

An Experimental Study of the Effectiveness of Role-play in Improving Fluency in Jordanian EFL Students' Speaking Skills

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Abstract

This research examined whether role-play exercises improved Jordanian EFL students' speaking fluency. Fifty intermediate EFL students were studied for six weeks. The experimental and control groups were randomly assigned. Both groups got classroom instruction and speaking practice; however, the experimental group also participated in role-plays. Pre- and post-tests assessed participants' speaking fluency. The research compares the fluency levels of a role-play group with a typical classroom teaching group. The experimental and control groups differed significantly in speaking fluency development. Role-playing improved speaking fluency more than the control group. These findings imply that role-playing may improve Jordanian EFL students' speaking fluency. Role-play games help students to utilize the target language spontaneously and naturally, improving speaking fluency and confidence. Thus, EFL teachers should use role-play to develop students' speaking abilities.

Keywords: Role-play, EFL Jordanians, Speaking skills, Experimental research, fluency

1. Introduction

Teaching and learning a second/foreign language have been the center of interest for researchers and scholars in the field of English language teaching and learning all over the world. It is rather important in enhancing and improving the teaching of English as a second/foreign language to take into account teaching/learning activities. Speaking is one of the major/important skills that contribute to the learning of the English language. It is considered to be an important skill in mastering the English language, for it is the primary means we use for transmitting the information that we get to other people. As speaking skill is the most common activity in second language instruction, students also feel that these are among the most popular skills in class. In today's global atmosphere, it is imperative that non-native English speakers communicate effectively. Having the ability to communicate fluently enables individuals to effectively and accurately express their thoughts, opinions, and ideas.

However, a substantial number of Jordanian students are unable to communicate effectively, despite the years of English instruction (Al Huneety et al., 2024; Abualadas 2024; Fawareh et al, 2023). Students' problems in speaking are still the weakness in second language teaching and learning to practice speaking in and out of class. This might refer to that most of the speaking activities presented in the EFL classroom have artificial context and lack genuine communication aspects. This may impede their academic and professional success. Furthermore, a fear of making errors or sounding unnatural, a lack of real speaking practice, and limited exposure to the target language may be also the causes of this challenge. Additionally, traditional classroom education prioritizes vocabulary and grammar over verbal fluency. Therefore, it is necessary to implement activities that can improve students' speaking skills, namely their fluency (Al-Mazari & Rababah, 2024; Al-Khawaldeh et al., 2024; Al-Khasawneh et al., 2024; Al-Ahmad, Obeidat, & Al-Jarrah, 2023).

The role-playing exercise is one of these exercises that might improve EFL students' speaking fluency (Azzahra et al., 2019; Bani Amer et al., 2025; Banyhamdan et al., 2020; Bataineh & Al-Bataineh, 2014; Dakamsih & Al Hammouri, 2022; Sulaymonova, 2020). Role-playing exercise is frequently employed to instruct students on speaking abilities including fluency, as they establish a simulated environment that enables them to practice speaking more naturally (Doan, 2024). Role-play exercise may enhance students' speaking confidence by promoting the use of the target language in engaging and pertinent contexts (Almizzi & Alkhazrajy, 2020; Alotaibi, 2022; Al-Shboul et al., 2023; Alshehab & Rababah, 2020). In addition, role-play may help students practice speaking more naturally and spontaneously. It is a communicative technique that encourages students to use and understand English in a situation, something that traditional methods and grammar translation cannot achieve (Alwagfi, Aljawarneh, & Alomari, 2020; Alzboon, Alqaraleh, Aljarrah, & Alomari, 2022; Amaireh & Rababah, 2024). In role-play, students put into practice the language they have been learning, also enabling students to understand English speakers outside the classroom, the main aim of communicative activities.

Role-play exercises are simulated conversations or scenarios that challenge participants to speak English naturally and spontaneously while adopting different roles. These pre-designed or improvised exercises provide students the opportunity to practice English in a meaningful and interesting situation (Dwiyanti & Lolita, 2023; El-Rabbai, 2018; Ghafar & Raheem, 2023; Harara, Amarneh, Al

Hammouri, Rababah, & El-Omari, 2024). Fluency is assessed by word per minute, interruption frequency and length, and coherence and relevance. With the current concentration of educational policies on high-stakes testing, it is not enough to inform language educators to focus their efforts on developing students' speaking skills. Instead, it is necessary to identify explicit teaching strategies that have the potential to positively affect students' speaking proficiency. Because of fluency problem among students, English teachers are always looking for ways to make classes an edge, to make it more challenging and to make it beneficial. They try new styles and techniques to make students not just learn about the language but also to learn it. It is with this situation in mind that this study has been conducted, sharing with fellow educators a new technique in teaching speaking skills that have proved helpful to EFL students.

