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Investigating Students and Teachers Attitudes About The Use Of  
Role Play To Improve Speaking Skill

Case Study Second Year BMD Students at Ibn Khaldoun  
University of Tiaret

**Dissertation Submitted To The Department Of Foreign Languages in  
Partial Fulfillment of Master's Degree in Didactics**

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## ***Dedications***

*In the name of God, most merciful, most compassionate, we must first  
thank God for enabling us to finish this work.*

*We dedicate this work to our wonderful parents, thank you for all the  
unconditional love, guidance, and support that you have always given*

*us.*

*To our lovely sisters, and dearest brothers for their love and  
encouragement.*

*To our dearest nieces, nephews and their mothers and fathers.*

*To all our families, friends and classmates.*

*To all those who love us.*

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## **Abstract**

Speaking is considered as one of the most important skills in the teaching and learning of the foreign languages process. Second year learners are always facing problems and difficulties to master their speaking skill in EFL classes; thus, teachers try to make efforts and create ways in order to solve these challenges. The present study investigates the effect of role play procedure as a teaching technique to develop learner's oral proficiency. The main purpose of this research is to point out the effectiveness of role play in the classroom and it helps learners to improve their oral skill. For this purpose, qualitative and quantitative methods were used to collect data using a questionnaire for students and an interview for teachers of Oral Expression at the English department of Ibn Khaldoun University. This research is divided into two main sections: a detailed theoretical section divided itself into two separate chapters discussing the concepts of speaking and role play. Second section devoted to the description of the context, the data collection and analysis as well as some recommendations for future uses. Findings showed that role play is neglected in classes due to many reasons among them a lack of time, but learners have a big curiosity to perform it in their classes, even teachers have a positive attitude about it because it is an appropriate and good technique that helps learners communicates better.

**Keywords:**– Teaching Speaking- Role Play – Oral Proficiency – Oral Communication- Role Play Implementation.

## **List of Abbreviation**

**E.F.L:** English as Foreign Language

**E.L.T:** English Language Teaching

**L.M.D:** License, Master, Doctorate

**T.L:** Teaching Language

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# *General Introduction*

## General Introduction

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Speaking in EFL context is regarded as one of the main important skills along with writing, reading and listening. It is a skill cultivated out of exposure to the native like language in class and attempting to produce the same out come after practice. One of the good techniques to practice the language is to perform various roles in different situations that simulate real life situations or imaginary ones.

### **Statement of Problem:**

Speaking is the productive skill that learners aim to develop when learning a foreign language to communicate effectively, it is not an easy task as Brown and Yule (1983, p.25) claim that “learning to talk in the foreign language is often considered to be one of the most difficult aspects of language learning...” Students have many problems when it comes to speaking, they still do not know how to fluently express themselves in English, because they have poor vocabulary, also they rarely practice English outside of class, and they lack confidence and feel shy to speak in front of peers.

Implementing role-play in classrooms is good technique to improve the speaking skill. Role-play is very important in teaching oral session because it gives students an opportunity to practice the skill through communication in different social contexts and in different social roles, it also allows students to be creative and put themselves in another person’s place for a while.

### **Research Questions:**

To achieve the purpose of our study, we aim at finding answers to the following research questions:

- 1- Do teachers use the role play in classroom or not ?
- 2- How can role-play enhance the speaking skill?

## **General Introduction**

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3- How to implement the role play technique effectively?

### **Research Hypotheses:**

In the light of the above research questions, our suppositions are as follows:

- Role-play is somehow neglected in oral session due to the large classes, sometimes time constraints and students 'passivity.
- Role-play involves students actively performing and it will help them practice spoken skill in front of their peers and gain confidence.
- Group and pair performances are better methods to implement the technique.

### **Aim of the Study:**

Through our this study, we aim at investigating the relationship between speaking skill and the use of role-play as a teaching technique among second year LMD students. We think that these study will provide learners with an effective technique to develop their oral skill. Also, It aims at motivating students to perform better in speaking skill and to help them break barriers keeping them becoming more fluent and creative in their oral communication.

### **Structure of the Study:**

The present study consists of two parts: theoretical and practical. The theoretical part involves two chapters the first is chapter concerned with the related literature review; whereas the second concerned with the contextualization of the study, and the final one is practicality covers the analysis of results obtained from the teacher's interview, and the student's questionnaire.

The first section of chapter one is entitled "Speaking Skill in EFL Classroom" and includes definition of speaking, activities for oral practice, teaching techniques for oral

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performance, and the main difficulties which face students in speaking .Whereas the second section is under the title: “Role playing as a Teaching Technique” and it outlines different definitions of role playing, types of role-play, role-play as a technique, advantages and disadvantages of role-play and the implementation of role pay in classroom .

The second chapter deals with the situation f ELT and speaking in Algeria, it covers the research design, teachers and learners profiles, also the description of questionnaire and interview.

The third chapter deals with the analysis of both teachers ‘interview and students’ Questionnaire results, as well as, some suggestions and recommendations that will be suggested for both teachers and students in order to be more aware of the importance of practicing role plays inside the classroom .

### **Significance of the Study:**

Our study sheds light on the use of role-play as teaching technique to develop oral skill. Role-play method provide opportunity for learners to gain new knowledge and enables them to improve the ability to use an appropriate language to communicate , the research is conducted to show that role-play in teaching English is an active technique and it plays an important role in enhancing the speaking skills of student. In this dissertation we open the door for further investigation of the topic with other levels and compare the findings.

*Theoretical part*



# ***Chapter one:***

*Speaking skill and Role play in EFL  
classroom*

## SECTION ONE: SPEAKING SKILL IN EFL CLASSROOM

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**Introduction:**

Speaking is one of the important segments in English skills that should be mastered by students besides reading, writing and listening, and it is considered as the most essential one in foreign language teaching and learning process. Speaking is not as an easy task for EFL learners to be acquired as it seems. It needs a huge effort for both teachers and learners in that process in order to master it. Speaking is considered the major skill to be developed because it helps learners to express their feelings, ideas, opinions to communicate with others fluently and to display language proficiency.

In this chapter, we are going to talk about speaking as productive skills with more details, including some definitions to speaking to make it more clear, then we deal with the main characteristics of speaking performance and the importance of speaking in classroom, in addition; we consult the relationship between speaking and listening, and mention the difficulties that face students when they speak, the light with shed on teaching speaking in classroom, and we discuss the most important activities used to teach speaking, moreover we have shown the role of teacher in the oral session, finally, we deal with the type of classroom speaking.

**1.1 Definition of speaking ?**

Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of contexts Chaney,(1998, p.13) Bialy and Nunan (2005,2) say that: speaking is an interact process of constricting meaning that implicate producing and receiving and processing information. Speaking is essential skill that language learners should muster with other language skills. It defined as a difficult process of sending and receiving information around the use of verbal expressions, but it also in verbal symbols according to Chastain in Yassi (2004.6) speaking is a productive skill since it produces ideas, messages

and we need to practice it to increase our skill in communicating in English, it is not enough in the classroom but practice outside of the classroom it will be influenced our speaking skill in addition to this speaking is considered to be the most important active skill Speaking skill is a spoken discourse that is primarily social engaged in for social purposes and in social contexts. It entails three areas of knowledge (Burnkart, 1998).First, mechanical elements of language (pronunciation, grammar, and vocabulary), which allow the speaker to use the right words in the context sequence and appropriate pronunciation. Second, the speaking functions (transaction, and interaction), which enables the speaker to know when the clarity of the message is needed (as in carrying out the transaction or in exchanging of information and when a deep understanding is not necessary as in development of relations). Third, the sociocultural norms such as turn taking, rate of speech, length of pauses between speakers, relative roles of participants which enable an individual to realize the conversational situation, whom he is talking to, and what the purpose of speaking is. By speak and when to listen, how quickly he should speak, and how long he should pause. Speaking class must be guided by the elements of conversation as previously mentioned and means to generate genuine conversation.

## **1.2. The Importance of the Speaking Skills:**

Speaking is basic skill that EFL learners should master with the other language skills, it is a skill which has been regarded as the primary form of language as Harmer (2001,p.270) declared that without speaking , show that you do not understand what the speaker says, by looking confused as agree with, scratching your head in confusion , it means speaking skill play an important role in speech community, also if you master the speaking skill this means mastering others skills as Ur (2000,p.12) says that of all the four skills, speaking seems institutively the most important people who know a language are referred to as speaker of the language, as if speaking included all other kind of knowing although the speaking skill is very important but is the more neglected one because they do not have chance either in the

classroom or outside to speak English, speaking demands a lot of practice and attention to develop it, so teachers want students to be able to use language fluently and correctly as much as possible, because with speaking, students can improve their writing skill and develop their vocabulary and grammar, in addition they can express themselves, give opinions, ask, request, tell stories, inform or explain convince and discuss, and do other function of language, also speaking can assist student in job interviews and it widens their options in job choices, it helps them communicate well in business at work or school, Baker and Wertrup (2003,05) says that a student who can speak English well may have great chance for future education, of finding employment and going promotion it means people who speak English very well have more chance to get job in companies and organization

### **1.3. Characteristics of speaking Performance:**

Speaking is not an easy task, but every learners studies the foreign language wishing to be fluent and accurate, with the good use of vocabulary, grammar as pronunciation which are the characteristics that define the proficiency in speaking skills.

#### **1.3.1. Accuracy:**

Nowadays, most foreign language teachers emphasized the term of accuracy in their teaching because learners try more to be fluent and they forget about being accurate, without structuring accurate speech, speakers will not be understood, and they will lose interest when they make incorrect revelation each time. Therefore, learners should put into consideration number of things in their spoken language mainly the grammatical structure, vocabulary and pronunciation, in this sense it is important to know about the language rules and know to use them in the sentence according to Yuan and Ellis (2003: 02) “*accuracy in speaking is the extent to which the language produced conforms to target language norms. So it means know to use grammar, vocabulary and pronunciation in the right way*”.

**1.3.2. Fluency:**

It is the main characteristic of the speaker performance; Hedge (2005: 4) argued that: “*fluency means speaking easily, smoothly naturally and reasonably quickly without lots of pauses and stops.*” The good speaker in English should be able to use English language without difficulties, so fluency is the ability to respond in coherent way by linking words and phrases effectively, pronounce the sound clearly, some speakers they speak rapidly without take pauses because they think that fluency is the ability to speak fast. Thornbury (2, p. s6) declared that speed is an important in fluency and pausing too even native speakers need to take breath from time to time in order to let the listener understand what he said ,for this reason speakers should and need to take breath to be more fluent and clear.

**1.3.3. Grammar:**

In the Longman dictionary competency English (2000: 193) grammar is defined as the rules by which words change their forms and combine into sentences, speakers should know how to use a correct sentence, which needs at least subject, verb, object... and also they should differentiate between adjective, adverbs....., grammar help people to convey message and express emotions, feelings and ideas in effective and appropriate way. According to Littlewood (1981: 19)

*Grammar is an essential resource in using language communicatively so grammar is very important in communication , grammar help learners to use language accurately, and facilitate the interaction between people and makes speakers meaning clear.*

Grammar is an important character which helps learners to perform their speaking skills, because when a message is drop with appropriate grammar, it is easy to recognize the ambition and meaning of that message, so the learning of English grammar is important before anything else.

**1.3.4. Vocabulary:**

Vocabulary is defined as a list of words with their meaning especially in a book for learning a foreign Language oxford learners' pocket dictionary (2008, p, 495). To achieve accuracy in terms of vocabulary means to choose appropriate words while they speakers, sometimes learners face difficulties to find the words when they express what they want to say and learn the appropriate vocabulary. According to Harmer (2001, 35):

*The knowledge of word classes also allows speakers to prefer well from utterances. So vocabulary is very important so teachers should help learners to develop their knowledge, and give vocabulary much important in the class.*

Vocabulary represents one of most important skills necessary for teaching and learning a foreign language, vocabulary help students understands and communicate with others because they need to use words in order to express themselves, sometimes Learners face problems when they want to speak due to the lack of vocabulary, for that reason it is very important to look at dictionary, Books to learn New words and to avoid the difficulties.

**1.3.5. Pronunciation:**

Pronunciation is define as the act or manner of speaking a word, or the way in which words are pronounced, Goh (2007: 129) stated that pronunciation plays an important role in intelligibility it means the good pronunciation of words help listener get the intended meaning it is also improve learners speaking immeasurably. So, to speak the English language accurately, learners need to be knowledgeable about it phonological rules, they should know where the words should be stressed, when to use reusing intention and when to use the failing one. All these components help them to speak accuracy and effectively language, and help the others better understanding the meaning.

#### **1.4. The relationship between speaking and listening :**

In discussing aural skills, speaking and listening are two basic skills and are important in acquiring communicative competence in language learning. So, part of being a proficient speaker is listening to oral language and understanding what is said so that the responses will be accurate. A speaker has necessity to a listener because speaking is rarely carried in isolation, as Redmond and Vrchota said (2007:120) “speakers are at the mercy of listeners.” Moreover, the listening skill involves a list of processes of perception, interpretation, evaluation, retaining, recalling, and reaction to the speakers (Ibid.). Therefore, listening will not occur in isolation as well, there must be a speech to listen to. For communication to occur, both a speaker and a listener must take parts in it through interacting and negotiating verbally. The speaker produces comprehensible output, and the listener pays attention and then tries to process these output effectively. The learners’ need to be skilled both in speaking and listening as Anderson and Lynech (1988:15) declared that « a carefully prepared L2 utterance is only a useful aid to communication if the speaker can deal effectively with replies to receive. EFL learners can be speakers if they have the ability to listen to oral language and get what the others say because many learners improve their ability in speaking through listening to music movies speeches. So sometimes some speakers perform poorly because they did not ask for clarification when they hear badly. This show that when there is unsuccessful performance from a speaker there is a poor performance too from his listener for this reason it must listen carefully in order to speak clearly speaking and listening are the most skills that are used in the classroom and this due to the activities are used in teaching speaking when speaking is correlated with listening.



