



Role-play: an Effective Strategy for Teaching Speaking of English Major Students Studying English for Hotel 2 in Thailand

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Abstract

This qualitative classroom-based study investigates the effectiveness of role-playing activities in enhancing English speaking skills among fourth-year English major students enrolled in the "English for Hotel and Tourism in Thailand" course at a private university in Bangkok. The study focuses on three core areas: pronunciation, speaking confidence, and the use of appropriate vocabulary in context. So that, the selection of the participants was conducted through the purposive sampling technique. To collect data, several tools were utilized: (1) oral assessments conducted before, during, and after the role-play sessions; (2) self-assessment sheets; (3) observations; (4) program evaluation questionnaires; (5) video reviews of role-play sessions; and (6) interview questions. These methods sought to examine whether students improved their pronunciation, confidence, and vocabulary use in context after participating in role-playing activities across three lessons. The findings indicate all participants showed measurable progress in their pronunciation with notable enhancement in stress, intonation, rhythm, and clarity of speech. In addition, they gained greater confidence in speaking English, particularly when engaging with foreign speakers by becoming more comfortable using the language in a professional context. Furthermore, the study demonstrated that there are significant improvements in participants' ability to use vocabulary appropriately across different situations. The researcher recommended exploring several key areas to enhance the effectiveness of role-play as a pedagogical tool in English language learning.

Keywords: Role-playing, English Speaking Skills, Pronunciation, Speaking Confidence, and Vocabulary Used in Context

1. Introduction

The motivation for this study stems from the teacher-researcher's direct experience teaching English for Hotels courses, where it was observed that students often struggled with clear pronunciation, lacked confidence in speaking, and had difficulty using vocabulary appropriately in real-life situations. By adopting a qualitative, classroom-based approach, this study seeks to provide insights into effective teaching strategies that foster oral communication skills tailored to the professional needs of hospitality students in Thailand.

As we have already known that English has long been recognized as the global lingua franca, and proficiency in English speaking is critical for success in many professional fields worldwide. In Thailand, the tourism and hotel industries are major economic drivers, attracting visitors from diverse linguistic and cultural backgrounds. As a result, English language skills have become indispensable for employees in these sectors. Recognizing this, English language

education in Thailand has gradually shifted from traditional, form-focused instruction towards more communicative and practical approaches (Wiriyachitra, 2001). This shift aims to equip students with the ability to use English not merely as an academic subject but as a functional tool for workplace communication.

Despite these changes, many Thai learners continue to face challenges in developing adequate speaking proficiency. Research by Khamkhien (2010) highlights persistent issues with pronunciation, including word stress, intonation, and rhythm, which affect intelligibility and communication effectiveness. Furthermore, psychological barriers such as fear of making mistakes and anxiety about speaking in front of others often hinder students' willingness to engage in oral communication. Large class sizes and limited opportunities for authentic practice compound these difficulties.

Besides those challenges mentioned foregoing, in the hotel and tourism context, the ability to communicate clearly and confidently is paramount. Employees must handle a variety of interactions, from greeting and assisting guests to managing reservations and resolving complaints. These tasks require not only linguistic accuracy but also pragmatic competence—the ability to use language appropriately according to social and cultural contexts. Therefore, teaching methods that incorporate real-world scenarios and promote active use of English are particularly valuable for preparing students for these professional roles.

Several studies have documented the speaking difficulties faced by Thai EFL (English as a Foreign Language) learners, which directly impact their readiness for employment in sectors demanding English communication skills. Khamprated's (2012) Master's thesis identified key challenges that resonate with findings from other contexts, such as among Chinese learners (Xinqin, 2006, as cited in Khamprated). These challenges include: Lack of English proficiency such as limited vocabulary, inaccurate pronunciation, and insufficient grammar knowledge impede effective communication; Fear of making mistakes which makes students avoid speaking to prevent embarrassment or ridicule, leading to reduced practice opportunities; Large class sizes limit individual speaking time and personalized feedback; Reluctance to take risks leads learners unwilling to experiment with language or engage in spontaneous conversation and Competitive classroom atmosphere causes pressure to perform, induce anxiety and inhibit participation.

