Using Role-play and Voice-over Projects for Grammar and Vocabulary Improvement

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Abstract. *This study examines the effectiveness of role-play and voice-over projects in enhancing speaking skill, grammar, and vocabulary development among pre-intermediate university students. A total of 60 students participated in the study, divided into four groups of 15, with two groups engaged in role-play activities and two in voice-over projects over 12 weeks. Pre/post speaking tests were administered to assess improvements in grammar accuracy and lexical development specifically during speaking tasks. Statistical analysis showed significant improvements in all areas for both teaching methods, though their effects varied. The role-play groups demonstrated substantial gains in vocabulary, reflecting the interactive nature of the activities, which encouraged real-time language use and contextual learning. In contrast, the voice-over groups showed greater progress in both grammar and vocabulary, with the repetitive and structured practice in voice-over tasks leading to enhanced grammatical accuracy and more deliberate vocabulary usage. The findings underscore the benefits of both methods, suggesting that role-play fosters spontaneous language use and vocabulary expansion, while voice-over tasks support grammatical refinement and lexical development through structured repetition. These results can inform future language teaching strategies, emphasizing the integration of dynamic, task-based approaches to foster comprehensive language proficiency.*

Keywords: *english language, teaching, grammar, students, vocabulary, speaking.*

Introduction

Language acquisition is crucial in second-language learning, especially for pre-intermediate students transitioning from basic communication to structured language use. Role-play and voice-over projects are interactive teaching methods that promote authentic communication. Their impact on speaking skills, grammar, and vocabulary acquisition warrants further exploration.

Role-play allows students to engage in real-life scenarios by adopting social roles, enhancing self-expression, dialogue structure, and social interaction. It provides a safe environment to build confidence and reduce performance anxiety [1]. Meanwhile, voice-over projects have gained popularity, enabling students to create or adapt audio narrations alongside visual media. This method enhances speaking skills while integrating technology, making language learning more engaging and effective.

Voice-over projects help students practice pronunciation, tone, and fluency while reinforcing vocabulary retention. Writing scripts encourages attention to grammar and sentence structure, making students more conscious of their language use. This engaging approach enhances speaking skills in a structured yet interactive way [2].

This quantitative study explores the most effective method for enhancing pre-intermediate students' speaking, grammar, and vocabulary skills. The findings will help refine teaching strategies and inform best practices. At International University Information Technology, role-play and voice-over projects offer valuable yet distinct benefits for language learning.

Role-play and voice-over projects differ in methodology and focus, aligning with Vygotsky's sociocultural theory [3]. Role-play enhances peer interaction and feedback, while voice-over projects provide personalized feedback and gradual improvement. Both support learner-centered pedagogy by promoting active engagement.

This study uses a quantitative approach to compare their effectiveness in developing

pre-intermediate students' speaking skills. Pre- and post-tests assess grammar and vocabulary gains. The findings help refine teaching strategies, enhance language acquisition, and improve curriculum design, aligning language skills with global demands.

Literature review

Introduction to Role-Play in Language Learning

Role-play activities enhance speaking skills by creating authentic communication scenarios, allowing learners to practice real-life interactions. This method aligns with communicative language teaching (CLT), boosting confidence, fluency, and vocabulary acquisition. Richards and Rodgers (2014) highlight role-play as an effective way for learners to internalize language structures through interactive practice. Such activities foster conversational skills, lexical development, and practical proficiency [4].

Role-play promotes confidence in speaking by creating a low-stakes environment, which allows students to practice without fear of judgment. It provides the students to practice the learned lessons and skills such as vocabulary, grammar structures, and fluency, that are necessary and effective for communication [5]. Role-play also gives students the possibility to practice not only their skills related to language mechanics, but also their social skills, such as formal and informal language.

Impact of Role-Play on Speaking Skills

Role-play has proven to be effective in improving speaking skills, particularly in terms of fluency and accuracy. Studies have shown that learners engaged in role-play activities improve their ability to produce spontaneous speech and negotiate meaning in real-time [6]. Research by Salim (2020) confirms that role-playing can significantly enhance conversational fluency, vocabulary retention, and grammar use. The use of context in role-play scenarios allows students to connect new language to real-world situations, which aids long-term retention [7].

