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**ENGLISH MAJOR**

**MODALITY: RESEARCH REPORT**

**THEME:**

**ROLE-PLAY AS A SINGLE METHODOLOGICAL STRATEGY FOR  
ENGLISH LANGUAGE TEACHING**

Research report before obtaining the bachelor degree in National and Foreign language  
Pedagogy, English Major

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**PUJILI-ECUADOR  
AUGUST 2023**

## **TUTOR'S ENDORSEMENT**

In my capacity as a supervisor of the research report entitled “Role-Play as a Single Methodological Strategy for English Language Teaching”, and researched by López Cruz Ricardo Damián, ID number 1722263140 and Mogrovejo Riera Jefferson Fernando, ID number 1750640706 for obtaining the bachelor’s degree in National and Foreign language Pedagogy, English Major.

### **I CERTIFY THAT:**

This research report has been fully revised and has the requirements and merits to be submitted for evaluation by the assigned revision Committee and its presentation and defense.

Pujilí, August 2023



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## COMMITTEE APPROVAL

The research report entitled “Role-Play as a Single Methodological Strategy for English Language Teaching”, has been revised, approved and authorized for printing and binding, before obtaining the bachelor’s degree in National and Foreign language Pedagogy, English Major; this meets the substantive and formal requirements to hand in for the presentation and defense.

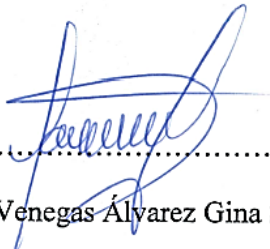
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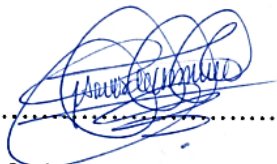
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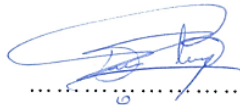
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Pujilí, August 2023



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## **GRATEFULNESS**

*I want to express my gratitude to God for blessing me and guiding my path throughout this stage.*

*To the teachers of the Pedagogy of National and Foreign Languages Career of the Technical University of Cotopaxi for guiding my professional development with their knowledge and advice.*

*To my tutor, PhD. Lorena González Ortiz, for her dedication, patience, and wisdom in the development of this project.*

*Finally, to my group of friends that I met during my university years, with whom I have learned the value of loyalty and commitment to study.*

**Ricardo and Fernando**

## **DEDICATION**

*I would like to dedicate this project to the most important people in my life, my parents, Galo and Alexandra. For always taking care of me; and thanks to their advice and support I was able to finish this stage.*

*To my brothers, Nicolás and Andrés. They have always been there for me in the most difficult moments of this cycle.*

*To my grandparents, José and Elena, who from heaven bless me and give me the necessary strength to finish this stage; and Nelson and Gladys, for always giving me that love and support to move forward.*

*Finally, to my best friend, Cinthya, who has become as a sister to me. For supporting me in all my decisions and always giving me her advice. And to my best friend, Doryan, who from heaven takes care of me and gives me the strength to finish this university stage.*

**Ricardo**

## **DEDICATION**

*I would like to dedicate this project principally to God who has always helped me in this stage. I also dedicate this project to my grandmother Avelina for being my inspiration and my motivation to continue. I dedicate this project to my parents Carmen and Juan who have always been supporting me and giving me strength along.*

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**Fernando**

**TECHNICAL UNIVERSITY OF COTOPAXI**

**UNDERGRADUATE PROGRAM**

**DEPARTMENT OF NATIONAL AND FOREIGN LANGUAGE PEDAGOGY  
ENGLISH MAJOR**

**THEME: ROLE-PLAY AS A SINGLE METHODOLOGICAL STRATEGY FOR  
ENGLISH LANGUAGE TEACHING**

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**ABSTRACT**

English language teaching and learning has become a necessary and useful tool for people all over the world. Nonetheless, the process of teaching and learning English language is not always developed in a good way due to different factors such as economics, students' motivation and methodological strategies used by the teacher. This research is focused on analyzing the importance of role-play as a single methodological strategy in English language teaching and its influence on the development of communicative skills for teaching English in 10th EGB of the "Once de Noviembre" Educational Unit. For this research a descriptive design was applied, considering that the research topic has enough theoretical support. Likewise, this research was designed under a mixed approach because it adapts to its characteristics and needs. The techniques used for data collection were the survey and the interview questions, one of which was conducted with English teachers of the educational unit and the other with 10th grade students. From the mixed approach, the technique of interview questions will be used to analyze the teachers' opinion about role-play as the only strategy for English language teaching. In addition, a survey was applied to the students to know the aspects generated by the strategy. The study population consisted of fifteen students and three English teachers from the "Once de Noviembre" Educational Unit located in Latacunga city, Cotopaxi province. The results of this study showed that not all teachers knew about the use of role-play and its benefits. While the students stated that they liked learning through the role-play because they are dynamic activities and that their communicative skills had improved. Therefore, it is concluded that the use of role-play is of great importance for teaching of the English language as well as for the development of communicative skills such as speaking and listening. It also helped in the interaction and dynamics in class in students of 10th grade of the educational unit "Once de Noviembre".

**Keywords:** English language, role-play, teaching and learning process.



**TECHNICAL UNIVERSITY OF COTOPAXI**

**UNDERGRADUATE PROGRAM**

**DEPARTMENT OF NATIONAL AND FOREIGN LANGUAGE PEDAGOGY  
ENGLISH MAJOR**

**TEMA:** JUEGOS DE ROL COMO ÚNICA ESTRATEGIA METODOLÓGICA  
PARA LA ENSEÑANZA DEL IDIOMA INGLÉS.

**Autores:**

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**RESUMEN**

La enseñanza y aprendizaje del idioma inglés se ha convertido en una herramienta necesaria y útil para las personas de todo el mundo. Sin embargo, el proceso de enseñanza y aprendizaje del idioma inglés no siempre se desarrolla de buena manera debido a diferentes factores como la economía, la motivación de los estudiantes y las estrategias metodológicas utilizadas por el docente. Esta investigación está enfocada en analizar la importancia del juego de roles como estrategia metodológica única en la enseñanza del idioma inglés y su influencia en el desarrollo de habilidades comunicativas para la enseñanza del idioma inglés de 10mo EGB de la Unidad Educativa "Once de Noviembre". Para esta investigación se aplicó un diseño descriptivo, considerando que el tema de investigación cuenta con suficiente sustento teórico. Así mismo la presente investigación se diseñó bajo un enfoque mixto porque se adapta a sus características y necesidades. Las técnicas que se utilizaron para la recopilación de datos serán la encuesta y las preguntas de la entrevista una de estas se realizó a docentes de inglés de la unidad educativa y la otra a estudiantes de 10mo grado. Desde el enfoque mixto, se utilizó la técnica de la entrevista con preguntas para analizar el criterio de los profesores sobre el juego de roles como única estrategia para la enseñanza del inglés. Además, se aplicó una encuesta a los alumnos para conocer los aspectos positivos que genera la estrategia. La población de estudio estuvo conformada por quince estudiantes y tres docentes de inglés pertenecientes a la Unidad Educativa "Once de Noviembre" ubicada en la ciudad de Latacunga, provincia de Cotopaxi. Los resultados de este estudio mostraron que no todos los docentes conocían el uso de los juegos de roles y sus beneficios. Mientras que los alumnos afirmaron que les gustó aprender mediante los juegos de roles porque eran actividades dinámicas y que sus habilidades comunicativas habían mejorado. Por lo tanto, se concluye que el uso del juego de roles es de gran importancia para la enseñanza del idioma inglés, así como para el desarrollo de habilidades comunicativas como hablar y escuchar. También ayudó en la interacción y dinámica en la clase en estudiantes de 10mo grado de la unidad educativa "Once de Noviembre".

**Palabras clave:** Lengua inglesa, juegos de rol, proceso de enseñanza y aprendizaje.

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## **1. GENERAL INFORMATION**

**Theme:** Role-play as a single methodological strategy for English language teaching.

**Starting Date:** April 2023

**Ending Date:** August 2023

**Place of Research:** Unidad Educativa “Once de Noviembre”

**Sponsoring Faculty:** Universidad Técnica de Cotopaxi - Extensión Pujilí

**Sponsoring career:** Pedagogy of National and Foreign Languages - English

**Macro project of the career:** Training processes in the teaching and learning of English as a foreign language in educational institutions in the province of Cotopaxi.

