

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
Mohamed Kheider University of Biskra
Faculty of Arts and Languages
Department of Foreign Languages
English Division



**Motivating Students' Speaking Skill through Role Play
Technique**

The Case of First Year EFL Student at Mohamed Kheider University of Biskra

A Dissertation Presented to the Department of Foreign Languages as Partial Fulfillment for
the Master Degree in Sciences of Languages

Submitted by

ZERGUI Djamilia

Supervised by

Mrs. SALHI Ahlem

Examiners

Miss. SAIHI Hannen

Mrs. BENIDIR Samira

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Dedication

I dedicate this work:

To my parents who always prayed for my success.

To my sisters and brothers who encourage me to finish this work.

To all extended family and friends

Djamila

Acknowledgement

I would like to express my sincere gratitude to my supervisor, **Mrs Salhi Ahlem**, for her patience with me. I would like also to thank her for the valuable advice and suggestions.

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I should express my greatest thank to my parents who encourage me in the difficult times. God bless them forever.

Abstract

This research attempts to investigate motivating students' speaking skill through role play technique. The main problem is we notice that students' speaking level is unsatisfactory. In the other hand, there are number of ways in which teachers can help their students to improve their speaking level. The purpose of our study is to suggest the role play as an appropriate and an effective way to develop students' speaking skill. We hypothesize that using role play activity is effective in arousing students' speaking in English. In order to confirm or reject the hypothesis, three main tools were used; (questionnaire, interview, and observation), in this study. The students' questionnaire, which is administrated to first year LMD students at department of English at Biskra University, conducted to see what students need in learning speaking and their opinions about the use of role play. Teachers' interview intended for the same sake. We adopt the classroom observation to see the effectiveness of role play in developing students' speaking level. The results show that role play is a useful technique for increasing students' desire to use language.

ملخص

تناولت هذه الدراسة العنوان التالي " تشجيع المهارة الكلامية للطلبة من خلال تقنية المسرحية". المشكل الذي لاحظناه هو أن المستوى الكلامي لطلبة السنة أولى جامعي تخصص انجليزية غير مرضي. من جهة أخرى يوجد الكثير من الطرق التي يستطيع الأستاذ أن يستعملها لمساعدة الطالب في تنمية قدرته على الكلام.الهدف من هذه الدراسة هو اقتراح المسرحية كتقنية مناسبة و فعالة في تطوير المهارة الكلامية للطلاب. افترضنا أن المسرحية انسب طريقة تستعمل لتطوير مهارة الطالب في الكلام. لتأكيد أو رفض هذه الفرضية, قمنا باستخدام المنهج الوصفي بأدواته الثلاث (الاستمارة, المقابلة, و الملاحظة). وزعنا الاستمارة على طلبة سنة أولى نظام (ل.م.د) شعبة انجليزية في جامعة بسكرة لكشف مدى حاجتهم لتطوير مستواهم في الكلام ولجمع آرائهم حول آلية استخدام المسرحية في أقسامهم. أقمنا مقابلة مع الأساتذة لنفس الغرض. كما أردنا باستخدام الملاحظة, مشاهدة مدى فعالية هذه التقنية في رفع مستوى الطالب في الكلام. في الأخير أوضحت النتائج التي توصلنا إليها أن المسرحية وسيلة ضروري استخدامها.

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General Introduction

General Introduction

When students are motivated to learn, they try harder to understand the material and thereby learn more deeply, resulting in better ability to transfer what they have learned to new situation. For that many researchers tried to find out the appropriate method that motivates students to learn foreign languages. At the mid of 1960's communicative Language Teaching method appears with the concept of communicative competence which means the ability to use language appropriately in given context. It is a teaching methodology, which requires students to practice in real situations. It has many activities and one typical classroom activity is role play.

Statement of the Problem

More precisely the problem that arises in this study is that speaking is one of the basic skills that must be mastered by EFL students since it is very important for them to communicate in the class. In one hand, there are number of reasons why students find speaking production difficult. In another hand, there are number of ways in which teachers can help students get as much activities as possible. In our study we suggest role play as the appropriate technique that aims to improve the students' ability to speak.

Aims of the Study

This study aims to investigate how role play presented through communicative language teaching can be used in developing first year LMD students' speaking skill in department of English. This study draws three sub aims which are: providing chance to participate, reduce the psychological factors (lack of confidence, fear, shyness...) that influence students' performance, and increasing the value of working in group.

Research Questions

This study is presented to answer these questions:

Question 1: How does role play enhance first year LMD students at Biskra University to develop their speaking skill?

Question 2: How can role play improve the underachievement in speaking?

Research Hypothesis

We hypothesize that if role play is appropriate in teaching process, then students' speaking skill will be developed.

Significance of the Study

This research attempts to investigate motivating students' speaking skill through the use of role play technique. As we noticed that EFL students, especially first year, are not effective speakers of English, so; we have suggested this study to be helpful for them and even for teachers because our study includes the importance of using role play and its indelible marks on improving speaking skill.

Research Tools

In a descriptive research, we will test our hypothesis and collect data using three appropriate tools for our study which are questionnaire, interview, and observation. We direct the questionnaire to first year LMD students in the department of English at University of Biskra. We select randomly forty (40) students for study; out of three hundred fifty (350). The interview is directed to oral expression teachers. We choose five (5) teachers from the whole population of fifteen (15) oral teachers in the department of English at Biskra University. To determine the study, we attend four oral expression sessions with four different groups; to do our classroom observation. All these tools are helpful in understanding students' needs.

Structure of the Study

This dissertation is divided into three chapters. In the first and second chapter, we review the related literature. The third chapter is devoted to practical part of the study.

The first chapter highlights the nature of speaking skill and its relation with the other skills (listening and writing). It shows the reasons that make speaking difficult and the main activities in teaching it. As well as, it presents the teachers' roles and the way of assessing speaking, in addition to many other details.

The second chapter provides a clear picture about the role play technique; it contains the historical background of the role play, definition, types, and activities. Moreover, it discusses its importance and its multiple advantages in developing speaking.

The last chapter presents the data analyses. It includes the analyses of: students' questionnaire, teachers' interview, and classroom observation as well as the discussion of the results.

Chapter One

Speaking Skill

Introduction

Nowadays, learning English language to communicate is the central goal of many people all over the world. The reasons behind learning that language vary from one person to another. Learners have to acquire English skills to establish their abilities to receive and produce that language. As far as, speaking is considered as fundamental skill in which it displays the proficiency of the target language. Therefore, the teachers' main role is to enable English language learners to communicate effectively.

In this chapter, we will shed light on general overview about the speaking skill, including definition, the relationship between speaking and listening, as well as, the differences between speaking and writing. In addition, we will show the causes that make speaking difficult for the learner, activities used to teach speaking and the learners' errors and their significance in learning second language. At the end, we will provide the ways to assess speaking skill and we will draw the conclusion.

1. What is speaking?

The aim of learning a foreign language is to speak and communicate in that language. To define speaking Pertie (1987, p. 336) said that "speaking is an activity which most of us spend a great deal of time engaged in, apparently without any effort and with not very much thought." In addition, Chaney (1978, p. 13) defines speaking as "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts." Hedge (2000, p. 261) defines speaking as "a skill by which they [people] are judged while first impressions are being formed." In other words, speaking is an important skill which reflects people's thoughts and personality. Lindsay and Knight (2006, p. 57) consider speaking as an active skill in which they say that "it involves putting

messages together, communicating the message, and interacting with other people". So, speaking is a basic skill which should be mastered by second language learners without neglecting the other skills. It is a complex process of sending and receiving messages through the use of verbal and non-verbal expressions such as, gestures and facial expressions.

2. Speaking and Listening Relationship

A pragmatic view of the language classroom shows that a communicative skills listening and speaking are closely intertwined. Moreover, ESL curricula that treat oral communication skills will be called "Listening\Speaking Courses". The interaction between these modes of performance occurs in conversation which is the most popular discourse category in the profession. In addition, the types of spoken language input are followed or preceded by many forms of oral production on the part of students. And the idiosyncrasies of spoken language lead to listening difficulty and vice versa listening micro skill is a factor of the oral code. (Brown, 2001)

3. Speaking and Writing Differences

The major and very important contrasts between the spoken and written forms are summarized in **Figures one** and **two**. The first diagram represents aspects which relate to how the two forms are generated "Aspects of Production" and the second deals with tendencies in attitudes to both forms "Social Aspects"

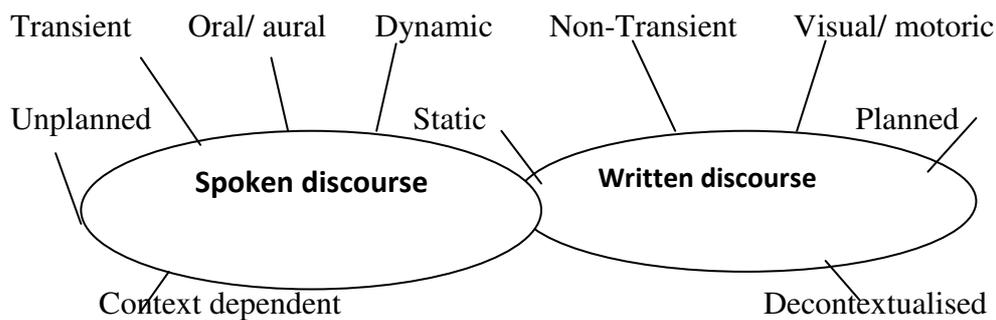


Figure 1: Aspects of Production (Hughes, 2002)

The spoken of any language is fundamentally transient. It means when word is spoken, it happens within "co-ordinates" of particular place and moment and these can not be reduplicated. Another factor is the oral\aural channel whether in face to face situations or televisual or other media, language which is spoken to be heard is quite different from texts created to be read. (I explain just the difficult criteria)

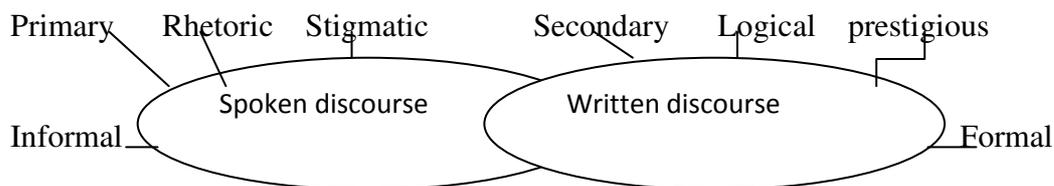


Figure2: Social Aspects (Hughes, 2002)

Figure summaries some of the typical attitudes to speech in literate societies. Form language is considered as the primary form of language upon which the written form is essentially dependent. The most important reason for that is all humans develop the capacity for speech and written form develops only in literate societies (Hughes, 2002)

4. What Makes Speaking Difficult

Learning how to speak seems to be the most difficult task for second language learners. There are three different factors contributing in making speaking difficult. They are: cognitive factors, social factors, and psychological factors.

