The Effectiveness of Role-Playing Strategies in Enhancing Oral Language Skills of Grade 3 Learners

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Abstract: This study examined the effectiveness of role-playing strategies in developing the oral language skills of Grade 3 learners in selected elementary schools. Specifically, it explored learners' performance in terms of fluency, vocabulary, and text recognition before and after the utilization of role-playing activities. It also identified the strategies teachers commonly employ, determined their level of effectiveness, and documented the challenges encountered in using role-play in classroom instruction. In addition, the study aimed to propose a lesson exemplar that integrates role-playing to enhance oral language development.

Findings revealed that Grade 3 learners generally exhibit satisfactory oral language skills. Learners performed best in using varied vocabulary and producing logically connected utterances, suggesting that they are capable of expressing thoughts with coherence. However, areas such as continuous fluent speech and expressive modulation remain developmental, indicating the need for more intentional instructional support. These results highlight that while learners possess foundational oral language abilities, there are clear opportunities to strengthen fluency and expressive communication.

Teachers widely use different role-playing strategies, with story retelling with roles and problem-solving scenarios being the most frequently implemented. These strategies are preferred due to their alignment with curriculum goals and their capacity to engage students in active and meaningful communication. On the other hand, community life role-play and advertisement role-play were used less often, despite their demonstrated potential to improve contextual and persuasive language skills. This suggests that while teachers recognize the value of role-playing, some strategies may require additional resources and preparation time, affecting their regular implementation.

The level of effectiveness across strategies varied. Story retelling with roles emerged as the most effective, significantly enhancing expressive modulation, emotional expression, fluency, and overall oral performance. Problem-solving scenarios, community life role-play, and advertisement role-play were all found to be moderately effective, contributing positively to vocabulary precision, contextual language use, and persuasive communication. Despite their effectiveness, teachers reported several challenges in utilizing role-play, including limited instructional time, lack of materials, large class sizes, behavioral concerns, and insufficient training in developing and implementing role-playing activities.

Based on the findings, the study concludes that role-playing is a valuable and effective instructional approach for developing oral language skills among Grade 3 learners. However, its success is influenced by instructional conditions and teacher capacity. The significant gains in expressive modulation and vocabulary development highlight the importance of integrating story-based and interactive activities in language instruction. Addressing the identified challenges is essential for maximizing the benefits of role-play in the classroom.

The study recommends the development and distribution of lesson exemplars that showcase practical applications of role-play, guiding teachers in designing engaging and purposeful oral language activities. Future researches may explore the impact of role-playing on reading comprehension, vocabulary acquisition, persuasive speaking, and its implementation across varied grade levels.

Keywords: Role-Playing, Oral Language Skills, Grade 3 Learners, Vocabulary Development, Fluency, Expressive Modulation, Instructional Strategies, Language Teaching, Elementary Education.

I.   INTRODUCTION

The development of oral language skills is important for young learners, especially those in Grade 3, because it the child is on track for literacy, academic success, and social interaction. At this point in time, children have to be allowed to talk, listen, and take part in conversations that are meaningful to gain confidence and fluency. Many classrooms hardly change their traditional, teacher-centered methods that do not give students the chance to be actively involved in language learning. These situations and factors create a void that requires more interactive and interesting techniques, which enable the children to employ language unconsciously and creatively.

One of these is the introduction of role-play situations, where pupils impersonate various characters and simulate real-life situations. This teaches the language in a very vibrant and fun atmosphere and, at the same time, enables them to acquire language skills in practical speaking. With the help of role-play, children can expand their vocabulary, master correct syntax, and practice conversation skills while receiving support from their teacher and peers. The strategy of interaction makes this technique more of a plus; the speech that is produced is more spontaneous, gives the learner the feeling of competence, and consequently enables the language practice to be more frequent and thus, more relevant for everyday situations.

Generally, students in multiple language classrooms have a very hard time expressing themselves as well as taking part in the discussions. Also, the role-play is perfect if we are to tackle these issues. It is, therefore, a rather enjoyable and low-pressure way for children to run and rehearse their speech alone without being afraid of committing mistakes. They will thus be talking variously as, for example, narrators, main characters of the story, or participants of the conversation, and thus their skills of expressing their ideas, asking questions, and responding would grow naturally.

Early childhood oral language skills are essential as they constitute the critical foundation for literacy acquisition, cognitive development, and academic success. The study has undoubtedly shown that children's verbal proficiency in the primary grades is a good indicator of their success during reading comprehension and their overall school performance (Dickinson & Tabors, ; Snow, Burns & Griffin,). For Grade 3 learners, this crucial period of language development necessitates employing pedagogical methods that most effectively involve children in significant verbal interactions while at the same time facilitating their linguistic growth.

One very efficient technique for oral language development in kids is role-playing. Vygotsky's sociocultural theory-based interactive method, which gives real-life instances of language usage by children, helps them to naturally try out language structures, increase their vocabulary, and become conversationally fluent. Learners, by acting out various roles and playing pretend situations, can rehearse their communication skills, such as taking turns, storytelling, and using language and emotions in a comfortable environment, like they would be practicing if no one were judging them ,(Kao & O'Neill) More so, since the actions involved in role-playing physically move one's body and connect the emotions involved, parts of the brain are activated, which research shows helps speech to be learned faster and, in more depth (Glenberg,).

Effective implementation of role-playing requires careful planning and execution. Educators should begin by establishing clear learning objectives aligned with curriculum standards. Preparation of structured guidelines, including role descriptions and scenario backgrounds, ensures productive sessions. For instance, a market scene simulation could simultaneously develop math skills and negotiation abilities.

Debriefing is a critical component, where reflective questions help students internalize lessons and connect them to real-world applications. Assessment should be multifaceted, evaluating language proficiency, critical thinking, and collaborative skills through well-designed rubrics. The strategy's adaptability allows for creative applications across subjects: language arts classes might employ story reenactments, while social studies could benefit from historical simulations. At the same time, science lessons might incorporate environmental conservation scenarios.

Despite its advantages, role-playing presents implementation challenges that educators must address. Student hesitation, particularly among shy learners, can be mitigated by starting with low-pressure scenarios and gradually increasing complexity. Time constraints may be managed through brief, focused role-plays lasting 10-15 minutes. Classroom management issues can be prevented by establishing clear rules and assigning observer roles for larger groups. Resource limitations need not be a barrier, as simple props like name tags or printed role cards can effectively support the activities. These practical solutions ensure that role-playing remains accessible and effective across various educational contexts.

The legal foundation supporting role-playing in education is robust and multi-layered. Internationally, the UN Convention on the Rights of the Child recognizes every child's right to education that develops their personality and abilities, a principle that role-playing directly supports through its emphasis on creativity and social interaction. The OECD's "Learning Compass further endorses this approach by advocating for active, student-centered learning methodologies.

On the other hand, Oral language skills serve as the fundamental building blocks for literacy development, academic achievement, and social interaction in early

childhood education (Dickinson & Tabors,). Defined as the ability to comprehend and produce spoken language for effective communication, oral language encompasses several interrelated components, including vocabulary knowledge, grammatical understanding, phonological awareness, narrative skills, and pragmatic language use (Owens,).