Role-play can be effective in improving pronunciation. Studies by Feng and Yun (2009) show that repeated exposure to conversations through role-play can help learners improve their pronunciation and intonation patterns, enhancing their overall spoken fluency [8]. The task's communicative nature demands that learners pay attention to the phonological aspects of language, which can lead to a more natural and native-like accent. Aside from this, it should be ensured that both the context of the role-play activity and the content of the role cards are fully understood by students before the task begins [9].

Voice-Over Projects in Language Learning

Voice-over projects prioritize precise language use and accuracy, requiring students to match voices with visuals, refine pronunciation, and adjust tone. They enhance active listening and provide an immersive context for practicing grammar and vocabulary. By focusing on repetition and imitation, these tasks help learners improve pronunciation, lexical range, and grammatical accuracy through exposure to native speaker patterns.

Voice-over tasks also offer students the chance to engage in media content, which can increase motivation. Setter and Makino (2021) suggest that the creativity involved in matching voiceovers with visuals can make learning enjoyable and stimulating. Engaging with movies, cartoons, or documentaries, students encounter authentic language input that they may not be exposed to in traditional classroom settings [10].

Comparative Studies on Role-Play and Voice-Over Projects

While role-play and voice-over projects each have their distinct benefits, several studies have compared these methods in language acquisition. In an exploration of task-based language teaching (TBLT), Kamasak (2021) suggested that role-play excels in fostering real-time fluency and social interaction skills, while voice-over projects focus more on accuracy and the internalization of specific linguistic features. Their findings emphasize that while role-play promotes conversational competence, voice-over projects are instrumental in enhancing students' grammatical correctness and vocabulary retention [11].

Role-play activities are enhanced by technology through virtual classrooms, where students can engage in role-playing scenarios via video conferencing tools. This digital format expands the potential for interaction beyond traditional classroom boundaries, fostering cross-cultural communication and language immersion. Studies by Zhou and Wei (2018) highlight that technology allows for greater flexibility and accessibility in role-play activities, increasing student engagement and participation [12].

Role-play and voice-over projects are effective tools for enhancing students' speaking skills, grammar, and vocabulary. Role-play improves fluency in real-life conversations, while voice-over projects refine pronunciation and language structures. Both methods offer unique benefits, and their use depends on educational goals. Research suggests that combining them provides a well-rounded language learning experience. Integrating these activities into the curriculum can help students develop verbal proficiency.

Hypothesis

This study hypothesizes that pre-intermediate university students engaging in role-play activities will demonstrate greater vocabulary improvement than those in voice-over projects. Role-play fosters natural interaction, real-time communication, and context-driven language use, enhancing spontaneous speech. In contrast, voice-over projects focus on grammatical accuracy and pronunciation by promoting precise language reproduction and native-like structures. By comparing these methods, the study seeks to determine whether role-play's emphasis on lexical development or voice-over's accuracy-driven approach has a greater impact on language learning, supported by task-based language teaching research.

Research method and materials

This study adopted a quantitative research design to investigate the effectiveness of role-play and voice-over projects in enhancing the speaking skills, grammar, and vocabulary of pre-intermediate university students. The research involved 60 participants, divided equally into four groups of 15 students each. The participants were enrolled in an English language program at the International Information Technology University, Almaty City, Kazakhstan. All participants were second-year STEM students.

Participants were selected based on their proficiency level, as determined by a placement test administered at the beginning of the semester. All participants were categorized as pre-intermediate learners to ensure uniformity in the baseline proficiency levels. Informed consent was obtained from all participants prior to their inclusion in the study.

Over a 12-week period, two experimental groups engaged in role-play activities, while another two groups participated in voice-over projects. These interventions were conducted during regular language classes, each lasting approximately 90 minutes per session.

Role-Play Activities: These involved situational tasks such as simulated job interviews, customer interactions, and problem-solving scenarios. The topics for these activities were aligned with the syllabus and included themes such as the Digital Age, Cybercrime, Data Storage, Programming Languages, and Current Trends in IT. Students were encouraged to use improvisation and interact spontaneously with their peers.