4.1. Cognitive Factors

Brown (2001) suggested some problems faced the students while they are learning.

4.1.1. Clustering

Clustering enables students to organize their output physically and cognitively.

According to Brown fluent speech is "phrasal" not "word by word".

4.1.2. Performance Variables

Spoken English has special problems such as, contractions, elisions, reduced vowels, etc...which may have an influence on students who have been studying the "full forms" of the language.

4.1.3. Reduced Forms

In spoken language, the process of thinking as you speak permits you to create a number of performance hesitation, pauses and corrections. Teachers have to help their students to think at the same time of performance (using uh, um, well, like...etc)

4.1.4. Colloquial Language

Teachers have to help their students to get practice in producing forms of colloquial language (such as, idioms, slang, cultural knowledge) because it is hard for students to use it by themselves.

4.1.5. Stress, Rhythm, and Intonation

All these are the most important characteristics of English pronunciation that lead to convey messages.

4.1.6. Interaction

Learning to produce a language robs speaking skill of its richest component the creativity of conversational negotiation (giving feedback, asking for explanation).

4.2.Social Factor

Benati (2009) said that according to behaviorism view learners' errors in second language is due to interference (it is similar to the term negative transfer). He added that interference happens when old habits presented to stop learning of new ones.

4.2.1.L1 Transfer

It refers to the influence that the learner's L1 exerts over the acquisition of an L2. This influence has often referred to negative transfer which means that learner's L1 is one of the sources of errors in learning target language. Avoidance is one of L1 transfer consequences which reflect that the foreign learners avoid using structure of target language which it does not exist in their mother tongue. L1 transfer also result in overuse. This means that learners overuse some expressions of target language in accordance with the norms of their mother tongue.

4.3. Psychological Factors

Rivers (1968) stated two main psychological problem of speaking among the students. They are:

4.3.1. Lack of Interest

The silent student reflects that he has nothing to say because teacher may select unpleasant subject for him or subject that he knows a little. As result, he can not speak or express in English. When the student has some thing to express, he should have the will to share his opinion with his teacher and classmates. Sometimes, student feels that what he is going to say is not interesting for the other because he does not have a good relation with the topic. So, he prefer to remains silent.

4.3.2. Lack of Confidence and Fear of Making Mistakes

There are many reasons that make some students hesitate and do not participate in classroom discussion. They may be afraid of making mistakes while expressing their opinions. They think that when they start speaking, their teacher corrects every slip they make. So, they prefer to play role of listener.

Correcting students' mistakes must be done, but when student is intended to speak, teacher should note the most common mistakes of grammar and pronunciation and wait until student finish his speaking, and then he makes the correction for the whole class.

The teacher must motivate his students to speak by offering them a relaxed and friendly atmosphere. As result, student will feel at ease to participate.

5. Students and Speaking Skill

The good class atmosphere and suitable topic and task make students who have appropriate English level interact with each other freely. In contrast, incorrect choice of topic and the selection of difficult tasks lead to problem that often occurs which is reluctance of some students to speak and participate. Here, the role of teacher is vital.

5.1. Reluctant Students

Students may face problems such as, shyness especially when they are asked to express opinions and personal information and worry about speaking badly in front of their classmates. These problems lead to reluctant to speak. There are some solutions that can be helpful.

*** Preparation**

If teacher gives chance to students to think about what they are going to say and how to say it, the performance will be much better.

***The Value of Repetition**

Repetition has many beneficial effects. It helps to fix words and phrases in student's memory. As well as, it aids students to improve what they did before. Howarth (2001) describes repetition as " process speaking" characterized by the pattern:

Plan \implies **perform** \implies **analyze** \implies **repeat**

5.2. Roles of the Teacher

There are three main roles that are relevant to develop students speaking fluency.

5.2.1. Promoter

In some situations, students feel confused and they can not continue their talk. They lose the fluency that is expected to them. Here, the role of teacher is to help them by offering discrete suggestions without disrupting the discussion. This will avoid students' sense of frustration when they finish their ideas.

5.2.2. Participant

Sometimes teacher should participate in discussions by presenting new information that help students to continue engagement and that participation maintain a creative atmosphere. But there are some situations where teachers have to be careful and do not participate too much because when they dominate the speaking, they focus all the attention to themselves.

5.2.3. Feedback Provider

When students finish their activity, teacher should correct what they have done and tell them about what went well; in response to the content of the activity as well as the language used. (Harmer, 2001)

6. Types of Classroom Speaking performance

Brown (2001) categories six types of oral production that students asked to act in classroom. They are:

6.1. Imitative

Learners imitate some "human tape recorder" not for the purpose of meaningful interaction, but for knowing how some elements of language are sound. Drills are essential part of the communicative language classroom because they give students a chance to listen and to repeat orally some strings of language that indicate certain linguistic difficulty.

6.2. Intensive

Intensive speaking is upper than imitative in which it contains any speaking performance that is drawn to practice some linguistic aspects of language (phonological; rhythm and stress or grammatical; sentence and word). It can be Self-initiated or can be practiced in pairs.

6.3. Responsive

Students' speech in the classroom is generally responsive; they answer with short sentences or sometimes ask short question and give comments for the present situation. These replies can not be developed into dialogues. But they are "meaningful and authentic".

6.4. Transactional (Dialogue)

It is the extended form of responsive language. Its main purpose is to negotiate and exchange particular information.

6.5. Interpersonal (Dialogue)

Its main purpose is to upholding social relationships. It is not easy task for students because it includes colloquial language.

6.6. Extensive (Monologue)

Students in intermediate and advanced levels are asked to make oral reports and which are forms of extended monologue. They should be more formal and deliberative.

7. Activities Used to Teach Speaking

The theorist Thornbury suggested three different stages to teach speaking skill. The first stage is awareness (i.e. to be aware about characteristics of target language). The second stage is appropriation which means the combination of language characteristics into the students' existing knowledge. The third stage is autonomy (i.e. the ability to use new language on their own).

Thornbury (2008) have established many activities for all the stages that mentioned before in which effective teaching take place. These activities are offered to enhance students to participate because they create the interest in the classroom.

7.1. Awareness

Cognitive learning theory defines awareness as "pre-requisite for the restructuring of the learner's mental representation of the language, some degree of conscious awareness is necessary". It involves three processes: attention (interest and involved), noticing (conscious registering of the occurrence of some events) and understanding (recognition of general rules).

7.1.1. Using Recording

Teachers should develop their student' awareness by exposing them to instances of speaking which can be transcript and to authentic conversation.

7.1.2. Using Live Listening

It is to listen to the teacher or guest speaker in order to improve interactivity. In other words, the teacher can talk in accordance of students' understanding level to engage learners to ask questions and make comments.

7.1.3. Using Noticing-the –Gap Activities

When students are asked to perform certain speaking task and then see the original performance of that task, they infer their weaknesses by them selves. The purpose of these activities is to raise the awareness of the differences between learners' current competence and the target competence. Here, teachers can play a vital role in guiding students to notice certain gaps.

7.2. Appropriation

It means "making something ones' own". It offers students the opportunity to achieve greater control over their own speaking.

7.2.1. Drilling and Chants

Drilling is the repetition of key phrases in a dialogue. The repetition can be in unison individually. Chants are memorable rather than drills. They help students to pick up easily many words and idiomatic expressions by listening to songs and playing computer games.

7.2.2. Milling Activities

These activities enhance student to asking all the other students questions with view to completing a survey. Focusing on the question " would you ever... " .

7.2.3. Reading Aloud

It is natural step between writing and speaking. That technique allows students to focus on lower level features of talk without feeling of stress about what to say next. In Thornbury (2008), Mark Powell has proposed 'sound scripting' technique for reading aloud. It includes:

- _ Teacher ask students to decide where pauses fall in given text;
- _ Students highlight the stressed words;
- _ Students decide whether sequences of words are slow or deliberate;
- _ Students read the prepared text aloud.

7.2.4. Dialogue

From ancient time till now, practicing dialogues is used in teaching because the use of language is basically dialogic. Dialogue practice focuses on the grammatical structure and lexical area of language.

7.2.4.1. Items on Board

Teacher writes a number of expressions on the board such as, how do you say...? Have you seen...? As learners attempt a speaking activity they use these items in their talk.

7.2.4.2. Disappearing Dialogue

Teacher writes the text of dialogue on the board and asks his students to read it aloud in pairs. He starts deleting words and then the whole line. At the end, the dialogue transfers from the board to students' memory.

7.2.4.3. Dialogue Building

Here the dialogue is not presented. The teacher uses visual and verbal gestures to help students to achieve dialogue by themselves line by line. At the end, two students perform the dialogue in front of the others.

7.2.5. Communicative Tasks

They are activities used to improve students speaking fluency. By using communicative tasks, teachers offer their students two important language learning needs; they prepare learners for real life language use and they also encourage the atomization of language knowledge. However, the focus in those activities is more on "what to say" rather than "how to say".

7.2.5.1. Information Gap Activities

The teacher distributes different information amongst students. There is a knowledge gap between them and to complete this gap students have use language. It is important that all students have to participate in order to achieve the task outcome. Therefore, such activities push students to extensive talks.

7.2.5.2. Jigsaw Activities

In that activity, teacher prepared four flashcards and tells his students about the topic of these cards. Then he divides the class into four groups and distributes these cards among the groups; each group takes just one card, so they see the topic from one perspective. After moment, teacher asks members of each group to describe what they have seen. Later on, teacher redistributes the groups (i.e. new groups are formed). Finally, each person of

new group describes what he saw to join the sequences of the topic and gain the detailed ideas about it.

7.2.5.3. Survey

Teacher suggests a topic in which students are involved asking and answering questions in order to gain new information about that topic. The learners may be asked to agree or disagree about such claims. They prepared questions and provide answers until they arrive to the final result that is reported by the group leader.

7.2.5.4. Guessing Games

This type of gaming improves students' imagination and thinking about what is intended to describe. For example, what sort of animal am I? Here, the player thinks of an animal and his classmates are asked to guess which animal he thinks by providing answers until they find what the animal is.

