



**Role-playing as a CALLA-related Metacognitive Learning Strategy for English Vocabulary  
Acquisition in EFL classrooms.**

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### **Abstract**

The objective of this proposal is to provide an overview of the application of role-playing as a metacognitive learning strategy implemented through CALLA to acquire English vocabulary. The need to create this is because role plays are often carried out where they are used as a metacognitive learning strategy to acquire vocabulary. This aims to give a vision of these games used like this strategy based on CALLA, since the objective must be met effectively. Therefore, a review of cases will be carried out showing the application of each of these, highlighting how the results of the implementation were and how the CALLA was carried out, showing the importance of the process of acquiring vocabulary in English. For this, the methodology based on the state of the art will be carried out, which will allow this process to be carried out correctly and completely to achieve the respective compilation. Role-playing for vocabulary acquisition is the main process to be investigated in this proposal based on the models mentioned above.

**Keywords:** Role play, Vocabulary, Metacognitive learning strategies.

### **Resumen**

El objetivo de esta propuesta es brindar una visión general de la aplicación del juego de roles como estrategia de aprendizaje metacognitivo implementada a través de CALLA para adquirir vocabulario en inglés. La necesidad de crear esto se debe a que a menudo se realizan juegos de roles donde se utilizan como estrategia de aprendizaje metacognitivo para adquirir vocabulario. Con esto se pretende dar una visión de estos juegos utilizados como esta estrategia basada en CALLA, ya que es realmente necesaria para que el objetivo se cumpla de manera efectiva. Por lo que se realizará una revisión de casos mostrando la aplicación de cada uno de estos, destacando

cómo fueron los resultados de la implementación y cómo se realizó el CALLA, mostrando importancia para el proceso de adquisición de vocabulario en inglés. Para ello se llevará a cabo la metodología basada en el estado del arte, que permitirá realizar este proceso de manera correcta y completa para lograr la compilación respectiva. El juego de roles para la adquisición de vocabulario es el principal proceso a investigar en esta propuesta basada en los modelos mencionados anteriormente.

**Palabras clave:** Juego de rol, Vocabulario, Estrategias de aprendizaje metacognitivas, CALLA.

## CHAPTER 1. PROBLEM STATEMENT

### 1.1 Problem Formulation

The problem of lexical acquisition in learning English lies in the various challenges that students face. The overwhelming number of words (vocabulary), irregular pronunciation and spelling, and difficulty understanding collocations and idiomatic expressions can create significant obstacles. These drawbacks affect effective communication and reading comprehension, essential for academic and professional success. Overcoming these difficulties is crucial, as lexical competence not only improves language skills, but also enriches the cultural and contextual expression of the language. Instructional strategies that actively address these challenges are essential for students to develop strong lexical competence and achieve deeper proficiency in English.

In this sense, role-playing has generally been proposed by academics – as we will see in the upcoming chapters of this paper to practice English vocabulary so that the results are effective in achieving what you want in a given EFL class where that lexical competence is core. In this proposal, cases will be reviewed where role-playing has been used as a metacognitive learning strategy, guiding the process with The Cognitive Academic Language Learning Approach (CALLA). Mitsea and Digras (2019) mention that strategies can be defined as the ability to know cognitive functions, monitor them while they operate, control them, and adjust them according to the needs of the learning process.

Many times when a role-playing game is used to acquire English vocabulary it is done based on CALLA and, generally, it is used as a metacognitive learning strategy implicitly, that is, it is not mentioned exactly as this. Role-playing, according to Marquez and Camacho (2019) is an active method of teaching the practical mastery of a foreign language. Role-playing involves the

representation of a situation by its participants in real practical activities of people, therefore it is an opportunity to create conditions and engage in real communication.

Considering the above, in role-playing games where the intention is to work and learn new vocabulary, it is often ideal to maintain planning and clarity about what is going to be done with this game. Additionally, the method by which the implementation of the role-playing game is going to be done must be taken into account, since working it for the learning of English as a foreign language must be completely effective and to achieve this a method must be specified. That is why in this compilation we will review how role-playing is used as a metacognitive learning strategy and how the CALLA steps are followed for its implementation.

Likewise, Villena (2020) states that the importance of the role-playing game lies in the social activity, since the students or participants see this game in an order of rules, ranks, etc. being an experience that they will assimilate for their future or life cases in particular. Therefore, it seems that the implementation of role-playing as a means of acquiring vocabulary is not often effective. The above is deduced from the different researches previously addressed by other academics. For example, Calzolari (2023) mentions that working on this activity many times cannot have positive results, since there is an absence of cooperative learning, self-reflection, and self-questioning. When working with role-playing to acquire vocabulary, it is only seen as a memoristic way of learning it, but there is no analysis and reflection during and after the work is done, so it is not entirely meaningful.

### **Problematic question**

How has the application of role-playing as a CALLA-based metacognitive learning strategy for English vocabulary acquisition taken place in EFL classrooms?

## **1.2 Objectives:**

### **General objective:**

To provide a literature review of the application of role-playing as a metacognitive learning strategy implemented through CALLA to acquire English vocabulary.

### **Specific objectives:**

- To conduct a literature review comparing the use of role-playing as CALLA-based metacognitive learning strategies for English vocabulary acquisition.
- To identify the importance of using role-playing as a metacognitive learning strategy based on the CALLA steps for English vocabulary acquisition in EFL classrooms.
- To make a comparison of each application of role-playing as metacognitive learning strategies used in English classes to acquire vocabulary through the CALLA steps in EFL classrooms.

## **1.3 Justification**

The study of EFL (English as a foreign language) is essential due to the growing global importance of English as a lingua franca. It provides students with the skills necessary to participate effectively in international interactions, thus expanding their educational and employment opportunities. In addition, EFL not only focuses on language acquisition, but also develops valuable cross-cutting competencies in an interconnected world. This field of study drives research in teaching methodologies and contributes to curriculum development, improving educational practices in teaching English as a foreign language. Ultimately, EFL fosters intercultural understanding and contributes to linguistic diversity in a globalized context.

Talking about metacognitive strategies in teaching English as a foreign language (EFL) is crucial for several reasons. First, metacognitive strategies involve awareness and control of cognitive processes, which enables students not only to learn the language, but also to understand how they learn and develop skills to more effectively address linguistic challenges.

In the EFL context, where learners often face specific difficulties related to grammar, vocabulary, and pronunciation, metacognitive strategies allow them to reflect on their own abilities and adjust their approaches to learning. This can lead to greater autonomy and efficiency in the language acquisition process.

The present proposal focuses on providing an overview of the role plays that have been implemented in recent years as a metacognitive learning strategy through CALLA for the acquisition of vocabulary in English. This approach is made to show how these implementations that have been published in this game have been carried out, seen as a metacognitive learning strategy when carried out to learn vocabulary following the steps of CALLA.

Metacognitive strategies play an essential role in learning, as Hayat and Shateri (2019) mention, they also improve student performance, since these have a specific order that begins with an abbreviation on the topic to be seen, and additionally includes the group and autonomous participation. works that are generally effective for the learning process of each student. For this reason, it is essential to base classroom activities on these strategies. For example, role-playing is effective for learning new vocabulary if implemented in this way.

In a role-playing game, it is very difficult for all the students to be completely focused on it. In this regard, Nihazram and Masnan (2020) mention that metacognitive learning strategies help to better manage the group and help students concentrate and learn more effectively. This is why it is considered important to review cases where role-playing has been used as a



metacognitive learning strategy to work on the acquisition of vocabulary based on CALLA. Likewise, it is pertinent to highlight its importance in the implementation of this type of activity to achieve significant learning in the area of English.

The integration of role-playing as a metacognitive learning strategy, using the CALLA method, is essential for teacher trainees when linked to research. This combination enhances the development of metacognitive skills in students by encouraging reflection on their own thinking and behavior. The CALLA method, by focusing on academic and cognitive language, provides a structured framework for expressing and communicating knowledge effectively. By incorporating research, trainee teachers can ground their practice in scientific evidence, contextualizing and practically applying theoretical concepts. This not only promotes critical thinking through role-playing, but also adapts these strategies to diverse content and educational levels, preparing future educators to enrich their teaching in an effective and grounded manner, specifically referencing EFL teaching.

#### **1.4. Relevance**

The undergraduate student of Spanish and English often faces challenges in finding assertive strategies when transferring lexical cues. In this order of ideas, role-playing activities often involve contextual scenarios, promoting not only vocabulary acquisition but also cultural and communicative competence. In a program with the characteristics of the Bachelor's Degree in Spanish and English, this is very pertinent, as it aligns with the objective of producing culturally competent and communicatively competent graduates. Furthermore, the consideration of role-playing as a CALLA-oriented metacognitive strategy encourages students to think critically about their language use and enhances their awareness of vocabulary acquisition, making it an important aspect of language teaching.

In summary, a thesis on this topic can offer insights and recommendations for educators in EFL classrooms that can lead to the implementation and creation of practical strategies and lesson plans that not only improve vocabulary knowledge in EFL learners, but also allow teachers to reflect on their teaching practices. Additionally, it can show the positive results that have been obtained by implementing role-playing as a metacognitive learning strategy through CALLA to guide teachers to its correct use within the classroom. Therefore, it is directly relevant to the field of language teaching.

## **CHAPTER 2. METHODOLOGY**

### **2.1 Methodological references**

### 2.1.1 Qualitative approach

This section will show the methodology to be used to develop the work in progress, to begin with the genesis of qualitative research design is attributed to contributions from anthropology and sociology. As defined by Mehrad and Zangeneh (2019), various terms have been used to describe the qualitative line of research, such as cultural investigations, constructivist paradigm, natural inquiry, phenomenological inquiry, postmodernism, postpositivist attitude, and poststructuralism. Compared to quantitative research, qualitative research is characterized as rigorous, disciplined and systematic, and often provides a practical alternative approach to quantitative research techniques. All qualitative approaches share two fundamental aspects: first, they emphasize phenomena occurring in natural settings, i.e., in the real world; second, they address the study of these phenomena in all their complexity. These aspects differ significantly from the quantitative approach.

Based on the above, qualitative research design is understood as one in which the researcher typically obtains data from constructivist perspectives. Approaches used in this design include inquiries such as narrative, phenomenological, ethnographic, grounded theory or case studies. On the other hand, quantitative research design has various conceptions and definitions.

One of the crucial elements, as mentioned by Mehrad and Zangeneh (2019) in the field of methodology refers to the type of measures employed in most research. In fact, the design of measures for variables is considered to be a fundamental phase in the planning of studies in the field of quantitative research. In the case of qualitative research, measurement is carried out using a wide range of methods. Generally, qualitative research begins primarily with empirical data, continues with an abstract impression that relates the idea to the data, and concludes with a combination of reflections and data. Generally speaking, the procedure is more interactive in both

styles of research. Conceptualization is presented as a process of constructing coherent theoretical meanings in an effort to make sense of or organize the data and the initial ideas related to them.

Having said the above, the qualitative methodology described by Mehrad and Zangeneh (2019) will not be taken into account, because the authors present the definition of this in a concrete way, but what is really sought is a step by step to be able to develop it in this compilation monograph. It is also defined with somewhat complex terms, which make it difficult for all readers to fully understand what a qualitative methodology is.

On the other hand, the qualitative methodology proposed by Sánchez Molina and Murillo (2021) identifies a convergence of the hermeneutic, phenomenological and symbolic interactionist approaches. According to these authors, hermeneutic thinking underlines the fundamental idea that social actors should not be conceived merely as objects of study, but also as agents who give meaning to their experience, express their thoughts and reflect on their reality. This methodological approach aims to capture social reality from the perspective of those being studied, focusing on the perception that subjects have of their own context. Fundamentally, it argues that reality is not something external to the observer, but that there is an intrinsic relationship between the subject and the object of knowledge.

Basically, this methodology also emphasizes the importance of obtaining qualitative data and advocates a deeper exploration of participants' attitudes, values, opinions, perceptions, beliefs and preferences. In this qualitative research approach, the objectives may be oriented towards describing, explaining or understanding the phenomena studied. The focus is on the social context through the eyes of those who experience it, recognizing the subjectivity inherent in the construction of knowledge. In essence, this methodology seeks to go beyond mere objective

observation, embracing the richness of subjective experience to enrich the understanding of the social reality under study.

According to Sánchez Molina and Murillo (2021), the qualitative research process is conceived in such a way that competent and qualified observers can communicate objectively, clearly and accurately both their own observations of the social world and the experiences of others. In terms of methodology, the procedure initially involves the definition of a problem situation, followed by the exploration of that situation and the elaboration of an action plan. Subsequently, fieldwork is carried out, where qualitative data are collected and information is organized. Finally, cultural patterns are identified through the analysis and interpretation of the data obtained, with the aim of establishing an inductive conceptualization.

In the same way, the qualitative methodology presented by Molina and Murillo (2021) will not be used, because, like Mehrad and Zangeneh (2019), a concrete definition is presented, but there are no steps to develop this methodology in a consecutive way; it only mentions what should be done, but not how specifically. Additionally, it refers more to a qualitative methodology in general, but it does not fit very well to be developed in this compilation monograph.

On the other hand, in the context of a compilation monograph, qualitative methodology is defined by Gioia (2021) as a research approach that focuses on understanding, interpreting and describing complex phenomena from the perspective of the participants. This method seeks to explore underlying experiences, perceptions, and meanings through techniques such as interviews, participatory observations, content analysis, and other qualitative strategies. The qualitative methodology in a compilation monograph involves the review and critical synthesis of diverse qualitative sources, such as case studies, phenomenological research, ethnographies,

among others, with the objective of constructing a coherent and enriching narrative on the topic of study. This approach values the depth and richness of the information gathered, providing a contextualized understanding that contributes to the breadth and complexity of knowledge on the topic addressed in the monograph.

The steps to carry out a qualitative methodology proposed by Gioia (2021) in a compilation monograph involve a reflective and detailed approach in the review and synthesis of various qualitative sources. These are: Definition of the topic and objectives that help clarify the topic of the monograph and establish the objectives of the qualitative research. Then the literature review where an exhaustive review of the qualitative literature related to your topic is carried out. Identify relevant studies, research, and sources that address key aspects of the monograph topic. To continue the selection of sources where the qualitative sources that will be included in the compilation are carefully chosen. Afterwards, an analysis and synthesis is done to carry out a detailed analysis of each source. It also synthesizes the findings to construct a coherent and enriching narrative. An incorporation of personal reflections is made which defines whether it is relevant. It discusses how the combination of different studies and approaches has contributed to a more complete understanding of the topic and ends with a methodological conclusion that concludes the methodological section by highlighting key learnings and the contribution of qualitative methodology to the overall understanding of the topic.

Based on the above, the methodology to follow in this compilation monograph is the one proposed by Gioia (2021), because the author describes and presents the qualitative methodology specifically focused on a compilation monograph. He mentions the steps to follow in a descriptive manner to develop this methodology which fits appropriately. A specific topic is defined with clear objectives, then a literature review of documents that are related to the topic will be carried

out, a selection of them will also be made to make the corresponding analysis of each one, incorporating personal reflections to make comparisons between them and Finally, conclusions will be reached from the entire process carried out. Each step will follow the methodology proposed by Gioia (2021) to complete this compilation monograph based on the literary review of cases where role-playing has been used as a metacognitive learning strategy through CALLA for vocabulary acquisition in EFL.

### **2.1.2 State of the art**

To begin with the methodology, we will first consider that it will be developed according to this compilation monograph based on the premises that delimit the concept of ‘state of the art’. That is a research methodology that involves reviewing and critically analyzing existing research, theories, and approaches on a specific topic. As mentioned by Molina et. al (2021), the objective is to identify trends, approaches, and gaps in existing knowledge on the topic of study. Researchers use this methodology to contextualize their work within the field of study and to identify areas where their research can make a significant contribution.

Using a state of art as methodology involves the following steps as mentioned by Molina et. al (2021) which are to define the area of study, which consists of selecting a specific research topic within a given academic field. Consequently, the authors highlight the bibliographic search where an exhaustive search of the existing literature on the topic is performed using academic databases, books, journals, and other relevant resources. For the next step, the selection of sources is fundamental, for which the relevant sources to be used in the review must be chosen and filtered. This involves critically reading the studies, identifying methodologies used, and assessing their quality and relevance.

Next, it is followed by analyzing and synthesizing the information obtained from the

selected sources. This refers to comparing and contrasting the approaches, results, and methodologies of different studies to identify patterns and trends in the field. Next, it is important to identify Gaps, which is identifying gaps in existing knowledge, in areas where previous research has been limited or where more research is needed, and finally writing the State of the Art, which consists of writing a detailed report summarizing the findings of the literature review, including identified trends, gaps in knowledge and how the current study relates to previous work in the field.

By way of summary, Molina et. al (2021) emphasize that the process of creating a state of art begins with a clear and precise definition of the study area. Then, an exhaustive search of relevant literature is conducted in academic databases, scientific journals, books, and other reliable resources. The selected sources are carefully evaluated in terms of their relevance, credibility, and methodology used. Once the relevant sources have been compiled, we proceed with the analysis and synthesis of the information. This involves comparing and contrasting the approaches, results, and conclusions of different studies. Emerging patterns, trends, and discrepancies in existing knowledge are identified and used to highlight areas of consensus and research gaps.

Additionally, Molina et. al (2021) says that the state-of-the-art methodology is not only to understand the current state of knowledge in a specific area but also to identify gaps and unanswered questions in the existing literature. This process provides researchers with a solid understanding of the context in which their research is situated and helps them to formulate meaningful and relevant research questions. In addition, the state of the art allows one's work to be contextualized within the existing body of knowledge, helping researchers to avoid duplication of effort and to contribute significantly to the advancement of the field.



Ultimately, the state of the art is presented in a detailed paper that critically and thoughtfully summarizes the findings of the literature review. This report not only provides a comprehensive overview of the current state of knowledge but also highlights future directions for research and often serves as a starting point for original research and innovative contributions to the academic field.

On the other hand, Cordoba et. al (2023) mention that a state of the art can be defined as bibliographic research within the specific research process in which the researcher is involved. It is also a continuous research that reconstructs several aspects in the research that allow interrelating with other bets and has a particular interest for the researcher, the group, or the scientific community on a topic or area of knowledge.

It is important to keep in mind that the State of the Art is intended to take stock of facts on the subject, as explained by Cordoba et. al (2023), meaning that the search for evidence can be considered as the starting point for ongoing research. However, this does not mean that it is only a literature review. In this way, the analysis of the research allows us to consider the proposal from various points of view, achieving new reflections, interpretations, and theoretical understandings.

