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**The Effectiveness of Plays in Enhancing the Speaking Skill
in EFL classes**

**Case Study: Second year Students of English at Mohamed Kheider
University of Biskra**

**A Dissertation Submitted to Mohammed Kheider University of BISKRA in partial
fulfillment of the requirements for the degree of Master in Sciences of language**

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Declaration

I, SAADANE HAJER, do hereby solemnly declare that the work presented in this dissertation is my own, and has not been submitted before to any other institution or university for a degree.

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Dedication

No expressions would describe my gratitude to my parents whose love and devotion have been my allies against all the constraints I encountered during my work on this research, as well as for their assistance, moral, and financial support throughout my academic career

I would also like to thank my sisters: Lyna, Imen, Fatima azzehraa, and my brothers: Ahmed, Nouhe. The care of every member of my extended family provided me with an endless motivation to go forward.

I would also like to dedicate this work to the memory of my grandmothers and grandfathers.

To all my friends, Fella , Kenza ,Diamonta, Hana , Amel, Mr. Bourich nacerddin; your friendship has made my life wonderful and dynamic; thank you for the marvelous times I spent with y

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*I am grateful to the teachers at the Section of English
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Abstract

The aim of this dissertation is to investigate the effectiveness of plays in enhancing the speaking skill in EFL classes. This study focuses particularly on the use of plays or drama as techniques in oral expression course to improve students' speaking skill. We hypothesize that the causes behind student's weaknesses in speaking is the lack of activities that urges the learners to speak language in class; we do agree that using plays in class is the effective technique to improve student's level in speaking English language; and we advance that the teacher's role in the class is needed in this case. In this study, we have adopted the descriptive method as an approach to acquire and gather data for this dissertation. This study comprises two parts: a theoretical part that is divided into two chapters, one about the speaking skill and another about plays or drama, and a practical part which is the fieldwork of the study. In this study, we address 03 issues (1) the lack of activities in which learners have weaknesses in the speaking skill, (2) the effects of using plays on students' speaking abilities. The study has mainly administered both a focus group and questionnaire to fifty students of second year at section of English in Biskra University. We analyzed the obtained data through the descriptive method, which has proved to be significant for our case. The research findings showed that students were actually highly positive in their beliefs about the benefits and usefulness of the use of plays in the classroom as a learning technique. The findings revealed that plays are beneficial to help students to enhance their speaking skill, especially in oral expression courses. Hopefully the study will be useful to both teachers and students of other levels in teaching the speaking skill.

List of Abbreviations and Acronyms

EFL: English as Foreign Language.

ESL: English as Second Language.

L2: Second Language.

%: Percentage.

P: Participant.

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General Introduction

English language has recently been considered as a tool of communication all over the world. It is used in many fields of development such as technology, commerce, and tourism. The fact that teaching English is a difficult task which has led many teachers to ask themselves, before starting teaching, the following question: how can I prepare the appropriate lesson in which I can help students to improve their ability to be more competent in learning EFL? This needs a good number of strategies (dialogues, plays, discussion, and group work) and different kinds of skills (listening, speaking, reading, and writing). Among these skills ,the speaking skill plays a very significant role in learning because it is the skill that can help the teachers to read what comes to their students' minds (their background knowledge ,their social circumstances ,their culture and their (psychological needs). Moreover, through this skill the teachers can also discover their students' mistakes in learning EFL (grammatical and phonological mistakes), so that they can enhance their proficiency in terms of developing their oral fluency and accuracy which are very essential for the success of the foreign language.

In this research, we would discuss about the effectiveness of plays or drama in English language classes and its impact on improving the speaking skill. We think that the use of plays in EFL classrooms is important because of its positive impact on the students' proficiency level.

Statement of the problem

Students come to university level to have a degree in English which requires the mastery of the four skills. The main objective of EFL learners is to be able to communicate in that language. Yet, we notice that EFL learners have difficulties in oral contact because of the lack of activities that motivate them to communicate in that

language. Thus, we propose that a good solution to improve the learner's speaking skill and overcome this obstacle is to adopt plays in the classroom.

Significance of the Study

The present study will reflect the importance of speaking the English language in EFL oral courses. Therefore, we suggest that in order to develop the speaking skill we have to use plays which can help the learner to master this skill.

Aims

This study aims at:

- A. Filling the gap of the learner in speaking skill via plays.
- B. Shedding the light on the importance of using plays in the classroom.
- C. Encouraging teachers and learners to use this technique in EFL classes.

Research Questions

This dissertation relies on the following questions:

1. What causes are behind the student's weakness in oral expression?
2. Is the use of plays an appropriate technique to improve student's level in speaking English language in the class?
3. Is the teacher's role in the class needed in this case?

Hypotheses

The present research is based on three hypotheses that shall be tested and verified through:

1. We hypothesises that the causes behind student's weakness in oral expression are the lack of activities that urges the learners to speak language in class.

2. We do agree that using plays in the class is the effective technique to improve student's level in speaking English language.
3. We advance that the teacher's role in the class is needed in this case.

Methodology

The researchers intend to use the descriptive method as an approach to acquire and gather data for this thesis. Moreover, the researchers plan to derive information from any material relevant to their field of interest which is a new and a fresh area in their department as far as they are concerned. In addition, they will use questionnaire and focus group to cater for both theoretical and applied research. The results of the questionnaire and the focus group will be included in the thesis.

Research tools/ Methods

The main research tools are itemized below:

1. Questionnaire
2. Focus group

Population

Since speaking skill is quite a difficult aspect of language, we have decided to choose second year students at the Department of Foreign languages in the section of English in Mohamed Kheider University of Biskra; for the reason of their slight knowledge of language use and their ability to hold an appropriate conversation.

Sample

In this research, there are (949) of second year students (Department of Foreign languages, section of English at Mohamed Kheider University). They will be chosen at random.

Research Limitations

Our present study focuses on looking for the effectiveness of plays in enhancing the speaking skill in EFL classes. However, this work is limited by some restrictions. The limitations that we faced are as follows: in distributing the students' questionnaire and the interview of the focus group; the students were not cooperative with us due to the over distributing of the other candidates' questionnaires, as well as it was the examination period where all the teachers did not accept us to interview with the students until the end of the sessions, the time when most of the students were tired and disappointed because of the examination. Another important limitation was the lack of primary sources for the second chapter, and thus we were obliged to use secondary sources. Finally, those limitations did not obstruct our study and the obtained results.

Structure of the Work

The actual research is divided into three main chapters. The first and the second chapters are about the theoretical part. However, the third chapter contains the practical part of the present research. The first chapter gives a general overview on the speaking skill with more details about its types, its importance, its aspect, and elements. The second chapter deals with plays or drama taking into consideration its use in EFL classes and in English language teaching, and its advantages. The last chapter contains data analysis of both the questionnaire and the focus group .It allows us to see whether the results confirm or disconfirm our hypotheses

Literature Review

According to the research topic, the effectiveness of plays in enhancing the speaking skill, there are many scholars and authors who contributed to the view of using drama in order to improve foreign or second language. We will try to bring up different theories and key terms.

Maria Vilanova Vila-Abadal, (2001), in her PhD thesis titled: *Foreign Language Teaching through Drama*; focuses mainly on the use of drama as a medium of increasing educational context rather than its use, techniques, and advantage in improving the speaking skill. She indicates that “Drama offers us the opportunity to know ourselves, precisely and ironically through the adoption of a different identity” in other words, when we are given a role or character to perform, we expose our personality by playing at being a different individual. All this happens within a group, hence, emphasizing the communicative spirit of drama. (p. 1)

Moreover, she added that “drama activity in the context of a language class is not assessed by the success of the performance itself to what extent the acting is believable or not but by all the interactions and behaviours that are generated by the participants/students” (ibid). That is to say, assessing drama can be through the performance, the presentation that they get involved in with the other participants and students.

Furthermore, Astrid Ronke (2005), in his PhD thesis, intends to explore one such alternative approach, namely *The Use of Drama and Theater as a Method for Foreign Language Learning*, particularly in German, at the university level in the USA. He argues that drama and theater-based learning and teaching provide an excellent setting for foreign language acquisition and application. Furthermore, it can serve as a means of

generating genuine conversation as well as a positive environment for social learning and the promotion of the German language and culture in the United States. (p.2)

Based on what has been said above, we can notice that both of the researchers did not as focus on the drama as a major technique in developing and increasing the speaking skill, and as a tool of enriching the students' vocabulary and advance their fluency in producing the language. Whereas, our research pays more attention on the use of plays in EFL classes in order to enhance English foreign language learners' speaking skill.

Chapter One: The Speaking Skill

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Introduction

When we learn a foreign language, there are four skills that we need for completing communication: listening, speaking, reading, and writing. Speaking skill has been considered as an important part for teaching EFL. Therefore, speaking is not an easy task because they face difficulties in using the language. EFL learner at certain level try to express their ideas through speaking instead of writing to interact with their teacher or their classmates; speaking skill takes predominance over the other three skills of language learning .In learning any language; we try to speak before any other skill. The teacher has to provide learners with a method for enhancing this skill and increasing the opportunities of language use.

This chapter attempts to provide an over view about the speaking skill, and tries to introduce its nature through presenting a contrast between speaking and the other skills, as well as the definition of speaking. The other point is discussing the teaching of speaking in the classroom. Moreover, we will set up some of the main activities that are obtainable in the classroom. The main goal for the teacher is to enable the EFL learners to speak the language or communicate effectively through the oral language.

1. The nature of Speaking Skill

“Speaking is an interactive process of constructing meaning that involves producing and receiving information “(Florez & Comnigham cited from Brown.1994; p. 200-3). It is form and meaning that depends on the real context in which it occurs, including the participants themselves, their cooperative experiences, as well as the purpose of speaking. The latter represents an individual’s living process. Furthermore, it is the same as individual’s ability like walking or seeing. Without speaking, people remain isolated from practising any kind of social society. This skill needs to get a lot

of attention by the learner since it is the skill in which s/he is often judged. Moreover, Littlewood (1981; p.1) pointed out that “Speaking skill is an important part of the curriculum in language teaching, and this makes them important object of assessment as well”. Therefore, Speaking is one of the most essential skills in language learning. It is considered as an art of transmitting thoughts, beliefs, ideas, feeling, meaning, and events from the speaker to the hearer. In J. C. Richards’ book *Methodology in Language Teaching*, Nunan (2002; or 1994, p. 238) claims that “For most people, being able to claim knowledge of second language means being able to speak and write that language “.

Even though the speaking skill is essential in learning a foreign language, however, we should not disregard the fact that there are other skills such as writing, reading and listening.

2. The Speaking Skill vs. the Other Skills

There is a relationship between the speaking skill and the other skills. These skills should be practised by EFL learners. There are two types of skills; receptive skills or input skills (reading and listening) and productive skills or output skills (writing and speaking). Learners have to give attention to on these skills in order to set up aims for the learning procedure. According to Edge (1993; p.106) “...analyzing the language into skills gives us more ways of meaningfully focusing our teaching and motivate our learners”

Furthermore, any EFL learner who is going to learn new information, s/he needs without any doubt to listen to the teacher in order to understand, then speaking through performing by giving their own examples. In the end reading as input process and this by storing all the information and the sources, because the learner will use them in order to remember the grammar rules.

2.1 Speaking vs. Writing

Both speaking and writing are considered as "productive skills". Language is divided into two forms speaking and writing. According to Brown and Yule (1983; p. 20) they begin their discussion on the nature of speaking by setting up the differences between spoken and written language; they point out that: Language teaching has been concerned with the teaching of written language. This language is characterized by well-formed sentences. These latter are included into structured paragraph, and at the same time the speaker is practising the art of producing sentences of the language. On the other hand, spoken language is provided by short and often incomplete utterances, in the form of words.

The spoken language differs from the written one through the structure of the sentence. Writing is simply encoding one's ideas, thoughts, feeling, and it is a sort of interconnected ideas which can be symbolized into forms of letters and short phrases; for example, the sentence should be connected with connectors such as conjunction articles and so on; otherwise, the sentence will be meaningless. Moreover LettleWood (1981; p.12)claims that "teachers must put in consideration that to teach learners the spoken foreign language, it is necessary to know that speaking is different from written concerning the degree of usefulness, vocabulary and pronunciation syntax"

According to Rebecca (2011; p. 10-13) speaking is seen as an opposite to writing skill; therefore, there are several distinctive features between them. First of all, from a linguistic point of view the form of speech of any language is basically temporary; for example, when we produce a word this act happens within the co-ordinates i.e., in specific time and place, these never be reduplicated, even though we are able to document anything from speeches and words such as through media. Language which is produced or spoken to be heard should be quite different from text

that is written to be read. The common problem is that in oral presentation, the information is excessive for the hearers as they try to practise or develop their speaking ability. Many discoveries have shown that speakers ‘package’ of their information differ from written whether at the degree of the clause or through vocabulary.

In the same vein, Rebecca (2011; p. 11.12) provides diagrammes in which she clarified the contrast between writing and speaking discourse.

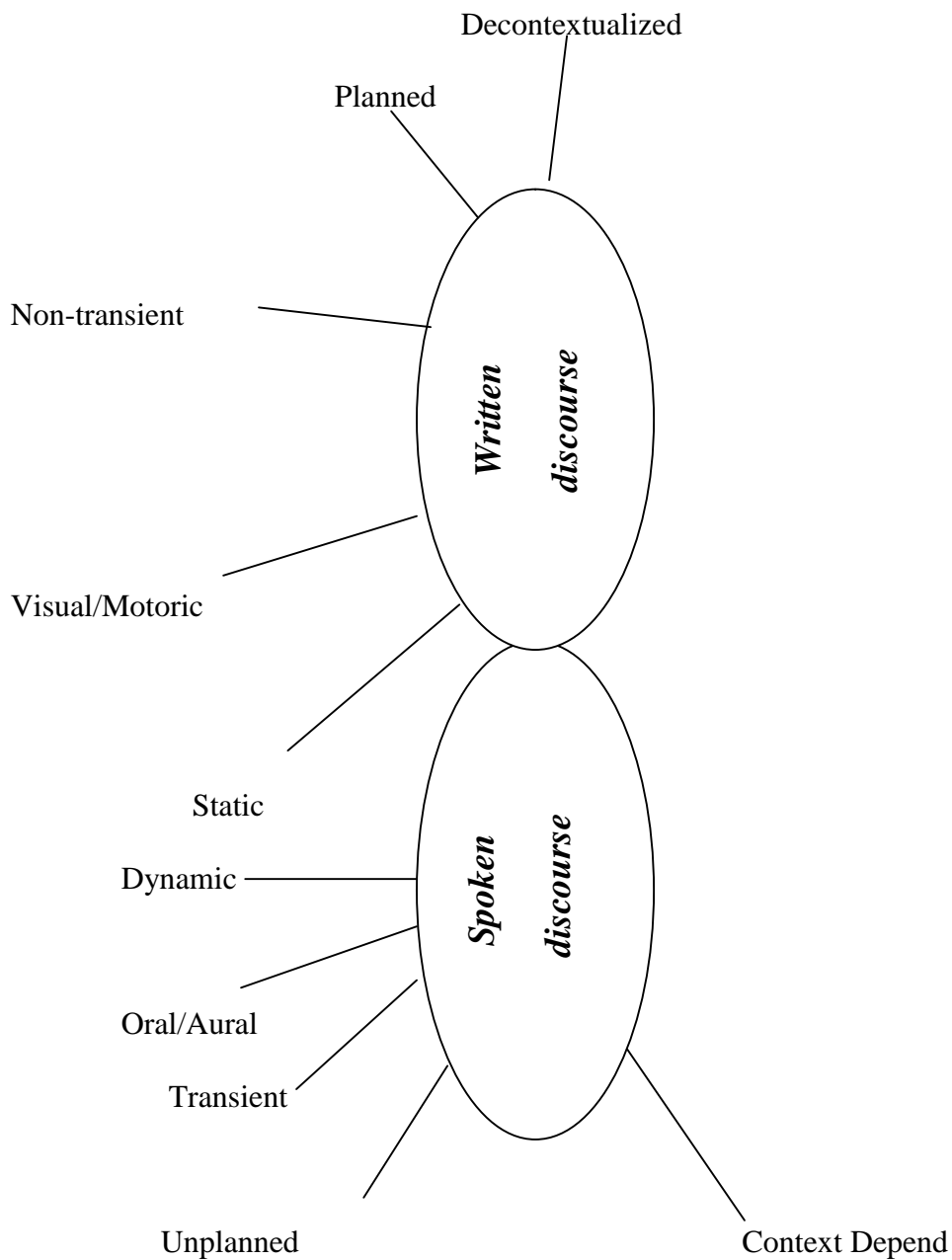


Figure 1.1: Teaching and researching speaking (2011, p.11)

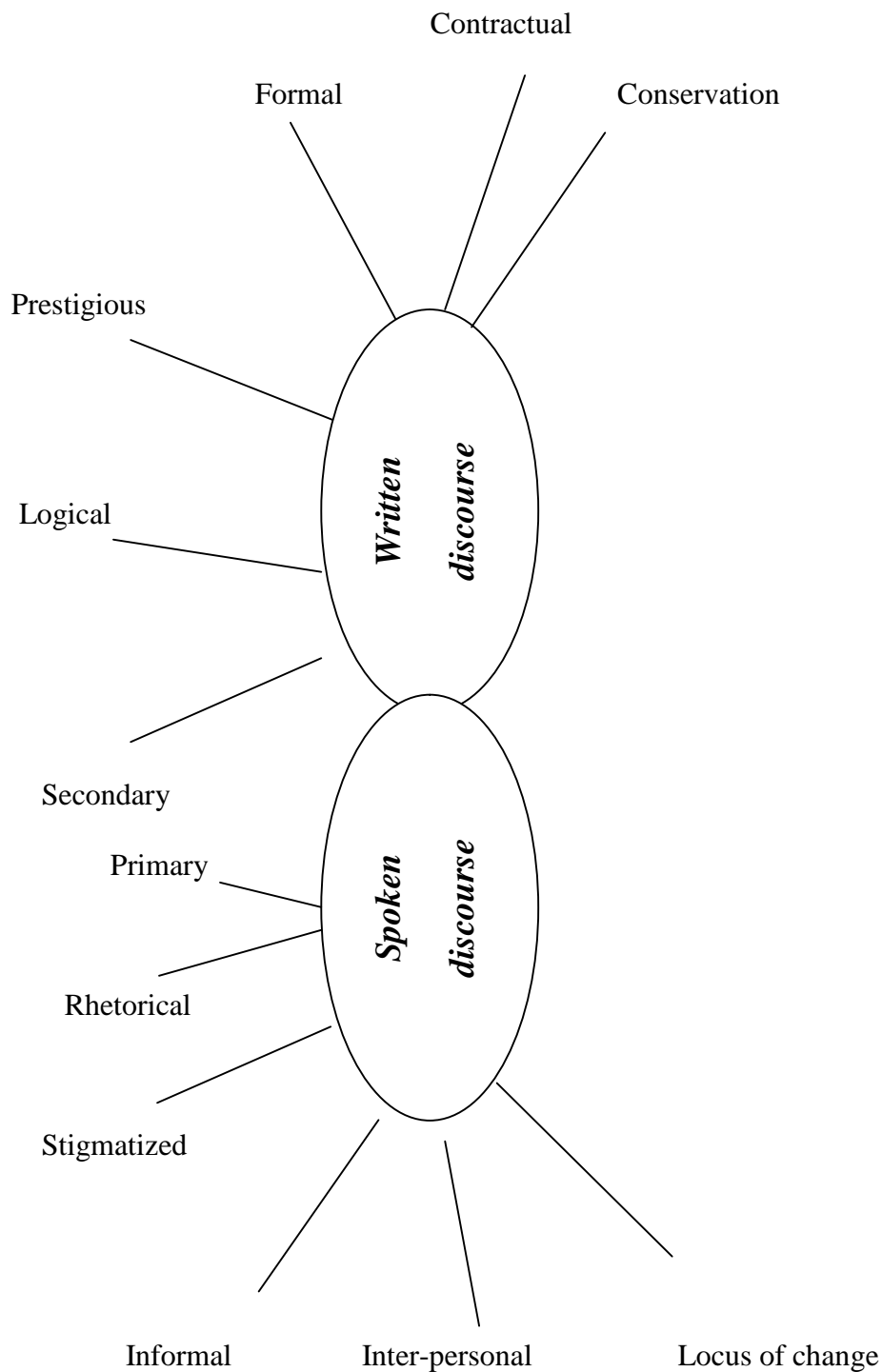


Figure 1.2 Teaching and researching speaking (2001, p. 12)

2.2 Speaking Vs Listening

According to Everson (2009; p. 26) listening is “a vital skill of language in the sense that it enables one to be able to understand what other people are saying or communicating”. Listening is a sort of input process that an individual can get the main

idea from the speaker by interacting with each other. Moreover Bohns (1995, cited in Lynch 2009; p.115) suggested that “as the main aim of teaching listening is to prepare the students for real life social interaction”. Listening skill is described as follows: the present of intonation, stress, and rhyme. It is noticeable that developing speaking skill is connected with developing listening skill which is very important because the EFL learner cannot master speaking skill without listening to the pronunciation of this language. Speaking can also be related to listening as two interconnected ways of accomplishing communication. “Every speaker is simultaneously a listener and every listener is at least potentially a speaker “(Oprandy, 1994; p. 153 & EL Menoufy, 1997; p. 9).