7.3. Autonomy

According to Thornbury (2008, p. 90) autonomy is defined as "the capacity to self-regulate performance as a consequence of gaining control over skills that were firmly other-regulated". There are many activities that develop the automaticity, they are listed as follow:

7.3.1. Presentation and Talk

Teacher asks student to give presentation or talk in 'real life' in front of his classmates. This category is presented in many ways.

7.3.1.1. Show and Tell

Students are asked to talk about object or describe an image which is important for them and after that they answer questions of their classmates.

7.3.1.2. Did You Read About?

Teacher obligates students to speak about something; they read in news paper or heard on the news, prepared before.

7.3.2. Academic Presentation

This activity needs more preparation for effective presentation. Students should aware about the formal characteristics and genres of language. When students finish some questions are arise for discussion and clarification.

7.3.3. Role Play

Role plays provide a useful description of real-life language use. It requires the adoption of another 'persona '. The most known type is 'the soap' where the learners plan, rehearse, and perform a short passage from a soap opera. Role play has an essential role in reducing students' feeling of fear and uncomfortable.

7.3.4. Discussion and Debate

Teachers prefer discussions which arise without any planning (spontaneously) because they think it is something personal that learner reports. Panel discussions take the format of a television debate in which people show agreement and disagreement on such topic. This format are used in classroom where the teacher asks students to work in pairs to gather

their arguments, then one of each pair takes their place on the panel and the others form the audience who can ask question.

8. Error Analysis

In 1960's Corder introduced 'errors analysis' and defined it as " they are red flags; they provide evidence of system that is, evidence of the state of a learner's knowledge of the L2". (Grass & Selinker, 2000, p. 78)

Research on child language acquisition found that second language errors are not reflection of faulty imitation but they are indications of learner's development to impose regularity on the target language. Grass & Selinker (ibid) also defined error analysis as "a type of linguistic analysis that focuses on the errors learners make". They noted that Corder distinguished between errors and mistakes. Mistakes are similar to slips of the tongue, they occur once a time and they can be corrected. An error is used systematically and repeatedly by the speaker who does not recognize it as an error.

9. Significance Of Learners' Errors

According to Corder (1982) – as we see above- pointed out that learner's errors provide evidence of system of target language that he is using at a specific point in the course. They are significant in three different ways.

*To the teacher: they tell him about the level of development of his students and what still for them to learn.

*To the researcher: they provide them evidence of how language is learnt or acquired. They also show the strategies that students use to discover a language

*To the learner: they are the most important aspects that help learner to learn a language.
Learner makes errors in order to test his hypotheses about the nature of target language.

10. Assessing Speaking

According to Haly and Austin (2004, p. 117) assessment “involves development of material, processes, activities and criteria to be used as tool for determining how well and how much learning take place.” There are four criteria in which teachers have to focus in their assessment of speaking:

10.1. Pronunciation

Pronunciation of foreign language is different from pronunciation of native speaker. There are three aspects make the pronunciation difficult. These involve the consonants, the vowel, and stress and intonation. (Garbutt and O'sullivan). Thornbury (2008, p. 128) noted that pronunciation "is the candidate's ability to produce comprehensible utterances to fulfill the task requirements."

10.2. Grammar and Vocabulary

Teachers have to focus on the accurate and appropriate use of structure forms and choice of vocabulary in order to meet the task requirements. (Thornbury, 2008)

10.3. Effective Communication

According to Thornbury effective communication is the learner's ability to response appropriately with speed and rhythm to fulfill the task requirement. Gurbutt&O'sullivan pointed out that the main characteristics of effective communication are clarity of organization of the main points and clarity of the purpose.

10.4. Discourse Management

Teacher should look for the students' ability to express ideas and opinions in coherent connected speech. (Thornubury, 2008)

11. Ways of Assessing Speaking

Harmer (2001) classified two main ways in assessing speaking. They are:

11.1. Comments

While assessing students' performance, teacher may indicate expressions such as, "good" or "nod approvingly". These expressions are signs of positive assessment. In other hand, negative assessment indicates expressions that there is something has gone wrong such as, "that is not quite right". But the teacher has to show students' effort then he makes his negative comments.

11.2. Marks and Grades

Students are interested to know what grade they have achieved. Grades are the clear indications that the students have done well or bad. For example, giving B+ assessment for speaking activity means that student has done well. Good grades motivate students to act positively. Unlike the bad grades can discourage them; therefore, they reduce self-confidence. So, giving marks and grades depend on teachers' decision about what basis they are going to do this.

Conclusion

To sum up, improving speaking skill depends on teacher's choice of the appropriate methods rather than it (speaking skill) will be difficult. Researchers provided that speaking passes through three stages: awareness, appropriation, and autonomy .then they suggested many activities under these stages to be well progressed. These activities are emphasized much more on the fluency rather than accuracy. Their main goal is to make an enjoyable and less inhibiting atmosphere to enable students express their ideas and opinions confidently without any fear.

Chapter Two

Role Play

Introduction

Students' oral proficiency has gradually become an important aspect in learning target language. For that case, theorists search for the suitable method to teach students that language. As a result, Communicative Language Teaching with its principles and techniques was adopted as an appropriate method. Role play is one of these techniques and it is our main concern.

Through this chapter, we provide a clear understanding of role play. We begin with historical overview about role play and its definition, followed by different types and activities. Then, we tried to help students by showing the principle of good practice in group, as well as, clarifying the procedures for playing a role. After that, we shed light on the advantages and the importance of role play, in addition to, its disadvantages to make it clear for teacher where to use this activity. At the end, we present how vocabulary is developed through role play in which it enable students to speak fluently.

1. Definition of Role Play

1.1. Brief History of Role Play

Role play is sub cultural phenomenon that connected to the present progress in popular culture. Historians indicated that 1974 is the most important year for the inception of role play games when the initial coherent game "Dungeons_Dragons" achieved the progress in popularity. This progress helped to arise multiple styles of role playing games, such as, tabletop, Live Action Role Play, and virtual gaming. Role plays should show a range of different genres that are related to the mood and the setting, most noticeable ones are: fantasy, science fiction, and horror.

The modern formulations of role play consider the role play as fundamental aspect of human social interaction. Bowman noted that Erving Goffman pointed out in his "Presentation of Self in Everyday Life "that "each social interaction remains a type of performance." When we are asked to perform a role of child, teacher, doctor..., we are unconsciously changing our behavior to be appropriate in these requirements, as well as, to build the social cohesion. (Bowman, 2010)

1.2. Definition of Role Play

According to Bowman (2010), generally, "the term role play used to describe the multitude of practices". However, he believed that the mixture of the following three basic elements made a real role play. First, role play should present the sense of community through a shared story experience among many players. In addition, role play should provide the framework for the performance of specific scenarios and solving the problems within them. In the end, the players must change their real identity to the identity which they are required to perform and this process known as identity alteration. Revel (1979, p.

16) defines role play as “an individual’s spontaneous behavior reacting to other in hypothetical situation.”

2. Types of Role Play

Role play refers to all types of activities in which the learners imagine themselves in a situation out side the classroom, sometimes performing the role of someone else and using appropriate language which related to that context. Moreover, it is used to refer to those activities where each learner performs a specific character role. (Ur, 2000)

2.1. Dialogue

In recent year, dialogues are considered as traditional language learning technique. The learners are asked to learn brief dialogues by heart and then perform it in pairs or in groups in front of the whole class. They can perform it in different ways; modes (happy, sad...), role relationship (father and child, wife and husband...). Then they can change the original words and ideas of the dialogue until it becomes suitable for a new use. Finally, learners suggest additional utterances to continue the action further. The most important advantages of the dialogue are that the dialogue encourages less confident students to speak target language without hesitation. Moreover, it develops the amount of vocabulary through learning by heart. (Ur, 2000)

According to Perez-Marin&Pascual-Nieto (2011) dialogue management is a process that refers to conversational participants' intelligence in which they analyze information of different input to decide the next action.

2.2. Plays

Ur (2000, p. 132) defines the plays as “Are an expansion of the dialogue technique, where a class learns and performs a play. This can be based on something they; or composed by the; or the teacher; or actual play from the literature of the target language”

He adds that repetition and other preparation take a long time, but they bring good results to the process of learning and to learner confidence and mentality. Furthermore, they help students to perform plays well at the final year's study party.

2.3. Simulations

They are described by Ur (2000) as technique where the "individual participants speak and react as themselves, but the group role, situation and task they are given is an imaginary one. [...]They usually work in small groups, with no audience". Thornbry (2008) also claims that simulations are activities that make the learners imagine themselves out of classroom and provide a use of real life language. The use of speech acts and facial expressions are required in those activities. Learners should not feel self conscious when they are performing in front of their classmates because it is less demanded. Zukerman and Litman (2001) suppose that teacher should make simulation possible to the learner in order to generate a large number of dialogues in very simple way. As consequence, this technique reduces the time and effort which he needed in assessing learners work and each time he added modification in order to improve performance.

2.4. Improvisation

According to Oxford dictionary (2000) improvisation means "to act or speak without preparation". There are many scholars who involved in defining improvisation. Barrett

(1998, p. 605) defines it as "fabricating and inventing novel responses without a prescript plan and without certainty of outcomes; discovering the future that creates as it unfolds". Hatch (1997, p. 181) claims that improvisation is "intuition guiding action upon something in a spontaneous but historically contextualized way". Sawyer (2011, p. 133) is in agreement with Hatch and he adds "improvisation is not only related to directionality, competence, performance, and design, but to spontaneity, intuition, and chance as well".

Sawyer (2011) makes a research project which shed light on the role of improvisation as motivator for learners' target language oral proficiency. He fulfills a pilot study in Germany's city "Dortmund" in three secondary schools to see the reaction of students in communicative activities. The findings of that study showed that improvisational demands are increasing when teacher provides his students with less predictable communicative situations. Therefore, improvisation plays an important role in improving learners' willingness to speak.

3. Activities of Role Play

There are many role play' activities that can be adapted to different levels of proficiency and for different topics. As a result, learners develop their speaking skill. These activities need few or no materials, so they can be set spontaneously. (Thornbury, 2001)

3.1. Alibis

It is an interested classical activity where the participants outwit each other. Its structure begins with the two accused students who are obliged to find a proof (alibi) that they were somewhere when the crime (e.g. robbery in the institution) has occurred. While the accused design their alibi, the rest of the class prepare a sequence of questions (what were

you doing...? Did you meet anyone...? ...etc). The accused have to answer these questions without any different in their responses rather than they are guilty. This activity can be given to large classes, each group play its own version of the game.