In this way, Cordoba et. al (2023) show that The State of the Art allows to answer questions such as What is known about the topic, what theories or conceptual frameworks underpin it, what research has been carried out and what results have been obtained, what other aspects emerge from the research conducted, how it was investigated, on whom and with what techniques and instruments, and what novel contribution can be made.

Finally, Cordoba et. al (2023) mention that the background search should not be older than 5 years. For example, when performing a state of the art this year (2023) we should look for scientific articles from 2018 onwards. The references must be of quality, therefore, it is preferable

to search in Scientific Journals. References from Internet pages without authors and from abstracts should be avoided.

On the other hand, using the state of the art as a method implies a series of steps, as indicated by Reyes (2020). First, the scope of study must be defined, which implies choosing a specific research topic within a given academic field. Next, the author highlights the literature search, which consists of conducting an exhaustive review of the existing literature on the topic using academic databases, books, journals and other relevant resources. For the next step, source selection is crucial; relevant sources to be used in the review must be carefully chosen and filtered. This involves critically analyzing the studies, identifying the methodologies employed and assessing their quality and relevance.

After collecting information from the chosen sources, the information is analyzed and summarized. This process involves comparing and contrasting the approaches, results and methodologies of various studies to discover patterns and trends in the area. In addition, gaps are identified, pointing out areas where previous research has been limited or where further study is required. Finally, the state of the art, a detailed report summarizing the findings of the literature review, is written. This report includes identified trends, gaps in knowledge, and how the current study relates to previous work in the field.

Thus, according to Reyes (2020), creating a state of the art involves several key steps. Firstly, there is a need for a clear and precise definition of the study area. Following this, a comprehensive search for relevant literature is carried out across academic databases, scientific journals, books, and other reliable sources. The chosen sources are then meticulously evaluated for their relevance, credibility, and methodology. Once the pertinent sources are collected, the information is analyzed and synthesized. This process includes comparing and contrasting

different studies' approaches, results, and conclusions. Through this analysis, emerging patterns, trends, and inconsistencies in existing knowledge are identified, shedding light on areas of consensus as well as research gaps.

Furthermore, as outlined by Reyes (2020), the state-of-the-art methodology serves a dual purpose. It not only offers an in-depth understanding of the current state of knowledge within a specific domain but also serves as a strategic tool to identify the gaps and unanswered questions that exist in the literature. This meticulous process not only equips researchers with a comprehensive view of the landscape in which their research is embedded but also aids in the formulation of research questions that are not only pertinent but also insightful.

This understanding of the existing scholarly context is invaluable; it enables researchers to place their work within a meaningful framework. Reyes (2020) says that by contextualizing their research within the existing body of knowledge, scholars can avoid duplicating efforts made by others, ensuring their contributions are original and transformative. This contextualization is key, as it not only prevents redundancy but also allows researchers to carve out unique paths in their respective fields, adding depth and richness to the overall academic discourse.

The end result of this meticulous process is a detailed document that critically and thoughtfully summarizes the results of the literature review. This document is more than just an overview: it serves as a roadmap for future research. It not only highlights the current state of knowledge, but also illuminates possible avenues of exploration. Reyes (2020) concludes by mentioning that this forward-looking perspective is invaluable, as it often serves as a catalyst for original research initiatives and innovative contributions to academia. In essence, the state of the art is not merely a static reflection of existing knowledge, but a dynamic and transformative process that drives the ongoing evolution of scholarly activities.

In this case, for this compilation monograph, each of the aspects of the State of the Art methodology based on Cordoba et. al (2023) will be taken into account. We will start from a process to relate different research on the application of role-playing as a metacognitive learning strategy through CALLA to acquire vocabulary in English. A bibliographic review will be made on the above-mentioned, where the role-playing game has been used in that way and with that purpose. In this way, it will be shown how role-playing has been used as a metacognitive learning strategy and how the CALLA steps are followed. The only thing that will not be done under the command of the previous methodological approach is the interview with an expert since the compilation and relation that will be made of each article and bibliographic reference that will be found will allow evidencing the above mentioned in each of the implementations of this strategy used for the acquisition of new vocabulary in English.

This methodological process will also make it possible to answer the above-mentioned guiding questions because a complete review will be made of the articles that are found related to the use of role-playing as a metacognitive learning strategy based on the CALLA method, where the methodology used in each one will be identified, the results obtained, the population, strategies, etc. and a comparison will be made between them to provide conclusions on how it is carried out in each one. These will allow a more complete and detailed analysis to fulfill the objective of this proposal. Finally, most of the scientific articles will be reviewed, these will be no more than five years old since they were published since the aim is to find references as recent as possible to show an analysis and compilation that is adapted to the present time.

This compilation monograph started as a research monograph, which focused on improving oral communication through role-playing. Then the decision was made to convert it to a compilation monograph because there was not enough time to work with a real population and

implement it in a classroom.

This work starts to be created thinking from the previous one, that the current one is focused on Providing an overview of the application of role-playing as a metacognitive learning strategy implemented through CALLA for English vocabulary acquisition. As is evident, the topic is still related to role-playing used to teach English, only this time more focused on vocabulary learning. For the realization of this proposal, which is a compilation monograph, we begin by determining the theme through which the work will be directed. We see the importance of the implementation of role-playing as a metacognitive learning strategy for English vocabulary acquisition used through the CALLA method so that each process is effective and meaningful for the students.

Then, the type of methodology to do this is delimited, which was defined as being through a State of the Art. For this, the main objective is defined, which is To provide a general insight into the implementation of metacognitive learning strategies to acquire English vocabulary through Role-playing, the specific objectives to achieve it are also defined.

Continuing, a review is made of different articles defining what a State of the Art is and the steps to carry it out. The appropriate one is found to be taken into account in this compilation, taking as a reference the one by Córdoba et. al (2023), as mentioned above. Subsequently, metacognitive learning strategies will be defined to have clarity about them, to see what they are and how they are used in the English as a foreign language teaching-learning processes as defined in different research on them. The same will be done with the CALLA method where we will also look for what it is and how it works to define them and have clarity on how it is used when working in a role-playing game as a metacognitive learning strategy

## 2.2 Methodological structure

### 2.2.1 Selection criteria

Below are the aspects that will be taken into account for the selection of the documents that will be used in this compilation monograph.

**Table 1**

*Selection of documents for analysis*

Characteristics	Yes allowed	No allowed	Reason - Motive
Source Credibility	X		Documents should be extracted from reliable sources such as databases, and not just any web page.
Current information	X		References with a year of publication no less than 2018 will be used, since the aim is to develop the work based on the current context.
Old information		X	Old references will not be used, since current information is sought.
Virtual books		X	Books will not be taken into account for the literature review, since these are generally quite extensive.
Virtual book chapters	X		Book chapters will be taken into account to be analyzed as long as they are

			completely related to the topic.
Thesis	X		Degree theses will be accepted for analysis, since there are several that are linked to the topic and have a process that allows the objective of this work to be met.
Magazine articles	X		They will be totally permitted, since they will be extracted from reliable sources and as they are articles, it is guaranteed that the information is adequate and real.
Web page information		X	It will not be allowed, since the information on the web pages is not completely reliable.
Documents in English	X		Documents in English will be sought, because the development of this work is entirely in English.
Documents in Spanish	X		Although this work is carried out entirely in English, documents in Spanish will also be accepted, because there are also several that meet the relationship of the topic. These will be cited and analyzed in English.
Documents in other language		X	Documents that are in a language other than Spanish or English are not accepted, since it would make it

		difficult to understand their information and translate it.
Easy access to documents	X	It will be totally allowed and taken into account, since documents where payment or registration must be made to view it in full are not accepted.

*Note.* The table shows the characteristics to take into account when selecting each of the documents to carry out their respective analysis. A brief description is made of why documents with these characteristics are allowed or not to have greater understanding of what was previously presented.

Own creation (2023)

### 2.2.2 Corpus

In order to carry out the literature review, a total of 35 documents were read, most of which were articles found in databases and virtual journals, few documents were degree theses done in universities other than Antonio Nariño University, since we also searched for works that were done in that university, but we were unable to find any that were adequately linked to the topic of this compilation monograph. It is necessary to clarify that no book chapters were found that were specifically adapted to the topic.

We were able to find 31 articles and 4 graduate theses that were linked to the topic of role playing used as a didactic strategy through CALLA for the acquisition of vocabulary in English as a foreign language. For the search, it was considered appropriate to carry out this review process in the Google Scholar databases where 19 documents were found, in Dialnet where 6



documents were extracted, in Redalyc and SciELO where 4 documents were found in each one, and finally in SCImago and Scopus where one document was found in each one. It should be clarified that the documents have year of publication from 2018 to 2023, older ones were not chosen, since it was sought that these were current, because we wanted to draw conclusions referring to what has been done currently in the use of role-playing to acquire vocabulary in English and how it is present to be used as a metacognitive learning strategy and the CALLA method in this.

In order to search the documents, keywords such as "role-playing in English class", "Role-playing as a metacognitive learning strategy", "CALLA method through role-playing", "Learning English vocabulary in a role-playing game", "Acquisition of English vocabulary through CALLA" were taken into account. Each of the aforementioned databases was searched in order to find articles related to the corresponding topic. Documents where a role-playing game was used for a second language were discarded, since the main focus is English. Most of the selected documents were research monographs, therefore, role-playing was implemented for vocabulary acquisition.

In addition, words that diverted the search to other approaches that did not work were also discarded. The words discarded were "writing", "reading in English", "learning a second language", since sometimes the search results showed documents referring to cases related to those words that were out of context and off topic.

Finally, the documents where role-playing was implemented in order to improve, strengthen or acquire vocabulary in English were selected. These documents were read to show if the role-play was used as a metacognitive learning strategy or not, and also if it was done through

the CALLA method and how it was done. Documents were also accepted where the good and bad aspects of the use of role-playing in an English class were mentioned in order to compare it with another document where it had been implemented. In addition, documents were also read where the main focus was the use of CALLA, but within these, role-playing activities were included to acquire vocabulary. Thus, 35 documents were selected, which were then analyzed and compared. This analysis was done individually and then compared with another related document found, taking into account the results and similarities of each one for this process.

### **2.2.3 Research stages**

A state-of-the-art compilation monograph represents a comprehensive review and synthesis of the existing literature in the specific area of study. This component is essential, since it provides a broad and updated context on the advances, trends, theories and discoveries related to the topic addressed in the monograph. The primary objective is to place the author's work in the context of previous research, identifying gaps in knowledge and highlighting the contributions the study seeks to make. The state of the art serves as a basis for the relevance and originality of the research, allowing the reader to understand the trajectory of the field and how the new compilation integrates or differentiates from existing works. Therefore, the stages that will be taken into account to carry out this work will be shown below, justifying the reason for their use and choice.

**Table 2**

*Stages of the state of the art (Cordoba, 2023) for this compilation monograph.*

<b>Stage to make the state of the art</b>	<b>Specification</b>	<b>Why the stage is to be followed?</b>
Interrelate with other stakes.	This refers to relating the theme of the compilation monograph in progress with other articles that also deal with it.	Search for documents related to the topic to be analyzed.
To analyze the research in order to consider the proposal from different points of view.	This refers to relating the documents found with the subject of the compilation monograph in progress in order to provide a personal analysis.	The personal point of view will be presented at the end of each analysis.
To define what is known about the topic.	To rescue how the topic is defined in the documents found.	A brief presentation will be made on how the topic is perceived in the document to be analyzed.
To define what research has been carried out and what results have been obtained.	To show the research that has been done on the topic and the results that were obtained.	It will be shown how the topic to be analyzed in this research monograph has been used and the results obtained in several of them will be related.
To define how it was researched, on whom and with what techniques and instruments.	To highlight the methodology used in each article found.	A comparison of the instruments and techniques used will be made to show which were effective and which were not.

To do the background search, which should not be more than 5 years old.	To search for documents that have no publication year less than 2018.	Selection of articles that are not younger than the year of publication 2018 will be made.
To search for quality references, so it is preferable to search in Scientific Journals.	To make a bibliographic review in databases that are completely reliable.	References should be searched in databases such as Google Scholar, Redalyc, Scopus, SciELO, etc.
To avoid references from Internet pages without authors and abstracts.	To search on any page including Google, Wikipedia, etc.	No documents will be searched in any of the web pages, because much of the information found in them is not completely reliable.

*Note.* Each step mentioned above is taken from the State of the Art methodology defined by Cordoba (2023).

Own creation (2023)

## CHAPTER 3. ANALYSIS OF BIBLIOGRAPHIC REFERENCES

### 3.1 Reference balance

Transparency and clarity in the presentation of the literature review and the selection of documents analyzed are essential elements to support the validity and rigor of any academic work. In this context, we have chosen to insert an Excel table that serves as a visual tool to expose in a detailed and structured way the process followed in the literature review. This table acts as a map that guides the reader through the different stages of search, selection and evaluation of documents, providing crucial information on inclusion criteria, sources consulted and methods used. By incorporating this graphic representation, the aim is not only to simplify the reader's understanding, but also to offer a systematized and orderly view of the methodological approach used in the research. You can find the original matrix in: <https://rb.gy/j3ohma>

TITLE	AUTHOR	APA	TIPOLOGY	ABSTRACT	KEY EXCERPTS	INTERPRETIVE READING
The Importance of Role-Playing Activities in Developing Students' Speaking Competence.	Abdessaalam, K., Mohamed, M. B., & El Ghawati, A.	Abdessaalam, K., Mohamed, M. B., & El Ghawati, A. (2023). The Importance of Role-Playing Activities in Developing Students' Speaking Competence. <a href="https://www.researchgate.net/profile/Abdessaalam-Khannouj/publication/370305017_The_Importance_of_Role-Playing_Activities_in_Developing_Students'_Speaking_Competence/links/643682824af7887352385e27/The-Importance-of-Role-Playing-Activities-in-Developing-Students-Speaking-Competence.pdf">https://www.researchgate.net/profile/Abdessaalam-Khannouj/publication/370305017_The_Importance_of_Role-Playing_Activities_in_Developing_Students'_Speaking_Competence/links/643682824af7887352385e27/The-Importance-of-Role-Playing-Activities-in-Developing-Students-Speaking-Competence.pdf</a>	Research article Sciingo	One of the primary purposes of learning foreign languages, particularly English, is the ability to communicate effectively with other users of the target language. Role-playing, one of the communicative teaching methods, is believed to develop learners' speaking competence and help them learn the language in an authentic context. Therefore, the main purpose of this study is to examine the relationship between the role-play teaching method and students' speaking competence. The current study uses two semi-structured interviews. One is designed for teachers teaching the 9th-grade level. The other is designed for a class at the 9th-grade level with 30 students. The findings show that role-play activities participate in developing students' speaking skills.	According to the article, role-playing activities can involve a wide range of language functions, such as apologizing, greetings, and other social situations. Some examples of roles that students can play include a waiter and a customer, a travel agent and a customer, or any other social situation that requires speech used to communicate socially. Additionally, the article suggests that role-play, such as menus and signs, can be used to make the role-playing activities more memorable and realistic for the class.	According to the article, role-play activities involve a wide range of language functions, such as apologies, greetings, and various social situations. It posits that learners can play diverse roles, such as that of a waiter and a customer, a travel agent and a customer, or any other situation involving the use of speech for social communication. In addition, the article suggests incorporating tangible items, such as menus and signs, to enrich the role-play activities and make them more memorable and realistic for the class. This strategy not only adds a hands-on component to the experience, but also provides students with the opportunity to immerse themselves more deeply in the context of the situation, thus enhancing their understanding and applicability of language skills in a more authentic setting.
The role of academic self-efficacy in improving students' metacognitive learning strategies. Journal of advances in medical education & professionalism	Hayat, A. A., & Shateh, K.	Hayat, A. A., & Shateh, K. (2019). The role of academic self-efficacy in improving students' metacognitive learning strategies. <i>Journal of advances in medical education &amp; professionalism</i> , 7(4), 205. <a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6820011/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6820011/</a>	Research article Google Scholar	Some defined self-regulation as the process of controlling, monitoring, and reflecting on learning the crucial factors in improving the quality of education and subsequently promoting learning. Self-regulated learners are capable of determining their study goals, evaluating their performance, and persisting longer in the face of challenges that unavoidably arise and influence their learning. Metacognitive learning strategies are among the most crucial components of self-regulated learning which enable the learners to plan, monitor and regulate their cognition. Metacognition refers to "an individual's knowledge about his/her own cognitive processes". Today, educational psychologists believe that metacognition has an essential role in successful learning.	method that enables learners to plan, monitor, and regulate their knowledge. Several experts believe that metacognitive learning strategies are fundamental to successful learning in any environment and with any subject matter. These strategies help students to keep track of their process, as well as the teacher, they also help to solve problems, to have better learning strategies and, likewise, this is of high quality to improve their academic performance.	Metacognitive strategies were not enough to increase the students' academic achievement, the student should also be motivated to utilize strategies. This is why self-regulated learning include behavioral and motivational elements besides cognitive and metacognitive components. In this regard, Pintrich and Dignout (1990) point out that students' motivational orientations and beliefs regarding learning and performance are related to cognitive engagement and academic performance. Therefore, if students do not maintain enough motivation to adopt their metacognitive learning strategies, these strategies do not carry out significant functions. Indeed, motivational beliefs are highly related to the quality and level of the learners' metacognitive strategies. Zimmerman emphasized the importance and necessity of self-efficacy as a motivational belief for developing metacognitive strategies. Self-efficacious students retain positive views of the learning strategies they use, so they utilize those strategies. Various researches have shown that self-efficacy and metacognitive learning strategies are positively correlated. Cheung (2015) found that the students' self-efficacy and their deep learning strategies, like metacognition, are correlated positively.
A Journey into the metacognitive learning strategies. International Journal of Online & Biomedical Engineering	Misra, E., & Drigas, A.	Misra, E., & Drigas, A. (2019). A Journey into the metacognitive learning strategies. <i>International Journal of Online &amp; Biomedical Engineering</i> , 13(14). <a href="https://www.researchgate.net/profile/Alfonso-Drigas/publication/339839406_A_Journey_into_the_Metacognitive_Learning_Strategies/links/5c889059283161810148319/A-Journey-into-the-Metacognitive-Learning-Strategies.pdf">https://www.researchgate.net/profile/Alfonso-Drigas/publication/339839406_A_Journey_into_the_Metacognitive_Learning_Strategies/links/5c889059283161810148319/A-Journey-into-the-Metacognitive-Learning-Strategies.pdf</a>	Research article Google Scholar	In the last few decades, there has been growing research interest in investigating the positive relationship between metacognitive strategies, conscious learning, and achievement. However, the lack of a uniform classification indicates a need to map the different approaches, so as to discover the core strategies that result in ascending the knowledge and consequently the consciousness pyramid. The outcome of this study place executive functions, self-monitoring, and adaptation at the heart of these strategies.	define different types of metacognitive learning strategies. They made a comparison of these strategies with students' performance in terms of their vocabulary comprehension in English as a foreign language. According to this aspect, metacognitive learning strategies have five main components which are as follows: - Preparing and planning for learning. - Selecting and using learning strategies in a given context for a specific purpose. - Monitoring the use of strategies. - Orchestrating various strategies. - Evaluate strategy use and learning.	The term metacognition could be defined as the ability of individuals to know their cognitive functions, monitor them while they operate, control and adjust them according to the needs of the learning process. Modern studies divide metacognition into two major and interrelated components: metacognitive knowledge and metacognitive regulation. The metacognitive knowledge's sub-components consist of declarative knowledge (knowledge about the way we learn), procedural knowledge (knowledge about the appropriate learning strategies) and conditional knowledge about the context in which strategies could be implemented. Metacognitive regulation includes planning, monitoring, and evaluation and could be considered as "self-management" of cognition involving reflective "self-appraisal" which supports awareness and has been labeled executive control.

