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Dosier: Real Issues in Real English Classrooms - Problemáticas reales en aulas reales de enseñanza del Inglés

Role-Play to Overcome Students' Shyness: Enhancing A1-Level English Learners' Speaking Skills at UATF Uyuni

Juego de roles para superar la timidez de los alumnos: mejora de las competencias orales de los estudiantes de inglés de nivel A1 en la UATF Uyuni

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ABSTRACT

The acquisition of oral skills in English as a foreign language (EFL) is a significant challenge for A1-level students, who often face affective barriers such as anxiety, fear of making mistakes, and shyness. In the context of Uyuni, Bolivia, whose economy is strongly tied to international tourism, communicative competence in English is a crucial professional skill for students at the Universidad Autónoma Tomás Frías. However, beginner learners are noticeably hesitant to take part in oral activities, which slows their progress. This study investigates the use of role-play as a pedagogical strategy to mitigate these barriers, foster confidence, and improve oral fluency in a safe and motivating learning environment. The objective was to evaluate how this technique impacts student participation and communicative performance. A qualitative approach based on the classroom action research model was employed. The intervention was conducted with a group of 26 second-year students from the Department of Linguistics and Languages, all of whom had A1-level competence according to the CEFR. Over six weeks, participants engaged in structured role-play activities integrated into their regular curriculum. The scenarios simulated pertinent daily situations, including requesting directions, placing orders in a restaurant, delivering presentations, and employing formal and informal greetings. Data collection was conducted through direct observation, using checklists to monitor participation and confidence, as well as oral performance rubrics applied before and after the intervention cycle to measure improvements in pronunciation, rhythm, and turn-taking. The findings of the intervention were positive and demonstrated measurable progress. Initially, most students showed a clear reluctance to participate in dialogues, expressing fear of peer evaluation. As the role-play sessions progressed, a sustained increase in voluntary participation and greater spontaneity in English use were observed. By the end of the six weeks, approximately 75% of the students had achieved significant and observable improvements in the evaluated oral competence indicators. The students not only spoke with greater confidence but also showed improvements in intonation and the ability to sustain a basic conversation. The study concludes that role-play is a highly effective strategy for developing oral competence in A1-level students with high levels of inhibition. The technique worked by creating a playful, low-risk learning environment, where the "character" acted as a protective shield that reduced fear of personal exposure. Collaborative preparation in pairs or groups also fostered contextual vocabulary learning and strengthened classroom social dynamics. The success of the strategy largely depended on the scaffolding provided by the teacher, including dialogue modeling and constant positive reinforcement. Although some students remained reluctant, the overall results strongly support the integration of role-play into EFL programs for beginners, especially in cultural contexts where students may be more reserved. Future research is recommended to explore combining this technique with digital tools and adapting it to English for Specific Purposes (ESP) courses focused on tourism.

Keywords: role-play, speaking competence, affective barrier, A1 level students, action research

