



**Enhancing Speaking Fluency through Role-Plays supported by a Virtual Learning  
Environment**

Grace Catalina Cano Estrella

Guide: María Rossana Ramírez Ávila

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According to the Council of Europe (2020), there are four communicative language strategies “reception, production, interaction and mediation” (p. 32). Speaking is a productive activity as well as “one of the central elements of communication” (Richards & Renandya, 2002, p. 210). So, students need to practice this ability in everyday situations to interact, discuss and express their ideas with others accurately and fluently being spontaneous. Richards (2006) explained that “fluency is natural language use occurring when a speaker engages in meaningful interaction and maintains comprehensible and ongoing communication despite limitations in his or her communicative competence” (p. 14).

Speaking English is one of the skills taught at university level in some nations of Asia due to the fact that it is the language of business, technology and science as claimed by Kirkgöz (2005). Equally, in Europe, “English is developing particularly in higher education” (p. 9). The aim is to get English speakers better adapted to the globalization, as reported by Truchot (2002).

In the Latin American context, universities in several countries (Peru, Colombia, Ecuador, Chile, Mexico) also provide “English language learning services” in accordance with Cronquist and Fiszbein (2017). In effect, this foreign language is a requirement in all higher education programs “including technical, technological, and university programs” (pp. 20-21).

One of the objectives of the Higher Education Council (Consejo de Educación Superior [CES], 2020) asked to promote the professional growth and boost knowledge and abilities of college students. Likewise, the National Assembly (Asamblea Nacional, 2018), through the Higher Education Organic Law (Ley Orgánica de Educación Superior, LOES) determined that

the private and public institutions are responsible for teaching a language different from the mother tongue (L1) of students (p.52), promoting the use of English in this case.

The use of English is significant everywhere, mostly in tourist activities. It is a communication tool to satisfy all the travelers' requirements ensuring an unforgettable experience in Ecuador in agreement with the Ministry of Tourism (Ministerio de Turismo [MINTUR], 2019b). Moreover, the Ministry of Tourism (Ministerio de Turismo [MINTUR], 2019a), in its document Tourism National Plan 2030 (Plan Nacional de Turismo 2030) said that the tourist service providers must offer added value to their product like language training as a part of the support they give to their customers (p. 49). Nevertheless, there is still a deficiency in English language learning in tourism professionals, which would promote their competitiveness in this sector and some other industries.

Learners normally take the English program offered by the English Department of the institution or in another language center recognized by the Higher Education, Science, Technology and Innovation Secretariat (Secretaría de Educación Superior, Ciencia, Tecnología e Innovación, SENESCYT) or the Technical Secretariat of the National System of Professional Qualifications (Secretaría Técnica del Sistema Nacional de Cualificaciones Profesionales, SETEC) because it is a mandatory requirement before getting the degree of National Tourist Guide Technician. Despite that, students face problems with spoken fluency when they are interacting with tourists as workers and practitioners as well.

Hence, facilitating situations for real practice in speaking should be a priority for the English teachers to improve their students' communicative skills, especially if they need to speak the language for interpersonal, academic, or professional purposes. Saville-Troike (2006) pointed out that "L2 learners participate in the L2 speech community: tourists generally need to ask

directions and seek information about hotels and entertainment” (p.166). Indeed, professional practices developed by tourism students in different settings (giving tourist information, museums, cultural and natural protected areas, and tour-transfer) require to reinforce this competence. Therefore, it is essential that students enhance their speaking fluency to feel confident when they interact with foreigners.

There is a broad investigation in spoken fluency and role-plays (González, 2014; Krebt, 2017; McCarthy, 2010; Myhre & Fiskum, 2020; Vargas, 2018; Wang, 2014). Some of them have contemplated the relevance of fluency in speaking a second language (McCarthy, 2010; Myhre & Fiskum, 2020; Wang, 2014), while others mentioned the importance of role-plays (González, 2014; Krebt, 2017; Vargas, 2018). Three of them implemented role-plays to enhance speaking fluency (González, 2014; Krebt, 2017; Vargas, 2018); similarly, they all reported positive results. On the other hand, these studies have not been implemented with A2 college students (fourth semester) whose ages range between 20 to 30 years old in a private institution. Role-plays have not been conducted virtually in a classroom with 20 students.

### **Literature Review**

In this section of the study, the author will review some concepts considering spoken fluency, role-plays, interaction (collaboration), breakout rooms, technical vocabulary, and virtual learning environments. In the end, certain English language teaching and learning approaches associated with the role-play technique will be discussed.