In addition, Lynch (2009; p. 115) states that “the roles of listener and speakers alternative in real conversation”. Therefore, a foreign language learner, either speaker or listener need to have individual abilities. Each one of these abilities counts on the other one for completing conversation; there is a huge concern and importance of the role of combination between achieving the two skills in conversation. Anderson and Lynch (1988; p. 15) argue that, “A carefully prepared L2utterances is only a useful aid communication. If the speaker can deal effectively with the replies s/he receives for the L2 leaner in conversation, s/he needs to be skilled as both speaker and listener”. For developing the listening skill, the teacher must simplify to the learner the relationships between speaking and listening, the good speaker counts on successful listening for the foreign language learners.

To sum up, the listening skill can be connected to the speaking skill, for a simple reason, because the successful learner who wants to develop his ability in speaking, s/he must be a better listener in order to accomplish his or her speaking skill.

3. Definition of Speaking

Speaking skill is one of the four language skill, typically productive in which language is used. The main target of the EFL learner is to be able to speak and communicate in language. Speaking is one of the four language skills (reading, writing, listening and speaking). It is the means through which learners can communicate with others to attain certain aims or to express their opinions, intentions. Widdowson (1978; p. 57) suggests that: “Although it might be convenient to represent the language skills in this way when considering usage, it is not especially helpful, and indeed might be positively misleading to present them in this way when considering use”. What has been said about speaking was considered to the knowledge of linguistic rules, i.e., language „usage“ rather than to the way it is realized in communication i.e. language „use“. By language „use“ is meant the ability to use the language to achieve communicative purposes. With reference to „usage“, it is absolutely true that speaking is an active or productive skill. If we think of speaking in terms of „use“, “it involves putting a message together, communicating the message, and interacting with other people.” Lindsay and Knight (2006; 57)

The speaking skill is one of the major skills in teaching a foreign language. According to Burns & Joyce, (1997) defined speaking as an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, the participants, and the purposes of speaking. In addition, Cora and knight, describe speaking as an act of performing and producing the oral language to convey a message in different situation and in appropriate context (2000; p.261). Speaking is the use of the language and communicates with people i.e., sending and receiving information in as well as, knowing how to deal with different situations and events, hence speaking is a

productive skill putting all aspect of language together to perform or to assemble the conveyed and the intended messages. The spoken Language includes some characteristics that differentiate it from the other skills: Tone of voice, stress, intonation, speed, including all that there is gestures and facial expression of the speaker that they can use with repetitions and pauses. All these characteristics facilitate the speakers' intended or addressed message for the addressee.

As it is mentioned at the beginning of this work, the main aim for learning a foreign language is to speak and communicate in that language. We speak for certain reasons to be associated. First of all, we aim something, or would like something, as well as, we want from the hearer to do something, or to respond to someone else, to express our feeling and thoughts, to exchange information, to refer to an action or an event in the past, present, or future, etc . Speaking is considered to be active or productive skill. What has been said about speaking was conceived to the knowledge of linguistic rules i.e. language „usage“ rather than to the way it is realized in communication i.e. language „use“. By language „use“ is meant the ability to use the language to achieve communicative purposes. With reference to „usage“, it is absolutely true that speaking is an active or productive skill. If we think of speaking in terms of „use“, “it involves putting a message together, communicating the message, and interacting with other people.” Lindsay and Knight (2006; p. 57).

Speaking is devoted to be a series of words that should be in an assembling meaning. It involves producing, receiving, and processing information Hedge (2000; p.162) States, “learning to speak competently in English is a priority” Many learners believe that memorizing a lot of words might facilitate them to speak English. However, there are learners who knows and memorizes numerous words but they face problems in using it. Thornbung (2008; p.208) claims that “one frustration commonly voiced by

learners are that they have spent years studying English, but still cannot speak it” Moreover, “Speaking skill is an important part of the curriculum in language teaching, and this makes them important object of assessment as well” (Littlewoods, 1981; p.1).

4. The importance of the Speaking Skill

Speaking is very important in learning a second or foreign language. According to Bygate (1987, cited Inurrtia and vegacely, 2006; p.15) “speaking is a skill which deserves attention as much as the literary skills in both native and foreign language.” Speaking is the use of language and the ability to communicate which the second language learners aim to realize. EFL learners should be confident in their abilities in order to speak or produce a well formed sentence or utterances. Furthermore, if the speaker has no obstacles in producing the second language, in this situation the learner can use the language in real context. According to Urrutia and Vega Cely *et al*, they claimed that “speaking fluently, of course involves speaking easily and appropriate” (2006; p.15). Moreover, communicative competence in any given language can be easily with proficiency in the speaking skill. Therefore speaking help learners to explain their ideas. So speaking has used as tools to influence listeners and reach their goals.

According to Numan (1991; p.39) “To most people, mastering the art of speaking is the single most important factors of learning a second or foreign language and success is measure items of the ability to carry out a conversation in the language “. In sum, learners in EFL classes expect to do the speaking skill more than to do the other skills, because speaking is language in use .So, if learners master the speaking skill they can easily master all the other skills .In addition speaking helps them to express themselves, ideas, emotion, and their problems.

5. Elements of the Speaking Skill

In order to facilitate speaking in EFL classes and to be able to help learners to master the language, they need to know about the elements of speaking skill of second or foreign language, which learners must take into account. Harmer (2001; p.269-271) initiates and explains some elements that are characterized through language features and processes of language and information.

5.1 Language Features

The most essential elements in speaking are presented as follows:

5.1.1 Connected Speech

According to Harmer a good speaker of English language is the one who is able to produce and use the language in terms of connected speech. The latter refers to sounds which can be modified (assimilation), omitted (elision), added (linking) or weakened (through connection and stress patterning).in order to be able to speak effectively. Therefore, the teacher should provide the learners with activities that aim particularly in improving their connected speech. (2001; p. 269).

5.1.2 Expressive Devices

Native speakers of English language use different strategies in speaking, such as pitch and stress of particular part of utterance, as well as speed, physical, and non verbal (paralinguistic). Second or foreign language learners should know about these elements and devices that help them in order to be fully effective communicators (Ibid; p. 269).

5.1.3 Lexis and Grammar

This element refers to the ability and the capacity of the information of the learner in terms of using the amount of lexical phrases throughout the performance of certain language function such as expression surprise, shock, agreeing, disagreeing, and approval, which can be used in certain stages of communication and interaction. The

role of teacher here depend on the material that he/she provides with the variety phrases in their speaking skill such as agreeing and disagreeing (Ibid; p. 269).

5.1.4 Negotiation Language

Harmer (2001; p.269) claims that “effective speaking benefits from negotiating language we use to seek clarification and to show the structure of what we are saying” EFL learners should know how to organize their structure of utterances that they produce, since their speaking should be well formed in order to be understood by the listener. In addition, EFL learners should know how to produce organized and structured utterances, because the listener will understand their speech especially when s/he feels that the listener did not understand him/her Harmer, (2001; p.269-270).

5.2 Mental Social Processing

Speakers’ product ability depends not only on the above element, but also depends upon the rapid processing skills that oral communication necessitates. (Ibid 2001; p. 271).

5.2.1 Language Processing

Language processing means the ability of developing the second language in the learners’ head as well as making it coherent order. Hence, language processing has to be comprehensible in addition to the message that is conveying the meanings that are intended. According to Harmer (2001; p. 271) “effective speakers need to be able to process language in their Owen heads and put it into coherent order so that it comes out forms that are not only comprehensible , but also convey the meaning that intended”.

5.2.3 Interacting with Others

It depends on the learners’ ability to get involved and interact with one or more participants. That is to say, effective speaking needs to have great amount of listening

and understanding the others' speech. Furthermore, learners should know the turn taking i.e., it is more related to culture-specific. (ibid; p. 271)

5.2.4 Information Processing on the Spot

This element depends on the ability of the learners in processing the information the same moment when they get it. In contrast when s/he takes a long time to process the information, this act is not effective specially that there are some cultural rules in which the speaker should be aware with it. (ibid; p. 271)

6 Teaching speaking

Before we start to discuss about the methods that concentrate on speaking skill, we take a look on the main aim behind teaching speaking skill which is for the purpose of improving students' ability to produce a language, since, the only way that students can communicate and gain knowledge in addition to how they express themselves according to the social and cultural rules appropriate in each communicative situation. According to Nunan (in kay; 2003, in <http://itselj.org/techniques>) states that teaching speaking is to teach the students to:

- Produce the English speech sounds and sound patterns
- Use word and sentence stress, intonation patterns and the rhythm of the second language.
- Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.
- Organize their thoughts in a meaningful and logical sequence.
- Use language as a means of expressing values and judgments.
- Use the language quickly and confidently with few unnatural pauses, which is called as fluency. (Nunan, 2003)

6.1 The Direct Method

According to Richards and Rodger (1986; p. 9-10), this method was widely known and practised in the twentieth century. Reformers disagree on what second language learning should be taught as first language learning. Furthermore, second or foreign language instead translating, they should be directed in using the language, precisely, they have to use intensive oral interaction. Teaching and learning speaking starts with concentrating and giving much attention to appropriate pronunciation. This method depends on using new terms or words which could be used in teaching new vocabulary. Grammar is used as an inductive learning which means: “inductive learning or learning by induction, in which learners are not taught grammatical or other types of rules directly but are left to discover or induce rules from their experience of using the language”. (Longman dictionary 2002; p.146). And not deductive this may be contrasted with deductive learning that means: “An approach to language teaching in which learners are taught rules and given specific information about a language. They then apply these rules when they use the language”. (ibid; p. 146)

Acknowledged terms or words could be used to teach new vocabulary. Using mime, demonstration and pictures are also considered as ways of teaching vocabulary. Grammar has not being learned deductively but inductively. Richards and Rodger (1986; p.10) they stated that we have taking into consideration that all the main beliefs of this method set guiding principle for teaching oral languages:

- a. Never be impatient: take it easy.
- b. Never explain: act
- c. Never go too fast: keep the space of the student
- d. Never imitate mistakes: correct
- e. Never jump around: follow your plan

- f. Never make a speech: ask questions
- g. Never speak too loudly: speak naturally
- h. Never speak too much: make students speak much
- i. Never speak too quickly: speak naturally
- j. Never speak too slowly: speak normally
- l. Never speak with single words: use sentences
- m. Never translate: demonstrate
- n. Never use the book: use your lesson plan

6.2 The Audio-Lingual Method

This method was based on the reflection of the behaviorism beliefs. It is concerned with the spoken language, as well as habit formation as a mode of learning. Haley and Austin (2004; p. 39) say that “This method adopts what is called a „natural order“ to second language acquisition: listening, speaking, reading, and writing.”

Equally important, the audio-lingual method pursued that acquiring the second language or/ and the foreign language in the same order similar acquisition the first language, which set up by listening, speaking, reading then writing. This method concentrates in learning speaking a bottom-up order, i.e., it started with learning speech before analyzing grammatical structures.

The main features of this method are:

- The Target Language is educated without indicating the Mother Tongue.
- Before learning grammatical structures we have to explore oral discourse or speeches.
- The language is learned throughout stimulus-response procedure.
- Material is presented in form of dialogue.
- Audio-lingual method’s textbooks contain three parts: the dialogue, pattern drills and application activities.

- There is a slight or no grammatical justification.
- getting the learner to produce free-error utterances.
- on the other hand, language is not acquired during the process of habit formation and without avoiding errors.

6.3 The Audio-Visual Method

The Audio-Visual Approach concentrates on the importance of the visual area besides to the audio one in teaching listening and speaking skills. According to Rivers (1981; p. 175) the Audio-Visual Approach sets up several reasons to emphasize on the importance of accumulate the visual aspect in teaching both listening and speaking skills. These reasons are recapitulated as follow:

- There is no interference of the mother tongue; for that reason, the picture is added to the voice. Therefore, the learner will understand the foreign language from both sides; to attain the meaning from the picture and the expressions of the foreign language.
- There is no need for the script because the spoken language will be comprehended by the use of the picture stimulus.
- developing of learners' motivation. i.e., modern learners are interested by the high quality of the pictures which is added.

6.4 The Communicative Approach

This kind of approach is an approach that clearly established for the speaking skill. It is determinedly divided into two main versions; a weak version and strong version. The use of English language for the reason of interacting, in addition to, creating some practices for the same goal, this is devoted for the weak version. In the other hand, the strong version is based on the acquisition of the foreign language as well as its direct use. According to Howatt (1984) cited in Richards and Rodgers (1986; p.

66) “If the former could be described as „learning to use“ English, the latter entails „using English to learn it”.

The main characteristics of CLT are summarized as follow in four points:

1. Language is considered as a system for expressing meaning.
2. Language is a means of communicating and interacting.
3. The structure of language influences its functional and communicative uses.
4. The main units of language are not simply its grammatical and structural characteristics, but types of functional and communicative meaning as exemplified in discourse.

After we have discussed the method that uses the speaking skill in its process of developing the speaking skill, now what is exactly the aspect of this skill?

7 Aspects of the Speaking Skill

Aspect of speaking skill is essential to EFL learners which they should to know it closely and to put it into consideration. These aspects create challenges and identify some rules for understanding this skill. Hence, this later designs instructional activities to train learners to communicate successfully in real life situations.

7.1 Speaking is Face to Face

Most of the conversations are face to face which allocate speakers to have direct feedback i.e., “Do listeners understand? Are they in agreement? Do they sympathize” Cornbleet & Carter (2001; p.16). Therefore, communication has a lot of resources, for example, facial expressions, gestures and even body movements, speaking also takes a place in most of the time when the both of the participants or interlocutors are present. These factors facilitate communication.

7.2 Speaking is Interactive

When there is conversation happening between two people or more whether it is face to face or phone call. There should be smooth turn taking among the participants Bygate(1998; p. 30) and Cornbleet & Carter (2001; p. 27) Turn taking is the main feature in conversation or interaction. It is considered to be unconscious part of normal conversation, therefore, turn taking vary from one culture to another, as result this makes the learner in challenge to communicate with people from different cultures and languages. Mc Donough & Mackey (2000; p. 84)

7.3 Speaking Happens in Real Time

Throughout the conversation, responds are unplanned and spontaneous and the speaker thinks in their feet (at the moment), by producing the language which reflect them. Foster et al (2000; p. 368). The speaker depends on the time for thinking and planning for organizing the message, as well as controlling the language that s/he uses. Sometimes speakers begin to say something and change their thinking midway; which is notice to be false start. The language of the speaker should be simple not complex as in writing. Correspondingly, sometimes speakers infrequently forget things they planned to say; or they may even forget what they have already said, and so they repeat themselves. Miller (2001; p. 27).

This means that there is a pressure for the speaker to produce the speech in real time, although this allocates freedoms in terms of compensation for these difficulties. The use of formulaic expressions, hesitation devices, self correction, rephrasing and repetitions can help speakers become more fluent and cope with real time demands (Bygate, 1987; p. 21; Foster et al., 2000 and Hughes, 2002; p. 76). The learners who have such feature of discourse may help them in facilitating their speaking and oral production in making balance between their problems which they encounter. In

addition, it assists them to sound normal and plain language in their use of the foreign language.

8 Purpose of the Speaking Skill

There was a disagreement on the purpose of speaking skill that it could be transactional or interactional. There are some differences between the spoken language used in both transactional and interactional discourse. In transactional discourse, language is used principally for communicating information. Language which serve this purpose is 'message' oriented rather than 'listener' oriented Nunan (1989; p.27). Clearly, in this type of interaction, precise and coherent communication of the message is essential, besides, it should be confirmed the message has been implicated. Such as, the language being used mainly for a transactional purpose for example: news broadcasts, descriptions, narrations and instructions. Richards (1990; p. 54- 55)

The turn in speaking tends to be long and involves some prior organization of the structure of the content as well as the use of the linguistic devices to be indicated either the organization or type of information that will be given. Basturkmen (2002; p. 26)

On the other hand, some of the conversations are interactional with the purpose of setting up or maintaining a relationship. This latter is sometimes called the interpersonal use of language. It plays an important in social intercourse. Yule (1989; p. 169). Examples of interactional uses of language are greetings, small talks, and compliments. Apparently, the language used in the interactional mode is listener oriented. Speakers' speech in this type should be limited and quite short turns (Dornyei &Thurrell, 1994; p. 43 and Richards, 1990; p. 54-55).

In spite of, this distinguishes between the two types, in most status; interactional language is united with transactional language. This gives an assistant to the learners to

facilitate the transactional activities to be done by keeping good social relations with others. In the same meaning, we can say that speakers do one thing by doing another. Brazil (1995; p. 29).

To sum up, we can say that both purposes can be noticed as two aspects of spoken interaction. According to Kingen (2000; p. 218) investigating speaking purposes more precisely, by combining both the transactional and interpersonal purposes of speaking into broad terms in kind of list of twelve categories as follows:

1. Personal

Describing personal feelings, opinions, beliefs and ideas.

2. Descriptive

Describing someone or something, real or imagined.

3. Narrative

Creating and telling stories or chronologically sequenced events.

4. Instructive

Giving instructions or providing directions designed to produce an outcome.

5. Questioning

Asking questions to obtain information.

6. Comparative

Comparing two or more objects, people, ideas, or opinions to make judgments about them.

7. Imaginative

Expressing mental images of people, places, events, and objects.

8. Predictive

Predicting possible future events.

9. Interpretative

Exploring meanings, creating hypothetical deductions, and considering inferences.

10. Persuasive

Changing others' opinions, attitudes, or points of view, or influencing the behavior of others in some way.

11. Explanatory

Explaining, clarifying, and supporting ideas and opinions.

12. Informative

Sharing information with others this list corresponds closely to the language functions explained by Halliday (1975).

9 Types of the Speaking Skill

The topologists assumes that there are different between speech events and the types of texts, which can be distinct in terms of their overall structure and kinds of grammatical items characteristically connected with them. Hughes (2002; p. 83). In addition to Carter and McCarthy (1997) they stated and classified speaking extracts in forms of genres as follows:

9.1 Narrative

A chain of everyday, such as anecdotes told with active listener and contribution.

9.2 Identifying

Extracts in which people talk and express about themselves, their life story, for example, where they live, their jobs, their likes and dislikes.

9.3 Language-in-Action

Information recorded as when people are doing things for example cooking, packing, moving furniture... etc.

9.4 Comment-elaboration

People giving casual opinions and speaking and observe things, or other people, events and so on.

9.5 Debate and Argument

Providing information about them, in which they take up positions pursue arguments and expound on their opinions.

9.6 Decision-making and Negotiating Outcomes

Stating a fact and exemplifying behaviors in which people work towards decisions/consensus or negotiate their technique through problems in order to get resolutions. It is acknowledged that no speech genre can be totally separated; for example, narratives can be surrounded within other main generic types. Moreover, speaking genres can be related with language functions explicated above.

10 Assessing the Speaking Skill

Assessing speaking skill can be in two forms; formally and informally, takes place at the beginning and at the end of mainly language courses, in addition, at different time throughout the course itself. Furthermore, there are many kind of tests in which we can assess speaking skill such as interview that includes different oral tasks. As well as, a placement test; that includes no spoken element, presents an insufficient basic for assessing speaking skill. As we can say for all the other tests that deals generally with language proficiency, whether it aims to test “progress” throughout the course, or “achievement” at the end of the course. Scott Thornburry (2005; p. 124).

According to Scott Thornburry (2005; p. 125), the only thing which makes the test of speaking skill complicated is that; test of speaking skill includes an oral discourse elements in a test as result, it is significantly complicate the testing procedures, in two ways, first in terms of its practicality and the way assessing criteria

can be consistently applied. Setting up and making a writing test of linguist aspects or grammar is comparatively easy and time efficient. However, speaking test is not. If we assess all the students by using an interview test individually; it will cause the interruption, and time taking of the benefits. Furthermore, there are varieties of testers that may vary the criteria that they use such as judging speaking; this is completely different for judging writing or grammar knowledge.