These skills form the critical foundation upon which reading and writing abilities develop, with research consistently demonstrating that children's oral language competence in the primary grades strongly predicts their later academic success across all subject areas Snow et al.,

The development of robust oral language skills is particularly crucial in early elementary education, as Grade 3 represents a pivotal transition period when students move from learning to read to reading to learn (Chall,).

This shift requires children to possess adequate verbal proficiency to comprehend increasingly complex academic language and express their understanding effectively (Beck et al.,)

The legal and policy framework supporting oral language development in education is well-established at the international, national, and local levels. Globally, the United Nations Convention on the Rights of the Child recognizes language development as fundamental to a child's right to education (Article 29). The World Health Organization's Nurturing Care Framework specifically identifies responsive communication and early language exposure as essential components of quality early childhood development.

In the United States, Every Student Succeeds Act (ESSA,) mandate attention to oral language development as part of comprehensive literacy instruction, while the Common Core State Standards (CCSS) include specific speaking and listening standards across all grade levels. The Philippines' Department of Education has similarly emphasized oral language development through its Mother Tongue-Based Multilingual Education (MTB-MLE) policy (DepEd Order No. 31) ,which recognizes the importance of building strong oral foundations in both the mother tongue and additional languages. These legal and policy frameworks collectively underscore the critical role of oral language in educational equity and access, particularly for linguistically diverse populations. (August & Shanahan,).

Research in psycholinguistics and education has identified several key principles for effective oral language instruction. First, children learn language best through meaningful, interactive contexts rather than isolated skill drills (Tomasello). This principle underlies the effectiveness of strategies like shared book reading (Wasik et al.) . classroom discussions (Michaels et al.,) and dramatic play (Nicolopoulou et al.,).

Second, vocabulary development occurs most effectively through rich, conceptually linked language experiences rather than word lists (Beck & McKeown,).

Third, the quality of teacher-child interactions - particularly the use of open-ended questions, expansions, and responsive feedback - significantly impacts language growth (Huttenlocher et al.,) These research-based principles inform contemporary approaches to oral language instruction that emphasize authentic communication, high-quality language input, and ample opportunities for student talk (Justice et al.,).

Despite this strong research and policy foundation, significant challenges remain in ensuring all children develop strong oral language skills. Many classrooms, particularly in under-resourced communities, provide insufficient opportunities for extended student talk (Dickinson,) .

The prevalence of teacher-dominated instruction and worksheet-based activities often limits children's authentic language use (Wells,) . Additionally, assessment practices frequently emphasize written language over oral competence, leading to gaps in identifying and supporting students with oral language difficulties (Nelson et al.,). These challenges are particularly acute for English language learners and children from language-poor home environments Hart & Risley, highlighting the need for targeted oral language interventions in early elementary grades.

Effective instructional strategies for developing oral language skills incorporate several key elements. Dialogic reading techniques (Whitehurst et al.,) encourage extended conversations around texts, while think-pair-share structures McTighe & Lyman, ensure equitable participation. Story retelling and generation activities (Petersen,) build narrative skills, and academic talk routines Zwiers & Crawford, develop classroom discourse competence. Technology-enhanced approaches, such as digital storytelling (Robin,) and podcasting Vasinda & McLeod, offer additional avenues for oral language practice. Crucially, these strategies must be implemented systematically across the curriculum rather than as isolated activities (Gersten et al.,), with particular attention to creating language-rich classroom environments Dickinson & Porche,.

Assessment of oral language skills should be multifaceted, incorporating both formal measures and ongoing classroom observations. Standardized tools like the Clinical Evaluation of Language Fundamentals (Wiig et al.,) provide comprehensive profiles of language abilities, while curriculum-based measures such as oral reading fluency assessments (Fuchs et al.,) offer progress-monitoring data. Perhaps most importantly, teachers' systematic observation of students' classroom talk (Dockrell et al.,) can reveal crucial information about functional communication skills that formal tests may miss. This assessment information should inform differentiated instructions to meet diverse learners' needs (Tomlinson, with particular attention to students with language delays or those learning in a second language (Goldenberg,).

The development of strong oral language skills in Grade 3 has far-reaching implications beyond academic achievement. Children with robust verbal abilities demonstrate better social competence (Menting et al.,),

stronger self-regulation skills Vallotton & Ayoub,, and improved mental health outcomes (Law et al.,). These broader outcomes underscore why oral language development must remain a central focus of primary education, particularly in today's increasingly communication-driven world. As education systems worldwide grapple with pandemic-related learning losses (Engzell et al.,), targeted attention to oral language development will be crucial for helping all students regain lost ground and achieve their full potential.

In the Philippine context, significant policies such as Republic Act No. 10533 (Enhanced Basic Education Act) mandate learner-centered and interactive curricula, explicitly encouraging innovative strategies like role-playing. Additionally, DepEd Order No. 21, promotes experiential learning, while Republic Act No. 10410 (Early Years Act)[48] underscores the importance of play-based learning in early childhood education. These legal frameworks collectively validate role-playing as a research-backed, policy-supported teaching strategy aligned with contemporary educational goals.

The primary objective of this research is to develop comprehensive oral language competencies through interactive, experiential learning. This specifically aims to enhance vocabulary acquisition by exposing students to contextualized word usage in simulated real-life scenarios such as market interactions or community helper role-plays. Through carefully designed activities, the strategy seeks to improve grammatical accuracy and sentence construction as students practice forming complete thoughts and questions during their role-play dialogues. The methodology particularly targets fluency development by providing multiple opportunities for extended speaking practice in a low-pressure environment that reduces anxiety for reluctant speakers.

A critical focus of this intervention involves nurturing pragmatic language skills, including turn-taking, active listening, and appropriate social communication patterns. The role-playing activities are structured to develop narrative abilities as students engage in storytelling scenarios and sequential event descriptions. Another key objective is to increase student engagement and motivation by making language learning dynamic and enjoyable through dramatic play. The strategy also aims to support differentiated instruction by allowing for varied role complexity that accommodates diverse learning needs and language proficiency levels within the classroom.

For assessment purposes, the approach incorporates systematic progress monitoring using rubrics that evaluate vocabulary usage, grammatical accuracy, fluency, and communicative competence. Teacher professional development forms an essential component, with objectives focused on equipping educators with effective techniques for facilitating and debriefing role-play activities. Ultimately, this strategy aligns with broader curricular goals by integrating with subjects like Mother Tongue, English, and Values Education, while fostering both linguistic competence

and social-emotional learning through collaborative dramatic experiences. The intervention measures success through observable improvements in students' willingness to participate in discussions, clarity of expression, and appropriate use of language in different social contexts.

II. STATEMENT OF THE PROBLEM

This study explored how role-playing can enhance the oral language skills of Grade 3 learners by focusing on key areas such as vocabulary growth, sentence formation, storytelling ability, and confidence in speaking. Specifically, this study answered the following research questions:

➤ What is the level of oral language skills among Grade 3 learners in terms of:

- Fluency
- Vocabulary
- Text Recognition

➤ What are the role-playing strategies employed by teachers in developing the oral language skills of Grade 3 learners?
➤ What is the level of effectiveness of role-playing strategies in developing oral language skills of Grade 3 learners?
➤ What are the challenges encountered by the teachers in implementing the role-playing strategy in Grade 3 learners?
➤ What lesson exemplars can be proposed employing role-playing strategies, thereby improving the oral language skills of Grade 3 learners?