#### **Spoken Fluency**

Derwing (2017, as cited in Hunter, 2017) described that fluency is “the degree to which speech flows, and to what extent that flow is interrupted by pauses, hesitations, false starts and so on” (p. 32). In a similar way, Koponen and Riggensbach’s (2000, as cited in Duran-Karaoz &

Tavakoli, 2020) believed that fluency is a component of speaking skill which shows a flow and continuity of speech (p. 672). Fluency is the capacity to use language creating and sustaining interaction in real-time being spontaneous and natural.

In agreement with the Council of Europe (2020), fluency contemplates certain concepts such as the “ability to construct utterances, despite hesitations and pauses; ability to maintain a lengthy production or conversation, and ease and spontaneity of expression” (p. 142). In effect, these concepts are operationalized in the scale of the CEFR Common Reference Levels (from Pre-A1 to C2).

Similarly, Skehan’s (1998, as cited in Hunter 2017), stated three aspects as fluency indicators: speed (speech and articulation rates or how fast and coherent is the speech), breakdown (frequency and length of pauses, amount of speaking time), and repair (frequency of reformulations, self-corrections, repetitions; p. 48). Thanks to these features, it will be known how the speech is produced in terms of fluency.

### **Role-Plays**

Nunan (2003) defined role-plays as a classroom technique in which “students are given particular roles in the target language” to act in a hypothetical case, situation or in different social contexts (p. 57). This strategy helps learners to be empathetic, respectful, and collaborative. They put themselves in someone’s shoes for a while (when they are taking roles) and interact with their classmates (Nunan, 2015).

There are some advantages of this method. Mustafa (2015) stated that the role-play provides motivation because it is a fun and entertaining activity enriching the vocabulary knowledge. It stimulates learners to communicate and express themselves without fear developing their confidence and raising awareness about common mistakes. Additionally, the

comfortable learning environment promoted by the use of the role-play “encourages learners to get involved in real-life conversations” (p. 28) using the language they have learned during its practice. Although role-play benefits as a class exercise are unquestionable, it is not advisable to include it as a question on English exams or tests because students “will need time to get into the role” (p. 61), as Matkarimova (2019) declared. In addition to this, Sanjaya et al. (2020) reported that in spite of role-plays improving the students’ speaking performance, not all the learners can express their ideas easily at the beginning. Moreover, they observed that during a role-play, feeling nervous is natural when implemented for the first time (p. 279). In fact, because of the nervousness, dialogues can be forgotten and students can feel embarrassment (Islam, P., & Islam, T., 2013, p. 225). Nevertheless, it can be solved by practice.

There is another challenge in role-playing strategy as Dorathy and Mahalakshmi noted (2011): the relationship of the learners. Their previous disagreements could become a negative factor. In spite of this, the benefits of experimenting with role-plays overcome the difficulties which commonly appear in this method (p. 5).

Byrne (1986, as cited in Suryani, 2015) added that role-play can be divided into two groups scripted and unscripted role-play. The first one includes the “textbook dialogue or speaking text in the form of speech” (p. 107). Students will make the dialogue with their peers and then, they will present to the classroom. In contrast the unscripted role-play does not depend on textbooks due to the fact that the students decide what language they will use and how the conversation will develop.

Further to this, teachers should bear in mind a sequence of events to succeed with role-plays. Before applying this strategy, professors should identify real situations based on students’ interests and provide rules as well (for example: The teacher could let the students dress-up like

the characters to recreate the real-life setting). Apart from that, the instructor must present necessary expressions they might use in the conversations (before doing the role-play activity). The learner needs to be familiar with the situation provided by the teacher for studying the words needed in this specific circumstance (Krebt, 2017, p. 867). Then, the professor will make groups of few students (3-5) per group (Afdillah, 2015, p. 25), and let students create their own script and choose their own roles. It will be the scriptwriting stage. Hence, they will feel free and comfortable to work. Students will type the conversation creating a draft (Mandasari, 2017, p. 62).

The teacher must be patient and help the students with their doubts (correcting their mispronunciation, making suggestions on the first draft, for example). In addition, the educator will give learners enough time to prepare and practice dialogues in groups (consequently, during the presentation they can do their roles without reading a paper). The ability to convince the audience that the situation is real and how the students resolve the issue will be evaluated (Krebt, 2017, p. 869).