Moreover, factors specific to Thai learners include cultural influences that discourage assertive communication and a lack of motivation to use English outside the classroom due to limited exposure in daily life bringing a complex environment that challenges the development of oral proficiency.

The researcher consequently conducts this study concentrating on three interrelated aspects of English oral proficiency crucial for effective communication in the hotel industry: pronunciation, confidence, and appropriacy of language use to enhance the English-speaking skills of Thai English-major students through role-play activities, assessing their effectiveness in improving pronunciation, confidence, and appropriate vocabulary use in context. The study focuses on students enrolled in the English for Hotel and Tourism 2 course, situating learning within relevant professional situations to maximize applicability.

In short, investigating the impact of role-play, this study contributes to the growing body of research advocating for communicative, student-centered teaching methods in Thai tertiary education which addresses the urgent need to equip graduates with workplace-ready language skills and to support their successful transition into the competitive hospitality sector.

2. Research Objectives

The purposes of this study were to identify factors influencing pronunciation challenges among Thai English learners, investigate causes of students' lack of confidence in speaking

English and evaluate the effectiveness of role-play activities in enhancing appropriate English vocabulary use in contextual situations.

3. Research Methodology

3.1 Participants

The participants included 4 fourth-year English major students enrolling for the course English for Hotel and Tourism 2 in the academic year 2024 at Bangkokthonburi University. The selection of the participants was conducted through a purposive sampling technique. The participants have had learning experience in the English language for 4 years. For this study the participants were named Siree, Siwat, Naphaporn and Natthaphum.

Table 01: Participants' Information Details

Participants' names	Gender	Age	Learning Experience(s)	Year(s)
Siree	F	20	Undergraduate	4 years
Siwat	M	20	Undergraduate	4 years
Naphaporn	F	20	Undergraduate	4 year
Natthaphum	M	21	Undergraduate	4 years

3.2 Data Collection

This study employed a comprehensive and multi-method approach to gather data on the effectiveness of role-play activities in enhancing the English-speaking skills of fourth-year English major students. The data collection spanned over eight weeks and utilized seven distinct tools to evaluate participants' pronunciation, confidence, and vocabulary use in context. These tools ensured triangulation of data sources, increasing the reliability and depth of the findings.

1. Oral Assessments (Pre- and Post-Role Play)

Conducted at the beginning and end of the study to measure participants' speaking proficiency before and after engaging in role-play activities.

Participants were interviewed and their responses video-recorded. Two native English-speaking teachers independently assessed these recordings using Nunn's (2000) Oral Assessment Rating Scale, which rates proficiency on a scale from Poor to Excellent.

These assessments focused on intelligibility, confidence, and appropriate vocabulary usage.

2. Assessment of Participants During Role Play

Throughout each lesson, participants performed role plays in front of the class, which were video-recorded for evaluation.

Two native English-speaking teachers assessed the participants' performances on grammar, vocabulary, pronunciation, confidence, and effectiveness in communication, using a structured rating scale.

This ongoing assessment provided real-time insights into participants' progress within the role-play context.

3. Observation Checklists

Two instructors—one Thai and one foreign English teacher—conducted systematic observations during the three role-play lessons.

The checklist comprised 18 behavioral statements focusing on both teaching effectiveness and participant engagement.

Observations were used to validate other data sources and ensure instructional methods were appropriate and effective.

4. Student Self-Assessment Sheets

After each lesson, participants completed self-assessment sheets rating their own pronunciation (including intonation, stress, rhythm, and sounds), confidence in speaking, and vocabulary use.

The structured scoring system paralleled the expert rating scale, allowing participants to reflect on their progress and identify areas needing improvement.

5. Questionnaires

Administered to collect participants' opinions on the overall effectiveness of the role-play program.

Included a mix of closed-ended, open-ended, and scale-based questions to elicit both quantitative and qualitative feedback regarding vocabulary acquisition, confidence, and learning satisfaction.

Open-ended questions encouraged participants to share detailed thoughts on the program's strengths and valuable components.

