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Title

The Impact of Role Play Technique on EFL Pupils' Classroom Communication and Interaction.

The Case of Third-Year Middle School Pupils at Ben Amara Abdelhafidh Middle School in
Biskra

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Requirements for the Degree of Master in Sciences of Language

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Declaration

I, **Khaoula Hamdi**, do hereby declare that this submitted work is my original work and has not previously been submitted for any institution or university for a degree. I also declare that a list of references is provided forward indicating all the sources of the cited and quoted information. This work was certified and completed at Mohammed KHEIDER University of Biskra.

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Dedication

In the name of God, the most merciful and compassionate

I dedicate this humble work to:

My dearest MOTHER

My dear FATHER

My lovely Sister

My beloved brother

My best friend

Acknowledgements

Above all else, I want to express my deepest gratitude to Allah for granting me the ability, perseverance, and conviction needed to achieve this work.

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Abstract

The present study attempts to investigate the impact of using the role-play technique to enhance learners' classroom communication and interaction. It was noticeable that learners face difficulties to reach the required level of interaction and communication within the classroom. Therefore we have hypothesized that Role play can be an effective technique to enhance classroom communication and interaction if it is carefully employed in EFL classroom. To confirm or disconfirm the validity of this hypothesis the descriptive method is chosen. Data are collected through a mixed methodology based on qualitative and quantitative methods. We administered a questionnaire to EFL teachers of middle school to investigate their attitudes towards using Role plays technique. As well as an interview with fifteen (15) third year pupils. The results obtained from the analysis of both tools revealed that role play technique has positive effects on enhancing students' communication and interaction as well as giving them the ability to express themselves and discover their hidden abilities. Also they have shown that learners were so motivated to learn using such technique in their classes.

Keywords: role-play, classroom communication and interaction, EFL classroom.

List of abbreviation and Acronyms

FLT:Foreign Language Teaching.

RP: role play _ role playing.

ELLS:English Language Learners.

EFL: English as a foreign language.

CI:Classroom interaction.

TLI: Teacher-Learner Interaction.

LLI:Learner-learner interaction.

MS: Middle school.

N: Number.

Q: Question.

T:Teacher.

%:Percent.

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General Introduction

Introduction

The English language has become a global language that continues to grow, with many learners seeking to master it and use it fluently. As a result, English has become a mandatory language in all educational phases in Algeria. However, there are significant challenges faced by teachers and learners in the classroom. EFL pupils often struggle with communication due to weak classroom interaction. Moreover, Communication is an essential tool that enables individuals to express their ideas, share information and emotions, and understand others. In the classroom, communication happens through interaction between learners and teachers, as well as among learners themselves (Sword, 2023). On the other hand, Classroom interaction, often referred to as classroom discourse, has been extensively studied by scholars, academics, and language instructors, particularly in the era of communicative language teaching. Thus, Effective classroom interaction is critical for the teaching and learning of English. It provides opportunities for students to express themselves, showcase their linguistic knowledge, and develop their speaking skills. However, students have different learning preferences, attitudes, styles, and strategies, which can affect their participation in the classroom. Teachers, therefore, employ various methods and techniques to accommodate these differences, such as role-playing. Furthermore, this study aims to investigate whether using the role-play strategy in middle school classes can enhance classroom interaction and communication. By examining the effects of this motivational technique on pupils' engagement and communication, this research can contribute to the development of effective teaching practices in EFL classrooms.

1. Statement of the Problem

Classroom communication and interaction play a focal role especially in the EFL setting because they lead to the development of the students' language proficiency and encourages them

to become effective communicators .However, it has been observed that some EFL Middle school classes in Algeria have some difficulties to reach the required level of interaction within the classroom. Hence, teachers should make an enjoyable learning environment by using different ways and techniques of learning. In our study we suggest role-play as an effective technique that aims to improve the students' classroom interaction and to be good communicators within the EFL classrooms using the target foreign language.

2. Aims of the Study

General Aim:

- The aim of this research is to reveal how communication and interaction in EFL classrooms can be enhanced with the use of role play technique.

Specific aims:

- Explore how role play technique enhance EFL Third year pupils' motivation and to increase their interest and interaction.
- understand why EFL Third year pupils have problems in classroom communication and interaction.

3. Significance of the study

This research attempts to examine the efficacy of employing the role play technique as a means to enhance students' interaction and communication skills. The current study proposes an innovative approach for middle school educators to implement within the English classroom, aiming to augment the level of communication and interaction among students by fostering idea exchange and improvisation. By incorporating role play activities, teachers can provide a

platform for learners to actively engage with one another, resulting in heightened communication proficiency and improved interactive abilities.

4. Research Questions

This study is presented to answer these questions:

- To what extent does the use of role-play technique affect middle school pupils' interaction and communication within the English classroom?
- What are the reasons that hinder pupils 'classroom communication and interaction?
- What are the benefits of using role plays in middle schools?

5. Research Hypothesis

This research is based mainly on the following hypothesis:

- We hypothesized that Role play can be an effective technique to enhance classroom communication and interaction if it is carefully employed in the EFL classroom.
- We hypothesized that there are many reasons that hinder pupils 'classroom communication interaction.
- We hypothesize that the use of role plays in middle schools can enhance pupils' motivation to learn the FL and increase their language level.

6. Research methodology

The nature of the present study requires a mixed-method to gather information about the use of role play technique and how it affects the communication and the interaction in the classroom. A descriptive research design will be chosen to describe the role of role play on EFL classroom.

7. Data collection Tools

Based on our research approach the data will be collected through two methods. First, for third year pupils we opted for a structured interview which was considered as a qualitative data collection method. In addition, a questionnaire for middle school teachers of English from two different schools in Biskra to see their opinions and views about the application of role play strategy with their pupils.

8. Sample of the Study

A sample of 15 students was chosen randomly to participate in an information-gathering interview. The decision to select third-year middle school students was made because they had previous exposure to Role Play as a concept with their teachers.

In addition, six teachers from two different middle schools were chosen to help us with opinions and attitudes about the topic under investigation.

9. Limitations of the study

Our research encountered some limitations which affected the completion of the study.

First, in our study we focused only on one aspect of classroom communication which in oral communication; how students interact and communicate within the classroom through speaking.

Second, the number of participants from the pupils was only 15 learners, because they were not qualified enough to cooperate in the interview.

Finally, the research could not be conducted with the use of a classroom observation as a research tool, which would have allowed for more excellent reliability of data collection and yield better results. This is because we were not able to find a suitable time with the middle school teachers to do several observation sessions.

10. Structure of the study

This study is consists of a general introduction, three main chapters and a general conclusion. The general introduction contains background of study, statement of the problem, significance of the study, the purpose of the study, research questions, the hypothesis, research methodology, and structure of the dissertation. The first chapter is devoted to presenting an overview of the technique of role play through providing its definition, its importance in EFL teaching, the reasons behind its use, also the challenges of its use, in addition to its components. The second chapter is about classroom communication and interaction; it gives a general overview and some insights into communication and classroom communication in addition to classroom interaction. Finally, the third chapter is concerning the fieldwork and the data analysis, which describes the population and the sample, as well as data collecting tools and its implementation. Moreover, it analyzes and interprets the data collected from these tools to draw conclusions about the data gathered and to confirm the validity of our work.

Chapter one

Role Play In EFL Classroom

Introduction

Teaching a foreign language is considered a difficult task for many teachers. However, applying a variety of pedagogical methods and techniques is expected to improve teaching effectiveness and quality. Role play is one of these techniques; it enhances the interaction among learners, provides validity to the classroom, and stimulates engagement among passive learners. Moreover, it is an example of small group activity that promotes cooperative learning. It can create a friendly learning environment by creating a bridge between students and motivating them to learn (Beidatsch and Broomhall, 2010). Throughout, the first chapter provides an overview of role-play technique focuses on its historical background, definitions, and its importance for both learners and teacher. Also, its main components .In addition to that, including some reasons for using this technique in addition to the challenges facing instructors during using it within the classroom. Finally, its significance in Education context.

1.1 Historical background of role play

The technique of role play is credited to Jacob L. Moreno, a psychologist from Vienna. He developed this method as a dramatic aid to assist in learning social or professional roles. The first recorded use of role play was in an Austrian school in 1911. However, it wasn't until Moreno moved to the United States in the 1930s that it became widely used and known. It has since spread around the world under various names such as role-acting and stimulation.

According to the Morenian approach , it is important to create and recreate roles as well as new ways of cultural and personal subjectivation , so role playing should not be considered as only role training.

1.2 Definition of Role Play

Role play involves students playing out real-world or made-up scenarios while interacting with one another. In order to fulfill a goal, build an experience, or create a situation. This technique aims to give students the chance to practice communicating with others, it aids in their development of oral fluency and speaking abilities.

Moreover; the act of role-playing can improve the values, problem-solving abilities, and communication skills of learners. Role-playing involves learners taking on specific roles, which can directly and indirectly aid in language learning. Through this technique, students can gain knowledge, skills, and experiences in a relaxed and enjoyable learning environment, promoting a sense of freedom (Daif-Allah & Al-Sultan, 2023). Also Ur (1984) defines role play as follows: "Role plays [...] is used to refer to all sorts of activities where learners imagine themselves in a situation outside the classroom [...], sometimes playing the role of someone other than themselves and using the language appropriate to this new context"(p.131).

Ladousse (1987) Noted that Role-playing is a communication technique that is part of a range of strategies used to improve the fluency of language students. It encourages interaction among students in the classroom and helps to increase their motivation to learn.

1.3 The importance of role play in a Foreign Language teaching

The role-play technique has been considered as an important classroom activity in language teaching for many years. This latter is a highly effective tool for creating an engaging educational environment and facilitating language learning in students. By incorporating role-playing into classroom activities, knowledge acquisition becomes more digestible and practical for students. Rogers and Evans (2008) outlined three justifications for utilizing role-playing in the classroom. Firstly, many teachers have observed that this technique improves students' social skills and their ability to communicate with others. Secondly, role-playing helps to cultivate

students' creativity and imagination. Finally, it assists both teachers and students in reinforcing their learning.

Using role-playing as a teaching strategy has numerous benefits for both teachers and students. Firstly, it generates greater student interest in the topic. Studies have shown that integrating experiential learning activities, such as role-playing, into classroom instruction can heighten interest in the subject matter and deepen understanding of course content (Poorman, 2002). Secondly, when role-playing is utilized; there is a heightened level of student engagement. In this type of lesson, students are not merely passive recipients of knowledge from the instructor. Instead, they actively participate in the learning process (Lori et al., 2002). A third advantage to using role-playing in foreign Language teaching stated by SERC (2018) is that it allows the teacher and pupils to get instant feedback regarding how well the students have grasped the material.

1.4 Reasons for Role Play use

The implementation of role play as an educational tool has been justified by multiple reasons.