3.2. Shopping Around

This kind of role play has built in repetitive element and variant idea. Its format starts with dividing the class into two; half are the customers and the others are the providers. These are further subdivided into pairs. Any topic can be acceptable in that activity (looking for clothes, food, and kind of school...etc). Customer first decides what he is looking for, and then he visits the shop and makes an interview with the provider. Each customer has to do the same, until all customers have interviewed all the providers.

3.3. The Inquiry

It is an activity where different interest groups present opinions and gather evidence about some incorrect legal decision. They form a team of independent investigators in an open forum. The topic of discussion might be a badly governed village, a disastrous package holiday and so on. When teacher choose the topic, the interest groups show their problems. In the other hand, the responsible have to think about what is said and establish their counterarguments. Then, two or three students (arbitrators) ask questions to dissatisfied team. At the end, the official decision is made by arbitrators.

3.4. The Soap

According to Thornbury (2001) soap is when learners plan, rehearse, and perform a soap opera. The purpose of using the soap opera structure is that to enable students to establish similar elements of story or play which is full of strong feeling. However, they are not

obliged to create an effective ending. The format of that activity starts with the gathering detailed information about the characters that the learners are going to play. The learners have to focus on their pronunciation and on the use of drama techniques in order to achieve an effective performance. At the end, students are allowed to ask questions and give opinions or comments about their classmates' performance.

4. Principles of Good Practice in Group

Since the role play need the adoption of many persons to perform such situations. So, we have to know some principles that make the group works more effectively.

4.1. Group Cohesion

According to Hough (2000, p. 54) group cohesion is "used to describe the joining together and sense of common purpose which binds members to each other and to the group". So, cohesion is the basic part of group work. He adds that if the group cohesion is in high level, the participation tends to be high. This participation leads to the personal development and self awareness. The most important advantages of group cohesion are the avoidance of disturbance's fear and conflict through members.

4.2. Supervision

Hough (2000) viewed that supervision "is an integral part of working effectively with groups". It can be exercised on co-leadership system; two leaders work together in same group in which it aids them to reduce anxiety while managing a group. Motivation, confirmation and support are features of good supervision. Moreover, supervision is a process that makes group leaders clarifies their own attitudes and values about group work.

4.3. Confidentiality

It is essential at every level of group's development, especially at the first time when the group members meet each other. Confidentiality is easier built and continues if just two persons are involved. However, it is difficult to be existed in a group. Here, role of group leader is to avoid the conflicting ideas and to recognize the functions of group members.

4.4. Experience

It is necessary for the participants to have experiences in group in order to work appropriately and feel comfortable. These experiences are accomplished just through personnel experience. Furthermore, integration and sensible experiences increase group members' self-awareness and support. In addition, participants have to benefit from their experiences, especially, those problematic and challenging ones.

5. Participants Roles

If we want to establish a role play, we need involvement of three roles which are: the client, the counselor, and the observer. When client and counselor are asked to perform other person's life circumstances; this is called projected role play. In the other hand, when they are asked to speak about their personal experiences; this called personal role play. Here, some roles that the participants should have. (Tolan and Lendrun, 1995)

5.1. The Client Role

In personal role play, the client is asked to use his own experiences rather than to imagine other person life. It is the most challenging way but the most basic structure of

role play in which it shows the student's capacity to allow, listen to, and gradually accept his own feelings.

In projected role play the client is invented to imagine a situation in which the learner feelings are conscious. In order to perform other person situation, the learner has to enter directly their life as they experience it (e.g. doctor life and experience) and this kind of role play needs some materials and sources to be played. (Tolan & Lendrun, 1995)

5.2. The Counselor Role

Tobn and Lundrun (1995, p. 26) agreed that

The counselor role offers course members the opportunity, first, to sense the feelings and try to understand the experience of another person; second, to monitor what is happening inside themselves; and insights into skilled responses, which facilitate the exploration and development of the other person.

In other words, when the client is asked to perform a situation, the counselor role is to facilitate this process by focusing on some skills such as, listening, paraphrasing, and organizing the time which is suitable to their practice. Then, when these skills become habitual, therefore; the training has become effective.

5.3. The Observer Role

The observer role is to give feedback to counselor. Giving feedback aids students to know more about themselves and allows them to across others personalities and experiences. Receiving feedback gives student an opportunity to communicate effectively.

6. Procedures for Playing a Role

Garbutt and o'sullivan claimed that in order to play a role well and effectively you have to think about right choice of the character and what this character needs, as well as, the relationship between your character and the character of the interviewers

6.1. Choice of the Characters

You have to decide who the character that you will play is, for example, tourist, teacher, business person...etc. After that, you should give some features about the character, such as, when you act as teacher you can say: Our lesson today is very interested and you will enjoy with. These features make the situation more realistic.

6.2. Character' s Need

You need to get all the information required on the information sheet about your character. When you feel confused you can ask your teacher in order to follow the character's need. You may also ask about the aspects of your character not showed on the sheet.

6.3. The Relationship between your Character and the Interviewer' s Character

When you take the tourist character, it means that you are stranger. As consequence, your language should reflect this. When the interviewer provides you with answers, you have to listen and response appropriately.

Tolan and Lendrun (1995) explain the procedures of role play, step by step. They listed eight steps of projected role play.

Step 1: rational and learning context

This needs to be stated clearly and simply. At the end of the course, you can deal with some counseling skills in your work. In order to do that, you have to separate the skills in which you spend some time on each. As a result, all students have the opportunity to be the talker and the listener.

Step 2: Objective and Outline

The objectives of many role plays are showed as follow:

- * To get an experience of the feeling world of another person.
- *To develop your creativity and imagination of others world.
- * To increase your attention.
- * To improve your understanding of the talker's feeling.

Step 3: Introduce the Role

To explain this step Tolan and Lendrun (1995) make this example

You are a 30-years-old man called Henry and you have worked for your firm since you left school. Your line manager, Helen, called you into her office last week. She tried to explain why your firm has decided to make you redundant in ten weeks' time.

It is useful for participants to practice the situation in order to arise the awareness of the difficulties that may face them while entering "Henry's world».

Teacher may provide students with written handout that includes the role. Moreover, he gives them time to read and learn it by heart before the performance.

Step 4: Playing the Role and Responding

In this step three important roles are involved:

*** Client role**

Teacher should give students a clear handout in order to read, think and imagine the role. Then, they will ask to perform the situation as if they were "Henry" (see the previous example).

*** Counselor role**

Teacher can add clarification in the written handout if it is necessary.

***Timing**

The player should bear in mind the aspect of time when they are planning for the role play.

Step 5: Discussing Feelings and Key questions

Role play has a vital role in learning especially when it comes to improve the aspect of paying attention. So, teacher has to give students time to experience both roles (listener and speaker) which allow them to answer the key questions. These questions are suggested by Tolen and Lendrun and they concern the previous example of Henry;

Did you discover attitudes or experiences in yourself which made it difficult for you to enter Henry world?

What did you discover through entering Henry world?

What, if anything, made it difficult for you to respond to your partner's "Henry"?

Step 6: Learning from the Role

According to Tolen and Lundrum (ibid, p. 38) learning from the role can be summarized through these questions:

What specific things enhanced the experience of being listened to?

What things threatened to destroy the experience of being listened to?

What things were said which were useful?

What things said which could have been said more useful?

When might silence have been more useful?

What might have been which was not?

Step 7: Emotional Debriefing

In previous step, the players are enhanced to move from feeling towards thinking. It is impotent in projected role play that emotional debriefing enables the players to leave the role behind.

Step 8: Summary of Learning

Teacher should summarize the learning in accordance with the objectives which are stated in second step.

7. The Importance of Role Play

Role play regarded as an important aspect in language teaching for many years. It is popular for both teachers and students. Rogers and Evans (2008) stated three reasons that

show the values of role play. First, majority of teachers have seen that role play was central and essential to learners' experience because it aids them to improve social skills in order to communicate with others. In addition, role play is a reason that leads students to improve their creativity and imaginations. The third and major reason is that the role play is used to reinforce learning.

Tolan and Lendrum (1995) agreed with Roger and Evan in that role play can develop skills by asking students to communicate with each other directly through the use of roles. They added that role play enables students to perceive, understand, and respond. As well as, it enables them to practice their skill in a protected environment. It is useful if teacher grade the role plays.

Anderson (vii) has summarized the importance of role play in four points:

They provide the spoken language practice that is vital for all language learning.

They provide us with the opportunity to take our students out of the classroom for a "test run" of real world language use.

They allow students to become someone else for part of lesson, and thereby to leave behind their inhibitions and worries.

They involved an element of play that provides an enjoyable contrast to the course book exercises and helps to develop rapport between students.

8. The Advantages of Role Play

Rogers (2007) claimed that role play has many advantages. First, it is an appropriate method for adults to learn because it includes element of realism. When adults are taught something which has little real relevance and particular value, they feel are wasting time and this leads to boredom. The second one is that role play is an active method of learning. The adults do not produce good results when they are asked to do something without a

chance to test it by themselves. In addition, role play considered as an effective way to learn how to produce an interview or chair meeting. Furthermore, it is a good way to find solutions to problems. Additional advantage, is that since role play is realistic and an active method, it has a lot of features of learning in real life because it can treat serious real life mistakes. So, students and their teacher try to find the reasons of making in order to learn to avoid them in the future. Another advantage, the role play allows students to change opinions at different levels of seniority. Therefore, students can learn how to deal with others on solving a problem and to accept solutions of other people. Finally, role play is established to teach students the way of acquiring, evaluating, and using information.

9. Disadvantages of Role Play

Rogers (2007) pointed out that there is no method suitable for all situations. This means that sometimes role play is not appropriate to be used. He added that role play has some disadvantages. First, many students avoid performing because they hate it. Another disadvantage is that teachers are sometimes incapable to enhance their students to discuss a specific situation. Further disadvantage is that when students pay a little attention in preparing a role play on real life, in which there is a huge number of information, this may made them fail in discussing the case without more information. Although some teachers think that students should leave out the confusing and conflicting details on complex role play. The most important disadvantage is that role play is never been similar to the real things that include the state of mind and the emotions because you can realistic the setting, the problem even the unimportant detail but you never forget that you are in classroom, especially, when teacher told them that the roles are not their own but other people's role. Rogers (2007, p. 210) said that "there is always some distance between action and thought."