## 1.5. Speaking Difficulties in Foreign Language Learning:

Some EFL students face problems and difficulties when they speak the target language and participate in oral sessions, because learning how to speak seems the most difficult task for second language learners there are different factors make speaking difficult such as cognitive factors, psychological and social factors.

### 1.5.1. Lack of Motivation/Interest:

One of the most problem which face students where they speak is the lack of motivation, because when students find themselves in uncomfortable task or atmosphere they will find it hard to deal with it, and the task does not support them speak English frequently, sometimes teacher has chosen a topic about which students know very little so this make students keep silent because they have no ideas and no comment about the topic.

Reviews (1968, 192) declared that: *“the teacher may have chosen a topic which is uncongenial to him the learners or about which he know very little, and as a result he has nothing to express, wither in the native language or the foreign language”*. Motivation is very important and it is the first key to encourage students’ speaking skills develops best in motivational atmosphere, so teachers should choose passionate topic that attract students to speak and feel more comfortable, in addition the interesting topics help them to express and present their ideas, and communicate easily in the classroom.

### 1.5.2. Inhibition:

In some cases learners try to participate in the classroom but many factures stop them to do so as Littlewood (1999, 93) say that: *“it is easy for a foreign language classroom create inhabitation and anxiety”* it means students worried about making mistakes, fearful of criticism a simply feeling shy. Sometimes, they do not find the right words when they speak so they fear about making errors in their talk especially if they will speak to critical audience.

Similarly, the criticism makes the students less talkative because some teachers do not know how to criticize their students, the negative criticism make the learners keep silent, in addition in oral session teachers are asking their students to express themselves in front of the whole class, so this leads to many of them to experience the stress when doing speaking activities, stress and anxiety also are factors can stop the students from speaking confidently in the classroom.

### **1.5.3. Nothing to Say:**

In some case, students cannot share their opinions as to formulate results sentences, some of them prefer to keep silent, while others say “I don’t know “as “I have no ideas”, this due to the lack of motivation in chosen topic they should discuss or talk about.

Rivers (1968,192) say that: *“the teacher may have chosen a topic which is uncongenial to him or about which he knows very little, and as a result he has nothing to express, wither in the native language or the foreign language”*. Sometimes, students face difficulties when teacher ask them to answer because they may have no ideas about it, or they do not know how to use vocabulary and grammar. So, teachers should give a chance for students to select topics which motivate them, topic that interest them, and which can discuss and talk about it.

### **1.5. 4. The Use of Mother Language:**

Learners who share the same mother tongue tend to use it because it is easier and learners feel less express if they are sharing their mother tongue. According to Baker and Westirup (2003, 12) *“barriers to learning can accrue if students knowingly or unknowingly transfer the culture rules from their mother tongue to foreign language”*. This means, this use of mother tongue break down students’ communication in classroom and the learners will not

be able to use the foreign language correctly if they are influenced by the use of mother tongue, reason due to the lack of vocabulary in the target language.

#### **1.5.5. Lack of Confidence:**

There are many reasons that some students do not participate in classroom discussion, for example the lack of confidence, some students prefer to keep silent better than speak and make mistake because they think that if they talk the others students will not understand them Tsvi cited Nunan (1999) declared that: “*student who lack of confidence about themselves and their English necessity suffer from communicate comprehension*”, the cause of lack confidence due to the low ability to speak English , also some of them feel that their English is bad and they cannot speak English , so teacher should create a comfortable atmosphere in which learners are encouraged to talk in oral discussion and help learners to build their confidence.

#### **1.6. Teaching Speaking:**

Speaking is the process of building and sharing meaning through the use of verbal and non-verbal, so that the teaching and learning of speaking skill are a necessary component of any language education classroom. For many years teaching speaking has been undervalued but today is world requires that the goal of teaching speaking should improve it because speaking helps students express themselves and to make them communicate effectively in real life situations.

Teaching speaking defines as an interaction of oral communication between teachers and students in the classroom, kayi (2006) provide some suggestions for English language teachers while teaching oral language.

The teacher help his students to produce the English speech sound and sounds patterns. And use Word, sentence, stress and intonation patterns and the rhythm of the sound language. Also he select appropriate words and sentences according to the paper social setting , audience situation and subject matter , in addition the teacher organize their thoughts in meaning and logical sequence , he uses language as a means of expressing values and judgments , it is better that teacher help his students to use the language quickly and confident with few unnatural pauses , teachers Always try to involve each student un every speaking activity for this aim practice different ways of students participation , finally , do not correct students 'pronunciation very After while they are speaking .

In addition, there are some principals that should be considered by the teacher in teaching speaking, Brown (1994: 275) mentions some principals that should be followed by the teacher first the use techniques that cover the spectrum of learners needs, from language based focus on accuracy message , based focus on interaction meaning and fluency second the use of motivating technique third encourage the use of authentic language in meaningful contexts. Fourth provide appropriate feedback and correction, fifth capitalize an the natural link between speaking and listening, sixth give students opportunities initiate oral communication seventh encourage the development of speaking strategies.

In the other hand, Nunan (2003:54) suggests some principals in teaching speaking for example the teacher should differentiate between second language and foreign language learning contexts, give students practice with both fluency and accuracy. Provide opportunities for students to talk by using group work or pair work and listening teacher. Finally, plan speaking task with clear meaning.

### **1.7. The Goal of Teaching Speaking:**

The goal of teaching speaking in the classroom is to help students to develop communicative efficiency and improve their ability to express their opinion and feelings, also learners should be able to make themselves understood, with speaking they can observe the social and cultural rules that apply in each communication situation, teaching speaking gives students the chance to use the new language they are learning and lead them to speak fluently and without difficulty. McCarthy (1972: 9) declares that:

*When people are learning to speak a language they are concerned mainly with two things, first, knowing what to say words and phrases to use it at any given moment, in any given situation and second, being able to say it able to perform the required action, the movement necessary, far saying those words and phrases aloud*

Much as possible, because with speaking, students can improve their writing skill and develop their vocabulary and grammar, in addition they can express themselves, give opinion, ask, explain, converse and discuss, and to do other function of language, also speaking can assist students in job interviews and it widens their option in job choices, it helps them communicate well in business at work or school, Baker and Westrup (2003, 05) say that a student who can speak English well may have greater chance for further education, of finding employment and going promotion.

It means people who speak English very well have more chance to get job in companies and organization words.

### **1. 8. Speaking Activities in the EFL Classroom:**

In teaching speaking teachers have to play several roles , design and think about the activities in order to encourage Learners to speak and express themselves and achieve their

goals , also teachers think how to create a comfortable environment and ask the students which types of activities they prefer to use in their classroom as : discussion , debate, role play... etc.

**1.8.1. Discussion:**

In Oxford dictionary 1990, discussion is defined as the action a process of talking something in order to reach a discussion or to exchange ideas the discussion is way of conversation that aims at finding as common ideas as sharing thought. Before, the discussion the teacher should set the propose of the discussion activity because it help student to think just with a relevant topic also it is important that teacher know the most essential thing to remember as time management.

Furthermore, learners need time to think and assemble their ideas before they starting discussion activity in any discussion teacher should take into account of prose dunes while they prepare it first prepare the student second let students suggest the topic for discussion it will be more interest and motivate them to participate the use small groups large group make noise in the classroom, also plan the time it is better to help it about not more the ten minuet allow the learners to participate in their own way and it is so important to give opportunity for each student to speak finally prepare the student by posting a picture a similar conversation then let the practice their discussion activity at the and ask them questions about the topic and evaluate them.

A discussion is an essential activity in the classroom because it help students to learn and motivate them to speak in addition provide a chance for learners to present their ideas and build a learning community.

**1.8.2. Debates:**

Collins English dictionary define a debate as a discussion about a subject on which people have different views, meaning, pronunciation, translation and example, it means the participants discussion topic from to opposites sides. Another definition given by Oxford dictionary debate is a formal discussion or a particular matter in public meeting o legislative assembly in which opposing arguments are put forward. Therefore, students are given chance to choose the affirmative are negative side and given the topic to prepare the argument on paper, define the introduction important points to cover and conclusion another essential thing is avoid noise in the classroom in order to listen to the opinions and prepare answers debates is very important in teaching speaking because it help students to provide experience in developing a convincing argument, also it brings them art of reading thinking and speaking together in one place .

**Benefits of Debates:**

- a. Debates can help you practice and demonstrate your critical thinking skills.
- b. Debates can help you learn to discuss complicated topics calmly, clearly, and competently.
- c. Debates can help you cultivate your persuasion skills .
- d. Debates help deepen your understanding of topics when you "actively" listen to opposing views.
- e. Debates help sharpen communication skills – you can learn to say more with fewer words.
- f. Debates can be mind-opening – "actively" listening to opposing opinions can help you think out of the box – they can offer a broader range of alternatives, excite imagination, and ignite creativity.

g. Debates help remind you that while business is about competition it is also about compromise and cooperation.

h. Debate teams can offer a sense of comradeship, demonstrating the value of teamwork.

i. To those with a truly open-mind, debates can broaden and deepen reasoning and communicating skills. They can enhance the ability to think and communicate clearly and quickly.

**Debates are not:**

1. Debates are not wars.

2. Debates are not arguments.

3. Debates do not mean one team must win and one must lose (both can be successful or both can be losers) .

Using debates in the classroom provide students the opportunity to work in a collaborative and cooperative group setting. By having students discuss and organize their points of view for one side of an argument they are able to discover new information and put knowledge into action. Classroom debates help students learn through friendly competition, examine controversial topics and “strengthen skills in the areas of leadership, interpersonal influence, teambuilding, group problem solving, and oral presentation” (Leuser, n.d., para. 1).

Debates can be used in all disciplines on a wide range of topics

### **1.8.3. Interview**

An interview is a conversation where questions are asked and answers are given. According to Wikipedia, it is a useful activity that can be used to develop students speaking skills. In an interview teachers choose the topic and set the objectives of these conversations, after that help them to design questions to ask and to guide them find the path to follow, then each student chooses to be either the interviewer or the interviewee, and each student should be



ready to present his/her part in good way. The interview is an important activity because give the students opportunity to practice their speaking activities in classroom.

Students can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to students so that they know what type of questions they can ask or what path to follow, but students should prepare their own interview questions. Conducting interviews with people gives students a chance to practice their speaking ability not only in class but also outside and helps them becoming socialized. After interviews, each student can present his or her study to the class. Moreover, students can interview each other and "introduce" his or her partner to the class.

#### **1.8.4. Information Gap:**

An information gap is an activity where learners missing the information they need to complete a task and need to talk to each other to find it. In this activity, students are supposed to be working in pairs, in information gap the learners have different information that the other students may not have, this gap cannot be completed only if the learners use the language. In addition, each learner plays an important role because the activity cannot be completed unless all the participants give the piece of information they have. Information is very important and interesting activity because everyone has the opportunity to talk, also it motivates them to practice speaking in classroom; For instance, learner A has a biography of a famous person with all the place names missing, whilst learner B has the same text with all the dates missing. Together they can complete the text by asking each other's questions. Information gap activities are useful for various reasons. They provide an opportunity for extended speaking practice, they represent real communication, motivation can be high, and they require sub-skills such as clarifying meaning and re-phrasing.

**1.8.5. Simulation:**

There are a lot of definitions on the term “simulation”, among which Dougill and Jones’ (1987) are the very first researchers in this field. According to Dougill, “Simulation can be defined as a structured set of circumstances that mirror real life and participants act as instructed”(p21). Meanwhile, Jones (1982) in his own research defines simulation as reality of function in a simulated and structured environment. This definition shows three essential elements in simulations: reality of function, simulated environment, and structure. The two definitions agree in that simulation “mirror real life” and “reality” of function in a simulated and structured environment”, which means that simulation is not real life, it is only a type of simulating real life in a simulated environment.

Simulation are similar to role play, it define as a representation of something but not in the real thing , in simulations students can bring items to the class to create a realistic environment, simulations motivate learners , it give them a chance to be involved in language use , also it gives opportunities for meaningful practice of language learnt and increase the self-confidence of hesitant students .

**1.8.6. Story Completion:**

Story completion is very enjoyable activity where the students have the opportunity to speak and share ideas, in this activity students sit in a circle and the teacher starts to tell a story, after few minute he\she stops narrating and choose students to complete the story from the last points to the previous one stopped and each students add four to ten sentences with new events, characters ...

In other sense story completion means that students are asked to read newspaper or story before coming to class, and they report to their friends what they find as the most interesting news.

**1.8.7. Role Play:**

Role play is a method of activity out particular ways of interesting with others in imaginary situation Byrne.1986 it means students presented they are in various social contexts and have a variety of social roles. In this activity, teachers information and role for each learners and tells what kinds of things they are to say for example the teachers tell the students that you are john, you go the police and tell them what happened last time with the thief. Role play is an important activity in teaching speaking because it develops both speaking and listening activity and it gives learners chance to practice their oral skill also it motivates them and makes classroom more enjoyable.

One other way of getting students to speak is role-playing. Students pretend they are in various social contexts and have a variety of social roles. In role-play activities, the teacher gives information to the learners such as who they are and what they think or feel. Thus, the teacher can tell the student that "You are David, you go to the doctor and tell him what happened last night, and..." (Harmer, 1984)

**1.9. Roles of Teachers during Speaking Activities:**

According to harmer (2007, 107): *"a teacher is like a gardener because she\he plans the needs and watch them grows."* In EFL classes teachers are expected to teach effectively, to guide students and to keep order in classroom and provide and maintain a good quality of education (leu 2005) so during speaking activities a teacher need to play different roles because the good teacher is the one who assess their students speaking skill.

**a) Organizer:**

The teacher should know how and what type of activity used at first role play, discussion, debates... so here the teacher should organize the time of the activity, the material and the subject.

