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Strengthening English Language Teaching in Rural Schools through the Role-Playing: Teachers' Motivations *

Liz Castro

Universidad Laica Eloy Alfaro de Manabi, ECUADOR

Jhonny Villafuerte**

Universidad Laica Eloy Alfaro de Manabi, ECUADOR

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Abstract: This research examines the English language teachers' motivations related to the usage of role-playing on English language practice in rural secondary schools in Ecuador. The sample consists of 45 English language teachers who work in public schools located in the rural and urban areas of the province of Manabi. A mixture of qualitative and quantitative research approaches is applied to analyze teachers' motivations about using role-plays in English classes and analyze the relationships between teaching motivations and the factors: Teachers' gender and work location. The instruments are (1) focus group guide to collect participants' voices about the language practice at schools, and the (2) Likert questionnaire created by the research team, titled: Teachers' perceptions about role-play contribution on the foreign language acquisition process. The statistical analyses showed significant relationships between teachers' perceptions and the factors in gender and work location. It is concluded that English teachers, both female and male from rural and urban locations in Ecuador, are highly motivated to use role-play in secondary schools as a teaching strategy, in spite of the demand of extra time and energy required because it promotes in teachers and students the collaborative and creative learning; and improves their confidence to express their ideas and feelings using English as a foreign language.

Keywords: *Teachers training, English as a foreign language, collaborative work, teaching strategies.*

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Introduction

The Ministry of Education of Ecuador introduced a new curriculum for English teaching as a mandatory subject, since the second year of elementary schools until secondary education in urban and rural areas (Ministry of Education, 2014). In such circumstances, teachers of English as Foreign Language (EFL) require strategies to improve their classes in schools, where English was not taught before. In another hand, the Ecuadorian educational system requires highly motivated teachers to face the challenge for improving the local educational system quality (Villafuerte et al., 2018).

This work is inspired by the researches of Huang (2008) who introduced role-play as a key strategy for strengthening students' and teachers' confidence for expressing their ideas and feelings on the usage of a second language under a relaxing atmosphere. Thus, David (2014) argues that role-playing promotes students who wish to interact with others since collaborative learning under the usage of a foreign language. Furthermore, role-plays offer multiple possibilities for practicing a foreign language in informal, contextualized and relaxing learning environment (Kusnierek, 2015).

In this work qualitative and quantitative research methodologies were applied to determine the teachers' motivations (Gagne, 2014; Dornyei, 2009; & Lunenburg, 2011) when they use role-play on their linguistic practices and contrast such motivations since the teachers' gender (masculine and feminine) and work location (rural or urban areas) in the province of Manabi in Ecuador. It is necessary to mention that in Ecuador, more than 50% of the peasant population has completed primary education, with only 20% of the inhabitants of rural communities accessing secondary education and hardly any member of higher education (Smith & Subandoro, 2007; Villafuerte & Represa, 2017).

Therefore, the rural adult population continues to be at a disadvantage in comparison to the urban population, which generally makes up the group of those able to cover the "family basket". Since 4 out of 10 members of these families

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**** Corresponding author:**

Jhonny Villafuerte, Universidad Laica Eloy Alfaro de Manabi, Campus Manta. Avenida circunvalacion S/N. Facultad Ciencias de la Educacion, PO.COD.130802. Manta - Ecuador. ✉ jhonny.villafuerte@uleam.edu.ec

have completed high school and a large proportion have higher education, a factor that enhances their access to paid work (Villafuerte, Luzardo, & Franco, 2017).

The changes in the governmental policies for improving the quality of education in Ecuador, set challenges for local English teachers related to the five domains to be developed by teachers in middle terms: Language domain, Global culture knowledge, Evaluation, Professional improvement and Ethics (Republic of Ecuador, 2014).

Literature Review

Motivations in the Teaching and Learning Process

Teaching and learning process requires continuous reconstruction of experiences to respond efficiently to the local and global knowledge demands (Beck & Kosnik, 2006). Teachers need to “bring liveliness to the classroom” and role-play is a way to do it (Huang, 2008, p.2) because role-play is a pedagogical tool used to “improve secondary students’ interest for vocabulary achievement” (Thuraya, 2016, p.232).

Role-play exposes the students to situations under the complexity of the reality of an English-speaking community. In such language practices learners do improve their retention for remembering vocabularies of a foreign language (Van Dat, 2014). Nevertheless, authors as Raja, Qureshi and Albeshir (2017) recommend that teachers employ during their sessions different methods of active teaching to achieve the target language in a friendly environment. However, the success of pedagogy is also related to the learners’ characteristics as personality, learning styles and motivation for learning (Bravo, Intriago, Holguin, Garzon & Arcia, 2017). Teachers and learners attitudes for practice a foreign language (Villafuerte & Romero, 2017).

Innovations to the instructional process should include practices related to “creativity, problem-solving skills, decision-making skills, communication skills, team building and leadership skills” (Biggs & Tang, 2011, p. 24). In addition, the motivation for learning a foreign language is becoming an important topic of research for the linguistics (Magel, 2012).

