

## **The Use of Role-Play Activities to Enhance English speaking Skills of Students Majoring in Aviation Business and Tourism Management, North-Chiang Mai University**

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### **Abstract**

The purpose of this study was to examine the effectiveness of role-play activities in enhancing the English speaking skills of students majoring in Aviation Business and Tourism Management at North-Chiang Mai University. The study also aimed to investigate students' satisfaction with the use of role-play activities in the learning process.

The participants were 11 third-year students enrolled in the English for Tourism and Hospitality Management course during the second semester of the 2024 academic year. Research instruments included a pre- and post-speaking ability test, an assessment rubric, and a satisfaction questionnaire. Data were analyzed using means, standard deviations, paired samples t-tests, and content analysis.

The findings revealed a statistically significant improvement in students' English speaking abilities after participating in role-play activities ( $t = 5.62$ ,  $\text{sig.} = 0.000$ ). Additionally, students reported a high level of satisfaction with the learning experience ( $\bar{x} = 4.34$ ,  $\text{S.D.} = 0.27$ ), particularly highlighting improvements in practical communication, confidence, and language fluency.

The results suggest that integrating role-play activities into English instruction can effectively enhance speaking skills and increase student engagement, particularly in tourism-related educational contexts. Role-play serves as a meaningful and interactive pedagogical approach that supports both linguistic development and professional readiness.

**Keywords:** Role-Play Activities, English speaking Skills, Student Satisfaction

### **Background and Statement of the problem**

In the globalized world of aviation and tourism industries, English communication skills are essential for students preparing for careers that require frequent interaction with international passengers, clients, and business partners. Effective English speaking skills are particularly critical for Aviation Business and Tourism Management students, as their future professional roles may involve tasks such as checking in passengers, handling customer inquiries, giving travel information, and coordinating with international service providers.

However, despite the widespread recognition of English as the lingua franca of global business, many Thai university students continue to face challenges in developing their English speaking proficiency. Observations in the classroom and informal assessments have revealed that a significant number of students are hesitant to speak, lack fluency, and experience difficulty responding appropriately in real-life communication scenarios. Contributing factors include anxiety, fear of making mistakes, limited vocabulary, and insufficient opportunities for meaningful speaking practice within the traditional classroom environment, where reading and grammar exercises often dominate the curriculum.

Existing research has widely confirmed the benefits of role-play in language learning, particularly for promoting speaking fluency and reducing anxiety. However, most previous studies have focused on general English learning contexts or international populations, with relatively limited research targeting the specific needs of Thai university students in professional English contexts such as aviation and tourism. Therefore, this study addresses an important gap in the literature by focusing on the application of role-play activities to enhance English speaking skills among Thai students majoring in Aviation Business and Tourism Management—a field where practical communication is critical to career success.

Furthermore, current global trends underscore the urgency of developing strong communication skills among future professionals. The COVID-19 pandemic has accelerated shifts toward digital communication,

remote interactions, and heightened expectations for effective cross-cultural communication in travel and service industries. Additionally, the integration of artificial intelligence (AI) in education is transforming traditional language learning approaches, offering more dynamic, personalized, and simulation-based learning opportunities. In this context, role-play activities represent an accessible, human-centered strategy that complements emerging technologies by fostering authentic interpersonal communication skills, critical thinking, and adaptability—qualities that are increasingly valued in the post-pandemic, AI-enhanced educational landscape.

Therefore, this research aims not only to investigate the effectiveness of role-play activities in enhancing students' English speaking abilities but also to contribute to the broader discourse on how educational practices must evolve to meet global communication needs in a rapidly changing world.

### **Objectives**

1. To compare the students' English speaking abilities before and after participating in role-play activities.
2. To investigate students' satisfaction with the use of role-play activities in enhancing their English speaking skills.

### **Expected benefits**

1. Students will improve their English-speaking abilities through engaging in meaningful, real-life communication scenarios.
2. Role-play activities will help increase students' confidence and reduce anxiety in using English in professional settings.

