



**UNIVERSIDAD ESTATAL PENINSULA DE SANTA ELENA  
SCHOOL OF EDUCATION AND LENGUAJES  
PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES**

**EXPLORING TEACHERS' EXPERIENCES WITH ROLE-PLAY ACTIVITIES IN  
ENGLISH LANGUAGE TEACHING FOR TEENAGERS**

**RESEARCH PROJECT**

As a prerequisite to obtain a:

**BACHELOR'S DEGREE IN PEDAGOGY OF NATIONAL AND FOREIGN  
LANGUAGES**

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**La Libertad-Ecuador**

**2026**

La Libertad, October 31st, 2025

### **ADVISOR'S APPROVAL**

In my role as Advisor of the research paper under the title **“EXPLORING TEACHERS’ EXPERIENCES WITH ROLE-PLAY ACTIVITIES IN ENGLISH LANGUAGE TEACHING FOR TEENAGERS”** prepared by **Rosa de Lourdes López Cedeño y Ricardo Antonio Hugo Davalos** undergraduate student of the Pedagogy of National and Foreign Languages Career, Faculty of Educational Science and Language at Peninsula of Santa Elena State University, I declare that after oriented, studied and reviewed the project, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

**Sincerely,**



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certify that this study work is of our authorship, except for the quotes, statements, and reflections used in this research paper.



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## Declaration

The information and content in this degree and research work are the responsibility; the intellectual property belongs to Universidad Estatal Peninsula de Santa Elena.



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## **Acknowledgment I**

We take this opportunity to express our sincere gratitude to ourselves for our perseverance and dedication, and for not giving up despite the challenges faced throughout our journey in this university degree program. We would like to extend our special thanks to our thesis advisor, MSc. Leonardo Augusto Chavez Gonzabay, whose guidance, support, and valuable knowledge were essential for the successful completion of this research process.

We are also grateful to all the faculty members of the National and Foreign Language Education program for sharing their knowledge and motivating us to continue our academic development. Finally, we would like to acknowledge the English teachers of different provinces of Ecuador who collaborated during the interviews, as well as our friends and especially our families, whose unconditional support was essential in achieving our academic goals.

## **Acknowledgment II**

In this section, I would like to recognize my personal effort and determination in facing this challenge and successfully completing this important stage of my life. I would also like to express my sincere appreciation to my thesis advisor, MSc. Leonardo Augusto Chavez Gonzabay, who, through his patience, guidance, and academic support, played a fundamental role in the completion of this research process.

I am deeply grateful to the student community of the National and Foreign Languages program, whose support and encouragement helped me move forward and achieve this important goal. Finally, I would like to thank the English teachers of different provinces of Ecuador who contributed to this research through the interviews, as well as my friends, classmates, and family members, whose constant support and motivation were invaluable throughout this journey

## Dedication

**By: Rosa López:**

Dedico este trabajo con todo mi cariño a mis amigos, en especial a Dayana, quien ha sido mi amiga durante muchos años y ha estado siempre a mi lado brindándome su apoyo y compañía en los buenos y malos momentos.

También lo dedico a mi familia, especialmente a **mi abuelo Segundo López**, a mi mamá toda preciosa y a mi hermanito, quien empezó a interesarse por el inglés gracias a las clases que compartimos durante la pandemia y a las pequeñas lecciones que le enseñaba desde que era niño.

Ver su entusiasmo me motivó aún más a continuar este camino.

Y, por supuesto, dedico este trabajo a mis **perritos**, mis fieles compañeros, que con su amor y alegría estuvieron conmigo en cada momento de este proceso.

**By Antonio Hugo:**

Este trabajo está dedicado con todo mi cariño a mi amada abuela materna, Cecilia Merino Ormaza, quien falleció en diciembre de 2021. Su bondad, sabiduría y amor incondicional continúan inspirándome cada día a pesar de su ausencia, sus valores y enseñanzas trascienden lo inmortal, también a mi amado abuelo materno Marco Antonio Davalos Avilés quien fue la imagen de inspiración para el conocimiento intelectual y académico también reflejara trascendiendo generacionalmente, finalmente a mi abuela paterna Rosario Ricaurte Andrade quien fue un ejemplo de fortaleza de bondad y también amor infinito e incondicional, inspiración de resiliencia a la adversidad, desde la infinidad del universo ustedes están vivos en mi memoria y mi persona con mucho amor.

## **ABSTRACT**

This research project focuses on teachers' perceptions of the use of role play as a pedagogical strategy in English language teaching for teenagers aged 15 to 18. The study seeks to understand how teachers view the role play technique as a tool to enhance student engagement and communicative learning experiences in the classroom.

The main objective of this qualitative study is to analyze teachers' perspectives regarding the application and effectiveness of role play in promoting meaningful communication and participation among students. The research highlights how this interactive technique can create a more dynamic and supportive learning environment, encouraging students to express themselves with greater confidence.

The study adopts a qualitative approach with a descriptive and interpretative scope. Data are collected through interviews with teachers to explore how they implement role play, the benefits they perceive, and the challenges they encounter. The findings reveal that role play fosters motivation, collaboration, and confidence, providing teachers with an effective strategy to enhance the teaching and learning of English.

## RESUMEN

Este proyecto de investigación se centra en las percepciones de los docentes sobre el uso del role play como estrategia pedagógica en la enseñanza del idioma inglés a adolescentes de entre 15 y 18 años. El estudio tiene como objetivo comprender cómo los profesores perciben esta técnica como una herramienta para promover la participación y el aprendizaje comunicativo en el aula.

El objetivo principal de esta investigación cualitativa es analizar las perspectivas de los docentes sobre la aplicación y efectividad del role play para fomentar una comunicación significativa y la participación activa de los estudiantes. El estudio destaca cómo esta técnica interactiva puede generar un entorno de aprendizaje más dinámico y motivador, en el cual los adolescentes se sientan seguros para expresarse y participar en las actividades de clase.

La investigación sigue un enfoque cualitativo con un alcance descriptivo e interpretativo. Los datos se recopilan mediante entrevistas a docentes, con el fin de explorar cómo implementan el role play, los beneficios que perciben y los desafíos que enfrentan. Los resultados muestran que el role play incrementa la motivación, la colaboración y la confianza, convirtiéndose en una estrategia eficaz para fortalecer el proceso de enseñanza y aprendizaje del idioma inglés.

**Palabras clave:** Role-play, recursos escolares, importancia de las técnicas de aprendizaje, motivación e innovación.

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## **Introduction**

The teaching of English as a foreign language has undergone significant change in recent years. Traditional methods centered on repetition and grammar translation have gradually given way to more dynamic approaches that emphasize communication and student interaction. Within these contemporary perspectives, role play stands out as an effective strategy for promoting the active use of language in situations that resemble everyday experiences. With the assistance of this technique, students not only practice vocabulary and structures but indeed learn to have expression for themselves with conviction.

In different educational conditions, specifically in Ecuador, English teachers face daily difficulties related to class agglomeration, limited economical resources, and different levels of student classroom participation. Behind this problem teachers continue to search for solutions and elements to make lessons productive. Role play is one of these options and techniques because it motivates learners to communicate rapidly, answer questions, and create connection with what the students learn. Role-play becomes a door between the academic knowledge of the classroom and an interactive experience.