Thus, motivation is a dynamic condition rather than static (Mackey, 2014). A learner's motivation levels can go up or down depending on how interested or involved their conversational partners are because motivation can be contagious and influence on others’ decisions.

On this concern, teachers should consider learners’ motivations and interests when they choose topics and contains to teach (Cevallos et al., 2017) because the way how a student learn today requires of the real and effective students’ enhanced involvement (Hidayati & Pardjono, 2018).

Role-play in the Foreign Language Class

Role-play offers to students a safe way for getting closer to the situation as real as they happen in the places where is spoken the target language. Thus, it has the potentiality to support a foreign language acquisition process in a natural way (Rojas, 2018; Marin & Rea, 2014; & Glover, 2014).

The appropriated application of role-playing would provide a constructive feedback for improving learners’ foreign language acquisition process (Jackson & Back, 2011). Thus, role-play is an active teaching strategy that generates teachers and learners’ significant learning experiences (Conforme & Torres, 2013).

In the ideal conditions, the English class should offer to learners the opportunity to comprehend the use of the target language under the most possible common and natural situations. The expectation is learners do communicate effectively outside of the classroom for that reason is necessary to encourage students to develop an understanding of the situation from different points of view (Islam & Islam, 2013), stimulating learners their creative thinking (Peko & Varga, 2014). To Donoso (2014, p.3) “the effective use of communicative activities will enhance oral students’ social, personal and academic success during their lives through the strengthening of their communication skills”.

Role-play was described by Kusnierek (2015) as a communication technique which encourages teachers and pupils to share responsibilities or representing a scene in front of an audience. Their previous preparation and repetition can strengthen in students the confidence enough to express their own ideas and feelings using a foreign language (Asensio, 2015; & Zhang, 2010).

Scholars as Rojas (2018), Gongora and Manjarrez (2014) manage role-plays in researches about the significant learning process for foreign language acquisition. The authors ratify role-play engage class into contextualized and real communication environments. Thus, role-play offers opportunities for improving students’ listening skill, but also reading and writing skills indirectly.

In consequence, role-play can be incorporated successfully to educational programs that use teaching strategies to stimulate horizontal communication and inside of informal learning environments (Erturk, 2015). Role play is a technique that allows students learn through the simulation of different situations, working in groups for putting on scene discussions, tasks and tests to improve students’ performances since a joinable act (Marin & De la Pava, 2017).

Teachers' motivation for using role-play in English class

Ellis (2005) argues that motivation is one of the fundamental factors to achieve better levels of proficiency in a foreign language. It is about that force that drives the desire to learn, and later it becomes that force that keeps you in the complex process until you acquire the target language (Dorniei, 2009).

In such condition, "the enjoyment of the learning process emerges not for praise or rewards", but to satisfy the personal desire to know a foreign language and its sociocultural environments (Kong, 2009, p.146). However, teacher use role-play in English class as an instrumental motivation that could be used for stimulating students who show less interest. In addition, researchers as Harmer argue that, teachers use role-play for the following reasons:

- (a) It's fun and motivating;
- (b) Quieter students get the chance to express themselves in a more forthright way;
- (c) The world of the classroom is broadened to include the outside world - thus offering a much wider range of language opportunities;
- (d) Students who will at some point travel to an English-speaking country are given a chance to rehearse their English in a safe environment. Real situations can be created, and students can benefit from the practice. Mistakes can be made with no drastic consequences (Harmer, 1989 cited in British Council, 2011, p. 1).

Lunenburg (2011, p1.) argue "Expectancy Theory is a cognitive process theory of motivation that is based on the idea [...] there are relationships between the effort they put forth at work, the performance they achieve from that effort, and the rewards they receive". In the educational environment, this may mean that teachers will be motivated if they believe that "strong effort will lead to good performance and good performance will lead to desired rewards" (Lunenburg, 2011, p1.).

Applying the Lunenburg's model to the educational field, teachers could be motivated to the degree that he or she believes that (1) Expectancy: the effort teacher put in every class will lead to get acceptable performance; (2) Instrumentality: such performance will be recognized and rewarded; and (3) Valence: the value of this recognition and reward may be very positive (p. 2).

To Vroom (as cited in Lunenburg, 2011) the theory of assumption has the following four elements: (1) Teacher joins an organization with expectations about needs, motivations and past experiences. Such circumstance influences the teacher's reactions at the school; (2) Teacher individual behavior is a result of conscious choice. Teachers choose their behavior following their own expectancy calculations; (3) Teaches wishes to obtain things from the educational organization such as: job security, good salary, promotions, formation, vacations plan, etc.; and (4) Teachers based on their personal interests will choose the best alternatives to optimize outcomes.

Therefore, Ferres and Piscitelli (2012) insists on the need to promote participatory culture and personal autonomy through innovative educational processes, but respectful of the emotions of both students and teachers.