During the role-play (for every situation), students can use their own materials (Rahayu, 2015, p. 65). The teacher does not interrupt the conversation (at the end, write the mistakes on the board/digital document and correct them with the students. This could generate a supportive atmosphere). The academic can record the performance to assess and give feedback to the students' language production.

After the role-play, the teacher can ask the students about their role-play presentation in order to learn from the experience (Riofrio, 2019, pp. 23-24). In last instance, the professor can get data using research instruments and assess the demonstration of learners.

### **Interaction (Collaboration)**

Brown (2000) emphasized that communication has an interactive nature. The message, as part of the speaker production, is directly related to the listener's reception. According to Murtiningrum (2009), this thought must be sent, received, interpreted, and negotiated (p. 9). Therefore, interaction is a product of negotiation, someone gives and the other takes the idea being this interchange the basis of human relationships. Also, Brown (2000) argued that the communicative abilities are enhanced when learners interact with their partners through oral discourse (input and output help develop this practice; p. 48).

These days, online interaction is the current manner to communicate among teachers and students. The Council of Europe (2020) noted that it is not the same as face-to-face interaction because a machine transfers the information and mediates the communication process (p.84). Several tools (platforms and apps) are commonly used to achieve this kind of interaction in virtual classes such as Zoom, Microsoft Teams, Google Classroom, Google Meet, among others.

There are different ways of classroom interaction depending on related people. Dagarin (2004) acknowledged that the first interaction involves the teacher and learners, where the teacher controls the activity as a leader talking with the whole class. The second interaction associates the teacher talking with the entire class but expects only one answer from a group of learners. The third interaction is named "pair work" and "group work", here the assignment must be finished in pairs or groups, and the teacher can help when necessary. It is useful to encourage interaction between apprentices. Indeed, Long et al. (1976, as cited in Dagarin, 2004, p. 130) demonstrated that students use language easily when they work in pairs and groups more than other ways of interaction. Due to their cooperation, they feel relaxed, and as a result they communicate better. As Vygotsky (1978, as cited in Anthony, 2010, p. 19) announced, through the social interaction the students can solve the task. The more capable student guides and



supports the novice (summarizing the Zone of Proximal Development concept). Hence, students learn best when they work collaboratively.

### **Breakout Rooms**

Firstly, it is necessary to know that breakout rooms button is included in Zoom, which is a “cloud platform for video, voice, content sharing, and chat runs across mobile devices, desktops, telephones, and room systems” (Zoom Video Communications, Inc., 2019). Because of the pandemic, since March 2020, teachers and students internationally and in Ecuador could not continue with the face-to-face modality to avoid the spread of the virus. Accordingly, professors incorporated software choices to enhance the learning experience for all. Zoom is an alternative to support education expanding traditional classrooms in the cloud. Teachers can interact in real-time with students as part of the remote learning improving their outcomes with secure video communication services.

One of the collaboration tools that Zoom provides is the video breakout rooms selection as mentioned above. It helps to take a large virtual classroom and split it up into smaller groups or sessions. To activate it, the teacher can proceed as listed below (Zoom Video Communications, Inc., 2021):

- Write “Zoom” on Google search.
- Provide credentials: email address and password. Click on “Sign in” (If you have an account, otherwise you have to register first. It is free).
- On the left side of the screen, choose “Settings”, next, “In Meeting (Advanced)”. Then, turn on the breakout room button.
- Open Zoom again. On the right side, “Breakout Rooms” will appear.

-Click on the breakout rooms button. The host (teacher) can split the group into smaller rooms and manage participants (students). Get a pop-up window asking the host how many rooms he/she would like to assign out (“Create \_ rooms”) and how many participants per room (“Assign”). The host can do this automatically or manually.

- All participants have been invited to join Breakout Rooms. Simultaneously, the host can hop between the different rooms to talk to the participants (for example choose Breakout Rooms, Open All Rooms, Room 1, and Join).

-The additional preference allows the host to automatically close breakout rooms after a specified amount of time (“Options”, “Breakout rooms close automatically after \_ minutes”; “Countdown after closing breakout room 10 to 120 seconds”).

-At the end, the host can “Close all rooms” while in the screen appears the countdown (all participants have been given 60 seconds to leave their breakout rooms) and the notification “Returning to main session”.