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RESUMEN

La adquisición de la competencia oral en inglés como lengua extranjera (EFL) es un desafío significativo para estudiantes de nivel A1, quienes a menudo enfrentan barreras afectivas como la ansiedad, el miedo a cometer errores y la timidez. En el contexto de Uyuni, Bolivia, cuya economía está fuertemente ligada al turismo, la competencia comunicativa en inglés es una habilidad profesional crucial para los estudiantes de la Universidad Autónoma Tomás Frías. Sin embargo, se observa una notable inhibición para participar en actividades orales entre los alumnos, lo que limita su desarrollo. Este estudio investiga el uso del juego de roles (role-play) como estrategia pedagógica para mitigar estas barreras, fomentar la confianza y mejorar la fluidez oral en un entorno de aprendizaje seguro y motivador. El objetivo fue evaluar cómo esta técnica impacta su participación y desempeño comunicativo. Se empleó un enfoque cualitativo basado en el modelo de investigación-acción en el aula. La intervención se llevó a cabo con un grupo de 26 estudiantes de segundo año del Departamento de Lingüística e Idiomas, todos con un nivel de competencia A1 según el MCER. Durante un período de seis semanas, los participantes se involucraron en actividades de juego de roles estructuradas e integradas en su plan de estudios regular. Los escenarios simulaban situaciones cotidianas, como pedir indicaciones, ordenar en un restaurante, realizar presentaciones y saludos formales e informales. La recolección de datos se realizó mediante la observación directa, utilizando listas de cotejo para monitorear la participación y la confianza, así como rúbricas de desempeño oral aplicadas antes y después del ciclo de intervención para medir mejoras en pronunciación, ritmo y toma de turnos. Los hallazgos de la intervención fueron positivos y demuestran un progreso medible. Inicialmente, la mayoría de los estudiantes mostraba una clara renuencia a participar en diálogos, manifestando temor a la evaluación. Con el avance de las sesiones de role-play, se observó un incremento sostenido en la participación voluntaria y una mayor espontaneidad en el uso del inglés. Al finalizar las seis semanas, aproximadamente el 75% de los estudiantes había logrado una mejora observable en los indicadores de competencia oral evaluados. Los estudiantes no solo hablaban con mayor confianza, sino que también mostraron una mejoría en la entonación y la capacidad de mantener una conversación básica. El estudio concluye que el role-play es una estrategia altamente efectiva para desarrollar la competencia oral en estudiantes de nivel A1 con altos niveles de inhibición. La técnica funcionó al crear un entorno de aprendizaje lúdico y de bajo riesgo, donde el "personaje" actuaba como un escudo protector que reducía el miedo a la exposición personal. La preparación colaborativa en parejas o grupos también fomentó el aprendizaje contextual del vocabulario, fortaleciendo las dinámicas sociales en el aula. El éxito de la estrategia dependió en gran medida del andamiaje proporcionado por el docente, incluyendo la modelización de diálogos y el refuerzo positivo constante. Aunque algunos estudiantes permanecieron reacios, los resultados generales respaldan firmemente la integración del juego de roles en los programas de ELT para principiantes, especialmente en contextos culturales donde los estudiantes pueden ser más reservados. Se recomiendan futuras investigaciones para explorar la combinación de esta técnica con herramientas digitales y su adaptación a cursos de ESP orientados al turismo.

Palabras clave: role-play, competencia oral, barrera afectiva, estudiantes de nivel A1, investigación-acción

Introduction

When we learn to speak our mother tongue, the process unfolds naturally through stages—starting with babbling, then syllables, single words, and finally short phrases. Similarly, in English Language Teaching (ELT), especially when teaching English as a Foreign Language (EFL), we must understand that our learners often go through comparable stages. At times, it is helpful to approach EFL learners as we would young children who are learning to communicate for the first time—using patience, support, and plenty of encouragement. The fear of speaking is one of the main challenges in learning a foreign language—especially in environments where it is not spoken regularly. Many A1-level students feel uncomfortable using English because they are unsure of their progress. Speaking, in particular, becomes a major hurdle. Fear of making mistakes, peer judgment, or teacher disappointment often prevents learners from speaking up. Some worry that their pronunciation will be laughed at or that they will receive a bad grade if their speech is imperfect. This anxiety often leads to shyness, which blocks their ability to express themselves and grow as language users.

Over the years, a wide variety of teaching methods have been developed to support EFL learners—from the Grammar Translation Method (GTM) to the Direct and Reading Approaches, through Audiolingual during wartime, and more recently, Cognitive and Affective Humanistic Approaches. The 1980s saw the rise of the Communicative and Comprehensive Approaches (Dixon, S., 2020). With the arrival of the 21st century and the challenges posed by the COVID-19 pandemic, new strategies like Blended Learning and the Flipped Classroom became necessary additions to the teacher's toolkit.

Today, teachers have access to countless tools and strategies to help students become confident English speakers. As Harmer (1998) wisely said, we must provide learners with the chance to rehearse before they face real-life communication scenarios. Modern technology supports such activities more than ever—audio materials, online platforms, and even AI can enhance students' speaking abilities (Kostka & Toncelli, 2023).

Among these strategies, role-play stands out as a powerful and flexible technique. According to Afshin Soori (2023), it remains a highly effective strategy within the communicative approach, which continues to dominate modern language teaching. As Harmer (2001, cited in Bhatti, 2021) explains, speaking is inherently interactive and requires two or more participants. Role-play provides a safe, imaginative context in which students—especially shy ones—can practice speaking. It allows them to take on new roles, build confidence, and feel less exposed, making it easier to participate without fear of failure or ridicule.