10.1 Types of Spoken Tests

The most common tests that are used in speaking skill are summarized as follow:

10.1.1 Interviews

For this kind of assessment, it is easy to establish an interview, especially, if there is a particular room which is part from the classroom, where the learners can be interviewed, in the same time they will be interviewed individually in which the teacher call them one by one, for interviewed them. There is no interview without finding that there are problems, though. The quite formal nature of interview (whether the interviewer is the learners' teacher or an outside examiner). This means that the learner face some difficulties in conducive to assess or test a lot of informal, conversational speaking style. Not surprisingly, students often underperform in interview type conditions. Moreover, it is hardly to eliminate the influence of the interviewer. For example, his/her questioning style on the interviewees' performance. To sum up, if the interviewer is playing the role of the assessor, it might be hard to sustain the flow of the speech while at the same time s/he must remain objective in making judges about the speaking ability of the interviewee. However, there are ways of circumventing some of these problems. Breaking the ice at the beginning for example a casual chat might help the candidate to feel at ease. Using pictures or pre-selected topics in the interview may help, especially if the candidates are given not too much time for preparation. If the

interviewer set up the same questions for each interview, it will influence at least the same for the all candidates. The final part of the interview will be devoted to present to co-assess the candidates which may help to ensure a degree of objectivity. (ibid; p.125-126)

10.1.2 Live Monologues

For this kind of test the candidates prepare and present a short speech about the pre-selected topic. This will eliminates the influence of the interviewer and presents evidence of the candidate's ability to handle an extended turn, which is not always possible in interviews. If the students take the role of the audience, we can include a question-and-answer stage which will prove the ability of the speaker to communicate and interact spontaneously. Though, a giving a speech or presenting is a valid test if this skill is which the learner need; Such as, if their goal for learning English is business, law, or education. (ibid; p. 126)

10.1.3 Recording Monologues

This kind of test is perhaps to reduce the amount of stress in public performance as well as, for informal testing is also more practicable in a way that live the monologues are not. In this task the learners can take the turn to record themselves speaking about things that they like such sport, or their history. Its advantage is that the assessment can be finished after the event and the result can be "triangulated" this means that other examiners can rate their record which can be compared to ensure standardized test. (ibid; p. 126)

10.1.4 Role Plays

This type of testing speaking skill is the most common one, in which the learners perform a play at least a simple role-plays in the class. Therefore, the same format can be used in testing. For other roles it can be performed either by the tester or other

students. But the effect of the interlocutor is hard to control. The role-play should not be always complicated in performing a skill or there are a lot of imaginations. The best play is the one which contains and use real life situation, for example, learners could use the information of traveling brochure to make a booking at the travel agency. This kind of test is a valid one, because it involves the learner to do things which is close and matches the learners' need. (Ibid; p. 126)

10.1.5 Collaborative Tasks and Discussions

These kinds of test are comparable to role-plays except that the learners are not requested to ensure a role but simply to be themselves. For example, two candidates might be selected for job application according to their CVs. In the other hand, the learner simply reacts with their own thoughts and opinions to a set of statements relevant to them. Apparently as with role-plays, the performance on one candidate may be an influence to the others, but at least one of the learners' interactive skills can be noticeable in circumstances that closely approximate real life language use. (Ibid; p. 126)

Finally, There are a lot of forms, that we can assess speaking whether in oral courses which takes a standardize tests such as the basic English skills test (BEST) or the English language oral assessment (ESLOA), to authentic assessments such progress checklists analysis of taped speech sample or a piece of anecdotal records of speech in the classroom interactions.

Tools of assessment should follow and be included in lesson plan and reflects the instruction of teaching O'Malley & Pierce (1996). Equally important, if a course concentrates on speaking and identifies hints for turn-taking in a group conversation, here we can use the assessment tool which is checklist to be accomplished by the instructor or the teacher as well as learners in the course of the learners' participation in

the discussion. Finally, criteria should be defined and comprehensible by equally the teacher and the learners.

Hence the assessment of speaking skill helps the learner to find out about this skill and how we can practise it, but we have to take into consideration that the teacher should know how to select the appropriate practice in oral course, as well as the use of the speaking skill activities in EFL classes in order to foster their ability to speak and communicate.

11. Classroom the Speaking Activities

There are many speaking activities which are currently in the use for communication. We are going to present a few of these activities which are widely used. The teacher should start by introducing, or by telling his/her learners something about him or herself, for example, the date and the place of his or her birth, experiences and qualification as well as asking questions to the learners about their future view or expectation, for example, what are they going to do as well as obtain from the classroom, of course this will be guided by observation and assessing them. O'Malley and Pierce (1996; p.59) according to the American Council of Teachers of Foreign Language (ACTFL) suggest, "Different kinds of speaking activities are appropriate at different levels of proficiency." According to Numan (1991; p. 39) "To most people, mastering the art of speaking is the single most important factors of learning a second or foreign language, in addition, success is measure items of the ability to carry out a conversation in the language"

To sum up, learners in EFL classes expect to the speaking skill more than the other skills, because speaking is language in use. In addition, speaking skill help the learners to express themselves, their ideas, emotions, and their problems. There are lots of speaking activities that enhance learners' ability to produce the language.

11.1 Getting to Know You Interview

Starting the course with an activity that deals with introducing the students in the class, helps the learners for getting to know each other as a warm-up task. Organize the students so that they will be in pairs, in two rows of chairs opposite one another, and have them interview each other in English, taking-down notes, as well as following the instruction. When the interviewing is completed, each learner stands up and introduces his/her partner to the class in at least two to three minutes. When the first pair has finished, the next pair start speaking as the first one did, and so on. David Holmes (2004; p. 10).

For example:

I would like to introduce you to my friend..... Whose nickname is?"

Name

Nickname

Birth Date

Place of birth

Family members

Education

Skills

Hobbies

Other interests

Job experience

Sports

Prizes/Awards

Travel experience

What makes this person unique?

11.2 Discussion

This kind of activity is one of the most essential practices for language teaching and learning. According to Harmer (2001; p.128) “Discussion, whether spontaneous or planned, has the great advantage of provoking fluent language use”. Therefore, discussion is one of the most important interactive fluency activities. Throughout the time, by practicing free discussions, learners will be able to discuss various topics of their interests, give their opinions about these topics and try to influence each other of their opinions According to Hedge (2000; p. 277), this type of activity help students to be involved in interpersonal communication techniques such as how to speak and hold turns, and starting to speak about topic or changing from topic to a new one, and pushing students to reply and other involvements. To have better discussion, Harmer (2001; p.272) state one of the main discussion activities, which can help the learner to improve his speaking skill. First of all, there is discussion activity called “buzz group” this activity is one of the main way in which the teacher can avoid such complexity. This means that the learners have a chance for quick discussion in a small group this is before any of them are asked to speak in front of the class. As consequence, they have a chance to think of ideas about, i.e., what they are going to say in public as well as the language to express them before being asked to talk in front of the whole class, in this way the stress level of that situation for whole-class performing is reduced.

Buzz group, can be used for a whole range of discussion. Such as, we might want the learners to guess and to expect the content of the reading text, or we might tell them to speak about their reaction to the reading passage after they have comprehended it. We might also ask them to discuss what should be added in a news broad cast or have rapid discussion about the correct type of music that should be used in wedding or parties.

Another way in which we can prepare the learners to respond and answer fluently and directly is to include also 'instant comment' mini-activities into the lessons. This will involve showing them photograph or presenting a topics at any stage or level of tutorial and selecting learners to say the first thing that comes into their heads. (ibid; p.272-273)

11.3 Communication Games

These kinds of games are designed to foster speaking skill in EFL classes as well as to provoke communication between the learners. Frequently this depends on three main games stated by Harmer (2001; p. 272)

11.3.1 Information Gap Activities

This category of activities has the function of involving the learners to work together where they have different information this latter have to be shared in order to get the general information. Information gap activity depend on the ability of the learner who has to talk to his/her partner so that to solve a puzzle, draw a picture (discuss and draw), put thing in the right order (describe and arrange) or find similarities and differences between pictures. Lindsay, C. and knight, P. (2006; 65- 66) mentioned some of them:

- Describe and draw-one learner has a picture and has to describe it to partner, who draws the picture.
- Describe and arrange- learners have to arrange objects according to instructions from a partner.
- describe and identify-learners have to identify which picture from a series of pictures is being described by their partner.

- Find the differences-in pairs each learner has a similar picture but with some differences. They have to describe their pictures to each other in order to find the differences.
- Asking information-for example, about times of trains, planes, buses. One learner has the information; the other needs to go from to y and asks their partner for the necessary information.
- Asking for and giving direction. One learner has certain places marked on a map; the other learner has different places marked.

11.3.2 Television and Radio in the Classroom

Bringing to the classroom games which might to develop learners speaking skill, such as importing radio or television into the classroom, this frequently provide good fluency activities.

There is also an example of a speaking skill such as “twenty question” here the chairperson think that the object is animal, vegetable, or mineral- or combination of two or three of these. The learners have to find out what the object is about by only asking the teacher with yes or no question for example can you use it in the kitchen or are it bigger than a person? They get the points if they answer in twenty questions or less. (Harmer 2001; p. 272)

11.3.3 Plays

This activity is well known activity in the process of developing the speaking skill. Furthermore, learners are supposed to use their imagination whether form real context or an imaginative one. Frequently, this happen in plays most of the time, where learners are given signs about their parts in the play which they will adopt. These signs are given in cards, this called role cards. In the other side learners should read these cards and prepare themselves through devoted time, after that, learners are expected to

act where they meet with their classmates to perform the play which is composed by their ideas and information from the role cards. Meanwhile, the learners read and expose to the cards through the time that is devoted to them for preparation, after that they meet with their classmates to perform out of the scenes which are collected by their ideas and information from the role cards. (Scrivener 2005; p.155)

Example of role cards:

A: you are waiting in line to buy an ice cream. You turn around to talk to someone and when you turn back, **B** has stepped in front of you.

B: A friend was holding your place for you before **A** arrived

Expression:

“You’ve got a nerve!”

A&B: You are couple driving to see some friends outside of town. When the car breaks down. You are alone on a deserted road. **A** was supposed to take the car to a garage for servicing last week but forgot.

Expression:

“It’s not my fault!”

A: You are an English teacher on a summer course, **B** is always late for class and never listens to you.

B: Your parents are making you take a stupid English course this summer. It is boring. You want to be with your fiends

Expression:

“This is the last time. I’m warning you!”

A: You are taking your child to a bib theme park, but it is time to go. You don’t want to spend another 30 minutes to go on the giant roller-coaster. It’s the best ride in the park and your parents want to leave

Expression:

“That’s it! I’ve had enough!”

Figure 1.3 It’s a Heat Wave Eight Short Argument Role-plays (2002; p.2)

11.3.4 Simulation

For simulation, Scrivener (2005; p. 159) defines it as "a large scale role-play. Role cards are normally used, but there is often quite a lot of other printed and recorded background information". According to Jones (1982; p.4-7) Cite in Harmer, if we have to work with simulation we must follow these characters:

11.3.4.1 Reality of Function

The students must to think of themselves as students, but as real participants in that situation.

11.3.4.2 Simulation Environment

The teacher says that the classroom is an airport check-in area, for example.

11.3.4.3 Structure

Students must see how the activity is constructed and they must be given the necessary information to carry out the simulation effectively.

Conclusion

To conclude, speaking skill is a significant process to assess learner's ability. As we pointed out in this chapter, speaking is different from the other skills (listening, writing, and reading) since the other skills can be study it alone but we cannot speak without to listen or to read and to write. Hence, we presented the importance of speaking. We tried to focus on the elements, the aspect, and the types of speaking skill, we focus on how to asses speaking and how to teach speaking skill, present some activities to developing it. Finally, we focus on how and its relation with plays.

Chapter Two: Plays

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Introduction

The use of drama or plays in education as well as in teaching foreign languages, offers for the learners numerous advantages. From these advantages, that we can mention is one of the most essential aspect for facilitating and developing the speaking skill. Moreover, it provides entertaining and fun, and can also motivate the learning process. In addition, it can give varied opportunities for different uses. Moreover, it can provide the learners with rich experience of language.

This chapter intends to highlight the importance of the use of drama or plays in the classroom in teaching foreign languages. Furthermore, we will try to provide an overview about drama in teaching EFL classes and the difference between play, role-play, and simulation, as well as the nature and the definition of drama (plays). The other point is to present the advantages of plays in English language teaching in addition, the use of plays in EFL classes and in English language teaching. Moreover, we will set up some of the main activities. Eventually, we will try to establish the role of the teacher in the classroom.

1. Background of Plays and Dramatization in Foreign Language Education

According to Ueda (2003), in foreign language teaching speaking and drama were taught together, as an essential part in practising the speaking activities, as an example, drama was used in teaching second or foreign languages in the department in American universities until the 1980s. He explains “it was not until recently that attention began to be paid to dramatization as a communicative education method. As it is cited in effectiveness of drama activities in foreign language classes (p.32) Schellin (2006) speaks about the importance of simulation, role play and drama in foreign or

second language classes. Scarcella and Crookall (1990) point out three major qualities of learning through simulations:

- (1) Learners are exposed to large quantities of comprehensive input
- (2) Learners are actively involved
- (3) Learners have positive affect.

In addition, Kendall (1998) admires the practicality of drama exercises as a rehearsal for real situations as follows: drama provides a much needed direct experience that can revolutionize a student's attitude to, and ability in, the spoken language—in some instances making the “world blaze up” in even less than fifteen seconds. (Cited in Effectiveness of Drama Activities in Foreign Language Classes; p. 32).

To sum up, drama is an essential part in teaching languages; precisely it helps the second or foreign language learners to develop their ability in speaking skill.

1.1 The difference between Role Play, Simulation, and Drama

Schellin (2006, cited in effectiveness of drama activities in foreign language classes, p. 32) states that simulation, role play and drama are three very useful EFL / ESL learning tools. According to him, “simulation is longer than role play, and students keep their own identities instead of playing a role”. In role play, on the other hand, “students assume a role and play a part in a specific situation”. In drama, “students are supposed to act out exactly what is written in a script”.

Finally, there are lots of differences between drama, role-play, and simulation in point that its activity has its methods and techniques in using the language.

2. The Nature of Drama (play)

According to Liu, Jun (2002; p. 5-8), in his article Titled *Process Drama in Second- and Foreign-Language Classrooms*, Drama is also called process drama; the latter is broadly used in North America although its origin is from Australia. Drama or

process drama is equally meant “education drama” or “drama in education”, this term is used in Britain. This expression is concerned with the improvement of a dramatic world produced by both the teacher and the learner working together. Via the development of this dramatic world through which active identification by the discovering of imaginary roles and the location, i.e., where this drama or play will take place with the group as well as the key characteristic, second or foreign language learners can develop their language skills, as well as improving their abilities of deeply understanding themselves through their target language. Approximately similar to theater, it is likely to Process Drama in which it provides a continued, intensive, and deeply fulfilling and pleasing place for meeting with the dramatic medium or standard as well as for the participants to understand the world from different perspective (Cited in O'Neill; 1995).

A basic hypothetical on Process Drama is Strategic Interaction (Di Pietro; 1987), who mentioned that language learning is both a personal and social behaviour. Strategic Interaction consists of such crucial factors as the ability of language to construct and engage learners in new roles, situations, and worlds; dynamic tension; which contain of encouraging and challenging power of the unpredicted. Besides, the tactical quality of language obtained under the tension of accomplishing an objective; as well as the linguistic and psychological ambiguity of human interaction, i.e., the group nature of enterprise; and the significance of context.

Despite the fact that all these aspects in Strategic Interaction become the core characteristics of Process Drama, this latter, tends to include these aspects in a more “complex, immediate, and flexible format”. Process Drama emphasizes on immediacy, involvement, student autonomy, and teacher functions. Rather than purely a sequence of brief exercises, studying and encounters in Process Drama comprise a diversity of strategies and modes of organization (O'Neill & Lambert; 1982, O'Neill; 1995). As Kao

and O'Neill (1998) assumed, Process Drama involves "careful sequencing and layering of dramatic units or episodes, often in a non-linear way, to cumulatively extend and enrich the fictional context" (p. 13). The powerful sequences of episodes or scenes bring about the tension of drama, the motivation to overcome obstacles, as well as improving the speaking skill such as the fluency and accuracy which concedes to necessary in order to achieve the task with both the support and challenge of the teacher who is also should be a participant in the dramatic world. (ibid; p.5)

According to Kao and O'Neill (1998), Process Drama involves the language to be used in such meaningful, authentic situations, where the focus is on posing questions and seeking answers to those questions. Teachers and learners work together in order to produce and create dramatic, which is considered to be a fictional world, so as to have an experiences, as well as to have insights, interpretations, and understandings in order to occur. Process Drama in language classrooms typically initiate with a pre-text to set a subject or situation that will help the learners to engage and to challenge with the other participants, and then progressively a sequence of episodes will be improvised or composed and rehearsed over a time span for elaboration. Everyone in the classroom is concerned in such an activity, and without external audience.

While involving in a role in the occurrence, after that the teacher will be able to identify the learners' language skills as well as producing the language and understanding, this comes by supporting their communicative hard work, representation the appropriate behaviors and linguistic expressions within the situation, criticize their thinking, and extend and challenge their responses in the entire process. Recent research declares that Process Drama has at least three functions in a language classroom - namely, cognitive, social and affective. (O'Neill & Lambert; 1982, Di Pietro; 1987, Wagner; 1988; O'Neill; 1992, 1994, 1995; Kao, 1994). (ibid; p. 6)

2.1 Cognitive Function

According to Ausubel et al. (1978) in general all classroom learning can be divided in two independent dimensions: the rote meaningful dimension and the reception-discovering dimension. Therefore, meaningful / discovery learning is supposed to be more successful and active than rote/reception learning, it is not equal and the same as learning of meaningful material. First of all, the learning material is only potentially meaningful. Second, a meaningful learning set have be current. It is the lack of the latter - meaningful set – “that accounts for many a failure in language learning and places the language teacher in a situation to search for a better solution”.

Process Drama, on the other hand, can differentiate in that situation to a beneficial side by involving the language into the classroom so as to be dramatic world, as well as constructing pedagogical around it in order to facilitate and enhance communicative competence in language learning, Process Drama allocates learners to work collectively for example in large groups, small groups, and in pairs to discuss as well as argue in order to improve their ability in creating possible scenarios or dramatic situations, and build and search images, roles, notions, and events during increasing their language skills and specially the speaking skill.

Process Drama does not just work to reinforce the creativity in the learners' meaningful learning set but also work to help them and allow learners to be actively engaged in obtaining the language skills in well and meaningful framework. Language teaching is more advantageous if language is observed as a creative process. The cognitive function of Process Drama consequently provides this principle. (ibid; p.6)

2.2 Social Function

Process Drama tends to improve learners' communicative competence and self-esteem between members via working with others. This function set to help the

learners' cooperative, supportive communication between peers that ultimately trains them for real-life interaction (Nunan; 1992). Furthermore, Process Drama can as well present the solution of the possibilities for human terms and impression in order to communicate in a larger social context and hence can provide that principle in the language learning situation (Anderson; 1989). The pragmatic use of language educated through Process Drama over a range of tasks, for example "scenarios, improvisations, and meaning-negotiation practiced in the classroom" sets up the learners for well and meaningful communication in real life situation.

In addition, through Process Drama, learners from varied linguistic and cultural backgrounds can construct social skills and become more careful listeners and more appropriate and meaningful, well formed in other word mature conversationalists. They also develop in their capability to send and receive progressively more difficult and mature verbal messages successfully, separately, creatively, and symbolically (Wagner, 1990).(ibid; p.7)

2.3 Affective Function

Stevick, (1982) state that, second or foreign language learners should be treated kindly with understanding them; because for them it is the first time and challenging situation since they will expose to new language. By using Process Drama this typically give them opportunity to argue and produce the language through their selections and prepare their approaches throughout group before they act out of the dialogue. Hence, learners are extremely motivated and actively engaged with participation through risk-taking and practice.

One of the exceptional features of Process Drama is the pressure resulting from involving that the players establish the result. This tension allocates the players to focus on the use of the target language as intentionally as possible as they choose on a

situation and then act it out of the. In a significant method, the learners are performing and practicing their roles. They are free to make choices through testing and making error, as well as, in doing so, to discover the exact language that is needed to state and describe themselves. Through a sequence of challenging and rewarding activities, Process Drama helps break down embarrassment and form a group support system. Learners will not feel ridiculous or humorous in performing drama, because all of them are dynamic and present participants, including the teacher. (ibid; p.8)

But what exactly Drama mean, what is its definition, is it drama concerned with education or not.

