

The Effectiveness of Using Role-Play in Developing EFL Speaking Skills Among Saudi Preparatory Students

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Abstract—This study investigates the effectiveness of role-playing as a pedagogical strategy for developing English as a Foreign Language (EFL) speaking skills among preparatory students in Saudi Arabia. It also examines the instructional strategies employed by English language teachers to assess the effectiveness of role-play in enhancing speaking skills. A mixed-methods approach was adopted, incorporating both a questionnaire and semi-structured interviews with English language teachers from three preparatory schools in Saudi Arabia. The questionnaire, validated for reliability, was administered to 31 English language teachers. The findings revealed that the widespread use of visual aids, collaborative group work, and technology-integrated tools aligns with contemporary pedagogical trends that emphasize student engagement in role-play, cooperation, and innovation. Notably, role-playing emerged as a particularly effective technique, with teachers highlighting its role in improving speaking and listening skills, fostering motivation, and promoting authentic language use in real-world contexts. Additionally, demographic factors such as school type influenced the perceived effectiveness of teaching strategies, with governmental schools placing greater emphasis on role-playing compared to private institutions. Moreover, teachers having more experience reported a higher frequency of strategy implementation and a greater perception of effectiveness, underscoring the significance of professional expertise in language instruction. Qualitative insights from Saudi EFL teachers further corroborate the benefits of role-playing, showcasing its diverse applications, including structured discussions and creative exercises such as muted video activities. These findings offer valuable implications and guidance for educators and policymakers seeking to refine instructional methodologies and cultivate dynamic, student-centered learning environments that enhance EFL speaking proficiency.

Index Terms—effectiveness, role-play, speaking skills, Saudi preparatory students

I. INTRODUCTION

The ability to communicate effectively in English is a fundamental skill for English as a Foreign Language (EFL) learners, particularly in preparatory programs where students are expected to acquire linguistic competence for academic and professional purposes (Alharbi, 2015). Speaking, as a productive language skill, plays a crucial role in EFL education, yet it remains one of the most challenging aspects for learners due to linguistic, psychological, and sociocultural barriers (Al-Sobhi & Preece, 2018).

Speaking skills are a crucial component of language proficiency, as they directly influence how individuals communicate with others. Among the core language skills, speaking is often the most sought after by learners, as many aspire to become fluent and confident speakers of a language. This skill holds particular significance in language development, as it enables learners to engage in real-world interactions and express themselves effectively. As Nilsson (2020) emphasized, speaking practice is a fundamental aspect of English lessons in schools. When we speak, we seek attention and share our thoughts and emotions with others, making it a vital communication tool. Additionally, it is crucial for teachers to use English as extensively as possible in the classroom to create an immersive language-learning environment.

In Saudi Arabia, the development of speaking skills among EFL learners has been a subject of concern, as traditional teaching methods often fail to provide students with sufficient interactive and communicative opportunities (Farooq, 2015). Therefore, adopting innovative and student-centered approaches, such as role-playing, has garnered increasing attention as a means to enhance students' speaking proficiency and engagement in language learning.

Role-play is a widely recognized pedagogical technique that simulates real-life communication scenarios, allowing students to practice language in authentic contexts (Larsen-Freeman & Anderson, 2011). This technique fosters active participation, improves linguistic confidence, and enhances fluency through meaningful interactions (Brown, 2014). Previous studies have demonstrated that role-playing significantly contributes to the development of communicative competence, as it encourages learners to use language spontaneously, negotiate meaning, and develop socio-pragmatic awareness (Thornbury, 2019). Moreover, role-playing aligns with the principles of communicative language teaching (CLT), which emphasizes interaction and real-world communication as essential components of language acquisition (Richards, 2006).

In the Saudi EFL context, the effectiveness of role-playing in enhancing speaking skills remains underexplored, despite its potential to address key challenges faced by learners, such as anxiety, lack of motivation, and limited exposure to authentic language use (Alqahtani, 2019). Given the increasing emphasis on improving English proficiency among Saudi students to meet global academic and professional demands, there is a pressing need to investigate the impact of role-play in preparatory programs. This study aims to examine the effectiveness of role-playing in developing speaking skills among Saudi EFL preparatory students, focusing on fluency, accuracy, and communicative competence. The findings will contribute to the growing body of research on interactive teaching methodologies and offer practical insights for educators seeking to enhance EFL instruction in Saudi Arabia.

