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Shaping Speaking Skills Through Role-Play: Classroom Dynamics In Workplace Training

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Abstract

The demands of spontaneous and confident communication are still major challenges for adult learners in professional settings. However, role-play is often used in speaking classes that are carried out in academic contexts with homogeneous participants or in certain educational settings. However, there are still limited studies that examine how role-play functions in heterogeneous workplace training contexts involving participants with diverse professional roles, ages, and English proficiency levels. This study aims to explore how classroom dynamics through role-play activities shape speaking skills in workplace English training. A qualitative approach was employed involving fifteen employees at PT Pulp Indonesia from different professional divisions who participated in a ten-session English training program. Data were collected through classroom observation during four role-play sessions and semi-structured interviews, then analyzed through thematic analysis following Braun and Clarke's framework. The findings indicate that the speaking development did not occur instantly through task repetition, but emerged through a gradual transformation of classroom dynamics. In the early stages, there is an unequal interaction of participants, dominated by certain participants, anxiety, and lack of confidence, especially in older participants or those with low levels of English proficiency. As the role-play session progresses, emotional tension decreases and interaction patterns become cooperative. Passive participants initiate and show a more spontaneous response. These findings show that the development of speaking skills is formed through the reconstruction of participation patterns and the reduction of psychological barriers in the context of heterogeneous professional training. These findings contribute to the understanding of workplace English pedagogy by highlighting the role of social dynamics and professional hierarchies in shaping participation and the development of speaking skills in the context of training.

Keywords: *Speaking skills; Role-play; Classroom dynamics; Workplace English; Adult learners*



1. Introduction

Speaking competence is essential for communicative skills in learning English as an English Foreign Language (EFL), especially for adult learners who are required to use English in professional context (Baker & Westrup, 2003; Clement & Murugavel, 2018; Harmer, 2007; Nunan et al., 2003). In the era of globalization, the need for English for Specific Purposes (ESP) is getting stronger because English is the foundation of professional communication in various industrial sectors (Normurodovna, 2025).

However, many workers in Indonesia still face difficulties in using English in practical terms, such as when presenting reports, negotiating with clients, or participating in international conferences. These problems are not only related to linguistic limitations, but are also influenced by psychological barriers and learning environment factors. Research shows that anxiety, nervousness, and lack of confidence are major barriers to speaking (Chand, 2021; Haidara, 2016). In addition, the use of vocabulary that is not suitable for the industrial field and the lack of practice in daily life also worsen the communicative ability of workers (Damayanti & Listyani, 2020; Mayer, 2005; Putri et al., 2020; Rajitha & Alamelu, 2020). Classroom interaction factors and learning environment support also play a significant role in shaping speaking participation (Ali et al., 2025; Permatasari & Wulandari, 2025; Samosir et al., 2023).

In response to these conditions, ESP-based English training is a strategic need to improve communication competence in global competition. Accordingly, PT Pulp organized an English language training program for 15 employees to improve communication skills in the workplace and in daily operations. This is in line with the findings of (Syafitri et al., 2025) who show that 65% of learners need more role-play-based practice opportunities. In addition, (Nguyen, 2024) emphasized that adult learners generally have strong cognitive abilities and independent learning tendencies, so they require contextual, collaborative, and interactive activities.

In that context, role-play has been recognized as an effective method for improving speaking skills (Ahmada & Munawaroh, 2022; Ishak & Aziz, 2022; Katemba & Grace, 2023; Lisa et al., 2025; Maldin & Sianipar, 2025; Widiarti & Astuti, 2023). This activity has been proven to be able to increase fluency, confidence, communicative competence, motivation, and collaboration between participants (Ellis, 2021). Conceptually, role-play integrates aspects of language, context, and social purpose in a single communicative act and allows for simultaneous cognitive and emotional engagement (Donna, 2000; Goh & Burns, 2012).

Theoretically, classroom dynamics play an important role in the effectiveness of speaking activities. The sociocultural perspective emphasizes that language learning develops through social interactions, relationships between individuals, as well as emotional support within groups (Vygotsky, 1978). (Dörnyei & Murphey, 2003) explain that classroom dynamics include social systems, communication structures, and emotional climates that form during the learning process. A positive and supportive classroom environment has been shown to create balanced interactions and improve learning comfort (Xuan Mai et al., 2024) In addition, motivation and willingness to communicate in a second language can fluctuate depending on the type of task, the presence of peers, as well as the emotional comfort of the participants (Dörnyei & Ushioda, 2009; Lee & Liu, 2024).