3. Definition of Drama or Play

According to the Spanish philosopher Ortega y Gasset (1969, p. 495): “people spend all their lives wishing to be somebody else, wanting to escape from their daily routine and from the role that they have been assigned by society.” and for Calderón de la Barca, who is Spanish playwright of plays that was from the 17th century, who added also, “each one of us plays a character in this “great theatre of the world” in which we live. Last but not least”, as you may simply have supposed from the title of our research paper, we cannot disregard that according to Shakespeare: who state that “All the world is a stage...”

Consequently, as it was mentioned by the above three “well-known names”, we assume that why not “**make our class as stage...**” and start experiencing, developing our communicating skill, use our imagining, producing and **LEARNING**, in capital letters, as we do in our everyday lives? So why not try to experience the theatre, in that case? ... Otherwise should we name it drama? So what does it mean drama?

Oxford advanced learners’ dictionary (2000; p.400) defines Drama as “play for the theatre, television or radio; plays considered as a form of literature” similarly, it is

defined by Elam (1980; p.2) who underlines that: “By drama (...) is meant that mode of fiction designed for stage constructed according to particular (dramatic) convention (...) the epithet ‘dramatic’ indicate the network of factors relating to represented fiction”.

From the above definition, we can notice the relationship between “drama” and “role play” in a way that indicates the relationship between each other, and it has many of the characteristics of the former; performance, acting, presentation ... etc. for some researchers role-play is restricted to two performers while for drama a lot of people are involved. Sometimes drama is used to refer to variety of teaching activities such as mime, role-play, and simulation. As defined by Via (1987), drama is “communication between people” (p. 110) that conveys sense and messages. Usually drama is a kind of communication between two or more members without an addressee, and most researchers agree that it is drama that most frequently creates an appearance in the classroom, as it is process more than product which is the focus is on drama (Zafeiriadou, 2009).

Drama is related to the world of “let’s pretend.” According to Susan Holden (1981), drama is synonymous with the idea of ‘let’s pretend;’ “it asks the learner to project himself imaginatively into another situation, outside the classroom, or into the skin and persona of another person” (p. 1) which has so many advantages; in the education and in teaching and learning second as well as foreign languages, where the essential point is on “doing rather than on the presentation” (p. 8). She has explained that the use of drama in EFL classroom improves their speaking skill as well as drama cannot be separated from communication with others and that why it must include the interaction of meaning.

In other word, the advantages of drama for increasing the ability of learners' speak skill in EFL classroom are essential.

4. The Advantage of Plays in English Language Teaching

Drama has a significant role in improving learner's speaking skill, Kao and O'Neill (1998) state that drama helps to generate information in-class conversation which "for many language learners, is their major source of learning to use the target language". (p. 78). Drama is connected with the speaking skill and there is a relationship between speaking in teaching and learning foreign languages with drama (plays). Porter states that "unselfconsciously creating their knowledge of the real world and developing their ability to interact with other people" (1989; p. 5).

As stated by Wessels (1987; p.10), the benefits of using drama in EFL classroom as follows:

- The acquisition of meaningful, fluent interaction in the target language;
- The assimilation of a whole range of pronunciation and prosodic features in a fully contextualized and interactional manner;
- The fully contextualized acquisition of new vocabulary and structure;
- An improved sense of confidence in the student in his or her ability to learn the target language."

On the other hand, TESL CANADA JOURNAL! *REVUE TESL DU CANADA* VOL. 8. NO. I. NOVEMBER 1990, cited in Paul Davies (1990; p. 96-97) which declares that the advantage of drama in EFL classroom is: "If drama is considered as a teaching method in the sense of being part of the eclectic approach to language teaching, then it can become a main aid in the acquisition of communicative competence. Drama activities facilitate the type of language behavior that should lead to fluency, and if it is accepted that the learners want to learn a language in order to make

themselves understood in the target language, then drama does indeed further this end". It also adds that, the most important or precisely crucial advantage of drama in EFL classroom is by saying that: "Perhaps one of the greatest advantages to be gained from the use of drama is that students become more confident in their use of English by experiencing the language in operation". Moreover, they state that "Drama encourages adaptability, fluency, and communicative competence. It puts language into context, and by giving learners experience of success in real-life situations it should arm them with confidence for tackling the world outside the classroom.

As a final point, the advantage of drama in developing speaking skill is without any doubt is important and the teacher should use it in EFL classroom.

5. The Use of Drama in EFL Classroom

According to Maley and Duff (2005; p.1) there are twelve points for supporting the use of drama in education and these are as follows:

- 1- It integrates language skills in a natural way. Careful listening is a key feature. Spontaneous verbal expression is integral to most of the activities; and many of them require reading and writing, both as part of the input and the output.
- 2- It integrates verbal and non verbal aspects of communication, thus bringing together both mind and body, and restoring the balance between physical and intellectual aspects of learning.
- 3- It draws upon both cognitive and affective domains, thus restoring the importance of feeling as well as thinking.
- 4- By fully contextualizing the language, it brings the classroom interaction to life through an intensive focus on meaning.

5- The emphasis on whole-person learning and multi-sensory inputs helps learners to capitalize on their strength and to extend their range. In doing so, it offers unequalled opportunities for catering to learner differences.

6- It fosters self-awareness (and awareness of others), self-esteem and confidence; and through this, motivation is developed.

7- Motivation is likewise fostered and sustained through the variety and sense of expectancy generated by the activities.

8- There is a transfer of responsibility for learning from teacher to learners which is where it belongs.

9- It encourages an open, exploratory style of learning where creativity and the imagination are given scope to develop. This, in turn, promotes risk-taking, which is an essential element in effective language learning

10-It has a positive effect on classroom dynamics and atmosphere, thus facilitating the formation of a bonded group, which learns together.

11-It is an enjoyable experience.

12-It is low-resource. For most of the time, all you need is a 'roomful of human beings'.

Finally, in order to develop and improve EFL learners' speaking skill we should know the appropriate techniques or activities of improve their language use.

6. Dramatic Activities

Davies (1990) contends that the use of drama in the classroom is an appropriate technique to help the learners to raise their abilities in producing the language,

Drama activities facilitate the type of language behaviour that should lead to fluency, and if it is accepted that the learners want to learn a language in order to make themselves understood in the target language, then drama does indeed further this end. (p. 96).

Via (1987; p.110), defines dramatic activities or techniques as “strategies to achieve either drama or theatre”. Maley and Duff (1978; p.6), on the other hand, were very obvious in what they mean by dramatic activities: “They are activities which give the student an opportunity to use his own personality in creating the material on which the language class is to be based”, they also declare that

These activities draw on the natural ability of every person to imitate, mimic and express himself through gesture. They draw, too, on his imagination and memory. They are dramatic because they arouse our interest, which they do by drawing on the unpredictable power generated when one person is brought together with others. Each student brings a different life, a different background into the class. (1978; p. 6)

They then go on to say what dramatic activities are not: “putting on plays in front of a passive audience”, learning by heart the lines and memorization which lead to “lose their savour even before they are spoken” (p. 6), nor are they, according to Maley and Duff, the procedure that leads up to some concluding performance, maintaining that the significance of drama in the classroom lies in “process” above “product”. On the other hand, Via disagree by declaring that, the possession of having a time for rehearsing and performing a play is helpful for students: “a play can give students a reason to use language” (1976; p. 6) and “students with a definite, interesting goal progress faster and further” (p. 7).

Because of these two different beliefs on drama developing into a production of a language, we have added two main activities that use scenarios in the classroom. Under the term of dramatic activities, there are a few activities or techniques that we believe it would be essential to be defined at this point which are: simulation and role-playing. While we attempt to find out that those two activities are very closely related to

each other and can be defined in relation to each other, as researchers we find that these activities are the most important part in drama.

6.1 Simulation

Simulations are kind of dramatic, as well as communicative activities that require from the students to solve and to explain a problem and an issue. The situation and nature of problem, these latter may closely simulate an experience that learners may face similar to kind of problem in daily life. Simulation requires from them to work cooperatively in order to achieve an agreement to solve the main problem. In simulations, learners are expecting to bring their own thoughts to the table of their discussion and represent their own “motivations” and their “attitudes” about the problem (Livingstone, 1983; Via, 1987).

6.2 Role-Playing

On the other hand, role-playing is generally seen as an additional to simulation activity where a group of learners are asked to perform in different personas (i.e., an actor's portrayal of someone in a play) other than themselves with motivations and attitudes corresponding to those original personas. In role-playing, “each student would be given particular information about his role” (Livingstone, 1983; p. 1) in the form of a role-card:

You are a university student who is writing a term paper for one of your classes. Because you are involved in the school musical that rehearses every night, you know you will not finish writing the paper before the deadline. Ask your professor for an extension, but try to avoid telling him why your paper will not be finished in time.

Whereas, it should be mentioned that these definitions are different, according to Holden (1981), as well as are sustained by Maley and Duff (1978; p.6), and disagree by

Bolton (1992; p. 111). That both of these activities do not have a value Bolton, first, finds that both of these concepts, which are simulation and role-play, are synonymous and, second, informs us that “[they have] little to do with dramatic art, where children take on roles in order to assimilate facts or develop behavior skills” (p. 111). They completed to declare that the learner’s attention is too much concerned with the purpose of the language to be “taken serious as drama”. Personally, In agreement with Kumaravadivelu’s sixth macro strategy (1994; p. 32), “contextualized linguistic input includes all of the above forms of dramatic activities, which, according to him, “promote syntactic, semantic, and pragmatic use of language” (p. 32).

Yet the use of drama in EFL classroom is essential and the activities that drama use as central part is the appropriate technique in English language teaching.

7. Drama in English Language Teaching

The connection between drama and foreign language teaching naturally developed by high merit of all its benefits we have noticed in foreign language teaching. Hamilton and McLeod explain this association as follows:

It is hard to imagine anything else that offers to language teachers such as wide variety of types of talks, for example monologues, paired speaking, role-plays, group discussions, reporting, talking in response to other stimuli, problem-solving, developing scenarios, acting out, etc. from explaining, complaining, praising, disagreeing to exhorting, apologizing and requesting—there is no language function that drama is not capable of easily encompassing”. (Hamilton and McLeod: 5)

Drama has not been used only in order to practice language for example its functions, grammatical structures, linguist rules or particular vocabulary. It simply can be most of all successfully, exposed via cross-curricular teaching when learning and discovering themes which could be related to the foreign culture or other school topics.

Phillips suggests that the teacher uses drama, stating “[he] can use topics from other subjects: the children can act out the scene from history, or the life cycle of a frog; or he or she can work on the ideas and issues that run through the curriculum, such as sexism, respect for the environment and road safety.”(p. 8)

As already noticed before, drama used in education can offer many advantageous features, such as encouraging teachers to take advantage of its processes and techniques. We have listed just some of the essential advantages of drama for foreign language teaching.

7.1 Motivation

High-quality of motivation is one of the aspects essential for successful learning. Jeremy Harmer defines motivation as “some kind of internal drive which pushes someone to do things in order to achieve something”. (Harmer, 2001; p. 51) Drama provides for the learners the opportunity to learn by doing “where students are involved in experimentation in order to arrive at knowledge” (Harmer, 2007; p. 20), which is much more involving than just learning by heart. Concerning the student’s motivation, it is regularly referred to two types of motivation: extrinsic, which “may be influenced by a number of external factors such as attitude of society, family and peers to the subject in question (...), and intrinsic motivation that is generated by what happens inside the classroom; this could be teacher’s methods or activities that students take part in”. (Harmer, 2007; p. 20) Harmer also suggests that if we “involve the students or excite their curiosity and provoke participation, we will help them to stay interested in the subject.” (Harmer, 2007; p. 20) The use of drama without any doubt corresponds to one of the techniques of work that is have to be used by the teachers in order to provoke intrinsic motivation. Not only work as an assistant for constructing a good teacher learner relationship, but it also actively involved all the learners in all the time, therefore

“in a sense, motivation is not needed when working through drama, because the enjoyment comes from imaginative personal involvement.” Maley and Duff (1978; p. 13) As Maley and Duff further clarify “drama activities also help to get rid of the diffidence and boredom that come from being forced to stay passive most of the time”. Maley and Duff (1978; p. 13)

Maley and Duff also point out another motivating aspect of drama, which is its “versatility and unpredictability”. “If drama is motivating – and we believe it is – the reason may be that it draws on the entire human resources of the class and that technique, in its own way, yields a different, unique, result every time it is practiced.” (Maley and Duff. 13)

Drama takes its advantage from the theory of “learning by doing “to the full point. Not just motivation in terms of the reinforcement and of enjoyment when learners are asked to get up and explore the external world around them through their own experience, but the contribution which may as well promotes the cognitive processes, for example memory improvement as well as better information maintenance.

7.2 Meaning in Context

One of the most important things in EFL classes is the significance of understanding the context of the discourse which leads to full understanding of the meaning. As Harmer claims

Meaning of language depends on where it occurs within a larger stretch of discourse, and thus the relationship that the different language elements have with what comes before and after them. In other words, speakers and writers have to be able to operate with more than just words and grammar; they have to be able to string utterances together. (2007; p. 59)

Drama can be considered as an ideal process for working, for example, if instructors would like to put the meaning for learners into a sizeable context and involve them to practice, this make the learners to get engaged in real communication with each other. “activate language to communicate real meaning, rather than just practicing language” (Harmer, 2007; p. 270) and therefore increase their communicative competence in a natural way, such as using their body language, making pauses and interruptions, showing emotions, and creating relationships. For Phillips who promotes using drama in foreign language teaching, since “it encourages children to speak and gives them the chance to communicate, even with limited language, using non-verbal communication, such as body movements and facial expressions.” (Phillips: 6)

Furthermore, the learners have to concentrate on the procedure of the creation of the drama rather than the final language production which provides them with natural and purposeful need for speaking, which has been described by Maley and Duff by pointing out that “the problem of not wanting to speak or, more often, not knowing what to say is practically resolved because the activity makes it necessary to talk”. (Maley and Duff: 13-14) According to these teachers “drama techniques have the singular merit of directly engaging students’ feelings and, as a result, often making them aware of the need to be able to express them appropriately”. (Maley and Duff: 11)

To sum up, in English language teaching the role of the teacher is to support and foster the learners to speak and use the language.

8 The Role of the Teacher

Inside the classroom the teacher might change from one activity to another, from one stage on an activity to another. According to Harmer (2001; p. 56)

Teachers use many metaphors to describe what they do.
Sometimes they say are like actor ‘we are always on the

stage'; others think they are like orchestral 'because I direct conversation and set the place and tone 'yet others like gardeners 'because we plant the seeds and then watch them grow

8.1 Promoter

According to Harmer (2001; p. 60), when the learners are performing a play, the learners might get lost and they cannot think or create something to say next when they forget the words. Here the teacher "hold back" and let them work by themselves, because if s/he helps the learners this will make them count on him/her in every situation. The role of the teacher in this case is to encourage the learners in order to speak and produce a language as well as promote their proficiency.

8.2 Participant

The usual view about the teachers when their learners practicing speaking activities such as discussion, performing a play, or group decision-making activities is by standing back and letting them involve in and engage in it, the teacher might intervene later in order to offer feedback and correct mistakes. However, there are times to practice and to join in an activity but not as teacher as participant. The role of the teacher is to introduce new ideas and thoughts for helping them to go along. Though, in this case the teacher should be careful of practicing too much. (ibid; p. 60-61)

8.3 Organizer:

Harmer points out that "One of the most important roles that teachers have to perform is that of organizing students to do various activities" (ibid; p. 60-61). The role of the teacher here is to provide the learners with variety of activities in order to involve them, giving them ideas and information, telling them how they are going to do the

activity and putting them into pairs or groups. Teacher should explain when the learners do not understand.

In conclusion, the most essential role of the teacher is to act as an assessor in order to indicate of whether or not the learners are getting their English correct and right.

Conclusion:

The use of drama in EFL classroom in order to improve learners' speaking skill is an essential practice. We mentioned in this chapter, the background of drama, its nature, as well as the difference between drama, role-play, and simulation. Therefore, we presented the definition, the advantage and the use of drama in EFL classes as well as in English language teaching. We developed it by providing the activities that depend on the use of drama to developing speaking skill. Finally, we focus on teacher's roles as a tool for teaching English language.

Chapter three

Field work

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Introduction

The present research is about obtaining students' opinions about the effect of using plays in enhancing the speaking skill since they are the main variables of this study. Their views and opinions are very crucial to test the stated hypothesis, and the most appropriate tool to investigate that is through questionnaire and interviewing learners. The students' questionnaire aims at finding out whether they give importance and a value to plays that take place inside the classroom in enhancing their speaking skill.

The focus group tool is intended to investigate the students' opinions about the use of plays or drama in the classroom to enhance their speaking skill, and whether it is a successful technique that should be applied in the classroom.

1. Research Method

The choice of the method has been determined by the nature of the study. This work employs the descriptive method because it can determine the facts about the actual situation (why students do not have the ability to communicate with English in fluent manner), and thereby to clarify the use of plays or drama which can enhance their speaking skill. In addition, plays are one of the best technique and appropriate solutions to deal with students' weakness in speaking English.

1.2 Sample of the Study

1.2.1 Students

The sample of this study is second year students of English, at Mohammed Kheider University of Biskra. The reasons behind choosing to work with second year students are for a number of reasons. In the second year, generally students are able to take risks in speaking the foreign language because they have started to develop their

level from their first year. More importantly, they are not like the first year students who are not familiar with the university atmosphere.

From a population of 494 students, we have dealt with fifty 50 students who were selected randomly

1.3 Data Gathering Tools

The objective of the data depends on the general objective of our research. It aims first at discovering and understanding how plays enhance and improve the students speaking skill. Second, it aims to provide the students who really need more practice to speak English fluently. Therefore, we have opted for mainly, a questionnaire and focus group; both of these tools are devoted for students to get findings.

1.3.1 The Students' Questionnaire

The main tool of enquiring information is the questionnaire for students

1.3.2 The sample

The fifty (50) students who responded to the questionnaire were randomly chosen among the total number of the second year LMD students' population (494) at the University of Biskra. The selection of such sample was based on the consideration that second year LMD students get boredom from answering a lot of questionnaires of the other candidates. Besides, they were not collaborating with us; maybe they were tired or because of the examination.

1.4 Description of the Questionnaire

This questionnaire consists of seventeen (17) questions which are arranged in a logical way. They are either closed-ended questions requiring from the students to choose „yes“ or „no“ answers, or to pick up the appropriate answer from a number of choices or open-ended questions requiring from them to give their own answers and

justify them. Question (1) to (4) are devoted to students' background information; these latter are asked to specify their gender and their age, and whether English language was their first choice or not, and to evaluate their level in English. The next section is about the speaking skill. Question (5) is about the most preferred course in learning English language; moreover, they should clarify why they chose oral course. In question (6), students are asked to tick the appropriate box in order to answer the question that relates language with speaking. Question (7) looks for the weakness that the EFL learners face in learning the language. Question (8) is put to know if the use of plays in the classroom improves students' speaking skill in the classroom, and in question (9) they are also asked whether the use of plays or drama in the classroom enriches their vocabulary, fluency or accuracy in the classroom. Moreover, the other section in the questionnaire is about the use of plays or drama in the classroom. In question (10) students are asked if their teacher uses plays or not. Question (11) is designed to know if they are enjoyed when they perform a play in the classroom. Question (12) is devoted to know how often the teacher of Oral Expression uses plays in the classroom and in question (13) they are asked to investigate if the use of plays in the classroom should be practiced the students are asked to justify their answer. The final section speaks; about the teacher's role in the classroom. Question (14) is put to know whether their teacher of oral expression give them the opportunity to speak in the classroom or not. In question (15), the students are asked to choose the main role of their teacher in the classroom. In question (16), students are required to select the most important skill that improves their speaking skill that their teacher of oral expression focuses more in the classroom. The last part in the questionnaire was open for any opinions and suggestion from the students.

1.5 Aim of the Questionnaire

We have designed a questionnaire for second year students to obtain data about their level in English as a foreign language; we look for students' attitudes towards the effectiveness of plays or drama as a particular technique in oral expression module and whether students consider plays as a technical way to improve their speaking skill or not. In addition, we aim first, to fill the gap of the learner in speaking skill via plays. Second, to shed the light on the importance of using plays in the classroom. Finally, to encourage teachers and learners to use this technique in EFL classes. In addition, to confirm our hypothesis, we ask students about their opinions on using plays in the class and the effective technique to improve student's level in speaking English language.

1.6 Administration of the Questionnaire

The questionnaire has been administered at the English Language department of Biskra during three days period from 20th April, 2015 to 23rd April, 2015. The student's questionnaire has been handed at beginning and the end of the courses. We have administrated it in our presence to make sure that all the students understand the questionnaire and avoid as well as any ambiguity that may hinder our work in order to obtain clear and full response –we have been given students the questionnaire in the beginning of their session and they give it back in the end of the session.