Voice-Over Projects: These required students to script, rehearse, and record voice-overs for pre-selected video clips (Figure). Similar to the role-play activities, the topics were based on the syllabus and included Digital Age, Cybercrime, Data Storage, Programming Languages, and Current Trends in IT. This activity emphasized repetitive practice and the

Video-voice over project sample
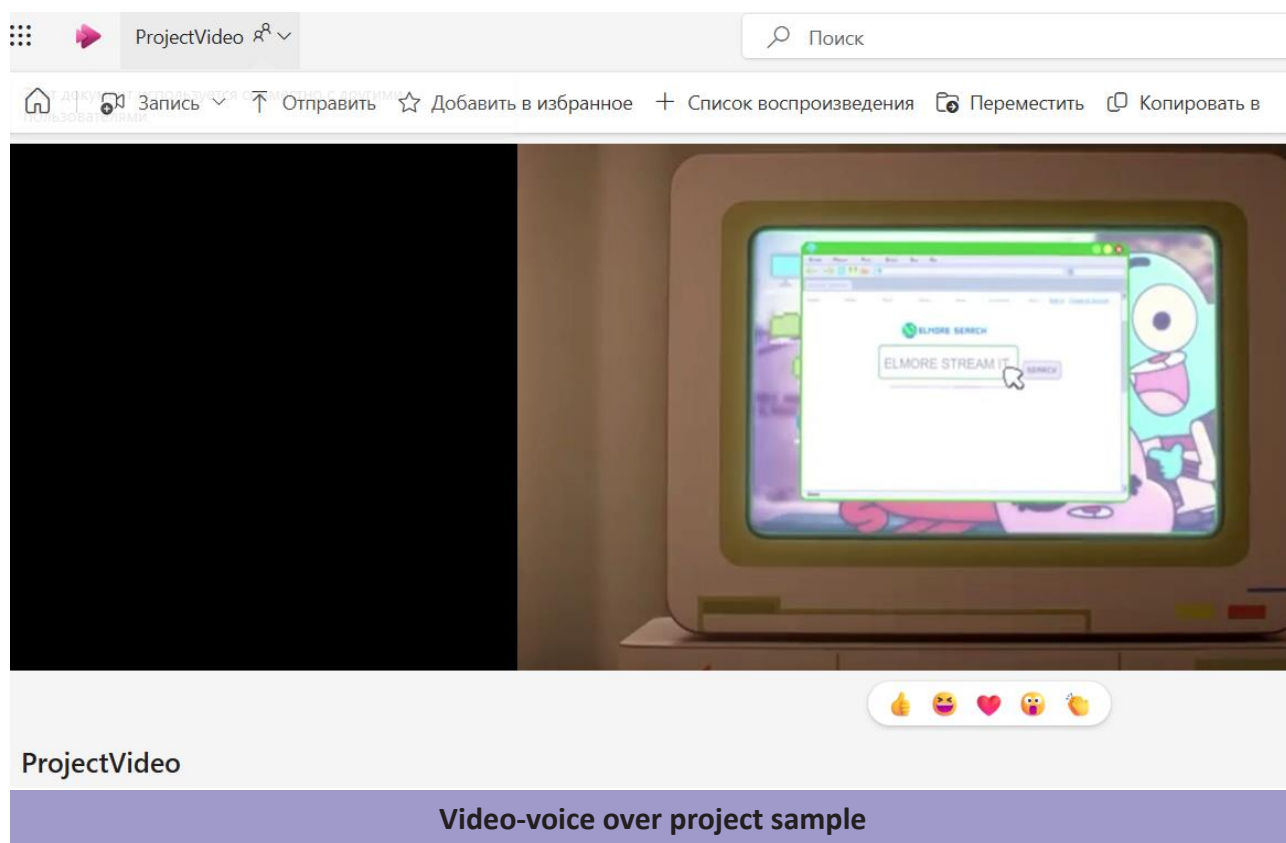
application of grammatical structures and vocabulary in a structured format.

Data was collected through pre/post speaking tests to assess grammatical accuracy and lexical development in speaking. Grammatical accuracy was measured by analyzing errors in the students' responses, focusing on correct usage of grammar structures. Lexical development was evaluated by examining the range and appropriateness of vocabulary used. These tests offered a comprehensive evaluation of student progress in both grammar and vocabulary.