1.4.1 Skill Development

To begin with; the use of role play in education provides a means of introducing a diverse range of experiences into the classroom. This technique surpasses the limitations of other group or pair activities, such as communication games, humanistic exercises, and conversations, in terms of the breadth of functions, structures, and vocabulary that can be incorporated. Role play offers an effective means of training students in speaking skills across a variety of situations (Ladousse, 1987).

1.4.2 Training and Education

Moreover, Role-playing can be a highly effective teaching technique for enhancing students' understanding of academic concepts. By engaging in role-play activities, students are able to apply their knowledge and skills in a simulated, real-life setting. This allows them to not only develop a deeper understanding of the subject matter, but also to practice and refine their problem-solving and critical thinking skills. In addition, role-play activities can be tailored to specific subject areas, such as history or science, allowing students to explore complex topics in a hands-on and interactive way. Ladousse (1987) argues that;

Role play puts students in situations in which they are required to use and develop those phatic forms of language which are so necessary in oiling the works of social relationships, but which are so often neglected by our language teaching syllabuses. Many students believe that language is only to do with the transfer of specific information from one person to another. They have very little small talk, and in consequence often appear unnecessarily brusque and abrupt. It is possible to build up these social skills from a very low level through role play (Ladousse, 1987, p.6).

1.4.3 Enhancing language Learning

It is critical for English Language Learners (ELLs) and all students to derive meaning from their learning experiences. A key aspect of this involves cultivating students' awareness of the practical relevance of their studies and how they can apply their knowledge and skills in authentic contexts. To illustrate, when teaching students how to pose and respond to inquiries, employing role-playing exercises that simulate various community and global scenarios, such as interacting in a restaurant, supermarket, or clothing store, can be an effective means of addressing the needs of ELLs within a sheltered instruction framework (Wright, 2010).

In conclusion, role-play can be a highly effective and versatile teaching technique for improving student learning outcomes across a variety of academic subjects. It not only allows for deeper understanding and application of subject matter, but also promotes important social and emotional skills that are critical for success in today's world.

1.5 Challenges in using role-play

Despite the manifold benefits of role-playing, both students and educators may encounter challenges in implementing it effectively. In instances where role-playing is conducted in a large classroom, the scenario can become disorderly, and the participants may occasionally struggle to recall their lines, leading to feelings of embarrassment. However, this predicament can be ameliorated with minimal feedback from educators, who can provide immediate verbal or written guidance in the event of technical glitches encountered while recording the performances.

Moreover, When classes are vast, role-playing activities may not be effective because not all students can take part, and usually only a few students are involved in a scenario, which may lead to disengagement and inattention of other students. Attempts to involve more students could result in confusion and inappropriate behavior. Therefore, it is important for the teacher to explain the purpose of the activity, establish rules, and prevent students from treating it as a mere acting exercise to achieve a successful role-playing experience (Swift, 2018).

According to Kholmakova (2017), Regulating the classroom environment can prove challenging for educators, given that it may be prone to noise disturbances. Additionally, another predicament encountered by learners during role-playing exercises is the difficulty of conducting it when the pupils are not familiar with the situation. While role-play may appear uncomplicated in theory, it can prove to be arduous and unengaging if it does not reflect real-world situations.

This obstacle is compounded if students do not approach the activity with the requisite level of earnestness.

Therefore, it is important that teachers possess adequate training and proficiency in utilizing role-playing techniques. Pupils may have negative experiences with role-playing if teachers do not sufficiently prepare them for the activity. Role play like any improvisational process necessitates a sense of security, which requires a group dynamic that cultivates trust and safety. To achieve this, the teacher must initiate a "warming-up" process that encourages students to become familiar with each other in a more intimate manner and engage with the theme at hand. The art of effectively warming up a class and maintaining the momentum is analogous to the responsibilities of a surgeon in preparing a patient for an operation, and is a crucial aspect of role playing (Blatner, 1995). In order to successfully achieve the learning objectives of role-playing, learners must be actively engaged through a warm-up process that involves familiarization with one another and their respective roles, as well as immersion in the subject matter to be studied (Guechi and Souilah, 2019).

1.6 Components of role play strategy

The role playing strategy is one of the important educational strategies that enable learners to acquire many skills inside and outside the classroom. Much like an acting plan that must contain participants (characters) presenting a scenario under the supervision and guidance of the teacher (facilitator).

1.6.1 The characters / roles

In creating a compelling narrative, it is essential to establish well-defined characters that carefully consider their respective areas of expertise and limitations. "The roles should be based on the theme of the scenario and should be connected to the problems presented for the role-play session"(Bawa, 2020).Insufficient comprehension of the specified parameters and limitations

could potentially impede the efficacy of role-play activities, as learners will be able to give solutions that are outside the scope and expertise of the role they are representing. Moreover, when dealing with multiple roles, it is essential to establish the interconnectivity and interdependence between them. This involves defining the communication protocols and dynamics between, say, managers and employees, and managers amongst themselves. Such role demarcations are critical to ensure the accountability and effectiveness of each role.

Ladousse (1987) suggested several different types of roles; first, “roles which correspond to a real need in the students’ lives” (p. 13). This category encompasses various professional roles, including those of medical practitioners attending to patients and salespersons undertaking overseas travel. In such instances, aligning classroom role-play activities with the significant concerns of the learners can be readily achieved. In a second type of role, “the students play themselves in a variety of situations of which they may or may not have direct experience”(p. 13). This type encompasses scenarios such as a client registering a grievance or a commuter seeking guidance, which do not necessitate specialized skills or particular personality characteristics as anyone may encounter these circumstances. Students tend to exhibit a heightened level of interest in role-playing exercises of this nature when the scenario holds relevance for them. Finally “there are fantasy roles, which are fictitious, imaginary, and possibly even abused” (p. 13).

1.6.2 The Scenario of Role Play

To enhance their comprehension of characters, it is crucial for the students to possess a script that serves as a guiding framework for their performance. Also For these role-playing scenarios to be effective, they should encompass pertinent contextual details that enable the learners to establish the constraints, incentives, and difficulties that they will have to surmount

(Radford & Stevens, 1988). Byrne (1986 as cited in Susanti 2007), stated that role play can be grouped into two forms: scripted and unscripted role play.

1.6.2.1 Scripted role play

Scripted role play is based on the dialogue and conversation within the lesson; it involves using a pre-written script from a textbook that outlines the dialogue, actions, and descriptions of a specific scenario. The actors involved in the role play follow the script and act out the predetermined actions and dialogue as written. In addition to that, Doff (1998 as cited in Susanti 2007), outlines a set of procedures for conducting a role-play activity using dialogue. The first step involves the teacher providing prompts, and explaining their meanings through verbal instruction. If necessary, the teacher can then guide students in generating sentences or questions for each prompt. Next, two students are selected to play the roles of two characters in the dialogue, respectively, and are instructed to improvise a conversation using the provided prompts. It is emphasized that the conversation should be similar to, but not exactly the same as, the dialogue in the textbook, and can be shorter in length. Finally, additional pairs of students are called upon to engage in similar conversations based on the prompts.

1.6.2.2 Unscripted role play

Unscripted role play, on the other hand, involves improvisation and spontaneity. The actors involved are given a general scenario or situation to act out, but the dialogue and actions are not predetermined. This allows the actors to respond to the situation in real-time, using their own words and actions to convey their thoughts and emotions.

Both scripted and unscripted role play have their own strengths and weaknesses, and the choice of approach depends on the specific goals and needs of the situation.

1.6.3 The Facilitator/ teacher

The guides or facilitators who are involved in role-play sessions share a comparable responsibility with regards to offering guidance and support to the learners. Meanwhile, the efficacy of any instructional tool is contingent upon the teacher's familiarity and confidence in implementing it.

The teacher may act as a facilitator by equipping students with the necessary vocabulary to complete the activity, but should also discontinue assistance if more rehearsal time is needed. Additionally, the teacher may act as a participant in the activity, providing information and promoting participation while avoiding dominating the conversation. Finally, the teacher may act as a spectator, monitoring student performance and offering feedback at the conclusion of the activity. The emphasis is on increasing fluency and promoting participation, rather than solely focusing on correcting errors in order to avoid stifling the learning process (Budden, 2004).

1.7 Significance of Using Role-Play in Education

Role-play is a teaching method where students take on specific roles and act out scenarios or situations as if they were real. This technique has become increasingly popular in education as it offers a range of benefits for students. Role-play provides a dynamic, engaging and interactive learning experience, promoting active participation and collaboration among students. It helps students develop crucial communication, speaking skill, and vocabulary acquisition while building empathy and understanding for different perspectives. In this way, role-play is an effective and enjoyable way to enhance the learning experience and create a more immersive educational environment. These elements provide significant value to the efficacy of using role-play in education.

1.7.1 Active learning approach

Active learning is an instructional approach that engages students in the learning process by encouraging them to participate and take an active role in their own learning. This method of teaching focuses on student-centered activities, rather than passively listening to lectures, students are encouraged to interact with the material through activities such as group discussions, case studies, role-playing, and hands-on exercises. According to Meyers & Jones (1993 as cited in Ghilay& Ghilay 2015),” Active learning involves providing opportunities for students to meaningfully talk and listen, write, read, and reflect on the content, ideas, issues, and concerns of an academic subject”. Compared to the traditional lecture approach, which places a strong focus on the auditory presentation of concepts and information, this type of teaching is likely to have a beneficial impact on a far higher percentage of a class of pupils. The core of active learning lies in stimulating learners' cognitive faculties by recalling their previous knowledge, forging connections between new and existing knowledge, utilizing both types of knowledge to tackle problems, drawing comparisons, and appraising information (Meyers & Jones 1993).

Bonwell and Eison (1991) define active learning as: "anything that involves students in doing things and thinking about the things they are doing." Also they provided some characteristics that are commonly associated with the use of strategies promoting active learning in the classroom which are as follows:

- Students are involved in more than listening.
- Less emphasis is placed on transmitting information and more on developing students' skills.
- Students are involved in higher-order thinking (analysis, synthesis, evaluation).
- Students are engaged in activities (e.g., reading, discussing, and writing).

- Greater emphasis is placed on students' exploration of their own attitudes and values (Bonwell and Eison, 1991).

Furthermore, Active learning can entail students engaging in peer-to-peer learning, with collaborative learning being a helpful technique for fostering student involvement in the learning process, while the teacher assumes a facilitative role. In conventional classroom settings where the teacher engages in large group discussions with students, certain confident students tend to dominate the conversation while others remain uninvolved. This level of passiveness among quieter students during group discussions conflicts with the objectives of active learning. Collaborative small group work can serve as a solution, creating a safe space for students to communicate and collaborate without the fear of being embarrassed (Stevens, 2015).