<p>Strategis metacognitif pada el lago de aprendizajes significativas</p>	<p>Sakhar Rájur, J. E., &amp; Cáceres Mesa, M. L.</p>	<p>Sakhar Rájur, J. E., &amp; Cáceres Mesa, M. L. (2022). Estrategias metacognitivas para el logro de aprendizajes significativos. <i>Cuadernos de Investigación Educativa</i>, 18(24), 6-16. <a href="http://ojs.ub.edu/revistas/psicopedagogia/article/view/100008">http://ojs.ub.edu/revistas/psicopedagogia/article/view/100008</a></p>	<p>Research article SciELO</p>	<p>This article aims to present a theoretical review with a practical proposal on what metacognition is and its implications in the teaching-learning process and the development of knowledge in educational contexts. The work begins with an introduction that points out the importance of knowing, so a conceptual review is made and the types of knowledge are addressed then a theoretical review on Ausubel's meaningful learning is presented, as well as the distinction between receptive learning and discovery learning and between rote learning and meaningful learning. The concept of metacognition is briefly discussed citing authors of landmark works that substantiate the key elements of the concept, enabling us to understand the importance of metacognition, which in turn leads us to infer that competent students use their metacognitive knowledge to effectively self-regulate their learning and, thus, the regulation applied on their own learning can lead them to acquire new knowledge on the basis of students' own resources. Given the assumption that metacognition has a close relationship with learning strategies, this topic is addressed with the purpose of explaining how to promote metacognitive strategies in the educational process. To conclude, a practical proposal is presented on how to enhance learning processes from metacognition in educational contexts.</p>	<p>Three criteria that can guide the application of metacognitive learning strategies:              1. Mind training. It is so called because students do not perceive the importance of what they are asked to do or the reason for doing it. They are asked to do a task in a certain way and no explanation is given as to why they should do it that way. Informal or reasoned training. Occurs when students are asked to learn or work in a particular way and are told why they should do so, highlighting its importance and usefulness. The practice of task-specific strategies is accompanied by explicit information about their effectiveness, based on the argument that people abandon strategies when they are not taught how to use them. Metacognitive or controlling training. In metacognitive instruction progress is made concerning measured retention, in the sense that the teacher, in addition to explaining to the students the usefulness of using a specific strategy, induces them to check it, measure it, that is, to indirectly look for ways to become aware of its effectiveness.</p>	<p>Define that the theoretical study of metacognitive learning strategies implies teaching students to plan, supervise, and evaluate their execution which favors the spontaneous and autonomous use of strategies and facilitates their generalization to new problems. It also allows its linkage in the way of metacognition to the notion of transfer. The means that if we aspire that students learn to learn, the direct method must be metacognitive.</p>
<p>Role playing an education superior on etoque prácticadevêh símbolín</p>	<p>Yáñez, C. R., Cerezo, J. F., &amp; Moreno, E. M.</p>	<p>Yáñez, C. R., Cerezo, J. F., &amp; Moreno, E. M. (2021). Role play en educación superior: un enfoque práctico desde el símbolo. <i>Revista de Investigación Educativa</i>, 37(64), 1-10. <a href="https://doi.org/10.1016/j.rie.2021.06.001">https://doi.org/10.1016/j.rie.2021.06.001</a></p>	<p>Research article Dialnet</p>	<p>Role-playing, when used as a metacognitive learning strategy, can be a powerful educational tool to help students develop cognitive, emotional and social skills that metacognition refers to students' ability to understand, control and regulate their learning process. By incorporating role-playing in the classroom, students connect on their thoughts and actions, improve their empathy and understanding of others, and develop problem-solving and informed decision-making skills.</p>	<p>when role-play is used as a metacognitive learning strategy the following aspects are used:              1. Self-assessment.              2. Reflection on Thinking: exposure to the character they played.              3. Empathy Development.              4. Problem Solving.              5. Effective Communication.              6. Emotional Self-Control.</p>	<p>Role-playing as a metacognitive learning strategy allows students to explore and understand their own and other processes as they immerse themselves in a given role and situation. The practice not only improves students' cognitive and social skills, but also prepares them to face real-world challenges with empathy, self-awareness, and enhanced problem-solving skills.              It is the most complete and is perfectly analyzed the cases found it is important to mention that we will analyze cases where role-playing has been implemented as a metacognitive learning strategy based on the CALLA model. It will be evidenced how the narrative role-play is present to describe it together with each aspect previously exposed.</p>
<p>Enhancing critical thinking through collaborative learning in developing writing ability of EFL students.</p>	<p>Yufinal, H.</p>	<p>Yufinal, H. (2019). Enhancing critical thinking through collaborative learning in developing writing ability of EFL students. <i>Advances in Social Sciences Research Journal</i>, 4(11), 302-313. <a href="http://repository.ijournal.ac.id/eprint/24791">http://repository.ijournal.ac.id/eprint/24791</a></p>	<p>Research article Google Scholar</p>	<p>The objectives of this research are firstly to investigate the application of Cognitive Academic Language Learning Approach in improving students' English writing ability and secondly to answer what factors influence the students' writing performance. The subjects of the research were the students of senior high school in Indonesia consisting of a group of students as experimental group and a control group. The results showed that students improved their writing after they were involved in Cognitive Academic Language Learning Activities. Furthermore, the study also showed that levels of students' critical thinking did not have significant effects toward their writing achievement.</p>	<p>the CALLA model is an educational approach that focuses on the development of language and cognitive skills in students learning English as a second language. It was developed by Anna Uhl Chamot and J. Michael O'Malley in the 1990s. The CALLA model is based on the premise that students can succeed academically by integrating English language learning with curricular content. Additionally, in the CALLA model the importance of teaching specific cognitive and linguistic strategies to help students understand and learn academic content is emphasized. These strategies include skills for organizing information, making connections between concepts, inferring meaning, and monitoring comprehension.</p>	<p>The CALLA model is a comprehensive educational approach that combines language and cognitive skill development to help English language learners succeed academically. By providing explicit, strategic, and culturally relevant instruction, the CALLA model provides a solid framework for effective language and content learning in multicultural and challenging educational contexts.</p>
<p>The Effects of the Cognitive Academic Language Learning Approach (CALLA) on Vocabulary Strategy Use by Moroccan Context on Core Grades</p>	<p>Amir, I.</p>	<p>AMIR, I. (2022). The Effects of the Cognitive Academic Language Learning Approach (CALLA) on Vocabulary Strategy Use by Moroccan Context on Core Grades. <i>International Journal of English Literature and Social Sciences (IJELSS)</i>, 7(2). <a href="https://journal.repository.reshilings.com/index.php/ijelss/article/view/4372">https://journal.repository.reshilings.com/index.php/ijelss/article/view/4372</a></p>	<p>Research article Google Scholar</p>	<p>Most of the research in the field of English language teaching indicates that not all Strategy-Based Instruction (SBI) studies have achieved successful results. Some SBI programs have proved their efficiency in some skill areas but not in others, even within the same study. This study explores the effect of vocabulary strategy instruction application with a sample of 40 EFL learners attending a course on core classes in a Moroccan high school. The student participants were divided into an experimental group, which received vocabulary strategy training, and a control group, which followed the regular English language course. Vocabulary strategy use in both groups was evaluated through the use of the adapted Vocabulary Learning Questionnaire, which was distributed before and immediately after the intervention. The results indicated that after the completion of the intervention program, the experimental group showed significant improvement in self-reported vocabulary strategy use as a whole as well as in all strategy groups. The findings of the current study prove the "teachability" of learning strategies and insist that explicit and integrated strategy training should be implemented in the EFL classroom. From a theoretical point of view, the results of the study may lead to a good understanding of the nature of language acquisition in general, particularly in foreign language learning contexts. Furthermore, the results may be very useful for practitioners who are involved in the areas of syllabus design, curriculum planning, and materials development.</p>	<p>teachers who implement the CALLA model provide students with specific guidance on how to approach academic tasks and how to use language effectively to understand and communicate complex tasks. In addition, the CALLA model encourages students' active participation in their learning process, helping them develop self-regulation and metacognitive skills. The CALLA model also recognizes the importance of students' culture and prior experience in the learning process.</p>	<p>Teachers who follow this approach are encouraged to incorporate students' cultural experience and knowledge into the classroom, creating an inclusive and respectful environment that values diversity. In summary, the CALLA model is a comprehensive educational approach that combines language and cognitive skill development to help English language learners succeed academically. By providing explicit, strategic, and culturally relevant instruction, the CALLA model provides a solid framework for effective language and content learning in multicultural and challenging educational contexts.</p>
<p>Cognitive academic language learning approach (CALLA)</p>	<p>Ou, Y.</p>	<p>Ou, Y. (2018). Cognitive academic language learning approach (CALLA). <i>The TESOL Encyclopedia of English Language Teaching</i>, 1-6. <a href="http://repository.ijournal.ac.id/eprint/24791">http://repository.ijournal.ac.id/eprint/24791</a></p>	<p>Research article Google Scholar</p>	<p>The Cognitive Academic Language Learning Approach (CALLA) is essentially a model for improving the academic achievement of learners who are learning through the medium of a second language. It was developed by Anna Uhl Chamot, J. Michael O'Malley, and other colleagues in the mid-1980s "to accelerate the academic achievement of English language learners (ELL) students" in the United States. The basic principles behind the model are simple: "Where students are learning through a second language, their academic achievement at school can be improved through instructional packages that integrate content, language, and learning strategies."</p>	<p>the model works to accelerate the academic achievement of English language learners. The CALLA model is based on the idea that students learn best when they are taught how to learn, that is when they are provided with specific strategies for coping with cognitive and linguistic tasks. By incorporating learning strategies into the curriculum, educators can help students develop skills that are transferable to diverse areas of knowledge. The basic principles of the model are when students use a second language to learn their school curriculum can improve their own educational approach that combines content, linguistic skills, and learning techniques.</p>	<p>Integration of Language and Context: One of the key features of the CALLA model is the integration of language learning and curricular content. Cognitive and Linguistic Strategies Development: Students are instructed on how to use cognitive strategies (such as taking notes, comparing and contrasting) and organizing information and linguistic strategies. Explicit Teaching of Strategies: Teachers explicitly teach students how to use strategies to address specific academic tasks. Knowledge Construction: The CALLA model focuses on the active construction of knowledge. Students not only receive information but also learn to understand, analyze, and apply knowledge in different contexts. Boosting Self-Efficacy: The CALLA model promotes self-efficacy by helping students develop positive beliefs about their abilities to learn.</p>

Classcraft: inglés y juego de roles en el aula de educación primaria	Mora Miguélez, M., & Casancho Torralba, J.	Mora Miguélez, M., & Casancho Torralba, J. (2019). Classcraft: inglés y juego de roles en el aula de educación primaria. <i>Apectua (Guadalajara, Jal.)</i> , 11(1), 56-73. <a href="https://www.scribd.com/document/407110071/1094-apectua-11-01-56.pdf">https://www.scribd.com/document/407110071/1094-apectua-11-01-56.pdf</a>	Research article Sciendo	Classcraft, an online educational tool that allows the classroom to be gamified by giving a role-playing dimension to the learning experience, is the central axis of the educational proposal presented throughout this document. This, acting as a backdrop during the educational interaction, allows the students to immerse themselves in a reality of alternative learning, embodying different characters throughout an adventure while continuing their usual classroom rhythm. This proposal, although it could be applied to the set of areas, was focused on the foreign language subject English with the aim of alleviating the disinterest and general apathy before the challenge of learning the grammar of the Anglo-Saxon language. In addition, promotes teamwork and the use of information and communication technologies in situations that require the translation and interpretation of texts.	They implemented role-playing as an appropriate strategy for some students to learn vocabulary in English. In this case, characters were imposed for students to create a story in English on their own in the first phase, they were accompanied by the teacher to monitor the process. In this first phase, the use of one of the metacognitive learning strategies can be evidenced, which is supervising the use of strategies.	Role-playing was used as a metacognitive learning strategy. It used the selection and use of learning strategies in a specific context with a specific purpose and supervision in the use of these strategies. This is because a theme was planned and an orderly process of realization was carried out to perform the role play. But in this research something different was evident, that was using the strategy of evaluating the use of strategies and learning.
Juego y simulación de programas educativos de televisión como técnica didáctica para mejorar el aprendizaje del vocabulario inglés en estudiantes de habla hispana.	Migonzoro, A. B., Mianari, G., & Tpo, M. L.	Migonzoro, A. B., Mianari, G., & Tpo, M. L. (2019). Juego y simulación de programas educativos de televisión como técnica didáctica para mejorar el aprendizaje del vocabulario inglés en estudiantes de habla hispana. <i>Información Tecnológica</i> , 30(1), 225-236. <a href="https://www.scribd.com/document/407110071/30064-infotec-30-01-225.pdf">https://www.scribd.com/document/407110071/30064-infotec-30-01-225.pdf</a>	Research article Sciendo	This paper presents and discusses the application of a Didactic Technique Using Games and Simulations of Television (which is executed with the teacher's accompaniment), also supervising the strategies that are being used and ensuring the correct application of them. In addition, in the implemented role play, these was also evidence that students had to create their story with the assigned characters; this part was done once autonomously. Thanks to this, a fundamental learning strategy was demonstrated, which was to select and use learning strategies in a given context with a specific purpose, which is to think and make own decisions that help control the learning process. The students were able to achieve autonomous participation even though the teacher was in continuous accompaniment in their process.	This consists of directing the learning progress (which is executed with the teacher's accompaniment), also supervising the strategies that are being used and ensuring the correct application of them. In addition, in the implemented role play, these was also evidence that students had to create their story with the assigned characters; this part was done once autonomously. Thanks to this, a fundamental learning strategy was demonstrated, which was to select and use learning strategies in a given context with a specific purpose, which is to think and make own decisions that help control the learning process. The students were able to achieve autonomous participation even though the teacher was in continuous accompaniment in their process.	First the television program that students liked were defined, then based on the results were defined which of them were to be represented in the role play, and finally, the students did the exercise. In this regard, role-play was used as a metacognitive learning strategy. It used the selection and use of learning strategies in a specific context with a specific purpose and supervision in the use of these strategies. This is because a theme was planned and an orderly process of realization was carried out to perform the role play. But in this research something different was evident, that was using the strategy of evaluating the use of strategies and learning became at the end of the TV-based role play to acquire vocabulary students were allowed to reflect on whether the exercise was effective if they learned English vocabulary and if they found it functional to repeat it on other occasions.
The use of role play technique to improve students' English oral communication	Nasibah, M.	Nasibah, M. (2019). The use of role play technique to improve students' English oral communication. <i>Journal of English for Academic and Specific Purposes (JEASP)</i> , 2(1), 10-17. <a href="https://ejournal.unimulindo.ac.id/index.php/jeasp/article/view/7259">https://ejournal.unimulindo.ac.id/index.php/jeasp/article/view/7259</a>	Research article Google Scholar	This study aims at describing the implementation of role play technique in order to improve students' English oral communication. The subjects of this study were forty students of UIN Maulana Malik Ibrahim (Malang) majoring at Islamic Banking who are taking English I as a compulsory subject at semester III. To meet the objective of this study, Classroom Action Research (CAR) which involved planning, acting, observing, and reflecting was used as the design of research. The data of this qualitative study were gathered through observation, interview, and documentation. Meanwhile, the result of this study was presented descriptively based on the phenomena occurred during the implementation of role-play in the process of teaching and learning. In addition, the findings of this study revealed that by applying role-play technique, the students are able to improve their English oral communication as well as increase their motivation in learning English. Role play technique allows the students to be more active in the class as they get much opportunity to speak based on the context given in a real-life situation.	Role-playing games as a metacognitive learning strategy to improve English vocabulary in third-semester students at a university. Here several sessions were simply held to apply the role play and meet the objective. The results showed positive things such as the correct performance of the game by the students, but it was evident that it was only during a session. That is, during one class the students showed adequate use of the vocabulary, but then in the next class they forgot it and used a new one. It is mentioned that a vocabulary was provided to the students hoping that they would learn it easily through cooperation. This was achieved during the role-play, but not afterward because only a momentary memorization exercise was done without becoming aware of the importance of this activity.	Not entirely good results were found, but this does not mean that the methodologies implemented were a disaster, in the field to implement the role-play as a metacognitive learning strategy, but we must remember that in a research paragraph (as are the two aforementioned works) the results are not always effective. This is because both articles used the traditional method, which was to provide new vocabulary and use it in a performance, and soon in each implementation session. However, there was a continuous process, a formal evaluation or completely autonomous work, which caused several students to learn only during class and forget everything afterward because they did not review it.
Using role-play tasks in the development of oral production skills	Aspehiti, T.	Aspehiti, T. (2023). Using role-play tasks in the development of oral production skills. In <i>Makalah Kolektif Republik Indonesia - Cakrawala Dilatifa</i> (Vol. 3, pp. 162-169). <a href="https://idrisid.unmbrawidjane.ac.id/ojs/123923">https://idrisid.unmbrawidjane.ac.id/ojs/123923</a>	Research article Google Scholar	The article presents a study of some practices of using role-play to develop students' communication skills. The fundamental objective of language learning is the acquisition and development of skills necessary for situationally appropriate and socially accepted communication. Communicative activities in English classes are extremely useful as they contribute to the formation and development of communication and interaction skills. By participating in such activities the learner will be able to make conscious and functionally appropriate use of oral interaction modalities and techniques in a variety of communicative contexts and will acquire fluency in expressing himself in English through the production of oral texts.	The population was also students. In this case, as in the article written, a role-play was also carried out to teach vocabulary. Provided vocabulary about a restaurant, taking a taxi, and going to the doctor. The vocabulary was simply provided to the students to use in their role-play performances, but there were some negative results, which were that the students often forgot the dialogue at the time of the role-play and it was difficult to keep everyone attentive and ready for activity.	Not entirely good results were found, but this does not mean that the methodologies implemented were a disaster, in the field to implement the role-play as a metacognitive learning strategy, but we must remember that in a research paragraph (as are the two aforementioned works) the results are not always effective. This is because both articles used the traditional method, which was to provide new vocabulary and use it in a performance (See results)
Role-playing as a method of teaching a foreign language. Academic research in educational sciences	Nasarov, R. I.	Nasarov, R. I. (2023). Role-playing as a method of teaching a foreign language. <i>Academic research in educational sciences, ETSIU Conference 1</i> , 561-565. <a href="https://icp.conferencesonline.info/article/view/10464">https://icp.conferencesonline.info/article/view/10464</a>	Research article Google Scholar	The article considers the possibilities of using speaking games in the process of teaching a foreign language at a university. The main classification of games is given while the main attention is paid to games of a lexical nature. The article also analyzes the conditions that allow the most effectiveness of speaking games in foreign language classes, and also provides examples of games at different stages of working with students. Examples of games in a foreign language lesson with different types of words that students are given to enhance students' speaking skills.	One of the most effective games is role-playing, especially if it is used as a metacognitive learning strategy. However, sometimes this is not enough, since a specific method must be proposed for its implementation such as the CALLA. The author mentions that if it is not done properly it can affect the development of attention and sometimes thinking.	Role-playing used the any strategy affects students' metacognitive processes if they constantly work in English. With his complete research shows that the use of role-playing games strengthens vocabulary and other skills in English, going due to the possibility of using it as one of the metacognitive learning strategies, which are quite functional to carry out carryout processes like this. Learning aside CALLA, which is also shown to be able to contribute effectively to these processes to acquire vocabulary through role-playing.

