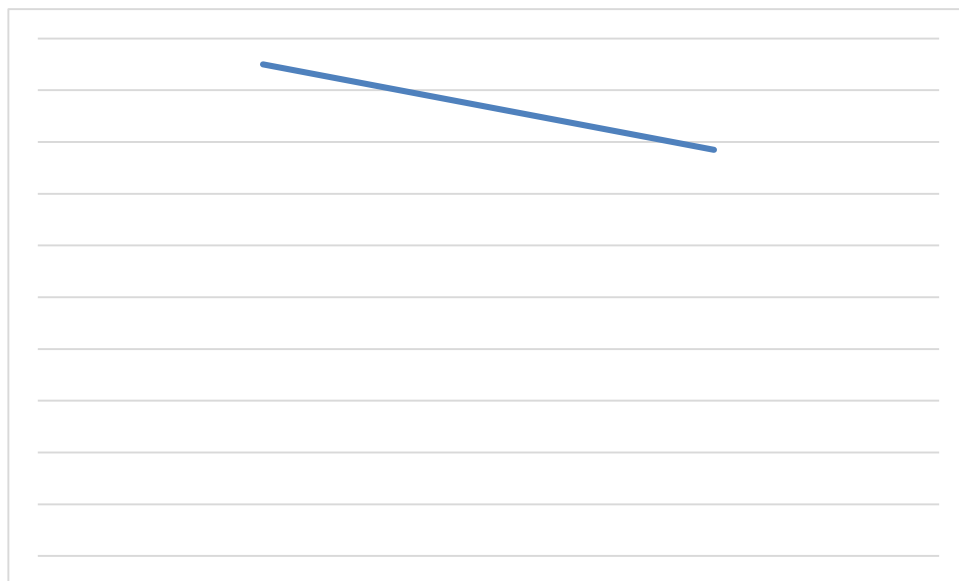


Figure 9. Accuracy - Final of the term

Besides, the skill was 8 degrees higher than the others in the final measurement of linguistic accuracy. This increase resulted from the individual's accuracy in selecting vital words in introducing his country.

4. Pronunciation:

Graphs showed for three measures as the following:



Figure 10. Pronunciation - First of semester

The results of the second skill were higher than the first. This result was similar to the results of the assessment at the beginning of the semester.



Figure 11. Pronunciation - Midterm

The sixth skill was superior to its fifth counterpart, as the expression of language in more adaptive situations requires more accurate language than in everyday social situations.



Figure 12. Pronunciation - Final of the term

The seventh and eighth skill averages are very close to each other. The reason for this closeness was that the individual reached the point of automaticity in dealing with situations that require adaptation, or good expression.

4.2 Observation Analysis

Classroom observations were conducted to monitor the students' progress during the treatment period. It was noted that the students, at the beginning of the experiment (the first month), were very hesitant to speak; many of them didn't want to participate or speak loud in front of the class, they tried to avoid the speaking activity

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by asking for postponing it. In case they participated, their voices were low, and they look at the script avoiding eye contact. They didn't use body language when performing the task. However, after the 6th week, the students' performance began to change. They started to feel comfortable when playing a delegated task. They raised their hands to perform first. They started to feel more at ease when communicating with others in the group or outside the group. Body language, eye contact and loud voices were dominating in their performance. In the evaluation stage, students showed great motivation to perform the play, especially when hearing the feedback from their peers. All participants monitored their peers' performance and suggested solutions to improve their speaking skill.

At the end of the treatment, students started to use new vocabulary words related to the lessons' topics, they were able to speak fluently and smoothly, they uttered words properly and they used sentence with correct grammatical structures; such as subject-verb agreement.

Role play was considered to be a successful technique in improving the conversational English speaking skill among the students because they were learning the use of English Language in daily life activities.