This investigation emphasizes to explore teachers experiences and perspectives in applying role play as a technique for teenage learners. Investigating and reviewing their perspectives, the reflections obtained from these experiences are expected to offer practical insights that contribute to improving teaching practices, reinforcing student motivation, and supporting the continuous development of English language education in Ecuador.

## Chapter I

### **The problem**

#### **Research Topic. (General/Category)**

English Language Teaching Methodologies for Teenagers (Teaching strategies and techniques in second language education)

#### **Write the title of your project. (Specific/Centered on your research)**

Exploring teacher's experiences with role play activities in English language teaching for teenagers.

#### **1.1 Problem Statement.**

English is a universal language that connects cultures and the worldwide system in different forms, education is inside in a place of priority, in educational environment English conforms teenagers with essential abilities for academic evolution and future developing, including access to higher education degrees and participation in different areas. The section and part of speaking, is considered one of the most important skills in language learning, as it permits learners to express ideas, critical thinking participate in speeches, and interact directly in real examples (Harmer, 2015). However, in many English as a Foreign Language (EFL) contexts, students struggle to develop speaking proficiency due to limited exposure to authentic communication and insufficient interactive practice.

Overall this research has found that role play has been identified as an effective pedagogical tool in communicative language teaching, offering learners the opportunity to rehearse real-life scenarios and use functional language in context. According to Henisah et al. (2023), role-

play technique in focused educational institution, speaking participation activities positively influence developing learning skills, motivating students and transforming learning into a memorable and motivational activity. Similarly, Harmer (2015) remarks that role play is “funny and motivating,” encourages students that are shy students to actively participate inside the classroom, and connects learning with language that are used inside real interactions. This kind of activities create a safe environment where learners can interact, build confidence in teamwork, and develop all skills.

Role play is recognized as an effective technique in English language kezshatta (2020) highlights that role play is not only beneficial or developing communicative competence however serves as formative assessment tool that allows teachers to evaluate learners’ problems in a dynamic way reinforcing both accuracy and fluency in real time context, teacher-centered approaches. Similarly, Henisah et al. (2023) confirmed that role-play increases enthusiasm and active participation among students, aligning with learner-centered teaching practices.

Notwithstanding different advantages, the application of role play as a technique cannot be possible with issues across the path. Teachers in majority of cases face difficulties such as limited economical resources, lack of time during the class periods great number of students, anxiety and insecurity to participate in front of classmates (Ladousse, 1987). In certain educational settings, especially in schools with limited resources, role play activities require instant adaptation to fit the institutional needs, in addition while role play is totally recommended in communicative English teaching,

This aperture inside the literature research is important because the Ecuadorian educational system, as remarked the Ministry of Education curriculum (Ministerio de Educación del Ecuador, 2016), overline the developing of communicative and effective learning.

Analyzing the forms in which role-play activities are executed in English language teaching can provide memorable steps into how this method is adapted and applied, what challenges stand up, and how it contributes to English learning result in different school settings. Focusing on these questions is important for reviewing and communicate the teacher preparation, improving classes, and reuniting pedagogical strategies with the communicative goals inside the Ecuadorean context.

By investigating teachers' perspectives, this study seeks to bridge the gap between theoretical benefits of role-play and its practical application in Ecuadorian EFL classrooms. The findings could offer evidence-based recommendations for integrating role-play into English language teaching more effectively, ultimately enhancing teenagers' speaking skills and preparing them for meaningful participation in global communication.

## **1.2 Justification.**

Exploring teachers' experiences with role play based on available evidence grant us the ability to see how these activities function in different institutional settings because it explores the real experiences of English teachers using role play activities in classrooms with teenagers. The study focuses on understanding social and educational factors that affect the use of role play and students' engagement. It is important because it documents real teaching practices and can guide teachers to adapt role play to their classroom needs.

### **1.3 Problem question.**

In what ways do teachers describe their experiences with role play activities in English language teaching for teenagers?

#### **Specific questions**

- What types of role play activities do teachers use in their classes?
- What challenges do teachers face when implementing role play activities?
- What benefits do teachers observe in students when using role play?

### **1.4 General Objective**

To describe the lived experiences of English language teachers in the implementation of role-play activities when teaching teenage learners.

#### **Specific Objectives**

- To Elaborate the different types of role-play activities that teachers employ in their English classes with teenage learners.
- To analyze teachers' perceptions of the pedagogical and motivational benefits observed in students through the use of role-play activities.
- To identify the challenges that English language teachers encounter when designing and implementing role-play activities in classes for teenage learners.

## Chapter II

### Theoretical Framework

The process of teaching English to teenagers requires strategies that allow not only the acquisition of linguistic knowledge but also the development of communicative and social skills. Among these strategies, role play stands out as a pedagogical tool that fosters language practice in situations close to real life, creating authentic spaces of interaction within the classroom. One of the characteristics of role-play is to provide the abilities to learners to use the language in spontaneous meaningful exchanges. Keezhatta (2020) emphasizes that these interactive scenarios foster confidence and communication particularly when learners adapt meaning to communicative purposes.

This chapter reviews the main theoretical and conceptual foundations related to role play, as well as the contributions of different studies that have demonstrated its correlation on English teaching. It also examines the benefits and limitations that this technique may have, especially in the case of teenagers, who are in a stage of academic and personal formation in which motivation and social interaction role play enhances active learning and communicative competence Ben Mohamed & Khamouja (2023)

In addition, previous research is presented at the international, Latin American, and Ecuadorian levels, which situates the study within a broader perspective. Finally, the national educational regulations related to English teaching are discussed, in order to frame the research within the legal guidelines that orient teachers' practices in the country Quinteros-Villacís and Fajardo-

Dack (2024) found that teachers in Ecuador perceive role play as a key strategy to foster interaction and participation in EFL classrooms.

### **Background**

The application of methodological techniques can be deficient in some cases depending on educational factors, institutional issues, and classroom contexts, which may reduce the effective implementation of communicative strategies. Role play is well known in English language teaching as a technique and a resource based in communicative and psychosocial encounters to develop language learning. Elements like interaction is one the key element for language teaching and learning.

As noted by Khamouja, Ben Mohamed, and El Ghouati (2023), role-playing activities significantly enhance students' speaking competence by fostering authentic communication and encouraging learners to overcome hesitation. Similarly, Boakye (2021) highlights that role play, when combined with explicit instructional strategies, not only develops language proficiency but also motivates learners to engage actively in classroom activities.

In conclusion, this investigation is placed its basis across the teaching of English through role-play, according to previous researches and investigations that support the information, it is importance in reviewing and creating, language improvement and learner interaction. The evidence proves that role play technique helps inside the experiences of teenage learners, as well as the perspective of teachers who apply this technique in their classrooms.

## **International Background**

Studies under observation in English as a Foreign Language (EFL) published recently show that role-playing enhances teenagers' speaking performance and confidence when it is incorporated into genuine, interaction-focused activities.

experimental and classroom-action studies show notable improvements in pronunciation, grammar, vocabulary, fluency, and general task performance in Indonesian junior and senior high-school settings following organized Along with more drive and engagement, role-play cycles can help students achieve success (Sayow, 2024; Hidayat, 2023).

Research from Vietnam shows that role-play fosters supportive conditions for spontaneous language usage, therefore lowering anxiety, increasing confidence, and aiding students in retaining and applying target expressions. correctly when events change from scripted to more flexible situations (Ly, 2024).