A. Research Objectives

- To explore the impact of role-play on language acquisition,
- To highlight the activities that English teachers use to develop speaking skills among students,
- To identify the effect of the demographic variables on the respondents' perceptions and use of strategies.

B. Research Questions

1. To what extent do the English teachers in Saudi schools use role-play in their English classes?
2. Does using role-play activities develop English-speaking skills among Saudi preparatory students?
3. What is the effect of using role-play in developing speaking skills in preparatory classes?
4. Are there statistically significant differences between the participants according to their demographic variables?

II. LITERATURE REVIEW

Role-playing is deeply rooted in communicative language teaching (CLT), which advocates for interaction and real-world language use as central to language acquisition (Richards, 2006). According to Thornbury (2019), role-playing provides learners with the opportunity to develop fluency and spontaneity by engaging in simulated real-life scenarios. This aligns with Vygotsky's (1978) sociocultural theory, which emphasizes the importance of social interaction in language development. Through role-play, learners interact within their Zone of Proximal Development (ZPD), receiving scaffolding from peers and instructors, thereby enhancing their speaking skills (Ellis, 2003; Alkodimi & Al-Ahdal, 2021).

Several studies have investigated the impact of role-playing on EFL learners' speaking skills. For instance, Huang and Hu (2016) found that role-play activities significantly improved students' oral fluency, confidence, and ability to negotiate meaning in English. Their study, conducted with Chinese EFL learners, highlighted that students who participated in role-playing exercises outperformed those who relied solely on traditional lecture-based instruction.

Similarly, Al-Arishi (2018) examined the effect of role-playing on Saudi EFL learners and reported positive results in terms of increased motivation and willingness to communicate. The study suggested that role-playing provided a less stressful environment, allowing learners to practice speaking without fear of making mistakes. Moreover, students demonstrated better retention of vocabulary and sentence structures due to the contextualized nature of role-playing exercises.

In another study, Rojas and Villafuerte (2018) explored the role of role-playing in developing speaking confidence among Ecuadorian EFL learners. Their findings indicated that learners engaged in role-playing activities exhibited higher levels of self-efficacy and communicative competence. The study emphasized that role-playing helps bridge the gap between passive language learning and active language use, fostering greater engagement and linguistic adaptability.

Despite its benefits, the implementation of role-playing in EFL classrooms faces several challenges. According to Alqahtani (2019), Saudi EFL learners often struggle with role-playing due to cultural and linguistic barriers, including anxiety, fear of peer judgment, and limited exposure to authentic English-speaking contexts. Similarly, Farooq (2015) pointed out that a lack of teacher training in communicative methodologies can hinder the effectiveness of role-playing activities. Furthermore, class size and time constraints may also limit opportunities for students to fully engage in meaningful role-play interactions (Larsen-Freeman & Anderson, 2011; Alahdal & Al Ahdal, 2019; Zitouni et al., 2022).

The existing literature highlights the significant potential of role-playing as an effective pedagogical tool for enhancing EFL learners' speaking skills. Previous studies underscore its role in fostering fluency, confidence, and communicative competence, particularly in student-centered learning environments. However, challenges related to cultural barriers, instructional training, and classroom management must be addressed to maximize its effectiveness. This study aims to contribute to this body of research by examining the impact of role-playing on Saudi preparatory students, providing empirical insights into its implementation and outcomes in the Saudi EFL context.

III. RESEARCH METHODOLOGY

A combination of quantitative and qualitative research methods was utilized in this study. A closed-ended questionnaire was developed to gather the Saudi teachers' perceptions on the effectiveness of using role-play in developing EFL speaking skills among Saudi preparatory students. Furthermore, an open-ended interview was held with these teachers. The study was conducted in three Preparatory Schools, KSA for the academic year 2023/2024.

(a). Participants

The study involved a randomly selected sample of 31 teachers from three preparatory schools in the Kingdom of Saudi Arabia (KSA). Table 1 presents the demographic characteristics of the participants.