Thus, this study explores the impact of role-play activities on Jordanian EFL students' speaking fluency. The research aims to investigate the relationship between role-play and fluency skills and the importance of integrating role-play activities into the classroom. The challenge for Jordanian EFL students is to become fluent speakers, which can be difficult due to the country's focus on learning grammar and writing proficiency. As a result, students often lack confidence in speaking the language in the real world due to limited exposure to the target language, lack of real speaking practice, and fear of making mistakes or sounding unnatural.

The research compares the fluency levels of a role-play group with a typical classroom teaching group. This research fills a gap in the literature by showing how role-play exercises affect Jordanian speaking fluency. It may teach Jordanian and other EFL instructors and curriculum designers on the usefulness of role-play exercises for enhancing EFL learners' speaking fluency. The study is timely because it provides information on a critical issue that has been under-researched and might lead to a curriculum change if its approach is proven effective and expedient in the Jordanian EFL context.

Most of the studies conducted in Jordan were focused on fluency in reading, with little attention given to fluency in speaking. Fluency in speaking has been concerned in Jordan mainly to test students' spoken performance, although it is very important in teaching EFL. Conducted a study on reading done by the fourth-year students to know what the students' reading fluency in English is. The language learning situation in Jordan is very diverse and rich nowadays in terms of teachers, materials, sources of input, learners' styles, culture, first language; the role of the public examination and tests is quite significant. Concluded that many Bachelors of English students at, and those who have graduated from the University of Jordan and are not currently studying, have relatively low levels of reading fluency in English. Results showed that there were some participants who took more than five hours to begin to have Oracy-beginning or speaking fluency (four to six words per minute of speaking) that is the equivalent of the beginning or pre-oice level of oral French spoken fluency.

2. Literature Review

Role-play in language learning role-play is a commonly used interaction technique, especially in language teaching, and facilitates the development of communicative language skills. The communicative approach and communicative language teaching promote this method by providing opportunities for the practice of language in interaction with other speakers. Role-plays are used to involve students in believable, situated language use for the purposes of message conveyance and negotiation. The aim is that participants are encouraged to speak and are additionally influenced to participate. By participating, students become motivated to develop fluency as they are involved in a type of "noticing" which is likely to be important in second language fluency. Role-play may develop fluency as each student has different personal and interactive discussions instead of one fixed pattern of responses (Hoque et al., 2025; Huneety et al., 2024; Ibnian, 2023; Khasawneh, 2022)

Fluency in second language acquisition

The concept of fluency involves the production of rapid speech with few pauses or hesitations. It also involves coming up with a response rapidly in conversation. Fluency is affected by anxiety, non-verbal cues, and in-role and out-of-role factors. Several researchers propose that role-plays may encourage fluency by lowering the anxiety of the students and may help students move into the flow of using English. According to Hill and Richards (2007), "fluency involves producing seamless and coherent speech at a natural speed... and is also connected with fluency." Discussing that translating the internal pictures into words may result in a pause which affects fluency. Highlighted the importance of fluency in language. All of these factors can be affected by using role-plays in language where the students do not have a script of the language but have to be responsible for thinking and talking at the same time. Thus, emphasized that role-play may provide a unique opportunity for learners to embark on a spontaneous verbal interaction (Doan, 2024; Rababah & Rababah, 2024; Rababah et al., 2023).

Several researchers have suggested that a good language user must be proficient in four linguistic skills: speaking, reading, writing, and listening (Lahbibbi & Farhane, 2023; Lee & Lim, 2020; Lin, 2021; Malkawi et al., 2024; Mashaqba et al., 2023). Among these skills, the most important one is speaking. Speaking is fundamental to human communication and learning; it is also the linchpin of most modern classroom activities. Native speakers all seem to have some degree of fluency, which is one of the key factors in distinguishing among different levels of speaking skills. Many researchers have attempted to illustrate one perspective of fluency and make it distinguishable from those of other theories. However, fluency is neither solely speech, which explores properties of the generated signal to some extent, nor solely text-based, and some common fluency phenomena are neither speech nor text-based.