V - Conclusion

5.1 Summary

The purpose of this research was to examine the effectiveness of using role play technique in enhancing the learners' conversational English speaking skill through a pre-test, and a post-test. After analyzing the collected data using the quantitative method, it was revealed that role play affects the learners' speaking proficiency, and the hypothesis indicated in the research, stated that role play technique develops the learners' speaking skill better.

The research answered the addressed questions:

- To what extent does role play help to improve EFL learners speaking skill?
- How can speaking skill be improved through role playing activities?
- What effects does role play have on learners' speaking skill?

5.2 Implications

Role play is very important in teaching speaking since it gives students the chance to practice communication in different social contexts in their daily lives and in different social roles. It also allows students to be imaginative and to put themselves in other's shoes. Role play makes the class's environment full of vivid and amusing since the learners will become active participants. The learners will establish great interest, motivation and enjoyment in learning to speak English on one hand and in giving feedback to their peers on the other. Last but not least, role play will enhance the fluency and the pronunciation of the learners, and it will provide the learners with lexical resources and enormous amount of vocabulary words. In addition to enhancing their grammar. Finally, learners will show high levels of self -confidence when they practice speaking skills in front of their colleagues and instructor.

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Appendix A

IELTS Speaking Band Descriptors



SPEAKING: Band Descriptors (public version)

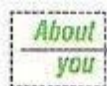
Band	Fluency and coherence	Lexical resource	Grammatical range and accuracy	Pronunciation
9	<ul style="list-style-type: none"> speaks fluently with only rare repetition or self-correction; any hesitation is content-related rather than to find words or grammar; speaks coherently with fully appropriate cohesive features; develops topics fully and appropriately. 	<ul style="list-style-type: none"> uses vocabulary with full flexibility and precision in all topics; uses idiomatic language naturally and accurately. 	<ul style="list-style-type: none"> uses a full range of structures naturally and appropriately; produces consistently accurate structures apart from slips characteristic of native speaker speech. 	<ul style="list-style-type: none"> uses a full range of pronunciation features with precision and subtlety; sustains flexible use of features throughout; is effortless to understand.
8	<ul style="list-style-type: none"> speaks fluently with only occasional repetition or self-correction; hesitation is usually content-related and only rarely to search for language; develops topics coherently and appropriately. 	<ul style="list-style-type: none"> uses a wide vocabulary resource readily and flexibly to convey precise meaning; uses less common and idiomatic vocabulary skilfully, with occasional inaccuracies; uses paraphrase effectively as required. 	<ul style="list-style-type: none"> uses a wide range of structures flexibly; produces a majority of error-free sentences with only very occasional inaccuracies or basic/on-systematic errors. 	<ul style="list-style-type: none"> uses a wide range of pronunciation features; sustains flexible use of features, with only occasional lapses; is easy to understand throughout; L1 accent has minimal effect on intelligibility.
7	<ul style="list-style-type: none"> speaks at length without noticeable effort or loss of coherence; may demonstrate language-related hesitation at times, or some repetition and/or self-correction; uses a range of connectives and discourse markers with some flexibility. 	<ul style="list-style-type: none"> uses vocabulary resource flexibly to discuss a variety of topics; uses some less common and idiomatic vocabulary and shows some awareness of style and collocation, with some inappropriate choices; uses paraphrase effectively. 	<ul style="list-style-type: none"> uses a range of complex structures with some flexibility; frequently produces error-free sentences, though some grammatical mistakes persist. 	<ul style="list-style-type: none"> shows all the positive features of Band 6 and some, but not all, of the positive features of Band 8.
6	<ul style="list-style-type: none"> is willing to speak at length, though may lose coherence at times due to occasional repetition, self-correction or hesitation; uses a range of connectives and discourse markers but not always appropriately. 	<ul style="list-style-type: none"> has a wide enough vocabulary to discuss topics at length and make meaning clear in spite of inaccuracies; generally paraphrases successfully. 	<ul style="list-style-type: none"> uses a mix of simple and complex structures, but with limited flexibility; may make frequent mistakes with complex structures though these rarely cause comprehension problems. 	<ul style="list-style-type: none"> uses a range of pronunciation features with mixed control; shows some effective use of features but this is not sustained; can generally be understood throughout, though mispronunciation of individual words or sounds reduces clarity at times.
5	<ul style="list-style-type: none"> usually maintains flow of speech but uses repetition, self-correction and/or slow speech to keep going; may over-use certain connectives and discourse markers; produces simple speech fluently, but more complex communication causes fluency problems. 	<ul style="list-style-type: none"> manages to talk about familiar and unfamiliar topics but uses vocabulary with limited flexibility; attempts to use paraphrase but with mixed success. 	<ul style="list-style-type: none"> produces basic sentence forms with reasonable accuracy; uses a limited range of more complex structures, but these usually contain errors and may cause some comprehension problems. 	<ul style="list-style-type: none"> shows all the positive features of Band 4 and some, but not all, of the positive features of Band 6.
4	<ul style="list-style-type: none"> cannot respond without noticeable pauses and may speak slowly, with frequent repetition and self-correction; links basic sentences but with repetitions use of simple connectives and some breakdowns in coherence. 	<ul style="list-style-type: none"> is able to talk about familiar topics but can only convey basic meaning on unfamiliar topics and makes frequent errors in word choice; rarely attempts paraphrase. 	<ul style="list-style-type: none"> produces basic sentence forms and some correct simple sentences but subordinate structures are rare; errors are frequent and may lead to misunderstanding. 	<ul style="list-style-type: none"> uses a limited range of pronunciation features; attempts to control features but lapses are frequent; mispronunciations are frequent and cause some difficulty for the listener.
3	<ul style="list-style-type: none"> speaks with long pauses; has limited ability to link simple sentences; gives only simple responses and is frequently unable to convey basic message. 	<ul style="list-style-type: none"> uses simple vocabulary to convey personal information; has insufficient vocabulary for less familiar topics. 	<ul style="list-style-type: none"> attempts basic sentence forms but with limited success, or relies on apparently memorised utterances; makes numerous errors except in memorised expressions. 	<ul style="list-style-type: none"> shows some of the features of Band 2 and some, but not all, of the positive features of Band 4.
2	<ul style="list-style-type: none"> pauses lengthily before most words; little communication possible. 	<ul style="list-style-type: none"> only produces isolated words or memorised utterances. 	<ul style="list-style-type: none"> cannot produce basic sentence forms. 	<ul style="list-style-type: none"> Speech is often unintelligible.
1	<ul style="list-style-type: none"> no communication possible. 			
0	<ul style="list-style-type: none"> no reliable language. does not attend. 			