1.7 Analyses of Student's Results

Section one: Background Information.

Analysis of student's Results

1. Gender

a- Female

b- Male

Gender	Participants	Percentage
Female	35	70%
Male	15	30%
Total	50	100%

Table3.1: Students' Gender

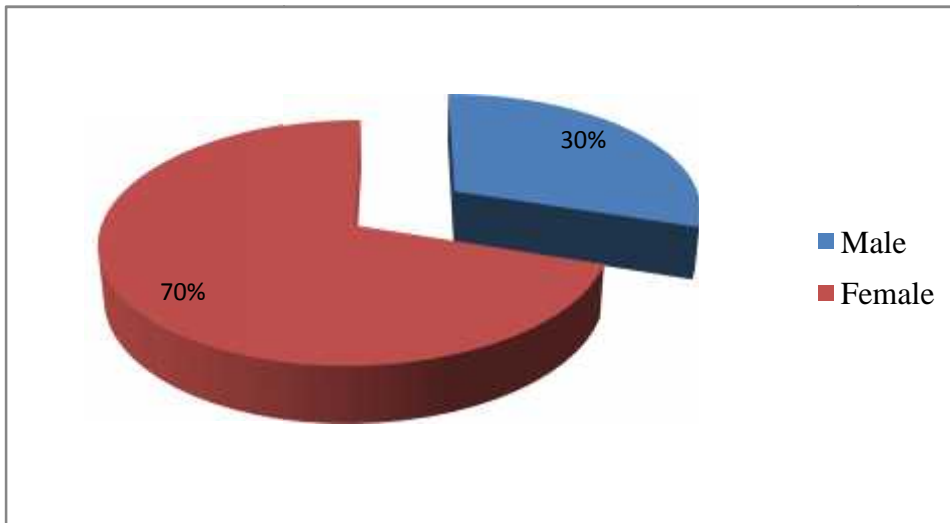


Figure3.1: Students' Gender

As shown in the table, females (70%) are about two times the number of males (30%).

2. Age years old

Age	Participants	Percentage
19	1	2%
20	10	20%
21	17	34%
22	13	26%
23	1	2%
24	5	10%
25	1	2%
26	2	4%
Total	50	100%

Table3.2: Students 'Age

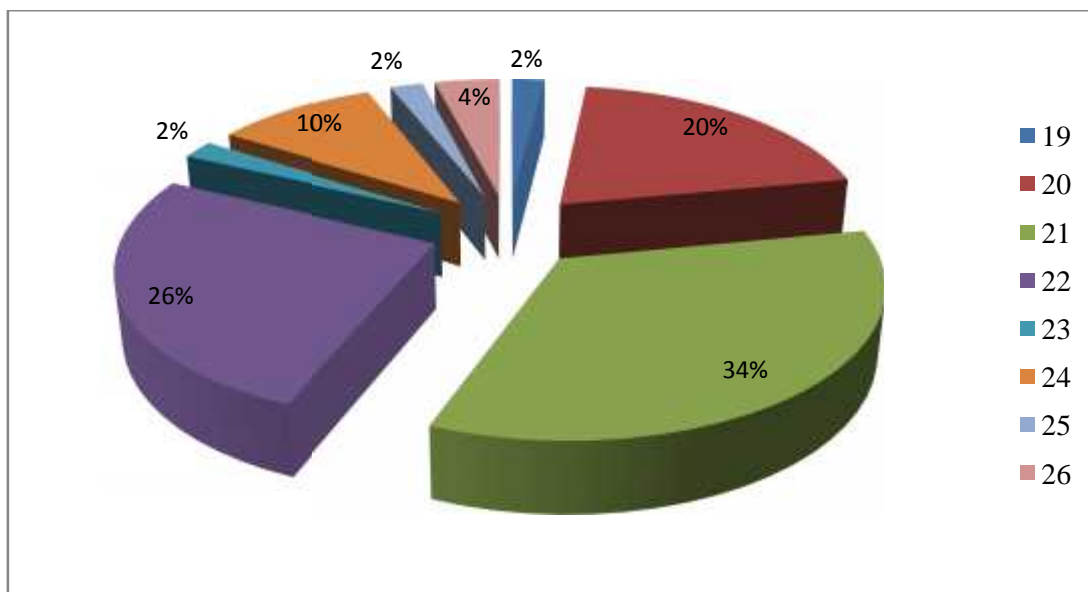


Figure3.2: Students' Age

According to the results in table 02, we observe diversity in age. One can notice that the majority of students (36%) are 21 years old. This means they never failed. However (26%) of students are 20 years old; those are regular students who went to school at normal age and may failed one time or may not failed . The other students (10%) and (4%) who are more than 24 years old can be explained by either a failure, more probably in the baccalaureate exam, or a change in the field of study. Finally, (2%) is divided to students who are around 19, 23, and 25.

3. Was English your first choice?

- a. Yes
- b. No

Option	Participants	Percentage
Yes	43	86%
No	7	14%
Total	50	100%

Table3.3: The Students' Choice of Study English

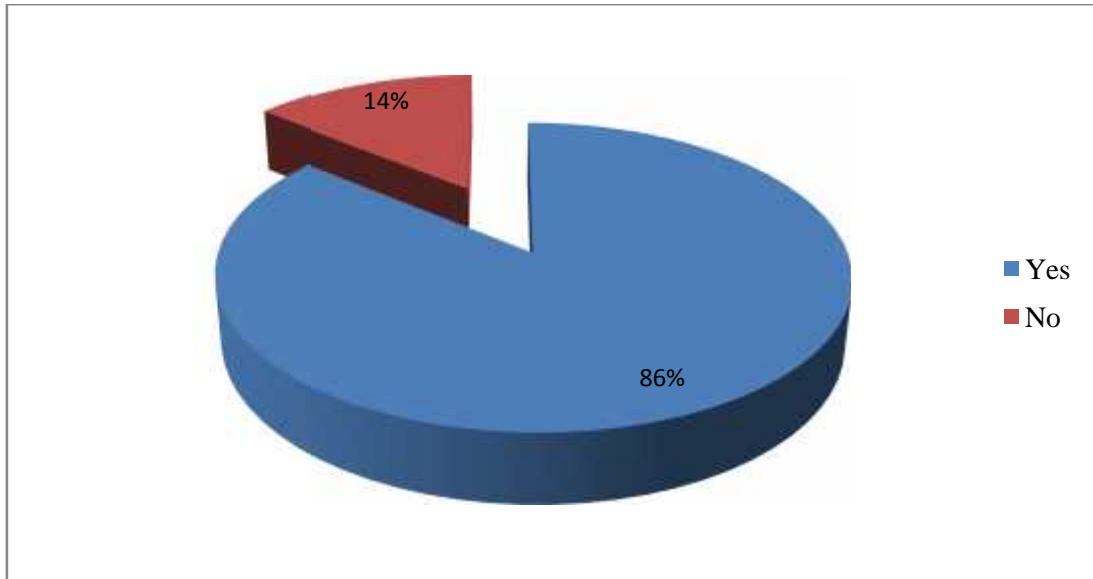


Figure3.3: The Students' Choice of Study English

We read from the table above that (86%) of the participants opted for “yes”; they chose to study English language. While only (14%) of the students did not allow them to follow the specialty they wanted. This answer is one reason, among many, behind the level of students' motivation; it means that the majority of students are ready to improve their level.

4. How do you consider your level in English?

- a. Very good
- b. Good
- c. Poor

Option	Participants	Percentage
Very good	10	10%
Good	41	82%
Poor	4	8%
Total	50	100%

Table3.4: Students' Level

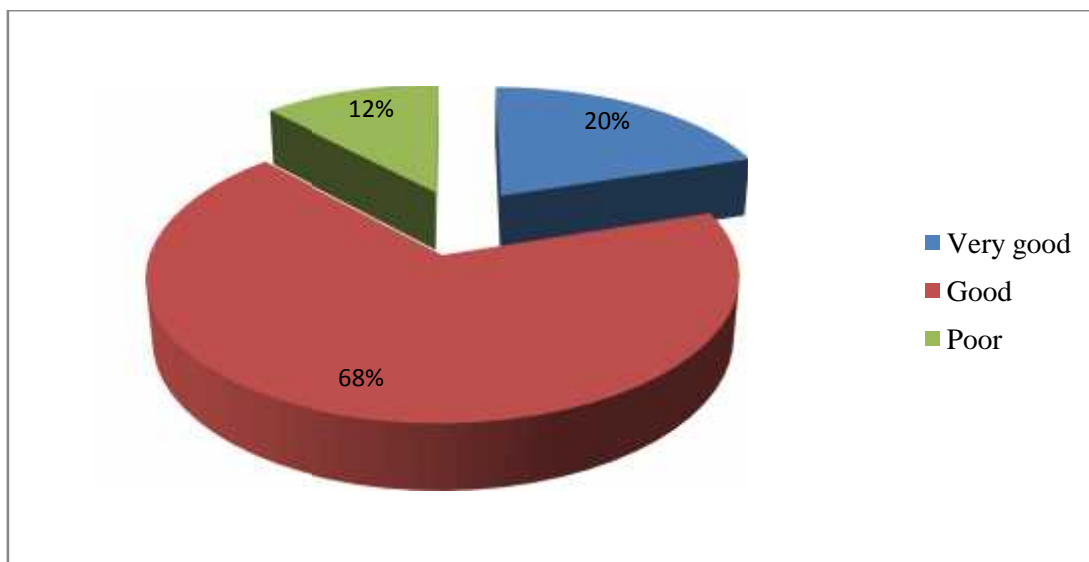


Figure3.4: Students' Level

From the above table, we notice that (20%) of the students have admitted that their level of English is very good. (68%) students believed that their level in English is good. Against (10%) students confess that their level is poor. Students are usually relating their level either to how well or how bad they can understand and produce the language orally or in writing.

Section two: Speaking Skill.

5. In your view what is the important course?

a. Written expression

b. Oral expression

Option	Participants	Percentage
Written expression	10	20%
Oral expression	34	68%
Some of the students choose both	6	12%
Total	50	100%

Figure3.5: Students' Preferred Course

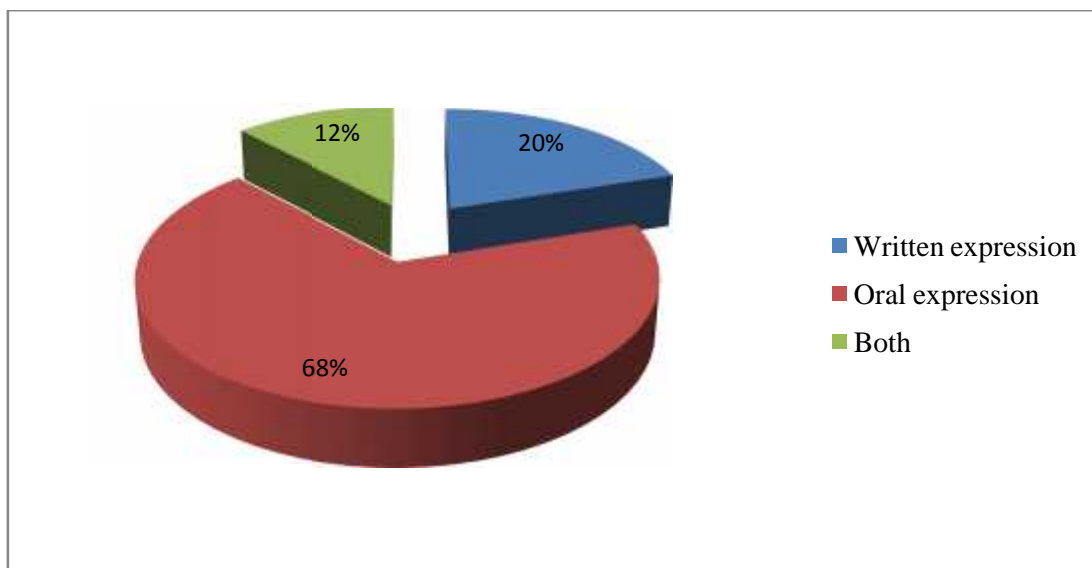


Figure3.5: Students' Preferred Course

As we can see in table 4, (68%) of the students prefer the oral course because it is an entertainment, course where they can speak and changes the routine of the other courses, whereas the others prefer the written one about (20%). on the other hand (12%) cannot prefer one course to another, so they chose to answer and to prefer both of them.

If your answer is oral expression, please say why:

Option	Participants	Percentage
Comments	33	66%
No comments	17	34%
Total	50	100%

Table3.6: The Students' comment

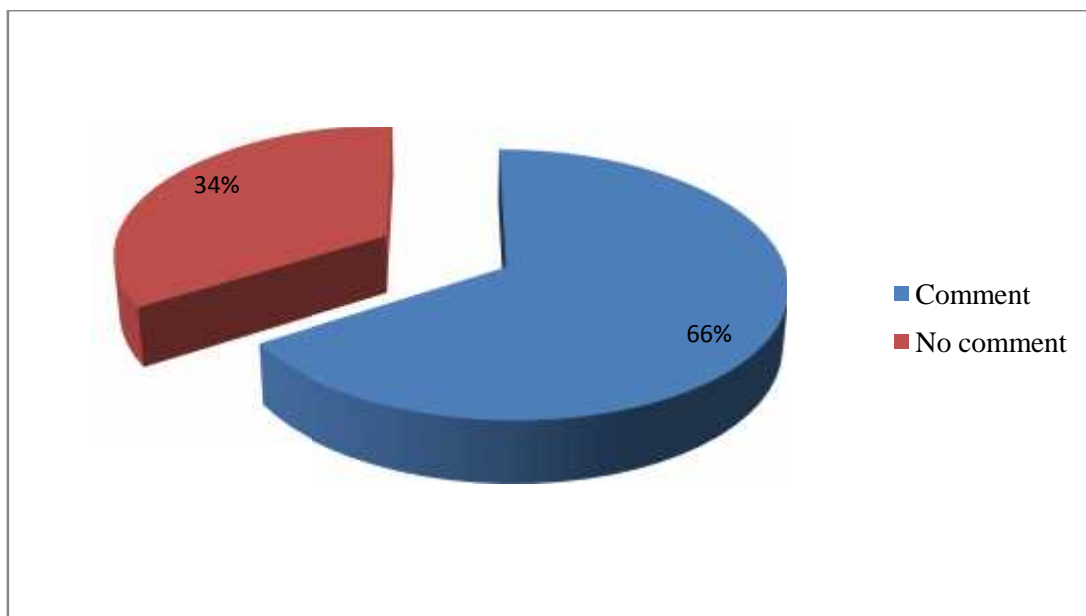


Figure3.6: Students' Contributions

Students' Explanations

As we can notice, (33%) of the students give similar explanation about the importance of oral expression course from the way that they want to master speaking skill in order to be good communicators in English language. From the answers that are repeated a lot, and were most founded in the questionnaire are as follows:

- Students want to improve their speaking skill because they think that they will speak more than writing.
- Students explained that mastering the speaking skill means mastering the other skills.
- Some other students for them speaking skill enrich their vocabulary with new words.
- Some students find it an entertaining course because in oral expression course the teacher uses videos, plays, as well as their teacher correct their mistakes this will help them to improve their speaking skill.
- Some students find better because they have chance to express their thoughts and present their feeling and ideas through speaking more than writing.

- Others find that the aim of language is to communicate and discuss topics in that language.

6. Do you agree that in order to learn the language you have to speak it?

Strongly agree Agree Disagree Strongly disagree

Option	Participants	Percentage
Strongly agree	31	62%
Agree	19	38%
Disagree	0	0%
Strongly disagree	0	0%
Total	50	100%

Table3.7: The Importance of Speaking Skill.

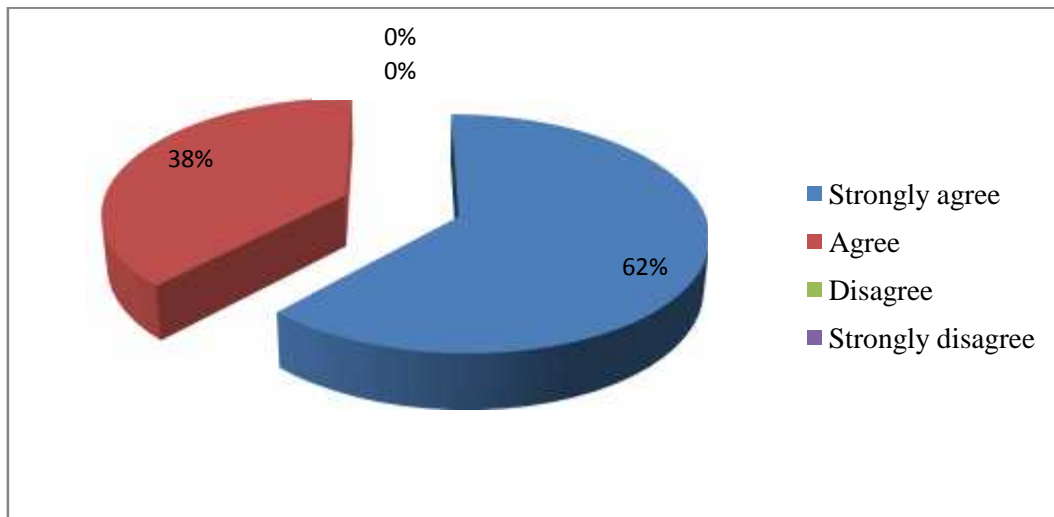


Figure3.7: The Importance of Speaking Skill Speaking Skill.

It was observed from the table that (62%) of the students strongly agree that in order to learn English they have to speak it. So, the majority of students aim to speak

English in a fluent manner. Others (38%) said that they agree; while, (0%) affirmed that learning a language does not mean that s/he should speak it. S/he disagrees with this opinion. (0%) is the same for strongly disagree that to learn language have to speak it.

7. Do you think that your weaknesses in speaking are due to

- a. The lack of activities.
- b. The lack of self confidence.
- c. The lack of vocabulary.

Option	Participants	Percentage
The lack of activities	17	34%
The lack of self-confidence	15	30%
The lack of vocabulary	18	36%
Total	50	100%

Table3.8: Students' Weakness

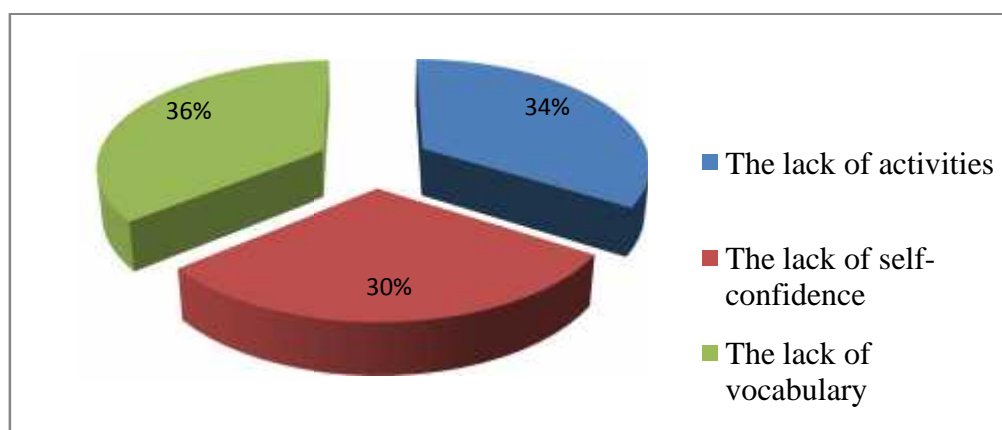


Figure3.8: Students' Weakness

The percentages are so close to each other, as we can see that they are all around (30%) to (36%). The table indicates that (36%) students are weak in speaking because they have a lack in vocabulary, the second weakness (34%) is that they are poor in

producing the language since there is a lack of activities that push them to speak; the other reason is that student weakness in speaking skill is related with a psychological problem which is the lack of self-confidence (30%) that is like an obstacle which prevents them to speak or they are afraid of making mistakes in front of their classmates.

8. Do you think that the use of plays in the classroom improves your speaking skill?

- a. Yes.
- b. No.