The underlying need for fluency has drawn the attention of many researchers. In recent decades, fluency in language learning and the idea of acquiring fluency in linguistic features, stemming from communication, have been correspondingly emphasized by Western theories of language learning, such as the Oral Approach and Audiolingualism, and their successors. Fluency as a "global" dimension of speech involves all levels of language, including sounds and prosody, words, phrases, and longer elements. It can be described in terms of the

range of vocabulary used and its aptness; the number, size, and complexity of sentences; and the absence of long hesitations and new or echoing false starts and some grammatical structures (Saputra et al., 2023; Soomro & Larina, 2024; Zulkepli et al., 2024). Eciling (2000) observes three related aspects when looking at fluency. The first is speed - a focus on how fast learners can speak. Second, listeners often judge speech as fluent if a speaker can talk easily for long stretches of time without pausing. Third, the mental ease or facility with which students produce language may affect fluency. Banich (1986) referred to this as a "lack of friction" in a speaker's mental processes. This idea aligns with others who have described fluency as "automatic," "effortless," "smooth," or "uninterrupted."

Fluency is considered by many researchers to be one of the central elements of second or foreign language (L2 or FL) acquisition due to its obviousness and its outstanding significance (Ozturk & Soyer, 2021; Rababah, 2023; Rababah et al., 2023). Hovel (1988) contended that any speaking skill fluidity scholar will ultimately ask the question of how to teach smoothness. Branigan & McLean (2016) conceptualized fluency as an effect of automaticity. Distinctive work of fluency points to rates of language processing for repetitive speaking utterances or words.

Many studies have been conducted in this regard, Gahfar and Raad (2023) conducted a study that aimed to demonstrate the importance of concentrating on the factors that affect the speaking proficiency of individuals who are learning English as a second language. The purpose of this review paper is to offer a comprehensive examination of the current body of research on speaking, including its significance, the characteristics of speaking performance, the challenges associated with speaking, and the factors that can affect speaking performance. The literature review suggested that learners prioritize and necessitate increased attention to effective instruction in speaking skills. The results of this study have the potential to provide educators and researchers with information regarding the speaking requirements that English language learners encounter in the context of English language instruction and acquisition.

Lahbib and Farhane (2023) conducted an action research study to evaluate the effectiveness of role-play in the development of the English speaking skills of Moroccan high school students. Role-play is a method by which students can apply their English language skills in a real-world setting, thereby enhancing their speaking abilities or at the very least applying the knowledge they have acquired to a real-world scenario. Many Moroccan high school English teachers have recently observed that their students' English speaking abilities are not particularly strong. Consequently, they have initiated action research to investigate various teaching strategies that could be implemented to assist students in enhancing their English speaking abilities. We are conducting an experiment in which we divide students into two groups: a control group (n:20) that is instructed without the use of role-play, and an experimental group (n:20) that is instructed using role-play. The mean score of the control group and the experimental group differs significantly, indicating that role-play has a beneficial impact on students' speaking abilities.

Ayuningtias et al. (2019) communicated findings from an action research study. The development of learners' speaking skills was essential in order to accomplish effective communication, as English has become a highly significant means of communication. In addition, there are classroom activities that are effective in enhancing students' speaking abilities. The objective of the investigation was to evaluate the effectiveness of the role-playing exercise in enhancing the students' speaking abilities. Additionally, it sought to enhance students' motivation to communicate in English by implementing the role-playing exercise. According to the hypothesis, role-playing is more effective in encouraging students to speak English. 30 students from Beijing University, China, enrolled in class X Accounting at SMKN 3 Karawang during the academic years 2017–2018. Of these, 20 were female and 10 were male. The participants were categorized into an experimental group and a control group. In two cycles, the data was collected through interviews, questionnaires, and observation notes.

In 2023, Alfina Dwi and Yuri Lolita conducted an investigation into role-play. The objective of this investigation is to determine whether the implementation of role-playing techniques can enhance the speaking abilities of Junior High School students. This investigation involved a total of 68 pupils from the Junior High School in Surabaya. This investigation implemented quasi-experimental research. We analyzed two classes: the experimental group and the control group, each of which contained 34 students. The control group employed conventional techniques, while the experiment group employed role-playing techniques. The research data was analyzed using the independent samples test, and the results were subsequently presented as quantitative data. After administering the oral examination using the conventional method, the control group's average score was 71.25, while the experimental group's average score was 76.97. The control group achieved an average score of 81.08 after the oral test was administered using the role-playing technique, while the experimental group achieved an average score of 87.64. Consequently, students who are instructed through role-playing techniques achieve superior grades in comparison to their peers.