10. Building Vocabulary through Role Play

Herrell and Jordan (1998, p. 160) said that

"Vocabulary role play is a strategy used to encourage learners to make connections among their past experiences, the content currently being studied, and vocabulary being used in an unfamiliar way. Students are introduced to new vocabulary and given an opportunity to discuss and use the vocabulary in context through role play."

Teacher forms students in groups and gives them the same vocabulary. Then, he asks them to perform a short scene where the vocabulary words are used in different contexts. Therefore, students take a chance to see the vocabulary words used in context, in addition to, the other contexts where the words are used appropriately.

Herrelland Jordan (1998) identifies eight steps of vocabulary role play to be followed.

They are:

*** Identifying Key Vocabulary**

Teacher chooses the vocabulary which will be used.

*** Teaching the Lesson**

While you are teaching the lesson, you should stop at the key vocabulary and explain them. Pay attention when you pronounce the words (you have to pronounce them carefully) and ask your students practice pronouncing them.

***Connecting the Vocabulary to Past Experience**

After you finish explaining the lesson, ask your students to speak about the situation where the words used, in order to see the different meaning of these words.

*** Sorting the Words**

Teacher has to encourage his students to participate by asking them to find synonyms to these words or to see whether they are used for naming things-nouns. Then hem ay review the words meaning to aid his students remembering them.

*** Planning Ways to Use the Words**

Motivate your students to use the new vocabulary and show your happiness when they do that. You can also divide your class into small groups, give them few words and then ask them to perform these words in scene where all words should used.

***Giving the Students Time to Practice**

Give students time to perform the scene that edit by them. After each performance, teacher and students discuss how the words were used. It is a great when students use other new vocabulary in their performance.

***Focusing on the Multiple Words Meaning**

See the similarities and differences in the situation in which the words were used.

Conclusion

To conclude, in this chapter we had highlighted the notion of role play and its principles and procedures. Moreover, we focus on the importance of role play in learning in which it motivates students to communicate with each other. In addition, we tried to mention some types of role play and its activities. We also provided a clear picture for teacher where to use role play by showing the advantages and disadvantages of role play. At the end we shaded the light on how role play can develop the vocabulary which allows students to speak fluently.

We hope that we gather the appropriate elements that concern role play even if they are precise.

Chapter Three

Field Work

Introduction

In the previous chapters, we have presented a review of related literature to speaking and role play. To determine our study, we will focus on range of different procedures (questionnaire, interview, and observation) for collecting data. So, in this chapter, we are going to analyze the data obtained through these procedures which are really needed to investigate our hypothesis.

We will start with students' questionnaire in which we will introduce the population of the study, describe, analyze and then discuss the results. The same steps will be followed in teachers' interview and classroom observation. Thus, through this chapter, we will present our research' findings about the effectiveness of role play in developing students' speaking skill.

I. Students' Questionnaire

1. Population

Our population is first year LMD students of English, at Mohamed Kheider University of Biskra; department of English, during the academic year 2012-2013. Because we could not deal with all population which is about three hundred fifty students, we have randomly chosen forty students from two different groups (males~20; female~80). The students' ages vary between eighteen and twenty four. This sample is selected under many reasons. First of all, we have selected this sample because they are more motivated to learn English language. Also because they have already study the structure of English language in the previous years and in this year the focus is on speaking and the ways that improve it.

2. Description of the Questionnaire

The questionnaire is considered as a main tool for completing the research purposes. The students' questionnaire aims to know students' opinions and suggestions about the use of role play activities in classroom and its effectiveness on developing students speaking skill. This questionnaire is consisted of closed questions (yes/no), questions with multiple choices; where the students are asked to put (x) in the appropriate boxes, and open questions; where the students invited to put their opinions and justifications.

It made up of three sections. The first section titled Background Knowledge which contains five questions about the personal information of the students (age, sex, English language, their level in English, and the difficult skill for them). The second section includes ten questions about speaking skill. The final one consists of eight questions which provide us a clear picture about the role play technique in general and how it is used to improve students speaking skill.

3. Administration of the questionnaire

The questionnaire is administered to two different groups in which it took fifteen minutes of their time because it is a simple and clear to be understood. All questionnaires are handed back in the same day. We think that our questionnaire was administered in a friendly and relaxed environment.

4. Analysis of the Questionnaire

Section One: Background Information

Question 1: Age

Age	18	19	20	21	24	No answer	Total
Number	1	12	16	3	2	6	40
%	2.5	30	40	7.5	5	15	100%

Table1: Students' Age

We notice that our sample includes five age categories. Students age vary between eighteen and twenty four. We have just one student has eighteen years old and he represents 2.5%. Nineteen years old represent 30% which means (12) students. The majority of students (16) are twenty years old which show 40%. Twenty one years old represent 7.5% and twenty four years old represent 5%. There are (6) students who do not answer this question and they make 15% from the whole population.

Question 2: Sex

Options	Male	Female	Total
Number	8	32	40
%	20	80	100

Table2: Students' Sex

We see that female students outnumber males. In our sample, we have just (8) males who make 20% and the rest are females (32) which mean 80%.

Question 3: Do you like English language?

Option	Yes	No	Total
Number	37	3	40
%	92.5	7.5	100

Table3: Students Attitudes toward English Language

The majority of the participants (37) making up 92.5% said that they like English language .I think that they like English because it is an international language and we are in need to learn this language. Out of the total number of the sample (40), there are (3) students 7.5% said that they hate English language. We can understand that their parents obliged them to learn it or they are interested in another branch and their average did not allow them to study it.

Question 4: What is your level in English?

Options	Very low	Low	Average	Good	Total
Number	0	1	24	15	40
%	0	2.5	60	37.5	100

Table 4: Students’ Level in English

The great majority of the participants (24) consider their level is average and they represent 60% of the whole population. We have recorded that (15) participants 37.5% who said that their level is good. Unlike just one participant2.5% stated that his level is low. No one of the participants choose very low.

Question 5: Which skill do you think is most difficult for you to master?

Option	Speaking	Listening	Reading	Writing	Total
Number	18	13	3	6	40
%	45	32.5	7.5	15	100

Table 5: Students difficult skill

This question attempts to investigate the most difficult skill that need to be developed. According to students' answers, 45% of the students (18) stated that speaking seems to be the most difficult skill to master. (13) Students who represent 32.5% consider listening as a complex skill, while 15% of the students (6) said that writing is difficult. Finally, just (3) students 7.5% stated that reading skill is not easy skill. This question does not give the priority to one skill and ignore the others but just to see the needs of the students.

Section Two: Speaking Skill

Question 6: How often do you participate in oral expression course?

Options	Usually	Often	Sometimes	Rarely	Total
Number	12	6	20	2	40
%	30	15	50	5	100

Table 6: The Students' Frequency of Participation

This question sheds light on the students' contribution in oral expression course. Half of the population, 50% of students, stated that they sometimes speak (participate) in oral course. I think that this answer is due to studying in crowded classes or because they are not always interested. Twelve students who represent 30% said that they always contribute in oral course. It might be because they are motivated or because of their good pronunciation. 15% of the students answer that they often participate whereas 5% answer

that they rarely speak. I suppose that those later (5%) are less motivated or they are not capable to speak.

Question 7: Does your teacher encourage you to speak?

Options	Yes	No	Total
Number	35	5	40
%	87.5	12.5	100

Table 7: Whether Teacher Encourage his Students

This question aims to see whether teachers motivate their students or not. The answers are given as follow: 87.5% of students said that their teacher encourages them to speak; it may be by reward or punishment. Whereas 12.5% of the participants claim that their teacher does not encourage them to speak. I suggest that whether the teacher does not know how to create a participative classroom or the students themselves are unable to speak.

Question 8: How did you feel when you speak English?

Options	Fear	Shy	Comfortable	Total
Number	10	11	19	40
%	25	27.5	47.5	100

Table 8: Students’ Feeling toward Speaking English

In this question, we notice that the majority of students (19) who make 47.5% declare that they feel comfortable when they use English. This may be due to self confidence or speaking competency. In other hand, about 27.5% of students state that they were afraid when they speak. This answer may have many reasons, for example, fear of making grammatical mistakes. The rest 25% of students state that they feel shy. It may be because their classmates make fun of them.

Question 9: Which aspect do you focus more while speaking?

Options	Grammar	Vocabulary	Pronunciation	All of them	Total
Number	3	2	19	16	40
%	7.5	5	47.5	40	100

Table 9: The Aspect Students Focus More While Speaking

The aim of this question is to know which aspect of language the students concentrate while they are talking. The table shows that (19) of students making the equivalent of 47.5% opted for “pronunciation”. I think that they want to be like native speakers of that language since the pronunciation is the main aspect that differentiates between the foreign language speaker and native speaker. About 40% of students choose “all of them”. Here, I believe that they have desire to study language for itself. While the rest of students 7.5% focus on grammar, it may be because English grammar has many exceptions and (2) students who represent 5% focus on vocabulary.

Question 10: Do you think that speaking Difficulties are due to?

Options	Lack of motivation	Lack of confidence	Mother tongue interference	Total
Number	11	16	13	40
%	27.5	40	32.5	100

Table 10: Students’ Speaking Difficulties

Learning how to speak seems to be the most difficult task for the second language learners. So this question attempt to investigate students’ opinions about the reasons that make speaking difficult. Sixteen of the students who translated to 40% consider that lack of confidence makes speaking difficult. In my opinion, students lack their confidence when they are asked to express their opinion or something more personnel. 32.5% of the students

think that speaking difficulties are due first language interference. It might be because they are first year which mean that they are new in the domain of English. About 27.5% of students indicate that lack of motivation is the reason behind speaking difficulties. Here, the role of the teacher is to invite his students to speak and create participative atmosphere.

❖ **If there are other reasons, please, state them:**

Students are asked to state other reasons of speaking difficulties. We notice that just four students who equivalent 10% of the whole population answer this optional question. The students' answers are as follow:

Students	Other reasons
Student 1	Weaknesses in grammar rules
Student 2	Lack of practice and also because of shyness
Student 3	I think that speaking difficulties are due to: shy, fear, and hesitation
Student 4	Absence of reading culture because when you do not read you can not speak

Table 11: Students additional reasons of speaking difficulties

As a comment about the above table, I was surprised because students who have answered this question provide us additional reasons which are not included in the theoretical part.

Question 11: Does your teacher of oral course?