6. Review of Video-clip Role Play

Participants viewed recordings of their role-play performances and responded to guided reflection questions.

These reflections focused on identifying personal strengths, improvements in pronunciation, confidence levels, and vocabulary use, as well as recognizing aspects requiring further development.

This self-review process fostered metacognition and deeper self-awareness.

7. Interviews

Conducted in Thai and later translated into English to capture participants' perspectives on their improvement and the program's impact.

Provided rich qualitative data on participants' experiences, challenges, and perceived benefits of role-play activities.

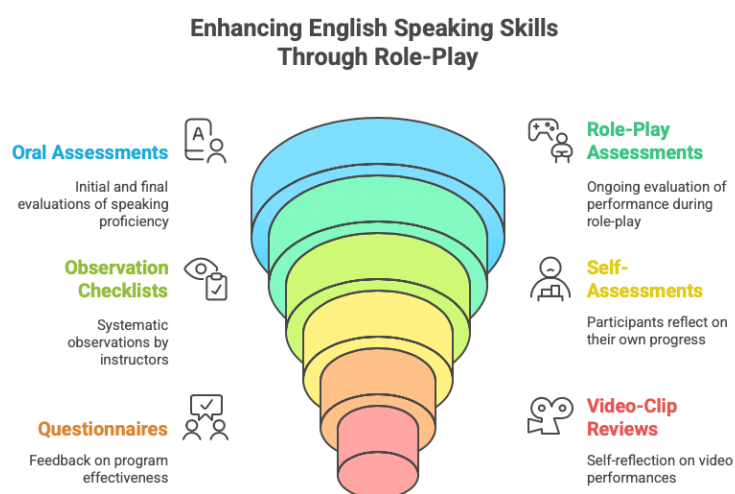


Figure 01: Summary of role-play procedures

3.3 Data Analysis

The analysis phase of this study, details the various tools and methods employed to evaluate the effectiveness of role-play activities in enhancing English-speaking skills. The focus is on assessing improvements in pronunciation, confidence, and appropriate vocabulary use through a series of classroom-based role-play lessons. These tools and their analytical focuses are summarized below:

Table 02: Tools used in the study

Source of Data	Focus of Analysis
1. Oral Assessment Prior/After Role Play	Participants' intelligibility, confidence, and vocabulary use/ Post-intervention proficiency in pronunciation, confidence and vocabulary in context
2. Videoclip Role Play and Transcription	Effectiveness of role-play program; teaching and learning processes
3. Observations of Students and Teacher-Researcher	Classroom dynamics, roles, and participant engagement
4. Student Self-Assessment	Self-evaluation of speaking ability, confidence, and vocabulary
5. Questionnaire	Participants' beliefs and perceptions of program effectiveness
6. Review of Videotaped Role Play	Identification of strengths and weaknesses in oral communication
7. Interviews	Participants' personal perspectives on learning outcomes

This multi-faceted approach allowed for assessment from various angles—expert evaluation, self and peer reflection, and observational insights—enhancing the validity of the findings.

3.4 Study Limitations

While this study offered valuable insights, there were several limitations that should be considered when interpreting the results. To begin with, the participant group was quite small—only four fourth-year English major students. Although their progress was carefully tracked, the small number means the findings may not apply to a wider group of learners. All of the participants also came from the same private university in Bangkok, which further limits the ability to generalize the outcomes to students from other regions or educational backgrounds.

The role-play activities were carried out over an eight-week period, which is relatively short. Although noticeable progress was seen in areas like pronunciation, confidence, and vocabulary, a longer study might reveal more about the lasting impact of these activities. Also, because the study didn't include a control group using different methods, it's difficult to say for sure that role-play alone was responsible for the improvements.

Another consideration is that much of the data was gathered from self-assessments, questionnaires, and interviews. While these tools offered useful perspectives, they can sometimes reflect personal bias or overly positive self-evaluations. In addition, the role-play tasks were limited to hotel and tourism scenarios. This focus was useful for the study's purpose, but it may have prevented students from practicing a wider variety of real-life communication situations.