1.7.2 Increased learners engagement and motivation

According to Boakye (2021), the implementation of role play is widely considered to be an effective strategy for increasing student engagement and fostering peer interaction. By assuming assigned roles and responding to assigned readings from a character's perspective, students are better able to engage with the material, resulting in heightened participation and increased levels of student engagement. This increased involvement can lead to a deeper understanding of the content, as well as increased retention of the material. This process can be particularly motivating, as learners experience a sense of accomplishment when they successfully navigate the simulated scenario.

Moreover, the collaborative nature of role play can help learners build interpersonal skills, such as communication, teamwork, and empathy. As learners work together to achieve a common goal, they develop an understanding of each other's perspectives and can improve their ability to

communicate and work effectively with others. This increased social interaction can also contribute to learners' overall motivation and engagement in the learning process.

1.7.3 Increased classroom interaction

Another important aspect involved in role-play is the interactions between the learners and the instructors. When role play is used properly; it may be a very effective teaching method to increase interaction within the classroom. Giving students the chance to practice interacting with others is the goal of role playing. Classrooms that utilize role-play tend to create environments that are less anxious and fearful. As a result of utilizing role play in the classroom, a sense of "community sharing" (Adams, 1973) can be fostered, leading to a more collaborative and participatory learning environment. Learners are more inclined to share their ideas and perspectives due to reduced anxiety and heightened motivation, leading to a greater willingness to experiment and take risks. Instructors also play an active role in the role-play process, rather than serving merely as observers. By incorporating role play as an integral component of the course, the promotion of learning becomes more accessible and effective.

Furthermore, the learners can monitor one another during the interactions, which might take the form of discussions, debates, or simply informal talks. This degree of involvement fosters a sense of community among the students in the lesson and gives them the chance to practice speaking in a variety of social settings. (Ladousse, 1987). In general pupils like to experience enjoyable activities in the classroom, by participating and interacting with their classmates, while teachers provide them with instructions and feedback to encourage them in the current learning method.

1.7.4 Developing the speaking skill

Effective communication in language necessitates proficiency in speaking skill, which functions as a means of conveying ideas and exchanging information between interlocutors. It serves as a significant element in the transmission of meaning between a speaker and a listener.

Role-play can be an effective teaching technique for improving learners' speaking skills. This technique involves creating a scenario in which learners take on different roles and engage in conversation with each other. According to the findings of Kafi Jarad and Sid Ahmed El jack (2021), the pedagogical approach of incorporating speaking strategies proved advantageous in facilitating the enhancement of students' oral proficiency. Specifically, the utilization of role-playing activities within the classroom setting yielded highly favorable results, as it is widely acknowledged as an optimal tool for honing speaking abilities and stimulating active engagement among learners. Furthermore, (Freeman, 2011, as cited in Y. Huang, 2008) highlights the significance of role-plays within the Communicative Approach in her publication "Techniques and Principles in Language Teaching." According to her, such activities offer students the chance to hone their communication skills across diverse social settings and roles, thereby constituting a critical component of this pedagogical framework (p. 137). Through role-plays, students are exposed to a range of different social contexts, which can help them develop the confidence and fluency necessary to communicate effectively in the target language.

Conclusion

In conclusion, role play is a valuable pedagogical technique that has been used for many years in foreign language teaching to enhance students' learning experiences. The technique involves students playing out real-world or fictional scenarios while interacting with one another, thus providing them with the opportunity to practice communication and develop their speaking abilities. The act of role-playing can improve the values, problem-solving abilities, and

communication skills of learners, and it encourages interaction and motivation among students. Incorporating role-playing into classroom activities creates an engaging educational environment that facilitates language learning in students. The benefits of role play include generating student interest, increasing engagement, and providing instant feedback to both teachers and students. A successful role-playing activity requires well-defined roles and established communication protocols between the characters. Therefore, role-playing is an effective teaching strategy that can help students gain knowledge, skills, and experiences in a relaxed and enjoyable learning environment.

Chapter Two

Classroom Communication and Interaction

Introduction

Classroom communication and interaction play a vital role in creating a successful learning environment. According to Brown (2000), interaction lies at the core of communication, representing its essence. This implies that communication and interaction are closely intertwined, as the exchange of messages and the negotiation of meaning are outcomes derived from interactions among individuals. Moreover, effective communication between teachers and students, as well as among students themselves, is essential for ensuring that information is conveyed clearly and accurately. Interaction among students also helps to promote a collaborative learning environment, where students can learn from one another and develop important social skills. Classroom communication and interaction can take many forms, including verbal and nonverbal communication, group discussions, collaborative projects, and one-on-one interactions between teachers and students. A teacher's ability to effectively communicate and interact with their students can have a significant impact on student engagement, motivation, and academic success. Therefore, it is essential for teachers to understand the principles of effective communication and interaction, and to implement strategies that promote positive communication and interaction in the classroom.

2.1 The Concept of Communication

2.1.1 Definition of Communication

Communication is an essential part of human life, and it has evolved over time. It is the act of passing information from one person, group or entity to another by various means such as speech, writing, body language or technology. Communication is the prevalent modality by which individuals engage in interpersonal interaction. In other words, Communication can be viewed as either a dialogic system of inquiry and answer or as a collaborative process in which communicators actively participate in message building.

According to Miller (1988) the process of exchanging messages that facilitates the sharing of knowledge, attitudes, and skills among individuals is referred to as communication. Successful communication is essential for effective teaching, as explicit communication takes place when teachers and students interact.

2.1.2 Definition of Oral Communication

Oral communication specifically refers to the verbal exchange of information or ideas between individuals through spoken language. This style of communication can take place face to face or through the use of electronic equipment such as phones, video platforms, or radios. (Oral Communication, 2022). To put it simply, oral communication is a two-way process that requires the speaker to produce spoken words and the listener to understand them. It involves an interaction between two or more individuals through spoken language. The speaker transmits coded messages that must be decoded by the listener for effective communication to occur (Byrne, 1986, as cited in Beghoura, 2020).

2.1.3 Components of Communication Process

According to various researchers such as Sanchez (n.d.) and Redmond & Vrchota (2007), communication involves various components such as sender, message, encoding, channel, decoding, receiver, feedback, and context. Each component plays a vital role in ensuring effective communication. Understanding the components of communication is important in improving communication skills and building better relationships in different settings.

2.1.3.1 The sender

The source of communication is the sender, which can be an individual, a group, or an organization. The sender is primarily accountable for the effectiveness of the message. The

sender's message is influenced by their experiences, attitudes, knowledge, skills, perceptions, and culture.

2.1.3.2. The Encoding

To begin the communication process, the sender's first step is to encode the message. Encoding refers to the process of translating information into symbols that represent ideas or concepts, which is necessary to convey meaning. Through encoding, the sender creates a coded message that will be communicated to the receiver.

2.1.3.3 The message

Is what has been encoded by the sender, or the information or idea being conveyed by the sender to the receiver.

2.1.3.4 The channel

The sender employs a channel or medium to start transmitting the message. The channel serves as the means to convey the message and can be either oral, written, or visual. If a sender delivers a message through an ineffective channel, the message may not reach the intended recipients.

2.1.3.5 The Receiver

The receiver is the person or group of people to whom the message is addressed. Who must decode it to understand the information being conveyed.

2.1.3.6 The decoding

During the decoding stage of communication, the receiver interprets the message sent by the sender through the chosen channel. The receiver examines and assigns meaning to the symbols used in the message. Successful communication occurs when the receiver correctly interprets the message.

2.1.3.7 The Feedback

The ultimate step in the communication process is feedback, where the receiver responds to the message which indicates whether the message was successfully conveyed and understood.

These components are interdependent and must work together effectively for successful communication to occur.

2.1.4 The Effectiveness of Communicative Activities in Developing Oral Communication

2.1.4.1 Definition of Communicative Activities

Communicative activities are used to encourage and require a learner to speak with and listen to others, as well as with people in the program and community. These activities are designed to serve actual purposes such as acquiring information, overcoming obstacles, sharing personal experiences, and gaining knowledge of cultural practices (Activities to Promote Interaction and Communication, n.d.). Additionally, Engaging in these activities promotes interaction in the language classroom. Moreover, communicative activities have the potential to inspire learners and foster positive relationships between the teacher and students, as well as among students themselves, which creates a conducive atmosphere for language acquisition (Oradee, 2012).

2.1.4.1.1 Role Play

Role playing is a significant communicative task that provides a secure environment for students to practice the target language without fear of making mistakes. It enables them to gain practical experience in using the language in various situations and contexts. If it is exploited well, it can increase classroom authenticity by engaging learners in meaningful communicative tasks (Dovie, 2021). Moreover, Oradee (2012) argued that “this type of activity can encourage interaction among the students in the language classroom. Also could afford the opportunity for language practice.”

2.1.4.1.2 Classroom Discussions

Classroom discussion is a communicative activity that involves two or more people exchanging information and ideas in an interactive manner. In the context of education, classroom discussion is often used as a teaching method to facilitate learning and teach learners how to interact verbally with others (Larson, 2000). In addition, Classroom discussion is a mutual exchange of ideas between teachers and students, with the aim of developing the students' abilities and maintaining their understanding of concepts and instructional objectives. The focus of discussion is not only on the subject matter, but also on the contributions of the students themselves (Witherspoon et al., 2016, as cited in Laouni, 2022). Classroom discussions can take many forms, including whole-class discussions, small-group discussions, debates, and Socratic seminars. Each type of discussion has its unique benefits and challenges, and teachers should choose the appropriate type based on their learning objectives and the needs of their students.

2.1.4.1.3 Oral Presentations

An oral presentation is a type of communication in which a speaker uses spoken words to convey a message or information to an audience. It is usually characterized by limited time and occurs in an organizational setting. Živković (2014) stated that presentation techniques provide

students with an opportunity to acquire knowledge and skills necessary for effective communication as a lecturer, which can ultimately become their career path. A deep understanding of the subject matter combined with a positive attitude towards engaging with others can help them take pleasure in imparting knowledge in a meaningful way that benefits both themselves and their audience. This can be achieved through structured planning and organization of the presentation. Furthermore, Oral presentations can come in various forms, including lectures, skits, simulations, games, dramatized readings, interviews, or debates, among others. To enhance their presentation, students may also incorporate supporting materials like videos, MS PowerPoint presentations, overhead projections, posters, questionnaires, audio recordings, costumes, or props (Profweb, 2017).