### **Technical Vocabulary**

As claimed by Webb (2019), technical vocabulary relates to “words, phrases that are used and known mainly in a specific profession, trade, or, for simplicity purposes, subject area” (p. 111). To put it another way, it is a group of terms referring to a particular area employed frequently by people who are working or studying in this field. Equally, Wanpen et al. (2013) noted that “technical vocabulary is closely associated with learners who have a specific purpose in language learning” (p. 313). In essence, each discipline has an appropriate vocabulary, that is why students and professionals as well should be helped to deal with this type of knowledge.

### **Virtual Learning Environments (VLEs)**

Lezama et al. (2019) established that a VLE is a cyber-environment created to assist the learning experience (p. 21). The teacher can include on VLEs digital resources to reinforce the course (Alves et al., 2017, p. 518). Besides, Alves et al. highlighted the role of mediator of these tools due to the fact that they facilitate interaction through the communication process.

### **Approaches Related to Role-Play Strategy**

#### **a) Task-based Learning and Teaching Approach (TBLT)**

Carless (2002, as cited in Jeon, 2006) mentioned that TBLT is determined by “content-oriented meaningful activities rather than linguistic forms” (p. 193). In consequence, professors should turn the attention to provide real opportunities to learners to be exposed to the English language instead of teaching grammatical rules all the time.

Definitely, outside the classroom, learners will gain experience when interacting with the world as Bygatte (2015, as cited in Rojas & Villafuerte, 2018) stated, learners structure their knowledge “to be used fluently and appropriately in real-time, in real contexts, and with the purposes of engaging real meanings with real people” (p. 728). The role-play technique is an example of what learners can experience in authentic situations.

#### **b) Cooperative Learning Approach (CL)**

Jia (2013) specified that CL approach enables the apprentices to work (research) in groups accepting differences, reach a similar goal, learn together including all the members, solve problems (negotiate) and complete tasks “within minimal teacher assistance” (p. 211). In like manner, Da Luz (2015) argued that CL stimulates cooperation, interaction; promotes real communication and benefits students to construct their own learning (p. 27).

#### **c) Communicative Language Teaching (CLT) Approach**

Al-Asmari (2015) specified that CLT approach considers “communicative properties of language, where classrooms are increasingly characterized by authenticity, real-world simulation, and meaningful tasks” (p. 976). CLT goes beyond the traditional grammatical elements. It contemplates the social and cultural nature of the language. In CLT, the teacher is a facilitator rather than an authority and the student is a participant not just a learner, and together create knowledge in a cooperative environment.

Walia (2012) expressed that the CLT approach is based on the principle of “learning a language by using it” (p. 125). Hence, the learner must be competent in linguistics and skillful at using the language in several circumstances. From this perspective, the role-play lets students express themselves contemplating the meaning of the message instead of concentrating on its form.

#### **d) English for Specific Purposes (ESP) Approach**

Paltridge and Starfield (2013, as cited in Luo & Garner, 2017) clarified that ESP approach refers to teach and learn in English where “the goal of the learners is to use English in a particular domain” (p. 81). The central feature of ESP is that English subject is not separated from the real world of the apprentices, in fact “it is integrated into a subject matter area important to the learners” (Rahman, 2015, p. 24). Thus, ESP addresses the language needs of the pupils mainly associated with their occupation or work activities. At last instance, the implementation of role-play in ESP classes is an opportunity for scholars to practice English concentrated on their vocation and interests.

Summing up this component of the investigation, several definitions were examined, particularly spoken fluency, the role-play strategy along with the explanation of interaction, breakout rooms, technical vocabulary, VLEs and learning approaches related to role-plays (Task-

based learning and teaching approach, Cooperative learning approach, Communicative language teaching approach, and English for specific purposes approach). Additionally, the proposal will explore these research questions:

- 1) To what extent will role-plays improve spoken fluency?
- 2) Which will be the students' viewpoints regarding this proposal?
- 3) How do students perceive their fluency after the role-play performance?

### **Innovation**

The following innovation will be developed in a private institution located in Quito, and it will be applied to fourth semester university learners who are studying to get the degree of National Tourist Guide Technician.

This research will aim at training the learners on technical vocabulary related to giving tourist information, museums, cultural and natural protected areas, and tour-transfer by means of role-plays so that, in the long run and on their own, they will be able to express ideas and opinions fluently as well as participate in reasonably extended spoken dialogues with peers on work and study.