**b) Prompter:**

During the speaking tasks, students face difficulties or demonstrate a kind of struggling when they express their ideas. Here the teacher should help them when they get lost. For example she/he suggest phrases on vocabulary, however the teacher should be careful when she/he gives prompts to students.

**c) Participant:**

Teacher can participate in the same activities in order to give new information, because when she/he participate it may encourage the students to share the task and make it more interesting, but teacher should be careful and do not participate too much.

**d) Feedback Provider:**

Harmer (2001) said: “*when students finish their activity teacher should correct what they have done*”. Teachers should give feedback from time to time or correct mistakes only when necessary here they should be careful when giving feedback because even correction may inhibit students and take the communicativeness out of the activity but encouraging response may drive students to carry out the oral task with self-confidence which will improve their speaking ability.

**1.10. Types of Classroom Speaking Activities:**

In the context of ESL teaching Brown categories five types of speaking that take place in the classroom, they are:

**a/ Imitative speaking:**

At the imitative level , it is probably already clear what the student is trying to do it means imitative speaking is the ability to parrot back or repeat the other speech as word phrase or sentence , the student is simply trying to repeat what was said to them , it does not problem if the student understand what they saying the goal is only to reproduce .examples : students listen to the teacher and repeat the pronunciation of English words and expressions .the imitative speaking provides learners an opportunity to listen and to orally repeat certain strings of language.

**b/ Intensive speaking :**

Brown ( 2004 ; 141 ) defined intensive speaking as the productive of short stretches of discourse through which they demonstrate competence in a narrow band of grammatical relationships such as intonation , stress and rhythm ; here the speaker must be aware of the semantic properties in order to be able to respond . intensive involves producing a limit amount a language in highly control context , unlike imitative speaking which is designed to practice some phonological or grammatical aspects of language , intensive speaking provide learners an opportunity to go over and use certain form of language through controlled speech production . example: read aloud passage – give direct response to a simple question .

**c/ Responsive speaking :**

Responsive speaking involves short replies to teacher or student imitated questions or comments, these replied are usually sufficed do not extend to dialogue. At this level the dialogue includes simple question with follow up question or two. Examples

Teacher: how are you?

Student: pretty good, thanks , and you ?

**d/ Inventive speaking :**

The unique feature of inventive speaking is that it is usually more interpersonal than transactional, transactional language is an extended form of responsive language which is carried out for the purpose of conveying or exchanging specific information. Interpersonal it is meant speaking for maintaining relationships. In this form language (interpersonal), oral production can become more complex with the use of causal register, colloquial language , slang , emotions .examples role plays, interviews, discussions and conversation .

**e/ Extensive speaking :**

The final type of speaking is the extensive one, it is normal some sort of monologue for examples: story-telling, speech, reporting information, with extensive communication either the students can speak in a comprehensible way without relying on feedback or they cannot.

## Conclusion

Speaking is considered as the most important productive skill in learning process that help to evaluate learners proficiency in the target language , it deserve more attention because it has important role to develop the others skills . Throughout this section , we have presented the speaking skills as productive one , we defined speaking , then we dealt with its importance also we have explained the most important characteristics' of speaking and relationship between speaking and listening, moreover this chapter shed light on the difficulties that face students when they speak, in addition, we have considered how to teach speaking with different activities that be used in the classroom, also we have focused the roles of the teacher, finally we determined with the types of classroom speaking.

## SECTION TWO ROLE PLAY AS TEACHING TECHNIQUE

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**Introduction:**

Role play is a group dynamic very commonly used nowadays. We can find it in recruitment processes, as a way of fraternizing in working environments and, of course, as a teaching technique. In the following pages, we are going to explore this methodology that mixes real life with a bit of theater and game because, at the end, the goal is that: pretend to be other than yourself and develop your abilities, your vocabulary, your personal resources for real life so that we can manage almost every situation we face even though it's new or completely different to those we are used to.

We are going to explore the alternatives, the options, but also the advantages and disadvantages of using role play in a class full of students and we are going to analyze the role played by the teacher, if he has to participate or not and how to do it to obtain the best results.

**2.1. Definition of Role Play:**

Role play is a technique that authorizes students to examine realistic situations by interacting with other people in a managed way in order to develop experience and trial different strategies in a supported environment. However; role play is any speaking activity when you either put yourself into somebody else's shoes, or when you stay in your own shoes but put yourself into imaginary situations. Harmer (1998:92) offers this definition, "*Role-play activities are those where students are asked to imagine that they are in a different situation and act accordingly.*" In role play, the participants play a role in a specific situation or scenario where the students can play their own part or someone else's in a safe classroom.

*Role-play as a vehicle by which students can more easily learn the fundamentals of English conversation in a specific situation, requiring the use of key words which act as signifiers for that particular situation (Stocker, 2006:1).*

According to Nunan (2005:52), role-play is a speaking activity in which the learners take the part of other people and interact using the characteristics of those people, for instance; age, gender, occupation, and so on. He also explains that role play includes a particular communicative task, for example negotiation a purchase, solving a problem, making a reservation, getting information, and so on.

By doing so, role play is the act of imitating the character and behavior of someone who is different from you, for example as a training exercise. Incorporating role play into the classroom adds variety, change of pace and opportunities for a lot of language production and also for fun.

In Cambridge International Dictionary of English, “role play is the method of acting out particular ways of behaving or pretending to be other people who deal with new situations. It is used in training courses language learning and Psychotherapy. Furthermore; in role play, students are assigned roles and put into situation that they may eventually encounter outside the classroom. Because role play is imitated life, the range of language function that may be used expands considerably.

## **2.2. Importance of Role Play:**

Larson Freeman (n.d) points out that:

*Role plays are very important in the communicative approach because they give the students an opportunity to practice any foreign language in different social contexts and in different social roles.*

It enables the student to develop the ability to use an appropriate language to communicate and interact with others. When the teacher uses role play, they are giving chance to all students to perform without any shame or fear of making mistakes. Role play

allows learners to explore their inner resources, empathize with others, and use their own experience as scaffolds upon which credible action.

On the other hand, students can improve their ability to produce the target language and improve the ability to work cooperatively in group situations and effectively deal with the effective issues. According to Ladousse (1987:7)

*Role play is one of a whole gamut of communicative techniques which develops fluency in language students increase motivation. Not only is a peer language student by it but also the sharing between teacher and students of the responsibility for the learning process*

The frequent use of role play techniques in the class may encourage student to speak and develop their oral skills. Role play provides enthusiasm in the classroom and, as, Keith Maurice says in his article, “*Laugh while learning another language; techniques that are functional and funny*”(1988, p.20). Role play is of great significance as it develops students both receptive and productive skills, it gives more chance for the students to practice what they have learned during their oral English and other sessions. By practicing such activity, the student can build confidence and fluency.

### **2.3. Types of Role Play:**

Practice is the key element of students understanding and communicative ability in any language, However, Algerian students of English are observed to face many difficulties with foreign languages. Through practicing role play students can improve their language. Gillian(1980) has explained that there are several types of role play, the first type is the role which correspond to a real need in the students’ lives. The second type of role is the students playing themselves in a variety of situations which may or may not have direct experience.

The third type is that students will never experience directly themselves but it is easy to play because the teachers have such vast indirect experience of them.

According to Donn Byrne (1983), role play can be grouped into two types, scripted and unscripted role play. In details, those types of role play activities are described as follows:

### 2.3.1. Scripted Role Play:

This type involves interpreting either the textbook dialogue or reading text in the form of speech. The main function of a text after all is to convey the meaning of language items in a rehearsal way. For more details, Adrian Doff (1988:234) gave an example of scripted role play dialogue and reading text and how the process is:

**Angela:** Good morning. I want to send a letter to Singapore.

**Clerk:** Yes, do you want to send it by air mail or ordinary mail?

**Angela:** I think I'll send it air mail. I want it to get there quickly. How much does it cost?

**Clerk:** To Singapore? That will be 30 pence, please.

**Angela:** (Gives the clerk 50pence) Here you are.

**Clerk:** Here's your stamp, and here's 20 pence change.

**Angela:** Thank you. Where is the post box?

**Clerk:** The air mail box it's over there, by the door.

To illustrate a role play activity based on dialogue the procedures given by Doff are as follows:

- 1) **First**, the teacher talks as he writes these prompts: (where? /air mail / how much? / post box? /thanks) and gives further information to the students.
- 2) **If necessary**, the teacher will go through the prompts one by one, and get students to give sentences or questions for each one.
- 3) **He calls two students to the front:** one plays the role as Angela and the other one is the post office clerk. They have to improvise the conversation using the prompts to

help them. The conversation should be similar to the one in the textbook, but not exactly the same; it can be shorter than the presentation dialogue. It has to cover just the main points indicated by the prompts.

- 4) **The teacher calls out a few other pairs of students in turn, and asks them to have other conversation based on the prompts.** The dialogues can be either improvised or previously prepared with their partners before talking in front of the class.

### **2.3.2. Unscripted Role Play:**

In contrast to scripted role play, the situations of unscripted role play do not depend on textbooks. It is known as a free role play or improvisation. The students themselves have to decide what language to use and how the conversation should develop. In order to play this activity, teachers and students should create good environment and have a well-organized preparation of the lesson.

On the other hand, the students are assigned to perform the role play in front of the class based on the prompts given without preparing the scenario in advance. House (1997:23) explained that there are several procedures in using role play:

- a. The students are given the dialogue so they can read it and be familiar with the example.
- b. We divide the class in pairs, A and B, each one is given his role.
- c. The students are free to act out their role play as they want, it's not compulsory to learn by heart the dialogues.
- d. The teacher will be paying attention to the staging, taking notes and looking at every detail.
- e. Once finished, the students will swap roles and repeat.

These procedures do not mean the exact to be used, it is flexible any teacher can create or develop his\her own procedures which suite with their students.

In Thai education, teachers normally implement scripted role play to improve students speaking proficiency. Non-scripted role play is rarely found in English language classes.

#### **2.4. Role-play and simulation:**

The distinction between role-play and simulation is very often of small attention and even omitted. These speaking activities may often overlap in practice and different authors give different definitions, but, regardless of role-play and simulation similarities, one should remember that there is a difference.

According to Dakowska (2005: 111), the contrast between these two speaking activities is a matter of degree. In simulations, students are usually invited to participate in an exercise which resembles a real-life event. Unlike role-plays, in which role cards tell the learner what to say and what view to adopt, in simulations learners have the freedom to respond as they think (Dummett 1994: 41). The author clearly states that in a simulation the players are not restricted to what to say. Next, Dummett also suggests that students do not take any roles, but they imagine themselves in different, existing in actual life situations. In almost the same way, Harmer (2012: 121) sees simulation as “a chance to rehearse real-life encounters. For example, we can move the classroom furniture so that we represent a station office with a ticket window.” This situation requires playing a role of a passenger and a travel clerk, so one learner likewise in a role-playing, must take on a role of somebody else.

As presented above, the distinction is not clear and it could be only proposed that in role-plays students are cast roles of different characters, whereas in simulations players do not take any roles and play themselves in real-life situations.

## **2.5. Implementing Role Play:**

There have already been some attempts to introduce a guide to making up a role play (Shaw, Corsini, Blake & Mouton, 1980; Milroy, 1982; Livingstone, 1983; Rodriguez & White, 1983; Horner McGinley, 1990). Scholars suggest different steps and various successions in applying role play in teaching.

### **Step 1 - A Situation for a Role Play:**

To begin with, choose a situation for a role play, keeping in mind students' needs and interests (Livingstone, 1983). Teachers should select role plays that will give the students an opportunity to practice what they have learned. At the same time, we need a role play that interests the students. One way to make sure your role play is interesting is to let the students choose the situation themselves. They might either suggest themes that intrigue them or select a topic from a list of given situations. To find a situation for a role play, write down situations you encounter in your own life, or read a book or watch a movie, because their scenes can provide many different role play situations. A teacher might make up an effective role play based on cultural differences.

### **Step 2 - Role Play Design:**

After choosing a context for a role play, the next step is to come up with ideas on how this situation may develop. Students' level of language proficiency should be taken into consideration (Livingstone, 1983). If you feel that your role play requires more profound linguistic competence than the students possess, it would probably be better to simplify it or to leave it until appropriate. On low intermediate and more advanced levels, role plays with problems or conflicts in them work very well because they motivate the characters to talk (Shaw, Corsini, Blake & Mouton, 1980; Horner & McGinley, 1990). To build in these problems let the standard script go wrong.

This will generate tension and make the role play more interesting. For example, in a role play situation at the market the participants have conflicting role information. One or two students have their lists of things to buy while another two or three students are sales people who don't have anything the first group needs, but can offer lightly or absolutely different things.

**Step 3 – Linguistic Preparation:**

Once you have selected a suitable role play, predict the language needed for it. At the beginning level, the language needed is almost completely predictable. The higher the level of students the more difficult it is to prefigure accurately what language students will need, but some prediction is possible anyway (Livingstone, 1983). It is recommended to introduce any new vocabulary before the role play (Sciartilli, 1983).

At the beginning level, you might want to elicit the development of the role play scenario from your students and then enrich it. For example, the situation of the role play is returning an item of clothing back to the store. The teacher asks questions, such as, 'In this situation what will you say to the salesperson?', 'What will the salesperson say?' and writes what the students dictate on the right side of the board.

When this is done, on the left side of the board the instructor writes down useful expressions, asking the students, 'Can the customer say it in another way?', 'What else can the sales person say?' This way of introducing new vocabulary makes the students more confident acting out a role play.

**Step 4 – Factual Preparation:**

This step implies providing the students with concrete information and clear role descriptions so that they could play their roles with confidence. For example, in the situation at a railway station, the person giving the information should have relevant information: the



times and destination of the trains, prices of tickets, etc. In a more advanced class and in a more elaborate situation include on a cue card a fictitious name, status, age, personality, and fictitious interests and desires.