Experimental research outside of Southeast Asia also indicates quantifiable fluency gains. On speaking fluency measures, a randomized trial including Jordanian EFL students showed that a six-week role-play intervention beat conventional teaching, therefore supporting the need of task. realistic and constant repetition;( World Journal of English Language, 2025)

## **National Background**

In Ecuador, Quinteros-Villacís and Fajardo-Dack (2024) implemented structured role-play cycles with secondary EFL students. The findings showed improvements in vocabulary use, fluency, pronunciation, and willingness to participate. Teachers also observed that students connected role-play scenarios with familiar cultural situations, such as ordering food or role-playing community services.

At a bilingual school in Guayaquil, Briones Villacrés and Cuenca Analuiza (2024) developed a role-play-based speaking module for A2-level EFL learners. Their results indicated reduced apprehension and increased spontaneous English use during pair or group tasks, as well as enhanced peer collaboration and authentic exchanges.

## **Pedagogical Basis**

### **Theoretical foundations of role play**

#### **2.1 Characteristics of Role Play in English Language Teaching**

Role play is a well-established instructional strategy in English language teaching, as it enables learners to assume different roles in simulated contexts that mirror real-life situations. One of its main characteristics is the promotion of authentic communication and meaningful interaction, which helps students to practice both linguistic and social skills (British Council, 2021).

A key feature of role play is its interactive nature. By enacting specific scenarios, Teachers adopt role play to promote interaction, authentic communication, and learner autonomy, which are essential in modern EFL methodologies (British Council, n.d.). This makes role play especially valuable as it encourages spontaneous language production, beyond the limitations of mechanical or repetitive classroom activities.

In addition, role play supports the integration of cognitive and affective dimensions of learning. On one hand, it fosters linguistic and problem-solving skills in communicative settings; on the other, it builds empathy, confidence, and cooperation among learners (British Council, 2021).

Finally, role play is characterized by its ability to simulate authentic situations from social and academic life, thus preparing students for real-world interaction. This makes it not only a tool for language acquisition but also a strategy that contributes to the holistic development of learners as social beings (British Council, 2021).

## **2.2 Sociological and Communicative**

### **Approaches in English Language Teaching through Role Play**

Role play is not only a classroom technique but also a social practice that reflects how language functions in everyday life. In the teaching of English, its value lies in the possibility of recreating authentic interactions where learners must construct meaning together. From a sociological point of view, role play turns the classroom into a small community where communication is shaped by collaboration, negotiation, and the sharing of roles. Students do not simply repeat phrases; they take part in social exchanges that mirror real experiences (for example, buying something in a store, asking for directions, or interacting with friends at school).

The communicative perspective reinforces this by suggesting that language learning is most effective when students use it with a purpose. Through role play, learners engage in tasks that demand listening, responding, and adapting their speech according to the situation they are simulating. This spontaneity is what helps students bridge the gap between knowing a language and actually using it in practice. Boakye (2021) emphasizes that role play, when integrated with explicit instructional strategies, furthermore is considered that fosters meaningful communication and allows learners to develop their language proficiency beyond mechanical repetition.

Sociologically, role play also emphasizes the importance of participation and collective learning. When teenagers assume different roles, they not only develop linguistic skills but also practice social behaviors, such as cooperating, negotiating meaning, and even resolving conflicts in group tasks. This dual dimension of learning linguistic and social has been highlighted in studies carried out in Latin America. For instance, Párraga Salvatierra (2024) notes that interactive techniques like role play increase motivation and self-confidence among Ecuadorian students, particularly in public schools where traditional grammar-based methods still dominate.

Teachers are an important element inside the educational process. Their knowledge secures that the role play technique moves through didactic environment and becomes a structured opportunity for learning. They are in charge to creating imaginative settings, even creating resources for teaching and ensuring the application of technique properly

In conclusion teachers play a central role in ensuring that role play is more than a classroom exercise. Their decisions about design, guidance, and feedback transform role play into a pedagogical strategy that strengthens not only English language acquisition but also the personal and social development of students.

### **Theoretical Basis**

The Communicative Language Teaching (CLT) approach is one of the main theoretical frameworks that supports the use of role play in English classrooms. CLT gives priority to real communication and oral practice over mechanical repetition, helping students to use the language in a more natural and spontaneous way. Role play is effective because it places adolescents in simulated situations that reflect daily life, such as asking for information, shopping, or solving problems. Through these activities, students improve their fluency and vocabulary while

also developing cooperation and self-confidence when speaking English. In this sense, CLT shows that role play is not only a classroom activity but also a tool that encourages meaningful learning in interactive and motivating contexts (Communicative Language Teaching, 2025).

### Sociocultural perspective and the Ecuadorian context

From a sociocultural perspective, learning a language is strongly connected to social interaction and cooperation with others. Role play supports this view because it allows adolescents to practice English through dialogue and group activities that promote collective construction of knowledge. In Ecuador, the( *Lineamientos para la enseñanza del inglés en la educación secundaria* ,2021 )highlight the importance of interactive and participatory strategies in English classes, emphasizing activities that engage students in meaningful communication and contextualized practice (Ministerio de Educación del Ecuador, 2022). By representing situations that are close to their reality, students gain confidence and reduce anxiety when speaking. At the same time, teachers play a key role as facilitators, providing guidance and support without interrupting the communicative process. In this way, role play benefits both linguistic skills and the social development that is essential during adolescence.

### **2.3 Conclusion**

In conclusion, the theoretical foundations highlight that role play is strongly supported by communicative and sociocultural approaches. It helps adolescents to practice English in real-like situations, improves fluency and motivation, and promotes interaction. At the same time, teachers act as mediators who guide and encourage learning, ensuring that role play becomes a meaningful strategy for developing communicative competence in English. autonomy, feedback, and narrative immersion.

### **Legal Basis**

In Ecuador, English teaching is guided by the Constitution (2008), educational laws, and Ministry of Education guidelines, ensuring all students receive quality education. Education should promote holistic development, preparing adolescents for society and global citizenship. English helps them communicate, interact, and face social and professional challenges.

The LOEI (2011) remarks learning a foreign language or even a second language is mandatory in secondary school degree and motivates participation. Role play are aligned with inclusive methods and values, allowing teenagers to practice inside real interactions inside the classroom, collaboration between classmates and building a healthy learning space.

The National English Curriculum and Learning Standards (2016), in collaboration and supervision of the CEFR, focuses on listening and speaking skills, which role play develops in a natural way. Curricular Guidelines (2016) stress active, deep learning inside role play transforms classrooms into spaces where teenagers simulate real situations inside and outside the classroom, improving multiple English skills and social interactions.

International organizations like UNESCO (2021) and UNICEF (2020) support student-centered, interactive methods that not only the educational and learning outcomes but also, personal growth and bettering the educational techniques.

## **Chapter III**

### **Method**

This study employs a qualitative approach, which prioritizes understanding teachers' experiences in their own voices and within their own contexts. Rather than reducing classroom practice to numerical indicators, this method allows the researcher to explore how teachers perceive, adapt, and give meaning to their work. In educational research, such an approach is highly valued because it provides validity and relevance by connecting the objectives of the study with the real-life practices of participants.