2.2 Communication in the Classroom

Classroom communication differs from everyday communication in that its primary objective is to impart knowledge and provide information; it comprises both direct personal interactions and the necessary exchanges between all participants to facilitate effective learning within the classroom environment (Farrell, 2009, p.7). In the light of this, Powell and Powell (2010) argued that "all that happens in the classroom is created and sustained through the communication process. Lesson plan, teaching methods, discipline strategies, explanations and criticism of students' works occurs through the communication exchanges between teachers and learners" (p.4). Moreover, Communication in the classroom context can take different forms, such as verbal, nonverbal, and written, and it involves both sending and receiving messages. When teachers and students interact, explicit communication occurs, where the message is conveyed directly and unambiguously. Because it allows for feedback, questioning, and clarification, this type of communication is critical for promoting understanding and clarity in the learning process. In addition, English is the communication link in the classroom. The issue is

that not every child speaks English. When this occurs, the instructor must be able to reach the child at his or her level of knowledge and transfer him or her to the standard level of comprehension. Most teachers are incapable of doing what is required to reach this goal.(Johnson, 1999)

Furthermore, when teachers communicate effectively, they can help students to understand the material being presented and encourage them to ask questions or seek clarification when needed. Similarly, when students communicate effectively with their teachers and peers, they can demonstrate their understanding of the material and contribute to a positive learning environment. However, effective communication in the classroom is not always easy to achieve. Barriers to communication can include language differences, cultural misunderstandings, and even physical factors such as classroom noise or distractions. Teachers must therefore be skilled communicators, able to adapt their communication style and strategies to meet the needs of their students (Pham, 2020).

2.3 Types of Classroom Communication

There are two forms of communication, verbal and nonverbal Communication.

2.3.1 Verbal Communication

Verbal communication involves the use of words spoken or written to convey a message or information between two or more people. (Andrew et al., 2005) mention that “verbal ability refers to a person’s facility at putting ideas into words, both oral and written”. Overall, Verbal communication is a powerful tool, and it’s made even more powerful when paired with listening and nonverbal communication.

2.3.2 Non-Verbal Communication

When communication is done without words, it is considered to be nonverbal. However; it involves the use of body language, gestures, and facial expressions to convey a message or emotion. According to Johnson (1999) this type of communication is often accompanied by emotional expression. It is utilized when an individual struggles to articulate their thoughts using verbal language, when they want to convey a strong message, when honesty is of great importance, when trying to express emotional distress, and when the message being conveyed is complicated.

2.3 Factors Affecting Learners' Classroom communication

In many EFL classes there are some students eagerly seeking opportunities to speak and participate in class discussions, while others may be hesitant or even avoid communication altogether. This divide can have a significant impact on the effectiveness of language instruction and the overall classroom atmosphere. Understanding the factors that may affect learners' willingness to communicate is crucial for language teachers in order to create a supportive and engaging learning environment for all students (MacIntyre et al., 1998).

2.4.1 Lack of Motivation

In learning a language, motivation is a crucial concept with many facets. It is the internal energy that drives people toward achieving their goals. When students are not motivated enough to see the importance of communication in the target language, they may be less likely to engage in classroom discussions or participate in language activities. According to Pintrich & De Groot, (1990), the degree of involvement and tenacity in a task is associated with the learner's motivation. Learners who exhibit higher levels of motivation tend to persist through the challenging cognitive processes required for generating and structuring information. This was supported by Sasson (2019), as she stated that lack of motivation is identified by a lack of

passion and drive to complete a task. In other words, teachers must take emotional aspects into account because they might have a detrimental impact on students' motivation. Examples include low self-confidence, low self-esteem, high levels of anxiety, and considerable inhibitions. Furthermore, a student's willingness to learn and communicate can be hampered by a teacher's lack of assistance in the classroom and their attitude toward them (Rone et al., 2023).

2.4.2 Lack of Vocabulary

Lack of sufficient vocabulary might make it difficult for people to successfully communicate, since vocabulary is the core of any language and its communication process. According to Thompson (1993) a language's vocabulary is made up of words that are employed in that language. They are not fixed; they develop and grow over time, absorbing new terms from a variety of sources, including technology, culture, and other languages. In this context, Richard and Renandya (2000) asserted that vocabulary proficiency is a fundamental aspect of language competency as it reflects the learner's ability to communicate effectively through speaking, listening, reading, and writing. In other words, the greater the size and richness of an individual's vocabulary, the greater their opportunity to express themselves accurately and clearly.

2.4.3 Anxiety

Anxiety is often thought to be a reaction to a perceived risk or threat. It is a psychological and physiological reaction that people have when they anticipate or perceive potential danger, whether that harm is real or imagined (Beck & Emery, 1985). It is also defined by Spielberger (1983, p.1) as “the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system” (as cited in Stephenson, 2006). Overall, Anxiety can significantly impact communication in the classroom, hindering students' ability to effectively express themselves and engage in academic discussions.

2.5 Classroom Interaction

In the era of communicative language teaching, classroom interaction has emerged as a significant concern within the realm of English teaching and learning, it seems to have less attention in a foreign language context for middle school. However, Classroom interaction refers to the dynamic communication that takes place in a classroom environment. It involves communication between the students themselves as well as between the teacher and the students. The teaching and learning process is fundamentally impacted by this complex style of connection (Tsui, 1995).

The term interaction was defined by many scholars. According to Cambridge International Dictionary of English defines the verb 'to interact' as 'two or more people communicating with or reacting to each other'. Whereas, the latter, defines the noun 'interaction' as a 'reciprocal action or influence'. Therefore; Interaction extends beyond a mere sequence of actions and reactions. It encompasses the reciprocal engagement and mutual influence between individuals, where they actively respond to and impact one another.

Wegner (1994, p.8) holds that the word Interaction refers to the interplay of events involving multiple objects and actions that are reciprocally connected. It occurs when these objects and events exert a natural influence on each other. Moreover, (Allwright, 1984) states that interaction can be described as a collaborative process. It is the result of the collective contributions and engagement of all participants involved, challenging the traditional notion of individualistic "action." Furthermore, Interaction has a similar meaning in the classroom. It can be defined as a bidirectional process occurring between the participants involved in the learning experience. Both the teacher and learners mutually influence each other within this process (Dagarin, 2004). Similarly, Tsui (1995) declared that early accounts of classroom interaction primarily concentrated on the language employed by the teacher, particularly their use of

questions and the subsequent responses elicited from learners, as well as the teachers' feedback and how they allocated turns within the classroom.

Malamah-Thomas (1987) introduced a diagram illustrating CI that elucidates the dynamics between teachers and students within the classroom. In her depiction, she characterized classroom interaction as a sequence of actions and reactions, wherein learners receive feedback as a result.

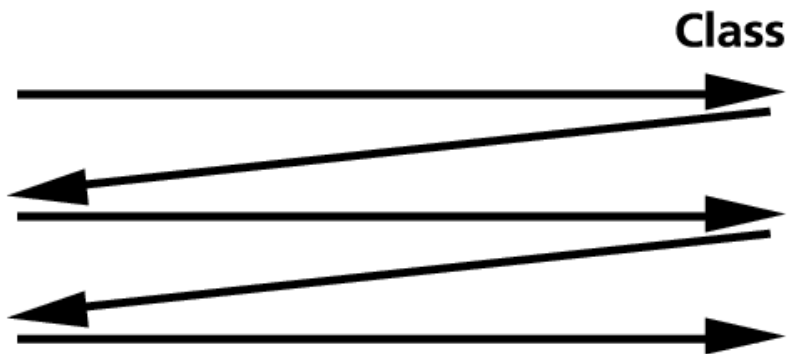


Figure 1 Classroom interaction (Malamah-Thomas, 1987, p. 7)

2.5.1 Types of classroom interaction

Classroom interaction can be broadly classified into two main types: Teacher-Learner Interaction and Learner-Learner Interaction. These two types encompass the various ways in which communication occurs within the classroom setting.

2.5.1.1 Teacher-Learner Interaction

It refers to the communication and exchange that occurs between the teacher and the students in an educational setting. The teacher assumes the responsibility of facilitating and supporting the students' learning process. They act as a guide, engaging in negotiations with students regarding the course content, posing questions, incorporating student perspectives,

delivering lectures, providing directions, offering critiques, and justifying student responses during discussions (Bounab, 2021). This interaction is not limited to the teacher imparting knowledge but also includes active participation from the learners. Students engage in discussions, ask questions, seek clarification, and contribute their thoughts and perspectives.

TLI encompasses diverse modes of communication, including verbal exchanges, written communication, and non-verbal cues. Within the realm of verbal practices, specific dimensions contribute to this interaction, such as teacher talk, teacher questions, error correction, student responses, and student questions. These factors significantly influence how the teacher manages the classroom and communicates with the students, as well as how the students respond to these interactions (Sundari, 2017).

2.5.1.2Learner-Learner Interaction

Learner-learner interaction refers to the communication and engagement that takes place among the learners themselves in the classroom setting. It involves interactions, exchanges, and collaborations between peers during the learning process. According to Dagarin (2004), this type of interaction has two forms which are pair work and group work.

a. Pair work

This form of interaction is referred to as "pair work," or learner-learner interaction, that occurs between two learners where they collaborate in pairs to complete assignments. The teacher assumes the role of a consultant or advisor, offering assistance as needed.

b. group work

Another type of classroom interaction is known as "group work." Similar to pair work, the teacher serves as a consultant, providing guidance to individual groups. As a follow-up activity, each group reports on their work, allowing for sharing and discussion within the larger group.

Moreover, Naegle (2002) confirmed the importance of LLI and she says that “talking students with their peers about the content of the course is a powerful way for them to reinforce what they have learned (p.128). Similarly, Johnson (1995) adds that well-structured and effectively managed learner-learner interaction holds significant potential for promoting cognitive development, educational achievement, and the emergence of social competencies among students. It also facilitates the development of learners' capacities through collaborative work.

2.5.2 Aspects of Classroom Interaction

Classroom interaction encompasses two primary aspects that are essential for effective communication and learning: negotiation of meaning and feedback.

2.5.2.1 Negotiation of Meaning

In the classroom, negotiation of meaning refers to the process through which participants collaboratively work to ensure understanding and clarity in their communication. According to Ellis and Barkhuizen (2005), negotiation of meaning can be described as the process in which individuals engage in conversational exchanges to avoid or resolve communication barriers that may arise during interactions (166-167). That is to say, Students and teachers engage in exchanges that involve clarifying misunderstandings, seeking and providing explanations, asking for and giving examples, and verifying comprehension.

Moreover, Tracy (2013, p.2) emphasized the significance of negotiation as a crucial aspect of our interactions, both in personal and professional contexts. It plays a vital role in establishing relationships and fostering collaboration. In an educational setting, when students encounter difficulties understanding certain parts of a lesson, this form of negotiation occurs. They may seek clarification from their peers or the teacher to enhance their comprehension and gain a better understanding of the topic at hand.

2.5.2.2 The Role of Feedback

Feedback plays a crucial role in classroom interaction as it provides information about students' performance, progress, and areas for improvement. According to Mackey (2007, p.30) “Through interaction that involves feedback, the attention of the learners are paid to the form of errors and are pushed to create modification” (as cited in Guesbaya, 2015). This process of interaction and feedback serves as a mechanism to help learners recognize and address errors in their language use. By providing feedback, whether from the teacher or peers, learners become aware of their linguistic inaccuracies or weaknesses, enabling them to make necessary adjustments and improvements.