Describe each role in a manner that will let the students identify with the characters. Use the second person 'you' rather than the third person 'he' or 'she.' If your role presents a problem, just state the problem without giving any solutions. At the beginning level cue cards might contain detailed instructions (Byrne, 1983). Here are examples:

**Cue Card A:****YOU ARE A TAXI-DRIVER:**

1. Greet the passenger and ask him where he wants to go.
2. Say the price. Make some comments on the weather. Ask the passenger if he likes this weather.
3. Answer the passenger's question. Boast that your son has won the school swimming competition.
4. Ask if the passenger likes swimming.

**Cue Card B:****YOU ARE A PASSENGER IN A TAXI:**

1. Greet the taxi driver and say where you want to go. Ask what the price will be.
2. Answer the taxi-driver's question and ask what kind of weather he likes.
3. Say that you like swimming a lot and that you learned to swim 10 years ago when you went to Spain with your family.

**Step 5 - Assigning the Roles:**

Some instructors ask for volunteers to act out a role play in front of the class (Mat Wieczuk, 1997), though it might be a good idea to plan in advance what roles to assign to which students. At the beginning level, the teacher can take one of the roles and act it out as a model. Sometimes, the students have role play exercises for the home task. They learn useful

words and expressions think about what they can say and then act out the role play in the next class.

There can be one or several role play groups. If the whole class represents one role play group, it is necessary to keep some minor roles which can be taken away if there are less people in class than expected (Horner & McGinley, 1990). If the teacher runs out of roles, he/she can assign one role to two students, in which one speaks secret thoughts of the other (Shaw, Corsini, Blake & Mouton, 1980). With several role play groups, when deciding on their composition, both the abilities and the personalities of the students should be taken into consideration. For example, a group consisting only of the shyest students will not be a success.

Very often, optimum interaction can be reached by letting the students work in one group with their friends (Horner & McGinley, 1990). Whether taking any part in the role play or not, the role of the teacher is to be as unobtrusive as possible (Livingstone, 1983). He or she is listening for students' errors making notes. Mistakes noted during the role play will provide the teacher with feedback for further practice and revision. It is recommended that the instructor avoids intervening in a role play with error corrections not to discourage the students.

**Step 6 - Follow-up:**

Once the role play is finished, spend some time on debriefing. This does not mean pointing out and correcting mistakes. After the role play, the students are satisfied with themselves; they feel that they have used their knowledge of the language for something concrete and useful. This feeling of satisfaction will disappear if every mistake is analyzed. It might also make the students less confident and less willing to do the other role plays (Livingstone, 1983).

Follow-up means asking every student's opinion about the role play and welcoming their comments (Milroy, 1982; Horner & McGinley, 1990). The aim is to discuss what has happened in the role play and what they have learned. In addition to group discussion, an evaluation questionnaire can be used.

### **2.6. The Teacher's Role in Role Play:**

By practicing communicative activities, students learn to communicate. Thus, the role of the teacher changes and he/she no longer dominates the learning situation. The teacher defines the general frame of the role play, but generally does not actively participate once the structure is set. In the same context Jonas (1982), compares the teacher to the traffic controller, who helps the traffic flow, but does not indicate which way to take.

This is consistent with Scarcella and Oxford's (1992) principles. Instead of having a traditional teacher centered classroom structure, the teacher keeps a relatively low profile and students are free to interact each other spontaneously. Hence, the class becomes more a learner centered than a teacher centered one. In addition, this reduces the learners' anxiety and facilitates their learning.

Moreover, the teacher must keep learners motivated by stimulating their curiosity keeping the material relevant, creating a "tension to learn" Burns and Gentry (1998); therefore, the teacher in the classroom in the role play context is simply the facilitator. He /she are there only to provide the help students may need to play actively in their own learning.

Consequently, the teacher in the classroom may have three possible roles

- A facilitator, he/she may feed the students with new language.
- A spectator, he/she watches the role play and gives comments and advices at the end.
- A participant, it is sometimes appropriate to get involved in the role play, in order to boost shy performers, or provoke contradictions.

Through role play, the teachers' task is less hard. It relieves him/her from the burden of trying to do the impossible; that is keeping all the learners active at the same time. When students are working in groups, the teachers' attention is divided and shared between them.

Maly and Duff (1988) state that: *"in drama activities there is no place for stereotyped responses, set up discussion or 'free conversations'; 'interaction and enjoyment' come from" imaginative personal involvement."*

### **2.7. Advantages of Role Play:**

English Foreign Language learners need to be trained to communicate effectively in different social situations. The role play is one technique to help students achieve their objectives of speaking English; it is dynamic and fun to be used in the classroom and it makes the teaching-learning process more enjoyable (Ladousse: 2004). Here is a list of some reasons for using role plays in classroom:

- Through role play activities, we can train our students in speaking skill in any situation and in a wide variety of experiences that can be brought in the classroom. Thus, students will acquire a variety of vocabulary (Ladousse: 2004).
- Role plays help students develop the phonic forms of language in order to maintain social relationships.
- Role plays are a useful mean to realize their specific objectives such as people who are going to work or travel in an international context; it enables them not just to acquire a set of phrases, but to learn how interaction might take place in a variety of situations.
- Role play helps many shy students by providing them with a mask, role plays can provide students with different personalities.

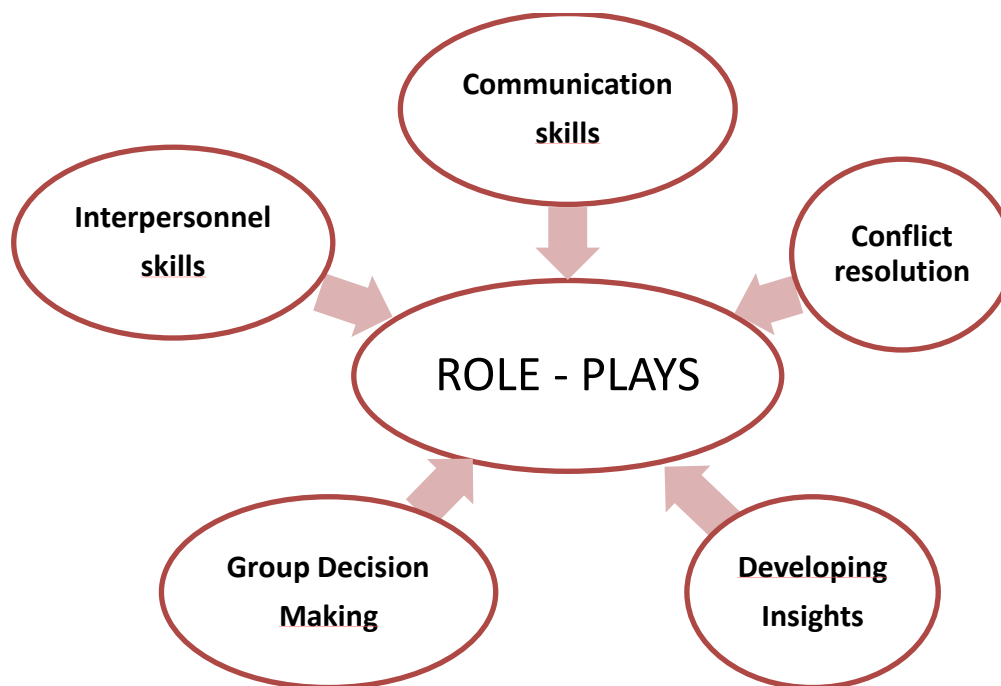
- The most important reason for using role play is that it is fun. Because learners use their imagination and let them feel enjoyment. Most language teachers, by experience, ensure that enjoyment leads to better learning.
- Role play as a communicative technique can develop fluency in language students and
- Promotes interaction and motivation in the classroom; it is not only for peer learning, but also for the teacher and student that sharing the responsibility of learning process (Ladousse: 2004).
- Role play extremely allows students learn and practice English in and out of classroom; students are not more passive, but active learners where they can create and produce their own world.
- Role play is an active phase of learning and offers an opportunity for students to make personal use of language that has been presented to them formally. So, role play will provide students with a linguistic knowledge (structure, functions, and vocabulary) and socio-cultural knowledge which enables them saying the right thing, in the right place, at the right time.
- According to Richard (2003), role play has high appeal for students because it allows them to be creative and to put themselves in another person's place for a while.
- The students learn that skills they learn separately (such as quantitative and communications skills) are often used together in order to accomplish many real-world tasks.

The role-playing approach can be used in a variety of settings, including the classroom. The principle behind role-playing is that the student assumes a particular personality of a different person, such as a historical character. According to Jones (1982),

students “*must accept the duties and responsibilities of their roles and functions, and do the best they can in the situation in which they find themselves.*”

Adding a sympathetic, generally human element to science is often encouraging to students with science and math anxiety. Lessons can use role-playing to emphasize the value of feelings and of creativity as well as of knowledge (Huang: 2008).

To sum up, role play is considered as profitable source and valuable technique for English teachers to improve the students’ speaking ability.



*Figure 1: Role plays method, positive aspects.*

### **2.8. Disadvantages of Role Play:**

Rogers (2007) pointed out that there is no method suitable for all situations. This means that sometimes role play is not appropriate to be used. He added that role play has some disadvantages. Firstly; many students avoid performing because they hate it. Another

disadvantage is that teachers are sometimes incapable to enhance their students to discuss a specific situation. Further disadvantage is that when students pay little attention in preparing a role play on real life, in which there is a huge number of information, they fail in discussing the case without more information.

Although, some teachers think that students should leave out the confusing and conflicting details on complex role play. The most important disadvantage is that role play has never been similar to the real things that include the state of mind and the emotions because you can be realistic with the setting, the problem is that you never forget that you are in classroom, especially, when the teacher tells them that the roles are not their own but other people's. There is always some distance between action and thought (Rogers; 2007:210).

**Conclusion:**

As every educational method and trend, there are always positive and negative things to talk about. Here we have dealt with both aspects concerning to role play. But, at the end, when used properly and having very cleared the goals to achieve, positive aspects are much more important to be taken into account.

Teaching is not easy, is a vocational profession dealing with people, with the people that will rule our social, economical and cultural lives from twenty years on so we must be serious with it. Role play gives us the opportunity to explore new lines, to open doors to our students to give them keys to interact with a world that sometimes is hostile. It's not only about teaching English, is about giving them tools to face all kind of situations as students but also as adults, training first in a domestic environment. And that's what role play gives us, the chance to test and fail, to learn and progress.



# *Chapter two*

## *Study Context and Research Design*

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**Introduction:**

The English language become the international language , which lead the Ministry of education in Algeria seeks to improve the teaching of foreign language , although learners have less opportunity to aster it , but both teachers ad learners try to improve the level in the all skill ( speaking – listening – writing ad reading) .

This chapter sheds light on the situation of **ELT** in general and the university system **LMD** , then , we talk about the situation of speaking in Algeria , it also give information about the sample population for both teachers profiles ad learners profiles , in addition this chapter represents the research instrument which means the description of questionnaire and interview , finally we deal with the difference between questionnaire and interview .

**2.1. The situation of ELT in Algeria:**

Nowadays, the necessity to know language is increasingly recognized, as the world join together in a global village, taking into account that the role of English is very important, because it became an international language, it uses in all the domains: economics, sport, technology, travel ... etc as cook stated (2003: 25): *“In recent years the growth of English has been further accelerated by startling expansion in the quantity and speed of international communication”*. When it is spoken by about 1, 5 billion people, therefore teaching English become a vital part of education all over the world. In Algeria, teaching English still considered to be the second foreign language in the educational system after French , from 1993 English enhance the foreign language teaching at an early age by giving choice to primary school to chose between French and English , but this program stopped because the majority of parents preferred French .

Although Algeria is not one of the previous English colonies, and instead it is a former French colony, it acknowledges the importance of English as a world language. Thus, it constitutes the context of which English is taught as a foreign language as the most useful vehicle of international communication. English use in Algeria as a second foreign language after French ; it introduced at the level of first year middle school it covers seven year ( four years in the middle school and three years in the secondary school ) .

## **2.2. ELT in Algerian universities:**

The higher educational system in Algeria started work with the **LMD** system in the 2004-2005 academic years. The **LMD** designed three main grades:

- 1- The license , granted after three year of study
- 2- Master's degree conferred after two years of study
- 3- The doctorate conferred after the completion of research at least three years.

The Algerian Ministry used the **LMD** system because it plans and evaluates students' needs, developing multimedia and the level of oral expression and vocabulary, also encouraging student's enhancement with mobility. Teaching English in **LMD** system is taught as an obligatory module in field of study such as French, physics and biology. It includes different modules like: phonetics, literature, linguistics; grammar ... etc. The aim to study English is to get opportunities to participate modernization communication with others tolerance to culture differences.

## **2.3. The situation of speaking in Algeria:**

Speaking is the primary tool for communicating, thinking and learning in general, and learning a language in particular it is through speaking students learn concept, develop vocabulary and perceive the structure of the English language.

The Algerian students face problems in speaking due to many reasons such as the lack of practice in classroom ; also English is considered as the second foreign language after French , Therefore, teaching speaking skills should not be perceived as an end *per se*, but rather a medium through which the **EFL** learners would be able to develop their oral proficiency. Besides, they are expected to have the benefit of practising all the language skills in an integrated, natural, communicative way, even if one skill is the main focus of a given session. Learning foreign languages, especially English language, has become increasingly important in Algeria in recent years. Algeria has introduced English as a second foreign language after French in education. It is taught as a compulsory subject across the curriculum, from the middle cycle to high education. The Algerian educational authorities have shifted from one approach/method to another in order to pave the way for improving the teaching/learning of English language. Despite these educational procedures to maintain the teaching/learning of the target language, secondary school learners encounter difficulties and display low achievement particularly in oral skills. To account for this pedagogical problematic, one should bear in mind that English being taught as a foreign language, means that unlike French **L2**, there is an absence use of the target language within the social community.