In this case, role-playing should not be seen only as a speaking technique, but as a pedagogical trigger that shapes class interactions. Through assigned roles, simulated scenarios, and collaborative tasks, role-playing generates specific patterns of participation, emotional responses, and power negotiations among participants. These emerging classroom dynamics such as dominance, doubt, collaboration, or emotional support can further affect students' speaking performance. Therefore, the development of speaking in workplace training may not only result from the practice of language forms, but from how role play structures social interactions in heterogeneous professional groups.

Although various studies have proven the effectiveness of role-play in improving speaking skills, most of those studies were conducted in academic contexts with student or student participants. These studies have not in-depth examined how class dynamics formed through role-play affect speaking skills in the context of training employees who have diverse job titles, ages, and work experiences. In addition, (Ali et al., 2025) emphasize that effective learning solutions do not only depend on interactive activities, but must also consider emotional well-being as well as the support of a positive learning environment.

Thus, there is still a gap in research on how classroom dynamics through role-play activities shape speaking skills in English language training for employees in Indonesia. Therefore, this study aims to provide an in-depth exploration of the interaction patterns, emotional climate, and professional positioning that emerge during role-play activities and how these dynamics contribute to speaking development. Using a qualitative design, this research seeks to offer a contextualized understanding of how social interaction within role-play mediates language performance in a heterogeneous professional group.

This study contributes that the findings of this research can contribute to the development of the ESP training paradigm, from just a drilled language practice to the formation of a communication ecosystem that is collaborative, inclusive, and oriented to the professional needs of the participants.

2. Methods

2.1. Research Design

This study employed a qualitative case study design to explore how classroom dynamics, especially adult EFL learners, shape their speaking skills through the role-play method. This study used qualitative methods to seek social phenomena from the participants' perspectives through direct observation (Creswell & Poth, 2016) but instead of improving the understanding of the processes and social interactions that. This method is used because it aligns with the research purpose, which does not focus on quantitative learning outcomes. Similarly, it is emphasised that qualitative research enables researchers to interpret participants' experiences, deepen their understanding of the world, and assign meaning to their interactions.

2.2. Research Participants

This study uses the purposive sampling method to select participants who are considered to be able to provide rich and relevant insights into the phenomenon being studied (Creswell, 2018). Participants consisted of fifteen employees of PT Pulp Indonesia who participated in the English language training program, which was held in October

2025.

The selection process was coordinated by HR based on several criteria. Participants were selected according to: 1) their job responsibilities requiring the use of English communication; 2) they were involved in roles that require oral communication; they had basic English proficiency; and 4) they were available attend the complete training sessions. These criteria ensured that the participants were relevant to the objectives of the study.

All participants came from various divisions within the company, including Foopak GR, Stock Preparation Brown, QC White Paper, Planning and Design, Foopak Finishing, Reliability, IT Software, Maintenance, Supply Chain, and Industrial White Foopak units. Although they are in the same organizational environment, they occupy different professional roles, from technical staff to supervisors and specialists. This diversity creates heterogeneous professional learning groups, which is an important context for examining the emergence of classroom dynamics during role-playing activities.

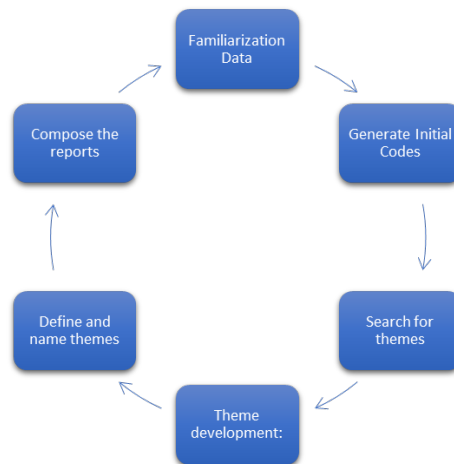
All participants were male, aged between 26 and 46. In terms of English language proficiency, most of the participants were classified at the beginner to lower intermediate level, while two participants showed upper intermediate ability. The majority have limited previous experience in structured English-speaking training. These variations in age, professional responsibilities, and language skills contribute to differences in confidence levels, participation patterns, and interaction positions in the classroom.

To ensure ethical research practice, participants were informed that their participation was voluntary and that their responses would remain confidential. Pseudonyms (P1-P2) were used to protect their identities in reporting findings.