This Qualitative investigation enables one to gather evidence that captures not just the linguistic aspect of role play and their application but also the real-life experiences of teachers by concentrating on them. Inside in its social and emotional effects. Teachers' reflections, interactions in the classroom, and the dynamics they representing providing insights and basis.

The approach guarantees that the research reflects its main goal: to reveal the richness of teaching by role play acting and to Emphasize of how it influences both teacher and learner involvement (Hidayat, 2023; Boakye, 2021).

### **Type of Research**

This research adopts a phenomenological design, which is grounded in the belief that human experiences are the key to understanding educational phenomena. Phenomenology provides a framework for investigating how teachers interpret their use of role play in English language

teaching and how they construct meaning from those experiences. The focus is not only on observable strategies, but also on the personal and professional significance that teachers attribute to this technique.

Phenomenology is particularly relevant here because it ensures alignment between research objectives and outcomes: the study seeks to understand, rather than to measure, the role of role play in classroom practice. One recent research at the Universidad Técnica de Cotopaxi, for instance, looked at role play as a way to teach English. Through talking to teachers,

The research provided extensive and contextualized information of their experiences, difficulties, and ideas (López Cruz & Mogrovejo Riera, 2023). this type of information-based focus on real stories bonded by guaranteeing that its conclusions continue to be relevant to both educational practice and the long-term objectives of language learning, the validation and importance of the study basis.

Ultimately, this methodological choice strengthens the connection between the study's purpose and its conclusions. By giving priority to teachers' voices and acknowledging the complexity of classroom realities, the phenomenological approach ensures that the findings are meaningful, evidence-based, and aligned with the goal of understanding role play not just as a technique, but as a lived experience with social and pedagogical relevance.

### **3.1 Data Collection Technique & Brief Justification**

The study will use semi-structured, one-on-one interviews with English teachers. This approach provides the necessary flexibility for participants to express their experiences in their own words, while still ensuring that essential aspects of teaching through role play are addressed.

### Brief Justification

This method was selected because it allows us to uncover how teachers adapt to contrasting educational realities. Teachers in public (fiscal) institutions sometimes must create a feedback on imagination to create supplies and resources, the strategies are an important element and how to apply them because they often operate with limited resources. In contrast, private schools, even if they often have more funding and economical resources, could provide difficulties including lower salaries due Ecuadorian social and economical situation, and more number of work tasks showing a complicated and occasionally inconsistent educational scenario. English educators in Ecuadorian public schools have warning of curriculum demands and work very hard to meet them, according as Orosz, Monzón, and Velasco (2020) point out. But sometimes a lack of access to instruction and teaching resources complicates them to improvise, therefore turning role play into a chance for creativity as well as a hardship.

Teachers with at least five years of experience, and who have taught in both public and private systems, will be invited to participate. Their combined perspectives provide valuable insight into the contrasts, adaptations, and decision-making processes that shape the use of role play across diverse educational settings.

### Instruments

The main instrument of this study is a semi-structured interview questionnaire, designed to collect in-depth information from English teachers about their experiences with role play in the classroom. The chart consists in 10 questions that have direct relation to the objectives of the investigation

The questions open the expression to teachers, to describe their practices and challenges they face, during application of role play in public and private schools. The questions are open to get diversity inside the answers and gain information based on perspective and experience

The instrument of the interviews will be zoom meeting and personal interviews based on availability and time or even location from teachers that are out of Santa Elena peninsula

The form that the information is collected is closely connected to the purpose of the research, as it permits the to gather the sociological dimensions of teachings and social issues, economical limitations, institution differences between public and private and the form that teachers surpass this problematic in the application of role play. To ensure clarity and relevance, the questionnaire will be reviewed and validated by the research tutor before its application.

#### Data Collection Processing and Resources

For this research, data will be collected through semi-structured interviews with English teachers who have experience in both public and private schools. This method was chosen because it gives space to teachers' own voices, allowing them to share how they apply role play, the results they observe, and the challenges they face across different contexts.

The interviews will be between September and December of the current year 2025, which fits with the school year and gives enough time for planning, transcription, and analysis. Zoom and Google Meet help to have online meetings. The platforms

forms let you interact with teachers across provinces outside Santa Elena free from the difficulties of distance. Dotta, Freitas, and Sousa (2024) say that doing qualitative research in education using technology-mediated

data collecting is trustworthy since it lets flexible involvement and aids to get beyond physical obstacles. Online interviews will guarantee that educators may join from their homes or businesses, therefore easing time constraints and inspiring more genuine answers in this study. All interviews will be audio-recorded with the participants' permission, then transcribed for thorough analysis to guarantee accuracy and openness. As López Cruz and Mogrovejo Riera (2023) highlight, teachers' stories offer insightful information not only on social realities impacting classroom practice but also on methodological approaches.

Building on this perspective, our study seeks to highlight both the techniques applied and the broader personal and institutional factors that influence how role play is carried out in Ecuadorian schools.

Ultimately, data processing will involve transcription, thematic coding, and interpretation. These steps will make it possible to address the central purpose of the research: to explore teachers' lived experiences with role play and to consider how these practices affect students' educational and personal development.

### **3.2 Population and Sample**

The population of this research consists of English teachers in Ecuador who work with teenagers between 15 and 18 years old. The interview group, will focus on a sample of **five teachers** that have different perspectives to share according his long term experience in education: they have more than five years of teaching experience in schools and high schools, they

have worked in public and private schools, and they have taught English to teenagers in secondary education level degree.

Although the quantity of participants probably is not in great quantity, it is in line with the ideas of qualitative research, which gives depth of knowledge over sample size top priority. size. Guest, Namey, and Chen (2020) claim that significant patterns and themes sometimes appear in small groups, for phenomenological studies, six interviews can offer enough information to extract. The choice to include five teachers satisfies both institutional demands and methodological relevance.

## Chapter IV

### Analysis of findings

#### **4.1 Brief Explanation of the Findings**

This chapter presents the analysis of findings obtained through five semi-structured interviews with English teachers from different provinces of Ecuador. The teachers interviewed come from both public (fiscal) and private institutions, which allows comparison of their perspectives and highlights the particular challenges and opportunities of each context.

The main intention of this chapter is to verify how teachers understand and use role play as a methodological strategy, what kinds of issues they face in their classroom environments, and what benefits they look. The analysis is organized around ten guiding questions, which were organized properly. Each question is discussed using interview excerpts and is supported by relevant literature to triangulate interpretations.

## **4.2 Interpretation of Bibliographic review**

### **1. What Challenges do you see in Public and Private Schools?**

Teachers reported that both public and private schools present contrasting yet significant challenges when implementing role play. In public institutions, large class sizes, insufficient resources, and strict time limits were mentioned as constant barriers. The most common issue inside the public schools were the large population inside one classroom that was reported the major problem of most of the interviewed teachers mentioned

Likewise, the Ministerio de Educación del Ecuador (2022) emphasizes that structural inequalities between fiscal and private schools create different teaching realities, directly influencing the quality of English instruction and the application of communicative techniques such as role play.

### **2. How do Public School Students' Response to Role Play?**

Teachers agreed that students in public schools tend to respond positively to role play, although their participation levels vary according to confidence and prior exposure to English. In some cases students can present anxiety or even shy attitude due to participate according to the report of the interviews, there is a motivation but in conclusion the reaction and response can vary to motivated or even shy or less participative

. Moreover, Sayow and Marsevani (2024) observed that when role play activities are adapted to students' interests and cultural contexts, participation and expressive performance increase, including among previously reluctant learners.