Results and discussion

The hypothesis of this study proposed that university pre-intermediate students engaging in role-play activities would demonstrate greater improvement in vocabulary usage, while those participating in voice-over projects would show more improvement in grammatical accuracy. The premise behind this hypothesis was that role-play, with its interactive and spontaneous nature, promotes real-time communication and context-driven language use, enhancing vocabulary and spontaneous speech production. In contrast, voice-over projects, emphasizing the precise reproduction of language, were expected to yield greater improvements in grammar and pronunciation, as students mimic native speaker structures.

Below is the table summarizing the pre/post speaking test results for grammar, vocabulary, and total scores for each group (Table).

Experimental group STEM #1, engaged in voice-over activities, improved in both grammar and vocabulary. Their grammar increased from 78% to 81% (3%), and vocabulary rose from 72.6% to 75.3% (2.7%), totaling 78.1%. While grammar gains align with expectations, the vocabulary increase suggests that repeated exposure to language structures in voice-over tasks also supported lexical development. The structured, repetitive nature of these activities enhanced both grammatical accuracy and vocabulary use.

In a similar vein, experimental group STEM #2, engaged in voice-over activities, improved in both grammar and vocabulary. Grammar rose from 80.5% to 83.8% (3.3%), while vocabulary increased from 70.5% to 73% (2.5%), totaling 78.2%. The greater grammar gain suggests voice-over tasks prioritized accuracy over lexical variety, as their scripted nature reinforced sentence structures and grammar more than spontaneous vocabulary use.

On the other hand, control group #3, engaged in role-play, saw modest grammar improvement (72.1% to 73.3%) but significant vocabulary gains (75.1% to 78.3%), totaling 75.8%. The 1.2% grammar increase was minor, while vocabulary rose by 3.2%, highlighting role-play's impact on lexical development. Its interactive nature encouraged active use of new words in varied contexts, expanding students' vocabulary.

Similarly, control group #4, using role-play, improved in both grammar and vocabulary. Their grammar score rose from 75% to 76%, while vocabulary increased from 74.4% to 77.6%, totaling 76.8%. Though grammar gains were modest (1%), vocabulary improved significantly (3.2%). This suggests role-play enhances vocabulary by exposing students to diverse interactive scenarios, encouraging adaptation and new word usage.

In summary, voice-over and role-play activities enhance language skills differently – voice-over improves grammar, while role-play strengthens vocabulary. Voice-over tasks promote accuracy, whereas role-play fosters spontaneous, interactive vocabulary use. Integrating both methods in language instruction can balance fluency and accuracy, supporting comprehensive language development.

Conclusion

The distinct benefits for honing the language development of pre-intermediate uni-

Results of pre/post speaking tests

Group	Pretest Grammar (%)	Pretest Vocabulary (%)	Pretest Total (%)	Pos-test Grammar (%)	Posttest Vocabulary (%)	Posttest Total (%)
Experimental group STEM #1 (Voice-over)	78	72.6	75.3	81	75.3	78.1
Experimental group STEM #2 (Voice-over)	80.5	70.5	75.5	83.8	73	78.2
Control group #3 (Role-play)	72.1	75.1	73.6	73.3	78.3	75.8
Control group #4 (Role-play)	75	74.4	74.7	76	77.6	76.8

versity students were revealed that both tasks (role-play and voice-over projects) can help improve the speaking skills of the students. After comparing between role-play and voice-over projects, it's revealed that role-play activities as mentioned above, were particularly effective in strengthening the speaking skill of the students and increasing their ability to use appropriate lexical in context and align them to emphasizes the importance of interactive and communicative tasks in learning the language.

Role-play and voice-over projects enhance students' interaction skills and practical language use. Role-play promotes spontaneous communication, while voice-over tasks improve grammatical accuracy and pronunciation by mimicking native speakers [13]. These projects refine sentence structure, word choice, and overall language production. Integrating both into language programs supports comprehensive language development.

Limitations

This study has several limitations. First, the sample size of 60 pre-intermediate students may be insufficient to determine the full impact of role-play and voice-over projects on grammar and vocabulary. Second, the short study duration may affect result reliability. Third, relying solely on quantitative data excludes students' subjective experiences, limiting insights into motivation and engagement. Lastly, focusing on one proficiency level restricts the generalizability of findings to other language learners.

Recommendations

Educators should combine role-play and voice-over activities to enhance both vocabulary acquisition and language accuracy. Role-play improves real-time communication, while voice-over refines grammar and pronunciation.