III. METHODS

The method used in this research was the descriptive research method, which involved systematically describing and interpreting phenomena as they naturally occur, without manipulating variables. This approach focused on gathering detailed, contextualized information to understand participants' experiences, behaviors, and perspectives.

Through this method, it allowed the researcher to explore how role-playing strategies were implemented and how they influenced the oral language skills of Grade 3 learners, capturing rich, descriptive data from observations, interviews, and classroom artifacts. The present endeavor assessed the effectiveness of role-playing as a strategy employed by teachers in teaching oral language subjects in their respective schools. This endeavor is of great help to all school stakeholders who lend support to the education sector for its improvement.

This research was focused on Dancalan Elementary School, Milagrosa Elementary School, and La Union Elementary School as the participants of this endeavor. The respondents were those teachers who are teaching Oral Languages in Grade 3 during the school year 2025-2026. Therefore, the present endeavor had 25 learner-participants and 5 teacher participants, for a total of 30 participants.

IV. PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

Presented is the result of the data analysis. Discussions are also provided to give a comprehensive explanation of the themes that were generated in response to the objectives set in this study.

➢ *Level of Oral Language Skills Among Grade 3 Learners*

Understanding the oral language skills of Grade 3 learners is essential in determining how effectively they communicate, express ideas, and engage in meaningful interactions inside the classroom. Since oral fluency is a critical foundation for reading comprehension, writing development, and overall academic performance, examining these skills helps identify both strengths to build on and areas that need further support. In this study, fluency was assessed

through several indicators that reflect how well learners speak, organize their thoughts, and use their voice to communicate meaning.

Table 1 shows that the indicator "Speaks in extended utterances that are logically connected" emerged as the strongest area, earning the highest mean of 2.87 and described as Satisfactory. This means that among all the fluency skills assessed, learners are most capable of expressing their ideas in a connected and logical manner. It shows that when speaking, they can follow the flow of their thoughts and maintain coherence. This strength is likely influenced by the nature of role-playing, which places learners in situations where they must respond meaningfully and sustain the conversation. Livingstone supported this by highlighting how role-play encourages learners to produce extended and coherent speech.

Table 1 Level of Oral Language Skills in Terms of Fluency

Indicators	Mean	Description
Speaks in extended utterances that are logically connected	2.87	Satisfactory
Varies pitch, tone, and volume to convey meaning or emotion	2.83	Satisfactory
Maintains a pace that is neither too fast nor too slow	2.63	Satisfactory
Uses correct vocabulary and articulates words clearly	2.53	Fair
Speaks in continuous phrases or sentences	2.33	Fair
Average	2.64	Satisfactory

Ranking second, "Varies pitch, tone, and volume to convey meaning or emotion" received a mean of 2.83, also described as Satisfactory. This result indicates that learners are beginning to use their voice more confidently—not just to say words, but to express emotion and intention. Their ability to adjust tone and volume shows their growing awareness of how meaningful communication works. Role-playing can naturally develop this skill because it allows learners to portray characters and act out different emotional situations. Al Wahbi found that dramatization activities help improve expressive vocal qualities.

In third place, "Maintains a pace that is neither too fast nor too slow" earned a satisfactory mean of 2.63. This suggests that most learners can sustain a reasonable speaking pace, making their speech generally easy to follow. Role-playing likely supports this development because learners must adjust their pace to match the flow of the conversation. Sari noted that interactive speaking tasks help students develop more natural pacing as they practice speaking in real-time exchanges.

Meanwhile, the indicator "Uses correct vocabulary and articulates words clearly" ranked fourth, with a mean of 2.53 and a description of Fair. Although learners can express basic ideas, some still struggle with choosing the right words or pronouncing them clearly. This may be an area where more guided practice and corrective modeling are needed. While role-play strengthens vocabulary through context, it may not always address articulation difficulties. This aligns with Hosseini and Mahdavi, who found that while role-play enhances vocabulary use, learners still benefit from targeted instruction to refine articulation.

Lastly, the indicator "Speaks in continuous phrases or sentences" ranked fifth, receiving the lowest mean of 2.33, described as Fair. This means some learners still find it challenging to sustain longer phrases or complete sentences when speaking. They may start strong but struggle to maintain the flow of their ideas. This highlights the need for more structured speaking opportunities during role-play to help them gradually build confidence and sentence continuity. Khan and Ali stressed that role-play can support continuous speech, but consistent practice is essential for younger learners who are still developing foundational oral language skills.

Overall, the average fluency level of 2.64 (Satisfactory) shows that Grade 3 learners are developing their oral language skills reasonably well. They demonstrate strengths in expressing connected ideas and using vocal variations, but they still need support in vocabulary accuracy, articulation, and sustaining continuous speech.

Vocabulary is a key component of oral language, as it allows learners to express ideas clearly, accurately, and creatively. A strong vocabulary not only supports effective communication but also enhances comprehension and overall language development. For Grade 3 learners, the ability to select appropriate words, vary word choice, and explain meanings is essential for meaningful classroom participation.

Table 2 shows that the strongest indicator of vocabulary development among the learners is "Uses words in context," which obtained the highest mean of 3.23, described as Satisfactory, and ranked 1st. This clearly shows that Grade 3 learners are becoming more confident in choosing different

words when speaking, rather than relying on the same familiar expressions. Their ability to vary word choice suggests that role-playing activities allowed them to encounter new terms in meaningful and engaging situations.

Huang supported this by explaining that contextual speaking tasks encourage learners to experiment with a wider range of vocabulary.

Table 2 Level of Oral Language Skills in Terms of Vocabulary

Indicators	Mean	Description
Uses words in context.	3.23	Satisfactory
Uses synonyms and antonyms	3.17	Satisfactory
Selects vocabulary that fits the topic and situation	2.97	Satisfactory
Uses descriptive words	2.97	Satisfactory
Explains word meanings orally	2.97	Satisfactory
Average	3.06	Satisfactory

Ranked 2nd, the indicator "Uses synonyms and antonyms" received a mean of 3.17, also in the Satisfactory range. This result indicates that learners are developing a deeper understanding of word relationships, allowing them to substitute words appropriately or choose opposite terms when needed. This skill reflects growing lexical flexibility, which is often strengthened through communicative tasks that require learners to think about meaning and context. Rashidi and Safari emphasized that when learners are exposed to semantic connections in interactive activities, their ability to manipulate vocabulary improves.

Three indicators— "Selects vocabulary that fits the topic and situation," "Uses descriptive words," and "Explains word meanings orally"—all obtained a mean of 2.97, described as Satisfactory, and tied at ranked 3rd. These results show that learners can generally choose appropriate words, use new terms during discussions, and give basic explanations of meanings, although they do so with varying degrees of confidence. Some may find it challenging to select the most precise words or provide clear oral explanations, especially in more complex topics. Role-playing likely contributed to their progress because it places them in situations where they must choose words that match the context of the role or scenario. This supports Alqahtani's claimed that vocabulary grows more effectively when learners use words purposefully rather than memorizing them in isolation.