### **Conceptual Framework, Literature Review**

#### **1. Role-Play in Language Learning**

Ladousse (2004) states that role-play is a well-recognized technique in language teaching that allows learners to assume roles in various communicative situations. It provides a platform for meaningful interaction and encourages learners to use the language spontaneously and creatively.

Similarly, Brown (2001) supports the use of role-play as a communicative activity that fosters speaking fluency through realistic and practical situations.

Tran and Nguyen (2020) also emphasize that role-play is widely recognized as an effective communicative strategy in language classrooms, especially in promoting speaking fluency in authentic and purposeful contexts. It allows learners to engage in real-life scenarios, apply language meaningfully, and develop both linguistic and pragmatic competence. Additionally, role-play helps reduce learners' anxiety and builds their confidence through collaborative practice.

Putri, Hamid, and Nasution (2021) highlight that recent studies have emphasized the value of role-play in English language education, particularly in vocational and professional fields. For instance, role-play activities designed for ESP (English for Specific Purposes) learners—such as those in tourism, hospitality, or aviation—have been found to significantly improve students' communicative performance and engagement.

Moreover, Wulandari and Lestari (2022) note that role-play integrates well with learner-centered and task-based approaches. It encourages active participation, promotes learner autonomy, and enhances problem-solving skills, as students must respond appropriately to dynamic, context-based situations.

Thus, integrating role-play into English courses for Aviation Business and Tourism Management students provides a relevant and practical means to develop speaking skills, build confidence, and strengthen professional communication abilities required in real-world contexts.

#### **2. Speaking Skills Development**

Speaking is a crucial component of language proficiency and one of the most challenging skills for language learners to master. It requires not only linguistic knowledge such as vocabulary, grammar, and pronunciation, but also the ability to apply that knowledge fluently and appropriately in real-time communication.

Harmer (2007) also emphasizes that effective speaking instruction should provide students with both controlled and free practice opportunities. He highlights the importance of balancing form-focused activities with communicative tasks that allow learners to use language in meaningful and spontaneous ways.

Richards (2008) speaking involves developing both accuracy and fluency, along with interactive strategies to achieve communication goals.

Arif and Sukmawan (2020) found that learners improved their speaking fluency significantly when engaged in interactive tasks, particularly when those tasks were aligned with real-world professional contexts.

In addition, technology-assisted language learning tools, such as video-based simulations and speaking apps, have also been shown to improve learners' motivation and speaking accuracy (Albiladi & Alshareef, 2019). These findings suggest that speaking skills can be effectively developed through integrated, interactive, and context-based approaches that mirror real communication needs.

### **3. Speaking Skill**

Speaking is a fundamental skill in language learning, essential for effective communication in both everyday life and professional settings. According to Derakhshan, Khalili, and Beheshti (2021), speaking is a productive skill that requires learners to process language in real time, combining linguistic competence with pragmatic awareness to convey meaning effectively. This process involves not only vocabulary and grammar, but also fluency, coherence, pronunciation, and the ability to respond appropriately to the communication context.

Albiladi and Alshareef (2019) emphasize that speaking allows learners to express ideas, share opinions, and interact with others—making it crucial in building interpersonal relationships and achieving communication goals. As such, speaking involves more than just verbal output; it also includes non-verbal elements like tone, rhythm, and gestures that contribute to effective message delivery.

Kukulka-Hulme and Shadiev (2020) highlight that speaking skill development must also consider the dynamic and situational nature of real communication. Language learners benefit most when speaking tasks are interactive, relevant to their personal or professional goals, and designed to reflect authentic contexts. This approach helps learners develop the confidence and competence needed for spontaneous and purposeful communication.

To support the development of speaking skills, educators must design instructional tasks that integrate cognitive, linguistic, and social components. Such tasks should encourage meaningful interaction, provide opportunities for practice, and mirror the communication challenges students are likely to face in real-world environments.

### **4. Student Motivation and Satisfaction**

Ushioda (2017) Learner motivation and satisfaction play a vital role in language learning success. Motivation influences how much effort students invest in learning, while satisfaction reflects their emotional response to the learning experience, which can directly impact engagement, confidence, and performance.

Wulandari and Lestari (2022) Role-play, as an experiential and interactive learning strategy, helps bridge that gap by simulating real-world communication, making students feel more prepared and confident.