In 2014, Gagne studied the self-determination as an organizational psychology theory which motivate people to obtain amounts of new knowledge in order to reach higher levels of efficiency and success in the professional environments. At this point, one of the teachers' missions is to produce optimal materials for the execution of practices that involve the stages: planning, execution and evaluation of learning. In addition, reflection is promoted regarding the level of achievement achieved in teaching practice and proposals for actions are formulated for its improvement (Ardura & Zamora, 2014).

According to Castro (2014) the term motivation can be understood as that complex and eclectic phenomenon that tries to explain the behavior of people. Thus, it is common to hear that teachers prefer to use a book with color images because it is more motivating than others in black and white, and that a dynamic teacher will achieve motivate their students better than another serious and little active. Resources supported by educational technology as video, sounds, images, etc., are didactic tools that motivate positively both students and teachers (Cabero, 2015; Michavila & Parejo, 2008).

Thus, teachers are interested in knowing how to improve the impact of their teaching. In this concern, Fernandez and Torres (2015) insist that the construction of efficient learning processes requires the increase of direct and interactive contact of students with their surrounding context. Thus, students show their interest in obtaining personal benefits from linguistic practices. In addition, authors such as Villafuerte et al. (2018) and Farhat and Kazim (2011) argue that teachers are interested in transferring to the classroom those contextual aspects of a society; and this is possible through role-play, when it is executed with teachers and students' participation committed. Therefore, "Teaching and learning are cooperative processes, give many opportunities to participate actively in pedagogical practices (or at work), and propose more participation and inclusion of all participants, with simple changes and explicit known procedural rules and structures" (Steren, Dalpiaz, Mourino, & Stobaus, 2016, p. 2019).

In the contemporary classroom, the use of strategies such as games, focus groups, debates, exhibitions, etc. are used frequently (Zambrano, Carrera, Williams, Venegas, & Bazurto, 2018). Thus, role-play is an educational activity that has the potentiality to generate in both teachers and students engaging effects and memorable experiences during the English as Foreign Language (EFL) practices (Rojas, & Villafuerte, 2018).

However, in contexts of Latin American countries English teachers should apply a combination of different resources due to the lack of teaching material or access to educational technology, especially in the institution of public education (Villafuerte, Rojas, Hormaza, & Soledispa, 2018).

Finally, it is worth mentioning that the public policy for the teaching of English in Ecuador considers the continuous improvement or professional development as one of the aspects boost in the teaching of English at national level. It is a challenge that requires motivated teachers to renew their knowledge and energize their activities to support the improvement of the education system in Ecuador.

Teachers need to know general information about the students before and during the teaching and learning process. Their culture, costume and their surrounding environment to idealize a context and apply the best teaching strategies according to learners' interests. To Vygotsky cited in McLeod (2018, p. 2), "the environment in which children grow up will influence how they think and what they think about".

To Merritt (2013) teachers are convinced that learning a foreign language is not only an academic requirement. It represents a wide range of possibilities offered to the learners at the classroom. Teachers need to have resources to motivate students to learn in harmony and respectful (Cuenca, Molina, Rojas, Villafuerte & Zou, 2019; & Macias & Villafuerte, 2018). Thus, teenage students are so active in the classroom as an astronaut or athlete who is training for giving the maximum performance on the missions or at the Olympic Games (Blatner, 2009). In consequence, they need highly motivated teachers from whom receive new challenges doing scholar projects, exchange information, communicate and receive data.

Scholars as Diane (2014) and Mackey (2014) agree that, young learners need of movement and stimulation to active their learning process. However, games, workshops, debates, role-plays, etc. for educational purposes should have very clear academic goal to assess. The execution of learning activities as debates, club od speaking, speech contests, etc.

To Boghian (2012) and Mackey (2014), students and teacher have interest about certain topics when the conversation goes about those topics, people want to participate even the limitations of the language they have. In consequence, what people know or want to know, can be a huge motivator for learning a foreign language.

Didactic for Motivating Teenagers to Learn a Foreign Language

It is necessary to know the general aspects of the learners before and during the teaching and learning process. Their culture, costume and their surrounding environment to idealize a context and apply the best strategies according to the learners' interests. To Vygotsky quoted by McLeod (2018, p.2), "the environment in which children grow up will influence how they think and what they think about". Learners need to experiment using the English language in different contexts and situations for that reason Merritt (2013) insists on the urgent necessity of changing the old idea that learning a foreign language is only an academic requirement. It really represents a wide range of possibilities (Cuenca, Molina, Rojas, Villafuerte & Zou, 2019; Macias & Villafuerte, 2018).

A teenage student is so active in the classroom as an astronaut or athlete who is training for giving the maximum performance on the missions or at the Olympic games (Blatner, 2009). Scholars as Boghian (2012), Diane (2014), Kayi (2006), Mackey (2014), Rojas (2018) and Villafuerte et al. (2018), agree that young learners need of movement and challenges to be interested in participating on a learning activity. However, the games, workshops, debates, acts, etc., for learning purposes need an academic goal to assess. They could be communication skill, vocabulary acquisition, grammar structure practice, listening and speaking skill, etc. Here, are introduced some strategies teachers generally use to work with teenage students.

