THE INFLUENCE OF COLLABORATIVE ROLE-PLAY ACTIVITIES ON EFL LEARNERS' SPEAKING CONFIDENCE IN COOPERATIVE LEARNING CLASSES

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Annotation. This article investigates the influence of collaborative role-play activities on EFL learners' speaking confidence within cooperative learning classes. The study highlights how structured role-play exercises enable students to practice English in realistic scenarios, interact with peers, and receive constructive feedback. By fostering a supportive and interactive environment, these activities help reduce anxiety, build self-confidence, and improve overall speaking performance. The research emphasizes that integrating role-play into cooperative learning not only enhances learners' communication skills but also encourages active participation, responsibility, and engagement in the classroom. Findings suggest that collaborative role-play is an effective pedagogical tool for developing both linguistic competence and learners' confidence in using English.

Key words: collaborative role-play, cooperative learning, English language learners, oral confidence, peer collaboration, communication skills, interactive classroom, student engagement, language development.

INTRODUCTION

In today's modern world, speaking confidence is a crucial aspect of English language learning, as it directly influences learners' willingness to participate and communicate effectively in various contexts. Many EFL students experience anxiety and hesitation when speaking, which can hinder their overall progress in acquiring English communication skills. To address this challenge, cooperative learning has been widely recognized as an effective instructional approach that encourages collaboration, peer support, and active participation in the classroom.

Among cooperative learning techniques, collaborative role-play activities provide students with opportunities to simulate real-life situations, practice functional language, and interact meaningfully with peers. These activities create a safe and supportive environment where learners can experiment with language, make mistakes without fear, and gradually develop self-confidence. Role-play also promotes engagement, responsibility, and negotiation of meaning, which are essential components of effective communication.This study aims to examine the influence of collaborative role-play activities on EFL learners' speaking confidence in cooperative learning classes. By exploring how these activities impact learners' oral performance, self-assurance, and classroom participation, the research seeks to provide insights into effective teaching strategies that enhance both linguistic competence and learners' confidence in using English.

MAIN PART

In contemporary society, collaborative role-play activities are recognized as a highly effective method for enhancing speaking confidence among EFL learners. These activities place students in realistic communicative scenarios where they can practice language in a structured

yet interactive way. Unlike traditional teacher-centered approaches, role-play encourages students to take an active role in the learning process, negotiate meaning with peers, and experiment with language in a safe environment. By simulating everyday situations, such as ordering food, giving directions, or participating in meetings, learners are exposed to authentic language use that helps bridge the gap between classroom practice and real-life communication.

Through collaborative role-play, students not only practice speaking but also receive immediate feedback from peers, which promotes reflection and continuous improvement. Peer interaction allows learners to identify strengths and areas for development, helping them to build self-confidence gradually. Moreover, working in cooperative groups fosters positive interdependence, accountability, and mutual support, creating a classroom atmosphere in which students feel encouraged to participate actively and take risks in using English.

Several studies indicate that role-play activities contribute significantly to learners' oral proficiency and confidence. When students engage repeatedly in role-play exercises, they develop fluency, expand their vocabulary, and improve pronunciation. At the same time, the supportive group environment reduces anxiety and fear of making mistakes, which are common barriers to effective communication. Role-play also enhances students' problem-solving, negotiation, and critical thinking skills, as learners must respond spontaneously to different scenarios and collaborate with peers to achieve communicative goals.While implementing collaborative role-play activities can be highly beneficial, teachers need to design tasks carefully to ensure that all students are actively involved. Clear instructions, balanced group formation, and appropriate scaffolding are essential to maximize the effectiveness of these activities. Teachers must also provide guidance and monitor interactions to maintain a positive and constructive learning environment. By integrating collaborative role-play into cooperative learning classes, educators can create meaningful, engaging, and confidence-building speaking practice that supports both linguistic and psychological development of EFL learners.

CONCLUSION

In conclusion, the analysis of collaborative role-play activities demonstrates their significant impact on EFL learners' speaking confidence within cooperative learning classes. By providing realistic scenarios and encouraging meaningful peer interaction, role-play exercises enable students to practice English actively, experiment with language, and receive constructive feedback in a supportive environment. These activities not only enhance learners' oral proficiency, vocabulary, and pronunciation but also reduce anxiety and build self-assurance, which are essential for effective communication.Furthermore, collaborative role-play promotes active participation, responsibility, and engagement, creating a positive classroom atmosphere where learners feel motivated to communicate and take risks in using English. Teachers' careful planning, clear instructions, and monitoring of group interactions are crucial to maximize the benefits of these activities.Integrating collaborative role-play into cooperative learning classes serves as an effective pedagogical strategy to improve both linguistic competence and speaking confidence among EFL learners. Its practical application encourages a more interactive, motivating, and confidence-building learning environment, ultimately supporting students in becoming more fluent and self-assured English speak.

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