Options	Feedback	Participant	Promoter	No answer	Total
Number	6	15	18	1	40
%	15	37.5	45	2.5	100

Table 12: Students' Opinions about Teacher' Roles

This question presents to identify the characteristics of the teacher. Nearly half of the population about 45% revealed that their teacher is promoter which means that s/he helps them when they face speaking problem, for example, by offering discrete suggestions. I expect that the majority of students will opt for promoter because it is the main role of the teacher. 37.5% of the participants stated that their teacher is participant. According to theoretical part, it will be better if the teacher participates sometimes and not always in order to give students opportunity to contribute in the discussion. The rest 15% of students declare that their teacher is feedback provider. We notice that one of the participants does not answer this question.

Question 12: Did your teacher correct your mistakes?

Option	Always	Sometimes	Rarely	Never	Total
Number	30	7	1	2	40
%	75	17.5	2.5	5	100

Table 13: Frequency of Correcting Students' Mistakes

This question aims to investigate frequency of teacher's correction of students' mistakes. The majority of informants 75% claimed that their teacher always correct their mistakes. 17.5% which equivalent (7) students said that their mistakes are sometimes corrected by the teacher. The rest 2.5% choose rarely, when 5% state their teacher never correct their mistakes. It may because they are less talkative students

As comment to this question, mistakes are not a shame; they indicate the students' development on second language.

Question 13: What is the type of this correction?

Options	Self-correction	Peer correction	Teacher correction	No answer	Total
Number	9	4	25	2	40
%	22.5	10	62.5	5	100

Table 14: Type of Correction

This question intended to clarify the ways that teacher use to correct his students' mistakes. 62.5% of the whole population answered that the teacher is the only one who correct the mistakes. 22.5% of students said that their teacher gives them opportunity to correct their mistakes by themselves. 10% of participants respond that their teacher asks their peer to correct their mistakes. There are two participants who represent 5% of the whole population did not contribute in this question.

Question 14: In oral activities, do you like to work?

Options	Individually	In pairs	In groups	Total
Number	17	10	13	40
%	42.5	25	32.5	100

Table 15: Students' preferences of working

The aim of this question is to know the way students prefer to work. We suggested three options (individually, in pairs, and in groups). 42.5% of participants answered that they prefer to work individually. It seems that they are the same participants who answered in question eight that they feel comfortable when they speak English. 32.5 of them like to work in group. It might be because the group work allows them to express themselves confidently without any fear. 25% of the participants assume tat working in pairs is the

best way for oral activities. I suppose that they believe that pair work aids them to exchange their ideas and opinions.

Question 15: Do you agree that working in group reduces speaking problems?

Options	Strongly agree	Agree	Disagree	Strongly disagree	No answer	Total
Number	8	18	10	2	2	40
%	20	45	25	5	5	100

Table 16: Students’ opinions about Working in Group Reduces Speaking Problems

This question is presented to investigate the students’ agreement about whether working in group is the appropriate cure for speaking problems. 45% of participants opted for “agree” which reflects that those participants experienced working in group. 20% answered that they are strongly agree which means they neglect working individually. Whereas 25% stated that they disagree. It may be because working in group interrupts them. The rest which represents the minority of population 5% answered that they are strongly disagree. We notice that two participants who represent 5% did not answer this question.

Section Two: Role Play

Question 16: Which type of activities do you prefer?

Options	Role play	Discussion	Survey	Total
Number	19	20	1	40
%	47.5	50	2.5	100

Table 17: Activity most Preferred

It is noticeable that half of population 50% prefers discussion activities where they express their personnel opinions and ideas followed by role play with 47.5%. This latter is

our main concern and as we mention in theoretical part that role play has an essential role in reducing students' feeling of fear and uncomfortable. While just one of the participants who equivalent 2.5% state that s/he prefers survey. I assume that s/he likes researching.

Question 17: Do you practice role play in the classroom?

Options	Yes	No	Total
Number	28	12	40
%	70	30	100

Table 18: Practice of Role Play

Practicing role play inside the classroom is considered as an effective technique in teaching speaking. This question aims to see whether participants practice the role play or not. The majority of participants' answers 70% reveal that they practice role play. While 30% of participants said that they do not practice it. It may because their teacher interested in other activities.

❖ **If yes, how often do you practice it?**

Options	Too often	Often	Sometimes	Rarely	Total
Number	8	7	14	11	40
%	20	17.5	35	27.5	100

Table 19: Frequency of Practicing Role Play

By this question, we want to know the students' frequency of practicing role play in classroom. I was astonished because even the participants who opted for "No" answered this question but they choose "rarely" 27.5% which does not so far mean "never". 35% of participants opted for "sometimes" who reflect that their teacher use other activities. 20% selected "too often" while 17.5% choose "often".

Question 18: Do you enjoy playing roles?

Options	Yes	No	Total
Number	36	4	40
%	90	10	100

Table 20: Whether Students Enjoy Playing Roles

According to the table above, we notice that the great majority of participants 90% stated that they enjoy playing role. I imagine that changing the real identity to experience another identity is some thing pleasant. Whereas 10% of the whole population stated that they do not enjoy playing roles; that is a sign of lack of interest and encouragement.

Question 19: Which role do you prefer to play?

Options	Primary role	Secondary role	Any role	Total
Number	23	3	14	40
%	57.5	7.5	35	100

Table 21: Students' Preferences of Roles

Students who are talkative and self confidence prefer to play primary pole. This category is presented by more than half of participants 57.5%. One interruption is that those participants aim to show their capacity to speak a lot. On the other hand, 35% of participants stated that they do not care about roles and any role is acceptable for them. The rest of population which represents 7.5% answered that they prefer to play a secondary role which indicates that they like to be out of sight and this often because of shy.

Question 20: Do you prefer to play a role suggested?

Options	By your own creation	By the teacher	By your peer	Total
Number	30	7	3	40
%	75	17.5	7.5	100

Table 22: Suggestion of Roles

In this question, participants are asked to say whether they like to play role supposed by their creation, by the teacher or by their peer. 75% of the participants' responses reveal that they like roles of their imagination. Here, many reasons are arises, for example, they feel comfortable, proud and ease when they perform a role of their creation. While 17.5 % think that role which suggested by teacher is better for the sake of accuracy. 7.5% prefer their peer's suggested role which indicate that they are not responsible and they do not use their capacities.

Question 21: Do you think that role play develop your speaking skill?

Options	Yes	No	Total
Number	38	2	40
%	95	5	100

Table 23: Students' Opinions about Developing Speaking Skill through Role Play

This question aims to identify the importance of role play in developing students' speaking skill. The great majority of the whole population 95% claimed that role play is an effective technique in improving one's speaking skill. While the minority 5% of participants see the contrast.

❖ **Please, say how?**

This sub- question gives us a clear idea about the possible ways that develop speaking through role play. The following table will clarify the explanation:

Explanations	Number	%
<p>❖ It improves the vocabulary:</p> <p>E.g.1 It helps me to know new words.</p> <p>E.g.2 It encourages me to learn more vocabulary.</p>	8	20
<p>❖ It develops the pronunciation</p> <p>E.g. In order to perform better, I try to pronounce words correctly.</p>	4	10
<p>❖ It helps in correcting mistakes</p> <p>E.g. When my teacher corrects my mistakes while performance, I never forget them.</p>	5	12.5
<p>❖ It is the best motivator for speaking</p> <p>E.g. It motivates me to communicate with others.</p>	9	22.5
<p>❖ It reduces Psychological problems of speaking</p> <p>E.g. Working in group solves the problem of being shy and fear in addition to lack of confidence.</p>	5	12.5
No answers	9	22.5
Total	40	100

Table 24: students' Explanations

This table reveals that the majority of students are aware about the importance of using role play in oral course.

Question 22: In you opinion, is this technique appropriate to be used always?

Options	Yes	No	Total
Number	31	9	40
%	77.5	22.5	100

Table 25: Students' Opinions about Appropriateness of Role Play

As shown in the table above, the majority of participants 77.5% answered that they believe that role play is suitable to be used always and this indicates that they enjoy playing roles. However, 22.5% of participants refuse using role play in all oral lectures.

❖ If no what do you suppose?

Just three students among nine answered this commentary question and suggested:

Students	Suggestions
Student1	Focus on discussion activities
Student2	We need listening courses
Student3	We need visual aids

Table 26: Students' Suggestions about Other Activities

Question 23: Suggestions:

Suggestions	Number	%
➤ Use of material and media (newspaper and magazine).	2	5
➤ Making play competitions between groups and present the best one in front of all students.	2	5
➤ Making listening courses in laboratory in order to provide	2	5

students with the correct pronunciation of English language.		
➤ The oral expression course is an essential course that need much care.	1	2.5
No answers	33	82.5
Total	40	100

Table 27: Students' Further suggestions

In this question, students are provided with free space to make their suggestions. As we notice, just seven students among the whole population answer this question and their suggestions about what concern the oral course and its activities are quite different.

5. Discussion

The analysis of students' questionnaire shows that the objectives of using role play do really affect the students' speaking level. As we notice, the students' responses in section two, revealed that first year students are really suffered from many speaking disabilities like lack of confidence, mother tongue interference, fear...etc although their teachers encourage them to speak. We also notice that majority of students like to work cooperatively whether in groups or in pairs because they think that working in group helps them to use language correctly. In the section three, the students' answers demonstrated that they are aware about the effectiveness of role play because all of them experienced it. In addition, they show their preferences for this technique and they favor if their teacher use it always.

I. Teachers' Interview

1. Population

Our interview is directed to teachers at University of Biskra. We dealt with the sample of five (5) teachers of oral expression course. They are selected randomly from the entire population of about fifteen (15) teachers of oral expression course.

2. The Description of Teachers' Interview

Interview is another tool which is needed to fulfill this research. It consists of thirteen open questions which are formed to get more insights and information about:

- The period of teachers' experience in teaching oral expression course,
- The students' levels in English speaking,
- The aspect of language they focus more while evaluating students speaking,
- The difficulties that face students while speaking,
- The way of correcting students' mistakes,
- Whether they motivate their students to speak and the way they do that,
- Whether they use role play technique in their class,
- Frequency of using role play,
- Students reaction toward role play,
- Whether they provide their students with written roles,
- Teachers' opinions about whether working in group reduce students' shyness and fear,
- Teachers' opinions about if the role play is appropriate technique to develop speaking skill, and

➤ Teachers' further suggestions.

3. The Analysis of Teachers' Interview

Question 1: How long have you been teaching oral expression?

Teacher 1: two years

Teacher 2: two years

Teacher 3: seven years

Teacher 4: one year

Teacher 5: five years

Teachers' answers reveal that that they have been teaching oral expression for the period between one to seven years. This means that our informants have different experiences which lead us to collect different opinions and perspectives about our study.