<p>Juegos de roles para fomentar la expresión oral en inglés en estudiantes de 2º de secundaria. San Juan de los Ríos, 2021</p>	<p>Guerra Corderas, C. R.</p>	<p>Guerra Corderas, C. R. (2021). Juegos de roles para fomentar la expresión oral en inglés en estudiantes de 2º de secundaria. San Juan de los Ríos, 2021. <a href="https://repositorio.univa.edu.pe/handle/20.500.12692/68115">https://repositorio.univa.edu.pe/handle/20.500.12692/68115</a></p>	<p>Research article (Google Scholar)</p>	<p>The present study arose as a response to the difficulties presented in oral expression in English in a sample of students in the VI cycle of secondary school, who showed difficulties in such quality concerning oral expressions or phrases in English, as well as problems in oral comprehension. The objective of this research was to determine the effect of the role-playing strategy in the strengthening of oral expression in English in 2nd year high school students. It is a quantitative research, with a quasi-experimental design, the instrument was a checklist, applied in the pre- and post-test. A role-playing game was applied to the experimental group. The sample consisted of 57 students selected in a non-probabilistic manner, the experimental group was given 10 learning sessions, giving more practice games to the students in the 10 dialogues, while the control group continued in sessions under a routine methodology.</p>	<p>Role-playing games are effective in strengthening oral expression in English, which includes diction, vocabulary, and grammar. So there are two different points of view. The first author mentions the negative aspects of role-playing games, but the second highlights the positive aspects, so we will see below what exactly she says.</p>	<p>Role-playing games as a meta-cognitive learning strategy, trying to do it through CALL. A total of 55 students, when he wanted to strengthen the diction, vocabulary and grammar of English. A pre-test was carried out, which produced results that showed that the students did not improve their oral expression in English. Then, the author implemented role-play where he did not mention them, but two meta-cognitive learning strategies were presented, which were seeking and using learning strategies in a given context with a specific purpose where what and how to do it was defined. It was going to do thanks to the results of the pre-test. Then, it was used to supervise the use of strategies, since the author was aware of the step by step to meet his objective.</p>
<p>Improving English Speaking Skill By Using Role-Play Method Through Multiple Devices in Class X Students</p>	<p>Usar, Y., Usar, Y. V., &amp; Hilayud, F.</p>	<p>Usar, Y., Usar, Y. V., &amp; Hilayud, F. (2022). Improving English Speaking Skill By Using Role-Play Method Through Multiple Devices in Class X Students (Classroom Action Research At Sman 1 Pabuneh). <i>Habitat: (Journal of Language and Linguistics)</i>. Jember: Jember Education Journal, 4(2), 23-31. <a href="https://jurnal.poker.ac.id/index.php/ahli/article/view/4516">https://jurnal.poker.ac.id/index.php/ahli/article/view/4516</a></p>	<p>Research article (Google Scholar)</p>	<p>Transfer their ideas to other people. One of the difficulties faced by English learners is the inability to engage in conversation. Some students might not speak because they are too shy or because they have a high level of anxiety about speaking. In this case, the researcher used Role-Play as a method into teaching and learning process to solve the students' problems. The objective of the research was to describe how role-play method improve English speaking skill through multiple devices in class X students of SMAN 1 Pabuneh. This research was conducted through grade of SMAN 1 Pabuneh. It used classroom action research each (CAR) divided into two cycles. The result of the first cycle shows the mean score was 63.5%, which means that there were only six students who passed the target score of 70. Whereas the result of the second cycle was 75, it meant that the students had improved the score in speaking. Therefore, it could be concluded that there was an improvement in students' speaking skills after using role-play through multiple devices.</p>	<p>Speaking is one of the fundamental abilities that students should develop. This research was conducted because the students had difficulties in English due to several factors, for example, there is a lack of making grammatical errors, a lack of confidence, or poor vocabulary knowledge, which leads them to be uncomfortable to practice their speaking. The objectives of the aforementioned study were to investigate how the role-play technique improves students' speaking skills and to find out students' opinions on the use of role-play techniques.</p>	<p>In this research, role-play was used as a meta-cognitive learning strategy where one of the intentions was to improve students' English vocabulary, that is to say, the use of the CALLA method was involved, which will be shown below. In this research, participants were selected for the study in order of age. They participated in different role-playing games using the strategy of seeking and using learning strategies in a given context for a specific purpose and assessing strategy use and learning.</p>
<p>The Effectiveness Of Role Play To Improve English Speaking Skills To The Youth (Boys) Students of MA Nisa'ul Khlasat Pambone</p>	<p>Sci, S. D. (2020)</p>	<p>Sci, S. D. (2020). The Effectiveness Of Role Play To Improve English Speaking Skills To The Youth (Boys) Students of MA Nisa'ul Khlasat Pambone (Doctoral dissertation, UIN Pahlola). <a href="http://eprints.uin-pahlola.ac.id/handle/document/702">http://eprints.uin-pahlola.ac.id/handle/document/702</a></p>	<p>The sis (Google Scholar)</p>	<p>The purpose of this study was to determine the process of improving speaking through role playing and to find out students' problems in learning English, especially speaking using English for teachers of students of MA Nisa'ul Khlasat Pambone in the academic year 2020/2021. The students at MA Nisa'ul Khlasat are passionate about learning the language especially English, but there are several problems that the students face in learning English especially in speaking. Therefore, role play was used as a method to improve students' English speaking skill. This study used pre-experimental design research methods. The researcher chose a class with as a sample consisting of 10 students. In collecting data, the researcher used different types of instruments, namely pre-test, treatment, post-test and documentation.</p>	<p>Role play as a meta-cognitive learning strategy was also seen. The author explained that role-playing in the learning process aims to make students act out behaviors or expressions according to what is being learned in social situations or human relationships. Taking that into account, in the work carried out a comparison of the advantages and disadvantages of role playing as a meta-cognitive learning strategy was made.</p>	<p>Some advantages of using role playing as a meta-cognitive learning strategy like it can ease that participants can play this technique with a strong and lasting memory. In addition to being a satisfactory experience, it also provides functional knowledge to be assimilated. It is very interesting and stimulating for students since it makes the classroom dynamic, different, and fun. Find the passion and motivation of opinions in students to learn English and foster a sense of collaboration. Also, students may have the opportunity directly to participate in something that will be discussed in the learning process.</p>
<p>The Importance of Role-Playing Games in Teaching English in a Non-Linguistic University</p>	<p>Khinowit, N. R.</p>	<p>Khinowit, N. R. (2023). The Importance of Role-Playing Games in Teaching English in a Non-Linguistic University. <i>International Journal of Pedagogics</i>, 3(01), 29-32. <a href="http://the.ias.uinjasa.com/index.php/ijp/article/view/374034">http://the.ias.uinjasa.com/index.php/ijp/article/view/374034</a></p>	<p>Research article (Scopus)</p>	<p>The article is devoted to the topic of using the method of role-playing games / simulations in teaching students a foreign language. The author states in the questionnaire that this method can be used in universities to encourage students to use maximumly the foreign language in class. The author pays attention to the fact that the types of role-playing games can be different depending on the level of difficulty and language skills of the students, and that the correct choice of role-play appropriate to the level of the group knowledge is not quite difficult. The article demonstrates that role-playing games are extremely useful and can help students to test their knowledge and to learn a foreign language for professional purposes.</p>	<p>The importance of using role-playing as a meta-cognitive learning strategy and of the same way he implements it. There it is mentioned that role-playing contributes to group learning in terms of the educational part. He emphasizes that role-playing used as a meta-cognitive learning strategy can increase understanding of the pretest around them. In this case, this strategy is used, starting by selecting and using learning strategies in a specific context with a specific purpose, that is, before a role-play was carried out as a meta-cognitive learning strategy.</p>	<p>Used role-playing as a meta-cognitive learning strategy through the CALLA method. The author highlights that it was because the role-playing game implemented in this way can be used in the classroom or several lessons, which are: Do in the skill to speak in a situation, develop vocabulary, experiment with language in a safe environment assign new vocabulary and increase the confidence of the students.</p>
<p>The Importance of Role-Playing Activities in Developing Students' Speaking Competence</p>	<p>Abdessa, Ima, K., Muhammad, M. B., &amp; El Ghazali, A.</p>	<p>Abdessa, Ima, K., Muhammad, M. B., &amp; El Ghazali, A. (2023). The Importance of Role-Playing Activities in Developing Students' Speaking Competence. <a href="https://www.researchgate.net/profile/Abdessa-Ima-Khuzaimah/publication/370505017_the_importance_of_role-playing_activities_in_developing_students_speaking_competence/links/6453e3284ef783732d306827/The-Importance-of-Role-Playing-Activities-in-Developing-Students-Speaking-Competence.pdf">https://www.researchgate.net/profile/Abdessa-Ima-Khuzaimah/publication/370505017_the_importance_of_role-playing_activities_in_developing_students_speaking_competence/links/6453e3284ef783732d306827/The-Importance-of-Role-Playing-Activities-in-Developing-Students-Speaking-Competence.pdf</a></p>	<p>Research article (ResearchGate)</p>	<p>One of the primary purposes of learning foreign languages, particularly English, is the ability to communicate effectively with other users of the target language. Role-playing, one of the communicative teaching methods, is believed to develop learners' speaking competence and help them learn the language in an authentic context. Therefore, the main purpose of this study is to examine the relationship between the role-play teaching method and students' speaking competence. The current study uses two semi-structured interviews. One is designed for teachers teaching the 9th-grade level. The other is designed for a class at the 9th-grade level with 30 students. The findings show that role-play activities participate in developing students' speaking skills.</p>	<p>Role-playing in English is used to acquire vocabulary and stimulate the participants about its use and what they thought about its use in the classroom. It can be seen that there is a great difference between the weak domain, since this author used role-playing as a meta-cognitive learning strategy based on the CALLA method, which allows students to work autonomously without the need to be guided by the teacher. In that work, the intention of the author was to interview to answer questions and understand how the participants perceive and find the experience of participating in oral practice through role-play activities. The questions were: Did you participate in the role-play activity? Did you actively participate in the learning process? If yes, what contributed to your participation? If no, what hindered your participation? Did you enjoy speaking English through the role-play activity? If yes, what aspects did you enjoy? If no, what were the challenges?</p>	<p>The results showed that all participants enthusiastically participated in the role-playing activities; thus, it provided them with the foundation to practice English with their peers in a fun way. It was also one of the results obtained by the research carried out since the participants had a good process when participating in the role-play as a meta-cognitive learning strategy because they acquired a large vocabulary and on the part, it was thanks to group work as well. One of the respondents in the weak domain that the activity helped them to practice spoken English and learn new vocabulary. Another participant highlighted that the role-playing activity offered a great opportunity to interact with classmates in English, which motivated them to practice speaking outside of the classroom.</p>



The role of teaching vocabulary competence in English Academic Research in Educational Sciences	Ruzmetova, M., Oranzova, F., & Kayumova, G. (2020). The role of teaching vocabulary competence in English. <i>Academic Research in Educational Sciences</i> , (3), 509-513. <a href="https://cyberleninka.ru/article/n/the-role-of-teaching-vocabulary-competence-in-english">https://cyberleninka.ru/article/n/the-role-of-teaching-vocabulary-competence-in-english</a>	Research article Google Scholar	According to the Decree of the President of the Republic of Uzbekistan "On measures to further improve the learning of foreign languages" on September 13, 2016 since 2016/2017 academic year learning of foreign languages, mainly English step by step in all territory of the Republic began with the first classes of comprehensive schools in the form of game lessons and lessons of informal conversation. That the questionnaire began to examine it, "Do game helps students learn vocabulary effectively and if so, how?"	Role-playing was introduced as a method for certain students to learn English vocabulary. In this instance, students were assigned specific characters and tasked with creating an English story on their own; during the initial phase, the teacher provided guidance and monitored the process. During this initial phase, the utilization of a metacognitive learning strategy, specifically supervising the use of strategies, is apparent.	It was also demonstrated that the students had to create their own story autonomously with the assigned characters. This part of the activity was carried out more independently. They revealed a fundamental learning strategy: the ability to choose and apply learning strategies in a specific context for a specific purpose. This involved thinking critically and making decisions independently to effectively manage the learning process. Despite the teacher's continuous guidance, the students managed to actively participate autonomously.
Using Rob-Play Technique for Vocabulary Acquisition A case of Third year EFL pupils at Al Imam Abi middle school in Touggourt	Lakhdar, K. M.	Thesis Google Scholar	The study investigates the usefulness of role-play in boosting pupils' vocabulary learning. The focus of pupils on developing vocabulary acquisition – among other skills – that prompted us to investigate the impact of role-play on Al Imam Abi Middle School third-year EFL pupils' vocabulary acquisition. A qualitative research conducted in Touggourt using interviews and questionnaire provided to third-year EFL pupils of Al Imam Abi and teachers from Ibn Rochd, Ibn Bakin, Al Imam Abi, and Al Bachir El Ibrahim Middle School. The collected data have been analyzed and interpreted. EFL teachers and pupils indicate that role play greatly facilitates language acquisition, comprehension, memorization, recall of words, and confidence development. It further facilitates cultural orientation, empathy, and increases motivation to learn.	This approach not only encouraged memorization but also the understanding and practical application of the words learned. Students' autonomous participation in creating their stories not only boosted their ability to remember vocabulary but also gave them the confidence to use these words in a real-world situation, reflecting meaningful and lasting learning. In short, this experience not only enriched their vocabulary but also cultivated essential metacognitive skills, such as independent decision-making and critical thinking, that are critical for long-term learning.	Role-playing was shown in this study as a metacognitive learning strategy. The selection and use of learning strategies in a specific context for a specific purpose were applied, as well as supervision in the use of these strategies. Role-playing approach as used for learning vocabulary in English, based on another type of audiovisual content.
Role-playing game as a computer-based test to assess the resolution of conflict in childhood.	Martinez-Gonzalez, M. B., Rohles-Haydar, C. A., Amar-Amar, J. J., Jabba-Molinares, D., Ariza, I. G. P., & Abelo-Llanos, R. (2019). Role-playing game as a computer-based test to assess the resolution of conflict in childhood. <i>Interacciona</i> , 44(6) 335-351. <a href="https://www.redalyc.org/journal/3339/339000801233940060068012.pdf">https://www.redalyc.org/journal/3339/339000801233940060068012.pdf</a>	Article Redalyc	This paper presents the results from developing an online role-playing game based on simulated situations for assessing the resolution of conflict in childhood. We compare the answers provided by two groups of children who answered the computer game test and the board game version with the presence of an interviewer. The results indicate that children who answered the computer-based test were more inclined to attack than those who answered the board game version. As a conclusion, we state that the decision children made in the different situations varied according to a greater or lesser expectation of social interaction when answering the question. In this way, the use of computer-based tests and simulated situations may help to study spontaneous responses that reflect everyday behavior.	The use of role-playing games was explored as a metacognitive strategy to improve English vocabulary in school students in their third grade. In this work, several lessons specifically designed to implement role-playing games were carried out to strengthen vocabulary knowledge. Although the results initially showed positive aspects, such as the adequate performance of the students during these sessions, a fundamental limitation in the learning process was identified.	Despite the students' active participation and correct use of vocabulary during the role-play sessions, a worrying pattern emerged. Learning was limited to very specific contexts, that is, to each session. This meant that, although students showed adequate vocabulary skills during a class, they tended to forget those words and adopt new ones in the next session. The phenomenon raised important questions about the retention and transfer of acquired knowledge to situations outside the role-playing context.
Importance of role-plays to improve speaking skills of the English language	Navarro Figueroa, M. G., & Pita Martínez, M. M. (2021). Importance of role-plays to improve speaking skills of the English language (Bachelor's thesis). Universidad de Guayaquil. Facultad de Filosofía, Letras y Ciencias de la Educación. <a href="http://repositorio.ug.edu.ec/handle/boteg/58797">http://repositorio.ug.edu.ec/handle/boteg/58797</a>	Research article Google Scholar	The vocabulary focused on real-life situations. The vocabulary was provided to the students to be used during their performances in the role plays. However, there were some unfavorable results: students tended to forget the dialogue during the role-play and keeping everyone's attention and participation was difficult. Furthermore, it was noted that a memorization approach as attempted, where students were expected to learn the vocabulary provided by simply repeating it once or twice during the role-play, but this method was not meaningfully effective.	The results were not completely satisfactory, this does not imply that the methodologies implemented were a total failure. In both cases, an attempt was made to use role-playing as a metacognitive learning strategy. However, it is important to remember that in a research monograph, such as the two works mentioned above, the results are not always completely effective. This is because both articles adhered to the traditional approach, which was to provide new vocabulary and use it in a performance, and so on in each implementation session.	A crucial aspect that was overlooked was the lack of an ongoing process, structured as assessment or completely autonomous work on the part of the students. This lack of follow-up resulted in many students only learning during class and then forgetting what they learned by not reviewing it after the session. Consequently, although metacognitive strategies were attempted, the lack of a deeper and more continuous approach to encourage reflection and autonomous application of vocabulary led to insufficient retention of acquired knowledge.
How Do EFL Learners Interact and Learn English Communication Skills during a Role-Play Strategy?	Alghumayri, R. (2022). How Do EFL Learners Interact and Learn English Communication Skills during a Role-Play Strategy? <i>World Journal of English Language</i> , 12(1), 313-323. <a href="https://files.asiaonlinejournal.com/2022/1/313.html">https://files.asiaonlinejournal.com/2022/1/313.html</a>	Research article Google Scholar	The purpose of this study was to investigate the comparative effectiveness of a role-play strategy vs. traditional learning methods in the achievement of English as a foreign language (EFL) learners to gain proficiency in communication skills. This paper reports results of an investigation on the effects of a role-play strategy in enhancing EFL students' English communication skills when learning English as a foreign language. The current study took 2 months and used the English Achievement test and an observation timetable of communication skills with a sample of elementary school students in Saudi Arabia. The sample included 43 male pupils aged 10-13 years, at level five in an elementary government school in Al-Baha City. The results of the study show the existence of significant statistical differences between the pre- and post-test average scores of the EFL students who used role play for learning English skills, as well as those who did not use role play, hence learning English via traditional methods. The results favor the participants who used role play for learning the English language.	Unlike a conventional research approach, this author does not delve into a detailed monograph involving a specific population and the implementation of role-plays. Instead, the author presents an overview, highlighting certain positive and negative aspects of using role-plays in the classroom to acquire vocabulary, one of the most effective games in role-playing, especially when used as a metacognitive learning strategy. However, sometimes this is not enough as a specific approach is needed for its implementation, such as the CALLA approach. The author indicates that if not handled properly, this technique can affect the development of attention and, in some cases, thinking.	Playful activities, including role-playing games, could have negative consequences, affecting crucial aspects such as overall concentration and memory in the learning process, regardless of how this game is used. This perspective, however, is in stark contrast to the research conducted by Zakaria et al. (2019). In his study, Garma implemented role-playing as a metacognitive learning strategy, applying the CALLA approach to a large group of students with the specific objective of improving their dictionary vocabulary and grammar in English.