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Appendix B Speaking Pre test

Activity 1:

A-



C Pair work Tell your partner about your habits or the habits of your family or friends. Use the ideas above or your own ideas.

"My brother's really funny. He's always telling jokes."

B-

3 Talk about it *Funny little habits*

Group work In your group, who's always doing these things? Discuss the questions. Can you think of something positive to say about your habit?

Who is always . . .

- ▶ checking phone messages?
- ▶ eating candy or chewing gum?
- ▶ falling asleep in class?
- ▶ singing or whistling?
- ▶ forgetting things?
- ▶ telling jokes?
- ▶ losing things?
- ▶ daydreaming?
- ▶ breaking things?
- ▶ looking in mirrors?

A So, who's always checking phone messages?

B Well, I'm always checking my messages, but at least I don't do it in class.

Activity 2:

A-



B Group work Complete the questions with ideas from the group. Then ask and answer your questions. If you answer yes, give a specific example.

1. Have you ever tried _____ ?
2. Have you ever been to _____ ?
3. Have you ever seen _____ ?
4. Have you ever taken a _____ class?
5. Have you ever had _____ food?
6. Have you ever lost _____ ?

A Have you ever tried parasailing?

B Actually, I have. I went parasailing last summer. It was really fun.

C No, I haven't. But I'd like to.