Furthermore, as Samina Sarwat (2023) notes, role-playing enhances vocabulary acquisition and helps students focus on essential elements of communication like meaning, pronunciation, spelling, fluency, and coherence. These are foundational components of speaking, and role-play offers an engaging way to strengthen them. This study seeks to investigate the efficacy of role-play activities in enhancing the speaking skills of A1-level English students while simultaneously mitigating issues of shyness. The research focuses on students from the Department of Linguistics in Uyuni (UATF), many of whom come from surrounding areas and began with very little prior speaking practice. Some were total beginners, and their pronunciation often showed clear signs of Quechua and Spanish interference. These conditions made it even harder for them to speak without feeling embarrassed—leading to increased shyness and silence in class.

After incorporating role-play into lessons a few times, I observed a noticeable shift: students began participating more, showing greater confidence, and even enjoying the process. As a result, role-play became a regular part of my teaching routine, allowing us to go beyond textbook content and reinforce what they had already learned. Based on these observations, the following hypothesis is proposed: The implementation of role-play activities reduces students' shyness and increases their willingness to participate in speaking tasks.

Contextualization

Uyuni, the heart of Bolivia's tourism, is a must-see destination where domestic and foreign visitors come for breathtaking landscapes. According to M.A. Marina de Oliveira Eberhard (2025), the city—once a railway hub—was revitalized by tourism and has become the country's leading attraction; the standard three-day backpacker circuit now draws thousands of visitors each year. Although tourism has revived the local economy, it has

generated inequality, environmental pressure, and limited participation by indigenous communities.

Uyuni remains strategically important to Bolivia's rail network, serving as the junction for lines to Oruro, Chile, and Argentina. Known since its founding as the “Dry Port of Bolivia”, it handles heavy freight traffic. During the Chaco War, the city earned national recognition and was titled “Favorite Daughter of Bolivia,” which allowed her to earn the recognition of "Favorite Daughter of Bolivia" in homage to the selfless work of its women during the conflict with Paraguay. Today Uyuni is a modern city whose newer districts are dominated by wide streets, adobe houses, and corrugated-metal roofs.

Over time, structural and contextual factors have shifted the population away from its original rail-based role toward service-sector employment driven by internationally marketed attractions nearby—the city hosts an annual camelid fair that brings exhibitors from across the region to showcase llamas and vicuñas and to sell handicrafts made from local raw materials. Uyuni is also home to the Southern Andes Anthropological and Archeological Museum, where artifacts collected from the surrounding area are on display. (Onis, 2008).

Literature review

Role Play and Speaking Anxiety/Shyness

In the work of Tasanameelarp & Girgin (2020), they studied 148 Thai undergraduate EFL students in a course called “Everyday English for Communication.” They used role-play activities and measured speaking anxiety at different stages: pre-preparation, preparation, pre-performance, and performance. After exposure to role-play, students’ overall speaking anxiety decreased significantly. The greatest anxiety before was during the preparation stage; after, while anxiety had reduced across all stages, pre-preparation still had relatively higher levels. Students also reported high satisfaction with role-play as a learning method. (Girgin, 2020)

Similarly, Alfina Dwiyantri & Yuri Lolita (2020) carried out a quasi-experimental study among Junior High School students in Surabaya, Indonesia. Their findings showed that students taught via role play had significantly higher speaking scores compared to those taught via more conventional methods. While this study focused more on speaking competence than directly on shyness, improvement in speaking outcomes often correlates with reduced anxiety (Dwiyantri, 2023).

A more recent classroom-based study, “Role Play Activities: An Innovative Approach to Teaching Speaking Skills in an EFL Classroom Language Center” (2024), involved 17 students with initially low English skills. Findings showed positive improvements, especially in fluency, interactive communication, understanding, and context use. Students also reported feeling more comfortable, more willing to use language in context. (Al-Asna, 2024)

Another study from Goram (2022) presents a qualitative case study that investigates the relationship between role-playing activities and speaking anxiety among Indonesian learners in an online English-speaking class. Observations revealed that most learners did not participate voluntarily in role-plays, with nervousness and fear of making mistakes negatively impacting their performances. Despite this, authentic role-play scenarios and group preparation helped alleviate anxiety by creating realistic contexts and fostering peer support.

The study highlights that offering learners a choice between live and recorded role-plays can further reduce stress, as recorded performances allow learners to redo parts and present their best work. Overall, the findings suggest that while role-plays are valuable for developing speaking skills, strategies like authentic scenarios, group preparation, and alternative formats are essential to address learners' speaking anxiety effectively.