Overall, the composite mean of 3.06 (Satisfactory) indicated that the Grade 3 learners show a solid foundation in vocabulary skills. They demonstrate notable strengths in using varied words and understanding synonyms and antonyms, while still needing continued support in contextual vocabulary use and oral explanation of terms. The results suggest that role-playing strategies are beneficial in enriching learners' vocabulary because they allow students to practice language in realistic, interactive, and creative ways.

To better understand how well Grade 3 learners express themselves orally, it is important to examine not only what they say but how accurately they deliver their ideas. Grammar, clarity, and coherence all play crucial roles in helping learners communicate effectively. By analyzing these indicators, we gain insight into how confidently they construct sentences, maintain clarity, and organize their thoughts.

Table 3 Level of Oral Language Skills in Terms of Text Recognition

Indicators	Mean	Description
Pronounces high-frequency words in the presentation	2.83	Satisfactory
Decodes unfamiliar words aloud	2.73	Satisfactory
Responds to text-based questions verbally	2.70	Satisfactory
Highlights words when explaining or presenting	2.63	Satisfactory
Retells key details	2.50	Fair
Average	2.68	Satisfactory

The highest-rated skill in this area is "Pronounces high-frequency words in the presentation," which received the top mean of 2.83, described as Satisfactory, and ranked 1st. This indicates that learners are generally able to construct connected phrases or simple sentences when speaking. Their ability to maintain some level of continuity shows a growing confidence in organizing their thoughts orally. Role-playing likely supported this development by encouraging learners to produce uninterrupted speech in response to interactive scenarios, as dramatized activities naturally promote sentence formation (Livingstone,).

The indicator, "Decodes unfamiliar words aloud," obtained a mean of 2.73, ranked 2nd, also in the Satisfactory range. This suggests that learners are beginning to show improved precision in word choice and articulation, although this skill is still developing. Their moderate performance indicates that they can communicate their ideas clearly in most cases but may still face occasional difficulty selecting exact terms or pronouncing certain words. Communicative and context-based activities, such as role-play, have been found to enhance articulation and appropriate vocabulary use by allowing learners to practice words in meaningful dialogue (Hosseini & Mahdavi).

Following closely, "Responds to text-based questions verbally" received a mean of 2.70, described as Satisfactory, and ranked 3rd. Learners appear to be developing control over their speech pacing, showing that their speaking rhythm is generally understandable. This skill is important for clarity and accuracy because it affects how well others can follow the message. The conversational nature of role-playing likely reinforced natural pacing, as learners were required to match the rhythm of interactive exchanges, supporting findings by Sari.

The indicator "Highlights words when explaining or presenting" ranked 4th with a mean of 2.63, also described as Satisfactory. While learners can connect ideas to form longer utterances, they may still experience difficulty sustaining logical flow consistently. This suggests that some learners can link thoughts but may occasionally pause, backtrack, or lose coherence during longer speech. Role-playing provides opportunities to practice sequencing and idea connection, though some learners may still need additional guidance to strengthen coherence (Al Wahbi,).

Lastly, "Retells key details" ranked 5th, receiving the lowest mean of 2.50, described as Fair. This indicates that expressive delivery remains the area where learners struggle the most. Some may hesitate to adjust their voice due to shyness or uncertainty, limiting their ability to express emotion or emphasis while speaking. More structured expressive activities integrated into role-playing, such as character dialogues or storytelling, could help develop this skill. Research by Al Wahbi) highlighted that expressive elements of speech improve significantly when learners are consistently engaged in dramatized activities.

Overall, the average mean of 2.68 (Satisfactory) showed that the learners have a developing but adequate level of grammatical accuracy and clarity in speaking. Although they demonstrate strengths in constructing simple sentences and using vocabulary more correctly, they still need support in coherence and expressive delivery. Role-playing activities appear to contribute positively to their development, but targeted reinforcement remains beneficial.

Hidayati and Wulandari strongly supported the overall findings of this research, particularly in the areas of fluency, vocabulary use, and grammatical accuracy. Their study examined the effects of using role-playing activities on the oral language development of elementary learners and found that students showed significant improvement in sustaining conversations, using more appropriate and varied vocabulary, and constructing clearer and more accurate sentences.

Similar to the results, the researchers reported that role-play created a natural and meaningful environment where learners practiced speaking in continuous phrases,

experimented with new words, and refined their articulation. The study also noted that while learners demonstrated marked progress in connected utterances and vocabulary expansion, expressive elements such as voice modulation improved at a slower pace—paralleling the lower ratings in pitch, tone, and volume in the current research.

➤ *Role Playing Strategies Employed by Teachers in Developing Oral Language Skills of Grade 3 Learners*

Teachers play a vital role in helping Grade 3 learners develop their oral language skills, and one effective approach they use is role-playing. Through role-playing activities, students are given opportunities to speak, interact, and express themselves in realistic or imaginative situations, which makes learning both engaging and meaningful.

Role-playing has long been recognized as a powerful instructional strategy for enhancing oral language development among young learners. In the early grades, particularly Grade 3, learners are at a crucial stage of building foundational communication skills, making interactive and context-based activities essential in shaping their language growth. As classrooms shift toward more learner-centered approaches, teachers.

Table 4 shows that under Scaffolding, the highest-rated activity is the Language Modeling Activity, with a weighted mean of 4.56, interpreted as Very High Extent. This indicates that teachers consistently provide sample dialogues or expressions before learners begin role-play, allowing students to use correct sentence structures and vocabulary. Bruner supported this, emphasizing that language modeling acts as a scaffold for learners to produce accurate and meaningful speech.

The second highest is the Prompt-and-Cue Card Activity, with a weighted mean of 4.32, Very High Extent, showing that teachers provide guided prompts or cues to help learners recall vocabulary and sentence starters, reducing hesitation during speaking. Gibbons highlighted that such prompts lower cognitive load and support confident oral production.

The Step-by-Step Role-Play Task Activity follows at 3rd, with a weighted mean of 3.92, High Extent, suggesting that teachers often break complex tasks into smaller, manageable steps to help learners gradually build confidence. Swain explained that task chunking allows learners to process language more effectively. The lowest-rated activity in this cluster is the Real-Time Coaching Activity, with a weighted mean of 3.68, High Extent, indicating that although teachers monitor learners and provide support during role-play, immediate feedback is less consistently applied. Ellis noted that real-time corrective feedback is often limited during group speaking activities to avoid disrupting fluency.