Simulations

In simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, s/he brings a microphone to sing in class. Simulations can be entertaining activity and they can motivate the young students to take part in the activities (Kayi, 2006).

Descriptive Drawing Activity

Students can develop oral expression using this activity. They are organized in pairs to do this practice. One of the participants describes pictures that receive from the teacher while, the other one tries to draw a picture according to the descriptions received (Diane, 2014).

Debates

It is an activity that helps learners to develop critical thinking and language (Diane, 2014). Thus, debates are frequently used as a foreign language practice to promote learners the use of the new vocabulary and use of correct language structures (Rojas, 2018).

Students give each student a piece of paper with “agree” written on one side, and “disagree” on the other side. They read aloud a controversial statement and have each student hold up his/her paper stating whether they agree or disagree. Then, they choose one student from each side to explain his/her position and participate in a short debate explaining the reason for using the target language.

Storytelling

This language practice promotes the creativity and language production in a learner of a foreign language. This also can be done on writing language practice (Villafuerte et al., 2018). It is worked in small groups. Students should sit down in a row, and one of the students should stand behind them acting as a controller. The controller should have a stack of cards in his hand containing nouns for giving to one of the participants who will start to tell a story (Diane, 2014).

Role-play

It provides good opportunities for practicing critical, analytical and independent thinking skills, converting a dialogue into a description or vice-versa, which may be adjusted to suit the students’ needs and levels of knowledge, ages, etc. It can be centered on student needs (Boghian, 2012).

Tannen quoted on Mackey (2014) notes that students have certain topics interests. When the conversation goes about those topics, people want to participate even the limitations of the language they have. In consequence, what people know or want to know, can be a huge motivator for learning a foreign language.

Finally, the importance of this topic is related to the challenges that Ecuadorian government educational policies set to local English teachers (Republic of Ecuador, 2014). This work contributes to the global discussion about motivation as relevant element for the professional developing of English teacher (Gagne, 2014; Lunenburg, 2011; Steren, Dalpiaz, Mourino, & Stobaus, 2016). In addition, role-playing as pedagogic tool is revalidated as an efficient pedagogical tool that can be used to improve English language teaching in rural and urban school (Rojas, 2018; Rojas and Villafuerte, 2018) in countries of South America, where the limitation of access to educational technology persists (Salmeron & Villafuerte, 2019; Villafuerte, Intriago & Romero, 2017). The role-play is also considered as an activity that promotes in students and teachers the group work and creativity.

Methodology

A mixture of qualitative and quantitative approaches for educational research is applied to determine teachers’ motivations for applying role-play as strategy for teaching and learning English in rural and urban secondary schools in Ecuador. The questions to respond in this study are: (a) What are teachers’ perceptions/motivations about using role-play in English language practices? (b) What are the relationships between Teachers’ perceptions about role-plays and the factors gender and work location? The methodology applied in this research follows the principles of Prieto and Duque (2009) to refers about the dialogic learning in educational fields to explore every kind of social interactions and succeed educational practices in other spaces different to classroom to develop the curriculum and scholar organization as a hegemonic-reproduction. The intention is to review new empiric realities and their contributions to improve the current process of English as foreign language teaching and learning in Ecuador.

Sample

Participants were 45 English teachers. 30 teachers worked in urban area school, and 15 worked in rural area school. The 22 of the teachers were female and 23 males. They were selected randomly from different public and private schools locate in the province of Manabi, in the coastal region of Ecuador in South America. The criteria of selection were: To have at least 2-years-experience teaching English in Ecuador; the participants’ current work should be involved to secondary schools; to accept the invitation to participate in this research signing the letter of consent. See Table 1.

Table 1. The sample

School locations	Woman	Man	Total
Urban schools	15	15	30
Rural schools	7	8	15
Total	22	23	45

Instruments and Data Collection

Focus Group

This instrument was created by the researching team to collect information from English teachers. It consists of 4 open-ended questions to collect teachers’ perceptions about role-play experiences for practicing English as foreign language, using role-plays in secondary public schools.

The original version of the instrument consisted of 7 questions, but the instrument was reduced to 4 questions according to the recommendations of the experts of the University Eloy Alfaro de Manabi, Ecuador who managed the process of validity. Other corrections to the instrument were mainly about the language and communication style in concern to the experience of Vargas (2012).

After the corrections to the instrument and once obtained the respective institutional permission; the Focus Group guide was applied to English teachers at the installations of 2 rural schools (FC1 and FG2 - Focus Groups) and 3 urban schools (FC3, FC4, and FG5 - Focus Groups). The time required for each session was 45 minutes overage. The total informants were 30 English teachers.

Likert Questionnaire

Teachers' perceptions of learners' motivations for practice English through role-plays.

The instrument consisted of 30 items to collect teachers' perceptions about the following 3 dimensions: (a) Learners' intrinsic motivations for practice English; (b) Learners' extrinsic motivations for practice English; and (c) Role-plays contributions in the high school class.