B-

3 Talk about it What are your secret dreams?

Group work Discuss the questions. Do you share any of the same dreams?

- ▶ What's something you've always wanted to buy?
- ▶ What's a city that you've never been to but would like to visit?
- ▶ What's something you've always wanted to learn how to do?
- ▶ What's something else you've always wanted to do?

Appendix C Speaking Post test

Activity 3:

A-

About you → **B Group work** Ask and answer the questions above about your city. Agree on an answer for each question. Tell the class.

B-

A Write two questions about each of these places.

1. the smallest continent / Australia / almost 7.7 million square kilometers
2. the highest mountain in South America / Mount Aconcagua / 6,962 meters
3. the longest river in Canada / the Mackenzie River / 4,241 kilometers
4. the widest canyon in the world / the Grand Canyon / 29 kilometers
5. the deepest lake in the world / Lake Baikal / 1,741 meters

What's the smallest continent? How big is it?

B Pair work Ask and answer your questions.

A What's the smallest continent?

A How big is it?

B Australia.

B It's almost 7.7 million square kilometers.



Activity 4:

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About you → **B Group work** make a conversation between family members about hanging out all day with friends without caring for the study.

Activity 5:

3 Talk about it *Is it good for you?*

Group work Make a conversation between a dietitian and a patient. discuss what is good for you.

It's good to eat a few **NUTS** every day. They're very healthy.



A little **CHOCOLATE** can be good for you. It can improve your mood.



If you eat fewer **CARBOHYDRATES** and a little more **FAT** and **PROTEIN**, you will lose weight more quickly.

Eating **LESS FOOD** can help you **LIVE LONGER**.

You should try to eat nine portions of **FRESH FRUIT** and **VEGETABLES** every day.

A cup of **GREEN TEA** every day is good for your general health.



Activity 6:

Look for an advert on a Lebanese channel on the TV and adapt it in English. And videotaped these plays.



Appendix E

Pretest Participants' Scores – First Term

02/10/2017

01/11/2017

Std	Speaking (1) (Activity 1) / 10					Speaking (2) (Activity 2)/ 10					Speaking Average (A) / 100
	F/25	LR / 25	A / 25	Pr	Total	F/25	LR/ 25	A / 25	Pr	Total	
	/25					/25					
1	8	25	12.5	8	53.5	12.5	18.75	18.75	21	71	62.25
2	16.5	18.75	22	14.5	71.75	16.5	12.5	12.5	8	49.5	60.625

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3	12.5	18.75	12.5	16.5	60.25	12.5	0	0	0	0	30.125
4	16.5	18.75	25	21	81.25	12.5	25	25	21	83.5	82.375
5	8	12.5	12.5	16.5	49.5	12.5	12.5	12.5	16.5	54	51.75
6	12.5	12.5	18.75	16.5	60.25	12.5	25	18.75	16.5	72.75	66.5
7	16.5	18.75	22	23	80.25	16.5	22	15.5	12.5	66.5	73.375
8	4	12.5	12.5	16.5	45.5	8	18.75	18.75	8	53.5	49.5
9	12.5	12.5	18.75	12.5	56.25	16.5	22	18.75	14.5	71.75	64
10	16.5	22	25	18.75	82.25	12.5	18.75	18.75	12.5	62.5	72.375
11	8	18.75	18.75	16.5	62	8	25	22	23	78	70
12	16.5	22	25	10.5	74	12.5	22	18.75	18.75	72	73
13	12.5	12.5	25	12.5	62.5	16.5	12.5	15.5	14.5	59	60.75
14	16.5	22	25	18.75	82.25	16.5	18.75	15.5	14.5	65.25	73.75
15	0	0	0	0	0	12.5	22	22	16.5	73	36.5
16	0	0	0	0	0	8	12.5	15.5	14.5	50.5	25.25
17	16.5	22	22	21	81.5	16.5	25	18.75	12.5	72.75	77.125
18	12.5	12.5	18.75	16.5	60.25	0	0	0	0	0	30.125
19	0	0	0	0	0	8	18.75	18.75	16.5	62	31
20	12.5	18.75	12.5	16.5	60.25	14.5	18.75	22	12.5	67.75	64
21	16.5	12.5	18.75	21	68.75	12.5	25	25	12.5	75	71.875
22	8	12.5	18.75	21	60.25	12.5	12.5	18.75	12.5	56.25	58.25
23	8	18.75	18.75	16.5	62	16.5	25	25	16.5	83	72.5
24	8	18.75	18.75	8	53.5	12.5	18.75	18.75	21	71	62.25
25	12.5	12.5	18.75	16.5	60.25	8	18.75	22	14.5	63.25	61.75
26	12.5	18.75	12.5	16.5	60.25	12.5	12.5	22	14.5	61.5	60.875
27	4	12.5	18.75	16.5	51.75	14.5	22	25	12.5	74	62.875
28	0	0	0	0	0	8	18.75	18.75	8	53.5	26.75
29	0	0	0	0	0	14.5	25	15.5	16.5	71.5	35.75
30	12.5	18.75	12.5	8	51.75	8	15.5	15.5	10.5	49.5	50.625