**Work Team:**

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**Knowledge area:** Education

**Research line:** Education and communication for human and social development.

**Research line of the career:** Innovation in teaching and learning English as a foreign language.

## 2. PROBLEM STATEMENT

English is a language that is widely used in a variety of contexts, so students need to master it to succeed in their future endeavors. Effective teaching and learning of English is crucial for students to acquire the necessary skills. According to Santander Universidades (2021), English is the language of exchange for excellence, with an estimated 1.348 billion speakers.

Nonetheless, according to the Education First English Proficiency Index (EF EPI) in 2022, Ecuador ranks 82nd out of 111 countries in the world and 18th out of 20 Latin American countries in the use of English skills. This allows us to visualize the significant setback of English language teaching in the country. A survey conducted by Education First (2018) indicates that in Ecuador there are different levels between regions in English language learning, showing that the coast region has a better level of English with 49.08 points compared to the highland with 48.35 and the east with 47.95 points. The city of Quito tops the list followed by Guayaquil, Cuenca, Ambato, and Latacunga.

Therefore, in the schools from Latacunga city, there is a significant difference related to the teaching and learning process of the English language. The study conducted by Education First (2022) says that Latacunga city receives a score of 396 out of 1000 points, which reflects a very low level of language acquisition. According to Sempértegui (2022), two of the biggest problems are the teaching hours in public schools and the methodology used by teachers. In addition to other factors such as the lack of economic resources that condition the development of language skills and the lack of motivation of students. In conclusion, the teaching of English in the country's schools is far below the objectives proposed by the Ministerio de Educación (2016) in which it indicates that students must acquire A2.1 level from the tenth course of school. The results of this research can provide valuable information about the use of role-play in the teaching and learning process. Therefore, the following research question was addressed: What is the importance of the use of role-play as a single methodological strategy in English language teaching and its influence on the development of communicative skills for teaching English language of 10th EGB at the Educational Unit "Once de Noviembre"?

### 3. OBJECTIVES

#### General

To determine the importance of role-play as a single methodological strategy and its influence on the development of communicative skills for English language teaching in 10th EGB at the Educational Unit "Once de Noviembre".

#### Specific

- To establish a bibliographic analysis about the importance of the use of role-play as a methodological strategy in English language teaching.
- To interpret teachers' opinion about the use of role-play for teaching English.
- To identify the advantages in the teaching and learning process of the English language with the use of role-play in students of 10th EGB.

### 4. ACTIVITIES AND TASK SYSTEM IN RELATION TO THE OBJECTIVES PROPOSED

**Table 1.** Activities and tasks

Specific objective	Activities	Verification Means
To establish a bibliographic analysis about the importance of the use of role-play as a methodological strategy in English language teaching.	Find information focused on the use of role-play as a methodological strategy for teaching English. Select the information. Write the theoretical framework.	Background Theoretical Framework
To interpret teachers' opinion about the use of role-play for teaching English.	Identify the study object. Identify the population. Determine the variables. Choose the questions. Write the questioner. Survey design. Adaptation and implementation.	Survey (Google forms) Analysis and discussion
To identify the advantages in the teaching and learning process of the English language with the use of role-play in students of 10th EGB.	Data's analysis. Discussion of the information. Discussion of the results. Analysis of the advantages. Write conclusions and recommendations.	Conclusions and recommendations

## **5. JUSTIFICATION**

English is the most widely spoken language in the world as reported in Educational Testing Service (2020) is used in a variety of contexts, such as literature, education and communication. Nonetheless, EF EPI (2022) says that Ecuador ranks 82nd out of 111 countries around the world. In the same way, according to the “Ministerio de Educación” English teaching is mandatory from the 2nd course when students start learning English classes at school, it is important to take into account the methodology and techniques used by the teacher in the process of teaching and learning English as a foreign language. Therefore, this research focused on identifying and analyzing a new methodological strategy used in the process of teaching and learning English as a foreign language, such as the use of role-play. The use of different didactic strategies by teachers is key to achieve significant learning, develop students' skills and favor the objectives established. UNIR (2023) explains that methodological strategies are all the actions and activities programmed by the teacher so that the students learn and for that reason we believe that the use of strategies for teaching English is of great importance.

To improve the teaching and learning process, it is essential to take into account the methodological strategies used by the teacher. This can help the educators to analyze, develop and change the teaching strategies used in the classroom. The students' perception of the teaching and learning process is an essential part of education that helps to improve this process. Therefore, a survey was chosen as a research instrument because it is a useful method to know the teachers and students' perceptions and attitudes about the methodology used for teaching English. As a contribution of this research, the data analysis and conclusions could serve as a basis for future studies on the use of role-play as a methodological strategy in English language teaching and learning.

## **6. SCIENTIFIC AND TECHNICAL FOUNDATION**

### **6.1 Background**

English is considered the most important language around the world. According to Santander Universidades (2022), "In an increasingly globalized world, speaking English is more than a resume-booster or an additional competitive advantage: it is a necessity to communicate and access the labor market". Which allows us to evidence the need for English language teaching in Ecuador. In the same way Nishanti (2018) explains us that



English is the base language used by people from different regions to communicate and express their ideas. Therefore, English language teaching in Latin America should be paramount.

Nonetheless, the language level in Latin America seems to indicate a low and very low level in a ranking presented by the EF EPI in 2021. In spite of this rating, some countries have been increasing their levels, such as Bolivia, Dominican Republic, El Salvador, Honduras, and Uruguay.

In the case of Ecuador, the EF EPI world ranking (2021) indicates that the average English language proficiency is very low, placing it in 18th place out of 20 countries. Nonetheless, the “Ministerio de Educación” of Ecuador must solve problems that are generated in these fields such as the implementation of new strategies, teacher training, and adjusting the hours assigned to English in the academic curriculum. El Comercio (2021).

That is the reason for the existence of several researches focused on English language teaching with different methodological strategies, but after an exhaustive bibliographic review, four relevant researches were found that they are related to role-play as a strategy for English language teaching.

The study aimed by Abdul Rahman and Maarof (2018) mainly aims to research the effect of role-play and simulation approaches on the English as a Second Language (ESL) oral communication skills of polytechnic engineering students in Malaysia. Although this study is not focused on basic education students, it is used because role-play is taken as the main teaching strategy. According to the study, it was found that students were enthusiastic about role-play and simulation activities because they were never bored and could practice speaking many times. The approach was also different from other classroom activities. It also identified that role-play and simulation are very beneficial for students to improve their oral communication skills in English as a second language.

Rojas and Villafuerte (2018) did research about role-play aimed to explore the influence of the implementation of role-play as a technique in the English class to enhance the oral skills of English as a Foreign Language (EFL) learners in Ecuador. In this way, this study reaches a similar conclusion to the previous study in which it indicates that role-play promote learners' creativity by working collaboratively. In addition, role-play is a

communication technique that improves fluency by allowing students to interact in class and increase their motivation to learn.

Another approach looking for the improvement of speaking ability. The study realized by Zare-Behtash et al. (2018) aimed to investigate the effect of role-play on the speaking ability of Iranian pre-intermediate students. For this purpose, the researchers examined the students' speaking ability in two groups: the experimental group and the control group. The results obtained confirm that the role-play tasks had a significant impact on the development of Iranian pre-intermediate students' speaking ability and that they had a positive attitude toward the use of role-play tasks in improving speaking ability.

The study carried out by Alzboun et al., (2017) aimed to examine the effect of a role-play strategy on the speaking ability of Jordanian tenth-grade English as a foreign language student. The study had as its population two intact sections of 86 tenth-grade female students affiliated with Lameece Girls High School in Marka district, Amman. A speaking test and a rating were used in this study. And giving a conclusion that the use of role-play strategy was effective in developing students' speaking skills compared to conventional methodology. It also indicated that this strategy is effective and useful in improving students' performance in speaking skills, regardless of poor classroom facilities.

In conclusion, the research shows the great impact of role-play in education, reflecting some favorable results such as the motivation of students to learn English. In addition, the different applied activities were positive for the development of oral communication and group work.