According to Astuti (2016), students involved in role-play activities tend to demonstrate higher motivation levels due to the collaborative and realistic nature of the tasks. These activities provide them with a sense of purpose and a safe environment to practice speaking without fear of being judged. Furthermore, they promote active engagement and foster positive attitudes toward language learning (Rahman et al., 2020). Studies have also found that students report high satisfaction levels when they are given opportunities to express themselves, engage in meaningful tasks, and interact with peers in English. Role-play supports these needs by combining language practice with creativity, personalization, and social interaction.

### **5. Criteria for Evaluating English-speaking Skills in Role-Play Activities**

Role-play activities provide an authentic and interactive context for evaluating English-speaking skills. The assessment criteria should reflect both linguistic accuracy and communicative effectiveness in simulated real-life situations. According to Derakhshan et al. (2021) and Zare & Mobarakeh (2016), effective evaluation in role-play should focus on the following five key components:

#### **1) Fluency**

Assesses the natural flow of speech, including the ability to maintain a conversation without unnecessary pauses or hesitation.

Score 1: Speech is fragmented; cannot maintain flow.

Score 2: Slow speech with frequent pauses and prompting.

Score 3: Occasional hesitation, but speech is mostly continuous.

Score 4: Smooth and confident delivery with natural rhythm.

#### **2) Pronunciation**

Focuses on clarity, stress, and intonation that contribute to intelligibility.

Score 1: Pronunciation errors make speech hard to understand.

Score 2: Errors are noticeable and affect communication.

Score 3: Mostly clear with minor issues.

Score 4: Clear and accurate pronunciation throughout.

### 3) Vocabulary Use

Evaluates the range and appropriateness of vocabulary used in context.

Score 1: Limited vocabulary; frequent misuse.

Score 2: Basic vocabulary with some inappropriate word choices.

Score 3: Adequate and mostly appropriate vocabulary.

Score 4: Wide range and effective word use in context.

### 4) Grammatical Accuracy

Assesses correct usage of grammatical structures, especially in functional expressions relevant to the role-play scenario.

Score 1: Frequent errors; affects comprehension.

Score 2: Some structures used correctly, but with frequent errors.

Score 3: Mostly correct usage; few errors.

Score 4: High accuracy with minimal or no noticeable errors.

### 5) Comprehension and Interaction

Assesses the student's ability to understand their partner and respond appropriately, maintaining the flow of the conversation.

Score 1: Difficulty understanding or responding appropriately.

Score 2: Limited interaction; struggles to maintain conversation.

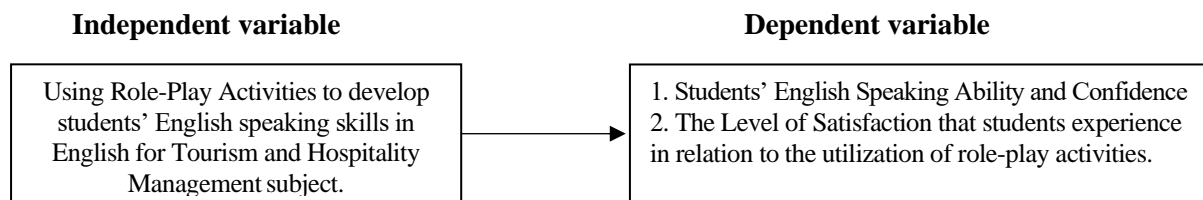
Score 3: Generally good interaction with minor lapses.

Score 4: Actively engages and responds naturally and effectively.

These criteria allow for holistic evaluation of speaking performance in realistic, task-based situations. When integrated into role-play assessments, they provide a meaningful way to measure communicative competence in contexts similar to the professional settings students are preparing for (Wulandari & Lestari, 2022; Putri et al., 2021).