Although all the difficulties both teachers ad learners try to improve the level of English in all skills; generally, the **EFL** teacher prepares his/her students for the task by starting a pre-listening e.g., picture, general background of the context, etc. in order to lead them guess the coming points of learning . Hence, the students train themselves to speak to:

- ✓ Start a conversation, take part in a discussion.
- ✓ Express opinion, advice, and order.
- ✓ Suggest and comment.
- ✓ Ask for and give information.

In the classroom settings, **EFL** teacher needs to create conditions in which the learners can make use of the **TL** by opting appropriate strategies and techniques such as: conversation, pair work; role play, group work, and activities that involve the whole class, the main objective to teach speaking is to help students express their opinions and to communicate with others people from other countries in addition to have opportunity to work in international enterprise.

#### **2.4. Research Design:**

A research design is a set of methods and procedures used in collecting and analyzing measures of the variables specified in the problem research. This research dealing with second **LMD** students at the department of English, it collects qualitative and quantitative data from different source relying on set of research instruments questionnaire for learners and interview for teacher s , in order to collect data and gain information about the research project .

##### **2.4.1. The sample population:**

This study involves thirty students who responded to the questionnaire, they were Chosen among the total number of the second year **LMD** students at the English Department, in addition to seven teachers who responded to interview; the selection of the sample was on the basis that teachers have an experience in teaching oral expression even if they taught oral in the previous years , because they know how to deal with speaking in the classroom and how they choose the activities to improve this skill .

**a- Teachers profiles :**

The informants are seven teachers from the English department in University of Ibn khaldoun Tiaret; they are different in specialties some of them teach phonetics; linguistics; oral ... etc

Their experience varies from one to forty years in teaching English .

**b- Learners profiles :**

This case study is concerned with second year **LMD EFL** students at the University of Tiaret. Thirty of them were randomly chosen to answer the questionnaire. All of them are baccalaureate holders from different streams who have learnt the English language since the first year in the middle school; this makes a sum of seven years before entering the university. At this level their educational background comprises thirteen years of Arabic as their mother tongue, ten years of French as their first foreign language and seven years of English as their second foreign language.

**2.5. Research Instruments:**

Questionnaires and structured interviews were used in this study to investigate the research questions. The former was addressed to second year **BMD EFL** students and the latter to their oral expression teachers during academic year **2018/2019**.

**2.5.1. The Questionnaire:**

Cambridge English dictionary defines questionnaire as a list of question that several people we asked so that information can be collected about something, also questionnaire is a research instrument consisting of series of questions for the purpose of gathering information from respondents (Wikipedia).The questionnaire used consists of fifteen questions which are arranged in logical way, ad it is designed to obtain data concerning the students opinions. The questionnaire divided into three sections, the questions are different: **close-ended** questions

(yes- no), multiple choice questions and **open ended** questions all these types are included in our questionnaire.

***Section one:***

General information (**1-4**) is devoted to student's background information: **gender – age** – their **level** of English.

***Section two:***

Is about speaking skill ( **5-10**) this section include information about speaking skill , the important skill for learners , difficulties they face in speaking , how often they participate and the activities used by teacher in speaking classroom.

***Section three:***

Role play in **EFL** classes (**11- 16**) in this section seeks information about role play activities if students know what means role play, if they prefer it or not and its importance ... etc.

**2.5.2. The Interview:**

Interview is qualitative research techniques which involve conducting intensive individual interviews with a small number of respondents explore their perspective on particular idea, program or situation. Another definition, interview is the verbal conversation between two people with the objective of collecting relevant information for the purpose of research. In this research, the interview used consists of ten direct questions, addressed to teachers of English. It is conducted to investigate the value of using role play as teaching activity to enhance learners' oral proficiency.

The first question deals with the period of their teaching , second question t is about the years of teaching oral expression , then , third question is about the time giving for the module of oral expression ; after we asked the teachers about the difficulties that face students

n speaking , in the fifth question we ask them how they can make students participate in the classroom ; then ; question n °06 deals with the types of activities using in teaching speaking , the two next questions are about the role play if it is sufficient activity how often they use t and its importance , finally , the last question is about the difficulties that they face when use role play in their classroom .

In the present research work; the interview was used in order to gather data about the effective and the importance use of role play to enhance learners oral proficiency , it include just one type of question : **open-ended** questions.

The difference between interview and questionnaire is basically the oral form. There are three types of interview, namely the structured in which the researcher prepares a list of questions and asks them, then semi-structured, where the researchers prepares a list of questions and during the interview, the interviewer may probably ask for more information depending on questions if it was structured, he directly move to the following question but in this case he may add, and finally the unstructured interview, the researcher ask a question and let the participant answering and interruption are in minimum.



**Conclusion**

Throughout this chapter, we described the **ELT** situation in Algeria, it was concerned with the status of English language in educational system of Algeria , we talked about the situation of speaking English in Algeria , also it dealt with the research design , and the sample population teachers and learners profiles , in addition we have already describe the questionnaire and the interview .

# *Practical Part*

# *Chapter three:*

## *Data Analyses and Recommendations*

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### Introduction:

The present research is about investigating students and teachers attitudes about the use of role play to improve speaking skills, since the teachers and learners are the main variables and their opinions are very important to determine our study ,our aim from conducting this study are to confirm if our hypotheses that are mentioned at the beginning are true or false , the most appropriate tool to investigate that is through addressing a questionnaire to learners , and interview for teachers .the students questionnaire aims s to know the attitude of students using role play and understanding how students perceive the speaking skill. The teachers' interview is intended to investigate teachers' opinions about the use of role play in their classroom and its importance to develop speaking skills .The results are represented and interpreted in tables and graphs. The questionnaire is analyzed by expressing the responses by percentages and representing them under tables.

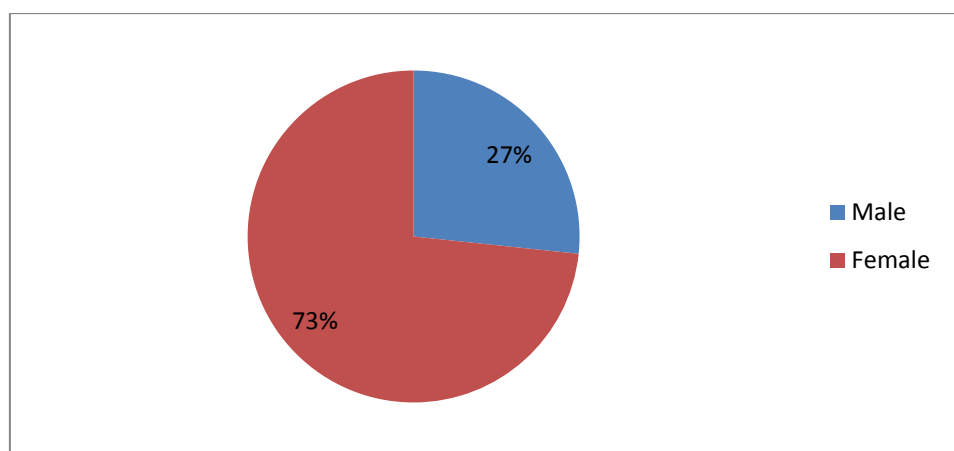
### 3.1. Analysis and Interpretation of Students' Questionnaire:

#### *Personal information of 2<sup>nd</sup> year students*

##### 1- Gender:

Sex	Number of students	Percentage
Male	08	27%
Female	22	73%
Total	30	100%

**Table 3.1: Student's gender**



**Figure3.1: Diagrams representing student's gender**

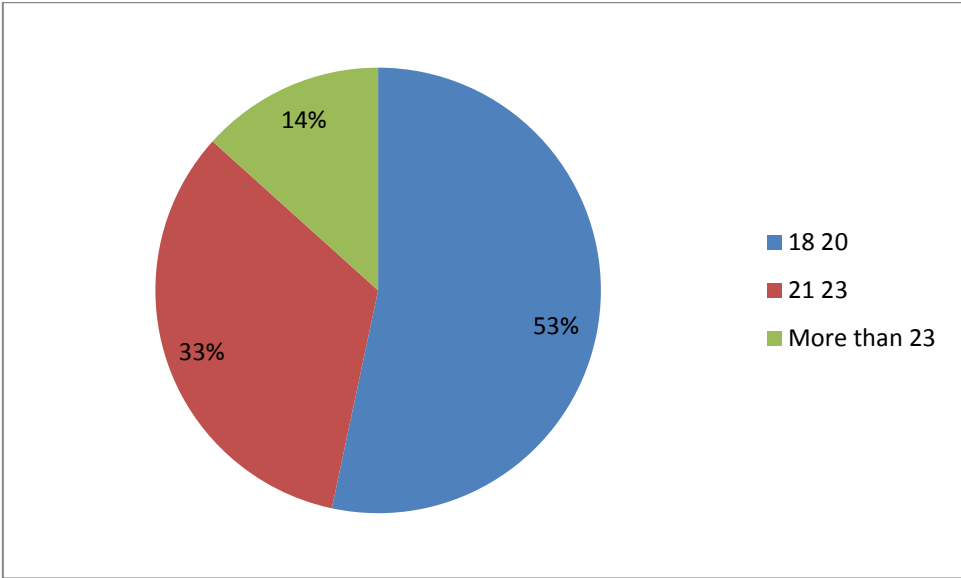
**Comment:**

The results show that the majority of students are **girls** (73%) who tend to study language in general, and only (27%) represent **boys** from sample population.

**2- Age:**

Age	Number of students	Percentage
18 20	16	54%
21 23	10	33%
More than 23	04	13%
Total	30	100%

**Table 3.2: Students' age**



**Figure 3.2: Diagrams representing the students' age**

**Comment:**

The table results represent the age of the students, it shows that the majority of them (54%) they are between **18 -20years** and (33%) represents **21- 23 years** it means students who might are repeat one or two years, and (13%) represent the youngest students **more than23 years**.

## 3- Student's English level:

Rank	number of students	Percentage
Very good	02	7%
Good	20	66%
Average	08	27%
Bad	00	00%
Total	30	100%

Table 3.3: Students' English level

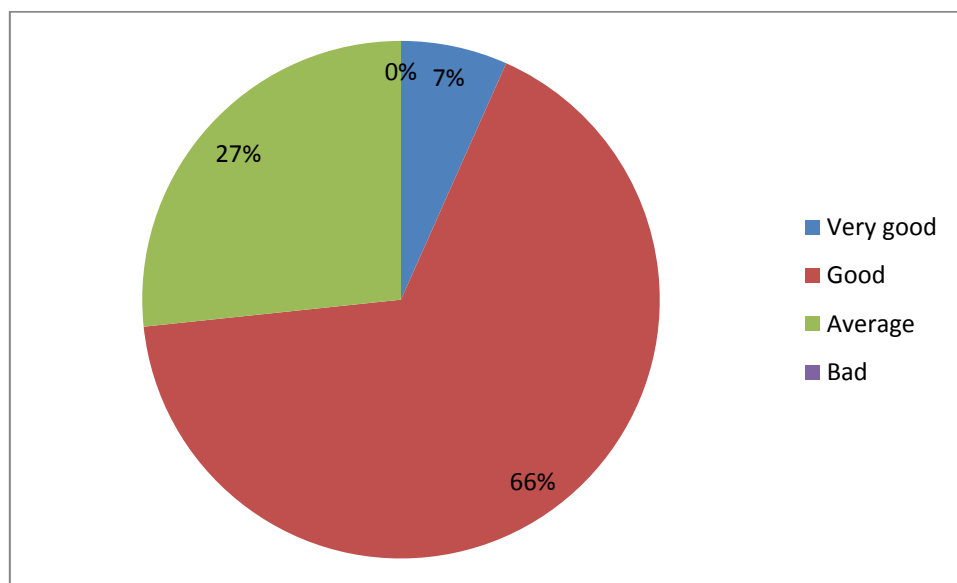


Figure 3.3: Diagram representing students' English level

**Comment:**

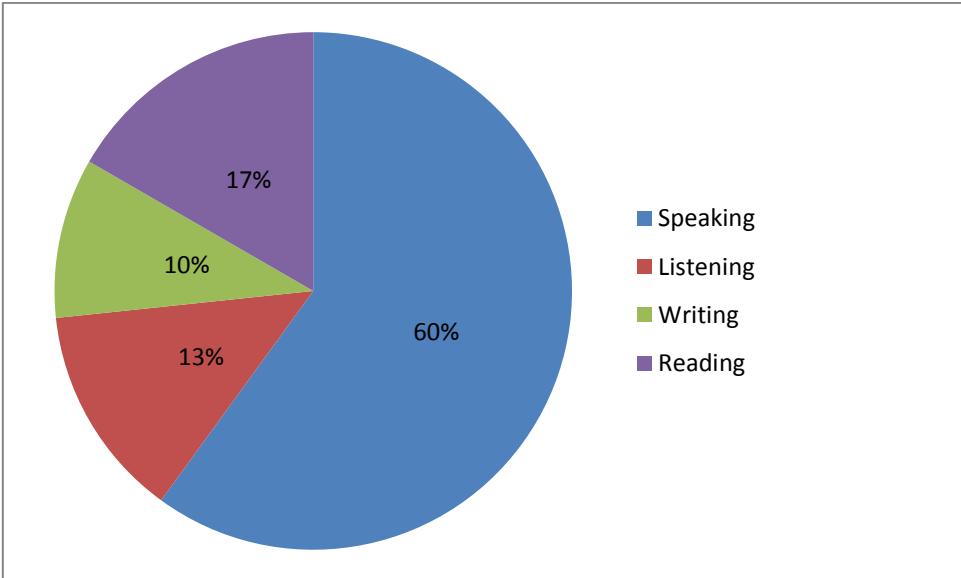
From the results obtained in the table above, we notice that 20 students (66%) who said that they speak "**good**" English, and 8 of students (27%) who said that they are "**average**" in speaking , and only 2 students (7%) evaluate their abilities as being "**very good**".