## **6.2 Theoretical framework**

### **English as a foreign language**

English as a foreign language plays a vital role in effective communication in today's globalized world. According to Jenkins (2015)" in a globalized world, successful communication requires effective commerce with speakers of other languages, and English is the most generally used language for this purpose" (p.3). This emphasizes the importance of EFL in helping to facilitate communication with people from a variety of verbal and artistic perspectives. Tampubolon (2021) says that "as we know that English is a transnational language. Therefore, wherever we travel, of course we can use English

in communicating with nonnatives. We do not have to bother to learn their language” (p.2). In this part, the author gives the main reason why English is taught in all Ecuadorian seminaries. It is spoken in almost every country in the world. This is beneficial because tourists do not need to learn the native language of the country. Therefore, the author emphasized the importance of speaking and learning English, as people can use it to communicate in any country in the world. Another importance of EFL is that it is essential for effective communication in diverse environments. It allows individuals to communicate effectively with people from different verbal and artistic origins, improving their communicative skills and abilities. As well, Canagarajah (2013) argues that " EFL education can give individuals the necessary verbal and artistic knowledge to communicate effectively in colorful surroundings, including academic, professional, and social" (p.60). This shows the importance of foreign language teaching to improve communicative skills and abilities in different fields.

### **Importance of EFL**

The importance of teaching English as a foreign language in this era of globalization is significant as it helps people to grow both in the workplace and personally (British Study Centre, 2020). Although the teaching of English as a foreign language has been evolving, it must be clear that its objective remains intact. According to Nasri et. al (2018) one of the most important objectives in English language teaching is for learners to be able to function fluently in real environments using the target language.

Nonetheless, teaching and learning English as a foreign language needs to be provided with different strategies such as: Communicative language teaching (CLT), Task-based language teaching (TBLT), Content and language integrated learning (CLIL), Cooperative Language Learning (CLL), The Direct Method and Grammar-Translation. These English language-teaching methods are very important. According to Graduate Programs for Educators (2019) which explains that instructional strategies play an important role in classroom teaching. Without the use of a strategy, teachers would be indiscriminately projecting information that does not connect with or engage students.

### **The teacher's role in teaching and learning process**

The new methodologies have made the teacher's role evolve to create a suitable environment for the teaching-learning process to be effective. Currently, according to Castella (2017), the role of the teacher within the teaching-learning process is being a facilitator of knowledge that allows the student to be responsible for their knowledge. In other words, the role of the teacher is to guide the student to develop the required skills in each topic, this makes the student an autonomous being capable of thinking and solving problems that may arise.

In addition, the current role of the teacher is to foster students' self-esteem. The teacher creates situations where students can solve their learning difficulties. That is why in the teaching-learning process of a language the student will be able to develop his or her skills without fear (Xu, 2012).

Undoubtedly, the role of the teacher in the teaching-learning process is currently important for the suitable development of learners as it encourages inquiry, self-esteem, and responsibility with knowledge.

### **The students' role in teaching and learning process**

Students have an important role to play in the teaching and learning process of English as a foreign language. They are expected to participate actively in the learning process. They must be ready to take an active role in their own learning and be receptive to new ideas. This involves participating in class activities and discussions, reading and writing in English, and speaking English language outside of class. As well, it is important for students to ask questions in the class because according to Marangell (2021), helps to have an open line of communication between students and teachers, so that the class is not just about the teacher, but also about the students and how they are learning. This will help them become confident in their ability to use English.

In the classroom, EFL students usually learn grammar and vocabulary, also how to use the language in spoken and written form. Sometimes, depending on the teacher, students may also be introduced to cultural and historical elements related to the language. In addition, many students elect to participate in activities and conversations with native speakers of the language, which can help them improve their proficiency. Finally,

students should be allowed to be creative in their learning process. They should be encouraged to explore different ways of learning the language.

### **Interactive teaching learning process in EFL**

Student interaction in the EFL teaching and learning process is essential. According to Sen (2021) says that a positive interaction between teachers and learners has a crucial role in effective teaching and learning. There are many important elements for teaching and learning to be productive. The positive interaction between teachers and students is often defined by shared understanding, trust, respect and cooperation.

Therefore, the positive interaction of teachers and students helps to develop communicative skills which are the major in the English language. Therefore, Hoque (2016) suggests that "Effective teacher-student interactions create: Emotional Support which means positive relationships between teachers and peers; Classroom Organization which suggests well-managed classrooms that provide students with frequent and engaging learning activities; and Instructional Support" (p.1). In the same way Hanum (2017) considers that interaction is necessary in classroom activity because it helps the teaching and learning process run smoothly and can increase students' communicative ability, which is of vital importance in learning a foreign language such as English.

### **Classroom interactive activities**

To practice English in class, teachers can use a variety of activities such as role-play, conversations, debates, simulations and language games. These activities help students interact with each other and practice the language dynamically. It is important to design the activities to each student's needs in order to help them learn effectively. On interactive activities, Gari (2020) established interactive activities are important because they help learners develop basic English communicative skills, as the activities encourage communication among learners. Khandve (2016) defines that "the interactive activities are all those activities that encourage students to participate in the classroom, making students feel comfortable to debate and share ideas for better learning because students will be participative in a friendly class rather than in a class that is just focused on evaluation by giving grades and highlighting mistakes" (p.105). Interactive activities help

students actively participate in the learning process and practice their language skills in a collaborative and supportive environment. This can improve learner engagement and motivation. In addition, the exposure to real-life contexts and situations helps learners develop their language skills in a genuine and meaningful way. In this way, teachers should create an environment that promotes learners to express themselves and practice the language without feeling afraid of making mistakes. According to Barkley et al., (2014), "Involving students in active learning, they become participants rather than spectators in the classroom. The learning experience becomes meaningful and students can achieve higher levels of thinking" (p.3). Active learning involves students as participants in the classroom, conducive to a meaningful learning experience and higher levels of thinking. The authors suggest that interactive activities create a dynamic and attractive classroom environment that promotes a sense of community among students and improves their learning. In addition, Johnson and Smith (1998) found that interactive activities had a significant effect on language learning, with students who participated in these activities showing improvements in their language proficiency, oral skills, and confidence. The authors suggest that interactive activities can create a dynamic and engaging classroom environment, which can lead to higher levels of motivation and interest among students, ultimately leading to better language acquisition outcomes. By involving students in active learning and creating a dynamic and engaging classroom environment through interactive activities, students become active participants in their own learning, leading to higher levels of thinking and a meaningful learning experience.

### **English teaching methodologies**

Methodological strategies are of vital importance in the teaching and learning process for that reason Arguello and Sequeira (2016) state that methodological strategies are the set of essential and unpredictable techniques and procedures in the teaching-learning process in relation to the educational phenomenon, where the teacher is the facilitator who opens a space for students to develop skills and abilities that allow them to build meaningful learning. Therefore, in order to teach a foreign language, it is necessary to use methodologies that help students develop their communicative skills. Over the years the strategies used to teach the English language have changed as Education Advisors Group (2022) mentions over the years, English language schools around the world have

developed different techniques and methods to achieve the most efficient way to study English. The best-known methodologies are: The Direct Method, Task based language learning, Communicative language teaching (CLT). Despite the fact that new methodologies have been sought and implemented in the teaching of English, according to Universidad Técnica Particular de Loja (2021), only 40% of Ecuador's 17 million inhabitants are fluent in English.

### **The direct method**

One method of English language teaching is the direct method which can be used to involve the student in an environment in which useful everyday English phrases are used to develop important skills such as speaking and listening. As Batool et al., (2017) mentions that the Direct Method should connect directly with the target language without translating it into the native language. Accordingly, the main objective of this methodology is to provide language learners with a practically useful means of communication skills. This method has both advantages and disadvantages as stated by Reddy (2012) who mentions that an advantage is " the use of audio-visual aids, actions and demonstrations made learning lively and interesting" and a disadvantage is that "It became very difficult to associate the expressions directly in the target language especially teaching abstract ideas" (p.3). Accordingly, the methodology could bring confusion to the students at the time of learning.