## Conceptual Framework

The conceptual framework of this study consists of independent variable and dependent variable as follows:



## Research Methodology

### 1. Scope of the Research

This study examines the use of role-play activities as a pedagogical strategy to enhance English-speaking skills among students majoring in Aviation Business and Tourism Management. The focus is on improving communicative performance in realistic and professional contexts through interactive learning experiences. Role-play scenarios were designed to reflect common situations in the tourism and hospitality industry, including:

- Tourism and Tourists in Thailand
- Transportation and Directions
- Showing Places of Interest
- Making Travel Arrangements
- Shopping
- Culture and Festivals

In addition to assessing improvements in speaking ability, the study also investigates students' satisfaction with the role-play method as a tool for language learning.

## 2. Population and Samples

The target population comprised third-year students enrolled in the Aviation Business and Tourism Management program at North-Chiang Mai University. The sample consisted of 11 students enrolled in the course English for Tourism and Hospitality Management during the second semester of the 2024 academic year. The sample was selected using a purposive sampling technique to ensure relevance to the instructional context.

## 3. Scope of Studied Variables

Independent Variable: The use of role-play activities as an instructional method in English-speaking development.

Dependent Variables:

- 1) Students' English-speaking ability
- 2) Students' satisfaction with the learning experience through role-play activities

## 4. Time of the Research

The study was conducted during the second semester of the academic year 2024.

## 5. Research Site

All data collection and instructional interventions were carried out at North-Chiang Mai University, located in Chiang Mai, Thailand.

## 6. Hypothesis

Hypothesis 1 ( $H_1$ ): Students who participate in role-play activities will demonstrate significantly higher English-speaking scores in the post-test compared to the pre-test.

- Statistical Test: Paired Samples t-Test
- Null Hypothesis ( $H_0$ ): There is no significant difference between the pre- and post-test mean scores.
- Alternative Hypothesis ( $H_1$ ): There is a significant difference between the pre- and post-test mean scores.

Hypothesis 2 ( $H_2$ ): Students will report a high level of satisfaction with the use of role-play activities in developing their English-speaking skills and enhancing their learning experience.

## Research Instruments

The researcher focused on the effects of role-play activities in improving the English-speaking abilities of the selected sample group. The main instruments employed in this study were as follows:

### Pre- and Post-Experiment Speaking Ability Test

This instrument was designed to assess students' English-speaking performance before and after participating in role-play activities in the English conversation subject. The test consisted of 6 role-play tasks, each representing a different real-life tourism-related scenario, as follows:

- Tourism and Tourists in Thailand: Simulating conversations with international tourists seeking general travel information about Thailand.
- Transportation and Directions: Providing directions and transportation advice to tourists.
- Showing Places of Interest: Recommending and describing tourist attractions in various provinces.
- Making Travel Arrangements: Acting as a travel agent helping customers book tours, transportation, or accommodations.
- Shopping: Simulating buying and selling interactions in local markets, including asking about products, bargaining, and giving change.
- Culture and Festivals: Explaining cultural events or local festivals to foreign visitors.

Each task was evaluated based on specific speaking criteria: fluency, pronunciation, vocabulary, grammatical accuracy, and comprehension. The same criteria were used for both the pre-test and post-test to compare improvement.

A questionnaire was developed to measure students' satisfaction with the use of role-play activities in developing their English-speaking skills. The instrument consisted of 10 items using a five-point Likert rating scale, covering dimensions such as engagement, confidence, enjoyment, relevance to real-world contexts, and perceived improvement in speaking ability.

Instrument Validation and Reliability Testing: To ensure content validity, the questionnaire was reviewed by three experts and a research advisor. The Index of Item-Objective Congruence (IOC) was calculated for each item, and all items fell within the acceptable range of 0.67–1.00. The overall IOC score was 0.91, indicating strong content validity.

After revisions based on expert feedback, the questionnaire was pilot tested and underwent reliability testing. The reliability results confirmed the consistency of the instrument for use in the main study.

### Data Collection

To gather data, this study incorporated pre-experiment speaking assessments, post-experiment speaking assessments, and a satisfaction questionnaire. The data collection procedures were carried out in the following steps:

#### 1. Pre-Experiment Speaking Assessment

The study was conducted in a classroom setting before the instructional intervention. Participants completed a pre-experiment English-speaking assessment, which involved performing role-play tasks based on common scenarios in the tourism and hospitality context. This assessment was used to evaluate their baseline speaking ability prior to participating in the role-play activities.