Question 2: How do you consider your students level in oral production?

Teacher 1: not bad and not good, sometimes it depends on the teachers' way of teaching oral expression.

Teacher 2: not bad

Teacher 3: most of them have acceptable level.

Teacher 4: average

Teacher 5: it could be better.

Teachers are asked to describe their students' level of oral proficiency. Teachers' replies indicate that their students' level is average (i.e. not bad and not good). I think that their students are not highly interested in learning English.

Question 3: Which aspect of language (grammar, pronunciation, or vocabulary) do you focus more while evaluating speaking?

Teacher 1: vocabulary and pronunciation

Teacher 2: grammar and pronunciation

Teacher 3: I give them an equal attention since they constitute the main components of language. If I need to choose I would say pronunciation.

Teacher 4: all of them

Teacher 5: all of the aspects mentioned

From teachers' replies, we can say that three teachers think that all aspects of language are considered in their evaluation. The two other teachers share in the aspect of pronunciation which indicates that it is the most important aspect in producing language.

Question 4: What are the difficulties that face your students while speaking?

Teacher 1: lack of vocabulary and the misuse of new vocabulary.

Teacher 2: the interference of mother tongue on the target language, bad pronunciation leads to bad communication.

Teacher 3: lack of motivation, shortage of vocabulary and weakness in grammar as well as fear of making mistakes (lack of self confidence).

Teacher 4: grammar mistakes especially the use of tenses.

Teacher5: psychologically: shyness, social: students fail to communicate in public, and cognitive: students feel lost for words and expressions.

Teachers' responses provide us a clear image about the most common difficulties that students face when they start speaking. These difficulties are classified like the fifth teacher suggest. First of all, cognitive problems include; grammatical mistakes, lack of vocabulary, and mispronunciation. Second, psychological disabilities contain; lack of confidence and motivation as well as shyness. Finally, social challenges include; the interference.

Question 5: How do you correct your students' mistakes while they are performing?

Teacher 1: I correct their mistakes immediately when they are acting.

Teacher 2: sometimes if I can stop them and correct their mistakes, but when the performance can not be stopped, I wait till the end and then I correct them

Teacher 3: I implicitly correct their mistakes through repeating the word they said but in a correct form. If there are serious mistakes, I often have remedial session.

Teacher 4: immediately and sometimes when they finish their work.

Teacher 5: I correct their mistakes smoothly.

We can understand from the above answers that the five teachers are aware of correcting their students' mistakes. They suggest three different ways of correcting mistakes which are: immediately but without interruption, at the end of performance, or having remedial session about the serious mistakes.

Question 6: Do you encourage your students to speak? Please, say how?

Teacher 1: yes, of course. Through telling the vocabulary they need in their speaking, for example, speaking about ceremony, I will provide them with the vocabulary and expressions to use them in speaking about the topic.

Teacher 2: of course, they have their own session to perform whatever they want just to let them get rid of their shyness and get used to people and try to avoid mistakes.

Teacher 3: yes, I do; because speaking is the skill by which they are often judged as being learner of foreign language. I use variety of speaking tasks that mainly depend on interaction such as role play.

Teacher 4: of course, by asking them questions in other times use authentic materials.

Teacher 5: yes I do, I boost them self- confidence and I respect their views.

All teachers' answers indicate that they motivate their students to speak. However the teachers' way in enhancing students are different. Among these ways; giving students vocabulary that they need in their speaking, asking them questions, respecting their views...etc. so, the teachers' role in motivating students' speaking has a great effect in students' production in target language.

Question 7: Do you use role play technique in your class?

Teacher 1: of course because it is very important to help students to pronounce correctly and to understand the native speaker.

Teacher 2: always

Teacher 3: yes, I do.

Teacher 4: yes, I do.

Teacher5: of course

This question attempts to investigate whether the teachers use role play technique in their classes. The teachers' answers show that all teachers utilize this technique. This reflects that role play is an appropriate technique to be used in oral expression course.

Question 8: How often do you use it?

Teacher 1: once per week

Teacher 2: every week

Teacher 3: I often use it especially during the first semester.

Teacher 4: frequently

Teacher 5: very often

We aim by, this question, to know the frequency of using role play. We notice that three teacher answered that they often use role play when two other teachers use it each week. This reflects that the role play is the most used technique.

Question 9: Do your students enjoy playing roles?

Teacher 1: of course, sometimes they like it more than the other ways

Teacher 2: yes, they do.

Teacher 3: yes, most of them do.

Teacher 4: they are interested in playing roles, especially, those roles of their creation.

Teacher 5: to some degree.

All teachers claim that their students enjoy playing roles. These answers go in accordance with the students answers (90%) that they enjoy playing roles which means that role play creates enjoyable atmosphere in addition to its importance and effectiveness.

Question 10: Do you provide your students with written roles to be performed?

Teacher 1: I avoid doing that because it urges them to keep by heart not to talk freely.

Teacher 2: yes, sometimes.

Teacher 3: no, I let them write their roles, I may help them but the final script is their own production.

Teacher 4: well, I suggest plays but they do not follow me they like to be free

Teacher 5: no

The majority of teachers answer that they do not provide their students with written roles in order to give them chance to write their own roles. Just one teacher declares that she gives them written role. I think that students are more at ease when they play roles of their imagination and giving them written role means limiting their creativity.

Question 10: Working in group reduces students' shyness and fear, do you agree?

Teacher 1: yes, I agree.

Teacher 2: yes, of course I do.

Teacher 3: yes, I totally agree. When students work together, they feel more secure and less anxious.

Teacher 4: yes, weak students make of other good students.

Teacher 5: yes, because they learn from each other.

We aim, by this question, to see the effectiveness of working in group since role play need more than one player. All teachers agree that working in group is the best cure for students' shyness and fear. I think that speaking public make students less inhibited and raise their confidence.

Question 12: do you think that role play is an appropriate technique to develop students' speaking skill?

Teacher 1: yes, but I think we have to mix between acting plays and watching them to learn more how to act and to pronounce like native speakers.

Teacher 2: of course.

Teacher 3: yes, I do because it allows them to practice real life situation in class and use different language functions as they practically exist in people's daily lives.

Teacher 4: not always.

Teacher 5: yes, absolutely.

This question is presented to highlight the importance of role play in developing students' ability to speak. The teachers' answers reveal that the majority of teachers believe in the fact that role play would enhance students' speaking capacity. I think that this believe remove all the doubt and hesitation that role play is useless or childish. Only one teacher has answered negatively by saying "not always" but this does not mean that she ignores the great benefits of role play in improving students speaking ability.

Question 13: any further suggestions are welcome:

Teacher 1: I suggest that playing roles is for the sake of improving speaking skill but I believe that we have to avoid providing students with handouts because it makes them like memorizing and then just as if they are reading from their minds. Thus, it is better to do it without preparation.

Teacher 2: not only role play can improve the students' level in speaking, we have also reading and listening. Anyway, the four skills are needed to be good English speaker, but for me I focus on listening and speaking.

Teacher 3: role plays should be well prepared, well planned, meaningful and provoking to effectively help students improve their speaking skill.

Teacher 4: I suppose the collaboration between ESP (English for Specific Purpose) and oral course.

Teacher 5: /

We offer teachers with free space to give their opinions, suggestions, and advice about oral expression course and more precisely about role play activities.

4. Discussion

The analysis of teachers' interview, as students' questionnaire, has revealed that role play is the most appropriate technique in developing students' speaking skill providing many reasons to support this view. In fact the majority of teachers consider that speaking skill is the major skill that needs development. However, they see that their students face many problems when they are speaking. So, they use the role play very often to treat, as much speaking problem as, they can. In addition, we notice that teachers have an essential role in correcting their students' mistakes without interruption in order to reduce hesitation and fears then students are motivated to participate. So, with the results of the interview, we get the same conclusion with the questionnaire that was using role play activities is effective in motivating students to speak English.

II. Classroom observation

1. Description of Classroom Observation

In addition to students' questionnaire and teachers' interview, we decide to use another tool which is classroom observation. The distinctive feature of observation as a research tool is that it offers us the opportunity to gather live data from naturally occurring situation. Our classroom observation takes place in Mohammed Kheidar University of Biskra at Ben Taibi classes. We attended four oral expression lectures with three different teachers and four different groups to observe students' speaking through role plays. In each lecture we spend hour and half an hour observing students' performance.

We have designed a checklist which attempts to provide a comprehensive, systematic, and objective way of observation. This checklist contains three headlines (presentation; what the players did, the instructor; what the teacher did, and the audience; what the listeners did). In each headline, we have several elements with the options of (not observed, satisfactory, and done well).

2. Analysis of the Classroom Observation

Section One: The Instructor (what teacher did)

Item 1: did the teacher introduce the purpose of the lesson?

The aim of this item is to investigate if the teachers inform their students about what they will have in the current lesson. As we notice that teacher of group (3) do not introduce the objectives of the lesson because when she entered the class she found that her students prepare themselves to present a role play. While the two other teachers announce that they will have role play session.

Item 2: Did the teacher help students when they face problem in performance?

This item aims to see the ways teachers use to treat problems. In group (3), teacher aids her students indirectly by saying “just repeat” or “it is ok” in order not to interrupt them. While the other teachers help their students by offering suggestions although it may disturb them but it is helpful way to solve the problem.

Item 3: Did the teacher give comment after each performance?

This item intended to know if the teachers comment, whether by reward or punishment, on the students’ performance. We notice that all teachers have make comments and suggestions about the students’ presentation. We also see that their comment were positive, for example, they said “good”, “you have done well”...etc

Item 4: Did the teacher encourage the audience to ask questions and to comment on presentation?

The purpose of this item is whether the teachers motivate their students to participate with their opinions and ideas. We notice that just the teacher of group (7) who did that, by choosing randomly one of the students and asking him/her about their classmates’ performance. The other two teachers consider themselves as the only one who has the right to comment.

Section Two: The Audience (what the listeners did)

Item 5: Did the listeners keep their cool while the others are performing?

This item seeks to investigate whether the listeners are interested in the presentation and follow it step by step. We observe that only the group (3) who is so noisy. This may be due to lack of interest or because of the teacher unable to control them since she is a new teacher. The other groups are very kind.

Item 6: Did they ask appropriate questions?

This item attempts to identify the students' participation which reflects that students are interested in the topic of the presentation. According to our observation, there are two groups (7, 8) who are motivated to ask questions in which the majority of the students in these groups involved asking questions. In group (4) there are some members who sometimes ask questions while in group (3) listeners avoid asking questions.

