



## IMPROVING SPEAKING SKILL BY USING ROLE PLAYING GAMES AT HIGH SCHOOL EFL CLASSES

**Kaljanova Gulmira Barlikbay kizi,**

*teacher of Uzbekistan State World languages university, Tashkent*

**Abstract:** *Foreign language education, particularly English as a foreign language (EFL), has become increasingly important in modern high schools. In many countries, English proficiency is seen as a key to academic success and future career opportunities. One of the most persistent challenges teachers face is helping students develop their speaking skills. Communicative competence is often weak among learners who do not have an immersive environment or sufficient practice outside the classroom. Traditional teaching methods and rigid adherence to textbooks do not fully address the complexities of spoken language. Therefore, modern pedagogical strategies increasingly emphasize interactive and student-centered activities. Among such strategies, role playing games (RPGs) have emerged as an effective approach to stimulate students' verbal communication and engage them actively in language learning.*

**Key words:** *speaking skill, role playing games, high school, EFL classes, communicative competence, language learning, classroom activities, oral communication, learner motivation, teaching methodology.*

Role playing games, in the context of EFL classes, involve the adoption of specific characters, scenarios, or real-life situations in which students have to use the target language. The very nature of RPGs encourages spontaneity, creativity, and authentic usage of language. Rather than passively consuming language through reading and listening, students are challenged to produce spoken output, negotiate meaning, and navigate various communicative functions. This dynamic process makes RPGs particularly suitable for high school learners, who are often eager for activities that are both educational and entertaining. The implementation of role playing games in high school EFL classes requires careful planning by teachers. Successful integration starts with the selection of appropriate scenarios that resonate with students' interests and cognitive levels. Scenarios may range from everyday interactions, such as ordering food at a restaurant, making a phone call, or handling a travel inquiry, to more complex situations such as debates, problem solving, or negotiations. By providing a contextual framework, teachers guide students in utilizing specific vocabulary, idioms, and grammatical structures relevant to the scenario.[1]

Setting clear objectives for each activity increases its effectiveness. Teachers should identify the communicative goals, such as practicing specific tense forms, functional expressions, or pronunciation patterns. Pre-teaching essential expressions and vocabulary helps students prepare for the role play. Allowing rehearsal time can ease anxiety and increase students' confidence. During the role play itself, teachers assume the role of



facilitators rather than controllers, monitoring progress and noting areas for improvement without unnecessary interruption. A key benefit of using RPGs in EFL classes is the creation of a low-stress, supportive environment, which reduces language anxiety and fear of making mistakes. As students become immersed in their roles, they are more willing to take linguistic risks and use new language constructs. Even shy or introverted learners find it easier to speak, as they can step into the shoes of a character and communicate within the safe boundaries of a fictional context. This transformation often leads to increased student participation and more equitable distribution of speaking opportunities in the classroom. Another advantage of RPGs is the integration of all four language skills, with special emphasis on speaking, listening, and interactive strategies such as clarification and feedback. Students need to listen actively to understand their peers and respond appropriately. This real-time interaction develops not only linguistic competence but also pragmatic skills, such as turn-taking, politeness strategies, and the ability to repair communication breakdowns. Continuous exposure to various role playing scenarios broadens students' cultural awareness and prepares them for authentic communicative experiences outside the classroom. Language is not used in a vacuum, but within social and cultural frameworks. By simulating diverse real-life situations, RPGs help students develop intercultural competence, become familiar with social norms, and learn how to adjust their speech according to context, register, and audience. Assessment of students' speaking skills in role playing activities should be formative rather than punitive. Teachers can provide feedback immediately, highlighting strengths and areas for improvement. Peer evaluation and self-assessment are also valuable tools, fostering a spirit of collaborative learning and self-reflection. Through regular implementation and constructive feedback, students become more aware of their progress and motivated to further enhance their speaking competence.[2]

The flexibility of RPGs allows teachers to adapt activities according to students' proficiency levels. Beginners can participate in guided dialogues and scaffolded role plays, while more advanced students benefit from open-ended situations requiring higher cognitive engagement. Group dynamics, pair work, and even larger group scenarios can be employed to foster cooperation, teamwork, and negotiation skills. Technology can also play a significant role in enriching RPG activities. Online platforms, video calls, and digital storytelling tools provide new avenues for students to engage in role playing outside traditional classroom settings. These tools make it possible to connect with peers from other schools or countries, thus extending the scope of communicative practice and providing a more global experience. Despite the benefits, certain challenges accompany the use of RPGs in high school EFL classes. Class size, limited time, and varying student motivation are among the common issues teachers encounter. To address these, careful organization, clear instructions, and consistent encouragement are necessary. Creating a classroom culture that values active participation and respects individual differences lays the foundation for successful implementation.[3]





Furthermore, integrating RPGs aligns with the principles of communicative language teaching (CLT), which prioritize fluency, meaning-focused interaction, and real-life communication. High school students, in particular, are at an age where active engagement and autonomy in learning are crucial. RPGs not only stimulate oral proficiency, but also promote problem-solving abilities, critical thinking, and adaptability—skills that are applicable beyond the language classroom. In high school EFL environments, speaking opportunities are often limited by curricular constraints and large student numbers. Role playing activities can be a practical solution to these barriers, as they encourage maximum student talk time and minimize teacher-centered instruction. The collaborative nature of RPGs also builds rapport among classmates and improves the overall classroom atmosphere. Finally, sustained use of role playing games contributes to the lifelong language learning process. Students who regularly practice speaking in various roles develop greater oral fluency, improved pronunciation, and a richer vocabulary. Over time, they become more capable communicators, able to express themselves effectively in diverse situations, whether at school, work, or in social contexts.[4]

**Conclusion:**

In conclusion, the incorporation of role playing games in high school EFL classes is a powerful strategy to improve students' speaking skills. By providing meaningful, engaging, and context-rich experiences, RPGs help students overcome linguistic barriers and gain confidence in using English. They foster communicative competence, intercultural awareness, and a sense of enjoyment in language learning. With appropriate planning, supportive feedback, and a flexible approach, teachers can maximize the benefits of this method, preparing students for real-world communication and lifelong success in language use.

**References:**

1. Abdullayeva, S. (2018). "Communicative Methods in Teaching English at Secondary Schools." *Uzbek Language and Literature*, 2(3), 75-81.
2. Alimova, N. (2019). "Applying Innovative Technologies in English Lessons." *Philology and Language Teaching*, 4(5), 112-117.
3. Beknazarov, R. (2021). "Improving Students' Speaking Skills through Role-Playing in the Educational Process." *Uzbekistan Public Education*, 5(1), 66-71.
4. Ergasheva, D. (2020). "Modern Approaches in Teaching the English Language." *Language and Literature Education*, 1(1), 52-57.
5. Jo'raqulova, G. (2017). "Achieving Effectiveness in Foreign Language Teaching through Interactive Methods." *Pedagogy and Psychology*, 3(2), 89-93.
6. Karimova, M. (2021). "The Importance of Role-Playing in Forming Foreign Language Skills among Secondary School Students." *Modern Education*, 6(4), 119-124.

7. Matyorova, F. (2022). "Innovative Methods to Enhance Foreign Language Teaching Efficiency in Secondary Education." *Issues in Philology*, 10(2), 143-147.

8. Narzullayeva, N. (2019). "Role Playing and the Development of Speaking Skills." *Research in Education*, 8(1), 41-46.