### **3. What Role Play Activities Do You use in each Class Context?**

Teachers described a variety of role play activities used across contexts, including simulations, interviews, role-switching dialogues, debates, and interactive games such as Kahoot and Total Physical Response (TPR).

While teachers in public schools often use digital instruments and devices, teacher-the priority are centered in preparation activities (such as hand-drawn prompts, improvisational props). longer dramatizations, tools, and project-based simulations. Hidayat (2023) and Khamouja, Ben Mohamed, and El Ghouati (2023)

The teacher's imagination and ability to fit into the surroundings are essential for connecting role play with the linguistic ability and learning requirements of learners.

### **4. How Does Class Size Affect Role-Play?**

All teachers reported that large class sizes reduce opportunities for equal participation and make discipline and formative feedback more difficult. When classes exceed typical thresholds, teachers noted that some students become passive observers rather than active participants. The British Council (2021) highlights that effective classroom management is essential for communicative activities, and Keezhatta (2020) suggests that formative feedback and flexible grouping can mitigate some negative effects of high student numbers.

### **5. What Strategies do You use with Limited School Resources?**

In institutions with very limited economical and school resources, teachers put all of his effort on creativity and improvisation. Teachers interviewed reported adapting existing materials, using visual aids, or integrating community-based objects to make activities more available and in-

hand. Others used simple classroom games like “hangman,” “crosswords,” or improvised dialogues to keep learners attention and concentration without needing advanced technology or printed materials. Hidayat (2023) found that teachers who personalize role play with locally available resources can still achieve high levels of student participation and comprehension. This adaptability reflects the teacher’s role as a facilitator who can transform basic materials into meaningful communicative experiences.

## **6. How is Students’ Motivation in Public and Private Schools**

Teachers observed notable differences in student motivation between contexts. In public schools, students are shy and less motivated but, in some cases, limited by personal and social issues or insecurity of speech, in private schools, students show more knowledge related to English and show competence and confidence, although sometimes this factor is complemented by a lack of emotional connection to learning. Boakye (2021) explains that motivation in language learning is linked to relevance of activities. When role play tasks reflect real-life experiences, students become more interested in the learning process. Likewise, Sayow and Marsevani (2024) demonstrated that customizing role play to reflect learners’ social and cultural realities increases engagement and long-term motivation, regardless of socioeconomic background.

## **7. What Academic Support Have You Received to Use Role Play?**

The majority of teachers acknowledged that academic and institutional support for using role play is still limited. Some educators mentioned participating in isolated workshops or receiving guidance from coordinators, while others reported a complete lack of formal training in communicative methodologies. These findings are consistent with Párraga Salvatierra, Villacís, and Jara (2024), who highlighted interactive methodologies depend heavily on ongoing teacher train-

ing and institutional encouragement. Similarly, Quinteros-Villacís and Fajardo-Dack (2024) emphasized the importance of continuous professional development and collaboration among educators to foster innovative classroom practices.

### **8. How Does Role Play Help Build Confidence in Teamwork?**

Most teachers agreed that role play helps students develop not only linguistic abilities but social and talking skills by participation in real scenarios, students improve their ability to communicate ideas, solve problems, and cooperate with classmates. Group activities enhances team learning and strengthen the sense of community inside the classroom, This perspective is supported by Lahbib and Farhane (2023), who argue that role play serves as an effective tool for improving both linguistic competence and social interaction.

### **9. What is Teacher's Role in Role Play Success?**

Teachers mentioned that his position are the most important to create and implement role play, The teacher motivation and planning development were connected direct influence over students desire to participate and the overall effectiveness of the activity. This finding aligns with Párraga Salvatierra et al. (2024), who observed that teachers' initiative and reflective practice determine the pedagogical success of communicative methodologies. Moreover, the British Council (2021) supports the view that teachers must act as mediators who bridge the gap between theoretical instruction and real-world communication.

### **10. Main Benefits and Challenges Do You see Applying Role Play in Public Schools?**

Teachers identified many benefits improved oral communication, enhance of confidence, teamwork bonded inside the classroom, and spontaneous communication while noting persistent challenges such as short class periods 40–45 minutes, on classrooms with overpopulation, and lack of resources. Lahbib and Farhane (2023) and Hidayat (2023) both note that while role

play enhances fluency and engagement, its effectiveness is moderated by institutional limitations and requires rigorous planning and corrected time to the requirements..

### 4.3 Tables and Illustrations

Table 1. Summary of Teachers' Responses by questions

Questions	Main Findings	Exemplary Activities
<b>1. What Challenges do you see in Public and Private Schools?</b>	Different challenges: public large classes, limited resources; private student indifference	Warm-up games; community materials
<b>2. How do Public School Students' Response to Role Play?</b>	Public students enthusiastic but shy; improve with practice	Simulations; guided dialogues
<b>3. What Role Play Activities Do You use in each Class Context?</b>	Variety: debates, interviews, TPR, Kahoot; adapted by class context	Debates; interviews; role-switching
<b>4. How Does Class Size Affect Role-Play?</b>	Large size reduces participation; harder to manage	Small group rotations; peer leaders
<b>5. What Strategies do You use with Limited School Resources?</b>	Improvisation using recycled materials and games	Hangman; crosswords; storytelling
<b>6. How is Students' Motivation in Public and Private Schools</b>	Motivation in private schools due to competition and curiosity in public schools	Interest based scenarios

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<b>7. What Academic Support Have You Received to Use Role Play?</b>	Mixed support: some workshops, many lack of formal training	Workshops; peer observation
<b>8. How Does Role Play Help Build Confidence in Teamwork?</b>	Enhances confidence, teamwork, oral expression	Role-switching; dramatizations
<b>9. What is Teacher's Role in Role Play Success?</b>	Teachers as facilitators preparation and feedback are key	Feedback sessions; teacher modeling
<b>10. Main Benefits and Challenges Do You see Applying Role Play in Public Schools?</b>	Benefits: fluency, confidence; Challenges: time, size, resources	Project-based simulations

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### **Correlation with Theories and Previous Studies**

The results of this investigation are solid with theoretical and empirical perspectives discussed in previous studies in fact. Interactive methodologies, such as role play, foster meaningful communication and participation but require institutional support to be reliable (Párraga Salvatierra, Villacís, & Jara, 2024). Quinteros-Villacís and Fajardo-Dack (2024) at the same form emphasize that communicative success depends on teacher's preparation, motivation, and class adaptation. Hidayat (2023) and Khamouja et al. (2023) reinforce that role play enhances speaking

competence and interaction when teachers integrate creativity and cultural relevance into classroom activities. Keezhatta (2020) notes that role play bridges theoretical and practical dimensions of language teaching, and the British Council (2021) supports the idea that role play promotes communicative competence through active involvement and realistic tasks.