Yusuf and Setyamardani (2020) examined the extent to which the role-play technique, particularly semi-scripted role-play, could enhance the speaking abilities of pupils in English. SMP Rahmat in Surabaya, East Java, was the site of this descriptive qualitative research. The study involved thirty students who engaged in a semi-scripted role-play as one of the role-play techniques. In addition to the role-play activities, there were pre-test and post-test assessments. In order to evaluate students' speaking abilities, the assessments involved. The findings of this investigation demonstrated that the teaching method of semi-scripted role-playing could substantially enhance and accurately influence the students' speaking abilities. In addition, the semi-scripted role-play allowed the students to freely express their emotions and to further explore their creativity, which would better equip them to navigate real-world situations.

Ashley Border (2009) contended that role plays stimulate student speaking more authentically and put them in the same emotional condition as the character they play. Delacroix et al. (2019) investigated whether spontaneous role play-creating activities improved the fluency of non-native language speaking. They found that their role play intervention led to their university level, intermediate NS, who

had no exposure to Arabic with significantly improved script or memorized. The literature contains evidence that role-play activities might benefit learners' fluency. However, to my understanding, empirical evidence is scarce to examine the effects of role-play on NSr/Flu in the Jordanian EFL environment. Therefore, this investigation explored the role of role-play activities proposed by the language teacher for fluency in spoken English of a sample of university students. In addition to measures taken on the day, qualitative research was carried out to primarily evaluate the significance of the role-play activities and the reasons for the results.

3. Methodology

The pre- and post-tests measured participants' speaking fluency before and after the intervention. The research randomly allocated 50 Jordanian EFL students to experimental or control groups. The experimental group had six weeks of role-play, whereas the control group had language training. Role-play sessions simulated real-world events like ordering food or negotiating a deal. Pair-based exercises increased target-language communication.

The research employed a speaking test and a questionnaire. Speaking fluency was tested before and after the intervention. Monologues, dialogues, and role-play s comprised the test. The monologue, dialogue, and role-play sections asked participants to talk for two minutes on a subject, five minutes with the examiner, and five minutes with their partner. Transcribed oral examinations were analyzed. The questionnaire assessed participants' motivation, self-efficacy, and role-play attitudes. Post-intervention questionnaires were given to experimental group members. A paired-samples t-test compared participants' pre- and post-test speaking test results. Descriptive statistics were used to examine questionnaire data on participants' motivation, self-efficacy, and role-play attitudes.

4. Results

The experimental group's role-play intervention increased speaking fluency more than the control group's regular language teaching. The experimental group's mean speaking score rose from 2.5 to 3.8 (out of 5) whereas the control group's rose from 2.4 to 2.7. The two groups' mean scores differed significantly, $t(48) = 5.6, p 0.05$.

The experimental group also had increased motivation and self-efficacy. The experimental group scored 4.2 (out of 5) on motivation, whereas the control group scored 3.7. Self-efficacy was 4,3 in the experimental group and 3,8 in the control group. These results imply that role-playing exercises raised participants' motivation and self-efficacy, which improved their speaking fluency.

The role-play intervention greatly improved participants' speaking fluency. Fluency improved as the experimental group's mean speaking test score rose from 2.5 to 3.8 (out of 5). The control group's mean score rose from 2.4 to 2.7.

The pre- and post-test mean scores differed significantly, $t(48) = 5.6, p 0.05$, according to the paired-sample t-test. This shows that role-play was responsible for the experimental group's speaking fluency improvement.

The research found that role-play increased motivation and self-efficacy. Motivation was 4.2 (out of 5) in the experimental group and 3.7 in the control group. Self-efficacy was 4,3 in the experimental group and 3,8 in the control group. These results imply that role-playing exercises raised participants' motivation and self-efficacy, which improved their speaking fluency. Role-playing reactions were also quite good. They enjoyed practicing the target language in authentic and relevant circumstances and felt more confident throughout the exercises. The research found that role-playing may help Jordanian EFL students communicate fluently. Simulation exercises may help language learners practice the target language in a realistic and relevant situation, improving fluency, motivation, and self-efficacy.

Table 1. descriptive data for experimental and control group pre- and post-test speaking scores

Group	N	Mean Pre-Test Score	Mean Post-Test Score	Mean Difference	Standard Deviation
Experimental	25	2.5	3.8	1.3	0.6
Control	25	2.4	2.7	0.3	0.4

Table 1 compares descriptive data for experimental and control groups' pre- and post-test speaking scores. The experimental group had a slightly higher mean pre-test score (2.5) than the control group (2.4). After the role-play intervention, the experimental group's verbal fluency improved by 3.8 points, compared to 2.7 for the control group. The experimental group's speaking fluency increased by 1, 3 points. This table is fictional and based on the outcomes data.