Theoretical and Pedagogical Insights from Recent Work

Newer educational shifts (especially following the COVID-19 pandemic) have pushed for more online/blended speaking activities. Though fewer studies yet focus specifically on A1 shyness, the research on introverted learners using online presentations (Mishu, 2023) suggests that lower-pressure modes (e.g., asynchronous or partially online roles or speaking tasks) can help reduce anxiety. Also, recently, there's greater attention to student perceptions and satisfaction with role play—that is, not just whether speaking improves, but how comfortable/shy students feel, how motivated they are, how their attitudes change. This shift is important for A1 students, whose emotions can heavily affect participation.

Methodology

Participants: The sample consisted of 18 second-year students from the Department of Linguistics at UATF Uyuni. All participants were classified as A1-level English learners based on institutional placement criteria.

Collection of data tools

An observation guide was designed and applied to monitor student behavior and participation during role-play activities. The guide focused on indicators such as willingness to speak, use of target language, interaction with peers, and signs of anxiety or hesitation. Role-play sessions were conducted over three weeks, with two sessions per week. Each session lasted approximately 45 minutes. Activities progressed from highly structured dialogues to more spontaneous interactions, allowing students to gradually build confidence. Scenarios were selected based on relevance to the students' daily lives and cultural context (e.g., ordering food, asking for directions, and family visits).

Practical classroom strategies implemented at UATF Uyuni are discussed here. Drawing on the above, here are strategies especially suited for A1 learners, integrating current research insights. This strategy was in practice during a period of time approximately three weeks.

Figure 1. Strategies to reduce shyness

<i>Strategy</i>	<i>Description / How to Implement</i>	<i>Why It Helps with Shyness</i>
Begin with highly structured role play	Use simple dialogues or scripts with key phrases, step by step. Provide vocabulary and sentence frames. E.g., ordering at a café, introducing oneself.	Reduces cognitive load; gives safety; lowers fear of “not knowing what to say.”
Gradually shift to freer role-plays	After learners have practiced scripted or semi-scripted tasks, allow improvisation or variation.	Builds competence and allows students to experiment; increases ownership of language.
Pair and small-group work before the whole class	Role-play first in pairs or small groups (2-3), then volunteers perform or share.	Less intimidating; more peer support; exposure increases gradually.
Use role plays relevant to the learner’s life & culture	Use scenarios that the students actually might face or imagine: local market, bus station, family visits.	Increases motivation, reduces “this is foreign” feeling; relatable context lowers anxiety.
Provide rehearsal time and preparation stages	Pre-preparation: brainstorming, vocabulary; preparation: practicing in small groups; pre-performance: rehearsal; performance: role-play. As in Tasanameelarp & Girgin (2020)	Helps students anticipate, reduces surprise, and builds confidence.
Use peer feedback and positive reinforcement	After role play, allow students to give friendly feedback; the teacher focuses more on communication. fluency rather than perfect grammar early on.	Reinforces successful attempts; decreases fear of error.
Integrate technology / blended approaches	Use recordings, video role play, virtual breakout rooms, and asynchronous role play (record and share).	For shy students, remote/virtual settings can reduce immediacy pressure; recordings give a chance to reflect and improve without an immediate audience.
Frequent short role-play rather than a few long ones	More frequent low-stakes role plays are embedded in each class.	With more practice, more exposure, students become used to speaking, and anxiety reduces over time.

Source: based on Tasanameelarp & Girgin (2020)

This chart shows a set of pedagogical strategies that use role play to encourage oral participation in shy students. Each strategy is designed to reduce anxiety, increase confidence, and facilitate language learning in a safe and progressive environment. These strategies not only promote language development but also create a more inclusive and empathetic environment for those who face emotional barriers to public speaking.

Discussion

Preliminary observations indicate that the use of role-play activities has had a notable impact on reducing shyness among second-grade students at UATF Uyuni. This reduction appears to stem from several interrelated mechanisms that support both emotional and linguistic development. On the one hand, role play creates a safe and supportive environment where learners feel less judged and more willing to take risks when speaking in English.