#### 2. Implementation of Role-Play Activities

The researcher implemented a series of six unit plans involving role-play activities with 11 third-year students. Each unit represented real-life communication tasks relevant to the tourism and aviation industries, such as giving directions, making travel arrangements, and interacting with customers. The activities were delivered over several class sessions during the English for Tourism and Hospitality Management course.

#### 3. Post-Experiment Speaking Assessment

After completing all role-play units, participants took a post-experiment speaking assessment with similar tasks to the pre-test. The results were compared to measure the improvement in speaking skills.

#### 4. Satisfaction Questionnaire

Following the post-assessment, participants were asked to complete a satisfaction questionnaire designed to evaluate their perceptions of and satisfaction with the role-play activities in enhancing their speaking abilities and overall learning experience.

### Data Analysis

1. The average scores from students' English-speaking performance, both before and after the implementation of role-play activities, were computed. The Paired-Samples t-test was employed to statistically examine the difference in students' English-speaking proficiency for communication between the pre-experiment and post-experiment phases.

2. The results obtained from the assessment of students' English-speaking skill development were analyzed and systematically summarized to reflect progress across the five key components: fluency, pronunciation, vocabulary, grammar accuracy, and comprehension.

3. Qualitative data collected from the open-ended section of the satisfaction questionnaire—comprising learners' opinions and suggestions—were analyzed using content analysis techniques to gain insights into the students' satisfaction and feedback regarding their learning experience through role-play activities.

4. Students' satisfaction with learning English conversation through role-play activities was assessed using a five-point Likert rating scale. The data were analyzed using mean ( $\bar{x}$ ) and standard deviation (S.D.), and interpreted based on the following criteria (Srisa-ard, 2002):

| Meaning     |       | Interpretation         |
|-------------|-------|------------------------|
| 4.51 – 5.00 | means | the most satisfactory  |
| 3.51 – 4.50 | means | more satisfactory      |
| 2.51 – 3.50 | means | average satisfactory   |
| 1.51 – 2.50 | means | less satisfactory      |
| 1.00 – 1.50 | means | the least satisfactory |

### Research Results

The findings of this study are summarized as follows:

#### 1. Improvement in English-speaking Ability

A paired samples t-test was conducted to compare students' English-speaking ability before and after participating in the role-play activities. The results are shown in Table 1.

**Table 1** Mean, Standard Deviation, and t-test Results of English-speaking Ability (n = 11)

| Assessment        | $\bar{X}$ | S.D. | t      | Sig.(1-tailed) |
|-------------------|-----------|------|--------|----------------|
| Pre - experiment  | 7.45      | 1.36 | 5.62 * | 0.0000         |
| Post - experiment | 10.91     | 1.42 |        |                |

The results revealed a statistically significant improvement in students' English-speaking ability after the use of role-play activities at the 0.05 significance level ( $t = 5.62$ ,  $\text{sig.} = 0.000$ ). Students demonstrated enhanced fluency, more accurate use of vocabulary, improved pronunciation and increased confidence in real-time communication.

## 2. Qualitative Observations from Role-Play Sessions

In addition to the quantitative findings, qualitative observations were recorded during classroom role-play sessions. These insights reveal key behavioral patterns that reinforce the effectiveness of role-play activities:

**Increased Risk-Taking and Confidence:** Students gradually became more willing to speak without script reliance. Initially hesitant, they began taking risks with vocabulary and intonation as the sessions progressed.

**Peer Support and Correction:** Several students showed cooperative behavior, such as prompting or politely correcting peers during group activities highlighting the development of peer-assisted learning dynamics.

**Cultural Expression:** In Culture and Festivals scenarios, students shared personal or local cultural knowledge in English, demonstrating not only language development but also intercultural communication skills.

**Spontaneous Language Use:** By the final session, most students responded naturally to unexpected questions during role-play indicating improvement in spontaneous speech processing.

These qualitative behaviors supported the post-test results and aligned with literature that emphasizes role-play's capacity to improve not only technical skill but affective factors like anxiety reduction, motivation, and confidence.