### **Communicative language teaching (CLT)**

CLT is a methodology that is very important in the English language teaching process. The communicative method or communicative language teaching is an approach to language teaching in which maximum importance is given to interaction as a means and as the ultimate goal in learning. This is confirmed by Wu (2009) who says that CLT stresses the importance of providing learners with opportunities to use their English for communicative purposes. The strong version of communicative teaching, conversely, advances the claim that language is acquired through communication. Therefore, it can be said that the CLT is very much focused on students being able to communicate in a fluent manner. Nonetheless, it has also had some disadvantages as Dos Santos (2020)

states that one disadvantage is the lack of mastery of the language. As a matter of fact, some teachers may be unable to answer detailed questions about the target language, sociolinguistics, or culture that arise from classroom interactions. Therefore, this methodology requires a broad knowledge of the foreign language on the part of the teacher and the student.

### **Task based language learning (TBL)**

TBL is based on a task-based approach to language learning. Therefore, the tasks must be directed to learn the target language. According to Recalde (2019) the TBL communicative approach has as a central objective of the teaching-learning process the realization of a task, which allows the student to use the language in an authentic way following a realized process in which the role of the teacher, student and materials fulfill fundamental functions. A characteristic of TBL mentioned by Morron (2020) it stems from the central idea about learning grammatical structures as the focus of the learning process, the proposal of this method is that learners acquire this aspect as a by-product of performing the tasks. Therefore, grammar is left aside and priority is given to the tasks performed by the teacher in order for the students to achieve the objective to improve the basic language skills such as productive and receptive skills.

### **English skills**

The skills that are necessary for efficient communication can be divided into four linguistics skills listening, speaking, reading and writing. These skills make up the communication process as English EFL (2019) says the goal of language learning is to improve the four skills of speakers: listening, speaking, reading and writing, with the basic foundation of a rich vocabulary and good grammar, but this is not the aim. The primary objective is for speakers to be able to use the language. We can assure that the four skills are of vital importance for the teaching and learning process of the English language. These four basic communication skills can be categorized into two groups: receptive and productive skills. According to Sreena and Iankumaran (2018) productive skills are speaking and writing. Learners who have effective productive skills are able to produce something. They are also known as active skills. Learners require generating



language to communicate their ideas orally or in writing. Similarly, the same author describes receptive skills as the ability to listen and understand a language. Reading and listening are receptive skills.

### **Active learning**

The evolution in education has given way to the creation of new forms of learning that are very interesting for their different objectives to be fulfilled in the classroom. Nonetheless, active learning can be said to be adapted to the needs of today's education. Since students have become dynamic and classes based on memorization do not allow students to develop their ability to reason (Guthrie and Carlin, 2004).

Active learning can be defined in several ways. For instance, Bell and Kahrhoff (2006) define active learning as a process where the learner actively participates in the development of ideas and skills by performing tasks that are directed by the teacher. In the same way, Bsharat and Barahmeh (2020) tell us that active learning consists of putting students in interactive situations where they can consider and evaluate their knowledge. Hence the learner being an active member in all parts of the teaching-learning process active learning can be considered as a positive effect since students emphasize skills such as critical thinking, problem solving, and metacognitive activities that enhance students' thinking (Niemi, 2002). In addition, active learning gives the learner the responsibility for his or her learning, and the result of his or her learning is reflected at the end of the course through evaluations and assessments adapted to his or her knowledge (Demirci, 2006).

### **Activities for active learning**

Active learning suggests that activities should be done in groups where students can develop their skills and knowledge. Kumar (2014) lists several activities that are part of active learning which are:

#### **Class game**

It helps students learn a new topic in a fun way. It is an activity that energizes students before a class. Undoubtedly, games such as word search and crossword puzzles help the student's mind to be active.

### **Student discussions**

Student debate can be considered the most active activity to employ as it allows students to express their point of view on a topic and to do so they must acquire the information necessary to express themselves. In addition, this activity allows students to develop their speaking skills.

### **Role-play**

Role-play is part of education as a strategy for the good development of the teaching-learning process, but we know what its definition is. First of all, it is necessary to know the meaning of the words separately. "Role" is defined as the function of interpreting or acting in a given situation. Conversely, "play" is defined as a fun activity capable of putting into practice the physical or mental capabilities of people. Once we know the definitions of each word we can understand what this strategy is about because according to Kenneth (2008) role-play is the conscious performance and discussion within a group. In the case of a classroom, a problem is presented so that the student can identify with the character and create a solution based on their skills and knowledge.

Role-play has the objective of improving students' oral skills, states Neupane (2019) when he says that role-play is a technique that favors the development of communication skills since it offers students the opportunities to assume the role of different people.

In addition, role-play is an attractive technique since it generates an atmosphere of trust in the students. According to Porter (1987) the tasks within the role-play is enjoyable and put the students' feelings at risk. This activity reinforces self-confidence. It means that students can learn within a pleasant environment where mistakes are seen as an opportunity to improve listening and speaking skills. Moreover, the participation of the members in the role-play creates an emotional and intellectual bond because if a teacher who knows what the students' needs are matches the activity appropriately, the resolution is expected to serve in real life (Kenneth, 2008).

### **Elements to conduct the role-play**

Since role-play is an English language teaching strategy, the teacher should consider the necessary elements for its organization and application. According to Porter (1987), the elements to consider are level, time, vocabulary, topic, preparation, and assessment. Most role-play activities take all these elements into account so that the class flows positively and generates significant learning in the students.

By putting all these elements together in planning a role-play activity, students will make progress in their communicative skills, allowing these activities to be reiterative. It is a positive aspect so as to Permatasari (2016) states the activities that address role-play and continuous interaction with the English language improve communicative skills in students. In other words, role-play helps learners to improve their communicative skills as their continuous participation in the activities helps in various aspects such as pronunciation, vocabulary, and fluency. It makes the learner's confidence in expressing themselves grow and improve with every practice they have with the language.

### **Effect of role-play on communication skills**

For Leong and Ahmadi (2017) speech is considered as one of the primary skills to maintain effective and continuous communication with people. Nonetheless, people have a challenge in acquiring this skill because it does not prove to be easy due to constant practice and exposure. Therefore, Holt and Kysilka (2006) say that role-play, likewise being fun, lead to the communicative development of people.

Role-play is substantial in the teaching and development of oral expression because it allows the learner's communication to be constantly in practice through activities that involve various contexts (Jannah, 2011). Furthermore, Neupane (2019) asserts that role-play makes learners interested in expressing their views and thoughts with context-appropriate language.

## **7. METHODOLOGY**

### **7.1 Research approach**

The present research was designed under a mixed approach (qualitative-quantitative) because it is adapted to its characteristics and needs.

For Ruiz, Borboa and Rodríguez (2013) the mixed approach involves the collection, analysis, and evaluation of quantitative and qualitative data from the same study to respond to the problem statement.

From the mixed approach, the technique of interview questions was used to analyze the teachers' opinion about role-play as the only strategy for English language teaching. In addition, a survey was applied to the students to know the positive aspects generated by the strategy.

## **7.2 Research design**

On account of the fact that the objective of the research was to determine the importance of role-play as a single strategy in English language teaching and its influence on the development of communicative skills in students of the "Once de Noviembre" Educational Unit. Considering that the research topic has enough theoretical support, we conducted a descriptive type of research to know in detail the advantages of this strategy.

For Hernández, Fernández and Baptista (2010), descriptive research investigates the important aspects of a phenomenon to be investigated.

## **7.3 Population**

The study population was made up of fifteen students belonging to the "Once de Noviembre" Educational Unit located in Latacunga city, Cotopaxi, and three English teachers who work in the same educational unit.

## **7.4 Data collection techniques**

The techniques that were used for data collection were the survey and interview questions.

## **7.5 Data collection instruments**

The data collection instrument was a virtual survey from the Google Forms platform. The virtual survey consisted of seven items with multiple choice questions for students. And the interview questions in Google Form platform. The instrument consisted of eight items for teachers.