Finally, the study didn't make use of modern technological tools like pronunciation software, AI-based feedback systems, or virtual role-play simulations. Including these could have enriched the learning experience and provided more detailed data. Future research might explore how such tools can support or enhance role-play in language learning.

4. Findings

This study employed various qualitative and quantitative data collection tools—including pre- and post-role-play oral assessments, role-play session evaluations, observation checklists, self-assessment sheets, questionnaires, video reviews, and interviews—to comprehensively analyze the impact of role-play activities on students' English-speaking proficiency. The findings are organized around three core areas: pronunciation, confidence, and vocabulary use in context.

4.1 Pronunciation Improvement

To begin with Quantitative Evidence, Oral assessments conducted before, during, and after the role-play sessions by two native English-speaking teachers revealed measurable improvements in students' pronunciation. Using Nunn's (2000) rating scale, participants' articulation and pronunciation accuracy showed a positive upward trend across the three lessons. The mean scores indicated a shift from lower proficiency levels (poor to fair) toward higher proficiency (good to excellent) over the time.

Next, Qualitative Observations were employed through video reviews of the role-play performances allowed both assessors and participants to identify specific pronunciation strengths and weaknesses. Students became more aware of suprasegmental features such as intonation, stress, rhythm, and linking sounds, which are critical for intelligibility in real-world communication. The observation checklists from both a Thai and a foreign teacher further corroborated improvements in pronunciation clarity and fluency.

Finally, Participant Reflections were investigated by utilizing self-assessment sheets and video review feedback demonstrating that students recognized their own progress in pronunciation. They reported increased attention to the sounds of English, improved voice quality, and greater consistency in applying pronunciation rules during speaking tasks. These findings highlight that structured role-play activities provide an effective platform for targeted pronunciation practice, supporting the renewal of attention to pronunciation within the communicative approach framework.

4.2 Increased Confidence in Speaking English

For Observational Data, both instructors' behavior observations and role-play session assessments revealed a marked increase in the students' confidence levels. Initially, participants exhibited signs of shyness, hesitation, and fear of making mistakes, common challenges for Thai EFL learners. However, as the role-play exercises progressed, students displayed more assertive speaking behaviors, smoother delivery, and greater willingness to take conversational risks.

In addition, Self-Assessment and Questionnaires were analyzed by participants who consistently rated their confidence higher after each role-play session, noting that the supportive, low-risk environment of role-playing helped reduce anxiety and promote active engagement. Questionnaire responses reinforced this view, with students expressing that role-play activities made classroom interactions more enjoyable and less intimidating.

Furthermore, Interview Insights illuminated the psychological impact of role-play. Students described feeling empowered to speak English more freely and believed that practicing different roles helped them simulate real-life interactions, which augmented their social and professional communication readiness.

To sum up, the data affirm that role-play not only develops linguistic skills but also addresses affective factors—such as fear of ridicule and lack of motivation—that inhibit oral proficiency among Thai learners.

4.3 Vocabulary Usage in Context

Role-Play Assessments were examined during the role-play sessions indicating that students improved their ability to use vocabulary appropriately in situational contexts relevant to the hotel and tourism industry. Teachers noted that participants moved beyond rote memorization to more dynamic use of expressions, adapting vocabulary to fit guest inquiries, reservations, and service interactions.

Participant Feedback was elicited via self-assessment sheets and video reviews revealed an increased awareness of pragmatic language use, including the appropriacy of expressions depending on cultural and situational demands. Students reported that role-play helped them understand the importance of "pragmatics"—choosing language suitable for different guest interactions—which is vital for effective communication in hospitality settings.

Observations and Interviews by the observers documented that vocabulary use became more fluent and contextually relevant as students engaged in repeated role-play practice. Interviewees expressed that they gained confidence in employing hotel-related vocabularies and were better prepared to handle workplace communication scenarios.

These highlight that role-play activities are instrumental in bridging the gap between classroom vocabulary learning and real-world application, fostering communicative competence essential for future employment in the hotel industry.