TABLE 1
TEACHERS' DEMOGRAPHIC DATA

Variables	Frequency	Percentage
Age	-25	8 25.8%
	25-30	7 22.6%
	31-40	9 29.0%
	40+	7 22.6%
Gender	Male	28 90.3%
	Female	3 9.7%
Educational Level	Bachelor	28 90.3%
	Master	3 9.7%
Years of Experience	less than one year	11 35.5%
	1-5	4 12.9%
	6-10	2 6.5%
	10+	14 45.2%
Type of School	Governmental	26 83.9%
	Private	5 16.1%
Subject Specialization	English	20 64.5%
	English- Art	11 35.5%

Table 1 reveals that male teachers constitute 90.3% of the participants primarily employed in governmental schools with an overall percentage of 83.9%. Notably, 45.2% of the teachers have over ten years of teaching experience; however, a considerable proportion (35.5%) are novice teachers with less than one year of experience. This substantial percentage highlights the urgent need for structured mentorship programs to support early-career educators.

Regarding the educational level of the respondents, the majority of the teachers hold a bachelor's degree (90.3%), with only 9.7% having a master's degree. It is apparent that master's and higher degree holders almost always find jobs in universities. The gender imbalance and reliance on males in governmental schools reflect broader systemic trends, underscoring the need for policies to promote gender diversity, professional development, and balanced educational opportunities.

(b). Instruments

The research used a closed-ended questionnaire to incorporate teachers at Saudi schools. The questionnaire was developed by the researcher and validated by three University professors specialized in EFL teaching. The questionnaire consisted of two parts: the first collected demographic data from the participants. The second part was divided into two constructs; the first construct included 7 items, which aimed to check the strategies used by English language teachers. The second construct consisted of 4 items which measure teachers' perceptions of the effectiveness of using Role-play

The researcher also prepared two open-ended questions for the interview to be considered the second tool for collecting data. It aimed to interview teachers about the effectiveness of using role-play in developing EFL speaking skills among Saudi preparatory students. The teachers were purposefully selected. They demonstrated varied teaching experiences, with most having more than ten years of experience. Those teachers majored in English education and the arts.

(c). Reliability

The questionnaire's reliability is exceptionally high as shown in the following table.

TABLE 2
RELIABILITY SCALE

Construct	Cronbach's Alpha	N of Items
Strategies Used by English Teachers	0.887	7
Effectiveness of Using Role-play	0.937	4
Total	.920	11

Table 2 presents the reliability of the questionnaire. The two constructs "Strategies Used by English Teachers" and "Effectiveness of Using Role-play," use Cronbach's Alpha to assess internal consistency. In the first construct, which has 7 items, the Cronbach's Alpha score was 0.887, indicating high reliability, while the second construct, with 4 items, shows even stronger reliability at 0.937. The total reliability of the scale, combining both constructs with 11 items, was 0.920, demonstrating strong internal consistency overall. The scale is a reliable and valid tool for research or assessment purposes. These high values confirm that the scale is robust and dependable for employing the tool to the actual participants of the study.

(d). Data Analysis

To analyse the collected data, the descriptive analysis design was utilized to calculate the frequency, percentage, mean score, and standard deviation needed for displaying the participants' demographic data and answering question one. Furthermore, such tests as independent sample T-test and one-way ANOVA were used to measure the mean differences among the demographic variables.

To establish the range of the five-point Likert scale categories used in the study, the difference between the maximum and minimum values ($5 - 1 = 4$) was first calculated. This value was then divided by the number of categories ($4/5 = 0.80$) to determine the interval length for each category. Subsequently, this interval was added sequentially to the lowest scale value (1) to define the thresholds for each category. The resulting category ranges are presented in Table 3.

TABLE 3
THE LEVELS OF RESPONSE AND THE ASSESSMENT OF THE DEGREES OF RESPONSE

scale	Agreement direction	Length of the category
1	Strongly Disagree	1.00 to 1.80
2	Disagree	1.81 to 2.60
3	Neutral	2.61 to 3.40
4	Agree	3.41 to 4.20
5	Strongly Agree	4.21 to 5

IV. RESULTS

In this section, the researcher discusses the most important findings from both research tools.