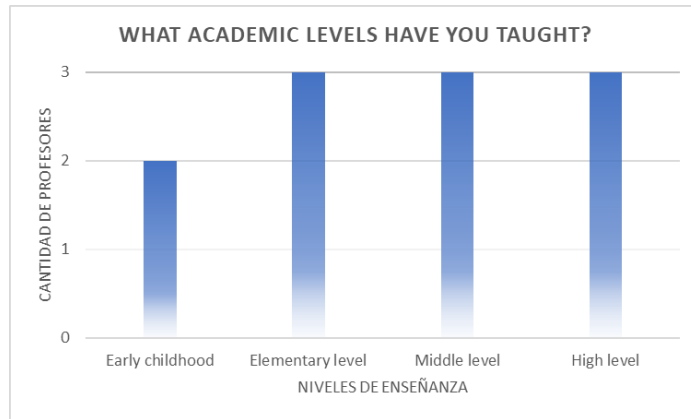
## **8. ANALYSIS AND DISCUSSIONS OF RESULTS**

The responses acquired from teachers' interviews and students' surveys were analyzed in light of the theory presented in the theoretical framework. This procedure answers the

research question about the importance of role-play as a single methodological strategy and its influence on developing communicative skills in English language teaching of 10th EGB at the Educational Unit "Once de Noviembre".

### Teacher's interview results

**Graphic 1.** What academic levels have you taught?

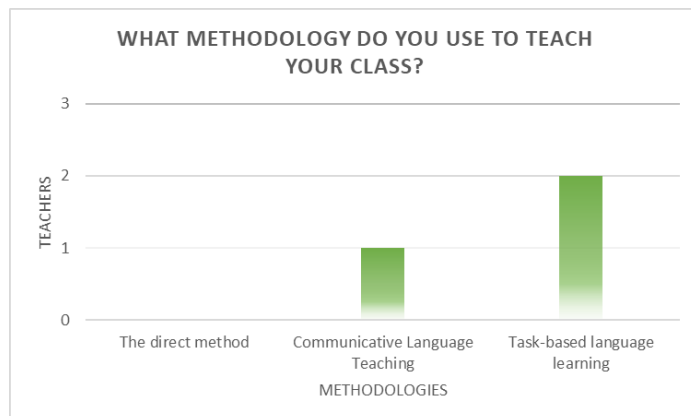


**Source:** Teachers' survey

**Elaborated by:** López and Mogrovejo (2023)

The results of the interview with the teachers allowed us to know that most of them had experience in teaching English in elementary, middle and high school courses. Understanding the middle level to the courses of 8th, 9th and 10th. This allows us to recognize that the teachers has enough experience in this teaching process. With these data, as Fuenzalida (2013) mentioned, the teaching experience is related to the good judgment, criteria and knowledge of all the members who are involved in the learning process because it is a constant and group action.

**Graphic 2.** What methodology do you use to teach your class?

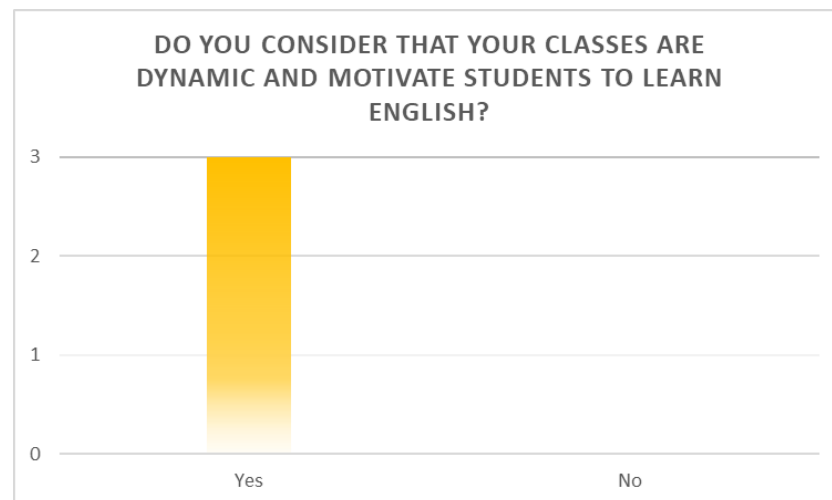


**Source:** Teachers' survey

**Elaborated:** López and Mogrovejo (2023)

The results indicate that two of the teachers of the educational unit have applied the task-based learning methodology which is based on the teaching of the English language through tasks with a final objective which is the development of the language being learned. Likewise, only one teacher has used the communicative language teaching methodology which requires the use and practice of the language being learned as stated by Jabri and Samad (2021) that the CLT methodology is used not only to motivate and interest but also to reduce students' boredom in learning English.. Conversely, none of the teachers surveyed have used the direct method as a methodology for teaching English. This indicates that not all teachers apply methodologies that help students improve their productive skills.

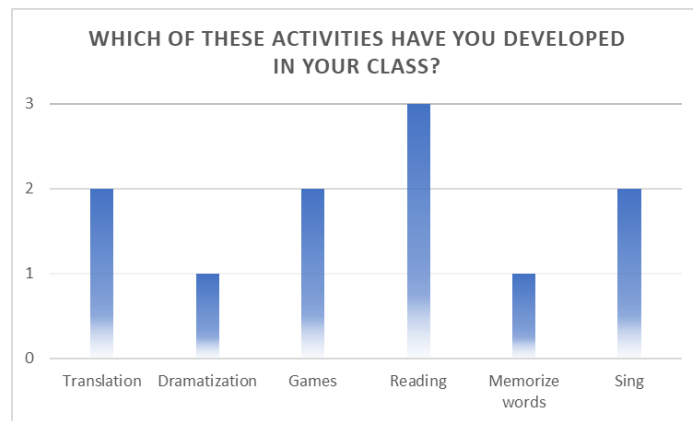
**Graphic 3.** Do you consider that your classes are dynamic and motivate students to learn English?



**Source:** Teachers' survey

**Elaborated:** López and Mogrovejo (2023)

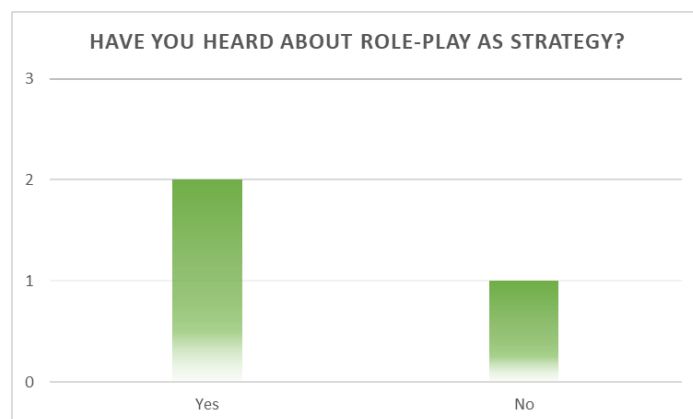
In this case, all teachers consider that their classes are dynamic and motivate students to learn English. This indicates the willingness of the teachers to try to make the classes more entertaining for the students. As stated by the Educo organization (2021), dynamic group classes in the classroom are a way of learning through play, discovering one's classmates and getting to know oneself. This indicates the great importance of not continuing with traditional classes but to implement activities that involve students.

**Graphic 4.** Which of these activities have you developed in your class?

**Source:** Teachers' survey

**Elaborated:** López and Mogrovejo (2023)

The results of the interview indicate that the activity most used by teachers is reading. On account of the fact that Crespo (2019) states that reading constitutes a fundamental part in the field of teaching. Furthermore, keeping students informed, it constitutes a means through which one can learn and put into practice what has been learned. The other activities carried out by the teachers according to the survey are: translation, games and singing. These activities are implemented by the teachers in order to create a fun and friendly environment for the teaching and learning process. The activities least used by teachers in the "Once de Noviembre" educational unit were the memorization of words and the use of role-play. This helps us to demonstrate the lack of interest and knowledge on the part of the teachers of the benefits that role-play offer to teachers and students in the learning of the English language.

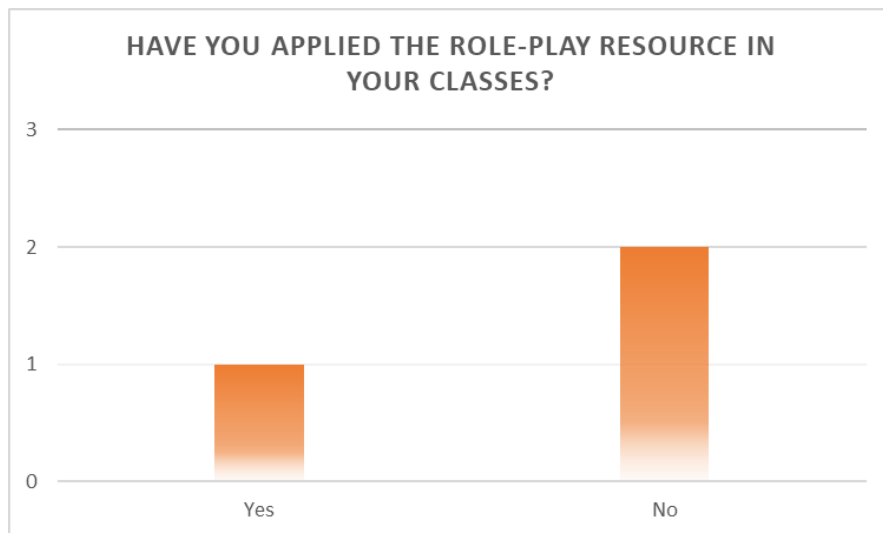
**Graphic 5.** Have you heard about the role-play as strategy?