## 3. Student Satisfaction Results

Table 2 summarizes student satisfaction scores toward the role-play activities, measured using a five-point Likert scale.

**Table 2** Mean and Standard Deviation of Satisfaction Questionnaire (n = 11)

| Evaluation list  | Evaluation  |             |                          |
|--|-------------|-------------|--------------------------|
|  | $\bar{X}$   | (S.D.)      | Interpretation           |
| 1. The classroom atmosphere during role-play activities promotes student engagement.           | 4.18        | 0.38        | More satisfactory        |
| 2. Active participation in role-play activities is highly stimulating.                         | 4.45        | 0.52        | More satisfactory        |
| 3. Role-play activities are interesting and beneficial for developing speaking skills.         | 4.30        | 0.47        | More satisfactory        |
| 4. Role-play is an effective method for practicing English-speaking.                           | 4.42        | 0.46        | More satisfactory        |
| 5. Role-play activities help build confidence in speaking English.                             | 4.25        | 0.44        | More satisfactory        |
| 6. Role-play improves the ability to speak English in various real-life situations.            | 4.40        | 0.49        | More satisfactory        |
| 7. Role-play activities contribute significantly to English-speaking skill development.        | 4.35        | 0.50        | More satisfactory        |
| 8. The structure and timing of the activities are appropriate for the course content.          | 4.22        | 0.42        | More satisfactory        |
| 9. Students would like role-play activities to be included in other subjects.                  | 4.38        | 0.41        | More satisfactory        |
| 10. Overall, students are satisfied with the learning experience through role-play activities. | 4.40        | 0.48        | More satisfactory        |
| <b>Total</b>   | <b>4.34</b> | <b>0.27</b> | <b>More satisfactory</b> |

As presented in Table 2, the findings indicated that students' overall satisfaction with the use of role-play activities to enhance their English-speaking ability in the English conversation subject was at a "more satisfactory" level ( $\bar{x} = 4.34$ ,  $\text{S.D.} = 0.27$ ). An analysis of individual items revealed that the three highest mean

scores were: Item 4, “Role-play is an effective method for practicing English-speaking” ( $\bar{x}$  = 4.42, S.D. = 0.46); Item 6, “Role-play improves the ability to speak English in various real-life situations” ( $\bar{x}$  = 4.40, S.D. = 0.49); and Item 10, “Overall, students are satisfied with the learning experience through role-play activities” ( $\bar{x}$  = 4.40, S.D. = 0.48). In contrast, the lowest mean score was found in Item 1, “The classroom atmosphere during role-play activities promotes student engagement” ( $\bar{x}$  = 4.18, S.D. = 0.38). These results suggest that students perceived role-play activities as highly beneficial for improving practical English-speaking skills and overall learning enjoyment; however, the relatively lower score in classroom atmosphere indicates that there may be further opportunities to strengthen student engagement during the activities.

### Summary of the Study

This summary highlights the key findings of the study, with the expectation that the results will serve as a useful guideline for both lecturers and students in enhancing English-speaking skills. The study aims to support the development of speaking proficiency by incorporating role-play activities into the English for Tourism and Hospitality learning process. Through practical, real-life communication scenarios, role-play offers a meaningful and engaging approach that can improve students’ confidence, fluency, and overall speaking performance.

### Discussions

1. Students who learned English conversation through role-play activities achieved a higher average score on the post-experiment test compared to the pre-experiment score.

The results of this study revealed that students who engaged in English conversation through role-play activities achieved significantly higher scores on the post-experiment speaking test compared to their pre-test performance ( $t = 5.62$ ,  $p < 0.05$ ). This statistically significant improvement suggests that role-play activities had a meaningful impact on learners’ speaking proficiency, particularly in fluency, confidence, vocabulary use, and interactional competence.

These findings support the effectiveness of interactive and experiential learning methods, such as role-play, in English for Specific Purposes (ESP) courses like English for Tourism and Hospitality Management. The results are consistent with previous studies. For example, Panyasi (2018) found that undergraduate students who participated in simulation-based learning in an English for Tourism short course showed significant improvement in their speaking abilities and expressed high levels of satisfaction ( $\bar{x}$  = 4.11, S.D. = 0.82). Likewise, Tasanameelarp and Girgin (2020) reported that role-play significantly reduced speaking anxiety among Thai EFL learners, with anxiety levels decreasing from high to moderate after the intervention.