TABLE 4
STRATEGIES USED BY ENGLISH TEACHERS

No.	Items		Never	Rarely	Sometimes	Often	Always	Mean	Std. Deviation	Category
1	I use storytelling as a teaching strategy.	N	1	3	16	9	2	3.2581	0.85509	Neutral
		%	3.20%	9.70%	51.60%	29.00%	6.50%			
2	I use se of visual aids (e.g., charts, and videos) to enhance language learning.	N	1	2	6	7	15	4.0645	1.12355	Agree
		%	3.2%	6.5%	19.4%	22.6%	48.4%			
3	I implement peer-learning activities.	N	3	4	6	9	9	3.5484	1.31247	Agree
		%	9.7%	12.9%	19.4%	29.0%	29.0%			
4	I implement group work as a learning activity	N		5	7	4	15	3.9355	1.18140	Agree
		%		16.1%	22.6%	12.9%	48.4%			
5	I use interactive games for vocabulary development	N		2	13	4	12	3.8387	1.03591	Agree
		%		6.5%	41.9%	12.9%	38.7%			
6	12. I integrate technology-based tools in teaching (e.g., language apps, digital games)	N		1	12	5	13	3.9677	0.98265	Agree
		%		3.2%	38.7%	16.1%	41.9%			
7	13. I practice role-play or to enhance my language skills	N	1	5	5	8	12	3.8065	1.22255	Agree
		%	3.2%	16.1%	16.1%	25.8%	38.7%			

Table 4 provides an analysis of the strategies employed by English teachers, revealing distinct patterns in their teaching practices. Visual aids, such as charts and videos, emerge as the most consistently used strategy, with a high mean score of 4.0645 and a low standard deviation (1.12355), indicating widespread and regular application to enhance language learning among these participants. Similarly, group work and technology-based tools, such as language apps and digital games, are frequently utilized, as evidenced by their high mean scores (3.94 and 3.97, respectively) and low variability, reflecting their integration into modern, student-centred teaching approaches. Storytelling, peer learning, interactive games, and role-playing are also commonly adopted but exhibit greater variability in their usage, with mean scores ranging from 3.2581 to 3.8387 and higher standard deviations. This variability suggests that while these strategies are valued, their implementation may depend on factors such as classroom dynamics, teacher confidence, or specific learning objectives.

These strategies align with modern pedagogical trends that emphasize engagement, collaboration, and innovation. In contrast, the item 'I use storytelling as a teaching strategy' received a 'Neutral' rating and exhibited greater variability, indicating that its application is less consistent and may be influenced by specific instructional contexts or learning objectives. Overall, the data highlights teachers' commitment to student-centred approaches that leverage technology and active learning to enhance language acquisition, reflecting contemporary educational practices aimed at fostering dynamic and effective learning environments.

TABLE 5
EFFECTIVENESS OF USING ROLE-PLAY

no	Items		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Std. Deviation	Category
1	Using role-play improves students' speaking skills.	N	2	3	5	8	13	3.8	1.25	agree
		%	6.5%	9.7%	16.1%	25.8%	41.9%			
2	Using role-play enhances students' listening comprehension.	N	2	2	4	8	15	4.03	1.22	Agree
		%	6.5%	6.5%	12.9%	25.8%	48.4%			
3	Using role-play increases students' motivation and engagement in learning English.	N	2	3	4	5	17	4.03	1.30	Agree
		%	6.5%	9.7%	12.9%	16.1%	54.8%			
4	Using role-play increases students' engagement in learning English	N	1	4	6	3	17	4.0000	1.26491	agree
		%	3.2%	12.9%	19.4%	9.7%	54.8%			

Table 5 demonstrates the perceived effects of role-playing strategies on students' language acquisition, focusing on speaking skills, listening comprehension, motivation, and engagement. The data in the above table reveals strong positive perceptions among teachers regarding the impact of role-playing. For improving speaking skills, 41.9% of teachers "strongly agree" and 25.8% "agree," with a mean score of 3.8, categorized under the "agree," category, indicating its effectiveness in enhancing speaking skills among students. Similarly, for enhancing listening comprehension, 48.4% "strongly agree" and 25.8% "agree," with a mean score of 4.03, also labelled under the "agree," category, which stresses its role in developing listening skills. Regarding motivation and engagement, the item 'Using role-play increases students' motivation and engagement in learning English' scored a mean of 4.03, which placed under the "agree" category. Notably, the role-play strategy was found to enhance student engagement, as indicated by a mean score of 4.00, which falls within the 'agree' category. The high mean scores and low to moderate standard deviations (ranging from 1.22 to 1.30) suggest consistent and strong agreement among teachers about the benefits of role-playing.

To sum up, the data emphasizes the effectiveness of role-playing in improving speaking and listening skills, as well as its ability to foster motivation and engagement, making it a valuable strategy in English language teaching.