<p>Exploring perceptions of role-play activities in English as a second language (ESL) classrooms.</p>	<p>Zekari, N., Rohmat, N. H., Arjini, N., Isman, N. H., &amp; Kuslin, N. (2019). Exploring perceptions of role-play activities in English as a second language (ESL) classrooms. <i>International Journal of Engineering and Advanced Technology</i>, 8, 868-872. <a href="https://www.researchgate.net/profile/Rohmat-2/publication/336942141">https://www.researchgate.net/profile/Rohmat-2/publication/336942141</a></p>	<p>Research article Diakrit</p>	<p>Role play has long entered the ESL classroom. Many students (and teachers) enjoy the activities that encourage interaction in the class. Role play activities demand that just enhance social interaction among students; they can be the base for reinforcing grammar skills (Schubert &amp; Scholtz, 2011) [2] and present in a context that the students are comfortable with. This study looks into the role of role play in the ESL classroom. Students' reaction towards the use of role play is explored into the class in terms of behavioural, social construction and pedagogical. Quantitative data will be analysed and the results of this study will reveal interesting implications on the use of role play in the ESL classroom.</p>	<p>A diagnostic test, the results of which indicated that the students had not shown significant improvements in the lexical register in English, including good command of new vocabulary. As a result, the author decided to incorporate role-playing into his methodology. Although the role-plays were not explicitly mentioned, introducing dialogues to cognitive strategies, the selection and use of specific learning strategies in a particular context, clearly defining which strategies to employ and how to apply them.</p>	<p>Role-playing games can be effectively integrated as part of the CALLA approach, showing themselves as a complement capable of contributing significantly to vocabulary expansion and child development in English. This statement highlights the versatility of role-playing games, not only as tools to foster creativity and active participation but also as viable metacognitive strategies to enhance language acquisition processes, especially in the linguistic domain.</p>
<p>La dramatización para el aprendizaje de la destreza oral en el idioma inglés</p>	<p>Rodríguez, M. A. C., Morales, M. R., Serrano, J. S. S., &amp; Yaguajay, E. M. C. (2020). La dramatización como estrategia de aprendizaje de la destreza oral en el idioma inglés. <i>Revista Cubana de Investigaciones Psicológicas</i>, 5(1), 830-832. <a href="https://doi.org/10.2520/247491722">https://doi.org/10.2520/247491722</a></p>	<p>Research article Diakrit</p>	<p>The research objective which was based on determining the relationship of dramatization as a didactic resource for the improvement of oral skills of the English language in students of the Politécnico Superior Chibchas (ESP OCH). It was carried out from the quantitative approach, corresponding to a descriptive type in Pearson's correlation, with a non-experimental cross-sectional design. The correlation is positive and moderately significant at the 0.05 level, which implies that there is a relationship between the dramatization variable (DFM) and oral dexterity (OD), in addition to accepting the affirmative hypothesis and rejecting the null. Dramatization has a positive influence on the learning of English, specifically on oral skills, since it involves the various channels of learning styles such as visual, auditory, and kinesthetic, promoting cooperative and collaborative work.</p>	<p>The importance of incorporating role play as a metacognitive learning strategy. The author emphasized the role-playing within the educational process, seeks to have students act out behaviors or expressions related to what they are learning in oral situations or human interaction. The advantages and disadvantages of role-playing as a metacognitive learning strategy in the study.</p>	<p>Advantages of role-playing as a metacognitive learning strategy where it facilitates solid and long-term learning because participants retain the experience in a meaningful and prolonged way in memory. Not only is it a motivating experience, but it also contributes to functional knowledge to the brain's memory. Generates interest and motivation, it is highly interesting and motivating for students, it stimulates the dynamics of the classroom and making it more dynamic, unique, and fun. The on-stage passion and collaboration, students' passion, and optimism in students to learn English while fostering a sense of collaboration in the classroom. In addition, offers active participation, that allows students to participate directly in situations that will be discussed during the learning process, involving them actively in the education.</p>
<p>La dramatización como herramienta didáctica para la mejora de la calidad de aprendizaje en la expresión oral del idioma inglés</p>	<p>Chahuik, B. P. S., &amp; Jiménez, D. C. S. (2020). La dramatización como herramienta didáctica para la mejora de la calidad de aprendizaje en la expresión oral del idioma inglés. <i>Revista Cubana de Investigaciones Psicológicas</i>, 5(1), 830-832. <a href="https://doi.org/10.2520/247491722">https://doi.org/10.2520/247491722</a></p>	<p>Research article Diakrit</p>	<p>The purpose of this research was to apply dramatization as a didactic tool for the improvement of the quality of oral expression of the English language in 5-year-old children of the Private Educational Institution Cometas De La Casa-Pueblita Lina, Lina-2018. The type of research was applied, the methodology in the research was the scientific method. The design was quasi-experimental with two equivalent groups. The sample consisted of 25 English children aged 5 years; the data collection technique was the application of the dramatization for both groups a pre-test and post-test with its instrument the checklist, Fichas de Observación de Sesiones de Aprendizaje (Observation Form of Learning Sessions), with validity and reliability. A series of didactic units were carried out using dramatization for both groups. The hypothesis was tested using the Student's T statistic for independent samples, by means of the SPSS version 25 program. The conclusions reached were that the application of dramatization helps children to acquire oral skills and to achieve an adequate oral expression in the English language.</p>	<p>In this research the authors emphasized the criteria used to develop speaking skills in students. The study originated from the difficulties students faced in learning English, such as fear of making grammatical errors, lack of self-confidence, and limited vocabulary knowledge. These obstacles generated a lack of motivation to practice speaking in the language.</p>	<p>The fundamental objective of this research included examining how the role-play technique could improve students' speaking skills and capturing the students' own opinions about the use of this technique in their learning. In this context, role-play was employed as a metacognitive learning strategy designed to raise students' English vocabulary level. In this approach, the CALLA method, a pedagogical approach that emphasizes the teaching of metacognitive strategies to improve language acquisition, was incorporated.</p>
<p>Promoción de la fluidez y precisión oral en inglés a través de role play.</p>	<p>Chahuik, B. P., Díaz, C. &amp; Díaz, J. (2019). Promoción de la fluidez y precisión oral en inglés a través de role play. <i>Cuadernos de Investigación Educativa</i>. <a href="https://doi.org/10.2520/247491722">https://doi.org/10.2520/247491722</a></p>	<p>Research article Diakrit</p>	<p>The purpose of this article is to identify research trends in role oral storytelling in the school environment, during the last five years, in different Spanish-speaking countries. Documentary studies with a qualitative approach were carried out. In this review, the development of research on oral storytelling in school over the last five years was described and summarized. The search categories were: oralization at school, oralization, oralization investigations. Several electronic databases were consulted. The instrument was a database. Results: it was found that in terms of the themes, the relationships were: relationship between oralization and the scientific didactics, application in educational environments; grammatical aspects; history and oralization; communicative skills and special didactics.</p>	<p>Oralization is a complex concept given that it can be related to: a) the expressive-communicative behavior of the human being that has its origin in the need for communication and expressed in conversation. The dynamics to approach the analysis of oralization must be understood as a whole, not from the individuality of the narrator, but from communicative situations in the process of social interaction. Oral storytelling is today one of the most effective teaching tools to improve students' communicative competence.</p>	<p>Teachers seek to improve teaching and learning proposals for students through oral storytelling. Although little is known about the research contributions that underpin this practice in educational institutions, it is worth mentioning that for at least 30 years, oral storytelling in Colombia has gone through a consolidation process. Over the course of this time, a group of authors, researchers and researchers have sought a direction that allows them to have a theoretical framework to contribute to the strengthening of oral storytelling, both in educational institutions and in society. Oral storytelling is a topic that has had a presence in the field of research over the last five years, particularly in countries such as Spain, Colombia, Mexico and Venezuela. However, it cannot be concluded that its development is sustained and continuous.</p>
<p>Teaching Speaking Skills in Communicative Classroom.</p>	<p>Hussain, S. (2018). Teaching Speaking Skills in Communicative Classroom. <i>International Journal of Modern Education and Mass Communication</i>, 3(3), 14-21. <a href="http://dx.doi.org/10.20431/2474-9479/303003">http://dx.doi.org/10.20431/2474-9479/303003</a> Decker, A. (2012). How to teach speaking skills? <i>Journal of Education and Practice</i>. <a href="https://www.scopus.com/authors/detail?authorID=48511130670001">https://www.scopus.com/authors/detail?authorID=48511130670001</a></p>	<p>Research article Diakrit</p>	<p>Oral communication consists of the expression of one or several continuous experiences or situations that took place over time within a context. The objective of the research presented in this article was to analyze oralization in preschool children with soft neurological signs in the presence or absence of language difficulties. 30 preschool children (26 girls and 4 boys) with an average age of 5 years, of low to medium socioeconomic level, from public schools in Soledad, Veracruz, México were chosen. Verbal intelligence was evaluated at the preschool and primary level, soft neurological signs, and storytelling.</p>	<p>In everyday life we maintain interaction with the members of a group through language through the narration of experiences of oral or fictitious stories, the expression of emotions, thoughts, concerns and interests. The analysis of children's language through narratives in basic education allows us to account for cognitive, social and linguistic development and the attention, selection, coding and interpretation strategies of the information that they put into practice. (Soft Neurological Signs (SNTS) allow us to determine in children's development the presence or absence of indicators of possible dysfunction in the nervous system or delay in brain maturation.</p>	<p>Children learn language by imitating the sounds they hear in interaction with people in their context. The mother or caregiver influences the language through the repetition of sounds and the association with objects in the environment. Around the age of 3, children begin to narrate, with simple linguistic structures, situations related to everyday events that happened a short time before. Upon entering school, the child's language changes, vocabulary expands and memory is improved. In the school context, children face the need to make descriptions, narrations and give opinions about events. They use conventional signs, gestures and various intonations that the teachers and children understand.</p>

<p>Oral communication in the ed classroom in higher education institutions</p>	<p>Icyra, K.</p>	<p>Icyra, K. (2018). Oral communication in the ed classroom in higher education institutions. <a href="http://repositorio.upn.edu.co/bitstream/handle/123456789/2012/Kobolpian%20Icyra.pdf?sequence=1&amp;isAllowed=y">http://repositorio.upn.edu.co/bitstream/handle/123456789/2012/Kobolpian%20Icyra.pdf?sequence=1&amp;isAllowed=y</a></p>	<p>Research article Dialnet</p>	<p>The purpose of this article is to identify research trends related to oral storytelling in the school environment, during the last five years, in different Spanish speaking countries. Documentary studies with a qualitative approach were carried out. In this review, the development of research on oral storytelling in school over the last five years was described and analyzed. It was developed in two phases: hermitics and hermeneutics. The search categories were oral narration at school, oral narration oral narration investigation. Several electronic databases were consulted. The instrument was a database. Results it was found that in terms of the themes the main trends were relationship between oral narration and the story (didactic strategy, culture, identity, social interaction and the scenic)</p>	<p>Oral narration is a complex concept greater it can be related to: a) the expressive-communicative behavior of the human being that has its origin in the need for communication and expressed in communication. The dynamics to approach the analysis of oral narration can't be understood as a totality, not from the individuality of the narrator, but from communicative situations in the process of social interaction. Oral storytelling is today one of the most effective teaching tools to improve students' communicative competence.</p>	<p>Teachers seek to improve teaching and learning proposals for students through oral storytelling, although little is known about the research contributions that underpin their practice in educational institutions. It is worth mentioning that for at least 30 years, oral storytelling in Colombia has gone through a consolidation process. Over the course of this time, a group of authors, researchers and academics have sought a direction that allows them to have a theoretical framework to contribute to the strengthening of oral storytelling, both in educational institutions and in society. Oral storytelling is a topic that has had a presence in the field of research over the last five years, particularly in countries such as Spain, Colombia, Mexico and Venezuela. However, it cannot be concluded that its development is sustained and continuous.</p>
<p>Effectiveness of role play in enhancing the speaking skills of the learners in a large classroom: An investigation of tertiary level students.</p>	<p>Islam, P., &amp; Islam, T.</p>	<p>Islam, P., &amp; Islam, T. (2019). Effectiveness of role play in enhancing the speaking skills of the learners in a large classroom: An investigation of tertiary level students. <i>Stanford Journal of English</i>. <a href="https://www.hogrefe.com/doi/10.1026/sje.14475">https://www.hogrefe.com/doi/10.1026/sje.14475</a></p>	<p>Research article SciELO</p>	<p>The article presents and explains the nature of the pedagogical experience carried out at the University of Medical Sciences of Santiago de Cuba, referring to the creation of a Chair of Orality with a gender focus, which aims to contribute to the management and development of practices and social processes of an educational and communicational nature, also to the training processes that derive from it, as well as developing a critical reflection on the role of women in the narrative experience of daily life and in the rescue of the word in different educational contexts and sociocultural. The transversality of the gender approach appears as a methodological strategy that, from a systemic approach, enriches the entire educational process that enables the development of basic thinking and communication skills based on oral narration.</p>	<p>The actions of speaking and listening, the communication itself, acquire a particularly significant relevance since they tell us about a feeling, a dialogue and a very specific listening linked to human vulnerability, which is expressed in the illness and ailments that they call for the development of an inclusive language. The oral narration had a very particular disposition given the gender focus, since it was directed at the study and construction of stories of female doctors from ancient times, with a very marked interest at that time, so that the students in a comparative process analyzed the ancestral origins of female discrimination.</p>	<p>In the determination of these four areas of development, which make up the different areas towards oral narration from the profession, the methodological approach of the chair and in unity, the principle of its structuring are made explicit, at the same time that the notions expressed, systemic of the training processes and the transversality of the gender approach. The achievement of these objectives has taken a theoretical-methodological path where, in addition to addressing the conceptual aspects around the proposed objectives, a shared reflection has been carried out as a construction and sociocultural experience.</p>
<p>Desarrollo de la expresión oral en inglés a través del juego de roles en estudiantes en situación de riesgo</p>	<p>Macías, C.</p>	<p>Macías, C. (2018). Desarrollo de la expresión oral en inglés a través del juego de roles en estudiantes en situación de riesgo [Tesis doctoral]. Repositorio Institucional de la Universidad de La Sabana. <a href="https://repositorioiced.educaciobogota.edu.co/bitstream/handle/10128294/40760/Macias%20Tesis%20Tesis%29.pdf?sequence=1&amp;isAllowed=y">https://repositorioiced.educaciobogota.edu.co/bitstream/handle/10128294/40760/Macias%20Tesis%20Tesis%29.pdf?sequence=1&amp;isAllowed=y</a></p>	<p>Thesis Google Scholar</p>	<p>This article presents results of the research "Discourses and evaluative practices in the mother tongue classroom: a case study", which deals with formative and authentic evaluation aimed at promoting knowledge of the teaching and learning processes of orality in the classroom. It aims to promote processes of discursive understanding and cooperative work, and to qualify oralization in basic education students through stories. The methodological design corresponds to the case study and its object is the discourses and evaluation practices of four Spanish language teachers. Instruments such as documentary analysis, audio and video recording, non-participant class observation and written records, among others, were used.</p>	<p>The oral activities proposed by teachers are few and are generally not guided by explicit criteria for evaluation. In the observed population the predominant forms of oral assessment are the formal aspects of the language, oriented to linguistic, kinesthetic and prosodic aspects that, although important for the search and configuration of meaning. Oral teaching should be a process of reflection on the linguistic and communicative uses that the student uses in various contexts with different degrees of formalization.</p>	<p>The evaluation of orality has been a topic, to a large extent, forgotten in classroom, separated from the teaching process. It is important to guide actions aimed at promoting the evaluation of oral discursive processes as a possibility of intervening in them through the qualification of cognitive processes and discursive production procedures. Also reflect on the value of the intervention project. The objectives are agreed upon, concrete and shared with the students and incorporate both modalities of language when oral is prioritized. The activities are proposed from a perspective of use in real communicative situations.</p>
<p>Role play: Innovative teaching strategies in nursing and related health professions</p>	<p>Loverstein, A. J., &amp; Harris, M.</p>	<p>Loverstein, A. J., &amp; Harris, M. (2020). Role play: Innovative teaching strategies in nursing and related health professions (pp. 173-181). <i>Healthcare</i>. <a href="https://books.google.es/books?id=es8de-Bi4eE_PDA&amp;AQB-A&amp;oi=fnd&amp;pg=PA211&amp;dq=role+play+definition&amp;ots=9ZM9QprYU&amp;sig=GLW6eEX7YIFORDJwLwinYag2M4c">https://books.google.es/books?id=es8de-Bi4eE_PDA&amp;AQB-A&amp;oi=fnd&amp;pg=PA211&amp;dq=role+play+definition&amp;ots=9ZM9QprYU&amp;sig=GLW6eEX7YIFORDJwLwinYag2M4c</a></p>	<p>Research article Redalyc</p>	<p>An approach is made to oral expression as a communicative skill that generally implies development from pragmatic and educational perspectives. Currently this expression is considered a skill that we can all master in the areas of daily life and for this reason, not enough educational attention has been devoted to it. There is also a reflection on the importance and need to address it didactically. This article provides some experiences and reflections that help to better understand oral expression skills.</p>	<p>Being good communicators in oral expression from the perspective of senders or receivers, consists of having developed a competence that involves mastery of the communicative skills of integrated oral language. We coincide with oral discursive exchange. This is why day-to-day experiences and common sense tell us that this form of expression is more than speaking and listening, although these are the terms that we conventionally and familiarly understand by communicating through oral expression.</p>	<p>Oral expression is worked on very little in the educational field because it is not important enough to be improved through pedagogical processes. Currently, the need to improve it is becoming known thanks to the fact that it is the form of communication that all human beings use and because of its great profitability in all areas, whether personal, private or public. The communicative approach, pragmatics and technological means are contributing in a very significant way to the educational development of oral expression; therefore, it is necessary to strengthen it from different perspectives such as cognitive, formal and phonetic for the care of the voice. This requires constant educational and pragmatic work.</p>
<p>Effectiveness of role play in improving speaking skill</p>	<p>Wenguan, B.</p>	<p>Wenguan, B. (2019). Effectiveness of role play in improving speaking skill. <i>Journal of MELTA</i>. <i>Gaoheli</i>. <a href="https://www.zingid.com/doi/10.1007/s12454">https://www.zingid.com/doi/10.1007/s12454</a></p>	<p>Research article Google Scholar</p>	<p>The current social environment has undergone great changes, including the technological and communication advances that make up the information society. Regarding education strategies have been sought to reduce literacy and form an efficient citizen in this context. Studying language in this scenario implies recognizing the adaptation of these changes and the role it has in social practices. People currently find themselves between the power and weakness of language, and they become defenseless when they do not develop their discursive competence, leaving them exposed to extortion, since their verbal word is worthless in official markets (school, political, administrative, etc.).</p>	<p>Linguistic practices are understood as immersed in a set of relations of force and symbolic domination that Bourdieu represents as a field of interaction with its own laws that determine the acceptability or rejection of the discourses that are produced there. He focuses his gaze on the role of language as an instrument of creation, construction of knowledge and interaction. Language defines its role as a mediator in the representation that subjects make of their environment, in the interrelationships with others and in the structuring of assessing operation, decision in the processes and activities of the construction of knowledge.</p>	<p>It talks about how the changes that the world has had today allow us to adapt in the social sphere. For this reason it is required that when studying language we be able to adapt to all these changes and, likewise, we be able to have effective communication through interaction and any of the social practices.</p>