Option	Participants	Percentage
Yes	46	92%
No	4	8%
Total	50	100%

Table3.9: Students' Opinion about the Use of Plays in Classroom

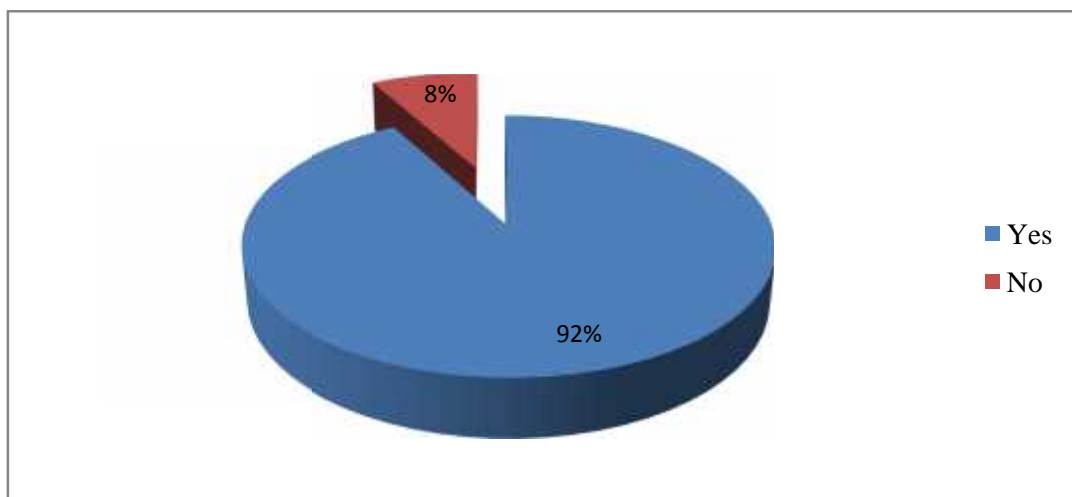


Figure3.9: Students' Opinion about the Use of Plays in the Classroom.

As we notice (92%) of the students find that the use of plays in the classroom is a useful tool that should be used in the classroom because it helps them to improve their speaking skill since it is the technique that the student can change their learning

routine. (8%) think that is not a useful tool for them; may be because they cannot act or feel embraced when their classmates are looking at them (eyes looking at him/ her).

9. The use of plays in the classroom might help you to enrich your?

- a. Vocabulary
- b. Fluence
- c. Accuracy

Option	Participants	Percentage
Vocabulary	29	58%
Fluency	17	34%
Accuracy	4	8%
Total	50	100%

Table3.10: The Use of Plays

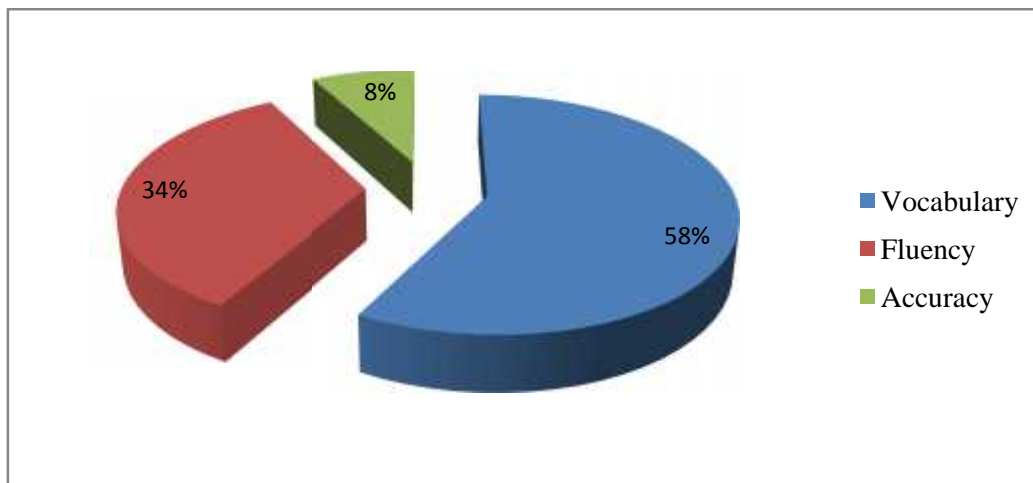


Figure3.10: The Use of Plays.

Section three: The Use of Plays in the Classroom.

10. Does your teacher of oral expression use plays in the classroom?

- a. Yes
- b. No

Option	Participants	Percentage
Yes	45	90%
No	4	10%
Total	50	100%

Table3.11: The Use of Plays in the Classroom.

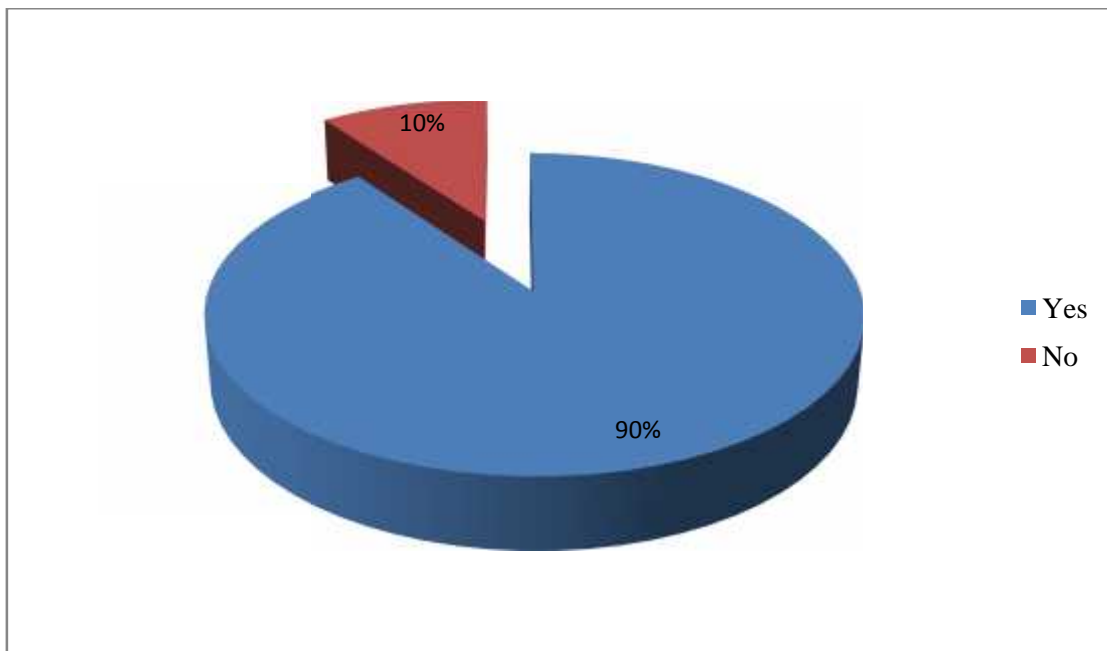


Figure3.11: The Use of Plays in the Classroom.

As we can see in the table above most of the students' answers indicate that teachers use plays in the classroom (90%), in the other hand there are (10%) of them does not use plays in the classroom perhaps they follow other techniques and activities.

11. Do you enjoy performing plays?

- a. Yes
- b. No

Option	Participants	Percentage
Yes	46	92%
No	4	8%
Total	50	100%

Table3.12: Students’ Reactions while Performing a Plays.

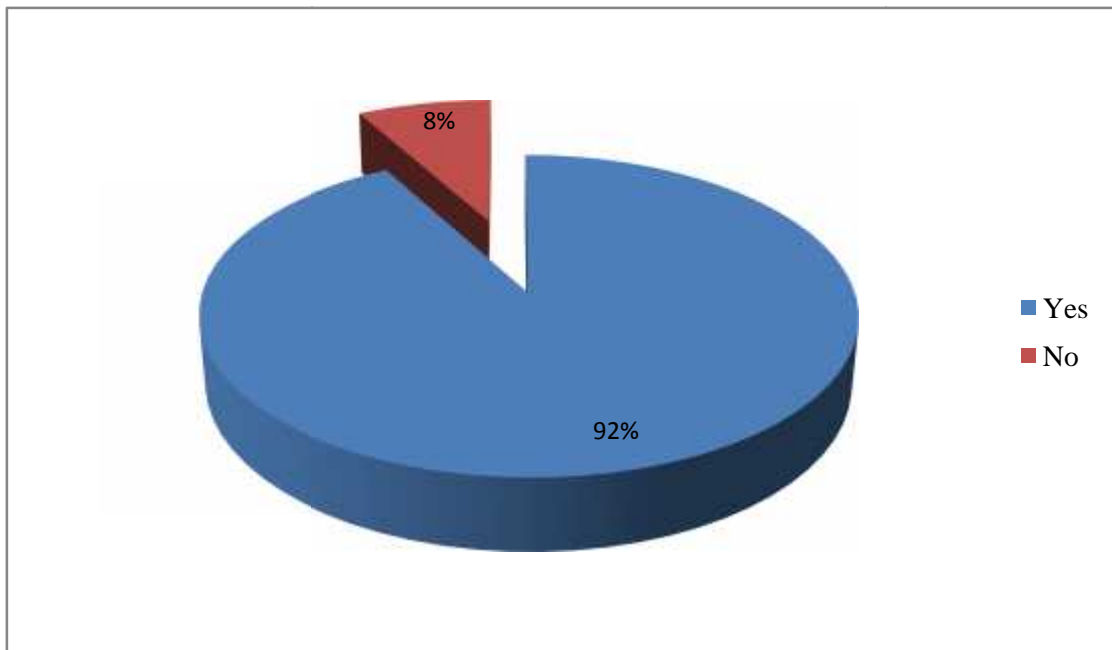


Figure3.12: Students’ Reactions while Performing a Plays.

The majority of students’ reactions while performing plays and drama (92%) shows that while they perform a play they do enjoy performing plays, but (8%) of them said that they do not enjoy performing plays.

12. How often does your teacher use plays in classroom?

- a. Very often
- b. Often
- c. Rarely

Option	Participants	Percentage
Very often	12	24%
Often	32	64%
Rarely	6	12%
Total	50	100%

Table3.13: The Use Plays in the Classroom.

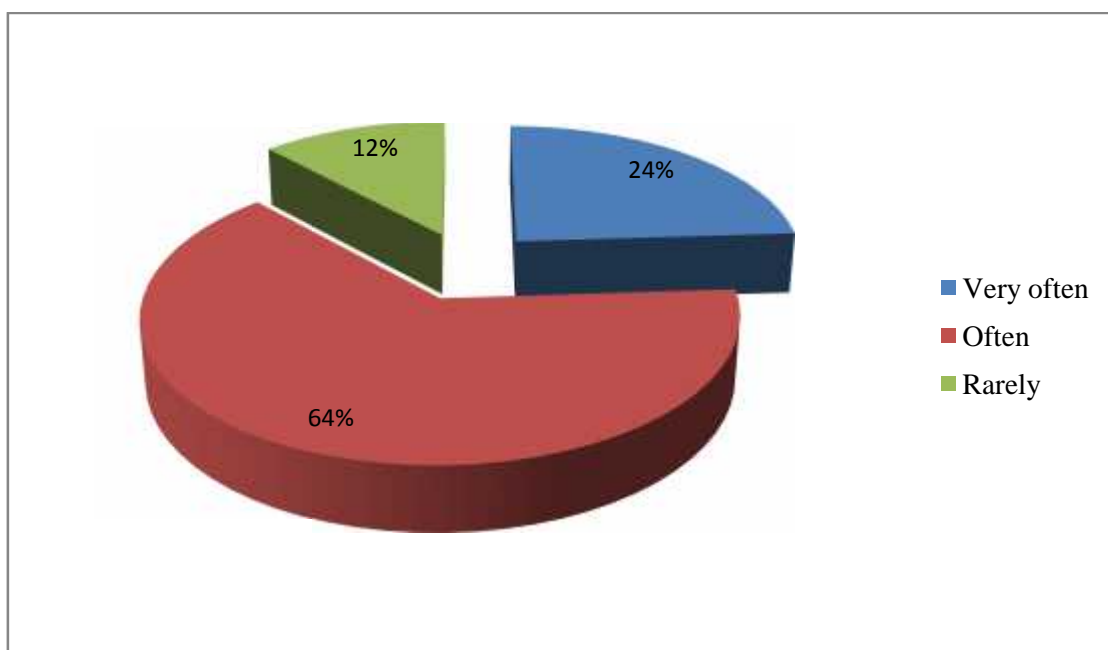


Figure3.13: The Use of Plays in the Classroom

The result shows that in (64%) of EFL classes; show that very often teachers use plays in their sessions more than the other activities. Whereas, (24%) they often use plays in their classroom, but (12%) they rarely use plays in their classroom.

14. Do you think that such a technique (plays) should be practiced?

- a. Yes
- b. No

If yes, please explain why?

If no, what are other effective activities that you think that are important?

Option	Number	Percentage
Yes	45	90%
No	5	10%
Total	50	100

Table3.14: Students' Opinions on Applying Plays in the Classroom

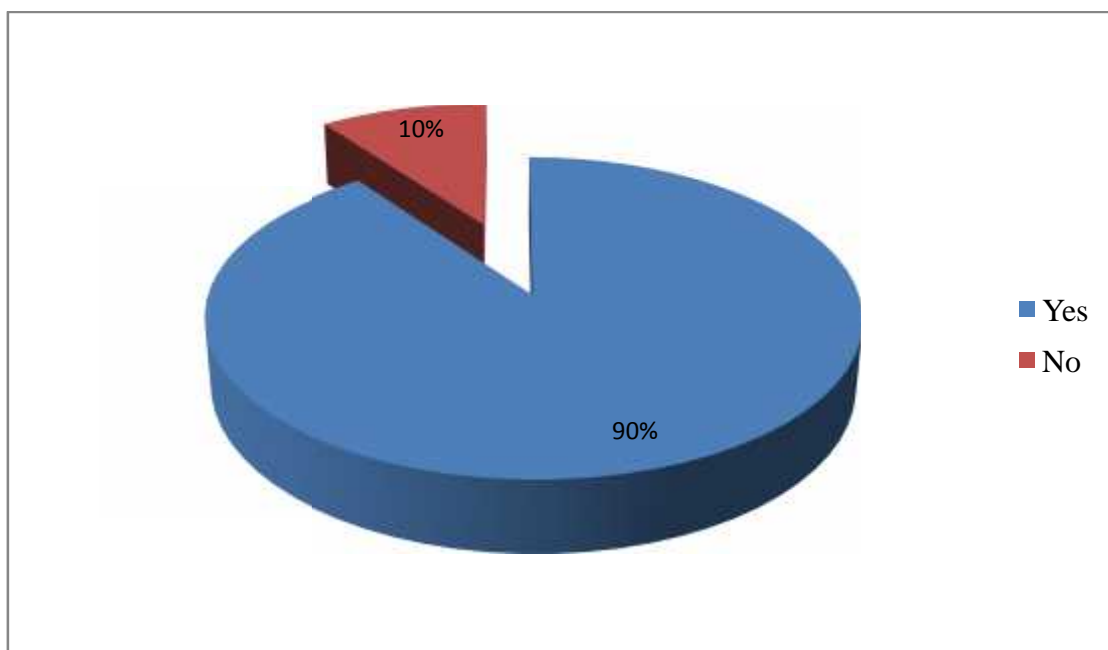


Figure3.14: The Students' Opinions on Applying Plays in the Classroom

As we can notice from the table that most of the students (90%) agree that such a technique as plays or drama should be practised in the classroom; whereas, (10%) of the students think that plays should not be practiced.

If yes, please explain why?

If no, what are other effective activities that you think that are important?

Option	Participants	Percentage
If yes comment	36	72%
If no comment	5	18%
No comment	9	10%
Total	50	100

Table3.15: Students' Comments

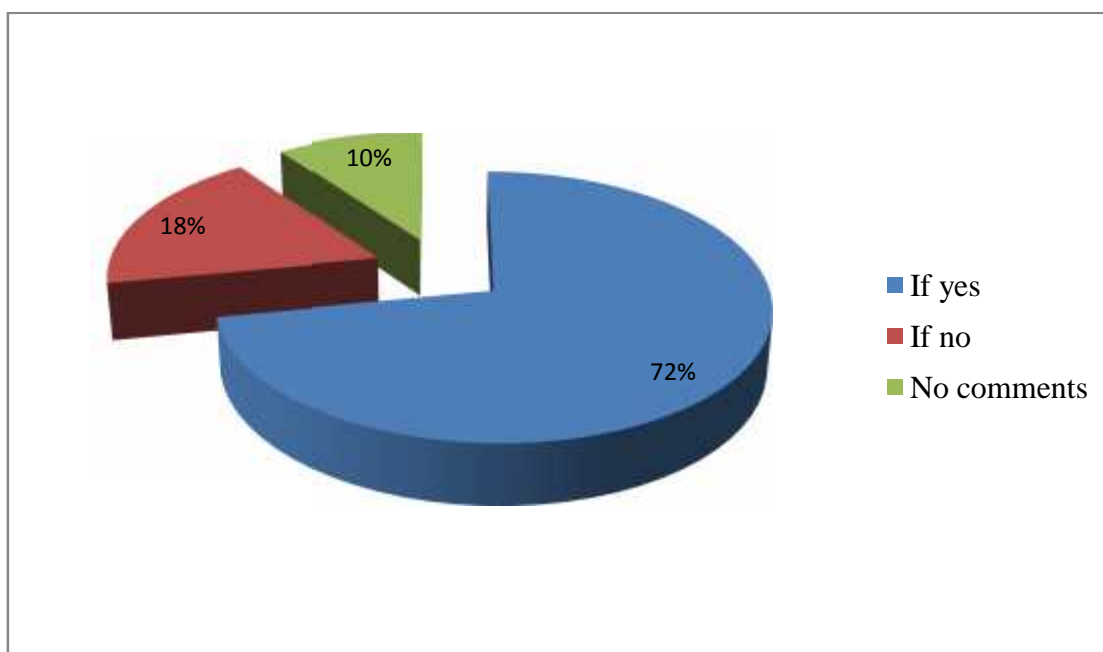


Figure3.15: Students' Comments

Students' Explanation

To begin with, we notice that plays or drama should be practised in the classroom. For those who agree and comment (72%) of students comment on and they are as follows:

- They said that plays raise their confidence,
- It is important because it helps them practice the language in real situation in front other people,
- They learn a lot of vocabulary.

- They also added that it builds their self-esteem
- It helps them to improve their speaking skill.
- (18%) were opposing them; they do not agree that plays should be practiced in the classroom because:
 - They think that there are other activities such as group work and games,
 - They prefer discussion and reading,
 - They just want to listen.

Whereas, (10%) they did not comment on both question (yes/ no).

Section four: the Role of the Teacher.

15. Does your teacher of oral expression give you the opportunity to express your ideas?

- a. Yes
- b. No

Option	Percentage	Percentage
Yes	49	98%
No	1	2%
Total	50	100%

Table3.16: The Opportunity that Teachers Give to their Students to Speak

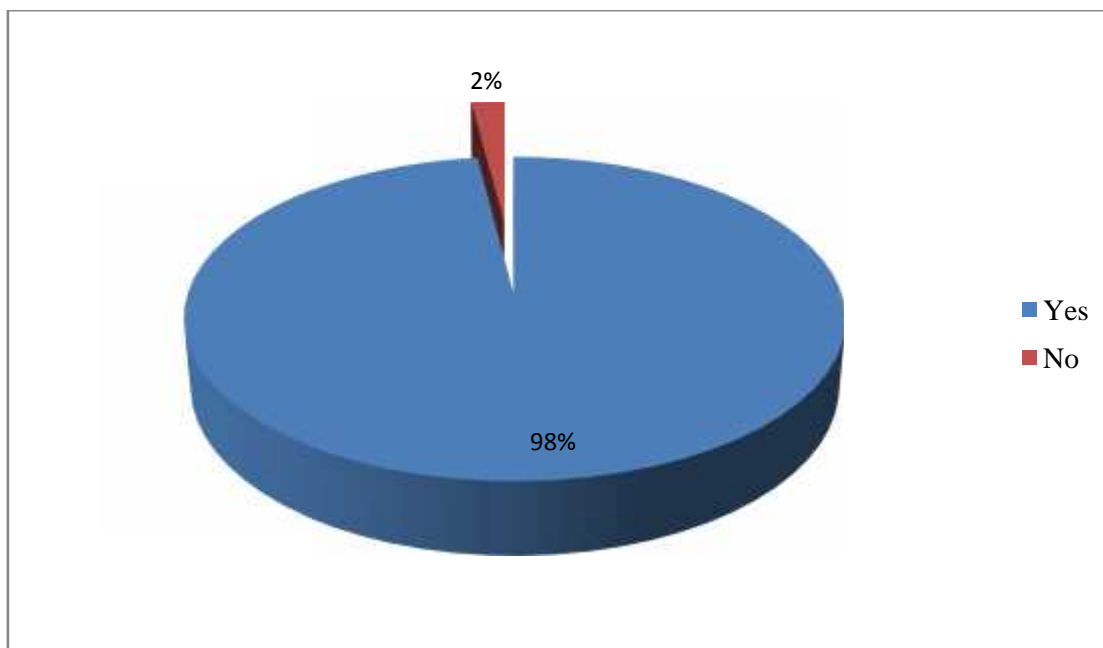


Figure3.16: The Opportunity that Teachers Give to their Students to Speak.