TABLE 6
INDEPENDENT SAMPLE T-TEST FOR MEANS AMONG THE TYPE OF SCHOOL, GENDER AND LEVEL OF EDUCATION

Dimensions	Variables	N	Mean	Std. Deviation	Sig	
Strategies	Type of School	Governmental	26	3.9121	.82321	.054
		Private	5	3.0571	.71856	
effectiveness	Type of School	Governmental	26	4.1731	.98937	.036
		Private	5	3.0000	1.58114	
Strategies	gender	male	28	3.7959	.87756	.668
		female	3	3.5714	.75593	
effectiveness	gender	male	28	3.9911	1.10864	.952
		female	3	3.9167	1.87639	
Strategies	Level of education	Bachelor	28	3.7959	.87756	.668
		Master	3	3.5714	.75593	
effectiveness	Level of education	Bachelor	28	3.9911	1.10864	.952
		Master	3	3.9167	1.87639	

Table 6 reveals that the type of school significantly influences the perceived effectiveness of teaching strategies as well as the effect, with governmental schools outperforming private schools as it is apparent that role-play from the point of view of Governmental teachers plays a significant role. Regarding gender variables, it is apparent that it does not play a significant role in either strategy use or effectiveness. The level of education shows minor differences, but not significant values. The results highlight the importance of contextual factors, such as school type, in shaping teaching practices and their perceived outcomes.

A one-way ANOVA test was used to see the difference between the variables of age and experience.

TABLE 7
THE MEAN DIFFERENCES OF THE AGE AND EXPERIENCE VARIABLES REGARDING THE TWO DIMENSIONS

Dimensions	Age	N	Mean	Std. Deviation	Sig
Strategies	25-30	7	3.4694	.99903	0.035
	31-40	9	4.3968	.35555	
	40+	7	3.8163	1.05209	
	Total	31	3.7742	.85776	
	-25	8	3.3125	1.39994	
effectiveness	25-30	7	3.6786	1.34408	.114
	31-40	9	4.5000	.73951	
	40+	7	4.3929	.76181	
	Total	31	3.9839	1.15819	
	Experiences				
Strategies	less than one year	11	3.6104	.67640	.008
	1-5	4	2.6786	.48620	
	6-10	2	4.5000	.50508	
	10+	14	4.1122	.82195	
	Total	31	3.7742	.85776	
	less than one year	11	3.5909	1.40211	
effectiveness	1-5	4	2.9375	.82601	.030
	6-10	2	4.0000	1.41421	
	10+	14	4.5893	.64007	
	Total	31	3.9839	1.15819	

Table 7 shows the mean differences in Strategies for the age dimension only. The teachers aged 31-40 report the highest use of strategies (Mean = 4.3968). as there was a statistically significant difference in strategy use (Sig. = 0.035) in favour of the participants aged 31-40, while there was no statistically significant difference regarding effectiveness dimension (Sig. = 0.114). For the years of experience, teachers with 6-10 years and 10+ years of experience demonstrate the highest mean scores for both strategy use (Mean = 4.5000 and 4.1122, respectively) and effectiveness (Mean = 4.5893), with statistically significant differences (Sig. = 0.008 for strategies and 0.030 for effectiveness). These findings highlight that experience is a more significant factor than age in shaping teaching practices and their perceived outcomes, emphasizing the importance of professional development and experience in enhancing teaching quality.

Analysis of the Interview Responses

A qualitative response analysis from the interviews with Saudi English language teachers regarding the implementation and impact of role-playing activities in EFL classrooms was yielded. The teachers' responses highlight the diverse ways in which role-playing is utilized and its perceived benefits for students' language development. To be at the point of view of these participants, some quotes were put here as Participant 1 emphasizes

Participant 1 mentions that role-playing is often used in conversation lessons, suggesting its integration into speaking practice. Participant 2 says, "The teacher gives students the basic idea on which to base their discussion, make decisions, and engage in conversations that reflect real-world situations. By taking on these roles, players are asked to communicate in English, allowing them to practice vocabulary, grammar, and conversation skills. Participant 3 highlights that role-playing is primarily applied to conversations and speaking activities, emphasizing its focus on oral communication. Astonishingly, Participant 4 introduces creative methods, such as using muted videos to encourage students to use learned vocabulary by impersonating characters, and demonstrating adaptability based on learning goals. Participant 6 explains that role-playing involves selecting students to perform realistic scenarios under teacher supervision, emphasizing the practical and supervised nature of the activity. Finally, Participant 7 describes using real-life situations and curriculum-related topics to create authentic conversational contexts, ensuring students engage with the language meaningfully.