#### **4.4 Limitations of the Data Collection Process**

Despite the strengths of this study, several limitations were identified. First, interviews were conducted in mixed conditions (online and face-to-face), which may have influenced interactional depth. Second, time constraints within schools occasionally shortened interviews and limited deeper probing. Third, language choice (Spanish/English) in other hand English language applied fluently in the previous case required translation during transcription, which could affect nuances of meaning. In addition, the data remain reliable and verifiable, providing a deep basis for interpretation and for informing pedagogical recommendations

Time restrictions within school hours occasionally shortened the duration of the interviews or even the availability of the teacher, In certain cases, teachers had to respond quickly between classes or secondary works, which may have influenced their answer to narrative of their narratives.

While teachers talked their perspectives in both Spanish and English, instances where translation was required during transcription might have slightly altered minus parts of the scripture of meaning or tone specially in tone. In the matter of fact, careful attention was paid to maintaining the authenticity of teachers' perspectives, ensuring that their intended meanings were preserved across the end of the analysis.

## Chapter V

### Conclusions and Recommendations

#### 5.1 Conclusions

The results obtained throughout this investigation reveal that the use of role-play in English language teaching continues to be one of the most effective and dynamic tools for promoting communicative competence among teenage learners. The teachers who participated in this study were selected from different provinces of Ecuador. These teachers described similar experiences although the benefits and the limitations they face when applying role play technique in their classrooms.

The investigation first determines, role-play benefits most of the students wield English for authentic interaction instead of simple exercises. teachers observed, as learners engage in enactments, arguments, or staged exchanges, their hesitance in speaking steadily diminishes, and their involvement manifestly swells. Such a revelation upholds the belief that significant learning manifests when learners are emotionally and socially connected within the procedure of imitation.

learners' participation were amplified when teachers engineer role-play sessions with explicit objectives alongside resources attuned to learners needs. Furthermore, the exploration also unveiled impediments, notably inside public establishments, where considerable class dimensions scant resources and limitations of time could short the context.

In conclusion, the experiences shared by the teachers with their participation highlight that role-play contributes not only to language improvement but also sociological development. Students learn to collaborate in teamwork inside the classrooms, express empathy, and bond their confidence while using the target language. These results are consistent with what Párraga Salvatierra et al. (2024) and Quinteros-Villacís & Fajardo-Dack (2024) point out regarding the value of communicative methodologies that integrate emotional and social dimensions into language learning and social connections.

In summary, this research reaffirms that role-play is more than an instructional technique; it is a pedagogical approach that helps bridge the gap between language theory and authentic communication. By promoting interaction and creativity, it prepares learners not only to speak English but to use it with purpose and confidence in real-world situations.

## **5.2 Recommendations**

Based on the findings and conclusions of this study, the following recommendations are proposed for educators, institutions, and future researchers:

### **1. For teachers and educators:**

Teachers are motivated to continue developing and applying role-play into their English classes. Designing activities that are related to the creation of realistic simulations, and related to class everyday contexts can strengthen motivation and learning outcomes. Collaboration among students as classmates is also recommended, as exchanging materials and experiences can inspire new approaches and enhance classroom practices.

### 2. For Educational Institutions and schools:

Institutional support should include providing materials, allocating adequate class time, and recognizing teachers' creative efforts. By building a culture that values active learning, institutions can help teachers and students engage more deeply in communicative practices.

### 3. For Future Researchers:

Further studies could investigate the long-term effects of role-play on students' language development, confidence, and intercultural awareness. Expanding research to include rural areas, primary education, or higher-education settings would provide a broader understanding of how role-play adapts to different realities within Ecuador's educational system. Moreover, comparative studies between online and face-to-face implementation could offer valuable insights into the flexibility and evolving nature of this method.

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## Annexes

### Annex A: Transcripts of the interviews and photographs – Data analysis table

**Lic. Marlon Jerez Cuenca**

Link:<https://youtu.be/TOY2Qzxhwqc>

Institution: Escuela Monte Everest / UNEMI

#### **Question 1: What challenges do you face in public and private schools?**

In both types of schools, challenges vary. Public schools often have large class sizes, limited resources, and diverse student needs. Teachers must use creativity and improvisation to reach every learner. In private schools, resources are better, but there is often greater pressure from parents and administration to achieve specific outcomes.

#### **Question 2: How do public school students respond to role-play?**

Students in public schools respond positively when motivated. They enjoy role-play because it allows them to

move, express themselves, and learn in a fun way. However, managing large groups requires patience and clear instructions.

### **Question 3: What role-play activities do you use in each class context?**

Depending on the topic, I use dialogues, short plays, simulations, and storytelling. These activities help students practice real communication and teamwork.

### **Question 4: How does class size affect role-play?**

Class size affects control and participation. In smaller classes, students can interact more deeply, while in large ones, the teacher must organize carefully and assign roles strategically.

### **Question 5: What strategies do you use with limited school resources?**

Improvisation is key. When there are no materials, I use printed dialogues, songs, or even simple classroom objects. Teachers often spend their own money to provide basic materials.

### **Question 6: How is students' motivation in public and private schools?**

In public schools, students are often eager to learn despite challenges. In private schools, motivation can depend on external rewards or expectations from parents.

### **Question 7: What academic support have you received to use role-play?**

Training and workshops are limited. Most of the time, teachers learn from experience and collaboration with colleagues.

### **Question 8: How does role-play help build confidence and teamwork?**

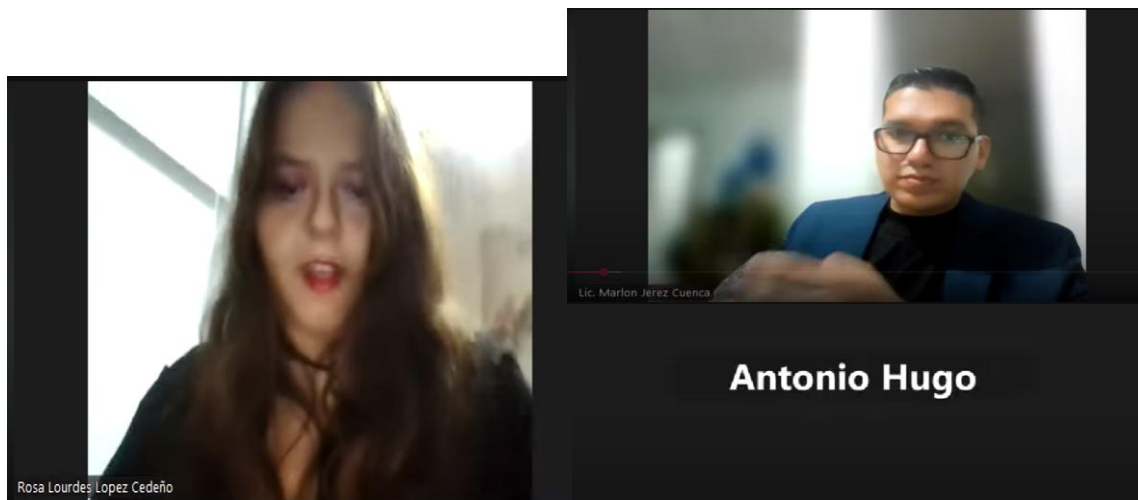
It helps students develop empathy, teamwork, and communication skills. They learn to listen, cooperate, and express opinions.

### **Question 9: What is the teacher's role in role-play success?**

The teacher is a facilitator who motivates, guides, and adapts activities to the students' needs.