4.4 Overall Effectiveness of Role-Play

Across all assessment tools, a consistent pattern emerged showing significant improvement in participants' oral proficiency. The comparison of pre- and post-role-play oral assessments demonstrated enhanced articulation, vocabulary usage, and grammatical accuracy. Observational data and participant feedback underscored role-play's role in increasing student engagement and motivation. The interactive nature of role-play made learning more dynamic and meaningful, encouraging students to participate actively and take ownership of their language development.

While all participants improved, individual variations were present, reflecting differing learning trajectories and personal factors. Some students benefited from peer support and additional confidence-building exercises, which the study recommends emphasizing in future implementations.

The findings confirm that role-play is an effective pedagogical approach within the communicative language teaching framework. It helps transform abstract linguistic concepts into concrete, practical skills and prepares students for authentic communication challenges in the hospitality industry. They robustly support the use of role-play as a multifaceted teaching strategy that enhances pronunciation, speaking confidence, and contextual vocabulary use among Thai English-major students. In addition, role-play creates a supportive environment that fosters linguistic competence and psychological readiness for real-world communication, particularly in specialized professional domains such as hotel and tourism services.

In short, the results offer valuable guidance for educators aiming to improve English-speaking skills in EFL contexts, suggesting the integration of role-play exercises tailored to students' future workplace needs. Moreover, the study encourages further research exploring extended instructional duration, broader participant diversity, and the incorporation of technology-enhanced feedback methods to optimize role-play effectiveness.

Table 03: Summary of assessment results

Participant	Pronunciation	Speaking Confidence	Vocabulary Use in Context
Siree	Improved in stress and rhythm; clearer articulation	Gained confidence gradually; reduced hesitation	Began using expressions more appropriately in dialogue

Participant	Pronunciation	Speaking Confidence	Vocabulary Use in Context
Siwat	Notable improvement in intonation and linking sounds	Showed moderate increase in assertiveness	Demonstrated progress in vocabulary accuracy
Naphaporn	Strong improvement; applied pronunciation rules well	Displayed high confidence early; became a peer mentor	Used situational vocabulary fluently and flexibly
Natthaphum	Steady improvement; clearer speech over time	Overcame initial shyness; participated actively	Better understanding of context-appropriate expressions

5. Discussion

5.1 Pronunciation Improvement

One of the most salient outcomes of this study was the measurable improvement in participants' pronunciation. The oral assessments conducted before, during, and after the role-play sessions revealed that students made significant progress in articulation, intonation, stress, rhythm, and sound accuracy. This is consistent with the theoretical framework of the Communicative Language Teaching (CLT) approach, which emphasizes intelligibility over native-like pronunciation and prioritizes suprasegmental features such as syllable structure, linking, phrase stress, and rhythm patterns (Sonata & Levis, 2017; Levis, 2005). The structured role-play activities provided authentic, contextualized opportunities for students to practice these features in scenarios that mimicked real-life workplace situations in the hotel industry. This practical application likely contributed to the enhanced clarity and efficiency of communication observed in the post-role-play assessments.

Moreover, the video review assessments allowed participants to engage in self-monitoring and reflection, further reinforcing their pronunciation skills. This aligns with Morley's (1987) call for learner-centered methodologies that raise awareness and encourage self-correction, which is critical for sustained improvement in spoken English [[8]]. The integration of such reflective practices in the role-play framework represents a significant advancement over traditional, form-focused pronunciation instruction often criticized in the Thai ELT context (Khamkhien, 2010).

5.2 Confidence in Speaking

The increase in students' confidence emerged as a pivotal benefit of the role-play intervention. The observations, self-assessment sheets, and qualitative interview data consistently indicated that role-playing created a supportive and low-pressure environment conducive to risk-taking and experimentation with language. Participants reported feeling less shy and more willing to speak assertively during and after the role-play sessions. This finding corroborates previous studies highlighting the psychological barriers—such as fear of making mistakes, anxiety, and classroom competitiveness—that inhibit Thai EFL learners' spoken English development (Khamprated, 2012; Duang, 2014).