*Section one: Students Needs in Learning the Skills*

**Q: pick the most important skill that you need to develop.**

Options	Number of students	Percentage (%)
Speaking	18	60%
Listening	04	13%
Writing	03	10%
Reading	05	17%
Total	30	100%

**Table 3.4: The most important skill for students**



**Figure 3.4: Diagram representing the most important skill for students**

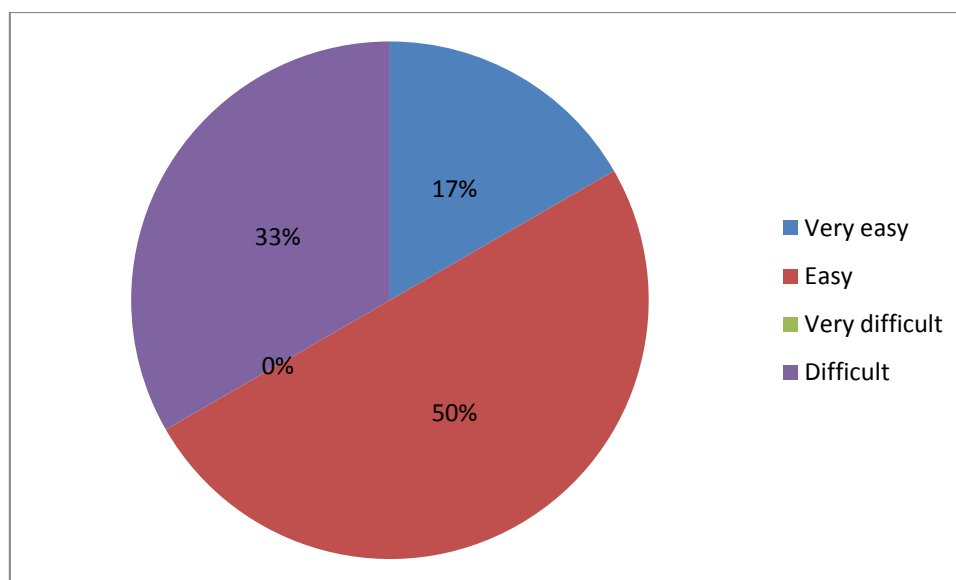
**Comment:**

The results presented in the table above shows that 18 students (60%) reply that they need to develop the "speaking skill", then it is followed by "reading" (17%) , "listening" (13%) and "writing" (10%) the results shows that the majority of students need to develop speaking skill because it is difficult than the other skill. They want to master speaking as native speakers, than only 05 students (17%) need to develop "reading" skill in order to enrich their vocabulary, after believe the one should listen carefully to understand what the others say well. Finally only 03 students (10%) think that "writing" is the most important skill to develop; they should able to write carefully and coherently.

**Q: How do you find speaking in English?**

Rank	Students number	Percentage %
Very easy	05	17%
Easy	15	50%
Very difficult	0	0%
Difficult	10	33%
<b>Total</b>	<b>30</b>	<b>100%</b>

**Table 3.5: Student's level at speaking English**



**Figure 3.5: Diagram representing students' level at speaking skill**

**Comment:**

From the results obtained in the table, we notice that 15 of students (50%) find speaking in English "easy" besides 10 of the students (33%) find it "difficult", and 05 of the Students (17%) find the speaking in English "very easy".



Q: When you speak English, in which area do you face difficulties?

Options	Number of students	Percentage %
vocabulary	13	43%
Grammar	09	30%
pronunciation	06	20%
All of them	02	7%
<b>Total</b>	<b>30</b>	<b>100%</b>

Table 3.6: Students speaking difficulties

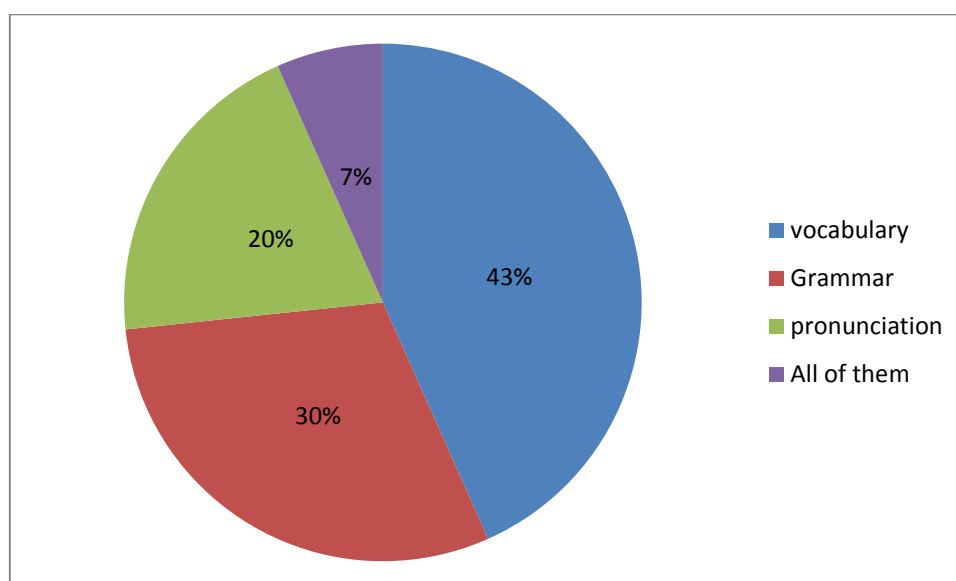


Figure 3.6: Diagram representing students speaking difficulties

**Comment:**

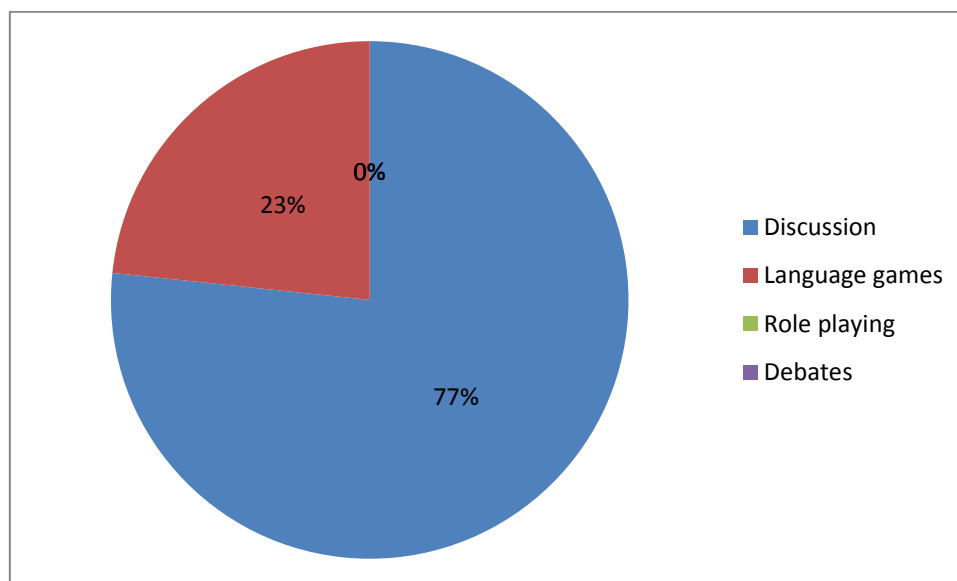
In this question we have asked the students about the difficulties they face when they speak, the table illustrates that 13 of students (43%) face "**vocabulary**" problems. This is a result of the lack of knowledge of the language features syntax semantics, while 09 of students (30%) agreed that the main speaking difficulty to them is the use of "**grammar**" that is because the lack of confidence, they lack the practice and fear of criteria and those problems represent another major problem that learners can face in the oral skill, after that 06 of students (20%) represented that "**pronunciation**" is the main problem that they face in speaking because they do not listen to the sound carefully and they rarely practice English.

language. Finally only 02 of the students (07%) face "all the difficulties" in speaking, they lack "vocabulary", "grammar" and the "pronunciation" so that they could not develop their speaking skill.

**Q: What are the activities that your teacher implements the most in the classroom?**

Options	Number of the students	Percentage%
Discussion	23	77%
Language games	07	23%
Role playing	00	00%
Debates	00	00%
Total	30	100%

**Table 3. The most used activities to teach speaking**



**Diagrams 3.7 Representing the most used activities to teach speaking**

**Comment:**

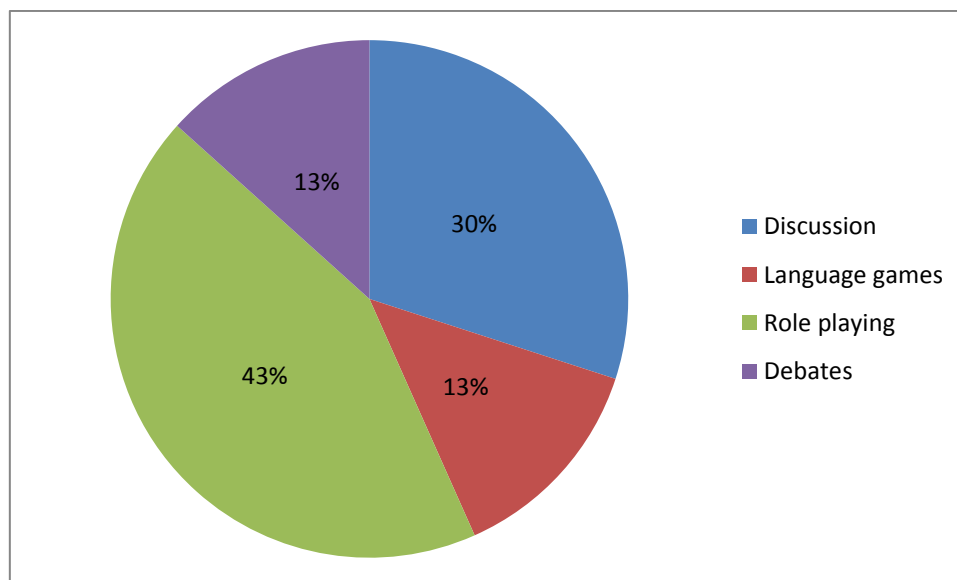
The results show that 23 of the students 76 answer that their teacher implement "discussion" as speaking activities because it can give them opportunity to talk and practice and give their opinion freely but according with the topic while 07 of the students 23 answer that they use "language games" in the classroom because it is different and interesting way

to learn speaking skill and these are no place for "role play" and "debates" although they are good way to practice speaking and learn new things.

**Q: Which activity do you prefer the most?**

Options	Number of the students	Percentage%
Discussion	9	30%
Language games	4	13%
Role playing	13	43%
Debates	4	13%
Total	30	100%

**Table 3.8: Students' activity preferences**



**Figure 3.8 :Diagram representing students' activity preferences**

**Comment:**

From the results the most of students (43%) prefer "role play" because it is good way to practice speaking also it makes students productive role play gives the students more space and freedom Than 09 of students (30%) prefer "discussion" activities may be discussion give them chance to express their ideas and opinions freely, while 04 of students (13%)prefer "language games" and another 04 of students (13%) choose "debate", both of them are good activities to make oral session interesting and different from the others activities.

Section two: Role Play

Q: Do you know what roles play is?

What role play is	Student number	percentage%
Yes	25	83%
No	05	17%
Total	30	100%

Table3.9: Student’s knowledge about the Role Plays

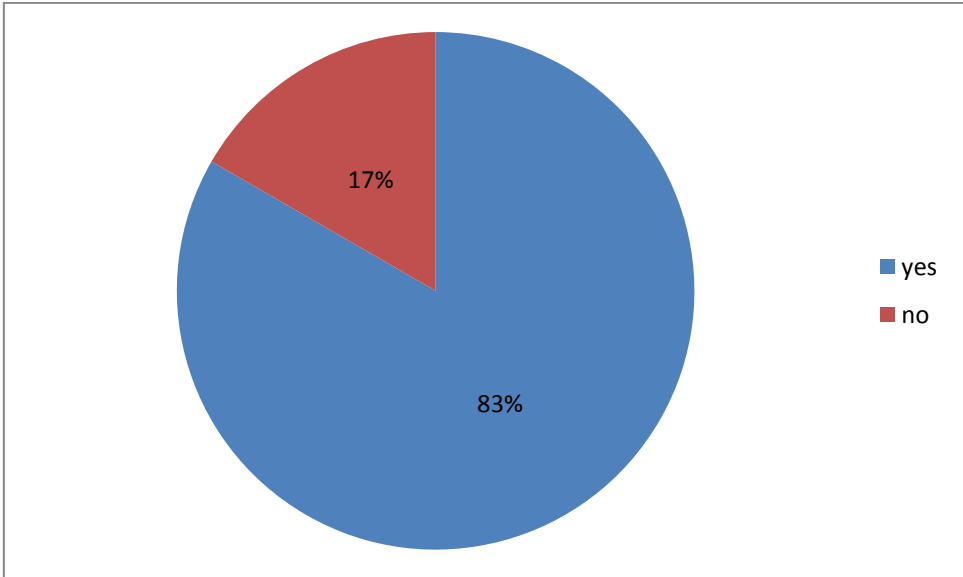


Figure 3.9: Diagram representing student’s knowledge about the Role Plays

Comment:

From the results obtained in the table above, the majority of students 25 (83%) "know" what role play is and only 05 of students (17%) said "no" , they do not know what means role play may be they never perform it in their classroom.

Q: Why do you think that role play is important?