Harmer (2007, p.142) emphasizes that the response to student performance is not a one-size-fits-all approach, but rather a nuanced process that considers multiple factors. One crucial aspect to consider is the stage of the lesson, as different stages may require different approaches to addressing student performance. For example, during the introduction of a new concept, the focus may be on providing clear explanations and modeling correct usage, while during practice activities, feedback may be more targeted towards specific errors or areas of improvement(as cited in S. Hamdi,2019).

2.5.3The Importance of Classroom Interaction

Classroom interaction holds great importance in the educational context, contributing to the overall learning experience and fostering a suitable environment for student development.

Here are some key reasons highlighting the significance of classroom interaction:

2.5.3.1 Active Engagement

Classroom interaction encourages students to actively participate in the learning process. It promotes engagement, curiosity, and a sense of ownership over their education. By interacting with teachers and peers, students have the opportunity to ask questions, express their ideas, and

contribute to discussions, thereby deepening their understanding of the subject matter. According to Woolfolk and Galloway (1985, pp.77-78), the creation of a joyful learning environment characterized by reciprocal mutual understanding is believed to be influenced by the learners themselves. It is suggested that learners can contribute to this atmosphere by being motivated and actively participating in classroom activities.

2.5.3.2 Improved comprehension

By engaging in classroom interactions, students have the opportunity to seek clarification, ask questions, and receive immediate feedback from their teachers and peers. This interaction helps them overcome misconceptions, address gaps in understanding, and deepen their comprehension of the subject matter. Moreover, by providing comprehensible outputs in response to comprehensible input from professors, it enables students to increase their level of participation during a course session (Chaa, 2017).

2.5.3.3 Social and emotional development

Classroom interaction nurtures social and emotional development by fostering positive relationships and building a sense of community. Students learn to work collaboratively, respect diverse viewpoints, and develop empathy towards their peers. As Wells (1981) stated that exchanges serve as the fundamental building blocks of discourse, constituting the core of linguistic interaction. This collaborative activity involves the creation of a triangular relationship among the sender, the receiver, and the situational context (p. 46-47).

2.5.3.4 Increased engagement and motivation

Students become more engaged and motivated to learn when they participate actively in classroom interactions. A friendly and inclusive learning environment can be created through interaction between teachers and students. Students gain a sense of ownership over their learning by actively participating in conversations and activities, which increases motivation and

academic success. However; the teacher has the ability to inspire students by fostering a sense of involvement, particularly in conversations. Furthermore, the teacher can motivate students to take responsibility for their own language development. Within the classroom, the teacher encourages student interaction and participation by providing ample opportunities and time for students to express themselves. This is facilitated through well-designed activities and appropriate linguistic content (Bicha 2016).

Conclusion

In conclusion, classroom communication and interaction are essential components of the educational process. Effective communication between teachers and students, as well as among students themselves, creates a dynamic learning environment that promotes engagement, understanding, and growth. Through meaningful exchanges of information, ideas, and perspectives, classroom communication facilitates the transmission and acquisition of knowledge. It allows students to express their thoughts, ask questions, and receive feedback, fostering a collaborative and interactive learning experience. Classroom interaction, whether through teacher-led discussions, group work, or pair activities, encourages active participation and the development of critical thinking skills. It promotes peer-to-peer learning, as students engage in dialogue, negotiate meaning, and construct knowledge together. Furthermore, classroom communication and interaction play a crucial role in the social and emotional development of students. By creating a supportive and inclusive atmosphere, communication fosters positive relationships, empathy, and a sense of belonging, enhancing overall well-being and engagement in the learning process.

Chapter Three

Fieldwork and Data Analysis

Introduction

This chapter is designed to analyze the results obtained about the research under investigation "The Impact of Utilizing Role Play Technique in Enhancing Classroom Communication and Interaction among middle school pupils." In this study, the primary focus is on the perspectives and opinions of both teachers and learners, who serve as the key variables. Their viewpoints are crucial for testing the stated hypothesis and the most suitable and effective means of investigation is through the implementation of teacher questionnaires and student interviews. The first section of this chapter includes details on the study's methodology, such as the study population, sampling, and data collection tools. Conversely, the second part focuses on the analysis and interpretation of the gathered data from the research instruments.

3.1 The Research Methodology

3.1.1 Population and Sample

The population of this research is third year pupils at Ben Amara Abdelhafidh middle school. In addition to English language teachers from 2 middle schools; Ben Amara Abdelhafidh and 17 October 1961.

❖ EFL pupils' sample

A population of ninety (n=90) third year students at Ben Amara Abdelhafidh middle school, the researcher worked with fifteen (n=15) pupils as a sample, with an average age of 14 years. The participants in this work are picked at random to take part in an information-gathering interview. The selection of such sample was based on the consideration that third year MS pupils have already experienced the concept of Role Play with their teachers. Moreover, those pupils are the most motivated and collaborative to participate and we were interested in understanding their views.

❖ **EFL teachers' sample**

The teachers' sample is contained of six (n=6) EFL teachers of the middle level, three teachers were from Ben Amara Abdelhafidh middle school and three teachers from 17 October 1961 middle school. All of them are expert teachers have varied teaching experience.

3.1.2 Data collecting tools

The data collection tools utilized in this study encompasses a combination of questionnaires for teachers and interview with pupils. These tools were carefully selected to gather valuable insights and opinions from both groups, enabling a comprehensive understanding of the role play technique's impact on classroom communication and interaction.

3.1.2.1 The pupils' interview

3.1.2.1.1 Definition of Interview

An interview is a research method that involves a conversation between an interviewer and a participant, with the purpose of gathering information and insights on a specific topic. According to Kvale (2007), "An interview is a conversation with a purpose, which attempts to elicit knowledge, experiences, attitudes, opinions, and feelings from the interviewed person, through oral communication." (p. 14).

3.1.2.1.2 Aims of the interview

The pupils' interview is intended to investigate their opinions about the use of Role Play in their classroom, and whether this technique can foster their communication and interaction within the classroom. It also aims to know their thoughts about the use of this teaching technique in EFL classes and its benefits.

3.1.2.1.3 Description of the interview

The first instrument opted in this research is the pupils' structured interview. This type of interview is where the interviewer asks a predetermined set of standardized questions to all candidates in the same order. The questions are carefully designed to assess specific needs of the research. The goal of a structured interview is to gather consistent and comparable information from all candidates, allowing for a fair and objective evaluation process.

The interview was guided by clear instructions and explanations that helped them to collaborate. It is necessary to precise that the interview was done in May 2023 in Ben Amara Abdelhafidh Middle School. The structured interview does not exceed half an hour to complete it. Moreover, necessary explanations and clarification were provided, all questions were explained well using both Arabic and English to facilitate their understanding, and then they started answering the provided questions with enthusiasm. It consists of six open ended questions which are formed to get more insights and information about:

- ❖ Pupils' prior experience with Role Play.(Q1)
- ❖ Group works or individual works.(Q2)
- ❖ Pupils' opinions about the effect of role play on improving relationships between classmates.(Q3)
- ❖ Pupils' opinions about the effect of role play on improving the speaking and communication skills.(Q4)
- ❖ Role play and fun learning.(Q5)
- ❖ Pupils' suggestions for teachers.(Q6)

3.1.2.1.4 Interview results presentation

Question One:

Have you ever participated in a role-playing activity in class before? If so, can you tell me about it?

This question intends to find out the respondent's past experience with role-playing activities within an educational setting. It aims to gather information on whether the individual has engaged in such activities and encourages them to provide details and insights about their specific experience. This question serves the purpose of assessing the respondent's familiarity with role-playing activities in an educational context. The majority of pupils said yes they have experienced role play except three pupils said they have not participated in such activity before.

The following table shows the pupils' responses.

responses	participants	percentages
They said No	03	20%
They said Yes without any description	01	6.67%
They said that RP is fun and motivated	04	26.67%
They gave examples such as: RP about jobs (doctor vs. patients...)	05	33.33%
They said that RP helps them to communicate with classmates	02	13.33%
Total	15	100%

Table 1: students experience with role play

Based on the results above, it is noticed that the majority of pupils enjoy this activity and found it useful for them.

Question 02:

Do you prefer to do group or individual works within the classroom?? Why?

This question aims to gather insights into the respondent's preferences regarding collaborative group work versus independent individual work in an educational setting. It seeks to understand the reasons behind their preference and encourages them to provide a rationale for their choice.

Based on the findings provided, it can be observed that the majority of pupils (93.33%) prefer group work activities, with only one pupil (6.67%) expressing a preference for working individually due to finding it more comfortable. The table highlights some common reasons cited by students for their choices.

Work in group	Work individually
<ul style="list-style-type: none"> ➤ Enjoyable and fun ➤ Develop communication abilities ➤ Exchange opinions and ideas ➤ Correct each others' mistakes ➤ Increase motivation ➤ Reducing the effort of individuals ➤ Develop the spirit of competition ➤ Increase collaboration between pupils ➤ Reinforcement the relationships 	<ul style="list-style-type: none"> ➤ More comfortable.

Table 2: group work or individual work

Overall, the findings indicate that group work is generally favored by the pupils interviewed, primarily due to the enjoyment, communication development, idea exchange, motivation, and collaborative aspects it offers. However, it's important to consider the preferences and comfort levels of individual pupils, as some may thrive in individual work settings.

Question 03:

Do you think role-playing can help you build better relationships with your classmates?

This question aims to explore the respondent's perspective on the potential impact of role-playing activities in fostering positive relationships among classmates. It seeks to understand whether the individual believes that engaging in role-playing exercises can contribute to building stronger connections and interactions within the classroom.

The findings indicate that all respondents (100%) believe that role-playing can help build better relationships among classmates. Several reasons were provided by the respondents to support their belief.

One common reason mentioned is that role-playing encourages and facilitates conversations between students. By engaging in role-playing activities, students are actively involved in interactions and discussions with their classmates. This increased interaction provides opportunities for students to get to know each other better, share ideas, and develop stronger relationships. Another reason highlighted is the creation of a friendly classroom atmosphere through active involvement and enjoyment. When students are having fun and actively participating in role-playing activities, it contributes to a positive and welcoming environment. This positive atmosphere can foster camaraderie, encourage collaboration, and enhance relationships among classmates.

Question 04:

How do you think role playing can help you improve your speaking and communication skills?

This question aims to explore the respondent's perspective on the potential benefits of role-playing activities in enhancing speaking and communication abilities. It seeks to understand the individual's beliefs regarding the impact of role-playing exercises on their oral communication skills and how they perceive the connection between role-playing and skill improvement.