By simulating social roles and professional interactions typical in the hospitality industry, role play offered students a safe space to practice conversational skills without the fear of ridicule. The dynamic and interactive nature of role play fostered engagement and motivation, which are critical factors in building communicative confidence (Ramayana, 2020; Swift, 2018). Additionally, the presence of peer and teacher feedback, as well as opportunities for repeated practice, helped reinforce positive speaking experiences, contributing to sustained confidence gains.

5.3 Vocabulary Usage in Context

Appropriate use of vocabulary in context is essential for effective communication, especially in specialized fields such as hotel and tourism management. The study's findings demonstrate that role-play activities significantly enhanced participants' ability to select and

use vocabulary accurately within relevant situational contexts. This improvement is particularly important given the challenges Thai learners face with lexical appropriacy and pragmatic competence (McKeown, 2019; Jones, 1997). Through role-playing, students practiced not only lexical items but also the syntactic structures and pragmatic functions associated with various communicative acts, such as making reservations, responding to guest requests, and handling inquiries.

The contextualized nature of the role plays also aligned well with the principles of pragmatics, fostering an understanding of how language varies according to social and cultural contexts—a skill vital in the hospitality sector (McKeown, 2019). Participants' self-assessments and interview responses reflected increased awareness of appropriate phraseology, as well as improved fluency in deploying relevant vocabulary spontaneously during interactions.

5.4 Overall Effectiveness of Role Play

The triangulation of data from expert assessments, observation checklists, self-assessments, video reviews, questionnaires, and interviews provides robust evidence supporting the effectiveness of role-play as a communicative teaching strategy. And the comparative analysis of oral assessments before and after the intervention demonstrated statistically and qualitatively significant improvements in pronunciation, confidence, and vocabulary use. Therefore, these results echo findings from other tertiary-level studies in diverse contexts (Duang, 2014; Wulandari, 2021; Encalada & Villafuerte, 2018; Akter, 2017), which validate role play's capacity to immerse learners in authentic communicative scenarios, thereby enhancing both linguistic and psychological readiness.

Consequently, the structured design of the role-play lessons, following Livingstone's (1983) five-step model for beginners—including teacher preparation, class preparation, enactment of role play, follow-up, and further work—ensured systematic delivery and maximized student engagement. Supplementary activities such as free writing and one-sided dialogues further enhanced retention and language production, highlighting the importance of integrating varied instructional techniques within the role-play framework.

5.5 Implications

The findings hold practical implications for English language educators working in the hotel and tourism fields. Role-play bridges the gap between theoretical knowledge and workplace communication demands by providing meaningful, context-specific practice. Enhanced pronunciation and confidence equip students to handle real guest interactions more effectively, while improved vocabulary appropriacy supports professional communication standards (Arora, 2014; Jones, 1997). Role play also fosters communicative competence beyond grammatical accuracy, emphasizing fluency, pragmatics, and interpersonal skills necessary for success in the hospitality industry and confirms that role-play is an effective pedagogical approach within the communicative language teaching framework. It helps transform abstract linguistic concepts into concrete, practical skills and prepares students for authentic communication challenges in the hospitality industry.

5.6 Conclusion

The conclusion of this study highlights the effectiveness of role play as a valuable pedagogical approach for enhancing students' oral communication skills in English. The research demonstrated clear improvements across three key areas: pronunciation, speaking confidence, and appropriate vocabulary use in context. While individual participants showed varying degrees of progress, the overall findings indicate that structured role-playing activities encourage greater student engagement and skill development. These activities make abstract

language concepts more tangible and applicable, thereby preparing students for real-world interactions, especially in the hotel and tourism industry.

The study's findings also underscore the benefits of role play for English language teachers, particularly those training students for careers in hospitality. Role play serves as a bridge between theoretical knowledge and practical application, allowing students to practice relevant language skills in professional contexts. It fosters increased motivation and active participation by making classroom learning dynamic and interactive. Furthermore, role play builds students' confidence by simulating workplace scenarios, thus enhancing their ability to communicate effectively with guests and colleagues. This focus on communicative competence helps students use appropriate expressions fluently, rather than merely emphasizing grammatical accuracy.