Regarding the validity and reliability that this instrument represents, we proceeded according to (Matas, 2018). Thus, the factorial analysis of rotated components applied to the instrument designed by the research team allowed the grouping of the items in the different factors. Therefore, in response to the maximum discrimination achieved and the correlation between the items in the final version. This instrument was tested using the SPSS V24. The Cronbach's Alpha index was 0.89. Therefore in harmony with the affirmations of Morales (2007) for this kind of social and educational studies.

Ethic Rules

The participants signed the Informed Consent Letter, and they had 7 weeks to indicate a change of decision to participate in the process.

The identity of the participants is kept in anonymity.

The data is guarded by the research team for 7 years.

The information is used only for educational purposes. The collected data will never be used for commercial purposes.

Data Analyses

Categorical Analyses for Qualitative Data

The collected data was transcribed into text and analyzed using the software Atlas.Ti.07. The code nomenclature is: GF1-01-03: GF1 = focal group number; -01 = Informant; -03 = line number in the transcription text.

The categorization of the qualitative data was done following the experience of Bravo et al. (2017, p.105). They proposed the categories:

- (1) Intrinsic motivation = Internal force that moves the person to perform a learning activity.
- (2) Extrinsic Motivation = Forces, benefits or external reasons that move the person to perform a learning activity.
- (3) Learning autonomy = Learning activity carried out on its own initiative.
- (4) Recognition = Sensation of satisfaction for having obtained an achievement that is valued by others.

The subcategories used in this analysis are:

- (1) High = The motivation level detected is high level.
- (2) Medium = The motivation level detected is medium level.
- (3) Low = The motivation level detected is low level.

For the validation of the analysis, a ULEAM university professor collaborated in the revision and codification of 70% of the collected data. The positive coincidence obtained between authors and external reviewer validated the data analysis, according to the procedures recommended by Bhattacharya (2017).

Statistical Analysis - Quantitative Data

Each dimension consisted of 10 questions. The alternative answers are offered through the Likert type scale: 1 = Strongly disagree; 2 = Agree; 3 = Neutral or indifferent; 4 = Disagree; 5 = Strongly disagree. The instrument was applied to the teachers in their places of work after their classes. The participants had 20 minutes to complete the formulary.

The analysis applied is the test of Chi-square of Pearson ≥ 0.05 . The analysis contrasts teachers' motivations with the factors gender (female/male) and place of work (rural/urban area). It is applied the traditional hypothesis procedure:

H_0 = There is no significant differences between teachers' motivations with the factors gender and work location.

Findings

In response to question (1): What are teachers' motivations for using role-play in secondary English class?

Table 2 presents exposed to the teachers' voices related to the reason they have to use role-play in English practices. The category used for analysis is the level of motivation that can be: Positive motivation (+) high, medium or low levels; and Negative motivation (-) high, medium or low levels

Table 2. Teachers' motivations for using role-play in secondary English class.

Motivation categories	Evidencies: Teachers voices	Sub categories
Intrinsic motivation	GF1-01-03. "It's positive for me when students practice English speaking using Role-plays. It is very useful".	+High
	GF1-04-05. "Yes. I really like to apply role-play. I am convinced it is a fantastic activity".	+High
	GF3-012-09. "Well, I agree. Students enjoy doing role-play, but it results to be too noisy. I try not doing role-plays in my class"	-Medium
	GF3-015-13. "I like it. It's funny and useful. I do three or four times per year".	+High
	GF3-017-16. "I like it. All students get enjoy with role plays. I do it, too. However, it takes too much time"	-Low
	GF5-025-19. "Yes, I like it. It's a different activity to students in order to learn and avoiding boring classes".	+Medium
Extrinsic motivation	GF5-027-23. "Yes, I do role-plays. It's a good oral activity".	+Medium
	GF1-02-06. "I think role-plays are very positive for the English class because students feel confident to speak using the foreign language".	+High
	GF2-09-18. "When the script is too complicate and students have certain difficulties to repeat it, I encourage them to say the script lines using the words they remember or easy words. It is not necessary to memory all the texts"	+High
	GF2-10-23. "This kind of activities are great because it simulates the real life".	+High
	GF4-18-36. "It's very positive the experience using role-plays because is a good motivation to learn the language. I bring some candies or refreshment to share during the repetitions. It takes a lot of energy, but it is no problem".	+High
	GF4-19-37. "Yes, I like it. It's necessary because it's a way to change the routine and students learn more about certain topics or skills".	+Medium
	GF5-27-49. "I like it because it is important to apply different activities like this to motivate students otherwise, the class could become very boring"	+Low
GF5-29-56. "Yes. I apply it in order to practice speaking".	+Medium	
Autonomy	GF1-02-17. "It's fantastic because students practice oral skill by themselves until they get repeat the lines in a natural without local accent. After the continuous practice, students improve their pronunciation"	+High
	GF2-06-28. "Yes, I like role playing. I see students participate more frequently and speak fluently. They record their lines to see how they did it".	+High
	GF2-08-32. "Role-plays requires repetitions that is the opportunity for the autonomous action. Students work in couples doing the repetitions by themselves".	+High
	GF4-16-37. "Students select the music or bring extra decorative material to create more realistic scenes"	+High
	GF4-17-59. "Sometimes students of high school get gather after school for practicing the role-play, but in occasions they do not practice their lines. They spend the time listening to music or watching a movie. Nothing to do with the role-playing".	-High