In the current study, students not only improved in measurable speaking outcomes, but also displayed observable behavioral changes during classroom sessions. These included increased willingness to initiate conversations, more spontaneous language use, and cooperative peer correction evidence of growing confidence and communicative competence. Interestingly, minimal or no errors were recorded in areas related to protocol, procedures, and ethics, especially in service-based interactions such as customer handling or etiquette scenarios. This may be due to the structured and supportive nature of classroom-based role-play, where scenarios are predictable and emotionally neutral. In contrast, real-world service environments often involve spontaneous, high-stress interactions that require on-the-spot problem-solving and ethical judgment. Therefore, future instructional designs may benefit from incorporating emotionally complex or unpredictable simulations to bridge the gap between classroom and real-world application.

Cross-cultural perspectives further enrich the interpretation of these findings. Thai EFL learners similar to their counterparts in Vietnam (Tran & Nguyen, 2020) and Indonesia (Astuti, 2016) tend to exhibit high grammatical accuracy but struggle with spontaneous oral communication. Compared to Western learners who may emphasize fluency over form, Thai students are often more self-conscious about making errors, particularly in formal or assessed settings. This pattern suggests a heightened need for confidence-building strategies, including informal peer-led role-plays, low-stakes speaking activities, and structured yet flexible speaking frameworks that allow for expressive variation.

In sum, the use of role-play in this study not only supported the development of linguistic and pragmatic speaking skills but also addressed affective barriers such as anxiety and fear of public performance. These results reinforce the value of role-play as a holistic language-learning tool, especially when applied to professional contexts like aviation and tourism, where authentic communication skills are critical.



2. The students were satisfied with the role-play activities at a satisfactory level.

The results of the satisfaction questionnaire revealed that students expressed a high level of satisfaction with the use of role-play activities in their English learning experience ( $\bar{x} = 4.34$ , S.D. = 0.27). This falls within the "more satisfactory" range based on the interpretation scale adapted from Srisa-ard (2002). Students particularly valued the opportunities to engage in real-life scenarios, practice practical expressions, and develop speaking confidence in a supportive and collaborative environment.

These findings are consistent with prior studies that highlight the affective benefits of role-play in second language acquisition. For example, Kaewta (2020) found that high school students demonstrated both improved speaking ability and increased enjoyment of learning when role-play was integrated into classroom activities. Similarly, Rahman et al. (2020) emphasized that when learners are provided with purposeful, meaningful, and interactive tasks—such as role-play—they report greater engagement, reduced anxiety, and stronger motivation to speak in English.

Qualitative feedback and behavioral observations in the present study further supported these findings. Students were seen actively participating in role-play scenarios, offering peer support, and reflecting positively on their learning experiences in open-ended questionnaire responses. Several students mentioned that role-play made them feel more prepared for real-world tourism and hospitality situations, suggesting a perceived relevance between classroom learning and future professional contexts.

Despite the generally high satisfaction levels, the slightly lower mean score on classroom atmosphere ( $\bar{x} = 4.18$ , S.D. = 0.38) suggests room for enhancement in terms of setting, group dynamics, or engagement structure. This highlights an opportunity for instructors to explore more diverse or culturally immersive role-play formats and consider integrating technology-assisted platforms (e.g., virtual simulations or AI-based chatbots) to further enrich the student experience.

In conclusion, the high satisfaction ratings confirm that role-play is not only an effective instructional method for improving English-speaking performance, but also a learner-centered approach that enhances classroom enjoyment, confidence, and communication readiness key outcomes in ESP education.

## Recommendations

Based on the research findings of this study, some suggestions were proposed here for future researches.

1. Future instructional practices should continue to promote English-speaking through role-play activities to enhance students' communicative competence and encourage them to use English in meaningful contexts.

2. Future studies may focus on specific communicative themes or situational contexts (e.g., airport check-in, hotel service, travel booking) to obtain more in-depth insights into how role-play supports skill development in targeted language areas.

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