The innovation will last 22 hours and it will be performed for six weeks. Sometimes the professor will be the facilitator, guide, co-learner, evaluator, interviewer and mediator, whereas the student will be a participant, collaborator, digital learner, negotiator, reviewer, actor/actress-performer (tour guide or tourist), interviewee and creator of their own knowledge.

In the first week, learners will be explained with Zoom platform about the innovation to be implemented. Added to it, students will be aware of the importance of the English language in the tourism industry through the discussion of an article. The role-play strategy will be

introduced to the learners through Powtoon, and they will use their previous knowledge making a list of useful vocabulary (for giving tourist information, museums, cultural and natural protected areas, and tour-transfer) on a Google Doc.

The next week, Kahoot will be used to take a mock quiz. Moreover, the virtual learning environment (<https://gracecano5.wixsite.com/website-1>) will be presented to the students. They will learn technical vocabulary using this technological tool. Besides, they will list words with the aid of bubbl.us. Some situations experienced by a tour guide will be shown through the use of two videos. Later, they will start the role-play activity (in five teams of four) where they will work cooperatively. In addition to that, the first draft of their scripts will be sent to the teacher (the script will be written by each group).

The third week, students will use new vocabulary words in a real context. The instructor will use Pick At Random (a software) to randomly choose one student at a time to participate. Next, the teacher will describe how the student will participate with their role-plays in the breakout rooms facilitated in the Zoom platform. Further to this, the students will demonstrate the first, second, and third performances. The second presentation will be reviewed by their peers who will complete a rubric (see Appendix 1). The fifth week, the final performance of their role-plays will be carried out. Then, each group of learners will self-assess their role-plays using a rubric (see Appendix 2).

### **Methodology**

This paper is a proposal to enhance speaking fluency in future tour guide training through role-plays supported by a virtual learning environment. Quantitative and qualitative data will be collected to answer the research questions. Prior to start the study, “both qualitative and

quantitative studies require a clearly articulated research proposal” (Ravid, 2015, p. 226). The mentioned author defined a proposal as “the blueprint for the study” (p. 228), which explains why the research should be conducted as well as helping the researcher plan ahead predicting his/her needs.

Polit and Beck (2012, as cited in Rutberg & Bouikidis, 2018) claimed that quantitative research makes use of “numbers and accuracy”, while qualitative research underlines “human perceptions” (p. 209). This proposal will contemplate quantitative research, which means that numerical data will be obtained employing pre and post-tests along with a survey. On the other side, qualitative research is used to understand the contexts in which participants in a study address an issue (Hall, 2020). In this case, it will be developed through structured interviews with pre-planned and open-ended questions.

The main sections of this part will be the description of the participants, instruments to gather information and how the data analysis will be done. Ethical considerations and limitations, and scopes also will be included.

### **Participants**

A sample of 20 A2 apprentices whose ages range between 20 to 30 years old of fourth semester will be assigned by the institution to intervene in this study. They are studying to get the degree of National Tourist Guide Technician in a private institution located in Quito. All participants will belong to the middle and high-income class of the socioeconomic status. They will be Ecuadorian, and Spanish speakers.

### **Instruments**

In order to reply to question one: *To what extent will role-plays improve spoken fluency?*

Pre and post-tests on spoken fluency from A2 Key Cambridge test (Part 3-Test 1 and 2; see Appendix 3 and 4) on speaking will be taken. Both will evaluate the spoken fluency of the learners at the beginning and at the end of the implementation of the proposal. The allotted time for the tests will be 8-10 minutes per pair of students. To facilitate the assessment, the pre and post-tests will be digitalized in a presentation (the images) and recorded on Zoom (the audio of the students). A digital document will be created to take notes of the main details during the tests.

These tests have two sections, in the first one (3-4 minutes), the learners will answer personal information questions simulating an interview, meanwhile in the second section (5-6 minutes), students will interact with another partner talking about likes, dislikes and giving reasons equivalent to a discussion. In the course of both sections, the professor will be the interlocutor. The tests will be assessed following three concepts: ability to construct utterances, despite hesitations and pauses; ability to maintain a lengthy production or conversation, and ease and spontaneity of expression (see Appendix 5); besides, five points are awarded per each one. The total right answers will be 15 (see Appendix 3 and 4). Before the implementation students are expected to get 50% of the total scale and after the pre-test, they will expect to get a score up to 70%.

For answering question two: *Which will be the students' viewpoints regarding this proposal?* Structured interviews contemplating open-ended questions will be conducted in two days to collect this information at the end of the implementation (see Appendix 6). They will last 8-9 minutes considering that eight open-ended questions will be asked. The students will be contacted through phone call or text message to set up an appointment to be interviewed.