**Source:** Teachers' survey

**Elaborated:** López and Mogrovejo (2023)

The results of the survey show that two of the three teachers of the educational unit had knowledge about the use of role-play as a strategy that could help in the teaching and learning process. In this case, only one teacher had no knowledge of this methodological strategy, which shows that the lack of information on the subject can be harmful to teachers and students. And as previously mentioned author Neupane (2019) who states that role-play is a technique that favors the development of communicative skills as it offers students the opportunities to assume the role of different people.

**Graphic 6.** Have you applied the role-play resource in your class?



**Source:** Teachers' survey

**Elaborated:** López and Mogrovejo (2023)

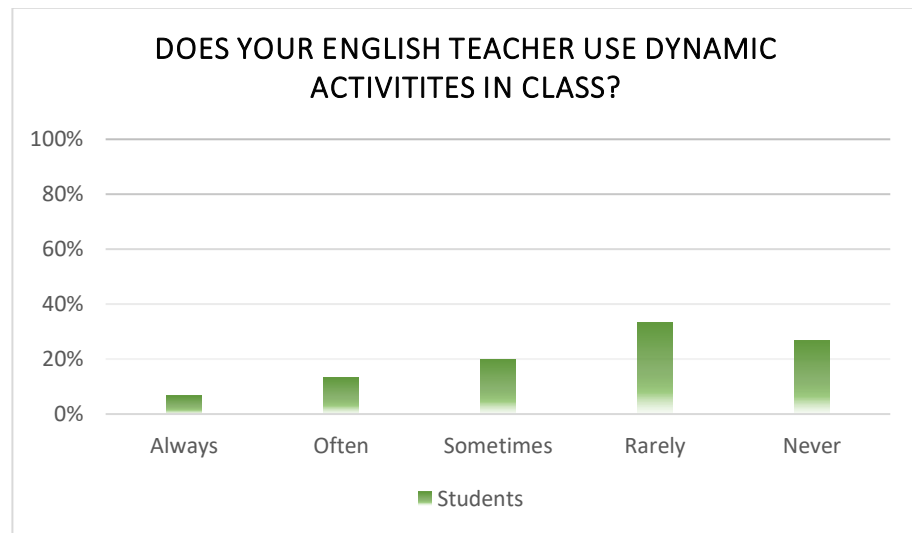
In this question, of the total number of teachers surveyed, only two confirmed the use of role-play as a methodological strategy in their classes. These activities are entertaining and dynamic for the students. As established by UNIR (2023), in order to achieve the established goals and develop the students' skills, it is necessary to use different methodological strategies that help to achieve effective learning and that imply a higher involvement of the students and teachers. Conversely, one teacher said that he has not used role-play in class because the poor knowledge of the role-play procedure.

### **Student's survey results**



**Table 2.** Does your English teacher use dynamic activities in class?

Items	f	%
Always	1	7
Often	2	13
Sometimes	3	20
Rarely	5	33
Never	4	27
Total students	15	100

**Graphic 7.** Does your English teacher use dynamic activities in class?

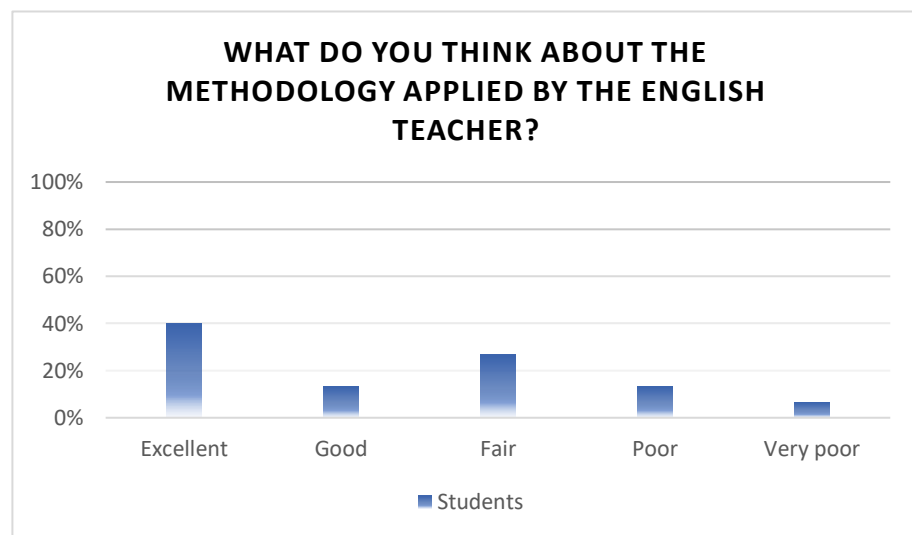
**Source:** Students' survey

**Elaborated:** López and Mogrovejo (2023)

The student survey revealed the most of the students considered that the teacher rarely used dynamic activities, while few students said that dynamic activities are applied in class. These results show that students don't consider as dynamic the activities used by the teachers, causing the teaching and learning process to not develop in a correct way. This is confirmed by Guadarrama (2022) who assures that the use of traditional methodology has as a disadvantage the little or no interaction of students in class.

**Table 3.** What do you think about the methodology applied by the English teacher?

Items	f	%
Excellent	6	40
Good	2	13
Fair	4	27
Poor	2	13
Very poor	1	7
Total students	15	100

**Graphic 8.** What do you think about the methodology applied by the English teacher?

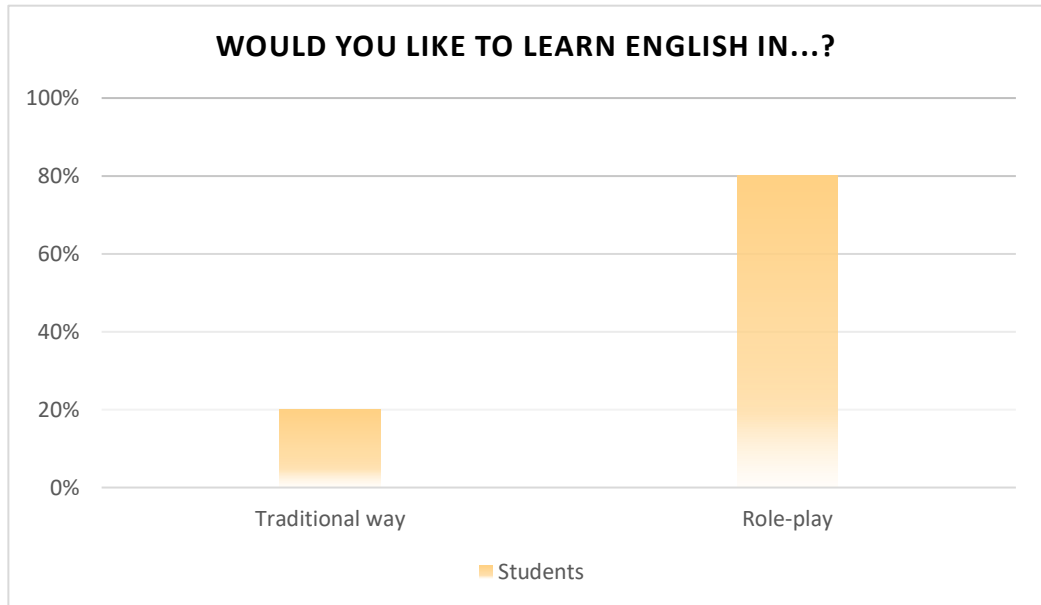
**Source:** Students' survey

**Elaborated:** López and Mogrovejo (2023)

The results show the methodology is appropriate for the most of students. Conversely, other students thought that the methodology doesn't have the enough characteristics to motivate to learn the English language. This indicates the importance of the methodology applied by the teacher in class, as stated by Tursunovich (2022) by carefully mastering the achievements of a foreign language teacher's methodology, the learner gets a clear understanding of the level of accumulated language experience and its further improvement. Effective foreign language teaching requires knowledge of its methodology. Which establishes that for English language teaching it is necessary to use a good methodology.