In terms of recommendations, the study suggests encouraging peer support to help shy or less confident students gain comfort in speaking English. Targeted activities such as improvisation and spontaneous speaking exercises can further boost confidence. Personal feedback sessions are also advised to address individual concerns and reinforce a positive growth mindset that values progress over perfection. Moreover, extending the duration of role-play instruction and expanding the variety of scenarios could further strengthen students' speaking abilities. Future research is encouraged to explore longer-term implementation, involve larger and more diverse participant groups, and refine feedback mechanisms, including the use of video reviews and technology-assisted tools for pronunciation and communication skills enhancement.

Overall, this research contributes valuable insights into the practical application of role play in English language education within the context of Thailand's hotel and tourism industry. By fostering pronunciation accuracy, speaking confidence, and appropriate vocabulary use, role play equips students with essential communication skills needed for successful employment. The study advocates for integrating role-play techniques more extensively in language curricula to better prepare students for the demands of the global workplace.

6. Recommendations

The study offers several well-founded recommendations to enhance the effectiveness of role play as a pedagogical tool for teaching English-speaking skills, particularly in the context of hotel and tourism education in Thailand. One key recommendation is to encourage peer support within the classroom environment. Having confident speakers, like the participant named Naphaporn, mentor their peers can help reduce feelings of shyness and promote a more comfortable atmosphere for practicing spoken English. This peer mentorship can foster collaborative learning, where students motivate and assist one another, thereby easing anxiety and enhancing overall participation.

Another recommendation is the implementation of targeted confidence-building exercises. Activities such as improvisation and spontaneous speaking tasks are suggested to help students become more comfortable with thinking and responding quickly in English. These exercises aim to reduce the fear of making mistakes by promoting a growth mindset that values progress over perfection. By regularly engaging in such activities, students can build resilience and develop the assertiveness needed for effective communication in professional settings.

Addressing individual satisfaction concerns is also emphasized, recommending personal feedback sessions. These sessions would provide students with tailored advice and encouragement, allowing instructors to understand each learner's unique challenges and aspirations. Personalized feedback can enhance motivation and guide learners in setting realistic goals, thereby improving their engagement and outcomes.

Furthermore, the study highlights the importance of reinforcing a positive growth mindset among students. Shifting the focus from perfection to continuous improvement encourages learners to view mistakes as part of the learning journey rather than as failures. This perspective helps reduce anxiety and promotes sustained effort in mastering English speaking skills.

For future research, the study suggests extending the duration of role-play instruction beyond the initial eight-week period covered in the current study. A longer instructional timeline, such as a full semester, could provide students with more opportunities to practice and refine their pronunciation, confidence, and vocabulary usage in diverse role-play scenarios. Expanding the range of situational topics—covering areas like traffic and transportation, customer service, and general workplace interactions—could better prepare students for the variety of real-world encounters they may face after graduation. However, the study also cautions about balancing the extension of role-play activities with maintaining student engagement and motivation, recommending a structured curriculum with varied role-play topics to optimize learning without causing fatigue.

Another important recommendation is to increase the sample size and participant diversity in future studies. Including students from different proficiency levels and backgrounds would provide a more comprehensive understanding of role play's effectiveness across a broader learner population. This would allow researchers to compare learning outcomes and tailor instruction to meet the needs of students at varying stages of language acquisition. A larger sample size would also enable more robust statistical analyses, increasing the generalizability of findings.

Lastly, the study advocates for refining feedback techniques by leveraging video recordings and incorporating technology-based tools. Structured video reviews can enhance students' self-awareness of their strengths and areas for improvement in pronunciation, fluency, and role execution. Combining peer and teacher feedback sessions focused on these recordings could provide deeper insights and more nuanced guidance. Furthermore, integrating AI-assisted pronunciation analysis, speech recognition software, and interactive digital platforms may offer real-time feedback, making learning more efficient and engaging. These technological enhancements have the potential to complement traditional teaching methods, fostering continuous improvement and better preparing students for authentic communication in the hospitality industry.

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