Concerning Saudi English language teachers' responses to the extent to which role-playing activities contribute to students' language development. Participant 1 emphasized that role-playing is a prerequisite for language acquisition, as he reported "Applying this strategy greatly helps develop a student's linguistic ability and allows them to practice the language and speak fluently. It helps both teacher and student alike". Participant 2 noted that role-playing encourages communication and mutual learning among students, transcending cultural and social differences. Participant 3 underscores the inclusivity of role-playing, as it allows teachers to engage with students of varying abilities and helps students develop conversational and communication skills with their peers. Participant 4 describes role-playing as highly impactful, noting its ability to motivate students, create enjoyment, stimulate competition, and push students out of their comfort zones, fostering language use without fear of embarrassment. Participant 5 simply states that role-playing is "It's very helpful and they feel it's interesting".

V. DISCUSSION

The present study was designed to determine the prevalent use of visual aids, group work, and technology-based tools as central strategies in English language teaching, reflecting their alignment with modern pedagogical trends that prioritize engagement, collaboration, and innovation. This finding is in alignment with that of Thelma et al. (2024) who

stated that " Effective technology integration in education ensures that students not only acquire digital literacy but also develop critical thinking, problem-solving, and collaborative skills that are crucial in the 21st century" (p. 189). These strategies are consistently applied, indicating their effectiveness in enhancing language learning.

In contrast, in this study, storytelling displays greater variability in its implementation, suggesting that its use may depend on specific classroom contexts or teacher preferences. This variability highlights the necessity for adaptable teaching practices, wherein instructional strategies are customized to address diverse learning goals and student needs—an observation consistent with the findings of Werth (2018) and Hamida (2024).

The perceived impact of role-playing on students' language acquisition was highly positive, with teachers highlighting its effectiveness in enhancing speaking and listening skills, as well as promoting motivation and engagement—findings that align with Uzairovich (2025), who emphasized the role of role-play scenarios in fostering authentic communication and improving language fluency. And it is an effective and engaging method for developing speaking. Role-playing is seen as a dynamic and interactive strategy that encourages students to practice language in authentic, real-world contexts, thereby enhancing their communicative competence.

Demographic factors, such as the type of school, significantly influenced the perceived effectiveness of teaching strategies, with governmental schools demonstrating a stronger emphasis on role-playing compared to private schools in the opposite direction, Khaliq and Diwivedi (2016) and Shah, Shaheen, and Kiani (2022). Teachers with 6-10 years and 10+ years of experience report the highest levels of strategy use and perceived effectiveness of role-play (Estaji & Hhaji-Karim, 2023).

Qualitative data obtained from interviews with Saudi English language teachers further substantiated the effectiveness of role-playing as a pedagogical strategy in EFL classrooms. Teachers described its application in diverse ways, from structured discussions and real-world scenarios to creative methods like muted video activities. These approaches have not only promoted language practice but also has fostered collaboration, cultural awareness, and confidence among students. The emphasis on real-life situations and curriculum-related topics ensured that role-playing remains relevant and meaningful, aligning with broader educational goals.

All in all, the findings underscored the importance of adopting interactive, collaborative, and technology-enhanced strategies in English language teaching. Role-playing, in particular, emerged as a highly effective tool for improving language skills and fostering student engagement. The results also highlighted the influence of contextual factors, such as school type and teaching experience, on the implementation and effectiveness of these strategies. These insights provided valuable guidance for educators and policymakers seeking to enhance language teaching practices and create dynamic, student-centred learning environments.

VI. CONCLUSION

The findings of this study emphasized the critical role of interactive, collaborative, and technology-enhanced strategies in English language teaching. Role-playing, in particular, stands out as a highly effective approach for improving language skills, fostering student engagement, and creating authentic learning experiences. The study also highlighted the significant influence of demographic background, such as school type and teaching experience, on the implementation and perceived effectiveness of these strategies. These insights offered valuable guidance for educators and policymakers aiming to enhance teaching practices and develop dynamic, student-centred learning environments. By prioritizing innovative and adaptable teaching methods, educational stakeholders could better address diverse learning needs, promote language acquisition, and prepare students for the demands of the 21st century. Future research should continue to explore the impact of these strategies across different contexts to further refine and optimize language teaching practices.