Most of EFL pupils respond to this question by stating the following reasons behind that role play can improve the speaking and communication skill:

- One common reason mentioned is the acquisition of new vocabulary. Engaging in role-playing activities exposes learners to different scenarios and contexts, which can expand their vocabulary and improve their ability to communicate effectively with others.
- Another reason highlighted is the increased confidence in speaking. Through continuous participation in role plays, pupils become more comfortable expressing themselves and speaking freely without fear. This increased confidence can positively impact their speaking and communication skills.
- The enhancement of competition and challenge among pupils was also mentioned as a factor. Role-playing activities often involve a sense of competition or challenge, motivating learners to actively participate and speak more. This desire to excel in the role-playing exercises can lead to improved speaking skills.
- Listening to others who are more fluent in speaking was mentioned as a way to develop speaking skills through role-playing. Pupils can learn from their peers who speak fluently and incorporate their speaking techniques and fluency into their own practice.
- The respondents also mentioned the value of self-correction and improvement through role-playing. By actively participating in role plays, learners can identify their mistakes

and work on correcting them. This reflective practice allows learners to continually improve their speaking skills.

Question 05:

Do you think role-playing can be a fun way to learn? Why or why not?

This question is asked to know whether EFL pupils find role play as fun and enjoyable activity in learning.

As we expected the entire number of participants (100) believe that RP can be a fun way to learn. They provided the following common reasons classified in this table below.

responses	participants	percentages
They enjoy it as a game , generally games are fun	05	33.33%
It makes them enjoy studying and the session it self	02	13.33%
Such activity is rarely boring	01	6.67%
Improve language skills such as speaking, listening ...	02	13.33%
Gaining new ideas and information that they did not know before	02	13.33%
Dealing with multiple individuals in class, this may eliminates boredom	03	20%
Total	15	100%

Table 3: role play as a fun way of learning

Overall, the findings demonstrate a unanimous agreement among the participants that role-playing can be a fun way to learn. The reasons provided highlight the enjoyment factor, the improvement of language skills, the acquisition of new ideas, and the elimination of boredom as key factors supporting this belief.

Question 06:

What do you think teachers can do to make this activity more fun and helpful for you?

The interview is concluded by this last question which seeks to find out the pupils' suggestions and preferences regarding how teachers can optimize the learning through the use of role play by making it more engaging, enjoyable, and beneficial for the learners. They answered to this question by providing suggestions are listed below.

- ✓ Provide appropriate materials inside the classroom to ensure the success of this method.
- ✓ The themes of the role plays should be interesting and informative for the learner at the same time.
- ✓ The good organization of pupils and their roles.
- ✓ The teacher should play the role of an encourager and mentor at the same time, correcting mistakes and providing feedback.
- ✓ Maintaining and repeating it when the necessary time is available and making it part of the course if possible.

3.1.2.2 The Teachers' Questionnaire

3.1.2.2.1 Definition of Questionnaire

A questionnaire is a research instrument consisting of a set of questions or items designed to gather data from participants in a standardized manner (Bryman, 2016). It is a common method used in surveys and quantitative research to collect information about various aspects, opinions, behaviors, or characteristics of a population or sample.

3.1.2.2.2 Aims of questionnaire

The general aim of the questionnaire is to gather information and insights from EFL teachers about whether the use of role play technique in middle school can enhance pupils' classroom communication and interaction. The questionnaire aims to explore their perspectives about language skills, classroom communication, learners' interaction, and the effectiveness of role play technique. It seeks to provide a comprehensive understanding of the challenges, preferences, and opinions of EFL teachers in order to inform and enhance language teaching practices in middle school settings.

3.1.2.2.3 Description of questionnaire

The second instrument opted in this research is the teachers' questionnaire. This questionnaire consists of nineteen (19) questions which are closed questions requiring to choose « yes » or « no » answers, and open- ended questions where teachers are asked to give explanations or suggest other alternatives, in addition to multiple-choice questions which include a set of answers or choices in which the responder can choose one answer or more. The questionnaire is distributed to a group of six middle schools EFL teachers from two middle schools in Sidi okba , wilaya of Biskra ; 03 were from Ben Amara and 3teachers from 17 October 1961 middle school. They were very cooperative in that they handed back the answered copies in less than a week. The questionnaire divided into four (04) main sections which are explained further below.

Section One: General information

This part consists of two questions that seek general information about the targeted teachers. It contains two items; their educational degree and the length of time they have been teaching English.

Section Two: language skills

This section consists of two questions; the first one (Q3) seeks to identify which language skill (listening, speaking, reading, and writing) is considered more important in the English session according to the participants. The second one (Q4) is to determine which language skill is perceived as difficult to teach by the teachers.

Section Three: Classroom communication and Interaction

This part is composed of ten multiple choice, close -ended and open -ended questions (Q5 to Q13). These questions explore various aspects related to classroom communication and interaction. The aim is to gain insights into the challenges faced by teachers when teaching oral communication, the problems students encounter in classroom communication that may affect their interaction and participation in the classroom, and the strategies employed to promote successful communication.

Section four: Role Play Technique.

This section of the questionnaire focuses on the role play technique in English as a Foreign Language (EFL) classes (Q14 to Q19). The aim is to gather insights into teachers' perspectives on the effectiveness of role play, its implementation, its impact on student motivation, enhancement of English language skills, and the difficulties faced when using this technique.

3.1.2.2.4 Questionnaire results presentations

1. Section One: General information

Q1:*Please, indicate your educational degree.*

option	Respondents	Percentage
a.BA (License)	4	66.67 %
b.MA(Magister/Master)	2	33.33%
Total	6	100%

Table 4: Teachers' Degree

As the table shows that the highest percentages (66.67 %) of participants have the License degree. Otherwise (33.33%) of the teachers participants in this study have a Magister/Master degree.

Q2): *How long have you been teaching English at the Middle School?*

T1: Twenty years

T2: Thirty years

T3: Thirty years

T4: Fifteen years

T5: Fourteen years

T6: Fifteen years

This question was addressed to teachers to investigate how many years they have been teaching English at Middle schools. As the result shows that the majority of teachers have an experience in the field of teaching, which in fact helps the quality of our research results.

2. Section Two: language skills

Q3: *according to you, which of the four skills is given much more importance in the English session?*

Option	Respondents	Percentage
a-listening	0	0%
b-speaking	2	33.33%
c-reading	0	0%
d-writing.	0	0%
e- all of them	4	66.67%
Total	6	100%

Table 5: Most important language skills

According to the given results, among these respondents, two individuals, accounting for (33.33%) of the total, believed that speaking skills were given much more importance. On the other hand, none of the respondents indicated that listening, reading, or writing skills were emphasized more. However, a majority of four respondents, representing (66.67%) of the total, felt that all of the skills (listening, speaking, reading, and writing) were equally important in the English session. Based on this data, it can be inferred that there is a slight preference for speaking skills in the English session.

Q4) as a teacher at middle school, which of the four skills is difficult to be taught?

Option	Respondents	Percentage
a-listening	2	33.33%
b-speaking	1	16.67%
c-reading	0	0%
d-writing.	3	50%
Total	6	100%

Table 6: Most difficult skill to be taught

Table 6 shows that among the respondents, two individuals, representing (33.33%) of the total, indicated that teaching listening skills is challenging. One respondent, accounting for (16.67%) of the total, mentioned that teaching speaking skills is difficult. None of the respondents identified reading skills as problematic. However, three participants, representing 50% of the total, stated that teaching writing skills is challenging. Based on this data, it can be concluded that the skill perceived as the most difficult to teach among the four skills (listening, speaking, reading, and writing) is writing.

3. Section Three: Classroom communication and Interaction

Q5) what do you find most difficult for teaching oral communication?

Option	Respondents	Percentage
a. Fluency	0	0%
b. Accuracy	0	0%
c. Pronunciation	3	50%
d. Vocabulary	1	16.67%
e. Grammar	0	0%
f. All of them	2	33.33%
Total	6	100%

Table 7:oral communication difficulty

As it is shown by Table 7 above, none of the respondents selected fluency, accuracy or grammar as the most challenging factor. However, three participants, accounting for (50%) of the total, identified pronunciation as the most difficult aspect to teach. One respondent, representing (16.67%) of the total, mentioned vocabulary as the primary challenge. Finally, two participants,

representing (33.33%) of the total, believed that all of the mentioned aspects are equally challenging when teaching oral communication. As a result, it is essential for teachers to consider these challenges and tailor their instructional approaches to address the specific needs of their students in order to enhance their oral communication abilities.

Q6) *In your opinion, what are the problems students most face in classroom communication?*

This was an open question for teachers to state their subjective perspectives and insights on the difficulties students commonly encounter when engaging in communication within the classroom setting. The teachers' answers to this question come from their observations, personal experiences, and interpretations during their teaching career. Here are some common challenges that they noted.

- One significant problem is inhibition caused by shyness, anxiety, and stress. Many students feel hesitant and lack confidence, which limits their willingness to speak up and contribute to discussions.
- Another issue arises when the chosen topic does not interest the pupils.
- Additionally, language barriers can impede communication when students prefer to use their mother tongue or face challenges in expressing themselves in a non-native language.
- Lastly, the learning environment plays a crucial role, as factors such as classroom size, distractions, and lack of inclusivity can negatively impact students' communication experiences.

Q7) *what are the activities you focus on most to create a successful communication?*

Option	Respondents	Percentage
a. Discussion	0	0%
b. Presentations	0	0%
c. Role-plays and simulations	0	0%
d. Debates	0	0%
a-c	2	33.33%
b-c	4	66.67%
Total	6	100%

Table 8:activities for successful communication

The findings indicate that none of respondents select one option alone .However, it can be observed that a total of (66.67%) of the participants (4 out of 6) preferred a combination of presentations and role-plays and simulations as the activities they focus on most to create successful communication. On the other hand, (33.33%) of the participants (2 out of 6) chose a combination of discussions, and role-plays and simulations. It is worth noting that different educators and classrooms may employ a variety of activities and strategies to foster successful communication based on their unique teaching styles, student preferences, and learning objectives.

Q8)*Do you think that classroom interaction is important in learning a foreign language?*

Options	N	%
Yes	6	100%
No	0	0%
Total	6	100%

Table 9: importance of classroom interaction

It is commonly accepted that in order to learn a language you have to interact and communicate with others in order to share knowledge, information, and learn effectively. According to the Table all the respondents (100%) agreed that classroom interaction is important in the process of learning a foreign language. None of the participants chose the option "No."

This unanimous agreement suggests a strong consensus among the respondents regarding the significance of classroom interaction for foreign language learning.

Q9) Do you encourage your students to work collaboratively?

Options	N	%
Yes	6	100%
No	0	0%
Total	6	100%

Table 10 :working collaboratively

This item aims to understand whether teachers actively promote collaborative learning among their students, where teachers are requested to answer “Yes” or “No”. As we can see that all EFL teachers (100%) answered “Yes”, they encourage their students to work collaboratively since this method has numerous benefits to learners, fostering their learning and development in various ways.