**Table 4.** Would you like to learn English in ...?

Items	f	%
Traditional way	3	20
Role-play	12	80
Total students	15	100

**Graphic 9.** Would you like to learn English in ...?

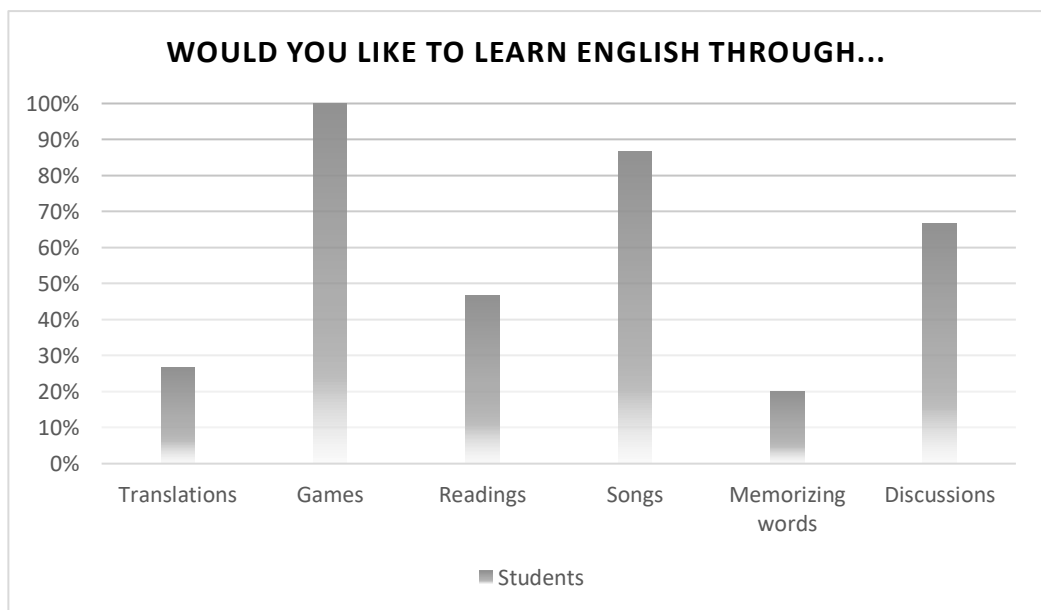
**Source:** Students' survey

**Elaborated:** López and Mogrovejo (2023)

The results indicate that the traditional methodology isn't attractive for students because the activities could be boring. As Guadarrama (2022) mentions that the traditional methodology is based on repetition, which makes classes unattractive to students. This causes a lack of motivation and interest in learning. Otherwise, a large part of students were attracted to a new methodological strategy such as role-play. According to Porter (1987), role-play tasks are enjoyable and bring students' feelings into play. This activity reinforces self-confidence and group work.

**Table 5.** Would you like to learn English through... ?

Items	f	%
Translations	4	27
Games	15	100
Readings	7	47
Songs	13	87
Memorizing words	3	20
Discussions	10	67
Total students	15	100

**Graphic 10.** Would you like to learn English through... ?

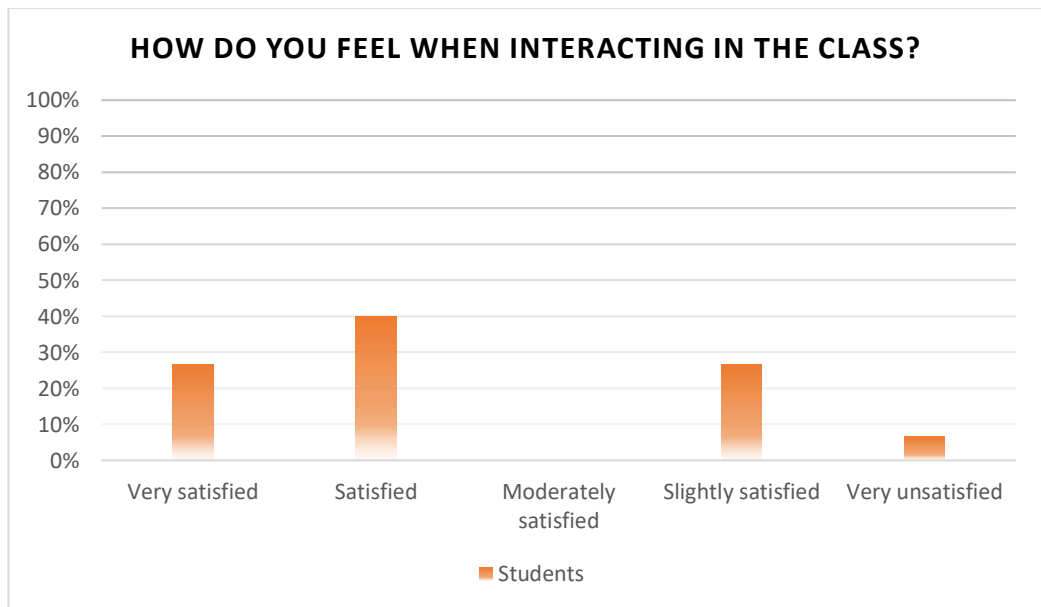
**Source:** Students' survey

**Elaborated:** López and Mogrovejo (2023)

The results of this survey showed that all students liked activities such as games, songs and discussions. This confirms that students like to be involved in the learning process, as Hunt (2021) mentions that learning a language through games and dynamic activities allows students to practice the language and have a better understanding. Its benefits can be extended over a long period of time because it is learned in a healthy way and without complexes. On the other hand, fewer students preferred activities that involve memorizing words and readings.

**Table 6.** How do you feel when interacting in the class?

Items	f	%
Very satisfied	4	27
Satisfied	6	40
Moderately satisfied	0	0
Slightly satisfied	4	27
Very unsatisfied	1	7
Total students	15	100

**Graphic 11.** How do you feel when interacting in the class?

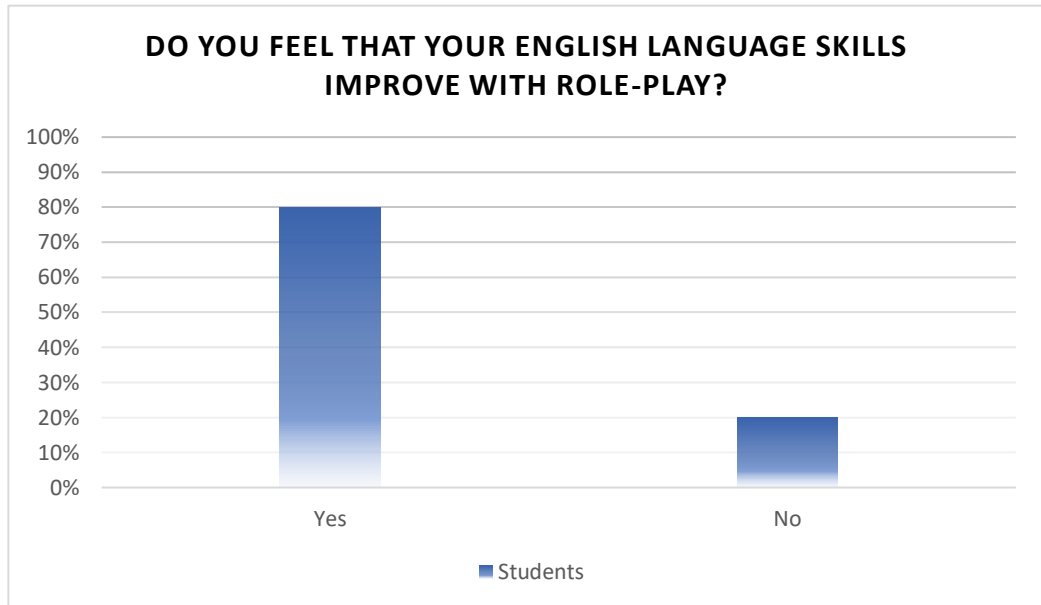
**Source:** Students' survey

**Elaborated:** López and Mogrovejo (2023)

The survey shows that interaction in class is positive, with most students feeling satisfied to participate. While a few do not dare to interact for different reasons such as confidence, fear, or shyness. However, the results indicate that student satisfaction can express as the well-being experienced by students in the classroom because they feel that their academic expectations are fulfilled as a result of the activities carried out by the institution to satisfy their educational needs. Studies on student satisfaction are indicators to evaluate educational quality because this improves academic performance (Garbanzo, 2007).