Table 2. Continued

Motivation categories	Evidencies: Teachers voices	Sub categories
Recognizing	GF3-19-18. "I think role-playing can be positive for develop the students' speaking skill; however, I do not apply it because it is too much work for me, and the results are not very clear".	-Medium
	GF4-24-36. "Parents love this kind of activities for their kids especially for Christmas events".	+High
	GF4-25-38. "Sometimes, parents pretend to take decision about the activity over me as the teacher. For reasons like, that I prefer to avoid doing role-plays".	-High
	GF5-37-51 "Students can acquire experience speaking in front of an audience. They practice hard because, they wish they parents feel proud for a good work".	+High
	GF5-39-59. "Students like to be the center of the attention when they participate in role-plays. They try to follow their lines as the best as possible".	+High

Most of the teachers' intrinsic motivation is expressed on the organizing and executing role-plays in the English class even the energy, time and creativity that role-play demands. About the teachers' extrinsic motivations for using role-play in English practice, it is remarked. Teachers agree role-playing is a funny activity for students. Such circumstance stimulates students and teachers to communicate feeling and opinions using English as a foreign language. Teachers think students relive when they do a different activity in the classroom. In addition, teachers have observed that students practice Role-play in small groups after the class autonomously.

Role-play negative motivations are related to the excessive time a role-play requires, the noise it produce in the classroom, the work required, and the results are not totally clear.

IM:GF3-01-16. "I like it. All students enjoy role plays. I do it, too. However, it takes too much time"

IM:GF3-01-09. "Well, I agree. Students enjoy doing role-play, but it results to be too noisy. I try not doing role-plays in my class"

R: GF3-01-18. "I think role-play can be positive for develop the students' speaking skill; however, I do not apply it because it is too much work for me, and the results are not very clear".

In coherence with Rojas and Villafuerte (2018), when they argue "Role-play also offers appropriate learning environments in which students participate in a more fearless environment to practice English in a realistic way. Furthermore, role-play improves learners' speaking skills even though it promotes chaos among students" (p. 726).

In response to the question 2: What are the relationships between teaching English using role-plays and the factors: Gender and work location?

Table 2. Teacher's motivations for using role-play in English class

Items	Strongly agree	Agree	Neutral or Indifferent	Disagree	Strongly disagree	Work location
1.1. I enjoy planning role-plays for the English class	12	18	0	0	0	Urban
	6	9	0	0	0	Rural
1.2. I find too difficult to execute the role-play	0	9	18	3	0	Urban
	3	6	6	0	0	Rural
1.3. I am open to execute role-play activities in the class	3	18	9	0	0	Urban
	0	6	9	0	0	Rural
1.4. I like to research about the characters represented on the role-play	6	9	3	12	0	Urban
	0	9	6	0	0	Rural
1.5. I feel shy when I direct role-play sessions	3	24	3	0	0	Urban
	0	15	0	0	0	Rural
1.6. I spend extra time preparing the role-play	0	18	3	9	0	Urban
	0	9	6	0	0	Rural
1.7. I involve emotionally (anger and happiness) with the role-play activities	0	9	9	12	0	Urban
	0	9	3	3	0	Rural
1.8. I feel comfortable working the role-play in class	3	24	3	0	0	Urban
	0	6	9	0	0	Rural
1.9. I prefer to do other kind of activities to practice English	0	9	18	3	0	Urban
	0	3	12	0	0	Rural
1.10. I feel proud of students' role-play achievement	15	15	0	0	0	Urban
	6	9	0	0	0	Rural