2.3. Research Instruments

There are two primary instruments the researcher uses. The researcher used classroom observations, conducted interviews, video-recorded interactions, and interpreted participants' responses in relation to emerging classroom dynamics. 1) Classroom observations: Observations are used to document the patterns of interaction that occur during the session. Observations were conducted during 8 meetings using observation guidelines that contained several indicators, namely participation patterns, turn-taking, dominance or hesitation, peer support, and emotional responses during role-play activities (Brown, 2010; Dörnyei & Murphey, 2003; Johnson & Johnson, 2009; Walsh, 2006). The researcher also recorded verbal and non-verbal interactions, group dynamics, and collaboration between participants. Observation notes were focused on collaboration between participants, participants' responses during role-play, communication strategies used, and the role of tutors in facilitating interactions. 2) Semi-structured interviews were conducted with 10 participants who were selected purposively to represent variations in age, department, and language proficiency. The interviews focused on participants' emotional experiences during role-play, perceptions of the support of friends and tutors, challenges faced, and changes in speaking confidence.

2.4. Data Analysis



Cycle of Thematic Analysis (Braun & Clarke, 2006)

The data analysis process uses a thematic analysis approach that aims to identify, analyze, and classify patterns in qualitative data. Thematic analysis provides flexibility in systematically exploring the meaning and experiences of participants (Braun & Clarke, 2021).

The analysis process follows the six stages proposed by (Braun & Clarke, 2006). First, data familiarization was conducted by transcribing the interview recording and observation sheet, and filed notes from role-play sessions 1 (RP1) to RP4. Second, initial coding was carried out by identifying units from observation notes; several groups showed “unequal participation”, “dominant speaker”, “spontaneous turn-taking”, “relaxed engagement” became more prominent. Third, in searching for themes by grouping code that has the same meaning into broader categories. Fourth, reviewing themes to ensure they accurately reflect the data and are thoroughly and consistently represented. Fifth, define and name themes so that each theme has clear boundaries and focus. Finally, in the producing report, the themes were interpreted in relation to classroom interaction theory and monicative learning principle to answer the research question regarding the development of classroom dynamics during repeated role-play activities.

To enhance the credibility of the findings, Data triangulation was applied by comparing patterns observed during role-play sessions with participants’ reflections in interviews. For example, instances of unequal participation identified in observation notes were cross-checked with interview data describing feelings of hesitation or dominance. This cross-source comparison strengthened the credibility of emerging themes.

The researcher also served as the English trainer during the program. This dual role may have influenced classroom interactions and data interpretation. To minimize potential bias, the researcher maintained a reflexive journal throughout the research process, documenting personal assumptions, emotional reactions, and analytical decisions. This practice helped maintain awareness of positionality during data interpretation.

3. Results and Discussions

The findings reveal that classroom dynamics during role-play activities progressively shape employees’ speaking skills. The progression was reflected in four major patterns:

participation imbalance, initial emotional tension, emerging peer-support interaction, and the development of interactional confidence.

3.1. Participation imbalance in the early stage

The first theme emerging from the data is Participation Imbalance, which represents the initial classroom condition during the early stage of role-play implementation (RP1). The researchers found many uneven participants in each group. There were four groups that each had one or two that tended to dominate the conversation (P15). Meanwhile, other participants only made minimal contributions and had a consistent reliance on written records, especially in participants who had a beginner level of ability and were older.

This initial interaction pattern shows that speaking opportunities have not been properly and equally distributed. Although role-play activities are designed to encourage active engagement in conversation, not all participants are ready to participate spontaneously. The dynamics of the class at this stage reflect the caution of group collaboration. The interview data clarifies this condition. Many participants revealed that they were not confident when asked to speak in front of colleagues. This shows that the limitations of the participants are not due to the unwillingness to be involved but are closely related to emotions and fear of making mistakes.

In this stage, RP1 functions as a phase of adjustment for the participants. The presence of dominant participants, accompanied by anxiety seen in other participants, forms a dynamic where communication is highly dependent on a few individuals. Facilitator intervention is also more common at this stage, which indicates that the interaction has not been fully formed in a stable and natural way. However, this inequality is an important starting point for understanding the changes in the next session.

As shown in Table 1, shifts in participation equality, turn-taking patterns, and emotional responses became more evident in later sessions.