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Post-test Participants' Scores – Midterm

04/12/2017					20/12/2017					
Speaking (3) (Activity 3) / 10					Speaking (4) (Activity 4) /10					Speaking Average (B) / 100
F/25	LR/25	A/ 2	Pr /25	Total	F /25	LR / 25	A/ 25	Pr /25	Total	
8	18.75	18.75	16.5	62	16.5	18.75	18.75	21	75	68.5
12.5	22	18.75	14.5	67.75	16.5	18.75	18.75	16.5	70.5	69.125
8	18.75	18.75	8	53.5	14.5	12.5	12.5	10.5	50	51.75
21	25	22	10.5	78.5	16.5	15.5	18.75	14.5	65.25	71.875
16.5	25	18.75	12.5	72.75	14.5	18.75	15.5	16.5	65.25	69
12.5	18.75	18.75	16.5	66.5	16.5	18.75	18.75	14.5	68.5	67.5
14.5	18.75	12.5	18.75	64.5	12.5	12.5	18.75	8	51.75	58.125
16.5	25	25	8	74.5	16.5	12.5	25	16.5	70.5	72.5
8	12.5	18.75	12.5	51.75	21	18.75	15.5	14.5	69.75	60.75
0.75	9.5	18.75	14.5	43.5	12.5	12.5	18.75	16.5	60.25	51.875
12.5	25	22	18.75	78.25	14.5	18.75	15.5	12.5	61.25	69.75
12.5	18.75	22	14.5	67.75	16.5	25	18.75	21	81.25	74.5
8	18.75	18.75	12.5	58	12.5	18.75	22	14.5	67.75	62.875
14.5	22	22	14.5	73	16.5	15.5	15.5	12.5	60	66.5
8	18.75	18.75	16.5	62	8	6.25	12.5	8	34.75	48.375
8	12.5	25	8	53.5	16.5	25	18.75	16.5	76.75	65.125
14.5	18.75	15.5	12.5	61.25	14.5	18.75	18.75	14.5	66.5	63.875
12.5	9.5	18.75	10.5	51.25	12.5	12.5	18.75	12.5	56.25	53.75
12.5	18.75	15.5	10.5	57.25	10.5	15.5	12.5	8	46.5	51.875
16.5	25	18.75	14.5	74.75	18.75	22	12.5	16.5	69.75	72.25
10.5	15.5	18.75	8	52.75	18.75	12.5	25	18.75	75	63.875
12.5	15.5	15.5	12.5	56	8	18.75	12.5	8	47.25	51.625
8	18.75	12.5	16.5	55.75	16.5	15.5	18.75	14.5	65.25	60.5
16.5	25	18.75	18.75	79	18.75	15.5	12.5	16.5	63.25	71.125
12.5	12.5	18.75	12.5	56.25	16.5	12.5	25	16.5	70.5	63.375