Role play y expresión oral del inglés de los estudiantes del primer ciclo de educación de una universidad	Rivera, C.	Rivera, C. (2022). Role play y expresión oral del inglés de los estudiantes del primer ciclo de educación de una universidad pública, 2021. <a href="https://repositorio.ucev.edu.pe/bitstream/handle/20.500.12692/82727/Rivera_RCN-SD.pdf?sequence=1&amp;isAllowed=y">https://repositorio.ucev.edu.pe/bitstream/handle/20.500.12692/82727/Rivera_RCN-SD.pdf?sequence=1&amp;isAllowed=y</a>	Thesis Dialnet	In recent years, there has been a growing interest in oral in the school environment. It can be said that this is thanks to the fact that the school can renew itself and question its importance in sociocultural changes, and the knowledge and values it really has. Research focuses on the conditions required for the teacher's support interventions to really help clarify their discursive development, deteriorating the correctness and simplicity of the statements.	Oral expression favors personal development and the construction of social identity Oral interaction constitutes a form of teaching that brings into play the objectification of verbal exchanges and the understanding and adaptation of discourses	Oral interaction implies a form of teaching that brings into play the intention of verbal exchanges and the understanding and adaptation of discourses. Then, oral language teaching is proposed focused on the interaction inherent to the social activity of speakers in their particular contexts. The oral use of the language occurs in contexts where social life occurs, such as personal, public, professional and educational. The need to strengthen the sociocultural approach to linguistic use and the training of students with expressive and comprehensive mastery is also highlighted
Using a genre-based approach to promote oral communication with role-playing in the Colombian English classroom	Herazo, J.	Herazo, J. (2012). Using a genre-based approach to promote oral communication with role-playing in the Colombian English classroom. Colombian Applied Linguistics Journal. <a href="http://www.scielo.org.co/scielo.php?script=sci_arttext&amp;pid=S0123-4641201200020000">http://www.scielo.org.co/scielo.php?script=sci_arttext&amp;pid=S0123-4641201200020000</a>	Research Dialnet	It seeks to promote in children the improvement of one of the fundamental needs such as language through a pedagogical program that consists of the Storytelling Technique to improve and strengthen oral expression in children. It is proposed that they develop a more structured vocabulary, clearer and more coherent pronunciation, understand messages, be able to express ideas more fluently, actively participate in dialogues with children of their age and with adults and relate experiences; They also have to judge the attitudes of the characters in a text and distinguish their real or fictional events, through Storytelling.	It has been observed that boys and girls have difficulties when expressing themselves orally, because they do not pronounce words correctly, they have little fluency in their language, their vocabulary is very limited, they are ashamed and/or they are inhibited when speaking. Oral expression accelerates the comprehensive development of the child, facilitating its acquisition in the different fields of learning. That is why it must occupy the center of interest of all teaching directive action, providing frequent and successive opportunities for the child to exercise their oral expression.	Boys and girls normally have difficulties when expressing themselves orally, this is because they do not pronounce words correctly, they are not fluent in their language, their vocabulary is very limited, they feel ashamed or do not want to speak, they have difficulty expressing work they do, they omit consonants when pronouncing, they express some ideas without logical coherence, they repeat their answers, they stutter, etc. So how can you improve orality in children? Oral expression contributes to the development of the child, facilitating its acquisition in the different fields of learning. That is why the teacher must be the center of interest, providing frequent and successive opportunities for the child to exercise his or her oral expression.

## 3.2 Analysis and description

### 3.2.1 Metacognitive Learning Strategies

In the present analysis, the nature and methodology of various papers exploring the use of role-playing as a metacognitive learning strategy, specifically in the context of CALLA (Cognitive Academic Language Learning Approach), for English vocabulary acquisition will be comprehensively addressed. Each paper will be carefully examined to unravel its approaches, objectives, and outcomes related to this educational strategy. In addition, the diversity of methodologies employed by the authors will be highlighted, underlining the particularities of each approach. The detailed comparison of these documents will allow the identification of patterns, convergences and divergences in the strategies adopted, as well as in the results obtained. At the conclusion of this comparative analysis, the aim is to offer a comprehensive perspective on the effectiveness and variations in the implementation of role-playing as a metacognitive tool in the English vocabulary learning process, thus contributing to the advancement of knowledge in this educational field.

Metacognitive learning strategies are among the most important components of self-regulated and autonomous learning. Hayat and Shateri (2019) define them as a method that

enables learners to plan, monitor, and regulate their knowledge. Several experts believe that metacognitive learning strategies are fundamental to successful learning in any environment and with any subject matter. These strategies help students to keep track of their process, as well as the teacher, they also help to solve problems, to have better learning strategies and, likewise, this is of high quality to improve their academic performance.

On the other hand, Mitsea and Drigas (2019) define different types of metacognitive learning strategies. They made a comparison of these strategies with students' performance in terms of their vocabulary comprehension in English as a foreign language. According to this aspect, metacognitive learning strategies have five main components which are as follows:

- Preparing and planning for learning: setting and achieving goals.
- Selecting and using learning strategies in a given context for a specific purpose: Thinking and making one's own decisions that help to monitor the learning process.
- Monitoring the use of strategies: Directing learning progress, reviewing the strategies being employed, and ensuring correct strategy application.
- Orchestrate various strategies: Coordinate, organize, and relate different strategies.
- Evaluate strategy use and learning: Ask self-questioning, reflection, and different discussions after strategy practice.

Taking another article, it was found that Salazar and Caceres (2022) define metacognitive learning strategies as the set of actions aimed at knowing one's mental processes, i.e., it is based on knowing how to use them and how to readapt or change them when required by the proposed goals. The purpose of these strategies is to plan, monitor, and evaluate the application of cognitive strategies.

Salazar and Caceres (2022) then propose three criteria that can guide the application of

metacognitive learning strategies.

**Blind training:** It is so-called because students do not perceive the importance of what they are asked to do or the reason for doing it. They are asked to do a task in a certain way and no explanation is given as to why they should do it that way. Students do it, but they do not visualize whether that way of working is better than others. Consequently, it takes work for them to apply it when they have the option of deciding how to do the work. Thus, teaching the strategies does not lead to their constant use. So sometimes it seems that blind training is not enough to help students who have more difficulties to be autonomous in learning.

**Informed or reasoned training:** Occurs when students are asked to learn or work in a particular way and are told why they should do so, highlighting its importance and usefulness. The practice of task-specific strategies is accompanied by explicit information about their effectiveness, based on the argument that people abandon strategies when they are not taught how to use them, because they do not know enough about their cognitive functioning to appreciate their usefulness for performance, nor do they realize that they can be useful in different situations. If students do not possess information about situations, materials, and purposes, that is, about the conditions under which it is most appropriate to apply them, they are likely to make inappropriate use of them. This means that greater awareness of these aspects of the strategies can contribute both to their permanence and their flexible, non-routine application.

**Metacognitive or control training:** In metacognitive instruction, progress is made concerning reasoned instruction, in the sense that the teacher, in addition to explaining to the students the usefulness of using a specific strategy, induces them to check it themselves, that is, he indirectly leads them to become aware of its effectiveness.

It is in this way that Salazar and Caceres (2022) define that the insertion modality of

metacognitive learning strategies implies teaching students to plan, supervise, and evaluate their execution, which favors the spontaneous and autonomous use of strategies and facilitates their generalization to new problems. It also allows its linkage in this way, of metacognition to the notion of transfer. This means that if we aspire that students learn to learn, the didactic method must be metacognitive.

Based on the above, the three references agree that metacognitive learning strategies allow a meaningful, constant, and regulated learning process. With them, different activities can be carried out within the classroom, as mentioned by Hayat and Shateri (2019), these strategies are successful when it comes to teaching something specific in class. In the same way, Salazar and Caceres (2022) mention that these strategies can be used for the acquisition of new vocabulary in English, this is a clear example that shows that these strategies must be implemented so that students really learn and not just for a moment.

### **3.2 Role-playing as a metacognitive learning strategy**

Taking into account the above, it can be evidenced that role-playing can be used as a metacognitive learning strategy since this game can be perfectly adapted to all the parts of which these strategies are made. That is to say, a situation of a given context can be proposed to be represented, consecutive supervision can be made regarding the application of this, a comparison of the process with others that have been done can also be made and, finally, an evaluation of the use of this strategy can easily be made to reflect on the results.

Role-playing, when used as a metacognitive learning strategy, can be a powerful educational tool to help students develop cognitive, emotional, and social skills. Jimenez et. al (2021) highlights that metacognition refers to students' ability to understand, control, and regulate their learning process. By incorporating role-playing in the classroom, students can reflect on

their thoughts and emotions, improve their empathy and understanding of others, and develop problem-solving and informed decision-making skills.

Author, . Jimenez et. al (2021) mentions that when role-play is used as a metacognitive learning strategy the following aspects are used:

1. Self-assessment: by participating in a role-play, students can evaluate their performance and reflect on the decisions they made during the game. This self-assessment helps them understand their skills, strengths, and areas for improvement.
2. Reflection on Thinking: Role-plays allow students to explore different perspectives and points of view. After the game, students can reflect on how their own beliefs and thoughts compare to the characters they played. This reflection fosters metacognitive awareness about their thought processes.
3. Empathy Development: By assuming the role of another character, students practice empathy by considering the experiences and emotions of the character they are playing. This skill is fundamental to the development of emotional intelligence and interpersonal understanding.
4. Problem Solving: Role-playing games often present complex situations that require creative solutions. By facing challenges within the game, students practice problem-solving and decision-making skills, allowing them to reflect on the strategies they used.
5. Effective Communication: Role-playing involves social interactions and constant communication among participants. By evaluating their interactions and communication during the game, students can improve their interpersonal communication skills by better understanding how they express themselves and how they interpret verbal and nonverbal cues.
6. Emotional Self-Control: Role-playing can evoke intense emotions in students, especially if they role-play emotionally charged situations. By reflecting on how they handled these emotions



during the game, students can develop emotional self-control and emotional regulation skills.

In summary, role-playing as a metacognitive learning strategy allows students to explore and understand their own mental and emotional processes as they immerse themselves in imaginary roles and situations. This practice not only improves students' cognitive and emotional skills, but also prepares them to face real-world challenges with empathy, self-awareness, and enhanced problem-solving skills.

In this case, the definition given by Jimenez et. al (2021) will be taken into account, since it is the most complete and fits perfectly to analyze the cases found. It is important to mention that we will analyze cases where role-playing has been implemented as a metacognitive learning strategy based on the CALLA model. It will be evidenced how the mentioned role-play is present to describe it together with each aspect previously exposed.

### **3.3 The Cognitive Academic Language Learning Approach (CALLA)**

On the other hand, we take the concept given by Yufrizal (2019), where he mentions that the CALLA model is an educational approach that focuses on the development of language and cognitive skills in students learning English as a second language. It was developed by Anna Uhl Chamot and J. Michael O'Malley in the 1990s, the CALLA model is based on the premise that students can succeed academically by integrating English language learning with curricular content. Additionally, Yufrizal (2019) says that in the CALLA model, the importance of teaching specific cognitive and linguistic strategies to help students understand and learn academic content is emphasized. These strategies include skills for organizing information, making connections between concepts, inferring meaning, and monitoring comprehension. In addition, the CALLA model also focuses on developing language skills, such as expanding academic vocabulary, improving grammar, and practicing writing and speaking skills.

On the other hand, a noteworthy feature of the CALLA model is its focus on explicit and systematic instruction in cognitive and linguistic strategies. Thus, Amine (2022) states that teachers who implement the CALLA model provide students with specific guidance on how to approach academic tasks and how to use language effectively to understand and communicate complex ideas. In addition, the CALLA model encourages students' active participation in their learning process, helping them develop self-regulation and metacognition skills. The CALLA model also recognizes the importance of students' culture and prior experience in the learning process. Teachers who follow this approach are encouraged to incorporate students' cultural experiences and knowledge into the classroom, creating an inclusive and respectful environment that values diversity.

In summary, the CALLA model is a comprehensive educational approach that combines language and cognitive skill development to help English language learners succeed academically. By providing explicit, strategic, and culturally relevant instruction, the CALLA model provides a solid framework for effective language and content learning in multicultural and multilingual educational contexts.

The Cognitive Academic Approach to Language Learning (CALLA) is a model to improve the academic performance of students learning a second language. As defined by Gu (2018) this model works to accelerate the academic achievement of English language learners. The CALLA model is based on the idea that students learn best when they are taught how to learn, that is when they are provided with specific strategies for coping with cognitive and linguistic tasks. By incorporating learning strategies into the curriculum, educators can help students develop skills that are transferable to diverse areas of knowledge. The basic principles of this model are when students use a second language to learn, their school performance can

improve thanks to an educational approach that combines content, linguistic skills, and learning techniques. Also, during the implementation of the CALLA model, teachers are recommended to follow five steps: Integration of Language and Content, Cognitive and Linguistic Strategies Development, Explicit Teaching of Strategies, Knowledge Construction, and Promoting Self-Efficacy.

1. **Integration of Language and Content:** One of the key features of the CALLA model is the integration of language learning and curricular content. Rather than teaching these areas separately, the model encourages language teaching through content, allowing English language learners to acquire language skills while immersed in meaningful academic subjects.
2. **Cognitive and Linguistic Strategies Development:** Students are instructed on how to use cognitive strategies (making connections between concepts, and organizing information) and linguistic strategies (such as expanding vocabulary and improving reading and writing skills) to improve their comprehension and communication.
3. **Explicit Teaching of Strategies:** Teachers explicitly teach students how to use strategies to address specific academic tasks. This involves modeling the process, guiding students through hands-on exercises, and providing constructive feedback.
4. **Knowledge Construction:** The CALLA model focuses on the active construction of knowledge. Students not only memorize information but also learn to understand, analyze, and apply knowledge in different contexts.
5. **Promoting Self-Efficacy:** The CALLA model promotes self-efficacy by helping students develop positive beliefs about their abilities to learn. By acquiring effective skills and strategies, students gain confidence in their ability to meet academic challenges.

In this case, after evidencing the above concepts, Gu's (2018) definition will be taken as a

reference to describe and investigate cases in which the implementation of role-playing as a metacognitive learning strategy to learn vocabulary through the CALLA model has been done. That is, we will look for cases where there has been the intention to implement CALLA as described by the author chosen to conduct this review.

### **3.4 Bibliographic references**

It is important to remember that this compilation monograph aims to provide an overview of the application of role-playing as a metacognitive learning strategy implemented through CALLA for English vocabulary acquisition. It will begin with a literature review of papers in which role-playing has been used as a metacognitive learning strategy based on the CALLA method for English vocabulary acquisition. From these papers, it will be shown what was done in each one, how role-playing was carried out, and how the CALLA method was used. Likewise, a comparison will be made on the similar aspects found in each article mentioning their similarity, or on the contrary, the aspects that make these articles different will also be taken into account and will be exposed to evidence the implementation of each of the role-playing as a metacognitive learning strategy through the CALLA method.