Recommendations

Based on the study's findings, several recommendations are proposed to enhance English language teaching practices, as outlined below:

Educators should prioritize the use of visual aids, group work, and technology-based tools,

Addressing disparities between governmental and private schools through equal access to resources and training is essential.

Experienced teachers should mentor less experienced colleagues to disseminate best practices.

Further research on storytelling and its implementation is needed, and schools should foster collaboration and professional development to keep teachers updated with innovative strategies. Finally, the monitoring and evaluation of teaching practices are essential for ensuring continuous improvement and alignment with educational objectives, thereby fostering dynamic, student-centered learning environments that promote language acquisition.

APPENDIX

RESEARCH INSTRUMENT		
Part	Questions/Indicators	Response
I. Profile of Respondents	1. Type of School	___ Private ___ Public
	2. Age	
	3. Gender	___ Male ___ Female
	4. Highest Educational Attainment	Bachelor's Degree /Master's Degree /PhD / Others
	5. Years of Teaching Experience	Less than 1 year, 1-5 years, 6-10 years More than 10 years
	6. Subject Specialization	English, Language Arts
II. Strategies Used by English Teachers	7. I use storytelling as a teaching strategy	Never, Rarely, Sometimes, Often, Always
	8. I use visual aids (e.g., charts, videos) to enhance language learning	Never, Rarely, Sometimes, Often, Always
	9. I implement peer-learning activities	Never, Rarely, Sometimes, Often, Always
	10. I implement group work as a learning activity	Never, Rarely, Sometimes, Often, Always
	11. I use interactive games for vocabulary development	Never, Rarely, Sometimes, Often, Always
	12. I integrate technology-based tools in teaching (e.g., language apps, digital games)	Never, Rarely, Sometimes, Often, Always
	13. I practice role-play or to enhance my language skills	Never, Rarely, Sometimes, Often, Always
III. Effect of Strategies on Students' Language Acquisition	14. Using role-play improves students' speaking skills	Never, Rarely, Sometimes, Often, Always
	15. Using role-play enhances students' listening comprehension	Never, Rarely, Sometimes, Often, Always
	16. Using role-play increases students' motivation and engagement in learning English	Never, Rarely, Sometimes, Often, Always
	17. Using role-play increases students' engagement in learning English	Never, Rarely, Sometimes, Often, Always

Interview with Saudi English language teachers at schools

1. Could you demonstrate how EFL teachers imply role-play activities in Saudi preparatory schools?
2. To what extent does the use of role-playing activities develop students' language ability?

AN INTERVIEW WITH SAUDI ENGLISH LANGUAGE TEACHERS AT SCHOOLS

Questions	Could you demonstrate how EFL teachers imply role-play activities in Saudi preparatory schools?	To what extent does the use of role-playing activities develop students' language ability?
Participant 1	Often in a conversation lesson	Practising a language is a prerequisite for language acquisition. Applying this strategy greatly helps develop a student's linguistic ability and allows them to practice the language and speak fluently. It helps both teacher and student alike.
Participant 2	The teacher gives students the basic idea on which to base their discussion, make decisions, and engage in conversations that reflect real-world situations. By taking on these roles, players are asked to communicate in English, allowing them to practice vocabulary, grammar, and conversation skills while having fun	It encourages students to communicate with each other and learn from each other, regardless of cultural and social differences.
Participant 3	ole-playing activities apply to conversations and speaking	By applying these strategies, the teacher can interact with different categories of students, regardless of their abilities. It trains students to converse and communicate with their peers.
Participant 4	Several methods and the method depends on the goal. To encourage the student to use the vocabulary and information she has learned, I can play a video without sound and ask the student to express herself appropriately by impersonating one of the characters.	It contributes significantly. It encourages, is enjoyable, motivates, stimulates competition, and puts students in an uncomfortable position, forcing them to use the language without embarrassment.
Participant 5	By using the students' book as a guide	It's very helpful and they feel it's interesting
Participant 6	By selecting a number of students to perform realistic scenarios under the teacher's supervision.	Developing a spirit of cooperation and teamwork
Participant 7	This involves giving conversations in various real-life situations, covering topics related to the curriculum, and making the students unaware of the conversation's context and application.	It encourages them to use the language and helps them become accustomed to it and to its development.

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