Table 4 Role Playing Strategies Employed by Teachers in Developing Oral Language Skills of Grade 3 Learners

Indicators	Weighted Mean	Interpretation
Scaffolding	4.12	High Extent
Language Modeling Activity	4.56	Very High Extent
Prompt-and-Cue Card Activity	4.32	Very High Extent

Step-by-Step Role-Play Task Activity	3.92	High Extent
Real-Time Coaching Activity	3.68	High Extent
Creating an Authentic Scenario	4.41	Very High Extent
Story Retelling with Roles	4.72	Very High Extent
Community Life Role Play	4.56	Very High Extent
Advertising Role Playing	4.28	Very High Extent
Problem Solving	4.08	High Extent
Debriefing	4.07	High Extent
Reflection Circle Activity	4.48	Very High Extent
"Challenges I Faced" Sharing Activity	4.20	Very High Extent
Real-Life Connection Activity	3.84	High Extent
Grammar and Language Checkback Activity	3.76	High Extent
Integrate Literacies	4.25	Very High Extent
Pre-Role-Play Literacy Warm-Up Activity	4.64	Very High Extent
Multimodal Support Activity	4.24	Very High Extent
Pronunciation Practice Activity	4.12	High Extent
Comprehension-to-Performance Activity	4.00	High Extent
Average	4.21	Very High Extent

For creating an Authentic Scenario, the highest-rated activity is the Real-Life Situation Simulation Activity, with a weighted mean of 4.72, Very High Extent, showing that teachers frequently design role-plays based on everyday situations, such as visiting a clinic or buying at the school canteen. Nunan supported this, stating that authentic tasks strengthen real-world communication.

The second-highest is the Interest-Based Role-Play Activity, with a weighted mean of 4.56, Very High Extent, indicating that teachers adapt scenarios to learners' experiences and interests, which increases motivation and engagement. Sarıçoban and Karakurt noted that role-play is most effective when learners relate personally to the task. At 3rd place is the Improvised Acting Activity, with a weighted mean of 4.28, Very High Extent, showing that teachers allow learners to add their own lines or gestures during role-play, which Ladousse identified as fostering spontaneity and fluency.

The lowest-rated activity in this category is the Props and Environmental Setup Activity, with a weighted mean of 4.08, High Extent, indicating that teachers use props to enhance realism, though their use may be limited by classroom resources. Ments emphasized that props increase engagement and situational authenticity.

In the Debriefing cluster, the Reflection Circle Activity is highest, with a weighted mean of 4.48, Very High Extent, indicating that teachers strongly emphasize post-role-play reflection to consolidate learning. Ladousse noted that reflection develops learners' metacognitive awareness. The "Challenges I Faced" Sharing Activity follows, with a weighted mean of 4.20, Very High Extent, showing that teachers guide learners to identify difficulties encountered, which aligns with Schön (1987) on the importance of recognizing challenges to improve skills.

The Real-Life Connection Activity has a weighted mean of 3.84, High Extent, suggesting that teachers encourage learners to link role-play expressions to everyday communication, supported by Nunan. The lowest-rated activity is the Grammar and Language Checkback Activity, with a weighted mean of 3.76, High Extent, indicating that teachers provide corrective grammar feedback less frequently than reflection-focused activities, as Ellis noted is common in fluency-based tasks.

Finally, under Integrate Literacies, the Pre-Role-Play Literacy Warm-Up Activity is the highest, with a weighted mean of 4.64, Very High Extent, showing that teachers integrate reading, listening, and writing tasks before speaking to prepare learners for role-play. Hammond and Gibbons highlighted that multimodal literacy integration enhances comprehension and supports oral performance.

The Multimodal Support Activity follows, with a weighted mean of 4.24, Very High Extent, indicating that teachers provide texts, visuals, and listening materials to reinforce vocabulary and ideas for role-play. The Pronunciation Practice Activity has a weighted mean of 4.12, High Extent, showing that teachers model pronunciation and expressive delivery, which Swain emphasized as important for fluency and clarity. The lowest in this cluster is the Comprehension-to-Performance Activity, with a weighted mean of 4.00, High Extent, reflecting that teachers use comprehension tasks to prepare learners for oral performance, though slightly less consistently than other literacy-focused activities.

Taken together, the data portrays teachers who are strong at designing realistic role plays and preparing learners with models and literacy support, yet somewhat less consistent at in-task monitoring, task chunking, explicit linking to other communicative contexts, and corrective reinforcement. Practically, this suggests professional development or coaching could focus on techniques for live scaffolding (how to circulate and give immediate micro-feedback), strategies for breaking complex role plays into sequenced steps for younger learners, and principled ways to convert reflection sessions into explicit grammar and functional-language teaching without killing the authenticity

of the activity. Finally, because the highest scores center on authenticity and multimodal preparation, continuing to build on those strengths—by adding structured monitoring and follow-up that consolidates learning—would likely raise the overall effectiveness of role play for improving Grade 3 oral language.

A study by Al-Mekhlafi and Nagaratnam supported the overall findings of this research regarding the use of role-playing strategies by teachers to develop oral language skills. Their study examined how different interactive role-playing activities, such as story retelling, problem-solving, and situational role-play, impacted students' speaking abilities in elementary classrooms.

The researchers found that teachers who consistently used structured role-playing strategies were able to create engaging and meaningful speaking opportunities, which improved learners' fluency, vocabulary use, and confidence in oral communication. Similar to the results in Table 2.0, story-based and problem-solving activities were most frequently employed, while creative or imaginative tasks like advertisement role play were less common but still effective for expressive language development. The study concluded that role-playing is an effective, learner-centered approach that supports both skill development and student engagement, confirming the effectiveness of the strategies reported by teachers in the current study.

Sarıçoban and Karakurt demonstrated that role-play significantly improves speaking fluency, confidence, and expressive ability because learners practice language in meaningful, interactive situations. This aligns with Bruner's social interaction theory and the findings of Hammond and Gibbons, who emphasized that scaffolding—such as providing models, guided prompts, and breaking tasks into manageable steps—helps learners gradually build the linguistic structures needed for oral communication. The importance of authenticity in role-play is also reinforced in literature.

Nunan highlighted that real-life, contextualized tasks increase engagement and promote more natural language use, while Ments found that props and realistic materials heighten students' involvement and motivation during role-plays. Moreover, studies underscore the value of debriefing in consolidating learning. Ladousse (2009) argued that reflective discussions after role-play enable learners to analyze their performance, strengthen accuracy, and develop metacognitive awareness. Collectively, these studies support the findings in the table by showing that scaffolding, authentic scenarios, debriefing, and integrated literacy activities are well-established strategies known to enhance the oral language skills of elementary learners.

➤ *Level of Effectiveness of Role-Playing Strategies in Developing Oral Language Skills of Grade 3 Learners*
After examining both the oral language skills of learners and the specific role-playing strategies employed by teachers, it is important to determine how effective these strategies are in improving students' speaking abilities. Assessing the level of effectiveness allows the study to evaluate whether the strategies are achieving their intended outcomes, such as enhancing fluency, expanding vocabulary, improving articulation, and fostering confidence in oral communication.

Story retelling with roles is a common role-playing strategy used by teachers to help learners develop oral language skills. By taking on characters and recounting events, students are encouraged to speak more confidently, organize their ideas, and use expressive language. This strategy not only allows learners to practice fluency and vocabulary but also helps them engage emotionally and cognitively with the story.

Table 5 shows that among the indicators of effectiveness, "Builds expressive modulation" received the highest mean of 4.60, described as Very Effective and ranked 1st. This shows that story retelling with roles strongly helps learners adjust their pitch, tone, and volume, enhancing expressive speaking. By acting out characters and events, learners gain better control over their voice and convey meaning and emotion more effectively. Al Wahbi (2014) supports this, noting that dramatization activities significantly improve expressive oral skills in young learners.