Moreover, they will be interviewed in their homes because of the mobility restriction caused by the current pandemic. The interview questions for participants will be: As a future tour guide, is it challenging for you to enhance the spoken fluency? Why?, How will you reinforce it?, What will you ask the teacher to do to improve the spoken fluency?, What activities do you consider help you improve it?, Do you believe the role-play strategy promoted your spoken fluency?, How do you know you are more fluent than before?, What aspects of role-play benefit or challenge your participation: empathy, respect, collaboration, interaction, vocabulary enrichment, confidence, awareness about common mistakes, and participation in real world events?, and What difficulties did you find during role-play in online settings?

For solving question three: *How do students perceive their fluency after the role-play performance?* A survey to know the students' perceptions after the role-play performance regarding spoken fluency will be used (see Appendix 7). The answers of the survey will be "Totally agree", "Agree", "Neutral", "Disagree", and "Totally disagree". The criteria to recognize the learners' perceptions will be: Speed (coherence and clarity), breakdown (pauses), and repair (reformulations), suggested by Skehan's (1998, as cited in Hunter 2017), and false starts, hesitation, and spontaneity mentioned by the Council of Europe (2020). At the end, the students can write and explain any other perception that they could have.

### **Data Analysis**

With the purpose of analyzing the first research question: *To what extent will role-plays improve reading spoken fluency?* The researcher will grade the pre and post-tests using the fluency rubric (see Appendix 5). Next, these results will be registered using Excel, which is a spreadsheet application. After that, the information will be exported to SPSS software to get descriptive statistics and validate these quantitative results.

With a focus on the second research question: *Which will be the students' viewpoints regarding this proposal?* The interviews will be recorded and transcribed. Later, the data collected will be coded into categories in Excel to simplify their qualitative explanation.

With the intention of understanding the third research question: *How do students perceive their fluency after the role-play performance?* It will help analyze the students' perceptions of their spoken fluency after applying role-play strategy in class. Students will answer five statements based on the Likert scale (totally agree, agree, neutral, disagree, and totally disagree) and the subsequent criteria: Speed, breakdown, repair, false starts, hesitation, and spontaneity. The survey will be digitalized on Google Forms. Then, to carry out its quantitative analysis and based on the information that will be collected from the students and using the SPSS software, a graphical display of the data from all the items will be created. This display will include a bar graph, a pie chart, or other visual graphical type that makes sense for the data. This instrument will be executed once the proposal will be implemented as described above.

### **Ethical Considerations**

First of all, a consent letter will be sent to the Director of the institution, the Coordinator of the Language center and the Coordinator of the professional program to conduct the research highlighting the intention (for academic purposes). Regarding students, all are adults, consequently, before the interview application the investigator will ask them for their willingness to participate. To avoid bias when coding the interviews, they will be recorded and transcribed. Preceding the implementation of the proposal, the learners will know its aim and they will be encouraged to contribute. By last, in order to keep anonymity no names and scores of tests, interviews, and survey will be disclosed.

**Limitations and Scopes**

The lack of a stable internet connection, electronic devices (desktop computer, laptop, tablet or smartphone with a webcam included), headphones, and microphone could be a challenge to overcome. Nonetheless, if the authorities, the coordinators and the teacher in charge of the implementation will make an agreement on time with the computer Lab staff (responsible for the hardware) of the institution, the role-play activity can be executed especially for learners who do not have those technological tools available at home all the time. Obviously, bearing in mind the social distance, hygiene (handwashing and cleaning of high touch surfaces) along with the use of mask due to the pandemic. At this stage, learning from home would be the most recommended.

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**Appendix 1**

**Rubric for the Final Role-Play Performance (Peer-Assessment)**

Available upon request.

**Appendix 2**

**Rubric for the Final Role-Play Performance (Self-Assessment)**

Available upon request.

**Appendix 3**

**Cambridge A2 Key Test (Pre-Test)**

Available upon request.

**Appendix 4**

**Cambridge A2 Key Test (Post-Test)**

Available upon request.

**Appendix 5**

**Pre-Test and Post-Test Fluency Rubric**

Available upon request.

**Appendix 6**

**Interview Questions**

Available upon request.

**Appendix 7**

**Survey**

Available upon request.

**Appendix 8**

**Lesson Plan**

Available upon request.