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10.5	15.5	12.5	16.5	55	12.5	18.75	12.5	8	51.75	53.375
16.5	25	22	14.5	78	16.5	25	18.75	21	81.25	79.625
10.5	25	22	16.5	74	16.5	22	15.5	16.5	70.5	72.25
10.5	15.5	15.5	12.5	54	16.5	25	12.5	16.5	70.5	62.25
14.5	15.5	18.75	12.5	61.25	10.5	15.5	18.75	8	52.75	57

Post-test Participants' Scores – Final term

08/01/2018					05/02/2018					Speaking Average (C) / 100
Speaking (5) (Activity 5) /10					Speaking (6) (Activity 6: Making - Advertisement in a role play form) /10					
F/25	LR / 25	A / 25	Pr /25	Total	F /25	LR / 25	A / 25	Pr /25	Total	
16.5	25	18.75	21	81.25	21	25	18.75	16.5	81.25	81.25
21	12.5	18.75	16.5	68.75	16.5	25	18.75	16.5	76.75	72.75
12.5	18.75	12.5	16.5	60.25	14.5	18.75	12.5	16.5	62.25	61.25
16.5	18.75	12.5	16.5	64.25	14.5	18.75	18.75	16.5	68.5	66.375
8	25	18.75	12.5	64.25	16.5	15.5	18.75	18.75	69.5	66.875
12.5	18.75	25	16.5	72.75	16.5	15.5	25	16.5	73.5	73.125
21	25	18.75	16.5	81.25	21	18.75	15.5	14.5	69.75	75.5
12.5	18.75	18.75	12.5	62.5	12.5	15.5	25	14.5	67.5	65
8	25	12.5	1.25	46.75	12.5	18.75	18.75	12.5	62.5	54.625
8	18.75	12.5	12.5	51.75	12.5	12.5	12.5	12.5	50	50.875
14.5	15.5	18.75	14.5	63.25	14.5	22	18.75	10.5	65.75	64.5
21	25	18.75	16.5	81.25	12.5	18.75	18.75	12.5	62.5	71.875
16.5	18.75	18.75	16.5	70.5	10.5	22	15.5	14.5	62.5	66.5
14.5	22	12.5	21	70	14.5	18.75	18.75	14.5	66.5	68.25
8	25	18.75	12.5	64.25	18.75	18.75	15.5	16.5	69.5	66.875
14.5	22	22	16.5	75	10.5	12.5	18.75	10.5	52.25	63.625
16.5	25	15.5	14.5	71.5	10.5	12.5	15.5	16.5	55	63.25

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14.5	15.5	18.75	14.5	63.25	16.5	22	12.5	18.75	69.75	66.5
16.5	25	15.5	12.5	69.5	18.75	12.5	18.75	18.75	68.75	69.125
16.5	22	18.75	14.5	71.75	12.5	25	18.75	12.5	68.75	70.25
14.5	22	18.75	14.5	69.75	21	15.5	22	21	79.5	74.625
12.5	18.75	12.5	12.5	56.25	12.5	15.5	18.75	14.5	61.25	58.75
16.5	18.75	18.75	16.5	70.5	14.5	25	18.75	14.5	72.75	71.625
21	25	18.75	16.5	81.25	16.5	25	22	18.75	82.25	81.75
18.75	25	22	12.5	78.25	14.5	22	18.75	16.5	71.75	75
16.5	18.75	18.75	1.25	55.25	12.5	18.75	18.75	16.5	66.5	60.875
21	22	22	16.5	81.5	12.5	12.5	25	12.5	62.5	72
16.5	22	18.75	14.5	71.75	18.75	18.75	25	18.75	81.25	76.5
14.5	25	22	16.5	78	16.5	9.5	9.5	21	56.5	67.25
12.5	12.5	18.75	14.5	58.25	10.5	18.75	22	10.5	61.75	60