As it is shown in the table above (98%) of teacher gives opportunity to their students to speak in classroom since it is an oral course and is devoted to students to speak in order to develop their speaking skill. While, (2%) of teachers do not give opportunity to their students to speak perhaps because they are not an oral teacher or they do not know how to teach oral.

16. Do you think that the role of the teacher should be?

- a. Participant (teacher participates when it is necessary in order to provide the learners with feedback and correct mistakes)
- b. Promoter (teacher lets the learners work by themselves in order to encourage them to speak)
- c. Organizer (teacher provides to the learners with variety of activities in order to involve them, gives them ideas, and information, telling them how they are going to do the activity and puts them into groups or pairs)

Option	Participants	Percentage
Participant	15	30%
Promoter	11	22%
Organizer	24	48%
Total	50	100%

Table3.17: The Role of the Teacher in the Classroom

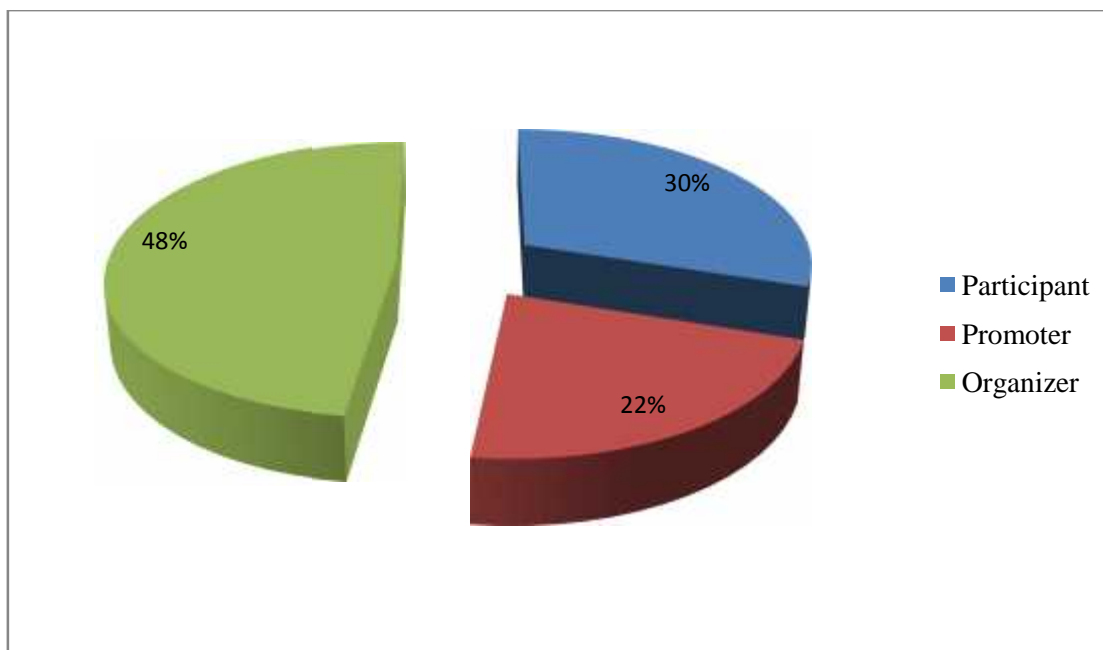


Figure3.17: The Role of the Teacher in the Classroom.

(48%) of the students said that their teacher in the classroom plays the role of an organizer in his session, by providing them with a variety of activities in order to involve them, giving them ideas and information, telling them how they are going to do the activity and putting them into pairs or groups. For others (30%) their teacher in the classroom plays the role of participant; usually when the learners are practicing speaking in activities such as discussion, performing a play, or group decision-making activities is by standing back and letting them to get involve on and to get engage with it, the teacher might be intervening later in order to offer feedback and correct mistakes. While; (22%) describe their teacher in the classroom as promoter; the role of the teacher

in this case is to encourage the learners in order to speak and produce a language as well as promote their proficiency.

17. Does your teacher focus on?

- a. Speaking
- b. Listening
- c. Reading

Option	Participants	Percentage
Speaking	31	62%
Listening	4	8%
Reading	1	2%
Speaking, Listening, Reading	8	16%
Speaking, Listening	5	10%
Speaking, Reading	1	2%
Total	50	100%

Table3.18: The Concentration of the Teacher in the Classroom

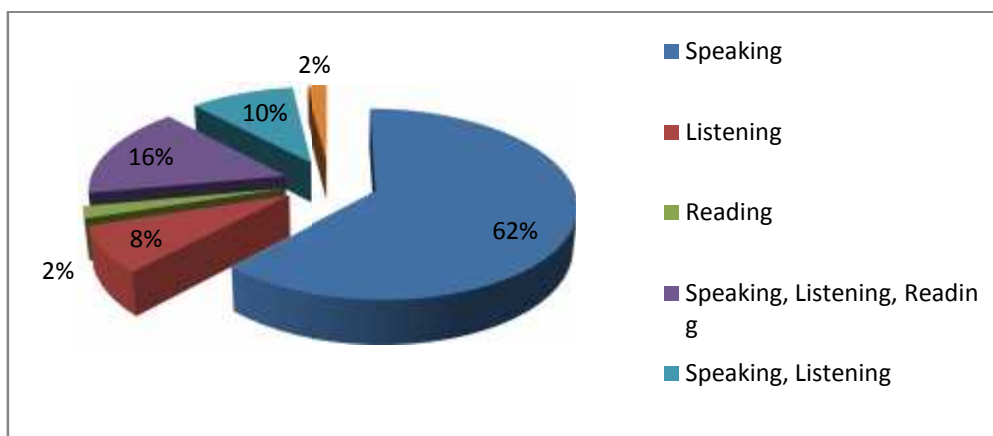


Figure3.18: The Concentration of the Teacher in the Classroom

As we can observe that all the frequencies are somehow close to each other and the students did not answer precisely on the concentration of the teacher in the classroom; i.e., on which skill he/she focuses most. (62%) of the teachers focus on speaking skill since it is oral expression; so, the concentration will be on the production more than the other skills. Whereas, (8%) of the teachers focus on listening because they believe in the idea that says good listener is good speaker. While, (2%) of the teachers concentrate on reading, because they think that, they will acquire new vocabulary which they will need it in speaking. (16%) of the teachers give attention to all of the skills. (2%) of the teachers concentrate on two skills by adopting them, in order to use them in their classroom, either in speaking and listening or in speaking and reading.

If you have any further suggestions or points of view, please write them down

Option	Participants	Percentage
Comments	14	28%
No comments	36	72%
Total	50	100%

Table3.19: Students Collaboration

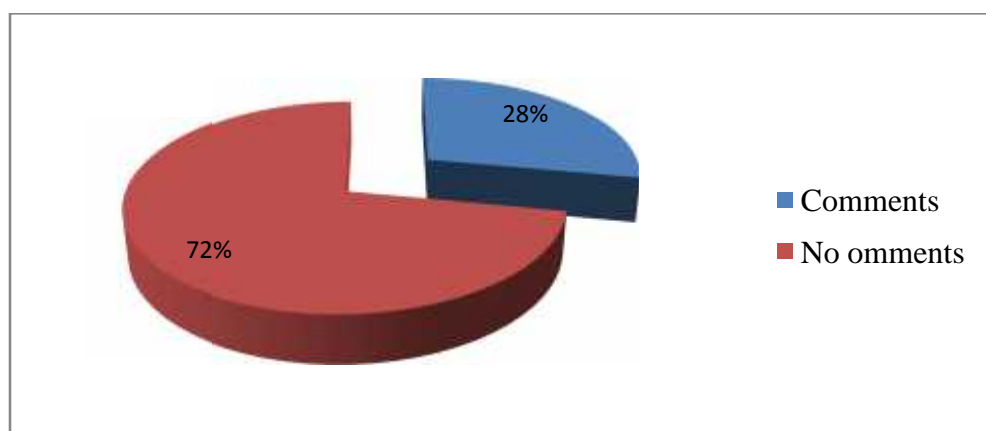


Figure3.19: Students Collaboration

(72%) of the students did not give any further suggestions or any comments, while (28%) of them comment and give their views on the researchers however all of the suggestions were just wishing luck and best wishes.

2. The Focus Group Analyses

1. How do you feel about your speaking skill?

- a. Good
- b. Average
- c. Poor

Option	Participants	Percentage
Good	17	35%
Average	28	59%
Poor	3	6%
Total	48	100%

Table3.20: Students' Level

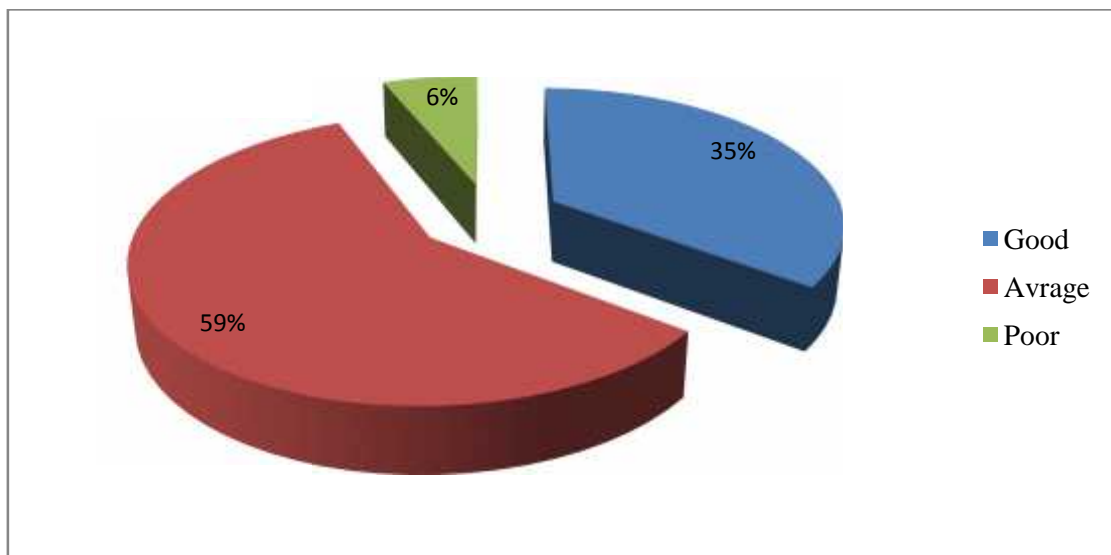


Figure3.20: The Students' Level

Table show that (59%) of the students have an average level in English, whereas, (35%) of the students are good in speaking skill. While, (6%) of them are poor in speaking the English language.

2. Which of the four skills you wish to master most?

- a) Listening
- b) Speaking
- c) Reading
- d) Writing

Option	Participants	Percentage
Listening	2	4.16%
Speaking	37	77.08%
Reading	2	4.16%
Writing	7	14.58%
Total	48	100%

Table3.21: Emphasis in Learning the Skills

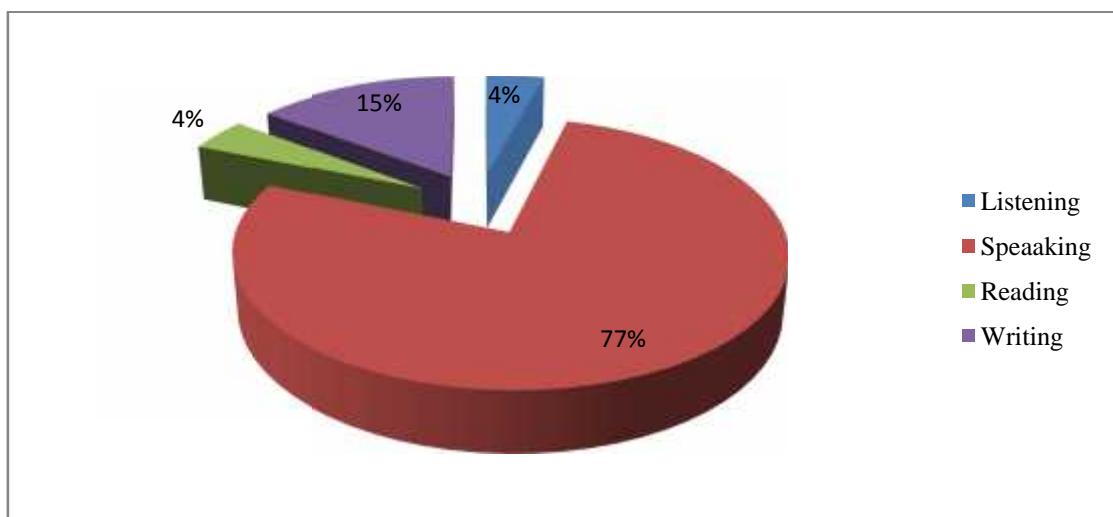


Figure3.21: Emphasis in Learning the Skills

The table indicates that (77.08%) of the respondents preferred to master the speaking skill; other, (14.28%) stated that they wish to master the written skill, while some other (4.16%) respondents wish to master listening skill. The same percentage (4.16%) likes to master the skill reading.

3. Do you think that the difficulty that you have in speaking skill is because of Lack of activities

- a) yes
- b) No

Options	Participants	Percentage
Yes	37	77.08%
No	11	22.91%
Total	48	100%

Table3.22: The Students' Weakness

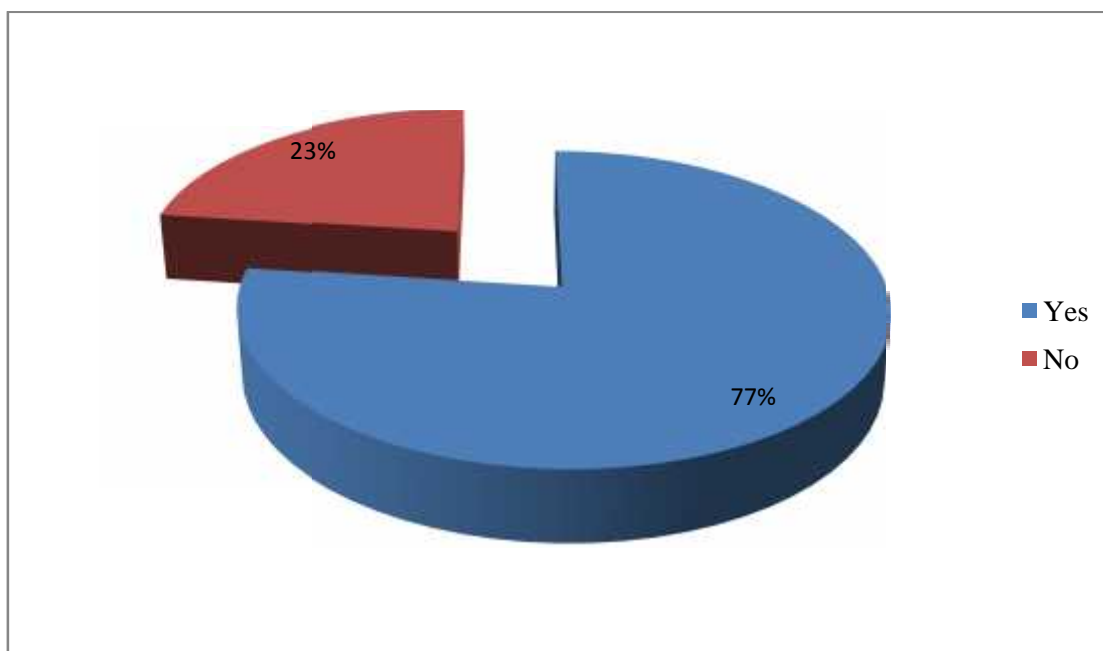


Figure3.22: Students' Weakness

It can be observed from the table that (77%) of the students' weakness in speaking skill is due to lack of the activities that push the learners to speak and express their ideas and thoughts. While; (23%) they do not think that their weakness in speaking skill is due.

4. What kind of activities do you use most in speaking practice?

The First Group Answer “the number of the students of each group is 12”

Groups	1		2		3		4	
Option	P	%	P	%	P	%	P	%
Role-plays	12	25%	12	25%	0	0	0	0
Discussion	0	0	0	0	12	25%	12	25%
Presentations	0	0	0	0	0	0	0	0
Total	48	100%	48	100%	48	100%	48	100%

Table3.23: The Practiced Activities in the Oral Course

Role-play= $12/48+12/48=24/48=50\%$

Discussion= $12/48+12/48=24/48=50\%$

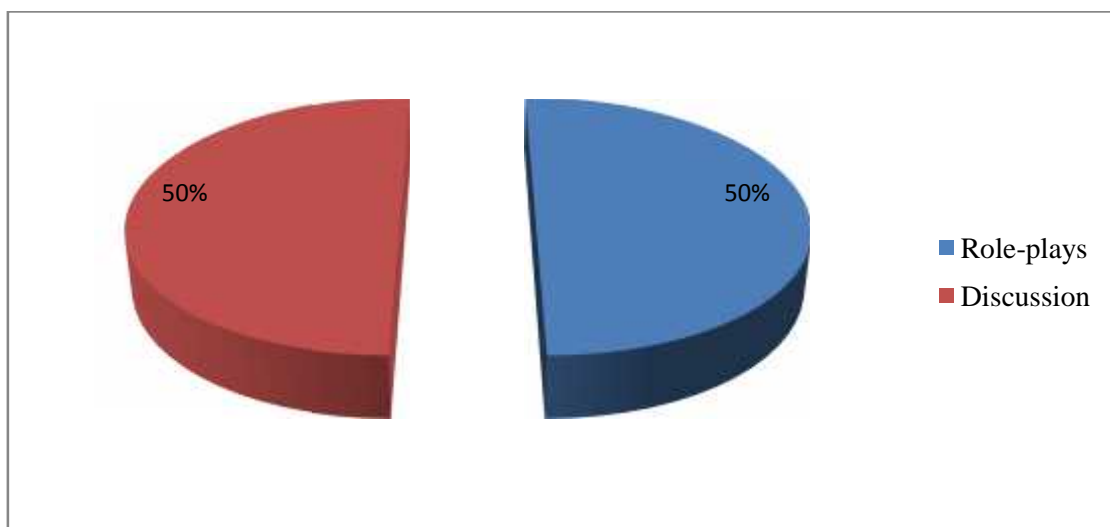


Figure3.23: The Most Practiced Activities in the Oral Course

The table above summarizes the most frequent activity, which teachers use in oral expression courses. As we notice in (Table 24) there is an equal rate between Role-play and discussion with (50%).

5. What kind of activities do you use rarely in speaking activities?

Groups	1		2		3		4	
Option	P	%	P	%	P	%	P	%
Topics	12	25%	0	0%	0	0%	0	0%
Singing	0	0%	1	2.09%	0	0%	0	0%
Data show	0	0%	8	16.66%	0	0%	0	0%
Authentic materials	0	0%	3	6.25%	0	0%	0	0%
Listening	0	0%	0	0%	12	25%	12	25%
Total	48	100%	48	100%	48	100%	48	100%

Table3.24: The Most Rarely Practiced Activities in the Classroom

1. Topics they are interested about= $12+0+0+0+0/48=12/48=0.25*100=25\%$
2. Singing= $0+1+0+0+0/48+1/48=0.020*100=2.09\%$
3. Data show= $0+8+0+0+0=8/48=0.1666*100=16.66\%$
4. Listening= $0+0+0+12+12=24/48=0.5*100=50\%$
5. Authentic materials= $0+3+0+0+0=3/48=0.625*100=6.25\%$

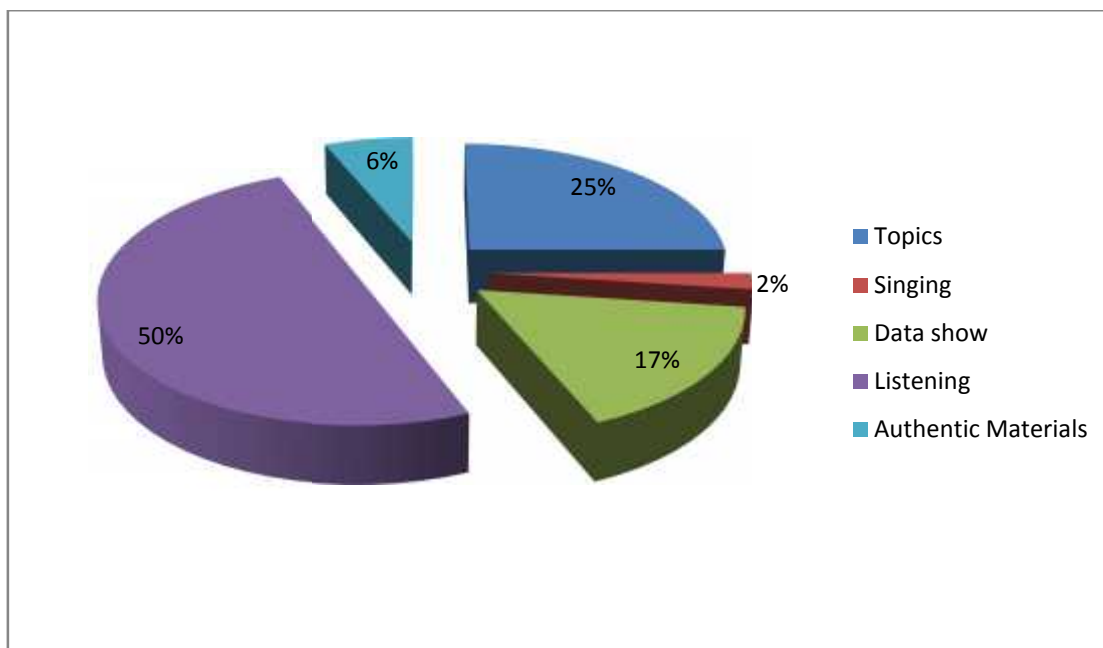


Figure3.24: The Most Rarely Practiced Activities in the Classroom

As we can notice from the table, the numbers show that listening (50%) is the most rarely activity that is practiced in the classroom, then (25%) for speaking about topics that are interested about, (17%) for data show, (6%) for Authentic material, and (2%) of the students who said that they rarely sing in the classroom.