Q10) how often do you allow your students to interact with each other?

Options	N	%
a. Always	3	50%
b. Sometimes	3	50%
c. Never	0	0%
Total	6	100%

Table 11: The Frequency of Students Interaction

The results indicate that there is an even distribution among the respondents in terms of how often they allow their students to interact with each other. The options "Always" and "Sometimes" received an equal percentage of (50%), while none of the participants selected the option "Never."Therefore, this suggests that the respondents generally recognize the importance of student interaction in the learning process. Half of the participants reported that they always encourage their students to interact with each other, while the other half indicated that they do so

sometimes. Thus, the results reflect a positive trend, as they demonstrate a commitment to promoting student engagement and collaboration within the classroom.

Q11) Do your students enjoy this type of interaction (Learner-Learner interaction)?

Options	N	%
Yes	5	83.33%
No	0	0%
Somehow	1	16.67%
Total	6	100%

Table 12: Teachers' Perception of Pupils' *Learner-Learner interaction*

From the above results indicate that the majority of respondents (83.33%) reported that their students enjoy learner-learner interaction. None of the participants selected the option "No," indicating that no respondents believed that their students did not enjoy this type of interaction. In addition, one participant (16.67%) chose the option "Somehow," suggesting that there may be some variability in how students respond to learner-learner interaction.

Q12) Do your students face problems when participating in the classroom?

Options	N	%
Yes	5	83.33%
No	1	16.67%
Total	6	100

Table 13: participating problems

The results indicate that the majority of respondents (83.33%) reported that their students face problems when participating in the classroom. Moreover, only one participant (16.67%) selected the option "No," suggesting that their students do not face problems when participating.

Q13) If the answer is yes, what are the reasons that reduce their interaction?

The teachers here provide us with the most reasons that may reduce their pupils' interaction according to their opinions.

- They may have lack of vocabulary
- Maybe they are not interested in the topic
- Shyness and low self-confidence.
- They are not motivated
- In some cases, a few dominant individuals may monopolize the conversation, leaving less space for other students to participate.

4. Section four: Role Play Technique

Q14) *Do you think that role play is an effective technique to be adopted in EFLClasses?*

options	N	%
Yes	6	100%
No	0	0%
Total	100	100%

Table 14: teachers' perspective about role play

The results summarize that all teachers (100%) believe that role play is an effective technique to be adopted in EFL (English as a Foreign Language) classes. This technique is

considered a suspense factor, providing an interactive and engaging way for students to practice and apply language skills in real-life contexts.

Q16) Do you use role-plays in English courses?

If no, please say why?

Option	Respondents	Percentage
Yes	6	100%
No	0	0%
Total	6	100%

Table 15: EFL teachers' use of Role-play in EFL Classes

It is clear from the Table that all EFL teachers (100%) use role-play in EFL classes. Due to its importance to the students, teachers try to include this activity into the classroom and most pupils enjoy it and find it an interactive and motivated activity.

Q17) In your opinion, how role play can be effective in enhancing English level?

Option	Respondents	Percentage
a. It increases pupils' motivation and interaction	2	33.33%
b. It encourages creativity and improvisation	0	0%
c. It overcomes shyness/anxiety	1	16.67%

a-c	1	16.67%
a-b	2	33.33%
Total	6	100%

Table 16: the effectiveness of role play

The results suggest that respondents hold varying opinions on how role play can be effective in enhancing English proficiency. Option a, which states that role play increases pupils' motivation and interaction, received a percentage of (33.33%), with two participants selecting this option. Option b, which states that role play encourages creativity and improvisation, did not receive any responses. Option c, which suggests that role play can overcome shyness/anxiety, was chosen by one participant, accounting for (16.67%) of the responses. When considering the combined options, a-c received (16.67%) of the responses, indicating that some participants believe role play can be effective in enhancing English proficiency through increased motivation, interaction, and overcoming shyness/anxiety. Option a-b, chosen by two participants, received (33.33%) of the responses, suggesting that these respondents see the effectiveness of role play in enhancing English proficiency through increased motivation and creativity/improvisation.

Q18)*In your opinion does role play enhance the communication and interaction of students in the classroom ?*

Please, justify your answer

Option	Respondents	Percentage
Yes	6	100%
No	0	0%
Total	6	100%

Table 17: teachers' opinion about role play can enhance communication and interaction

The findings show that (100%) of respondents think role play improves student communication and interaction in the classroom. As a result, Role Play promotes interaction among students, as they collaborate, negotiate, and exchange ideas while assuming different roles and perspectives.

In this question, we asked teachers to justify their answers. Therefore, the following reasons explain their choices:

- ✚ Yes, because it involves discussions and debates so the pupils communicate with each other.
- ✚ Because practicing role play helps the learners to learn more about dialogues.
- ✚ Because role play helps the learners to use the language to communicate and correct each others' mistakes.
- ✚ It improves language skills, students practice empathy and perspective talking.
- ✚ It allows students to see themselves and their weaknesses and strengths.
- ✚ They use all of their senses during the role play.
- ✚ Role play motivates learners to participate and interact during the lesson.

Q19) *what are the difficulties that you face when you use Role Play technique?*

Option	Respondents	Percentage
a- Assessing each student alone	1	16.67%
b- The choice of topics	0	0%
c- The classroom can be noisy	2	33.33%
d- The classroom can be small	0	0%
e- All of them	3	50%

Total	6	100
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Table 18: the difficulties that teachers face

As it is obvious, half of teachers (50%) choose all the suggested options, which are stated in the table as the main difficulties that teachers face during using role play in the classroom. However, only one chooses option (a) which involves assessing each student alone, while option (b) and (d), which relates to the choice of topics and the classroom being small, did not receive any responses (0%), suggesting that the participants do not perceive this as a significant difficulty when using the Role Play technique. Moreover, Option (c), stating that the classroom can be noisy, was selected by two teachers, representing (33.33%) of the responses. This suggests that managing noise levels and maintaining an ideal learning environment during role play activities can be challenging.

Additionally, some teachers provided other role play problems which are as following:

Others:

- ✚ The lack of visual aids.
- ✚ There is not enough time.
- ✚ Many pupils can not engage in this activity due to the lack of time.
- ✚ Students waste time playing irrelevant roles and they can sometimes act out bad behaviors.
- ✚ Learners level
- ✚ Luck of vocabulary

3.1.3 Interpretation and Data Analysis

In this part of the work, the researcher provides a discussion of the main results. The Pre-mentioned hypotheses at the beginning of this research work. First, ‘Role play can be an effective technique to enhance classroom communication and interaction if it is carefully

employed in the EFL classroom. Second, there are many reasons that hinder pupils 'classroom communication interaction. Third, the use of role plays in middle schools can enhance pupils' motivation to learn the FL and increase their language level. In order to answer the research questions, the researcher uses two research instruments (interview and questionnaire) for collecting data from both EFL pupils and EFL teachers in order to explore their validity.

3.1.3.1 The Interview Discussion and Data Analysis

The obtained data from pupils' interview have provided us with wide range of rich information that is beneficial to answer some of our research questions that are intended to be investigated. The findings from the interview indicate that a significant majority of the interviewed pupils (80%) have participated in role-playing activities in the past, highlighting their familiarity with this teaching method. Among those who have engaged in role-playing, (26.67%) expressed that it is fun and motivating. Additionally, (33.33%) provided specific examples of role-playing scenarios, indicating the diverse application of this technique, while (13.33%) mentioned that role-playing helps them communicate with their classmates. Moreover, a large majority of the pupils (93.33%) expressed a preference for group work, citing reasons such as enjoyment, communication development, idea exchange, motivation, and collaboration. Furthermore, all participants (100%) agreed that role-playing can help build better relationships among classmates, with reasons including increased interaction, a friendly classroom atmosphere, and camaraderie. The respondents also believed that role-playing can improve speaking and communication skills, with mentioning some reasons behind their beliefs; the acquisition of new vocabulary help to enhance communication , also the enhancement of competition and challenge among pupils was also mentioned as a factor. Additionally, the speaking abilities can be developed by listening to more fluent peers, and all this can happen through practicing the role play task. Finally, the pupils provided suggestions for teachers to make role-playing activities

more effective, such as providing appropriate materials, interesting and informative themes, good organization of roles, being an encouraging mentor, and incorporating role-playing consistently into the curriculum if possible. From this interview data we noticed that the pupils are aware and familiar about role play method, most of them show their preference to such teaching technique. Also the majority believed that role play helps them to be active , gain new vocabulary, enhance classroom communication and makes them interact more with their teacher and with their peers .Thus all the opinions were positive. However, we must not forget that each individual has his own way of learning. So we must not be certain that all middle school pupils prefer this type of activity. For example, there are sociable extrovert pupils who like group work and mixing with other people, and on the other hand there are also those who have an introverted personality and prefer individual work and find it more useful and allow them to gain good learning results.

3.1.3.2 The Questionnaire Discussion and Data Analysis

From the first section of the questionnaire we discovered that we are dealing with teachers who have long time in the field of teaching. This indicates that they have a lot of experience and expertise in this field, and all results obtained will be based on their extensive involvement in the domain. Concerning the second section which is about language skills. We wanted to know the language skill which is considered the most important in teaching a FL, also among the four skills which are the most difficult in teaching. Generally , all language skills are important for learning a FL, and their difficulty varies due to some factors such as the level of the students , the nature of the learning environment as well as the objectives of the lesson that is offered . This was confirmed with our sample teachers, the majority believed that all language skills are equally important in the English session, in addition to the rest of them emphasis on speaking skill.

In the third section of the questionnaire we explored various aspects related to classroom communication and interaction. First, we begin with asking the teachers about the difficulties they find most challenging when teaching oral communication for their pupils, according to (50%) of them was pronunciation . while (16.67%) said vocabulary , this means that the lack of vocabulary and pronunciation constitute an obstacle for teachers to teach pupils how to communicate properly. Moreover, vocabulary is very important for any FL speaker because it enables them to form sentences through which they can communicate with other people. Also, the correct pronunciation of words facilitates the communication process; enabling the speakers to understand each other, and thus the communication process takes place successfully. Second, when we asked the teachers about the difficulties that students commonly face in classroom communication, they reported: anxiety and shyness, lack of interest in the topic, language barriers and the impact of the learning environment and so on. These challenges highlight factors that can impede effective communication in the classroom and should be considered when designing instructional strategies. Regardless of these problems, we discovered that teachers carry out several activities inside the classroom in order to improve communication between pupils. Role plays and presentations were among the most preferred activities by the teachers .Therefore, these findings underscore the importance of incorporating diverse activities to promote successful communication, taking into account learners' preferences and learning needs. In addition, it is widely acknowledged that in order to acquire language skills, one must engage in interaction and communication with others to exchange knowledge, information and facilitate effective learning. The unanimous agreement among EFL teachers support this idea, and thus they encourage their students to interact with each other and work collaboratively. Most of their pupils like this type of interaction (learner –learner interaction) and find it enjoyable and engaging. Despite the teachers' emphasis on the significance of interaction and communication within the classroom, most of

them said that their students have problems that may reduce their activity and interaction in the classroom.