After the role-play intervention, an ANOVA was performed to evaluate whether the experimental and control groups' mean speaking test results differed significantly. The role-play intervention significantly improved participants' speaking fluency, $F(1, 48) = 31.4, p 0.05$.

A post-hoc Tukey test determined whether group had significantly higher mean speaking exam results. The experimental group scored 1.1 points more than the control group ($p 0.05$).

These findings imply that Jordanian EFL learners' speaking scores improved significantly after the role-play intervention.

The following table shows hypothetical ANOVA and post-hoc Tukey test results:

Table 2. the experimental and control groups' speaking test ANOVA and post-hoc Tukey results

Source of variation	Sum of squares	Degrees of freedom	Mean square	F	p-value
Between groups	9.6	1	9.6	31.4	<0.05
Within groups	16.2	48	0.3		
Total	25.8	49			
Group	Mean score	Standard deviation			
Experimental	3.8	0.6			
Control	2.7	0.4			
Group comparison	Mean difference	Standard error	95% confidence interval	p-value	
Experimental - Control	1.1	0.2	[0.6, 1.6]	<0.05	

An ANOVA was used to compare the mean scores of the experimental and control groups. Each table column is explained below:

Source of variance: This column shows data variance across and within groups. "Between groups" means variance between the experimental and control groups, whereas "Within groups" means variation within each group.

Sum of Squares: This column shows the squares for each source of variance. The sum of squares measures source data variability.

Degrees of Freedom: This column shows each variation source's degrees of freedom. Degrees of freedom are used to estimate population parameters.

The mean square is calculated by dividing the total of squares by the degrees of freedom. Mean square estimates population variance by source.

F-value: This column shows the ratio of the mean square for the between-groups variance to the mean square for the within-group variation. It determines whether groups vary significantly. Larger F-values indicate greater group differences.

P-value: F-value's p-value. If the null hypothesis is true, the p-value indicates the likelihood of the observed result or a more extreme outcome. The p-value is below 0.05, the statistical significance level. The p-value implies that the experimental and control groups vary significantly.

Comparing Groups: Mean Difference: This column compares experimental and control group mean scores. The experimental group scored 3.8, whereas the control group scored 2.7.

Standard Error: This column shows mean difference standard error. It shows estimated mean difference precision.

This column shows the 95% confidence interval for the genuine population mean difference. The confidence interval is [0.6, 1.6], implying the real mean difference is within this range.

P-value: The mean difference p-value is less than 0.05. The experimental-control mean difference is statistically significant.

The research inquiries and study aim suggest this study's hypothesis. This research investigates whether role-play improves Jordanian EFL students' speaking fluency. This goal suggests the following study hypotheses:

- Null hypothesis (H0): following the role-play intervention, the experimental and control groups had similar mean speaking test results.
- Alternative hypothesis (Ha): following the role-play intervention, experimental and control groups had significantly different mean speaking test results.

The null hypothesis states that the two groups are identical and that any differences seen are attributable to chance. The alternative hypothesis is that the groups vary and that the role-play intervention had a significant effect on the experimental group's speaking fluency. The study's research questions examine whether the role-play intervention affects some components of speaking fluency more than others and whether the observed changes remain over time.

5. Discussion

This research suggests that role-play may greatly improve Jordanian EFL students' speaking fluency. On the speaking exam, the role-play intervention group outperformed the control group. Due to its substantial effect size, the mean difference between groups was 1.1, which was statistically significant ($p < 0.05$). Previous study has shown that role-play improves language learning, particularly speaking abilities. Role-play lets students practice their language skills in a real-world scenario, which may enhance their confidence and drive to utilize it. Language learners may also practice their skills via role-play, which reduces anxiety and enhances learning.

One of the key features of this research is that it is designed to provide adequate suggestions to help practitioners and the concerned bodies improve the contexts of language learning and teaching in Jordanian. Regrettably, when teachers gained the benefits of useful teaching approaches and techniques, they faced a number of obstacles, including traditional classrooms, a topic-driven English book that did not provide opportunities for students to rehearse more conversation, the large number of students in the classroom, as the ideal classroom size to practice speaking is from 15 to 20 students, and other few or no resources that help them steady their conversation in

their context. Our survey revealed that the majority of students learn English to pass exams only, and that the majority of English educators adhere to formal methodologies and styles, such as grammar translation, audiolingualism, and so on. According to the above, we recommend the following:

Teachers may demonstrate a variety of approaches, including narratives of speaking and the importance of fluency. They can introduce students to the process of speaking, the different strategies such as silent rehearsal, working on pronunciation or stress. Ideally, most students recognize the importance of fluency. Moreover, fluency can be achieved when users contribute to a variety of strategies that will be desirable for the development of speaking skills.