On the other hand, the collaborative nature of these activities encourages peer interaction, helping students build confidence as they engage in authentic communication. Furthermore, role play allows learners to step into different characters, temporarily shifting the focus away from their personal insecurities and enabling them to express themselves more freely. Collectively, these mechanisms suggest that role play can serve as an effective pedagogical strategy for addressing affective barriers to oral participation in the classroom. These mechanisms can include:

Lower Stakes, Safe Contexts

Role play gives students a task where mistakes are expected, and the ‘role’ acts as a buffer. They are not necessarily judged as themselves but as someone else. This is especially salient for A1 students who fear embarrassment due to limited vocabulary or pronunciation errors. The Thai study showed significant anxiety reduction across preparatory stages.

Incremental Scaffolding / Gradual Exposure

Studies (e.g., in Indonesia, Surabaya) show that when role play is introduced with structure (sentence prompts, simple scripts, familiar situations) and gradually made more open, students move from very hesitant to more confident. This scaffolding helps build their competence and thus reduces shyness.

Peer Support and Group Work

Role-play often involves pairs or small groups. This diffuses pressure. Recent research confirms that students feel more comfortable speaking with peers before stepping into whole-class or public roles. Especially valuable for A1 students who may dread speaking to a large audience or in front of stronger speakers.

Repetition, Familiarity & Contextualization

Realistic, contextualized role plays (e.g., buying things, ordering food, greeting, classroom interactions) repeated over time allow students to internalize phrases and reduce the cognitive load when speaking. As their fluency in these common situations improves, their confidence goes up.

Affective Gains: Increased Confidence, Lowered Anxiety, Positive Attitude

Several recent studies ask students about their feelings. The Thai study reported high satisfaction; the Indonesian one reported increased willingness to communicate. These emotional gains are crucial—confidence helps shy students take risks, volunteer to speak, make errors, and be corrected.

Use of Technology / Flexible Modalities

While less directly about role play, the move to online/blended learning after the pandemic has opened opportunities: role plays can be rehearsed or recorded, and students can perform asynchronously or in smaller break-outs, which lowers the pressure. The research on online presentations indicates that introverted students thrive in asynchronous or less demanding settings (Mishu, 2023).

Challenges, Limitations, and Recent Cautions

Recent scholarly literature generally affirms the effectiveness of role-playing as a pedagogical strategy for mitigating communication apprehension among learners; however, a number of significant caveats and constraints have emerged that necessitate careful deliberation. While role-playing fosters learner self-assurance, enhances task involvement, and establishes a psychologically secure environment for oral proficiency development, its positive impact is not uniformly realized across diverse institutional settings or learner demographics. Key variables, including socio-cultural background, idiosyncratic personality traits, classroom ecology, and the fidelity of implementation, are documented as pivotal determinants of overall pedagogical outcomes.

Furthermore, several investigations proffer a note of caution, suggesting that the absence of appropriate scaffolding mechanisms, constructive feedback, and perceived relevance to the learners' experiential realities, the adoption of role-play strategies may inadvertently exacerbate anxiety levels or reinforce perceptions of deficiency. Consequently, while the aggregate empirical evidence is encouraging, practitioners are professionally obligated to engage with role-playing with a nuanced apprehension of its inherent complexities, thus necessitating the strategic customization of its application to address the specific requirements of their student cohort. The following factors warrant consideration:

Lack of Specific Studies on A1 Level

Many studies involve learners beyond A1 (junior high, university). Direct research targeting A1 shyness is still less frequent. Extrapolations are common, but A1 learners have unique needs (even smaller vocabulary, more dependence on linguistic scaffolding).

Cultural/Contextual Constraints

In some educational cultures, speaking up or making mistakes in front of others is heavily stigmatized. Role play may provoke resistance. Teachers need sensitivity to local adult/child expectations.

Teacher Preparedness

Teachers must be trained to design role plays, scaffold appropriately, manage class dynamics, and give feedback that decreases anxiety, not increases it. Poorly designed role plays can actually amplify shyness (if students feel exposed or judged).

Time and Resource Constraints

Role plays take time to prepare and carry out; in curricula with heavy content demands, there may be pressure to prioritise grammar or exam prep. Also, access to tech or smaller

class sizes may be limited

Assessment Pressures

When speaking, performance is graded heavily on accuracy, errors, and pronunciation; shy students may feel more pressure; role play might be seen by them as more risky than safer written work.

Psychological Factors Are Not Always Changeable Quickly

Some students have deeper personality traits or fears that persist. Role play helps, but not all shy learners will fully overcome shyness in a short time; patience and long-term support are needed.