### **Question 10: What main benefits and challenges do you see in applying role-play?**

Benefits include higher motivation, better pronunciation, and communication skills. Challenges include lack of time, resources, and training



### Lic. César Villao

Institution: Unidad Educativa Santa Teresita, Santa Elena

Link: <https://voca.ro/1nZ659ymDLTY>

#### **Question 1: What challenges do you face in public and private schools?**

In public schools, large groups make management difficult, while private schools are easier to handle because of smaller class sizes. However, both have challenges: lack of discipline, emotional issues, and varying student motivation.

#### **Question 2: How do public school students respond to role-play?**

Public school students respond well when the teacher handles activities with enthusiasm and organization.

#### **Question 3: What role-play activities do you use in each class context?**

Activities such as games, trivias, and competitions engage students. Kahoot and physical games like 'Duck, Duck, Goose' work well.

#### **Question 4: How does class size affect role-play?**

Large classes are difficult to manage, but with creativity, teachers can still achieve participation.

#### **Question 5: What strategies do you use with limited school resources?**

I use traditional games that don't need technology. Improvisation is essential when materials are lacking.

#### **Question 6: How is students' motivation in public and private schools?**

Motivation exists in both contexts. Warm-ups and dynamic activities help engage them.

#### **Question 7: What academic support have you received to use role-play?**

Institutional support is minimal. Teachers must adapt and create their own materials.

#### **Question 8: How does role-play help build confidence and teamwork?**

It creates bonds, helps students open up, and fosters teamwork.

### **Question 9: What is the teacher's role in role-play success?**

The teacher is essential to motivate and organize. Their energy sets the tone for success.

### **Question 10: What main benefits and challenges do you see in applying role-play?**

It improves motivation, communication, and social skills. The main challenge is inclusion and managing emotional differences.



**Lic. Gilda García Vélez**

Institution: Unidad Educativa Monte Everest (Guayaquil / Manabí)

**Link:**<https://youtu.be/xZp6O1tAxIU>

### **Question 1: What challenges do you face in public and private schools?**

The greatest challenge is adapting to technological and social changes. Teachers must create meaningful connections and make students protagonists of their learning.

### **Question 2: How do public school students respond to role-play?**

Their response depends on the teacher's motivation and the context. With good guidance, all students can engage actively.

### **Question 3: What role-play activities do you use in each class context?**

Activities are adapted to age and subject. For example, market simulations in math or historical reenactments in social studies.

### **Question 4: How does class size affect role-play?**

It is more effective with small groups, but all students can participate as performers or audience members.

### **Question 5: What strategies do you use with limited school resources?**

Creativity replaces materials. Planning and imagination make any activity successful.

**Question 6: How is students' motivation in public and private schools?**

It depends 99% on the teacher's attitude and preparation.

**Question 7: What academic support have you received to use role-play?**

My institutions allow full freedom to apply strategies and provide constructive feedback.

**Question 8: How does role-play help build confidence and teamwork?**

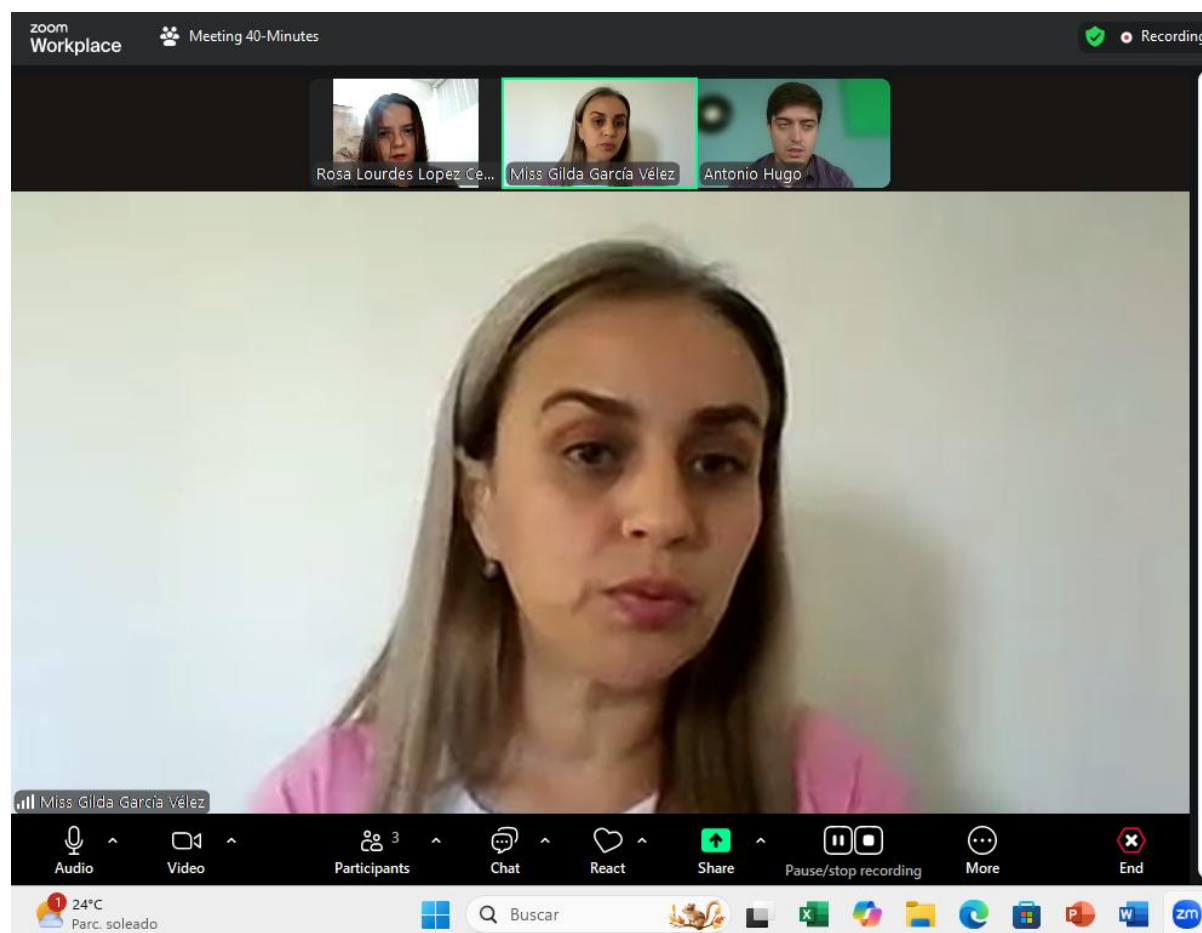
Students negotiate, plan, and identify strengths and weaknesses, fostering collaboration.

**Question 9: What is the teacher's role in role-play success?**

The teacher plans, moderates, evaluates, and ensures everyone participates.

**Question 10: What main benefits and challenges do you see in applying role-play?**

Main challenges are time and balance between fun and learning, but it enhances expression and inclusion.



**Msc. Leo Chávez**

Link: <https://voca.ro/1lhKRzQ8yh6Z>

Institution: Universidad Estatal Península de Santa Elena (UPSE)

**Question 1: What challenges do you face in public and private schools?**

In private schools, funding is not an issue, but in public schools it's difficult to collect resources. Movement and teaching conditions are easier in private schools.

**Question 2: How do public school students respond to role-play?**

They are usually shy but enthusiastic. Response depends on teacher dedication and time available.