Table 5 Level of Effectiveness of Story Retelling with Roles as a Role-Playing Strategy in Developing Oral Language Skills of Grade Learners

Indicators	Mean	Description
Builds expressive modulation	4.60	Very Effective
Supports comprehension and expressive fluency	4.23	Effective
Presents and organizes events in logical order	3.53	Moderately Effective
Encourages deeper engagement with text and context	3.20	Moderately Effective
Average	3.89	Effective

The indicator "Supports comprehension and expressive fluency" ranked 2nd, with a mean of 4.23, described as Effective. This indicates that learners can understand the story content while practicing fluent speech. Story retelling allows students to recall events, sequence ideas, and articulate them in their own words, strengthening both comprehension and fluency. Hidayati and Wulandari emphasized that context-based speaking tasks like story retelling help learners' express ideas clearly and confidently.

Ranking 3rd, "Presents and organizes events in logical order" obtained a mean of 3.53, described as Moderately Effective. This suggests that while learners generally sequence story events well, some may occasionally struggle to maintain full coherence. Role-playing provides structured

opportunities to practice organizing narratives, though younger learners may require additional guidance. Livingstone noted that role-play helps learners structure their speech, but scaffolded support is often necessary.

Lastly, "Encourages deeper engagement with text and context" received the lowest mean of 3.20, described as Moderately Effective and ranked 4th. While story retelling engages learners with the material, some may focus primarily on speaking rather than fully exploring the story's context. Nevertheless, this activity promotes active participation and comprehension through interactive dialogue. Huang found that role-play can enhance engagement when learners are encouraged to immerse themselves in scenarios.

Overall, the average mean of 3.89 (Effective) indicates that story retelling with roles is generally an effective strategy for developing oral language skills in Grade 3 learners. It is particularly strong in building expressive modulation and supporting fluency, while also helping learners organize and engage with story content, confirming its value as a classroom strategy.

Problem-solving scenarios are another role-playing strategy commonly employed by teachers to develop oral language skills. These activities encourage learners to analyze situations, propose solutions, and discuss their ideas with peers, providing meaningful contexts for communication.

Table 6 shows that the highest-rated indicator is "Encourages active listening", with a mean of 3.60, described as Effective and ranked 1st. This suggests that problem-solving scenarios successfully engage learners in careful listening, which is essential for understanding peers' ideas and responding appropriately. By participating in dialogues that require collaboration and reasoning, students practice not only comprehension but also turn-taking and thoughtful communication. This aligns with Al-Mekhlafi and Nagaratnam, who emphasized that interactive role-playing enhances learners' active listening skills in classroom discussions.

Ranked 2nd, the indicators "Builds precision in language use (vocabulary)" and "Uses tone and emotion to express an opinion on a solution" both obtained a mean of 3.40, described as Moderately Effective. This shows that learners are gradually developing the ability to choose accurate words and express opinions with appropriate tone and emotion. While progress is evident, students may still need more guided practice to use vocabulary precisely and convey meaning effectively in real-life problem-solving contexts. Huang highlighted that scenario-based speaking tasks promote careful word selection and expressive communication, though repeated practice is necessary to strengthen these skills fully.

Table 6 Level of Effectiveness of Problem-Solving Scenarios as a Role-Playing Strategy in Developing Oral Language Skills of Grade Learners

Indicators	Mean	Description
Encourages active listening	3.60	Effective
Builds precision in language use (vocabulary)	3.40	Moderately Effective
Strengthens explanatory language	3.30	Moderately Effective
Uses tone and emotion to express an opinion on a solution	3.40	Moderately Effective
Average	3.43	Moderately Effective

The indicator "Strengthens explanatory language" ranked 4th, with a mean of 3.30, also described as Moderately Effective. This suggests that while learners can provide explanations for their ideas and solutions, some may struggle to organize and articulate their reasoning clearly. Problem-solving scenarios encourage learners to justify their answers and elaborate on their thoughts, but additional scaffolding may be needed for students who are still developing coherent explanatory language. Hidayati and Wulandari noted that role-playing in problem-solving contexts enhances explanatory skills, particularly when teachers guide learners in structuring responses.

Overall, the average mean of 3.43 (Moderately Effective) indicates that problem-solving scenarios are generally effective in developing oral language skills, particularly in encouraging active listening. They also provide moderate gains in vocabulary precision, expressive tone, and explanatory language. These results suggest that while problem-solving role-play is valuable, teachers may need to provide additional modeling, feedback, and structured practice to maximize its effectiveness.

Table 7 Level of Effectiveness of Community Life Role Play as a Role-Playing Strategy in Developing Oral Language Skills of Grade Learners

Indicators	Mean	Description
Uses contextually appropriate vocabulary related to the community	3.6	Effective
Reinforces practical language for real-life scenarios	3.4	Moderately Effective
Builds expressive modulation	3.2	Moderately Effective
Strengthens explanatory skills	3.10	Moderately Effective
Average	3.33	Moderately Effective

Community Life Role Play is a role-playing strategy that allows learners to practice language in realistic social situations, simulating interactions they might encounter in their daily lives. Through these activities, students are encouraged to use contextually appropriate vocabulary, express ideas clearly, and respond effectively in practical scenarios. Assessing the effectiveness of this strategy provides insight into how well learners transfer classroom language skills to real-life contexts and how it supports fluency, vocabulary, and expressive language development.

Table 7 shows the Level of Effectiveness of Community Life Role Play as a Role-Playing Strategy in Developing Oral Language Skills of Grade Learners. The table reveals that the highest-rated indicator is "Uses contextually appropriate vocabulary related to the community", with a mean of 3.6, described as Effective and ranked 1st.

This shows that Community Life Role Play effectively helps learners select and use vocabulary that matches real-life situations. By simulating social interactions, students can practice practical language in a meaningful context, improving their ability to communicate appropriately outside the classroom. This aligns with Alqahtani (2015), who noted that context-based role-playing enhances vocabulary use and practical language skills.

Ranked 2nd, "Reinforces practical language for real-life scenarios" received a mean of 3.4, described as Moderately Effective. This indicates that learners are gaining exposure to functional language, such as greetings, requests, and explanations, although further practice may be needed for consistent application. Role-playing real-life situations encourages learners to apply language actively, making the learning experience more authentic and engaging. Huang (2018) supports this, stating that scenario-based activities provide meaningful opportunities for learners to practice language in context.

The indicators "Builds expressive modulation" and "Strengthens explanatory skills" ranked 3rd and 4th, with

means of 3.2 and 3.10, both described as Moderately Effective. These results suggest that while learners can use tone, volume, and sentence structures to convey meaning, they are still developing confidence in expressive delivery and in explaining their ideas clearly. Community Life Role Play allows learners to experiment with expressive speech, but additional teacher guidance is needed to fully strengthen modulation and explanatory skills. Al Wahbi (2014) emphasized that role-playing improves expressive skills, particularly when learners are encouraged to act out real-life situations.

Overall, the average mean of 3.33 (Moderately Effective) indicates that Community Life Role Play is generally beneficial for developing oral language skills, particularly in applying practical, contextually appropriate vocabulary. While it supports expressive modulation and explanatory skills to a moderate degree, learners may require additional scaffolding to maximize effectiveness.