Table 2. Continued

Items	Strongly agree	Agree	Neutral or Indifferent	Disagree	Strongly disagree	Work location
2.1. Role-play improves teachers' sense for the teamwork	30 12	0 3	0 0	0 0	0 0	Urban Rural
2.2. I bring extra material to do more realistic role-plays	9 6	21 9	0 0	0 0	0 0	Urban Rural
2.3. I fear to be criticized because the errors in the role-play	3 0	15 15	12 0	0 0	0 0	Urban Rural
2.4. I enjoy showing students to act during the role-playing	12 3	18 12	0 0	0 0	0 0	Urban Rural
2.5. I work hard during the role-play, because parents will see the final presentation	15 7	15 5	0 3	0 0	0 0	Urban Rural
2.6. I continue working on the role-plays after the class	0 0	6 3	12 6	12 6	0 0	Urban Rural
2.7. I like role-plays because students work in groups	9 6	18 9	3 0	0 0	0 0	Urban Rural
2.8. Students like other people to look at them when they do role-plays	3 0	6 3	21 12	0 0	0 0	Urban Rural
2.9. I prefer to do role-plays in small groups	6 3	21 6	0 6	3 0	0 0	Urban Rural
2.10. I have difficulties to organize role-play	3 0	9 6	3 9	15 0	0 0	Urban Rural
3.1. I improve students English-speaking skill using Role-play	24 6	6 9	0 0	0 0	0 0	Urban Rural
3.2. I learn new vocabulary in English when I prepare the Role-play	27 15	3 0	0 0	0 0	0 0	Urban Rural
3.3. I try to correct students' English grammar when they do Role-play	6 0	24 15	0 0	0 0	0 0	Urban Rural
3.4. I encourage all students to try to speak in English in the role-play practices	18 0	12 15	0 0	0 0	0 0	Urban Rural
3.5. I try to correct students' pronunciation when they do role-play	6 0	24 15	0 0	0 0	0 0	Urban Rural
3.6. I am convinced students improve their speaking when they participate in Role-play	24 12	6 3	0 0	0 0	0 0	Urban Rural
3.7. I am convinced role-play help students to improve vocalization	9 6	21 9	0 0	0 0	0 0	Urban Rural
3.8. I think role-play helps to develop the group attitudes	24 9	6 6	0 0	0 0	0 0	Urban Rural
3.9. I think students get more self-confidence when they perform the Role-play	3 0	27 15	0 0	0 0	0 0	Urban Rural
3.10. I am very interested to teach English using role-play	6 0	21 9	3 6	0 0	0 0	Urban Rural

Commentary: The following item demonstrate the motivations of more frequency reported for the participants.

a. The items received the maximum punctuation in the option strongly agree are: 2.1; 3.2; 3.6; and 3.8.

b. The items that received the maximum punctuation in the option disagree are: 1.4; 1.7; 2.6; and 2.10.

In the Table 4 are exposed the results of the analysis Chi-Square of the items Teachers' motivation for using role-plays in English practice in relation to the factors teachers' gender and work location.

Table 4. Teachers' motivation relationships Chi-Square of Pearson

Items	Chi-Square of Pearson	
	Rural/Urban area	Gender
1.1. I enjoy planning role-plays for the English class	1,000	0,465
1.2. I find too difficult to execute the role-play	0,036	0,271
1.3. I am open to execute role-play activities in the class	0,105	0,022
1.4. I like to research about the characters represented on the role-play	0,001	0,015
1.5. I feel shy when I direct role-play sessions.	0,177	0,050
1.6. I spend extra time preparing the role-play	0,011	0,001
1.7. I involve emotionally (anger and happiness) with the role-play activities	0,148	0,149
1.8. I feel comfortable working the role-play in class	0,001	0,211
1.9. I prefer to do other kind of activities to practice English	0,290	0,000
1.10. I feel proud of students' role-play achievement	0,526	0,300
2.1. Role-play improves teachers' sense for the teamwork	0,110	0,577
2.2. I bring extra material to do more realistic role-plays	0,502	0,292
2.3. I fear to be criticized because the errors in the role-play	0,004	0,038
2.4. I enjoy showing students to act during the role-playing	0,180	0,292
2.5. I work hard during the role-play, because parents will see the final presentation	0,040	0,557
2.6. I continue working on the role-plays after the class.	1,000	0,038
2.7. I like role-plays because students work in groups.	0,407	0,105
2.8. Students like other people to look at them when they do role-plays	0,441	0,000
2.9. I prefer to do role-plays in small groups	0,002	0,173
2.10. I have difficulties to organize role-play	0,000	0,211
3.1. I improve students English-speaking skill using role-play	0,007	0,292
3.2. I learn new vocabulary in English when I prepare the Role- play	0,205	0,067
3.3. I try to correct students' English grammar when they do Role-play	0,630	0,953
3.4. I encourage all students to try to speak in English in the role-play practices	0,000	0,051
3.5. I try to correct students' pronunciation when they do role-play	0,630	0,953
3.6. I am convinced students improve their speaking when they participate in role-play	1,000	0,766
3.7. I am convinced role-play help students to improve vocalization	0,502	0,292
3.8. I think role-play helps to develop the group attitudes	0,153	0,208
3.9. I think students get more self-confidence when they perform the role-play	0,205	0,080
3.10. I am very interested to teach English using role-play	0,022	0,004

In the following items, the null hypothesis, Ho1, is not fulfilled. Therefore the alternative hypothesis, Ha1, is accepted. That means that, there are significant relationships between the teacher's motivations in the factor work location (urban and rural area).