Future research should expand participant diversity, extend study duration, and gather student feedback through surveys or interviews. Integrating technology can further boost engagement and create a more immersive learning experience.

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Рөлдік ойындар мен дыбыстау жобаларын грамматика мен сөздік қорды жетілдіру үшін пайдалану

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Аңдатпа. Бұл зерттеу рөлдік ойындар мен бейне материалдарды дыбыстау жобаларының айтылым дағдысын, грамматика және сөздік қорды дамытудағы тиімділігін бағалауға бағытталған. Зерттеуге 60 студент қатысып, олар төрт топқа бөлінді, әр топта 15 студенттен болды. Зерттеу барысында екі топ рөлдік ойындармен, ал қалған екі топ бейне материалдарды дыбыстау жобаларымен 12 апта бойы жұмыс істеді. Грамматикалық дәлдікті және лексикалық дамуды бағалау мақсатында алдын ала және қорытынды тестілер жүргізілді. Статистикалық талдау нәтижелері екі оқыту әдісі бойынша да елеулі жақсартуларды көрсетті, алайда олардың тиімділігі әртүрлі болды. Рөлдік ойындармен жұмыс істеген топтар сөздік қорын айтарлықтай кеңейтті, себебі бұл әдіс тілдің табиғи қолданылуын және контекстік оқу процесін қолдады. Ал бейне материалдарды дыбыстау жобаларымен жұмыс істеген топтар грамматиканы және сөздік қорды едәуір жақсартты, өйткені бейне материалдарды дыбыстау тапсырмалары құрылымдық және қайталанатын практика арқылы грамматикалық дәлдікті арттыруға және лексиканы мақсатты түрде қолдануға ықпал етті. Зерттеу нәтижелері рөлдік ойындардың тілдің спонтанды түрде қолданылуына және сөздік қорды кеңейтуге, ал бейне материалдарды дыбыстау жобалардың грамматикалық дәлдікті арттыруға және лексиканы дамытуға ықпал ететінін көрсетеді. Бұл нәтижелер тіл үйрету үдерісінде иновациялық және тапсырмаға негізделген әдістерді қолданудың тиімділігін, сондай-ақ грамматикалық дәлдік пен лексикалық дағдыларды дамытуда осы әдістердің маңыздылығын көрсете отырып, болашақта оқыту стратегияларын жетілдіру үшін негіз бола алады.

Кілт сөздер: ағылшын тілі, оқыту, грамматика, студенттер, сөздік қор, айтылым.

Использование ролевых игр и проектов с озвучиванием для улучшения грамматики и словарного запаса

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Аннотация. Данное исследование анализирует влияние ролевых игр и проектов с озвучиванием на улучшение навыков говорения и языкового развития среди студентов университета уровня Pre-Intermediate. В исследовании приняли участие 60 студентов, разделенных на четыре группы по 15 человек, из которых две группы занимались ролевыми играми, а две – проектами с озвучиванием на протяжении 12 недель. Были проведены предварительные и итоговые тесты, чтобы оценить улучшения в грамматической точности и лексическом развитии, особенно в процессе устной речи. Статистический анализ показал значительные улучшения во всех областях для обеих методик обучения, хотя

их эффективность варьировалась. Группы, занимавшиеся ролевыми играми, продемон-стрировали существенные улучшения в словарном запасе, что связано с интерактивным характером занятий, которые способствовали использованию языка в реальном време-ни и обучению в контексте. Напротив, группы, выполнявшие проекты с озвучиванием, показали большие улучшения как в грамматике, так и в словарном запасе, так как по-вторяющаяся и структурированная практика в заданиях с озвучиванием способствова-ла улучшению грамматической точности и более осознанному использованию лексики. Результаты подчеркивают преимущества обоих методов, предполагая, что ролевые игры способствуют спонтанному использованию языка и расширению словарного запаса, а проекты с озвучиванием поддерживают улучшение грамматики и развитие лексики через структурированное повторение. Эти выводы могут послужить основой для разработки бу-дущих стратегий преподавания, подчеркивая важность интеграции динамичных заданий, основанных на задачах для формирования комплексной языковой компетенции.

Ключевые слова: *английский язык, преподавание, грамматика, студенты, словарный запас, говорение.*

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