Options	Student number	percentage%
Raise Motivation and interest	05	17%
Improve and enrich their vocabulary	08	27%
Brings foreign language cultural context	03	10%
Facilitates learning	05	17%
Opportunity to practice and test students language	09	30%
<b>Total</b>	<b>30</b>	<b>100%</b>

Table 3.10: Attitudes about the Importance of Role Plays

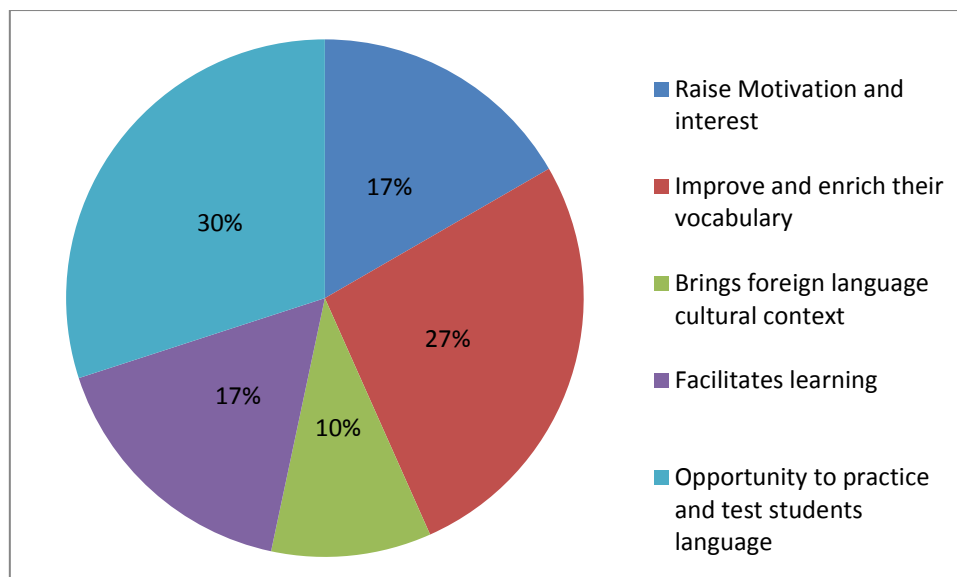


Figure 3.10: Attitudes about the importance of role play

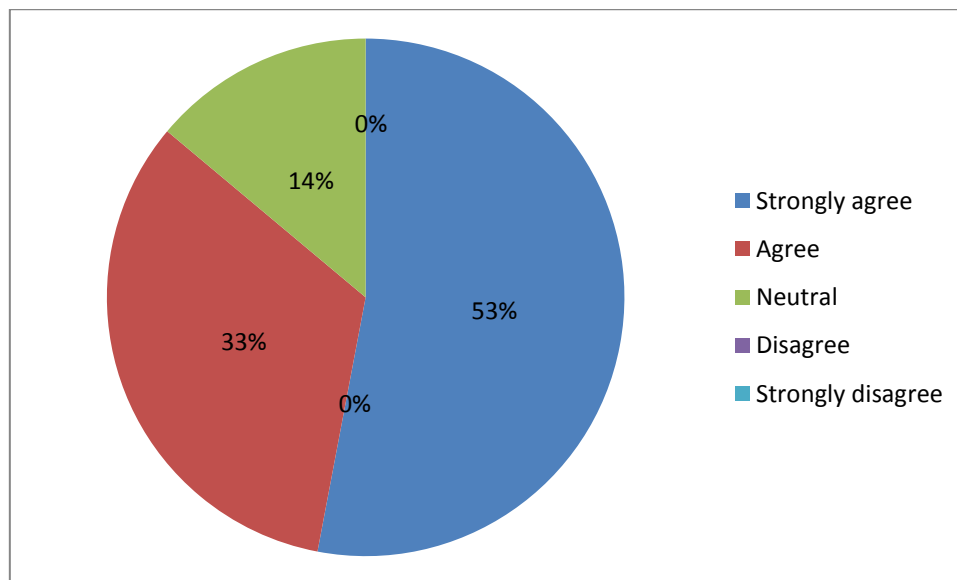
**Comment:**

From the results obtained in the table above we notice that 09 of students (30%) think that the role play important a because it gives an **"opportunity"** for students to practice and test their language oral, beside 08 of students (27%) think that role play help students to **"improve and enrich their vocabulary"** whirs 05 of them (17%) declared that role play is important because it **"raises students motivation and interest"** , and 05 of the students (17%) think that It **"facilitate learning"**, finally, only 03 of the students (10%) said that role play **"brings the foreign language culture context"** in classroom

**Q: A role play is a sample practice that develops communication skills:**

Rank	Number of students	percentage%
Strongly agree	16	53%
Agree	10	33%
Neutral	04	14%
Disagree	00	00%
Strongly disagree	00	00%
Total	30	100%

**Table 3.11: Student's attitude about role play and communication**



**Figure 3.11: Diagram representing student's attitude about role play and communication**

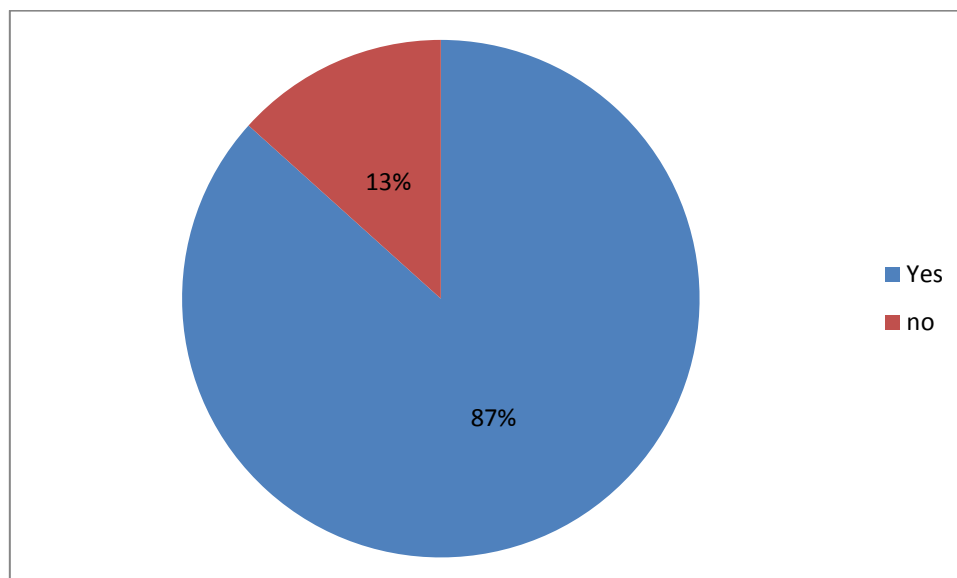
**Comment:**

The majority of students 16(53%) "**Strongly agree**" that a role play develops communication skills also 10 (33%) "**Agree**" that role play develops communication skills, however only 04(14%) said that they are **neutral**".

**Q: do you think the speaking skills can be improved through role play?**

Options	Number of students	percentage%
Yes	26	87%
No	04	13%
Total	30	100%

**Table 3.12: Improving speaking skills through role play**



**Figure 3.12 Diagram representing improving speaking skills through role play**

**Comment:**

We notice from the table above that 26 of students (87%) set for "yes" because they think that role play allow them to perform different role they need in real life, it gives them to practice their language and to know how to deal with people in different situation also role play motivate students and create interest environment. The majority have a positive attitude toward role play only 04 learners (13%) replay with "no" that they do not like role play.

Q: do you use role play in the classroom?

Options	Number of students	Percentage %
Yes	11	37%
No	19	63%
Total	30	100%

Table 3.13: Performing role play in the classroom

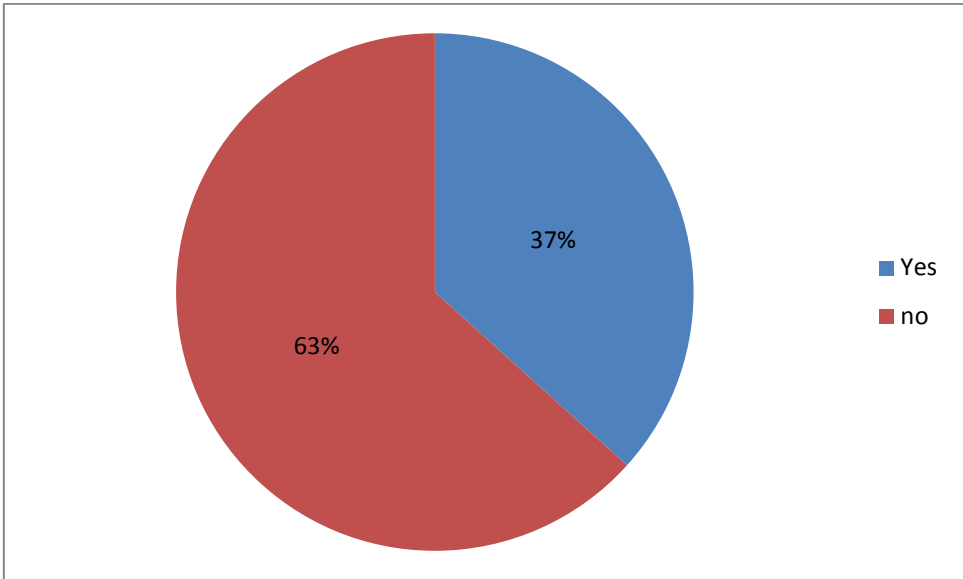


Figure 3.13: Representing performing role plays in the classroom

**Comment:**

The results shows that 19 of the students(63%) claimed that they "**have not preformed**" role play in the classroom may be it takes time the teacher do not like their activity, but only 11 students(37%) of them said that they "**performed**" role play due to their motivation because their teacher improve their speaking skills.



### 3.2. Interview Analysis and Interpretation

The aim behind this interview is to respond to the second research question which tends to highlight how the teaching of speaking can be improve under the use of Role play .

**Q1: how long have you been teaching English?**

Number of teachers	Years of teaching
1	40
2	34
3	15
4	09
5	03
6	02
7	01

**Table 01: The years of teaching**

**Comment:**

This table represents the years of the teachers in their teaching; it varies from 01 to 40 years; which means that their experience in teaching differ from one teacher to other.

**Q2: how long have you been teaching oral expression?**

Number of teachers	Years of teaching oral expression
1	6
2	5
3	4
4	3
5	1
6	1
7	0

**Table 02: Years of teaching oral expression**

**Comment:**

This table shows the different number of years in teaching oral expression as a module; it varies from one to other, it means some teacher have a good experience in this module comparing with other who never teach the oral expression.

**Q3: do you think that time for oral expression module is sufficient?**

All teachers (100%) reveal that the time of oral expression is not sufficient, because it is an important module which need ore tie in order to enhance students oral proficiency , and the time using one hour and half is not enough at all .

**Q4 : how do you assess student 's level at speaking ?**

The results show that (57%) claim that the level of their students is average in the speaking due to the lack of vocabulary , and lack of practice , Whereas , (42%) considered that their student are good in speaking .

**Q5: what types of difficulties your students have? And why do you think they face such difficulties?**

Regarding teacher's answers; they state that the most difficulties that they face in teaching speaking are: pronunciation mistake – lack of practice – anxiety, fears and shyness. These difficulties are due to the lack of reading books, and inherited wrong pronunciation from early stages of study.

**Q6: from your experience as a teacher is it possible to ask all the students participate in classroom?**

The majority of teachers (85%), claim that it is possible to make all the students participate in the classroom; if they work in groups and give chance to each student to say at least one sentence, while (14%) said that is impossible to et all the students participate due to the insufficient time.

**Q7:according to you , what are the best techniques that should be used to better implement role play on speaking classes ?**

In this question the majority of teachers answers reveal that they think that there are different activities that can be used in speaking classroom to better implement role play , mainly , teachers mention group work and pair work .

**Q 8: do you think that role play is sufficient activity?**

A high percentage of teachers (85%) believe that a Role play is effective and appropriate way to teach speaking but it is not sufficient activity to be given in class because in order to improve the speaking this need more and different activities such as , dialogue , discussion ,debate , Whereas (14%) said that Role play is enough to develop speaking for learners .

**Q 9: in your opinion role play activity help students to develop their speaking skill?**

All the teachers (100%) agree that the Role play help students to enhance oral proficiency, because it is an effective way , role play give students chance to practice the language , and deal with people in different situation , also it motivate students and create interest environment .

**Q 10: when you teach role play in the classroom which kind of difficulties do you face ?**

The teachers responses show that (71%) of them when they use roe play in their classroom they face problems with the students such as: fears and shyness because some students feel shy when they speak in the front of class and this is the major problem, while (28%) of them face others problems like: lack of discipline, noise, and the lower level in English.

### 3.3. General Discussion of Findings:

First of all, the results show that the sample chosen in this study reveals that females are dominating over males it means that females are more interested to study the foreign language; also we noticed that for the majority of students English was their first choice; while, others study English for others reasons; in addition, the level of students allows us to rely on them in investigating study, since more than half evaluate their level in English between good and average. As we noticed, the students' responses in the earlier sections considered speaking as the most important skill, then reading, listening and writing as the act one.

Moreover, students find speaking easy and natural because the majority of them chose English as their personal choice. However, students are facing difficulties in vocabulary due to the lack of knowledge about the language and grammar, also they are facing a problem with pronunciation because they need to read and practice more the speaking even outside of the classroom. We notice also that discussions are the most used activities in the Oral Expression lessons compared to role plays while a considerable number of students would want to practice it in class.

As an activity, they find it a good way to practice speaking, and gain a chance to talk with freedom. Furthermore, students' answers demonstrated that they are aware about the effectiveness of role play because it helps them practice the language and raise their vocabulary effectiveness ... etc. They strongly agreed that role play develops their communication skills; although, not all of them performed it in their classroom.