**Table 7.** Do you feel that your English language skills improve with role-play?

Items	f	%
Yes	12	80
No	3	20
Total students	15	100

**Graphic 12.** Do you feel that your English language skills improve with role-play?

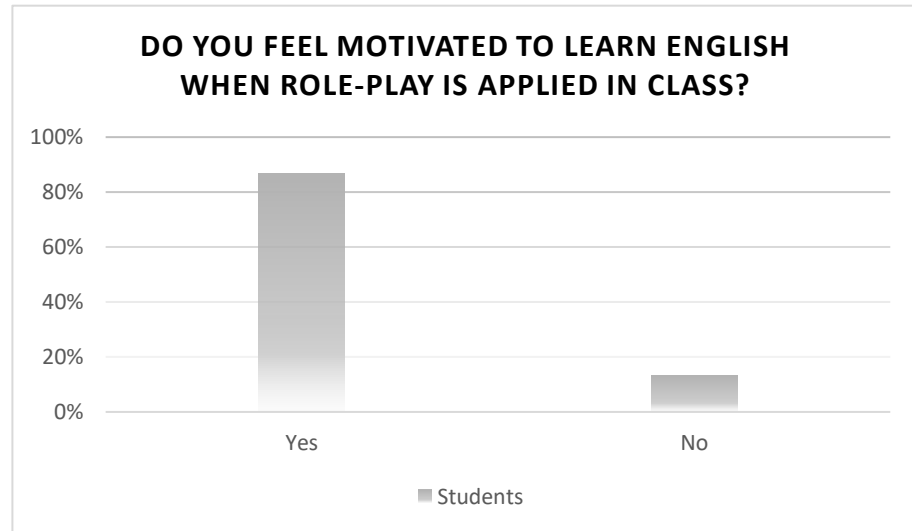
**Source:** Students' survey

**Elaborated:** López and Mogrovejo (2023)

For most of the students the use of role-play improved their communicative skills, which reflects a positive point because it gives this strategy the value it deserves. Thus Neupane (2019) substantiates that role-play is a technique that favors the development of communicative skills since it offers students the opportunities to assume the role of different characters. It also benefits teachers since by applying role-play, they can use different materials such as stories, legends, or even the imagination of their students. It also develops students' critical thinking skills and the ability to communicate in real contexts.

**Table 8.** Do you feel motivated to learn English when role-play is applied in class?

Items	f	%
Yes	13	87
No	2	13
Total students	15	100

**Graphic 13.** Do you feel motivated to learn English when role-play is applied in class?

**Source:** Students' survey

**Elaborated:** López and Mogrovejo (2023)

The student survey indicates that high percentage of the students felt motivated when they received classes in which role-play was used. This indicates that in addition to helping students improve their communication skills it also helps students feel motivated in class. Motivation plays a very important role since Ospina (2006) states that one of the most relevant aspects for learning to take place is motivation, and there is no doubt that when this does not exist, students have difficulty learning. This confirms that role-play helps in the teaching process. When students feel motivated, they can give their best when learning a language. Conversely, a reduced number of students did not feel motivated with the methodological strategy used.

Education has had different modifications among the methodologies and activities used by teachers. Nonetheless, the methodological strategy used by teachers in their English classes regularly did not have positive effects such as motivation, participation and improvement of communication skills. Otherwise, the use of role-play as a single

methodological strategy provided positive impacts according to the students' surveys, which allowed them to feel more motivated for the learning process. Likewise, the interaction among peers allowed them to improve their communication skills in a considerable way.

## **9. CONCLUSIONS AND RECOMMENDATIONS**

### **Conclusions**

After the analysis of the data, it was possible to determine the importance of role-play as a single methodological strategy because it helps the motivation and interaction of the students. Likewise, its influence in the development of communicative skills for the English language teaching in the 10th grade of the " Once de Noviembre" Educational Unit was demonstrated.

- After the bibliographic analysis, it was possible to confirm that the use of role play is very important to develop the students' communicative skills in a fun way and without fear of making mistakes; it also increased their motivation and interest in learning. The results of the surveys conducted with the fifteen students showed their enthusiasm for the interactive activities that awaken their interest.

- The methodology most used by the teachers was the TBL. It was also shown that the teachers consider their classes to be dynamic since they carry out different activities such as reading, songs and games. It also showed that not all the teachers surveyed had knowledge about the use of role-play and therefore not all of them had applied this methodological strategy in their classrooms.

- Finally, the advantages identified in the use of role-play for English language teaching were diverse, such as: increased motivation and interest of the students in the classes. In addition, it helped to considerably improve their communicative skills. According to the results, the students considered the methodological strategy applied to be excellent, since it was a new way of learning that included different activities that captivated their attention.

### **Recommendations**



Given the importance of this research and the results obtained during its development, some recommendations that will benefit the entire educational community and its participants are presented below:

- To the people in charge of the educational institutions to offer conferences where different topics are exposed, which motivate teachers to be in continuous renovation of methodologies, techniques, strategies and tools. Thus, teachers will make their classes more enjoyable so that their students feel motivated when learning the language.
- Similarly, teachers should inquire about the use of role-play and the function they have in the classroom, further the advantages they have on communicative language skills.
- Finally, instructors should assess the positive effect that the use of role-play has on students. Role-play motivates students to acquire the English language knowing that their language skills are growing.

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## 11. ANNEXES

### ANNEX 1

#### Teachers' interview questions

No se pueden editar las respuestas

## Teacher's interview questions

\* Indica que la pregunta es obligatoria

How many years have you been teaching? \*

15

What academic levels have you taught? \*

- Early childhood
- Elementary level
- Middle level
- High level

What methodology do you use to teach your class? \*

- The Direct Method
- Communicative Language Teaching
- Task-based Language Learning
- Otro: \_\_\_\_\_

Do you change the methodology depending on the age of the children? \*

- Yes
- No



Do you consider that your classes are dynamic and motivate students to learn English? \*

Yes

No

Which of these activities have you developed in your class? \*

Translation

Dramatization

Games

Readings

Memorize words

Sing

Have you heard about role-play as strategy? \*

Yes

No

Have you applied the role-play resource in your classes? \*

Yes

No

## ANNEX 2

### Students' survey

0 de 0 puntos

 Puntuación sin publicar

## Students' Survey

\* Indica que la pregunta es obligatoria

Does your English teacher use dynamic activities (games, songs, dramatizations, debates) in class? \* \_\_\_\_\_ / 0

1                      2                      3                      4                      5

Never                                                                                                                                    Always

Añadir comentarios a una respuesta individual

What do you think about the methodology applied by the English teacher? \* \_\_\_\_\_ / 0

1                      2                      3                      4                      5

It's the worst                                                                                                                                    It's the best

Añadir comentarios a una respuesta individual

Would you like to learn English in...? \* \_\_\_\_\_ / 0

- Traditional way
- Role - play

Añadir comentarios a una respuesta individual

Would you like to learn English through... \* \_\_\_\_\_ / 0

- Translations
- Games
- Readings
- Songs
- Memorizing words
- Discussions

Añadir comentarios a una respuesta individual

How do you feel when interacting in the class? \* \_\_\_\_\_ / 0

- 1            2            3            4            5
- Very unsatisfied                        Very satisfied

Añadir comentarios a una respuesta individual

Do you feel that your English language skills improve with role - plays? \* \_\_\_\_\_ / 0

- Yes
- No

Añadir comentarios a una respuesta individual

Do you feel motivated to learn English when role - play is applied in class? \* \_\_\_\_\_ / 0

- Yes
- No

Añadir comentarios a una respuesta individual