Table 1. Progressive Changes in Classroom Interaction Across Role-Play Sessions

Indicators	RP1	RP2	RP3	RP4
Participation Equality	Uneven; 1–2 dominant speakers per group; several participants silent	Slightly improved; more members attempted short responses	More balanced; passive members began contributing	Largely balanced; most participants initiated turns
Turn-Taking	Long pauses; facilitator prompting required	Reduced pauses; some spontaneous turns	More natural exchanges; fewer interruptions	Smooth turn-taking; minimal facilitator intervention
Dominance	Strong dominance by higher-proficiency participants	Dominance reduced but still visible	Shift toward shared speaking roles	Dominance minimal; interaction reciprocal
Peer Support	Rare; limited assistance among peers	Occasional prompting and vocabulary support	Active encouragement and collaborative repair	Consistent peer scaffolding and mutual feedback

Emotional Response	Visible anxiety; stiff posture; hesitant speech	Reduced tension; more relaxed expressions	Increased comfort; more smiles and eye contact	Confident delivery; relaxed and engaged interaction
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3.2. Emotional Adjustment

The second theme identified from the data is Emotional Adjustment, which describes the gradual reduction of anxiety and the increasing comfort of participants during subsequent role-play sessions (RP2–RP3).

While the first session was marked by hesitation and imbalance, observation notes in later sessions indicated visible changes. Participants began to respond more quickly, pauses became shorter, and fewer prompts were required from the facilitator. Although mistakes were still present, participants appeared less afraid of making them.

Interview data strongly support this shift. Several participants reported feeling more relaxed after repeating the activity multiple times. One participant mentioned, “At first I was nervous, but after practicing again and again, I felt more comfortable.” Another stated, “I still make mistakes, but now I just try to speak.” These statements indicate that emotional tension did not disappear instantly but gradually transformed into manageable nervousness.

Field notes also recorded more natural body language during RP3 compared to RP1. Participants smiled more, maintained eye contact, and showed fewer signs of stiffness. Some participants who previously remained silent began to contribute short but spontaneous responses.

This emotional adjustment is significant because it directly influenced speaking participation. When anxiety decreased, participants were more willing to take risks in speaking. They attempted longer sentences, tried new vocabulary, and engaged more actively in the interaction.

Importantly, this shift was facilitated by the repeated structure of role-play activities. Because the format remained consistent across sessions, participants became familiar with the task expectations. This familiarity reduced uncertainty, which in turn lowered anxiety.

Thus, Emotional Adjustment represents the transitional phase between imbalance and confidence. It shows that classroom dynamics began to shift from fear-based hesitation to a more supportive and stable interaction environment.

In relation to the research question, this theme demonstrates that classroom dynamics through repeated role-play activities gradually shaped speaking development by reducing psychological barriers. Speaking improvement was not only a linguistic process but also an emotional one.

Table 2. Interview evidence

P5	<p>“Actually, I’m not confident speaking in front of peers. Every time I perform, my heartbeat speeds up and make me unfocused.”</p> <p>“After several practices, I feel more relaxed, and my tension decreases, so I am calmer when speaking.”</p>
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P10	“I feel embarrassed because I never speak english” “Now I tried to speak even if I make mistakes”.
P1	“ I’m not confident, “ but now, it's more fun, relaxing, and not too afraid.

3.3. Social support & collaborative interaction

The third theme identified from the data is Collaborative Support, which reflects the shift from individual hesitation to more supportive peer interaction during the later role-play sessions (RP3–RP4).

Observation data showed that participants began to assist each other during conversations. In contrast to the first session, where dominant members controlled the interaction, later sessions demonstrated more balanced turn-taking. Participants occasionally prompted quieter members by asking direct questions such as, “What do you think?(p5) ” or provided vocabulary support when someone struggled to express an idea. Field notes indicated that peer encouragement became more visible. Some participants nodded, smiled, or verbally supported their partners with short affirmations such as “Yes, good idea” or “It’s okay, continue (p15).” These small interactional moves created a more psychologically safe environment.

Interview responses confirmed this shift. Several participants stated that they felt more confident because their peers were supportive. One participant explained, “When my friends helped me with words, I felt more confident to continue (P3).” Another mentioned, “Now we are not shy because we practice together .” These statements suggest that speaking development was no longer solely influenced by individual emotional adjustment, but also by the emergence of collaborative classroom dynamics. Importantly, this collaborative support reduced the dominance observed in earlier sessions.

More proficient participants did not completely withdraw, but their role gradually shifted from dominating speakers to informal facilitators who helped maintain interaction flow. This change contributed to more equitable participation across mixed-level groups. From a speaking development perspective, collaborative interaction increased opportunities for practice. Participants were not only producing language but also negotiating meaning, asking for clarification, and reformulating sentences with peer assistance. These interactional processes are essential in communicative language development. In relation to the research question, this theme demonstrates that classroom dynamics through role-play activities shaped speaking skills by transforming the learning environment into a supportive interactional space. Speaking growth was facilitated not only by repeated practice but by peer-mediated engagement.