The findings above from the teachers' perspective demonstrate that role play as an activity is not sufficient activity to be adopted alone, because speaking needs more and different tasks to be developed in addition all the teachers have a positive agreement toward

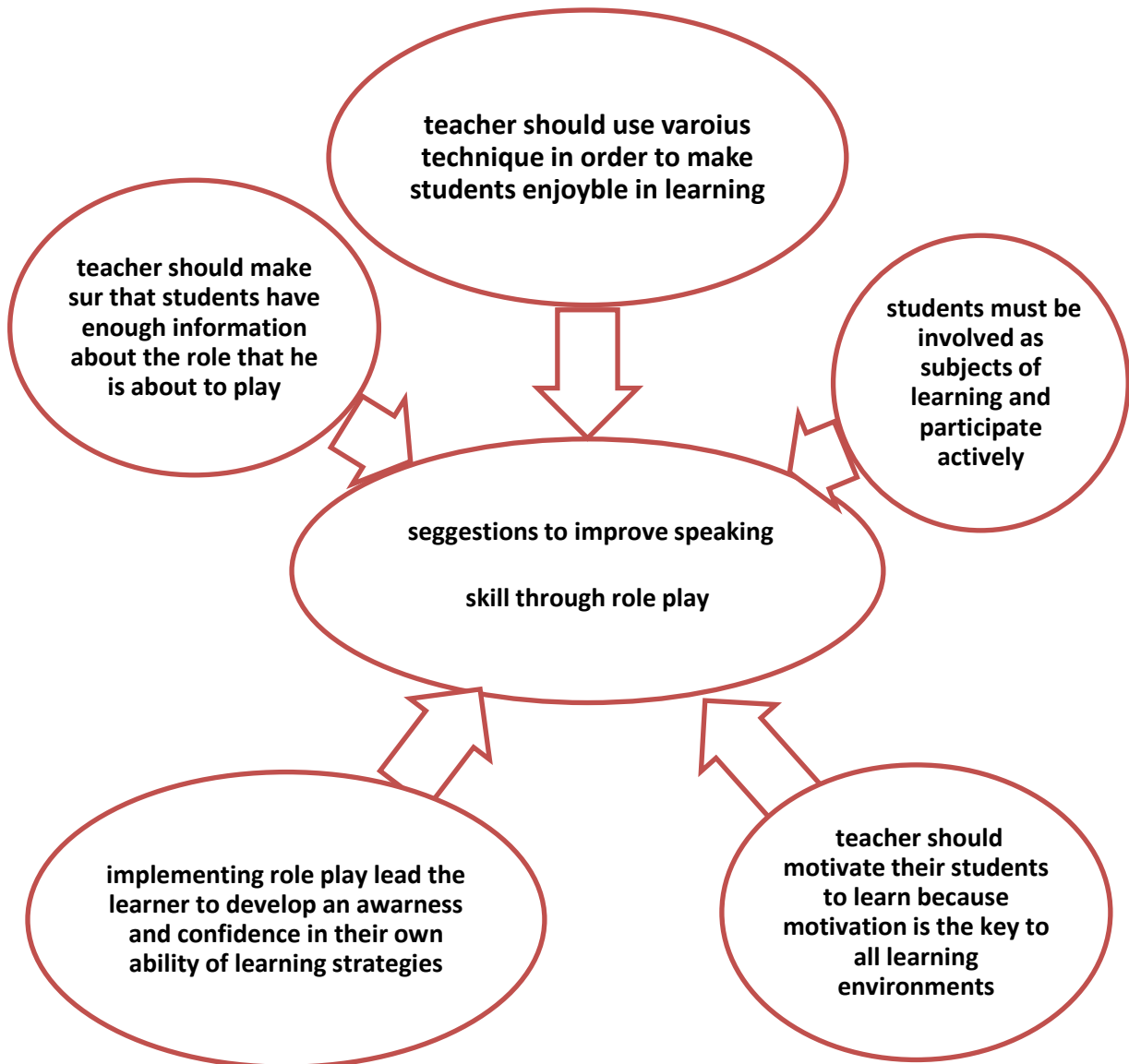
role play as an activity practiced inside the speaking classroom as they said in their answers for it is a good activity that helps students enhance their speaking , by lessening their anxiety level and increasing the support between the group members .

### **3.4. Suggestions and Recommendations**

Based on the literature review and the research findings obtained from the present study, the researcher suggests the following recommendations for further research:

1. Other researchers can conduct this study on implementing Role play as a technique to motivate students to do better in oral performance and to develop their speaking skill . This study finds that the learners are motivated to speak through the different situations they act upon.
2. Research can be done on building students' self confidence and reducing anxiety through role playing during oral sessions. It was found that role play breaks the ice of fear among students because they feel relaxed when they perform in imaginative roles.
3. Future researchers can also carry out a study on implementing role play as a cooperative method to develop students' oral communicative competence. In fact, it is found that role play is a communicative activity to enhance students to speak fluently besides students like working in groups.
4. As this study reveals, the students gain authentic vocabulary and learn new attitudes through role playing situations, Future studies may be done on adopting role play as a training speaking technique to experience new attitude and learn specific vocabulary related to different situations.
5. The instructor needs to be assessing the current skills levels in the students so that he/she will know whether role play will be the most effective way for the students to achieve the course learning objectives.

6. As a point for administration to consider is increasing the time devoted for oral expression sessions.
7. English language teaching can be interesting challenge when teachers make effort to motivate and encourage students to improve their language skill as the figure show:



**Figure 01: Suggestions' to improve speaking skills through role play**

**Conclusion**

In this section we have dealt with the results of our research and we have focused on its important implications. In addition we have recognized the obstacles we have encounter in our research process that may influence our findings finally, we have offered future researchers with some related themes to our study.

# *General Conclusion*



## **General conclusion**

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In this investigation conducted at the level of second year of English department, Ibn Khaldoun University. We examined the notion of role play as a prominent activity in the EFL speaking skill teaching. Role play as an activity tempts to encourage students to overcome language and psychological barriers and adopt various roles in different situations. It teaches them how to be neutral to their personal beliefs and embrace different opinions and attitudes. The study sprung from the idea that even though role play is somehow neglected in the speaking classes, it is still thought to be an effective activity to be considered and import at to develop oral communication. Overall, this study was conducted to investigate the efficiency of role-play technique among the second year students.

For this purpose, many questions were raised but the researchers focused on three various angles; is the technique of role play effectively used in class? How it can provide improvement for students' speaking skill? And how to better implement it? Afterwards, we proposed the following hypotheses: First, role play is somehow neglected for time constraints and students' passivity. Second, when performing role plays students will actively be involved in the task and gain more confidence. Third, group and pair performances help implement the activity better.

The present study involves three chapters, the first and the second chapters are the descriptive part which is related to literature review. As for the third chapter, we will broadly analyzed data obtained from the research tool namely, the interview for teachers and the questionnaire for second year students. The first chapter outlines some theoretical concepts related to the nature of speaking and it is teaching as well as role-play as a technique and how to implement it in class. Whereas, the second chapter covers the situation of ELT in Algeria and the research design, the third chapter is a detailed analysis of the data findings from the questionnaire and the interview.

## **General conclusion**

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The final results show that role play is neglected in the classes due to many reasons but both teacher and learner have positive attitudes toward role play. In addition, the findings show that role play is an appropriate technique that helps learners to enhance and improve their speaking skills.

In our study, we have encountered some limitations; first the investigation deals with second year LMD English students at University Ibn Khaldoun Tiaret in the academic year 2018-2019 who were hesitant to cooperate during the data collection phase. The second limitation is the strike which the students were involved in (they did not study approximately for three months), this led to a certain influence on obtaining the questionnaire data. In addition, there was a considerable lack of references and especially books about the topic. Finally, regardless of the obstacles our research has led us to conclude that role play technique is very important in teaching English because it helps students improve their speaking skill, and express themselves freely.

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# *Appendices*

# Appendices

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## *Appendix (1) Students' Questionnaire*

*University of Ibn Khaldoun Tiaret*

*Department of English*

### **Students' Questionnaire**

*Dear students,*

We would be thankful if you answer the following questions, the questionnaire designed to gather information about the use of role play technique in teaching the speaking skill, please answer by ticking (×) the appropriate boxes and giving full answer in the space provided:

#### **1- Gender:**

Male

Female

#### **2-Age:**

18-20

21-23

More than 23

#### **3- How do you consider your level in English?**

Very good

Good

Average

Bad



# Appendices

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## SECTION ONE:

### 1-Pick the most important skill that you need to develop

- Listening
- Speaking
- Writing
- Reading

### 2- How do you find speaking in English?

- Very easy
- Easy
- Very difficult
- Difficult

### 3-When you speak English, in which area you face difficulties?

- Vocabulary
- Grammar
- Pronunciation
- All of them

### 4- What are the oral activities that you teacher implement the most in the classroom?

- Discussions
- Language games
- Role playing
- Debates

### 5- Which activity do you prefer the most?

- Discussions
- Language games
- Role playing
- Debates

# Appendices

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## SECTION TWO:

### 1- Do you know what role play is?

Yes

No

### 2- Why do you think that role play is important?

Raises students motivation and interest

Helps students to improve and enrich their vocabulary

Brings the foreign language culture context into classroom

Facilitates learning

Gives an opportunity for students to practice and test their language level

### 3- A role play is simple practice that develops communication skills

Strongly agree

Agree

Neutral

Disagree

Strongly disagree

### 4- Do you think that speaking can be improved through role plays?

Yes

No

### 5- Do you use role play in the classroom?

Yes

No

**Thank You.**

# Appendices

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## *Appendix (2) Teachers' Interview*

*University of Ibn khaldoun Tiaret*

*Department of English*

### *Teachers' Interview*

We are at present working on a research paper about speaking skill improvement through the use of role play among university students this interview intended to collect data about the topic we would be grateful if you answer the following question.

#### ***Question:***

Q1: how long have you been teaching English?

.....

Q2: how long have you been teaching oral expression?

.....

Q3: do you think that time for oral expression module is sufficient?

.....

Q4: how do you assess student's level at speaking?

.....

Q5: what types of difficulties your students have? And why do you think they face such difficulties?

.....

Q6: from your experience as a teacher is it possible to ask all the students participate in classroom?

.....

Q7: according to you, what are the best techniques that should be used to better implement role play on speaking classes?

.....

Q 8: do you think that role play is sufficient activity?

.....

Q 9: in your opinion role play activity help students to develop their speaking skill?

.....

Q 10: when you teach role play in the classroom which kind of difficulties do you face?

.....

# Résumé

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## Résumé

parlant considéré comme la compétence la plus importante dans l'enseignement et l'apprentissage de la langue étrangère ; Les apprenants EFL sont toujours confrontés à des problèmes et à des difficultés pour maîtriser leurs compétences en anglais classes, mais les enseignants essaient de faire des efforts et de créer des moyens afin de résoudre ces problèmes ; la présente étude a examiné de manière expérimentale l'effet de l'utilisation du jeu de rôle comme technique d'enseignement pour développer les compétences orales de l'apprenant. le but principal de cette recherche a mis en lumière l'utilisation efficace du jeu de rôle en classe et l'utilisation de ce type de activité en tant que jeu de rôle pour aider les apprenants à améliorer leurs compétences orales, afin de confirmer notre hypothèses, nous adoptons des méthodes qualitatives et quantitatives, le premier est le questionnaire été administré à; (30) étudiants de deuxième année en LMD de l'université Ibn Khaldoun Tiaret, La seconde méthode est Interview, elle a été adressée à 07 enseignants de l'Université de Tiaret .Nous étudier l'attitude des enseignants et des apprenants vers l'utilisation de jeu de rôle dans l'enseignement parlant, à partir des analyses des données collectées, les résultats confirment nos hypothèses que le je de rôle est négligé dans les classes pour de nombreuses raisons, mais les apprenants ont une grande curiosité à adopter rôle dans leurs classes, même les enseignants ont une attitude positive à ce sujet parce que le jeu de rôle est un bon et approprié enseignement qui aide les apprenants à s'exprimer. Egalement les résultats montrent que le jeu de rôle est une source de motivation pour que les étudiants étudient l'anglais parce que cela apporte la situation réelle dans la salle de classe.

**Mots clé:** expression orale comme compétence – enseignement de l'expression orale – jeu de rôle – compétence orales - communication orale – implémentation de jeu rôle.

### المخلص:

يعتبر التعبير الشفهي أهم مهارة في تدريس وتعلم أي لغة أجنبية. إذ يواجه متعلمي اللغة الانجليزية مشكلات وصعوبات في إتقان مهارة التحدث والتعبير، ولكن المعلمين يحاولون بذل مجهود وخلق طرق من أجل حل هذه المشاكل. تلقي هذه الدراسة الضوء على أهمية استخدام لعب الأدوار كتقنية تدريس في تطوير مهارة الطالب الكلامية، الغرض الرئيسي من هذا البحث هو معرفة دور لعب الادوار في مساعدة المتعلمين على تحسين وتطوير مهارتهم الشفهية، ولتأكيد هذه الفرضية اعتمدنا طريقتين: الأولى كانت بمثابة استبيان وجه لثلاثين (30) من طلاب السنة الثانية لغة إنجليزية بجامعة ابن خلدون تيارت والثانية كانت بمثابة أسئلة وجهت إلى سبعة (07) أساتذة من فرع اللغة الانجليزية، حيث كشفت لنا النتائج أن استخدام لعب الادوار في القسم منعدم وهذا راجع إلى عدة أسباب، ولكن للطالب فضول كبير لاعتماد لعب الادوار في فصولهم حتى الأساتذة كانت لديهم مواقف ايجابية حيال ذلك لأن لعب الادوار له دور فعال يساعد المتعلمين على أداء مهارات التحدث، كما أظهرت النتائج أنها مصدر دافع لدراسة اللغة الانجليزية.

**الكلمات المفتاحية:** مهارة التحدث- تعليم التعبير- لعب الأدوار- الكفاءة الشفوية التواصل الشفوي تطبيق أداء الأدوار