Advertisement Role Play is a creative role-playing strategy that encourages learners to express ideas persuasively, use inventive language, and engage with their audience. By simulating advertising situations, students practice using language to convince, explain, and entertain, which develops fluency, vocabulary, and expressive skills. Assessing the effectiveness of this strategy provides insight into how imaginative role-playing activities support the overall development of oral language skills among Grade 3 learners.

The highest-rated indicator is "Encourages the use of appropriate words to convince", with a mean of 3.65, described as Effective and ranked 1st. This indicates that Advertisement Role Play is particularly effective in helping learners choose persuasive and precise vocabulary to communicate their ideas convincingly. By practicing advertising scenarios, learners develop confidence in selecting words that match their purpose and audience. Alqahtani highlighted that creative role-playing activities enhance vocabulary application and communicative precision.

Table 8 Level of Effectiveness of Advertisement Role Play as a Role-Playing Strategy in Developing Oral Language Skills of Grade Learners

Indicators	Mean	Description
Encourages the use of appropriate words to convince	3.65	Effective
Supports comprehension and expressive fluency	3.40	Moderately Effective
Encourages playful and inventive language	3.30	Moderately Effective
Builds expressive modulation	3.20	Moderately Effective
Average	3.39	Moderately Effective

Ranked 2nd, "Supports comprehension and expressive fluency" received a mean of 3.40, described as Moderately Effective. This suggests that learners are able to understand and express ideas fluently during the activity, although some may still require guidance to maintain consistent clarity and smooth delivery. Problem-solving within imaginative scenarios encourages learners to organize thoughts while speaking, supporting both comprehension and fluency (Hidayati & Wulandari,).

The indicators "Encourages playful and inventive language" and "Builds expressive modulation" ranked 3rd and 4th, with means of 3.30 and 3.20, both described as Moderately Effective. These results suggest that while learners enjoy experimenting with creative expressions and adjusting tone, pitch, and volume, these skills are still developing. Advertisement Role Play provides a safe and engaging environment for learners to practice expressiveness, but additional scaffolding and modeling may be necessary to maximize its impact. Al Wahbi emphasized that dramatized,

imaginative activities help young learners gradually improve expressive and inventive language use.

Overall, the average mean of 3.39 (Moderately Effective) indicates that Advertisement Role Play is generally beneficial in developing oral language skills. It is particularly effective for enhancing persuasive language and moderately supports expressive modulation, fluency, and playful creativity. These results suggest that while imaginative activities are valuable, teachers may need to provide structured guidance to fully develop students' expressive and inventive language abilities.

In terms of Advertisement Role Play, the highest-rated indicator is "Encourages the use of appropriate words to convince," which obtained a mean of 3.65, described as Effective and ranked 1st. Ranked 2nd, "Supports comprehension and expressive fluency" received a mean of 3.40, described as Moderately Effective. The indicators "Encourages playful and inventive language" (mean 3.30) and "Builds expressive modulation" (mean 3.20) ranked 3rd and 4th, both described as Moderately Effective, showing that although learners enjoy experimenting with tone, pitch, volume, and creative phrasing, these expressive skills continue to develop. Overall, the strategy obtained an average mean of 3.39, described as Moderately Effective, suggesting that Advertisement Role Play is beneficial in developing oral language skills, particularly in persuasive vocabulary use, while offering moderate support for expressive fluency, modulation, and creative language production.

A study by Sodiqova investigated how drama and role-play activities influence the oral communication skills of young English learners. In this research, one group of students was taught with traditional methods while another group participated in drama-based and role-play tasks. The results showed that the role-play group made significantly greater gains in speaking fluency, vocabulary richness, and the ability to express emotions and meaning through voice modulation. Students also reported enjoying the activities more, which increased their motivation to communicate.

This supports the present findings: story retelling strongly developed expressive modulation, problem-solving promoted precise vocabulary and active listening, and more imaginative role plays (community life and advertisement) supported creative, persuasive, and contextually relevant language use.

➢ *Challenges Encountered by Teachers in Implementing Role Playing Strategies*

While role-playing strategies have been shown to enhance oral language skills, teachers may face various challenges when implementing these activities in the classroom. Factors such as limited time, insufficient resources, classroom size, and learners' varying levels of confidence and participation can affect the smooth execution of role-play tasks. Understanding the challenges encountered by teachers helps highlight potential barriers to effective teaching and provides insights for improving the planning and application of role-playing strategies to maximize their impact on learners' oral language development.

Table 9 revealed that the most frequently reported challenge is "Limited time to implement role-playing activities", with a frequency of 19, ranked 1st. This indicates that while teachers recognize the value of role-playing, time constraints within the curriculum or lesson period often limit the opportunities to conduct these activities fully. Planning and executing role-play can be time-consuming, especially when integrating story retelling, problem-solving, or creative tasks, which require preparation and debriefing.

Table 9 Challenges Encountered by Teachers in Implementing Role-Playing Strategies

Indicators	Frequency	Rank
Limited time to implement role-playing activities	19	1
Limited access to appropriate materials (e.g., scripts, props) to effectively carry out role-playing activities	16	2
Difficulty in maintaining focus and preventing disruptions among students in the performance of role-playing	15	3
Large class setting	14	4
Inadequately trained or limited L and D on the use of role-playing strategies	13	5
Classroom layout and space that restricts movement necessary for role-playing activities	12	6
Difficulty in observing, assessing, and providing feedback on the students' role-playing performances	11	7

The second most common challenge is "Limited access to appropriate materials (e.g., scripts, props) to effectively carry out role-playing activities", with a frequency of 16, ranked 2nd. This suggests that teachers often face difficulties in obtaining or preparing the necessary resources, which can hinder the realism and engagement of role-playing scenarios. Research by Alqahtani emphasizes that adequate materials enhance the effectiveness of role-playing activities by making the learning experience more authentic and interactive.

Difficulty in maintaining focus and preventing disruptions among students in the performance of role-playing ranked 3rd, with a frequency of 15. Managing learners' behavior and sustaining attention during active and dynamic activities can be challenging, especially with younger students who may become distracted or overly enthusiastic.

Other challenges include large class settings (14, ranked 4th), which make it harder for all students to participate fully and for the teacher to monitor each group effectively.

Inadequately trained or limited learning and development (L&D) on the use of role-playing strategies (13, ranked 5th) reflects the need for professional development to equip teachers with the skills and confidence to implement role-play successfully.

Classroom layout and space that restricts movement necessary for role-playing activities (12, ranked 6th) shows that physical constraints can limit learners' mobility and reduce the realism of enacted scenarios. Lastly, difficulty in observing, assessing, and providing feedback on the students' role-playing performances (11, ranked 7th) highlights the challenge teachers face in simultaneously managing, monitoring, and guiding multiple students during active learning exercises.

Overall, the table illustrates that while teachers value role-playing as an effective instructional strategy, practical constraints such as time, resources, classroom size, and professional development opportunities can limit its full implementation. Addressing these challenges is essential to maximizing the benefits of role-playing for developing learners' oral language skills.