- 1.2. I find too difficult to execute the role-play
- 1.4. I like to research about the characters represented on the role-play
- 1.6. I spend extra time preparing the role-play
- 1.8. I feel comfortable working the role-play in class
- 2.3. I fear to be criticized because the errors in the role-play
- 2.5. I work hard during the role-play, because parents will see the final presentation.
- 2.9. I prefer to do role-plays in small groups
- 2.10. I have difficulties to organize role-play
- 3.1. I improve students' English-speaking skill using role-play
- 3.4. I encourage all students to try to speak in English in the role-play practices
- 3.10. I am very interested to teach English using Role-play

Significant relationship among Teachers' motivation for using role-plays in English practice and the factor Teachers' gender (female/male):

- 1.3. I am open to execute role-play activities in the class
- 1.4. I like to research about the characters represented on the role-play

- 1.6. I spend extra time preparing the role-play
- 1.9. I prefer to do other kind of activities to practice English
- 2.3. I fear to be criticized because the errors in the role-play
- 2.8. Students like other people to look at them when they do role-plays
- 3.10. I am very interested to teach English using Role-play.

Discussion

After contrasting the literature review regarding the topic-motivations of English teachers with the Ecuadorian government current policies for education, we ratify the importance for a nation to have highly motivated teachers in the educational system to contribute to the achievement of national projects. However, it is necessary to recognize that improving the educational system is a matter that involves to the national institutional network, authorities, school organization, parents and even students (Villafuerte et al., 2018).

We have understood that the current conception of the world includes the emerging of a global language community that, set challenges to the nations where English is not a mother tongue. In this sense, Castro (2014) announces the globalized multilingual world. In such concern, we ratify role-play as an efficient didactic that close learners to the real context of the nations where the English language is spoken.

The difficulties that Ecuador face today can be the future educational problems for other nations in South America, where the process of improving education have as a horizon the building of more sustainable and diverse societies regarding the Agenda 30 for the diverse and sustainable development proposed for the United Nations in 2015.

The research results allow to ratify the position of Hidayati and Pardjono (2018) and Huang (2008) when they argue that, motivation is the set of reasons a person must direct enforce toward a concrete purpose but, because the person feels pleasure to do it.

Contrary to common studies focused on the students' motivation for learning. This research centered on the teachers' motivation for the instruction based on the high expectations and responsibilities teachers have before an educational system characterized for the insufficient access to teaching technology, materials and installations. In this scenario, we ratify role-playing as a linguistic practice effective to stimulate learners to express their ideas and feelings since an informal, but useful communicative scenario. Motivation is in permanent change (Mackey, 2014; Magel 2012), and teachers should grow to manage the personal and collective intrinsic, extrinsic, autonomous and recognition motivations.

Students at rural and urban schools require educational practices that respond efficiently to their necessities of movement and action such as the role-play has demonstrated can do it. Thus, we express our agreement with authors as Beck and Kosnik (2006), Raja, Qureshi and Albeshier (2017), and Thuraya (2016) when they ratify the positive contributions of role-plays for creating good learning environments and promoting more active participation in the English language class. It also motivates learners and teachers to assume collaborative initiatives to interact constructively with their peers using the target language. Those findings remark the position of Biggs and Tang (2011) about the flexibility of role-play as didactic tool.

Teachers use role-play as a practice because it promotes the communicational approach (Kusnierek, 2015) having as the main goal, the interaction between equals (colleagues). They learn to manage the role-play demands in concern to the extra time, and energy required on the planning, executing and evaluating the process. Furthermore, teachers through this practice can obtain the things they need as salary, recognition and promotions.

We express our agreement with the positions of the scholars as Smith and Subandoro (2007) and Villafuerte and Represa (2017). When they argue that lifestyles in rural and urban areas in Ecuador have been traditionally differentiated because of people priorities, culture, norms, etc., inclusive as a result of the access to quality educational services. On this concern, the education services offered in the urban areas may report a better level on quality standards in comparison to the education offered in the rural areas. Those differences are related to the access to infrastructure, a number of students per classroom, teachers training, educational technology availability, libraries, and didactic material supply. In such context, role-play may become a relevant didactic tool for offering creative and dynamic classes avoiding any extra cost. Thus, this circumstance may motivate the new teacher to choose to work in rural schools.

In contrast, in the urban area people grow up having the idea of obtaining a professional degree, adapting to the constant changes, considering aspects to compete in the global community. In addition, the educational system in Ecuadorian urban areas is probably better organized. However, in urban areas, teachers' merits are almost never value.

Conclusions

The evidence shows that teachers' motivation for using role-play in English language practice in Ecuadorian rural, and urban secondary schools are intrinsic, extrinsic, autonomous and recognition. Significant relationships between teachers' motivations and factors gender and work location were found (rural/urban areas). Role-play may be a key practice in the process of English as a foreign language teaching. This happens despite the extra energy and effort required for its planning and execution. Since the communication approach, teachers agree that role-playing contributes to the improvement of students' ability to speak, but also to the reading, writing and listening skills. Such results keep teachers motivated to use role-play in idiomatic practices.

It is concluded that both rural and urban teachers being male or female people are well motivated to use role-plays on their language practices because it helps students to develop their speaking, but also their attitudes to communicate their ideas and feelings using a foreign language (Villafuerte & Romero, 2017). In addition, the efforts of teachers are also well recognized for the school community.

The limitation of this study may be related to the sample corpus that is not maybe enough for generalize the results. However, this work promotes the execution of new studies about English language teaching in the rural education system in Ecuador and Latin America.

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