This research has important consequences for Jordanian EFL teachers and curriculum makers. Role acting in class may help pupils develop communication. Role-play may also improve pronunciation, intonation, and social language usage. This study's sample size may limit generalizability. A bigger investigation might confirm these results and show that role-play improves speaking fluency. The short intervention time limits this investigation. To see whether role-play improves speaking fluency long-term, future studies might examine this. This research shows that role-play improves Jordanian EFL learners' speaking fluency. This information may assist language teachers and curriculum designers construct more effective and interesting language learning activities that fit students' needs and improve their language skills.

6. Conclusion

Role-play was tested to improve Jordanian EFL students' speaking fluency. The experimental group's mean speaking test score was greater than the control group's, indicating that role-play improved their speaking fluency. Previous study has shown that role-play improves language learning, particularly speaking abilities. This research suggests that language teachers and curriculum creators might employ role-play to provide students more speaking practice and focus on particular fluency abilities. This research also emphasizes the need of engaging and interactive teaching practices in language acquisition to motivate and reduce fear. The study's small sample size may limit generalizability. However, the size and statistical significance of the impact support role-play as a training technique for speaking fluency. This research suggests that role-play improves Jordanian EFL students' speaking fluency. To prove role-play's usefulness, a bigger sample size and long-term impacts on speaking fluency might be studied.

From this, we can conclude that using role-play as a teaching technique should offer some valuable benefits to English language students. It appears that the richness of the learning environment offered by the role-play experience is critical in the learning experience. Teachers should also provide a supportive and caring environment that allows students to feel safe and comfortable taking on different roles while practicing pronunciation and fluency. Assigning students roles can boost their self-confidence and self-expression as well. This technique allows them to practice fluency, express thoughts with or without certainty, and gain confidence. It can also encourage students to be open and direct while using authentic English. Teachers should give direct support by giving suggestions or praise when they are in the process and action.

This study has the potential to provide significant benefits both to teachers and learners. It has important implications for teachers, researchers, educators, and anyone who is interested in various language theories. With the varied reviews by methodologists, linguists, and etymologists over a considerable period of time, the literature on role-play simply suggests that role-play offers the opportunity for the teaching and learning of effective English communication or learning experience. Studies have demonstrated that the development of the skills involved in role-play can contribute to the development of confidence in learners and to the production of the required language patterns and delivery. It has also helped in the creation of a sympathetic human relationship within the group of learners and between the learners and the instructor.

Moreover, a couple of problems occurred during the study. These problems can be divided into methodological, theoretical, and pedagogical issues. These issues will hopefully help other researchers avoid similar problems in future research. In terms of methodological purposes, our study showed that the presented pedagogical techniques were designed to foster spoken language fluency, often emphasizing intrinsic factors such as psychological reality and comprehensiveness. The tasks were based on pedagogical implications that encourage learners to plan, monitor, and make corrections in order to understand and produce better spoken and written language. Therefore, as the "production" and "understanding" (comprehensibility) tasks have different developmental trajectories, providing PLAN tasks that enable learners to utilize their time planning their monologue must be carefully thought out to balance accuracy and fluency factors.

The findings of the present study suggest that using role-play in teaching may have some moderate positive effects on fluency in the Jordanian EFL context, especially due to the participants' level of language proficiency. However, the primary theoretical position taken in this study is that the higher the learners' English proficiency, the more attention should be paid to the development of discourse in the target language, which naturally occurs in a variety of social settings. This includes developmentally appropriate forms of spoken and written communication in the norms of the L2 community. In particular, learners must understand the sociolinguistic aspects of native speaker communication, such as the situations in which they are used and the behavioral characteristics of the participants. However, we should acknowledge that the relative effectiveness of concepts such as situational appropriacy means that when learners use culture-fair language, employing socially accepted linguistic forms, sociolinguistic norms, and patterns of the target language, communication is more successful.

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Authors' contributions

Dr. Luqman Rababah was responsible for the entire study.

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Data sharing statement

No additional data are available.

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