Concerning section four where we focused on the teachers' perspectives and opinions on the effectiveness of Role Play in EFL classrooms. The data results reveal that all teachers are familiar with this method, all of them (100%) using it as a part of their teaching. Also they believe that it is effective to be adopted in EFL classes in enhancing English proficiency. One notable finding is that (33.33%) of the respondents believe that role play increases pupils' motivation and interaction, including that this activity can be a valuable tool for engaging pupils' and promoting active participation. This aligns with the idea that when students are actively motivated and involved in their learning, they are more likely to make progress in language acquisition. On the other hand, the option of indicating that role play can effectively overcome shyness and anxiety is also preferable to other teachers. According to what we noticed, the teachers who used role playing faced some problems, such as their inability to assess each student alone, also the classroom may be noisy and small, in addition to the differences in the level of pupils, lack of visual aids can be an obstacle as well. But these remain just problems that can change by time.

Finally, it is important to note that these findings are based on a small sample size and may not necessarily reflect the general trend on the actual emphasis given to each skill in the English session.

Conclusion

The fieldwork for this study is highlighted and covered in detail in this chapter, providing explanations for the research methodology, data collection tools, and data analysis and discussion. More importantly, based on the results of the questionnaire for middle school EFL teachers and the EFL pupils' interview, both methods provided approximately similar results which lead to the conclusion that the effective use of Role-Play can enhance classroom communication and interaction among pupils.

General Conclusion

General Conclusion

In language teaching, teachers have the right to select the most successful method. It is a difficult profession which needs intelligence, experience, and patience because effective activities of teaching are as learners' pushes to succeed.

The current study investigated the use of role play as a teaching method to increase EFL pupils communication and interaction in the classroom context, as they appear uneasy in their interactive performance within the classroom, it is important to find the appropriate method that enable EFL teachers to help their EFL pupils to be more active and accurate, and to try to find a way that may help EFL pupils to communicate well and interact with each others in an enjoyable way. We have hypothesized that Role play can be an effective technique to enhance classroom communication and interaction if it is carefully employed in EFL classroom, also we believe that that there are many reasons that hinder pupils 'classroom communication interaction, and the implementation of role-play in the field of English language learning can be very effective to motivate learners and increase their language level. To confirm or reject our hypotheses, two research tools (interview and questionnaire) were designed to detect both MS pupils' and teachers' perspectives about the influence of Role play technique on EFL classrooms.

Our research is divided into three chapters. The first and the second chapters are theoretical chapters that review the literature of the two variables (Role play and classroom communication and interaction). Concerning the first chapter it deals with the independent variable which is Role play technique in education; its definition, its importance in EFL teaching, the reasons behind its use, also the challenges of its use, in addition to its components. Whereas the second chapter concerned with the dependent variable titled classroom communication and interaction which provides some insights into the two concepts. Then the third chapter is a practical one. It consists

of the description of the methodology and the process used for the research in addition to the data analysis and results discussion.

To conclude, the analysis of both instruments came in support of our hypothesis, answered the research questions and reached the aim of the study. According to findings, learners are motivated to learn using this technique; for them, it was an enjoyable experience; it also represented an activity where they expressed themselves freely through the characters they played. Moreover, the findings indicate that students who participated in role play activities showed increased participation, engagement, and willingness to communicate. This suggests that when role play is carefully employed in the EFL classroom, it can indeed enhance classroom communication and interaction. Therefore, the findings support this hypothesis. Also the study revealed that various factors, such as shyness, lack of confidence, fear of making mistakes, and limited vocabulary, can hinder pupils' classroom communication interaction. This confirms the hypothesis that there are indeed reasons that hinder communication and interaction among students in the classroom. Furthermore, the obtained results showed that the use of role plays in middle schools positively influenced students' motivation to learn the foreign language. Additionally, students who engaged in role plays showed improvement in their language proficiency. Therefore, the findings support the hypothesis that the use of role plays in middle schools can enhance pupils' motivation to learn the foreign language and increase their language level.

As a result, we recommend EFL teachers to incorporate this technique into their lessons. This approach will assist learners in becoming accustomed to the target environment and to help them build skills of communication and interaction within the English classroom.

Recommendations for Further Research

On the basis of the research findings, some recommendations can be set down:

- Teachers, as well as course book designers, should devote more attention to role play technique.
- Instructors should believe in the usefulness of these fun teaching methods in the syllabus, and believe that such activities would develop students' learning autonomy and self-confidence.
- The teachers should be aware that the majority of students like an enjoyable learning atmosphere so by including this activity the willingness to participate and learn will be increased.
- Conducting further studies on this topic is highly recommended , many aspects related to role playing can be addressed in future studies, such as the effectiveness of role playing in motivating and engaging students.

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Appendixes

Appendix 01

Pupils' interview:

1. Have you ever participated in a role-playing activity in class before? If so, can you tell me about it? هل سبق لك أن شاركت في نشاط لعب الأدوار في الفصل من قبل؟ إذا كان الأمر كذلك هل يمكنك أن تخبرني عنها؟

.....

.....

.....

2. Do you prefer to do group or individual works within the classroom? Why?

هل تفضل أن تقوم بأنشطة جماعية أم فردية في الفصل؟ لماذا؟

.....

.....

.....

3. Do you think role-playing can help you build better relationships with your classmates?

هل تعتقد أن لعب الأدوار يساعدك على بناء علاقات أفضل مع زملائك في الفصل؟

.....

.....

.....

4. How do you think role playing can help you improve your speaking and communication skills?

كيف تعتقد أن لعب الأدوار يمكن أن يساعدك على تحسين مهارات التحدث والتواصل؟

.....

.....

.....

5. Do you think role-playing can be a fun way to learn? Why or why not?

هل تعتقد أن لعب الأدوار يمكن أن يكون وسيلة ممتعة للتعلم؟ لما و لما لا؟

.....

.....

.....

6. What do you think teachers can do to make this activity more fun and helpful for you?

في رأيك ما الذي يمكن للمدرسين فعله لجعل هذا النشاط أكثر إمتاعا وإفادة لك؟

.....

.....

.....

Appendix 02

Teachers' Questionnaire

Dear teachers,

This questionnaire is a data collection tool for a research work that aims to investigate about the use of role play technique in middle school to enhance pupils' classroom communication and interaction. I would greatly appreciate it if you could take the time and energy to answer the questions below and share your experience. Your answers are crucial and will be very helpful in completing this work.

Please, tick (✓) the choice that best represents your answer and give full answer where necessary.

Thank you in advance.

Section One: General information

Q1) Please, indicate your educational degree:

a. BA (License)

b. MA(Magister/Master)

Q2) How long have you been teaching English at the Middle School?

.....years.

Section Two: language skills

Q3) According to you, which of the four skills is given much more importance in the English session?

a-listening

b-speaking

c-reading

d-writing.

e- all of them

Q4) as a teacher at middle school, which of the four skills is difficult to be taught?

1-listening

2-speaking

3-reading

4-writing.

Section Three: Classroom communication and Interaction

Q5) what do you find most difficult for teaching oral communication?

a. Fluency

b. Accuracy

c. Pronunciation

d. Vocabulary

e. Grammar

f. Others, please specify

.....
.....
.....

Q6) in your opinion, what are the problems students most face in classroom communication?

.....
.....
.....

Q7) what are the activities you focus on most to create a successful communication?

a. Discussion

b. Presentations

c. Role-plays and simulations

d. Debates

Q8) Do you think that classroom interaction is important in learning a foreign language?

a. Yes b. No

Q9)Do you encourage your students to work collaboratively?

a. Yes. No

Q10) how often do you allow your students to interact with each other?

d. Always

e. Sometimes

f. Never

Q11) Do your students enjoy this type of interaction (Learner-Learner interaction)?

-Yes

-No

-Some how

Q12) How often do your students participate in classroom?

a-Always

b-Sometimes

c-Never

Q13) Do your students face problems when participating?

a-yes

b-No

Q14) If the answer is yes, what are the reasons that reduce their interaction?

.....
.....
.....

Section four: Role Play Technique.

Q15) Do you think that role play is an effective technique to be adopted in EFLClasses?

a-Yes b-No

Q16) Do you use role-plays in English courses?

Yes No

If no, please say why?

.....
.....
Q17) In your opinion, how role play can be effective in enhancing English level?

- d. It increases pupils' motivation and interaction
- e. It encourages creativity and improvisation
- f. It overcomes shyness/anxiety
- g. . Others:.....

Q18) In your opinion does role play enhance the communication and interaction of students in the classroom ?

- a-Yes
- b-No

- Please, justify your answer:

.....
.....
.....

Q19) what are the difficulties that you face when you use Role Play technique?

- a- Assessing each student alone
- b- The choice of topics
- c- The classroom can be noisy
- d- The classroom can be small
- e- All of them

others:.....
.....

المخلص

تحاول الدراسة الحالية التحقيق في تأثير استخدام تقنية لعب الأدوار لتعزيز التواصل والتفاعل في الفصل الدراسي للمتعلمين. وقد لوحظ أن المتعلمين يواجهون صعوبات في الوصول إلى المستوى المطلوب من التفاعل والتواصل داخل الفصل. لذلك افترضنا أن لعب الأدوار يمكن أن يكون أسلوباً فعالاً لتعزيز التواصل والتفاعل في الفصل الدراسي إذا تم توظيفه بعناية في فصل اللغة الانجليزية كلغة أجنبية. لتأكيد صحة هذه الفرضية تم اختيار الطريقة الوصفية . يتم جمع بيانات من خلال منهجية مختلطة تعتمد على الأساليب الكمية والنوعية. قمنا بإدارة استبيان لمعلمي اللغة الانجليزية كلغة أجنبية في المدارس المتوسطة للتحقيق في مواقفهم اتجاه استخدام أسلوب لعب الأدوار . وكذلك مقابلة مع خمسة عشر تلميذاً في السنة الثالثة. كشفت النتائج التي تم الحصول عليها من تجليل كلتا الأدوات أن تقنية لعب الأدوار لها آثار ايجابية في تعزيز تواصل الطلاب وتفاعلهم بالإضافة إلى منحهم القدرة على التعبير عن أنفسهم واكتشاف قدراتهم الخفية. كما اظهروا أن المتعلمين كانوا متحمسين للغاية للتعلم باستخدام مثل هذه التقنية في فصولهم.