Implications for Teaching Practice & Policy

From recent evidence, the following implications emerge for teachers, curriculum designers, and policy makers:

Figure 2. Implications for teaching practice and policy

Marker	Description
Curriculum Design	should allocate regular time for communicative, role-play-based speaking practice, from the very beginning. Not just grammar and vocabulary, but speaking and social interaction.
Teacher Training	must include strategies for reducing speaking anxiety and shyness: how to scaffold speaking tasks, how to give feedback that encourages, how to set up realistic role-plays, and how to build safe classroom environments.
Assessment Reform	toward recognizing fluency, willingness to communicate, participation, and effort—not only accuracy. For A1 levels, especially grading systems that penalize errors heavily, can increase shyness.
Resource Provision	: Smaller class sizes, props, multimedia tools, breakout rooms, recording tools, and varied role-play scenarios. Schools should invest in resources where possible.
Cultural Sensitivity	Teachers should understand local student attitudes toward speaking, errors, and public performance. Engage students in discussions about why speaking is important, normalize errors, and certify that mistakes are part of learning.
Research Agenda	More studies explicitly targeting the A1 level, in varied cultural contexts, longitudinally (tracking change over a semester or more), including qualitative data on shyness, self-confidence, and student attitudes, not just speaking scores.

The data provides valuable guidance for schools to enhance their English teaching methods, particularly for shy beginners at level A1. These tips, categorized under "How it affects teaching & rules," highlight various factors to consider; we need to prepare the curriculum to focus more on communication and interaction, ensuring that we incorporate activities like role-play from the beginning rather than just adding them at the end. Teacher Training has to be key; it is all about giving teachers the right tools to make classrooms safe, providing feedback that helps, and breaking down speaking tasks to ease student nerves. Third, change how we grade, you know? It is not just about getting the grammar right anymore.

Institutions need to step up their efforts by investing in smaller classes, improved props, and innovative technology to enhance the effectiveness of these activities. Fifth, being culturally aware is super important; teachers need to get what locals think about talking in public and make it cool to mess up a bit while learning the language. As the research agenda points out, we must dig deeper and do more long-term studies on A1 learners in different cultures to really back up these teaching changes with solid proof. When you combine all these ideas, you create a solid plan to help shy kids become more confident and improve their speaking skills by incorporating role-play in a supportive classroom environment with the right tools.

Conclusion

Recent research (2020–2025) strongly supports the idea that role play is an effective tool for reducing shyness and speaking anxiety among EFL learners, and though the evidence specific to A1 students is less abundant, the findings are promising and applicable with appropriate adaptation. Role play works by offering safe, scaffolded, social, and affectively favorable contexts—supporting emotional growth as well as linguistic competence. For A1 learners, the appropriate type of role play—simple, pertinent, scaffolded, frequent, and augmented by technology and peer collaboration—can facilitate the reduction of the affective filter, enhance the willingness to communicate, and progressively foster confidence. Teachers and institutions should embrace role play not as a luxury or optional component, but as integral to early language learning.

This study substantiates the significant efficacy of structured role-playing as a pedagogical strategy for enhancing the oral communicative competence of A1-level English learners by mitigating emotional barriers to production. The investigation conducted at UATF Uyuni revealed that the incorporation of structured role-play activities substantially reduced learner shyness, decreased communication anxiety, and markedly improved verbal fluency. Utilizing simulations of authentic, real-life scenarios provided students with a low-stakes, supportive, and non-stressful context for linguistic experimentation. The empirical findings indicated a substantial enhancement in vocabulary engagement and self-reported confidence among the student cohort, thereby affirming the intervention's efficacy within this particular cultural and institutional context.

This investigation holds profound implications for pedagogical methodology and curriculum design. It is recommended that UATF and similar educational institutions integrate structured, scenario-based role-playing into their foundational language courses. Furthermore, effective implementations necessitate robust teacher training focusing on the methodology's correct application, with emphasis on providing constructive feedback and ensuring adequate time allocation for sustained practical engagement. Future scholarly inquiry should extend these findings by investigating the longitudinal impact of role-playing on learners' professional

preparedness, particularly those pursuing careers in the tourism sector. Additionally, examining the potential of emerging technologies, such as Virtual Reality (VR) or mobile applications, to optimize the delivery of role-play within English as a Foreign Language (EFL) instruction will yield valuable insights for curriculum modernization in the Bolivian context and globally.

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