3.4. Interactional confidence & stable speaking performance

The fourth theme identified from the data was Emerging Interactional Confidence,

which reflected a marked improvement in speaking performance and interactional balance during the final role-play session (RP4). Observation data from RP4 showed a marked shift compared to RP1. Participation became more evenly distributed within the group. Previously passive participants began initiating responses without waiting to be called on. Turn-taking occurred more naturally, and conversation flowed with fewer long pauses.

Field notes also indicated that participants produced longer utterances and displayed greater spontaneity. Although grammatical errors persisted, participants did not stop speaking due to errors. Instead, they continued their ideas and attempted to improve their own sentences. This indicates an increase in communicative confidence rather than a perceived perfection in accuracy. Interview responses further supported these findings. Several participants reported feeling more confident speaking English compared to the first session. One participant stated, “I feel more confident speaking now, even though my grammar isn’t perfect(P3).” Another mentioned, “I can speak more naturally now (P11).” These reflections indicate that participants experienced a marked improvement in their speaking abilities.

Importantly, confidence in interaction does not mean that all participants have reached the same level of proficiency. However, the classroom dynamic has shifted toward a more balanced and supportive communication environment. Mixed-ability groupings no longer result in strong dominance; instead, interactions become more reciprocal.

From a pedagogical perspective, this theme suggests that repeated role-playing activities create a structured yet flexible space for communicative risk-taking. As emotional inhibitions decrease and peer support increases, participants become more actively engaged in speaking tasks. The observed improvements in how to turn-taking, responding to it with a long explanation, and sometimes asking questions related to job issues in real time.

Related to the research question—how classroom dynamics through role-playing activities shape speaking skills—this theme provides clear evidence that speaking development emerges gradually through evolving classroom dynamics. Role-playing does not directly improve speaking skills; rather, it reshapes participation patterns, reduces anxiety, encourages collaboration, and ultimately fosters confidence in interaction.

Thus, Theme 4 represents the outcome of a dynamic process that took place over four sessions: from imbalance to adjustment, from adjustment to collaboration, and finally to confident interaction. Taken together, the findings demonstrate that classroom dynamics were not static but evolved progressively across repeated role-play sessions. The development began with participation imbalance and emotional hesitation in RP1, followed by gradual emotional adjustment in RP2, the emergence of collaborative

support in RP3, and the establishment of autonomous interaction in RP4.

Speaking engagement appeared to develop in alignment with this evolving dynamic. Rather than improving instantly, speaking participation expanded as emotional barriers decreased, interaction became more distributed, and peer support strengthened. The data suggest that the stabilization of classroom interaction created conditions that enabled sustained speaking practice. Thus, the formation of speaking engagement was closely intertwined with shifts in participation patterns, emotional climate, and collaborative structures. The findings indicate that speaking development in this context was embedded within evolving social interaction rather than occurring as an isolated linguistic outcome.

4. Discussion

This study shows that the development of speaking competence in the context of ESP training for adult employees does not occur solely due to the application of role-play as a training technique, but due to the transformation of classroom dynamics formed during the interaction process. These findings reinforce the argument in the introduction that speaking in a professional context is not just a matter of mastering the structure of language Baker & Westrup (2003) and Harmer (2007) but is a communicative ability that is formed through contextual and emotional social practices.

In line with the sociocultural perspective of Vygotsky (1978), the results of the study show that language develops through meaningful social interaction. In the initial phase, the inequality of participation and dominance of experienced participants reflected the professional social structure carried into the training space. This reinforces the view of Dörnyei and Murphey (2003) that class dynamics encompass social systems and communication structures that are not neutral, but are influenced by power relations and individual positions in groups. In this context, speaking performance in RP1 reflects more social configuration and emotional comfort level than actual linguistic competence.

These findings are also consistent with the research of Chand (2021) and Haidara (2016) which emphasized that anxiety and lack of confidence are the main barriers to speech. However, this study shows something more complex. Anxiety does not only appear as an individual factor, but is socially produced through patterns of interaction and the distribution of turns. This means that anxiety is not only a personal psychological condition, but the result of unstable class dynamics. In this context, the results of the study expand on previous understandings by placing anxiety as a relational phenomenon, rather than purely intrapersonal.