Giving start to the above, it can be seen reflected in the different role-playing exercises that have been implemented over time, which have been carried out with different methodologies where in some of them metacognitive learning strategies are present. This is evidenced, in the first place, in the first activity that Mora and Camacho (2019) carried out where they implemented role-playing as an appropriate strategy for some students to learn vocabulary in English. In this case, characters were imposed for students to create a story in English on their own; in the first phase, they were accompanied by the teacher to monitor the process. In this first phase, the use of one of the metacognitive learning strategies can be evidenced, which is supervising the use of

strategies, since let us remember that Mogrovejo et. al (2019) mention that this consists of directing the learning progress (which is executed with the teacher's accompaniment), also in reviewing the strategies that are being used and ensuring the correct application of them.

In addition, in the implemented role play, there was also evidence that students had to create their story with the assigned characters; this part was done more autonomously. Thanks to this, a fundamental learning strategy was demonstrated, which was to select and use learning strategies in a given context with a specific purpose, which is to think and make own decisions that help control the learning process. The students were able to achieve autonomous participation even though the teacher was in continuous accompaniment in their process. In this case, the teacher was based on the CALLA method where he could achieve his proposed goal, which was to provide information (vocabulary) explicitly so that his students would not only memorize words in English but they could also be used in a context outside the classroom.

On seeing another research similar to that done by Mora and Camacho (2019), there is one where role-playing was also thought to acquire English vocabulary, but this was based on television programs and the carried research by Mogrovejo et. al (2019) first the television programs that students liked were defined, then based on the results were defined which of them were to be represented in the role play, and finally, the students did the exercise. In this regard, Mora and Camacho (2019) showed that role-playing was used as a metacognitive learning strategy. It used the selection and use of learning strategies in a specific context with a specific purpose' and supervision in the use of these strategies. This is because a theme was planned and an orderly process of realization was carried out to perform the role play. But in this research by Mogrovejo et. al (2019) something different was evident, that was using the strategy of evaluating the use of strategies and learning because at the end of the TV-based role play to

acquire vocabulary students were allowed to reflect on whether the exercise was effective if they learned English vocabulary and if they found it functional to repeat it on other occasions.

In this work carried out by Mogrovejo et. al (2019), it was possible to see how the CALLA method was present. The objective was achieved, which was for the students to learn vocabulary and it was not taught traditionally, but rather through the representation of their favorite television programs. The CALLA steps present in this process described above were the integration of language and content, the explicit teaching of strategies, the construction of knowledge, and the promotion of self-efficiency. These steps are not exactly mentioned by the author in his research but are evidenced thanks to the process described in the methodology and in the results given that yielded positive results. The students learned English vocabulary thanks to the representation of their favorite television programs, without having to memorize exactly each word.

Making a comparison of previous research, where the first was carried out by Mora and Camacho (2019) called *Classcraft: inglés y juego de roles en el aula de educación primaria* and the other carried out by Mogrovejo et. al (2019) called *Juego y simulación de programas concurso de televisión como técnica didáctica para mejorar el aprendizaje del vocabulario inglés en estudiantes de habla hispana*, it was possible to demonstrate that role-playing was effectively used as a metacognitive learning strategy and some of its aspects were present in these implementation processes to acquire vocabulary in English. However, it is necessary to know them in more depth to exercise them properly. The authors of these works also based their implementation on the CALLA method, the results were effective in the majority of the students having completed each of the activities carried out.

On the other hand, an article by Nasihah (2019) was found where he uses role-playing

games as a metacognitive learning strategy to improve English vocabulary in third-semester students at a university. Here several sessions were simply held to apply the role play and meet the objective. The results showed positive things such as the correct performance of the game by the students, but it was evident that it was only during each session. That is, during one class the students showed adequate use of the vocabulary, but then in the next class they forgot it and used a new one. It is mentioned that a vocabulary was provided to the students hoping that they would learn it easily through oral practice. This was achieved during the role-play, but not afterward, because only a momentary memorization exercise was done, without becoming aware of the importance of this activity.

Later, a very similar article created by Arpentii (2022) was found where the population was also students. In this case, as in the article written by Nasihah (2019), a role-play was also carried out to teach vocabulary. Arpentii (2022) provided vocabulary about a restaurant, taking a taxi, and going to the doctor. The vocabulary was simply provided to the students to use in their role-play performances, but there were some negative results, which were that the students often forgot the dialogue at the time of the role-play and it was difficult to keep everyone attentive and ready for activity. In the same way, it was evident that a rote exercise was also used, hoping that the students would learn the vocabulary words provided simply by repeating it once or twice in the role-play, but nothing significant was achieved.

Taking into account the above two articles, the first written by Nasihah (2019) called *The Use of Role-playing Technique to Improve English Oral Communication* and the second by Arpentii (2022) titled *Using Tasks of Role Playing in the Development of Oral Production Skills* the absence of metacognitive learning strategies could be demonstrated. Not entirely good results were found, but this does not mean that the methodologies implemented were a disaster, in they

tried to implement the role-play as a metacognitive learning strategy, but we must remember that in a research monograph (as are the two aforementioned works) the results are not always effective. This is because both articles used the traditional method, which was to provide new vocabulary and use it in a performance, and so on in each implementation session. However, there was never a continuous process, a form of evaluation, or completely autonomous work, which caused several students to learn only during class and forget everything afterward because they did not review it.

Continuing with this compilation, an article entitled *Role-playing as a method of teaching a foreign language* written by Nazarov (2022). In this case, the author does not carry out a research monograph where he works with a specific population and implements role plays. What he does is show some positive and negative aspects of the work of a classroom role-play to acquire vocabulary. Taking into account the above, a comparison of those aspects mentioned in this article will be made to compare them with *Juego de roles para fortalecer la expresión oral en inglés en estudiantes de 2° de secundaria San Juan de Lurigancho, 202* written by Garma (2021), since this author does work with the population and implements role-playing as a metacognitive learning strategy to meet his objective, which is to strengthen oral expression through this exercise (which includes vocabulary).

Firstly, the importance of working on playful games in the classroom for teaching a foreign language is highlighted. Nazarov (2022) mentions that one of the most effective games is role-playing, especially if it is used as a metacognitive learning strategy. However, sometimes this is not enough, since a specific method must be proposed for its implementation such as the CALLA. The author mentions that if it is not done properly it can affect the development of attention and sometimes thinking. But Garma (2021), in his research, highlights that role-playing



games are effective in strengthening oral expression in English, which includes diction, vocabulary, and grammar. So, there are two different points of view. The first author mentions the negative aspects of role-playing games, but the second highlights the positive aspects, so we will see below what exactly each one says.

As mentioned above, Nazarov (2022) says that play activities (including role-playing) can affect attention and thinking, but he also mentions that it affects imagination and memory, which contradicts Garma (2021) who implemented role-playing games as a metacognitive learning strategy, trying to do it through CALLA with 85 students, where he wanted to strengthen their diction, vocabulary and grammar of English. A pre-test was carried out, which produced results that showed that the students did not improve their oral expression in English. Then, the author implemented a role-play where he did not mention them, but two metacognitive learning strategies were present, which were: selecting and using learning strategies in a given context with a specific purpose where what and how to do it was defined. was going to do thanks to the results of the pre-test. Then, it was used to supervise the use of strategies, since the author was aware of the step by step to meet his objective. The results of the research carried out by Garma (2021) showed positive results, where students improved their vocabulary thanks to the indirect memorization mentioned in the CALLA of new words and tested their imagination to participate in this activity.

With the above, a disagreement between Nazarov (2022) and Garma (2021) is once again evident. Clearly, they are authors who are on the same timeline, that is, their thinking is current and yet there is a great contradiction between them. Nazarov (2022) highlights that role-playing used like any strategy affects students' metacognitive processes if they constantly work in English. But Garma (2021) with his complete research shows that the use of role-playing games

strengthens vocabulary and other skills in English, giving rise to the possibility of using it as one of the metacognitive learning strategies, which are quite functional to carry out carry out processes like this. Leaving aside CALLA, which is also shown to be able to contribute effectively to these processes to acquire vocabulary through role-playing.

Additionally, in a research conducted by Uzer and Hidayad (2022) entitled *Improving the English Speaking Ability of Sixth Grade Thai Students Using the Role-play Technique*, the authors highlighted that speaking is one of the fundamental abilities that students should develop. This research was conducted because the students had difficulties in English due to several factors, for example, there is a fear of making grammatical errors, a lack of confidence, or poor vocabulary knowledge, which leads them to be unmotivated to practice their speaking. The objectives of the aforementioned study were to investigate how the role-play technique improves students' speaking skills and to find out students' opinions on the use of role-play techniques. So, in this research, role-play was used as a metacognitive learning strategy where one of the intentions was to improve students' English vocabulary, that is to say, the use of the CALLA method was involved, which will be shown below.

In that research, participants were selected for the study in order of age. They participated in different role-playing games using the strategy of selecting and using learning strategies in a given context for a specific purpose and assessing strategy use and learning. Then a work done by Sari (2020) called "The Effectiveness Of Role Play To Improve English Speaking Skills To The Tenth Grade Students' of MA Nida'ul Khairaat Pombewe" was found where the importance of implementing role play as a metacognitive learning strategy was also seen. The author emphasized that role-playing in the learning process aims to make students act out behaviors or expressions according to what is being learned in social situations or human relationships. Taking

that into account, in the work carried out by Sari (2020) a compilation of the advantages and disadvantages of role-playing as a metacognitive learning strategy was made, then they will be shown below and a comparison will be made with the results obtained from the research. made by Uzer and Hidayad (2022).

In the aforementioned research, Sari (2020) highlights some advantages of using role-playing as a metacognitive learning strategy like It can ensure that participants complete this exercise with a strong and lasting memory. In addition to being a satisfactory experience, it also provides functional knowledge to brain memory. It is very interesting and motivating for students since it makes the class more dynamic, different, and fun. Find the passion and motivation of optimism in students to learn English and foster a sense of collaboration. Also, students may have the opportunity directly to participate in something that will be discussed in the learning process.

Then, in the same way, Sari (2020) mentions the disadvantages of role-playing as a metacognitive learning strategy like role-playing requires a relatively long time to achieve its objectives since it generally uses new vocabulary (in English) that must be used in each exercise. Requires high creativity on the part of teachers and students and sometimes it is difficult for all teachers to have it. Many of the students participating in role plays feel shy when carrying out the exercise, so this makes it difficult for the results to be completely effective. If the implementation of the role play has any flaws, not only can it give poor results, but also the learning objectives will not be achieved. Not all the topics seen can be presented through this strategy, since the role-play is presented in real-time and it is not possible to work with all the verb tenses (if we talk about the English language).

As could be seen, Sari (2020) named several disadvantages of using role-playing, including one of those disadvantages that this activity often did not have positive results. The

students involved did not make much effort to meet the proposed objectives either. However, in the first research carried out by Uzer and Hidayad (2022), it was shown that role-playing games used as a learning strategy based on the CALLA method can help students gain more confidence and speak more fluently in public using appropriate vocabulary learned. It was found that they were motivated by the fun atmosphere of the class since English vocabulary was not taught traditionally. Furthermore, role-playing games as a metacognitive learning strategy can be an alternative technique for teaching speaking because students directly experience the use of the expressions they have learned in different situations. That is to say, the results were positive when using this method.

Again two different and sometimes contradictory investigations can be shown, but it is clear that a well-used and structured role-play can yield positive results without complications. The process is complex, but the objectives set in the role-playing game to learn English vocabulary can still be achieved.

Another article was found by Irkinovich (2022) called *The Importance of Role-Playing Game in Teaching English in a Non-linguistic University* where the author highlights the importance of using role-playing as a metacognitive learning strategy and of the same way he implemented it. There it is mentioned that role-playing contributes to group training in terms of the educational part. He emphasizes that role-playing used as a metacognitive learning strategy can increase understanding of the people around them. In this case, this strategy is used, starting by selecting and using learning strategies in a specific context with a specific purpose, that is, before a role-play was carried out as a metacognitive learning strategy, in this work the linguistic material with the help of training exercises. The work allowed the development of skills that allowed students to focus on the importance of strengthening dialogue. Here, it was also used at

the end to evaluate the use of strategies and learning after the role-playing game. The researcher appropriately evaluated each student's contribution during and after the game.

Collecting the information, it was found that Irkinovich (2022) used role-playing as a metacognitive learning strategy through the CALLA method. The author highlighted that it was because the role-playing game implemented in this way can be used in the classroom for several reasons, which are: Train the skills to speak in a situation, develop social skills, experiment with language in a safe environment using new vocabulary and increase the confidence of shy students.

With that in mind, the CALLA method was used following the step of building knowledge and promoting self-efficacy. This was done by ensuring that the participants in this role play as a metacognitive learning strategy implemented through the CALLA method had a more autonomous management of their process, allowing the students to be aware of their learning and to be able to carry it out at their own pace so that it would be effective at the end.

As a comparison, we have another article aimed at the implementation of role-playing in the classroom to acquire vocabulary, this paper was written by Abdessallam et. al (2023) called *The Importance of Role-Playing Activities in Developing Students' Speaking Competence* where the author conducted research only where role-playing in English is used to acquire vocabulary and questioned the participants about its use and what they thought about its use in the classroom. It can be seen that there is a great difference between the work done by Irkinovich (2022) since this author used role-playing as a metacognitive learning strategy based on the CALLA method, which allowed students to work autonomously without the need to be guided all the time by the teacher. Abdessallam et. al (2023) used another way, which will be presented below.

In that work, the intention of the author Abdessallam et. al (2023) was to interview to

answer questions and understand how the participants perceive and feel the experience of participating in oral practice through role-play activities. The questions were: Did you participate in the role-play activity? Did you actively participate in the learning process? If yes, what contributed to your participation? If no, what hindered your participation? Did you enjoy speaking English during the role-play activity? If yes, what aspects did you enjoy? If not, what were the challenges?

The results showed that all participants enthusiastically participated in the role-playing activity because it provided them with the freedom to practice English with their peers in a fun way. It was also one of the results obtained by the research carried out by Irkinovich (2022) since the participants had a good process when participating in the role-play as a metacognitive learning strategy because they acquired a large vocabulary, and on the part, it was thanks to group work as well. One of the respondents in the work done by Abdessallam et. al (2023) mentioned that the activity helped them practice spoken English and learn new vocabulary. Another participant highlighted that the role-playing activity offered a great opportunity to interact with classmates in English, which motivated them to practice speaking outside of the classroom. It was also evident that there was a great desire for the teacher to incorporate these types of activities regularly to improve their oral skills more often in the classroom.

Once again we found a concordance between the results evidenced by Irkinovich (2022), since there was motivation in the students without the need to impose vocabulary learning on them out of obligation. Continuing, Abdessallam (2023) also interviewed a teacher who responded that he always used role-playing games in his class so that students actively participated in the learning process and practiced English with their classmates. This is essential since this activity is not so common to see in the classroom. He pointed out that he did not

interrupt the students even if they made grammatical or pronunciation errors, since throughout the role-playing the errors that occurred were corrected. Another interviewee stated that the role-playing session had taught her to learn and pronounce new vocabulary. He found the session happy and entertaining, as the students conversed freely in English without the teacher's intervention.

As could be seen, the first author Irkinovich (2022) implemented a role-play used as a metacognitive learning strategy through the CALLA method to strengthen the English speaking of some students, that is, it included the learning of new vocabulary. On the other hand, there is the research carried out by Abdessallam (2023) where he simply implemented an ordinary role-playing game and learned what opinions his participants had about it. The results of both investigations were positive since both authors worked on the role play with the same objective, and effective results were obtained. The participants learned English vocabulary and were able to use it orally very well. In the same way, all the members felt satisfied by being involved in an activity to which they were not accustomed, which is why they were motivated to continue learning English in this way. The above demonstrates that effective vocabulary learning could be achieved using only role-play and also as a metacognitive learning strategy based on CALLA.

Various role-playing exercises implemented over time reflect the application of diverse methodologies, some of which incorporate metacognitive learning strategies. This is evident in the study conducted by Ruzmetova (2020), where role-playing was introduced as a method for certain students to learn English vocabulary. In this instance, students were assigned specific characters and tasked with creating an English story on their own; during the initial phase, the teacher provided guidance and monitored the process. During this initial phase, the utilization of a metacognitive learning strategy, specifically supervising the use of strategies, is apparent. It's

important to note that Lakhdar (2021) explains this strategy involves guiding the learning progress (facilitated by the teacher's support), reviewing the strategies in use, and ensuring their correct application.

Furthermore, in this role-playing game, it was also demonstrated that the students had to create their own story autonomously with the assigned characters. This part of the activity was carried out more independently. This revealed a fundamental learning strategy: the ability to choose and apply learning strategies in a specific context for a specific purpose. This involved thinking critically and making decisions independently to effectively manage the learning process. Despite the teacher's continuous guidance, the students managed to actively participate autonomously.

In this case, the teacher relied on the CALLA method, which allowed him to achieve the desired objective: providing information (vocabulary) explicitly so that his students not only memorized words in English but could also use them in a context outside of English. from the classroom. This approach not only encouraged memorization but also the understanding and practical application of the words learned. Students' autonomous participation in creating their stories not only boosted their ability to remember vocabulary but also gave them the confidence to use these words in real-world situations, reflecting meaningful and lasting learning. In short, this experience not only enriched their vocabulary but also cultivated essential metacognitive skills, such as independent decision-making and critical thinking, that are critical for long-term learning.

When exploring research similar to that carried out by Lakhdar (2021), a study was found in which a role-playing approach was used for learning vocabulary in English, based on another type of audiovisual content. This study, carried out by Ruzmetova (2020), focused on film series



popular among students. In the first stage, films that captured the interest of the students were identified. Then, from this selection, the films that would be represented in the role-play were chosen. Students participated in the exercise following an organized process.

As in the work of Lakhdar (2021), role-playing was also used in this study as a metacognitive learning strategy. The selection and use of learning strategies in a specific context for a specific purpose were applied, as well as supervision in the use of these strategies. However, in this research by Ruzmetova (2020), a different approach was highlighted: the strategy of evaluating the use of strategies and learning was implemented. At the end of the role-play based on these films to acquire English vocabulary, students were allowed to reflect on the effectiveness of the exercise, whether they had learned English vocabulary, and whether they considered it useful to repeat it on other occasions. This method not only allowed students to actively participate in the learning process but also offered them a reflective opportunity to evaluate and improve their language skills autonomously.

In the study carried out by Ruzmetova (2020), the effective implementation of the CALLA method could be observed. The main objective was for students to acquire vocabulary in English, but instead of following a traditional approach, an innovative methodology was chosen based on the representation of their favorite hobbies. In this process, the essential steps of the CALLA method were identified, although the author did not explicitly mention them in his research. One of the key phases of the CALLA method that became evident was the integration of language and content. By using students' hobbies as context, they not only learned new English words but also understood their application in real situations. Furthermore, the explicit teaching of strategies was another prominent feature of this approach. Students not only memorized vocabulary but also developed metacognitive skills by reflecting on the strategies they were using

to understand and retain the words.

