

The Effect of Role Play Strategy on Jordanian EFL Tenth Grade Students' Speaking Skill

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Abstract

This study examines the effect of role-play strategy on the Jordanian tenth grade English as a foreign language (EFL) students' speaking skill. It is an attempt to answer if there is a statistical significance difference between the experimental and control groups' scores on the speaking test due to the teaching method (role-play strategy vs. the Teacher's Book instructions). A total of 86 homogeneous participants were selected through a random sampling technique from two sections at Lameece Secondary School for Girls in Amman, Jordan during the second semester of the academic year 2016-2017. The experimental group was 42 students while the control group was 44 students. For data collection, a role-play instructional program based on the speaking activities in Action Pack 10, a speaking test and a rating scale were used. The collected data were analyzed using proper statistical measures such as ANCOVA and MANCOVA. The results revealed that the role-play strategy had a significant effect on the five components of the speaking skill with the students of the experimental group. Further empirical studies on the effect of role-play strategy on developing other language skills are needed.

Keywords: EFL students, P.P.P Model, role-play strategy, speaking skill

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