Item 7: Did they give their comments respectfully?

The item is presented to show the way students comment on presentation. We remark that members in the group (7) give their comments and suggestions in highly respected manner. They ask for permission when they want to speak. In addition, they are objective in giving comments which mean that they criticize the ideas not persons. In the groups (4, 8) members propose their comments in satisfactory way in which they speak one by one. In contrast, the comments are given ironically without any respect to the teacher and their classmates.

Section Three: The presentation (what the players did)

Item 8: Did the players' projected voice easily heard?

This item presented to identify the students' psychological states because lower voice reflects the students' shyness and fear and in contrast with higher voice. We observe that the players in the whole groups (3, 4, 7, and 8) speak loudly although they have grammatical and pronunciation mistakes. However there are some players in groups (3, 4) who were afraid and their voice not easily heard.

Item 9: Did the players use intonation to vary emphasis?

Intonation is one of the most characteristics of native speaker of English language. So, this item is attended to see if the players are knowledgeable speakers of that language.

Unfortunately, just the players of group (7) who use intonation, they know where the intonation is down and where it is up. The other groups (3, 4, and 8) do not use it.

Item 10: Did the players transmit the messages clearly?

In this current item, we want to show how the players pass their message. According to what we observe, all the players in the four groups (3, 4, 7, and 8) send clear and understandable messages. I think because they choose their subjects by themselves.

Item 11: Did the player present a high level of fluency?

This item is presented to investigate students' degree of fluency. We remark that in group (7) the players present a satisfactory level of fluency. While in groups (3, 8) the players' fluency level can be developed to be good. In group (4) the players' level is not so good. They use expressions like (um, uh, well...etc) which indicate that they do not know what to say. The reason behind that is that the players in this group are not asked before to prepare a role play, they do it spontaneously.

Item 12: Did the players speak clearly, firmly, and confidently?

The purpose of this item is to see the way players speak. As we notice, in groups (7, 8) the players are self confidence and their performance was satisfactory. While in groups (3, 4) there are some players who lack their confidence which leads them to hesitation.

Item 13: Did the players use body language?

In this item, we aim to observe if the players use the body language to support their speaking. We notice that in the whole groups (3, 4, 7, and 8), the players use this technique in order to be more understood. In addition, it makes communication easier because when they face speaking problem they can use gestures.

Item 14: Did the players choose an appropriate role play topic?

We observe that in the three groups (3, 4, and 8) the players select good topics, for example, illegal children, the differences between rich and poor families, love stories...etc.

While in group (7) the teacher provides her students with written roles about “shopping” and then she asks them to make modifications where necessary. She gives them fifteen minutes to prepare it. At the end she invites them to perform the final production of the role play.

Item 15: Did the players present the topic with logical order?

The objective of this item is to see whether the players present the topic in organized way (i.e. introduce the problem and then find the solution). In group (7), although the players are given just fifteen minutes, they present organized topics. We can say also that in groups (3, 8) the players show their topics in good manner. While in group (4) the majority of the players disorder scenes but they repeat again. I think because they do it spontaneously. I also want to point out that the players in group (4) are unwilling to perform plays because they are not ready to do it but their teacher decide that if they do not perform they will loose four points in the exam.

Item 16: Did the players use oral presentation?

This item aims to observe whether the players speak orally in the performance or read from the papers. We remark that the whole groups (3, 4, 7, and 8) use oral presentation although the groups (4, 7) prepare the role play during the session. We can understand that students are more at ease while playing roles especially those roles of their creation.

Item 17: Did the players divide the roles equally?

The current item is a sign to see whether the players share the same rate of speaking. However, in the four groups (3, 4, 7, and 8), we do not observe that, since the plays includes two types of role (primary role and secondary role). The former means directly speaking too much .Unlike the later which means to speak occasionally.

Item 18: Did the players express satisfaction with working in group?

This item clarifies the importance of group cohesion in developing players' feeling of satisfaction toward each other. As we know that when we want to perform a situation, we need the adoption of two or three persons at least. Our concern is whether those persons are satisfied in working together. According to our observation, the players in all groups (3, 4, 7, and 8) are contented to work with each other. It may be because they are experienced working together and this experience let them build the confidentiality among them.

Item 19: Did the players provide accurate information, a clear explanation, and solution?

This item attempts to investigate the content of the role play. We notice that the players in groups (4, 8) pick their topics from their surrounding environment in which they present real social problems but without detailed explanation and, at the end, they propose simple solutions. In group (3), the players perform a short stories like, "little girl and the wolf". In group (7) the players perform a conversation in a clothes shop between shop assistant and customer.

3. Discussion

From the observation, we found that during the four lectures of oral expression which we attended, the students in groups (3, 7) are active in practicing role play activities and they are motivated to speak English on the class, however; in group (8) they are less motivated. While in group (4), the students are afraid of speaking English and they perform the role play activity under the pressure from their teacher. It seems that they participate just for gain marks. So, the results of our observation is in some degree positive in which it reveal that the role play is the most effective way in developing students' speaking skill because it gives low level students the opportunity to participate with the excellent students. The

harmony between them motivates low level students to develop their level gradually. We want also to point out the importance of the teachers' roles in offering students the opportunity to practice role play, in addition to; their roles in correcting mistakes whether grammatical or pronunciation mistakes in order to provide them with accurate English language.

Conclusion

After collecting data, we observe that in questionnaire the majority of students find speaking skill is not an easy task but they are motivated to improve it. In teachers' interview, we notice that teachers are aware about the influence of role play on students' level. Hence, they use it frequently. The results of classroom observation also show the same findings with students' questionnaire and teachers' interview. In addition, it reveals that for effective performance teachers should play a role of facilitator.

To conclude, the analysis of students' questionnaire, teachers' interview, and classroom observation show positive results about the effectiveness of role play on improving students' speaking skill which, in turn, have confirmed our hypothesis.

Recommendation

- The major aim to learn a foreign language is to speak and communicate in that language. Then, learning speaking skill will reinforce the learning of the other skills.
- Teachers need to better understand meaningful ways of assessing students' oral production.
- There are many reasons that leads to underachievement in speaking, such as, lack of confidence, fear, shyness... due to these problem teacher need to encourage students' talk inside the classroom to be exclusively in English.
- Role play is an important technique for teaching speaking in which teacher can provide students with language use and help them in increasing oral proficiency.
- In order to raise the relaxed and less inhibited atmosphere, teacher should play the roles of motivator and facilitator.
- Teachers should raise their students' awareness about the importance of role play technique in improving their speaking skill.
- Teachers should seen role play as central and essential to learners' experience because it aids them to improve social skill in order to communicate with each others.

General Conclusion

General Conclusion

This study was presented to investigate whether the use of role play motivates students to participate for achieving oral proficiency. We hypothesize that if teachers use role play in their classes, then students' level will be improved. We believe that the application of role play to the field of foreign language is essential for improving oral communication because it creates a situation in which students can help each others.

This dissertation included three chapters. The first and second reviewed the related literature. The third one included analyses and discussion of the results. In other words, the first chapter discussed some concepts connected to the nature of speaking while the second provided us a clear picture about the role play technique; its definition, types, and multiple activities. The last chapter was the practical part where the results presented to confirm our hypothesis. After analyzing students' questionnaire, teachers' interview, and classroom observation, we draw the conclusion that the students are motivated to perform role play in the sake of improving their speaking skill. Moreover, we notice that the majority of students and teachers are aware of the fact that role play has an essential role in developing communicative competence.

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Appendices

Appendix 1

Students' questionnaire

You are respectfully requested to answer this questionnaire. It aims to investigate the effectiveness of role play in developing speaking skill. Your answers are very important to fulfill the objectives of this research. We would be very grateful if you answer the following questions.

Please, put (x) in the appropriate box and write statements wherever necessary.

Section One: Background knowledge

1- Age:

2- Sex

a- Male

b- Female

3- Do you like English language?

a- Yes

b- No

4- What is your level in English?

a- Very low

b- Low

c- Average

d- Good

5- Which skill do you think is most difficult for you to develop?

a- Speaking

b- Listening

c- Writing

c- Reading

c- By your peer

21- Do you think that role play develop your speaking skill?

a- Yes

b- No

_ Please, say how.....
.....

22- In your opinion, does this technique appropriate to be used always?

a- Yes

b- No

_ If no, what do you suppose?.....
.....

23- Suggestions.....

.....
.....

thank you
thank you

Appendix 2

Teachers' Interview

Dear teacher,

We would be so grateful if you accept answering the questions below. Be sure that your contribution helps us in completing this research that aims to investigate the effectiveness of role play in developing students' speaking skill. Thank you in advance.

1. How long have you been teaching oral expression?

.....
.....

2. How do you consider your students level in English speaking?

.....
.....

3. Which aspect of language (grammar, pronunciation, vocabulary) do you focus more while valuating students speaking?

.....
.....

4. What are the difficulties that face your students while speaking?

.....
.....

5. How do you correct your students' mistakes while they are performing?

.....
.....

6. Do you encourage your students to speak? Please, say how?

.....
.....

7. Do you use role play technique in your class?

.....
.....

8. How often do you use it?

.....
.....

9. Do your students enjoy playing roles?

.....
.....

10. Do you provide your students with written roles to be performed?

.....
.....

11. Working in group reduces students' shyness and fear, do you agree?

.....
.....

12. Do you think that role play is an appropriate technique to develop students speaking skill?

.....
.....

13. Any further suggestions are welcome:

.....
.....

Appendix 3

Observation checklist

Instructor:

Course:

Number of Students:

Date:

Group:

Section one : Instructor

Did the teacher... ?	Not observed	Satisfactory	Done well
Introduce the purpose of the lesson			
Help his students when they face problem in performance			
give comment (reward or punishment) after each performance			
Encourage the audience to ask questions and to comment on the presentation			

Section two: the audience

Did the listeners... ?	Not observed	Satisfactory	Done well
keep their cool while the others are performing			
Ask appropriate questions			
Give their comments respectfully			

Section three: The Presentation

Did the players... ?	Not observed	Satisfactory	Done well
Projected voice easily heard			
use intonation to vary emphasis			
Transmit the message clearly			
Present High level of fluency			
Speak clearly, firmly, and confidently			
Use body language			
Choose an appropriate role play topic			
Present the topic with logical order			
Use oral presentation			
Divide the roles equally			
Express satisfaction with working in group			
Provide accurate information, a clear explanation and a solution			