Knowledge construction was another crucial aspect of the process. Students did not mechanically memorize words, but instead internalized them through immersion in situations related to their interests, which facilitated a deeper and more lasting understanding of the vocabulary. Additionally, self-efficacy was promoted, as students realized that they could learn a new language in a way that was fun and relevant to their daily lives, which increased their confidence in their language skills. In short, this innovative approach not only achieved the goal of teaching English vocabulary, but also fostered critical thinking, self-efficacy, and a deeper understanding of the language. Through acting out their favorite hobbies, students not only learned words but also acquired valuable language skills that would be useful to them in real-world situations, thus demonstrating the effectiveness of the CALLA method in a creative and motivating educational context.

When analyzing previous research, specifically the study carried out by Lakhdar (2021) titled *Using Role-Play Technique for Vocabulary Acquisition A Case of Third-year EFL Pupils at Al Imam Ali middle school in Touggourt*, and the work carried out by Ruzmetova (2020) called *the role of teaching vocabulary competence in English*, the effectiveness of role-playing as a metacognitive learning strategy has been confirmed. These studies reveal that certain aspects of role-playing were used in these implementation processes to acquire English vocabulary. However, to apply these strategies optimally, it is essential to understand them in depth.

Both studies relied on the CALLA method as a theoretical framework, underscoring the importance of this pedagogical approach in successful role-play implementation. The results obtained in both investigations demonstrated their effectiveness since the majority of participating students completed the activities successfully. This indicates that the combination of the CALLA

methodology with role-playing not only enriches the learning process but also facilitates the acquisition of English vocabulary significantly for Spanish-speaking students. These investigations not only validate the usefulness of role-playing as a metacognitive strategy but also highlight the importance of its application within the context of the CALLA method. These findings offer valuable insights for educators interested in improving English vocabulary learning in Spanish-speaking students through innovative and effective pedagogical approaches.

In another relevant study conducted by Martinez et. al (2019), the use of role-playing games was explored as a metacognitive strategy to improve English vocabulary in school students in their third grade. In this work, several sessions specifically designed to implement role-playing games were carried out to strengthen vocabulary knowledge. Although the results initially showed positive aspects, such as the adequate performance of the students during these sessions, a fundamental limitation in the learning process was identified.

Despite the students' active participation and correct use of vocabulary during the role-play sessions, a worrying pattern emerged. Learning was limited to very specific contexts, that is, to each session. This meant that, although students showed adequate vocabulary skills during a class, they tended to forget those words and adopt new ones in the next session. This phenomenon raised important questions about the retention and transfer of acquired knowledge to situations outside the role-playing context.

In the study, it was revealed that students were provided with specific vocabulary in the hope that they would be able to internalize it through oral practice during the role-play sessions. Although some degree of learning was achieved during these activities, this knowledge appeared to be ephemeral. Students were faced with a momentary memorization exercise without developing a deep understanding or sustained awareness of the continued importance of

vocabulary in their learning process. This finding underscores the need to address not only vocabulary acquisition but also its long-term retention and applicability in broader situations. Identifying strategies to foster effective retention and transfer of vocabulary learned during role-play activities becomes an essential challenge for educators and highlights the importance of deeper metacognitive practice to ensure meaningful and lasting learning.

Later, a very similar study was carried out by Navarro and Pita (2021), which also involved students as the study population. Similar to Martinez et. al (2019) work, this study employed a role-play to teach vocabulary. In the case of Navarro and Pita (2021), the vocabulary focused on real-life situations. This vocabulary was provided to the students to be used during their performances in the role plays. However, there were some unfavorable results: students tended to forget the dialogue during the role-play, and keeping everyone's attention and participation was difficult. Furthermore, it was noted that a memorization approach was attempted, where students were expected to learn the vocabulary provided by simply repeating it once or twice during the role-play, but this method was not meaningfully effective.

Considering the two previous studies, the first written by Martinez et. al (2019) titled *Role-playing Game as a computer-based test to Assess the Resolution of Conflicts in Childhood* and the second by Navarro and Pita (2021) called *Importance of Role-plays to improve speaking skills of the English language*, the lack of metacognitive learning strategies was evident. Although the results were not completely satisfactory, this does not imply that the methodologies implemented were a total failure. In both cases, an attempt was made to use role-playing as a metacognitive learning strategy. However, it is important to remember that in a research monograph, such as the two works mentioned above, the results are not always completely effective. This is because both articles adhered to the traditional approach, which was to provide

new vocabulary and use it in a performance, and so on in each implementation session.

A crucial aspect that was overlooked was the lack of an ongoing process, structured assessment, or completely autonomous work on the part of the students. This lack of follow-up resulted in many students only learning during class and then forgetting what they learned by not reviewing it after the sessions. Consequently, although metacognitive strategies were attempted, the lack of a deeper and more continuous approach to encourage reflection and autonomous application of vocabulary led to insufficient retention of acquired knowledge.

In the context of this literature review, the article *How Do EFL Learners Interact and Learn English Communication Skills during a Role-Play Strategy?* written by Alghamdy (2022) was analyzed. Unlike a conventional research approach, this author does not delve into a detailed monograph involving a specific population and the implementation of role-plays. Instead, the author presents an overview, highlighting certain positive and negative aspects of using role-plays in the classroom to acquire vocabulary.

In this same area, we find the work of Zakaria et. al (2019) entitled *Exploring Perceptions of role-play activities in English as a second language (ESL) classrooms*. Unlike Alghamdy (2022), they engage deeply with a specific population, using role-playing as a metacognitive learning strategy. His main objective is to strengthen oral expression through this exercise, which, of course, includes active vocabulary development. In this comparison, we aim to assess the differences and similarities between Alghamdy's (2022) and Zakaria's (2019) approaches to the use of role-playing as a pedagogical tool. While Alghamdy provides a more generalist perspective, Zakaira dives into the practical application of this strategy, working directly with students and their specific needs in terms of oral expression and vocabulary.

First, the relevance of incorporating play activities in the classroom to teach a foreign

language is highlighted. Alghamdy (2022) emphasizes that one of the most effective games is role-playing, especially when used as a metacognitive learning strategy. However, sometimes this is not enough, as a specific approach is needed for its implementation, such as the CALLA approach. The author indicates that if not handled properly, this technique can affect the development of attention and, in some cases, thinking. In addition, Zakaria et. al (2019) points out that role-playing games are effective in improving oral expression in English, addressing aspects such as diction, vocabulary, and grammar. Therefore, there are two contrasting perspectives. The first author mentions the possible disadvantages of role-playing games, while the second highlights their benefits. The arguments of each will be explored in detail below.

As mentioned above, Alghamdy (2022) raises the concern that playful activities, including role-playing games, could have negative consequences, affecting crucial aspects such as overall concentration and memory in the learning process, regardless of how this game is used. This perspective, however, is in stark contrast to the research conducted by Zakaria et. al (2019). In his study, Garma implemented role-playing as a metacognitive learning strategy, applying the CALLA approach to a large group of students with the specific objective of improving their diction, vocabulary, and grammar in English.

To evaluate the impact of this strategy, Zakaria et. al (2019) conducted a diagnostic test, the results of which indicated that the students had not shown significant improvements in their oral expression in English, including good command of new vocabulary. As a result, the author decided to incorporate role-playing into his methodology. Although the role-plays were not explicitly mentioned, Zakaria et. al (2019) introduced two key metacognitive strategies: the selection and use of specific learning strategies in a particular context, clearly defining which strategies to employ and how to apply them. This step-by-step guided approach enabled students

to understand and apply the strategies effectively to meet the learning objectives.

The results of Zakaria et. al (2019) study were encouraging. Students significantly improved their vocabulary, thanks to the indirect memorization of new words that focused on the CALLA approach, and also expanded their imagination by actively participating in the role-play dynamics. These positive results contradict Alghamdy (2022) premise about the possible detrimental effects of role-playing. In this specific context, role-playing was effectively implemented, not only improving students' vocabulary but also stimulating their creativity and active participation in the learning process. These findings suggest that the way role-playing games are structured and incorporated in the classroom may play a crucial role in their educational impact.

Once again, the discrepancy between the perspectives of Alghamdy (2022) and Zakaria et. al (2019) becomes apparent. Although both authors are situated in the same era, their views diverge significantly. Alghamdy (2022) stresses that role-playing, like any other strategy, harms learners' metacognitive processes when used consistently in the context of learning English. In contrast, Zakaria et. al (2019) comprehensive research reveals that the application of role-playing not only strengthens vocabulary but also other English skills. These findings suggest the viability of role-playing as a metacognitive learning strategy, which is extremely functional in educational processes such as this one.

In addition, Zakaria et. al (2019) highlights that role-playing games can be effectively integrated as part of the CALLA approach, showing themselves as a complement capable of contributing significantly to vocabulary expansion and skill development in English. This statement highlights the versatility of role-playing games, not only as tools to foster creativity and active participation but also as viable metacognitive strategies to enhance knowledge acquisition

processes, especially in the linguistic domain.

Ultimately, this disagreement between the authors' perceptions highlights the complexity of English language learning and the need to thoroughly explore and understand pedagogical strategies to maximize their effectiveness. While Alghamdy (2022) raises concerns about the negative effects of role-playing on metacognitive processes, Zakaria et. al (2019) offers concrete evidence that role-playing can be a valuable and adaptable tool in the arsenal of metacognitive strategies to enhance English language learning, especially when properly integrated into established pedagogical approaches such as CALLA.

In addition, it is relevant to mention a recent study conducted by Chahuillco and Jiménez (2020) entitled " La dramatización como herramienta didáctica para la mejora de la calidad del aprendizaje en la expresión oral del idioma inglés." In this research, the authors emphasized the critical need to develop speaking skills in students. The study originated from the difficulties students faced in learning English, such as fear of making grammatical errors, lack of self-confidence, and limited vocabulary knowledge. These obstacles generated a lack of motivation to practice speaking in the language.

The fundamental objectives of this research included examining how the role-play technique could improve students' speaking skills and capturing the students' own opinions about the use of this technique in their learning. In this context, role-play was employed as a metacognitive learning strategy designed to raise students' English vocabulary levels. In this approach, the CALLA method, a pedagogical approach that emphasizes the teaching of metacognitive strategies to improve language acquisition, was incorporated.

This study not only highlights the importance of addressing the emotional and linguistic barriers that impede the development of oral expression in English but also the value of



metacognitive pedagogical strategies, such as role-play integrated with the CALLA method, to overcome these difficulties. Thus, this work not only contributes to the understanding of how to improve students' oral skills but also to the effective implementation of innovative techniques in the educational setting to overcome the challenges students face when learning a foreign language.

In this research, participants were chosen according to their age and were immersed in various role-playing situations, using the tactic of selecting and applying learning strategies in specific contexts with defined purposes. Both the use and learning of these strategies were carefully assessed in the process. Subsequently, a study conducted by Rodríguez et. al (2020) entitled *La dramatización para el perfeccionamiento de la destreza oral en el idioma inglés* was found, which also highlighted the importance of incorporating role play as a metacognitive learning strategy. The author emphasized that role-playing, within the educational process, seeks to have students act out behaviors or expressions related to what they are learning in social situations or human interaction.

Given this context, Rodríguez et. al (2020) compiled both the advantages and disadvantages of role-playing as a metacognitive learning strategy in their study. In the following, these observations will be detailed and a comparison will be carried out with the results obtained in the Research made by Chahuillco and Jiménez (2020). This comparison will allow a thorough understanding of how role-playing as a metacognitive strategy has been interpreted and applied in different educational contexts, shedding light on possible variations and similarities in the results obtained by both studies.

In the aforementioned study, Rodríguez et. al (2020) highlights certain advantages of role-playing as a metacognitive learning strategy where It facilitates solid and lasting retention:

role-playing ensures that participants retain the experience in a meaningful and prolonged way in memory. Not only is it a rewarding experience, but it also contributes functional knowledge to the brain's memory. Generates interest and motivation, It is highly interesting and motivating for students, transforming the dynamics of the classroom and making it more dynamic, unique, and fun. Encourages passion and collaboration, awakens passion and optimism in students to learn English, while fostering a sense of collaboration in the classroom. In addition, offers active participation, that allows students to participate directly in situations that will be discussed during the learning process, involving them actively in their education.

Subsequently, Rodríguez et. al (2020) identifies some limitations of role-playing as a metacognitive learning strategy. It requires extended time, role-playing demands significant time to achieve its goals since it involves the introduction of new vocabulary (in English) that must be applied in each exercise. Requires creativity, both teachers and students must possess a high level of creativity, which is not always available to all teachers. Lack of creativity can hinder the effective implementation of this technique. Shyness of students, many students feel self-conscious about participating in role-plays, which can hinder the effectiveness of the activity. Risk of failure, if the role play is not conducted properly, it may not only produce unsatisfactory results but may also fail to meet the learning objectives and thematic and verbal limitations, not all topics can be addressed through this strategy, since role-play occurs in real-time and it is not possible to work with all verb tenses, especially in the context of the English language.

As observed, Rodríguez et. al (2020) identified numerous drawbacks associated with the use of role-playing. One of the significant drawbacks was the lack of positive outcomes often observed in this activity. Additionally, the students involved in these exercises frequently failed to exert substantial effort in achieving the intended objectives. However, in the initial research

conducted by Chahuillco and Jiménez (2020), it was demonstrated that role-playing games, when utilized as a learning strategy based on the CALLA method, could substantially enhance students' confidence and fluency in public speaking, incorporating the appropriate vocabulary they had learned.

The students were notably motivated by the enjoyable classroom atmosphere, which contrasted with the conventional teaching methods used to impart English vocabulary. Moreover, employing role-playing games as a metacognitive learning strategy emerged as a viable alternative technique for teaching speaking skills. Through this approach, students directly applied the expressions they had acquired in diverse situations, resulting in positive outcomes when this method was employed.

#### **CHAPTER 4. CONCLUSIONS**

After thoroughly exploring the extensive articles related to role-playing used as a metacognitive learning strategy through the CALLA method for vocabulary acquisition, this literature review has provided in-depth insight into the implementation, shortcomings, and key advances in the use of this strategy. Through synthesis and critical analysis of the studies reviewed, significant gaps in the existing strategy have been identified. These revelations have not only enriched the understanding of role-playing for vocabulary acquisition but have also exposed relevant aspects of areas that require more rigorous and detailed future research.

This literature review evidenced the lack of use of role-playing as a metacognitive

learning strategy within the framework of the CALLA method, a significant disconnect has been observed between solidly grounded pedagogical theory and its implementation in the classroom. Even though the CALLA method has proven to be a powerful tool for the development of metacognitive skills and the improvement of learning in students at various educational levels, the integration of role-playing, a technique widely recognized for its ability to foster metacognition, remains a marginalized practice and thought of as too complex.

The studies analyzed have conclusively demonstrated that the reflective and effective incorporation of role-playing games as a metacognitive learning strategy through CALLA to acquire vocabulary in the educational process not only enriches the understanding of the content but also promotes fundamental metacognitive skills in the students. Appropriately applying role-playing in this way offers a dynamic and participatory learning environment. The opportunity to take on diverse roles and perspectives not only enhances empathic understanding but also reinforces students' ability to evaluate their learning strategies and adjust them as necessary.

One of the specific reasons for this lack of adoption can be attributed to the resistance to change that is ingrained in many educational systems, i.e., teachers sometimes do not change their methodologies, which prevents the exploration of different strategies for learning English vocabulary. The introduction of new pedagogical strategies is often met with institutional challenges, from lack of resources and training to educators' restriction of moving away from traditional teaching methods. In addition, a lack of awareness of the specific benefits of role-playing as a metacognitive learning strategy in the context of the CALLA method has led to an underestimation of its educational potential.

It was found that in all of the articles reviewed, role-playing was used to improve and

learn English vocabulary. In some, it was intended to be used as a metacognitive learning strategy, however, it was not explicitly mentioned. It could be seen in the methodology of each one that this was the intention, but in all of them it was found that role-playing was used as a metacognitive learning strategy to acquire vocabulary in English, however, it was not used appropriately although some results were positive. It is remembered that to implement an activity as a metacognitive learning strategy orally, the steps must be followed: Selecting and using learning strategies in a specific context with a specific purpose, supervising the use of strategies, orchestrating various strategies, and evaluating the processes. Taking them into account, it was found that all the research carried out and reviewed only used two or three of the steps.

The above does not mean that the results were completely negative, since in some cases good vocabulary learning was achieved using the role-play in this way and the students participating in the research felt motivated when it came to being integrated into a different method. to which they were accustomed. However, it is essential to recognize the importance of following each step of a metacognitive learning strategy to carry out a meaningful process for the teacher and the students. Otherwise, there may be a risk that students will learn English vocabulary momentarily and not use it throughout their lives.

On the other hand, we have the CALLA method, which also complies with specific steps to develop it correctly and for the results to be significant. In the same way, it was found that in a few of the reviewed articles this method was used, that is, it was not taken into account for the learning of English as a foreign language. It is remembered that the five steps of the CALLA method are integration of language and content, development of cognitive and linguistic strategies, explicit teaching of strategies, construction of knowledge, and promotion of self-efficacy. Some investigations implemented it, but none followed CALLA step by step. That

is why, although some results were good, it was not guaranteed that significant and lasting learning would remain in each student.

It is critical to recognize that role-playing not only provides an opportunity to explore curricular content in a practical and contextualized way, but also allows students to develop essential metacognitive skills, such as self-regulation, planning, and reflection on their learning process. These skills are critical for academic success and preparation to face cognitive and social challenges in everyday life.

To address this implementation gap, a comprehensive approach involving educators, researchers, and policymakers is needed. Significant investment is required in the development of specific teaching materials that integrate role-plays used as a metacognitive learning strategy within the CALLA method, providing educators with the necessary tools and strategies for effective implementation. In addition, teacher training should be adapted to include instruction on how to incorporate role-plays meaningfully into the classroom, capitalizing on their ability to enhance both content knowledge and students' metacognitive skills.

The research will also focus on evaluating the long-term impact of integrating role-playing as a metacognitive strategy into the CALLA method, analyzing how this combination affects not only academic performance but also students' motivation, self-esteem, and disposition towards learning. Only through this collaborative approach and sustained investment in professional development and educational resources can we unlock the true potential of role-playing as a metacognitive learning strategy and thus transform students' educational experience by having them learn new English vocabulary and use it appropriately in all contexts in which they find themselves.

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