A study by Şahan and Şahan (in Asmari,) found that novice teachers in Turkish primary and secondary schools struggled with overcrowded classrooms, limited physical space, and insufficient materials, which made it difficult to run interactive activities such as role-play. These conditions echo your finding that "large class setting" and "limited access to appropriate materials" are major barriers to effectively implementing role-playing strategies.

Another relevant study by Waluyo reported that teachers cited a lack of familiarity with designing role-play tasks, restrictions from textbooks, and limited time as key obstacles. Teachers expressed that they often felt role-play topics were not relevant to their students' backgrounds and that preparing role-plays outside the textbook required time and resources they did not always have.

In addition, an older but still relevant discussion in Humanising Language Teaching Magazine noted that many teachers avoid role-play because it's "time-consuming" and requires extra effort to find or design realistic scenarios.

- *Proposed Lesson Exemplars Employing Role Playing Strategies in Developing the Oral Language Skills of Grade 3 Learners*

Oral language development serves as the foundation of all learning in the early grades, shaping learners' ability to communicate, comprehend, and participate meaningfully in classroom activities. For Grade 3 learners—who are transitioning from learning-to-read to reading-to-learn—interactive and purposeful speaking opportunities are essential in strengthening vocabulary, sentence construction, pronunciation, and confidence. Role-playing has consistently been identified as one of the most effective strategies for cultivating these skills because it immerses learners in authentic communicative situations where language is used naturally, creatively, and collaboratively. Research shows

that role-play enhances fluency, encourages meaningful expression, and supports social interaction as learners assume roles, negotiate meaning, and practice real-life communication scenarios.

The findings of this study reveal that teachers already employ role-playing strategies to a high extent, particularly in creating authentic scenarios, integrating literacy tasks, and providing language models. However, there remains a need to translate these strengths into structured, ready-to-use lesson exemplars that teachers can immediately apply in Grade 3 classrooms. Providing well-designed exemplars ensures consistency, maximizes instructional time, and supports teachers in incorporating scaffolding, guided reflection, and task sequencing—elements shown to significantly enhance oral language performance. Thus, the proposed lesson exemplars in this section aim to operationalize research-based practices into practical and engaging classroom activities. They are intended to help teachers deliver purposeful, age-appropriate, and culturally meaningful role-playing experiences that enrich learners' oral communication skills and promote active participation in the learning process.

➢ *Engaging Oral Language Through Role-Playing: Lesson Exemplars for Grade 3*

- *Rogelio A. Lovedoreal Jr*
  Proponent

- *Rationale*
  Developing oral language skills is a foundational aspect of early education, enabling learners to communicate ideas clearly, interact socially, and participate meaningfully in classroom activities. Grade 3 learners are at a critical stage where fluency, vocabulary, expressive modulation, and sentence coherence continue to develop. Traditional teaching methods may not always provide sufficient opportunities for active, meaningful speaking practice.

Oral language is a cornerstone of effective communication, academic success, and social interaction, particularly in the formative years of elementary education. For Grade 3 learners, developing oral proficiency goes beyond simply learning vocabulary and grammar—it involves the ability to express ideas clearly, interact meaningfully with peers, and convey emotions and intentions through voice modulation and body language. Traditional teacher-centered approaches may limit opportunities for authentic speaking experiences, often leaving learners hesitant, less confident, or dependent on memorized phrases.

Role-playing strategies, however, create immersive and interactive learning experiences that engage students cognitively, socially, and emotionally. By simulating real-life scenarios, storytelling, and imaginative contexts, learners practice language in a safe and motivating environment, reinforcing vocabulary, fluency, and expressive skills. These lesson exemplars were designed to provide structured guidance for teachers to integrate role-playing into oral language instruction effectively, addressing challenges such

as hesitation, limited vocabulary, and inconsistent sentence continuity.

- *General Objective:*

To enhance the oral language skills of Grade 3 learners by implementing role-playing strategies that promote fluency, vocabulary development, expressive modulation, and confidence in oral communication.

- *Specific Objectives:*

✓ To improve learners' fluency by encouraging them to speak in connected, logically sequenced phrases and sentences during role-playing activities.
✓ To expand learners' vocabulary through meaningful and contextually relevant speaking tasks embedded in role-play scenarios.
✓ To develop expressive modulation by guiding learners to adjust pitch, tone, and volume according to characters and situations.
✓ To strengthen learners' ability to organize and present ideas coherently while engaging in interactive role-play tasks.
✓ To foster learners' confidence and willingness to participate in oral communication by creating a supportive and enjoyable learning environment.

These proposed lesson exemplars are designed to enhance the oral language skills of Grade 3 learners through the use of engaging role-playing strategies. These lessons address the specific challenges identified in the study, including limited vocabulary, difficulty speaking in continuous sentences, weak expressive modulation, and hesitation during oral presentations. By incorporating interactive strategies such as story retelling, problem-solving scenarios, community life simulations, advertisements, and mixed role-play activities, learners are provided with opportunities to practice fluency, clarity, and expressive language in a supportive and enjoyable environment.

Each lesson exemplar provides a detailed guide for teachers, including materials, step-by-step directions, structured activities, and reflection opportunities. These components ensure that learners actively participate while developing confidence in oral communication. The lessons are flexible, allowing teachers to adjust based on class size and available resources, while reinforcing practical language use and collaboration.

V. CONCLUSION AND RECOMMENDATIONS

➤ *The Following Conclusions were Drawn from the Present Endeavor:*

- Grade 3 learners generally demonstrated satisfactory oral language skills, with the strongest areas in vocabulary variety and logical sequencing of speech, while expressive modulation and fluency require further development.
- Teachers predominantly use story retelling and problem-solving scenarios, while creative role-plays like

community life and advertisement activities are less frequent but still valuable.
- Among the strategies observed, story retelling with assigned roles proved most effective, especially for developing expressive modulation and fluency, while other role-playing activities contributed moderately to vocabulary acquisition, persuasive language use, and engagement in simulated scenarios.
- Teachers face practical challenges such as time limitations, lack of materials, large class sizes, and insufficient training, which can hinder the full effectiveness of role-playing strategies.
- Ready-to-use lesson exemplars were successfully designed to actively enhance the oral language skills of Grade 3 learners through targeted role-playing strategies.

➤ *The Following Recommendations were Necessary to the Present Study:*

- Story retelling with roles and problem-solving scenarios be adapted in all schools to enhance learners' fluency, vocabulary, and expressive skills.
- Community life and advertisement role plays be implemented to develop learners' practical language use, creativity, and persuasive communication.
- Teachers be provided training and professional development to effectively design and apply role-playing strategies in the classroom.
- Adequate time, materials, and classroom space be allocated to ensure the successful implementation of role-playing activities.
- Lesson exemplars utilizing role-playing strategies for developing the oral language skills of Grade 3 learners should be developed and shared to assist teachers in effectively planning and implementing engaging classroom activities.

- *The Following Topics be Considered in Future Research:*

✓ The effect of role-playing on reading comprehension of Grade 3 learners.
✓ The impact of advertisement role-play on persuasive speaking skills in elementary students.
✓ The influence of story retelling activities on the vocabulary acquisition of Grade 3 learners.
✓ Comparative effectiveness of community life and problem-solving role-play on oral language fluency.
✓ Teachers' perceptions and challenges in implementing role-playing strategies across multiple grade levels.

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