**Question 3: What role-play activities do you use in each class context?**

I use TPR (Total Physical Response) for 2–3 minutes to engage them.

**Question 4: How does class size affect role-play?**

Large class sizes make it harder to manage and affect motivation.

**Question 5: What strategies do you use with limited school resources?**

Preparation and teamwork are key. I ask students to bring materials and use what's available in class.

**Question 6: How is students' motivation in public and private schools?**

Private school students are more motivated due to smaller class sizes and more resources.

**Question 7: What academic support have you received to use role-play?**

Support comes from directors and colleagues through shared ideas and teamwork.

**Question 8: How does role-play help build confidence and teamwork?**

It builds leadership and collaboration skills when practiced regularly.

**Question 9: What is the teacher's role in role-play success?**

The teacher must be highly motivated to inspire students.

**Question 10: What main benefits and challenges do you see in applying role-play?**

Challenges include lack of resources, class size, and low motivation, but role-play boosts engagement.



**Lic. David Silvestre**

**link: <https://youtu.be/est97kLGAZA>**

Institution: Unidad Educativa Alpha y Omega, Santa Elena

**Question 1: What challenges do you face in public and private schools?**

Limited resources and large class sizes are key challenges in public schools. In private schools, smaller groups allow better interaction and creativity.

**Question 2: How do public school students respond to role-play?**

They are shy at first but become enthusiastic with guidance.

**Question 3: What role-play activities do you use in each class context?**

Debates, simulations, interviews, and group discussions are most effective.

**Question 4: How does class size affect role-play?**

Smaller classes increase participation; large ones require time management.

**Question 5: What strategies do you use with limited school resources?**

Improvisation and community resources help create meaningful activities.

**Question 6: How is students' motivation in public and private schools?**

Private school students are more motivated; public ones need more encouragement.

**Question 7: What academic support have you received to use role-play?**

Feedback and coaching from colleagues and book-based training support teaching.

**Question 8: How does role-play help build confidence in teamwork?**

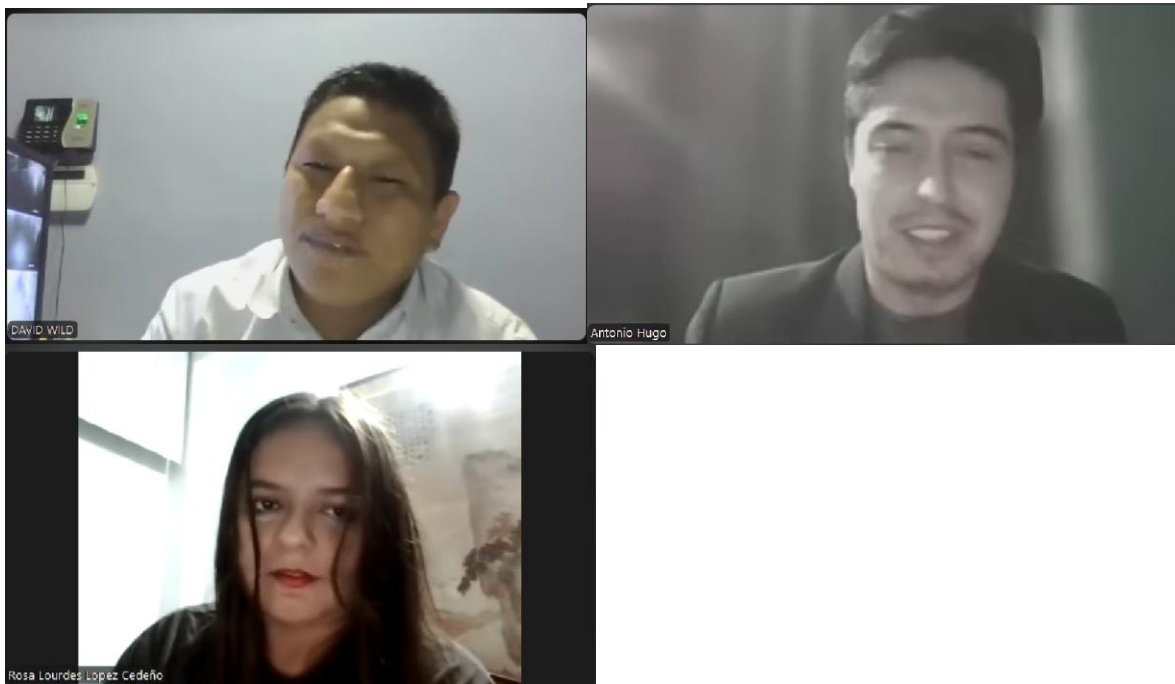
Practice and feedback strengthen students' teamwork and communication.

**Question 9: What is the teacher's role in role-play success?**

The teacher acts as tutor, observer, and motivator.

**Question 10: What main benefits and challenges do you see applying role-play in public schools?**

It increases engagement but is limited by large class sizes and low resources.



## Data Analysis Table

Table: Thematic Analysis of Teachers' Interviews

Category (Theme)	Related Question(s)	Participants' Response (Summary)	Objective Connection	Interpretation (Researcher's Analysis)
<b>1. Challenges in Public and Private Schools</b>	Q1, Q4, Q10	Teachers reported limited resources, large class sizes, lack of materials, and insufficient time in public schools, however, have smaller classes and more resources.	To identify the challenges teachers face in designing and implementing role-play	Most teachers agreed that <b>context strongly affects the implementation</b> of role-play. Public schools face structural limitations that restrict creativity, while private schools allow flexibility and better student engagement.
<b>2. Students' Response and Motivation</b>	Q2, Q6	Teachers noted that <i>public school students are enthusiastic but shy</i> , whereas <i>private school students show more confidence</i> . Motivation depends largely on the <i>teacher's at-</i>	To analyze teachers' perceptions of motivational benefits.	Motivation is a <b>core factor</b> in role-play success. When teachers maintain enthusiasm and clear guidance, students—regardless of context—participate actively and improve oral confidence.

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<b>3. Types of Role-play Activities Used</b>	Q3	Common activities include <i>debates, interviews, dramatizations, TPR, and simulations</i> . Teachers adapt these to class size and student level.	To synthesize the different types of role-play activities used by teachers.	Teachers demonstrate creativity in adapting role-play. Simpler activities like short dialogues are effective in larger classes, while extended simulations work well in smaller groups.
<b>4. Teachers' Role and Academic Support</b>	Q7, Q9	Teachers described their role as <i>guides, observers, motivators, and evaluators</i> . Some institutions provide support through <i>training or resource sharing</i> , while others lack formal assistance.	To identify the challenges and institutional factors influencing implementation.	The teacher's role is <b>central</b> to the success of role-play. Institutional support enhances teachers' skills, but autonomy and motivation remain the strongest drivers of successful implementation.

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**5. Pedagogical  
and Social Ben-  
efits**

Q8,Q10

Role-play helps students *develop teamwork, leadership, and critical thinking*. Teachers emphasized that it improves *confidence, pronunciation, and collaboration*.

To analyze the pedagogical and motivational benefits perceived by teachers.

Role-play promotes **holistic learning**—combining linguistic, emotional, and social growth. It transforms English learning into an active and meaningful experience for teenage learners.

## Annex B: Certificate Anti plagiarism system



La Libertad, octubre 31 de 2025

### Certificado Sistema Anti Plagio

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