As the role-play session progressed, horizontal support emerged between participants in the form of prompting, whispering, and verbal support. This change shows the formation of emotional safety that was previously unseen. This is in line with Xuan Mai (2024) who stated that a supportive classroom environment encourages more balanced interaction and improves learning comfort. However, contrary to the common assumption that a positive environment is built primarily through facilitator intervention, this study shows that interaction stabilization occurs when dependence on

facilitators decreases. In other words, role-play functions as a trigger for the formation of an internal support system between participants, not just a teacher-controlled exercise tool.

These findings also reinforce the view of Dörnyei & Ushioda (2009) that willingness to communicate is fluctuating and is strongly influenced by the emotional state and context of the task. At first, willingness to communicate appears to be low due to performative pressure and professional heterogeneity. However, when the pattern of participation becomes more evenly distributed and social support increases, the willingness grows organically. This shows that motivation and participation in ESP training are inseparable from the quality of social interaction formed.

Interestingly, the findings of this study are not entirely in line with some studies that state that role-play directly increases fluency and confidence (Ahmada & Munawaroh, 2022; Katemba & Grace, 2023). In this study, the increase did not occur instantaneously, but through the phase of imbalance, role negotiation, and dynamic stabilization. Thus, the effectiveness of role-play is not automatic, but depends on how the activity forms an ecosystem of interaction within a heterogeneous group of professionals. This is an important contribution because most of the previous research was conducted in an academic context with students, rather than on employees with established professional identities and hierarchical relationships.

In addition, Nguyen Nguyen (2024) states that adult learners have independent tendencies and strong cognitive abilities. The study's findings partially support that argument, but on a critical note. Independence does not necessarily appear in the early stages of training. Instead, adult participants showed high caution as they considered their professional image. This suggests that in the context of workplace training, social identity can slow down spontaneous participation. Thus, adult learning in ESP requires space for emotional negotiation before achieving interactive independence.

Furthermore, this research expands the ESP paradigm which has tended to focus on industry-specific linguistic needs (Normurodovna, 2025). The results show that the development of speaking competence in employee training is not enough just by providing relevant professional context. More decisive is how role-play builds an inclusive, collaborative, and emotionally secure interaction structure. Therefore, speaking competence in a professional context can be understood as a result of the formation of a stable communication ecosystem, not just the result of drilling industrial vocabulary.

Thus, the main contribution of this research lies in the shift in perspective: from seeing role-play as a speaking practice technique to seeing it as a mechanism that shapes social dynamics that mediate language development. Speaking skills in adult employee training have been shown to thrive as participation inequality decreases, social support increases, and facilitator interventions are gradually replaced by group collective regulation. This

confirms that in the context of professional ESP, learning success is largely determined by the stabilization of classroom dynamics that allows participants to negotiate safely between their professional identity and their linguistic performance.

Despite these contributions, this study acknowledges several limitations. First, the analysis did not systematically examine the internal structure and complexity of the role-play materials themselves. Variations in linguistic difficulty, scenario design, and task scaffolding were not independently measured as influencing variables. Consequently, the specific contribution of task design to classroom dynamic transformation remains underexplored. Future studies could investigate how material structure interacts with social dynamics in shaping speaking outcomes.

Second, although this study emphasizes social mediation, it did not quantitatively compare the relative impact of repetition, material relevance, and interactional restructuring. A mixed-method or experimental design could provide deeper insight into the proportional influence of these variables.

From the author's reflective perspective, one of the most compelling findings lies in the unique nature of adult professional learners. Their speaking development did not primarily result from habitual repetition, but from gradual social negotiation that fostered psychological safety among colleagues. Initially, professional hierarchy and fear of negative evaluation limited participation. Over time, as mutual support and collaborative norms emerged, participants demonstrated more authentic and stable communicative performance. This indicates that in adult workplace learning, social-relational factors may play a more decisive role than mere linguistic habituation.

5. Conclusion

This study shifts the understanding of role-play in ESP training from a speaking technique toward a social mechanism that constructs a communicative ecosystem. Speaking competence in professional contexts develops not only through exposure to relevant language forms but also through the stabilization of classroom dynamics that enable participants to reconcile professional identity with linguistic performance. Therefore, effective ESP training for adult learners must move beyond drilling language functions and instead cultivate an inclusive, collaborative, and emotionally secure interactional environment. Future studies could investigate how material structure interacts with social dynamics in shaping speaking outcomes.

Conflicts of Interest

Authors declare no conflict of interest

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