6. When (in what situation) are you most willing to speak English?

- a) When you perform a play
- b) When you sing
- c) When you receive a question

Option	Participants	Percentage
When you perform a play	29	60.41%
When you sing	1	2.08%
When you receive a question	18	37.5%
Total	48	100%

Table3.25: The Activity that Students are Willing to Speak

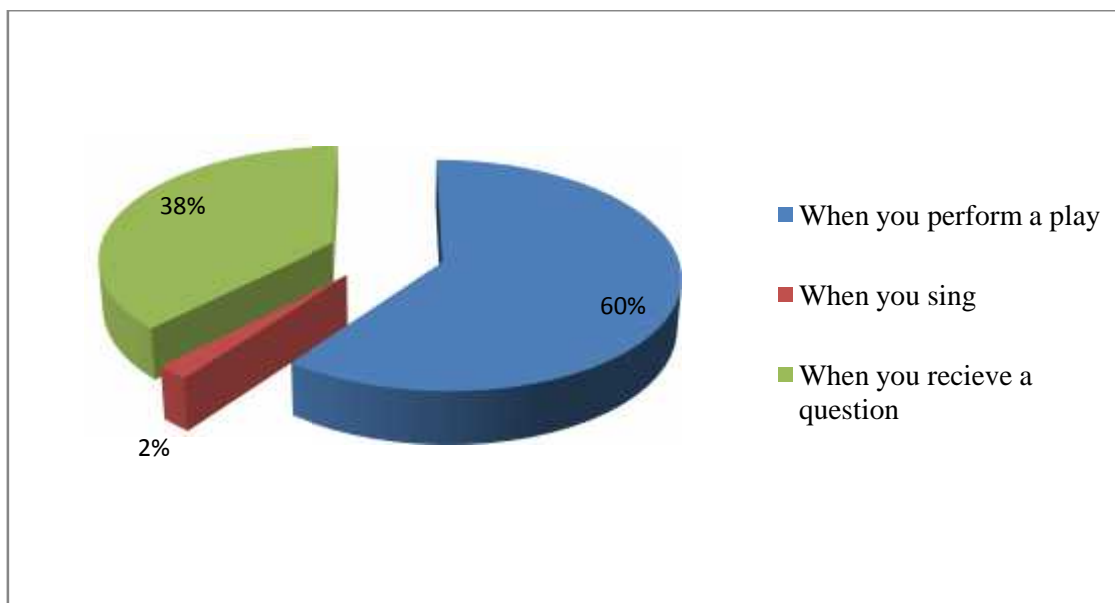


Figure3.25: The Activity that Students are Willing to Speak

As we can see in the table, about (60%) of the students believe that the activity that is considered as pushing activity for speaking is plays; they said that the most willing activity that we can speak English is when they are performing a play. While, (38%) think that the activity when they can speak English when they receive a question and they are requested to answer. On the other hand just (2%) of the students like to sing since they can use English and produce the language.

7. Do you think the amount of time devoted to speaking is sufficient?

- a) Yes
- b) No

Option	Participants	Percentage
Yes	0	0%
No	48	100%
Total	48	100%

Table3.26: Students' Opinion about the Amount of Time that are Devoted for them to Speak

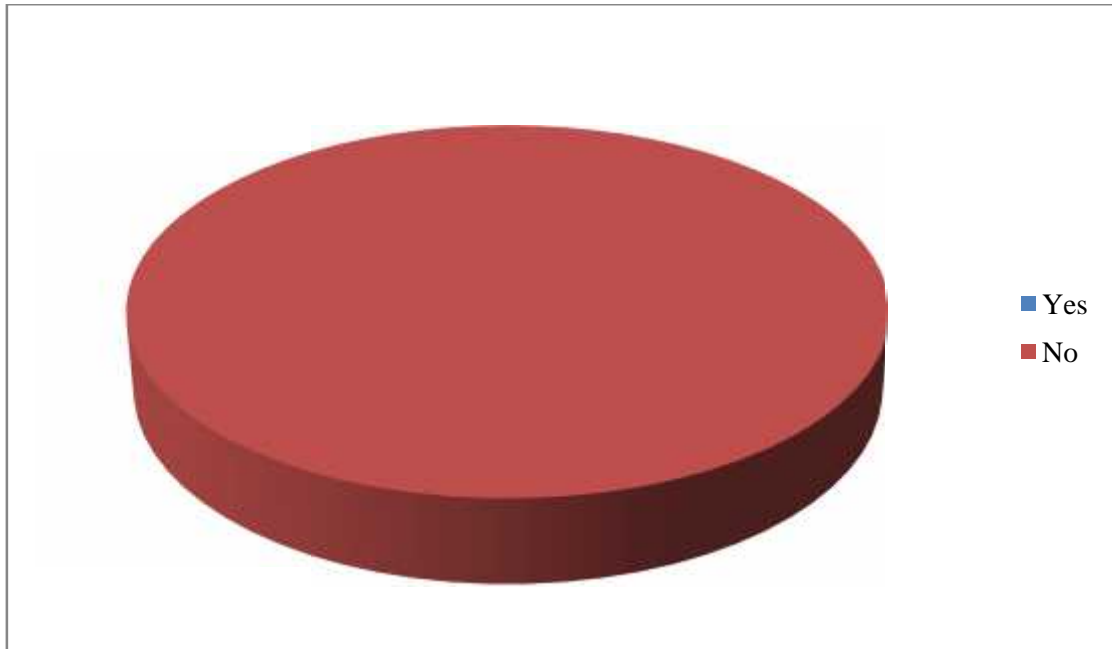


Figure3.26: Students’ Opinion about the Amount of Time that are Devoted for them to Speak

As it is indicated, (100%) of the students believe that the amount of time devoted for them to speak and use the language is not sufficient.

8. What do you think about using plays or drama in EFL classroom?

- a) Important?
- b) Somehow not important?
- c) Not important

Option	Participants	Percentage
Important	33	68.75%
Somehow not Important	13	27.08%
Not important	2	4.17%
Total	48	100%

Table3.27: The Importance of the Use of Drama in the Classroom

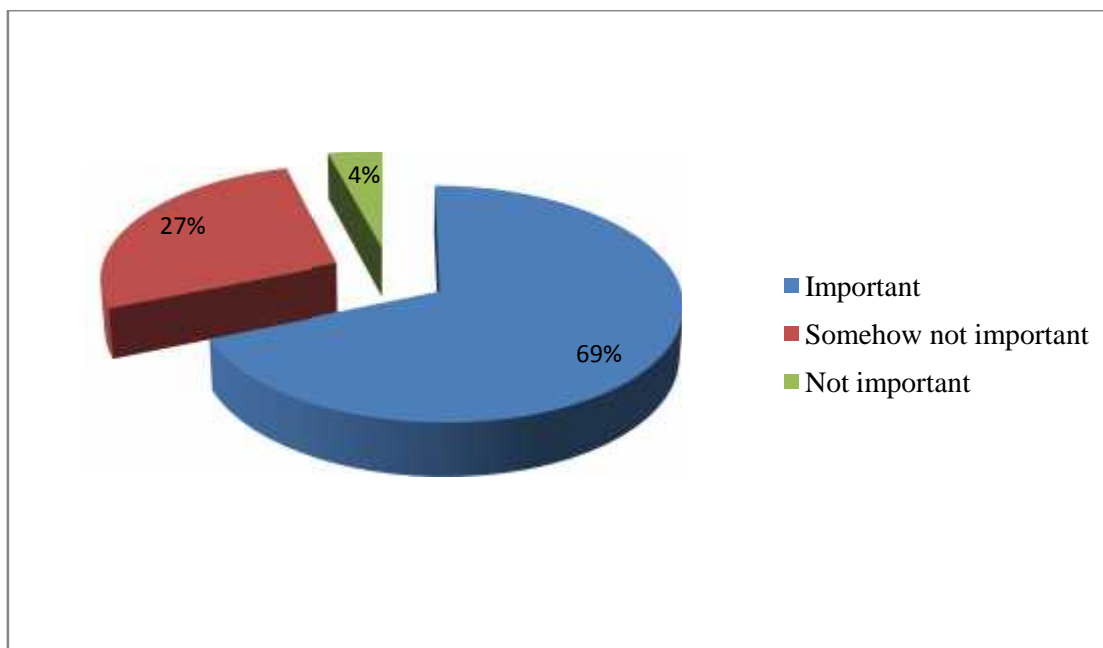


Figure3.27: The Importance of the Use of Drama in the Classroom

The above item of information has been intended to ask about how important the use of drama is in the classroom; it indicates that (69%) of the students think that it is an important technique which should be used in EFL classes since it improves their speaking skill. While; (27%) said that it is somehow not important for EFL learners. But, (4%) of them think that it is not an important technique and should not be used in EFL classes.

9. Do you think that the use of plays in the classroom improves your speaking skill?

- a) Yes
- b) No

Option	Participants	Percentage
Yes	47	97.91%
No	1	2.08%
Total	48	100%

Table3.28: The Importance of Using Plays in the Classroom

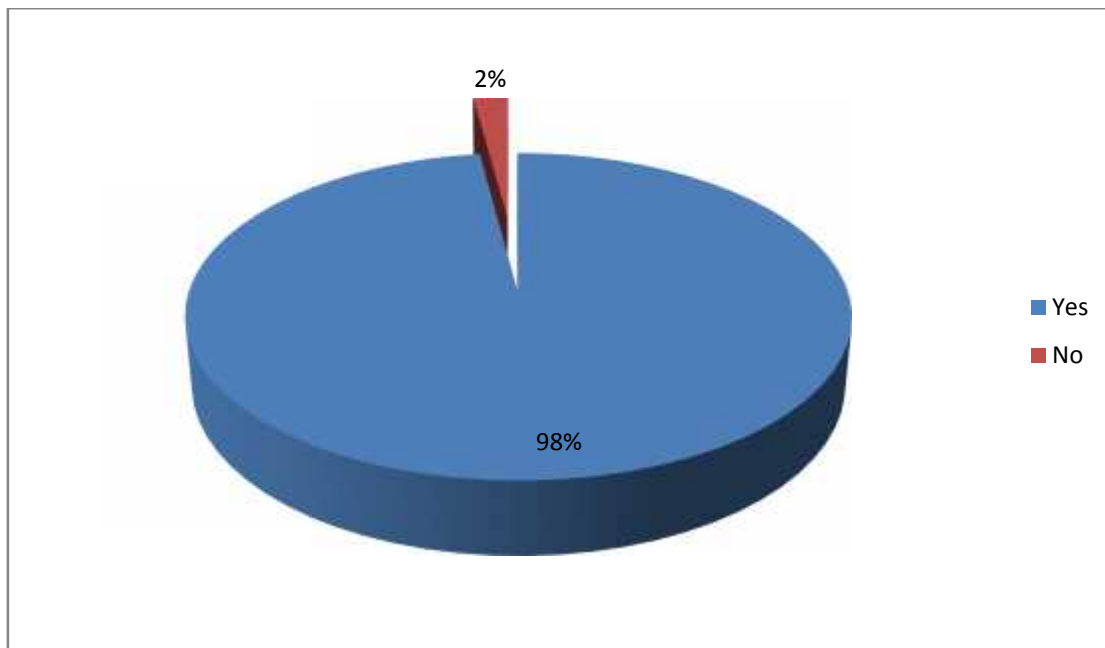


Figure3.28: The Importance of the Use of Plays in the Classroom

The results, as we show in the table above describe as follows: (98%) of the students find that plays or drama is an important technique that should be used in the classroom. While, (2%) of the students think that plays or drama is not an appropriate technique and should not be used in the classroom.

10. Is the role of the teacher in the classroom?

- a) Participant (teacher participates when it is necessary in order to provide the learners with feedback and correct mistakes)
- b) Promoter (teacher lets the learners work by themselves in order to encourage them to speak)
- c) Organizer (teacher provides the learners with a variety of activities in order to involve them in the course, gives them ideas, and information, telling them how they are going to do the activity and puts them into groups or pairs)

Option	Participants	Percentage
Participant	9	18.75%
Promoter	28	58.33%
Organizer	11	22.92%
Total	48	100%

Table3.29: Teachers' Role

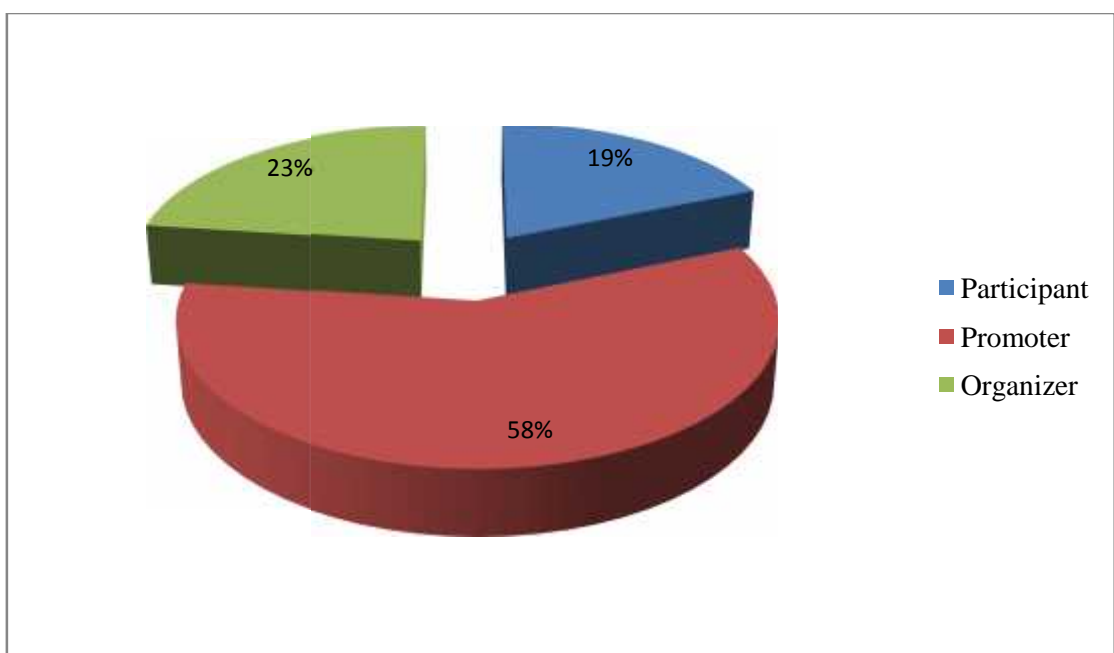


Figure3.29: Teachers' Role

From the table above we can observe that (58%) describe their teacher as a promoter. (23%) see their teacher as an organizer. While, (19%) as participant.

3. Interpretation of the Results

In background information, the student's responses reveal that the random sample contains more females (70%) than males (30%). This may be due to the fact that females are more interested in learning foreign languages than males (see Q1). Concerning (Q2), these who responded to our questionnaire were around 20. The results

of (Q3) are interesting too because (68%) of students chose to study English language. So, their responses are great importance because they may be interested in answering the questions and have an experience, in comparison with that of (14%) those who were obliged to study English.

Concerning the level of the students (Q4), more than half of the students (82%) classified themselves as good in English and (10%) as very good in English language; (8%) are poor in English and in using the language in the classroom. In the second section of speaking skill, (Q5) reveals that (68%) prefer Oral Expression Course, whereas, (20%) of them said that they like written Expression Course. Other students were neutral s/he chose both of the courses about (6%). Then they explain why they prefer oral expression course; (33%) of students give similar explanation about the important of oral Expression Course and why they prefer this course; they give their opinion on the way that they want to master speaking skill in order to be good communicators in English language. Among the answers that are repeated a lot, and which were most found in the questionnaire are as follows:

- Students want to improve their speaking skill because they think that they will speak more than writing.
- Students explained that mastering the speaking skill means mastering the other skills.
- Some other students for them speaking skill enrich their background vocabulary with new words.
- Some students find it an entertaining course because in oral expression course the teacher uses videos, plays, as well as the teacher correct their mistakes this will help them to improve their speaking skill.
- Some students find better because they have chance to express their thoughts, feeling and ideas through speaking more than writing.

- Others find that the aim of language is to communicate and discuss in that language.

In the (Q6) we asked students about the idea that says in order to learn the language you have to speak it (61%) strongly agree about the idea, (38%) agree but for the other options like disagree and strongly disagree the result were negative frequency (0%). (Q7) reveals that students have weakness in speaking skill and the weaknesses are as follows: their weaknesses are due to the lack of activities (34%), (36%) for the lack of vocabularies, (30%) for the lack of self-confidence; the fear of performing in front of their classmates. Then we asked them about the use of plays or drama in the classroom they were above the half of them (92%) of them said that plays improves their speaking skill, (8%) of them they said no. (Q9) in what way plays improves their speaking skill; by enriching their skill, (58%) of the students said it improve their vocabulary, (34%) they will be fluent in speaking skill, (8%) develop their accuracy. Section four is devoted for the effectiveness of the use of plays in the classroom. We start the question by asking them if their teacher of oral expression use plays in the classroom; most of the answers were positive, (90%) they said yes, (10%) they said no. (Q12) if they enjoy performing plays, (92%) they said they do enjoy performing plays, (8%) of them they said no they do not enjoy performing plays or drama. (Q13) about how often teachers use plays in the classroom, (64%) often teachers use plays in the classroom, (24%) very often teachers use plays in the classroom, (12%) they said rarely teachers use plays in the classroom. (Q14) the question was about if the technique of plays should be practiced in the classroom; well the answers were positively (90%) of the students they said plays should be practiced in the classroom, whereas, (10%) of the students said no we should not apply this technique. Next they comment, who comments (72%) of the students said yes and their comment as follows:

- They said that plays raise their confidence,

- It is important because it helps them practice the language in real situation in front other people,

-They learn a lot of vocabulary,

-They also added that it builds their self-esteem

-It helps them to improve their speaking skill.

- (18%) were opposing them; they do not agree that plays should be practiced in the classroom because:

- They think that there are other activities such as group work and games,

-They prefer discussion and reading,

- They just want to listen.

Whereas, (10%) they did not comments on both options (yes/ no).

The last section is about the role of the teacher, for (Q15) we asked the students if their oral expression teachers give them opportunity to speak, the answers were (98%) of students said that their teachers give them opportunity to speak in the classroom, and with (2%) said no their teachers do not give them opportunity to speak.

(Q16) we can notice, in this question we asked them about the role of the teacher in the classroom; if he is participant or promoter, or organizer. For participant (30%) as we can notice from the answers they said it should be participant, and for promoter (22%), and for organizer (48%). As well as, if their teachers concentrate on one mainly of the main skills that we can use in the Oral Expression Course, the variety of the answers, for speaking (62%), and (8%) for listening, (2%) for reading, then small number of them chose three I.e., all the options (8%), for those who chose two skills like speaking and reading (12%), and for speaking and listening (10%).

The last question was about any suggestion or opinions to add. (28%) comment and give their point of view and (72%), they did not comment or add anything. The students' explanations were as a encouraging or wishing luck to the researchers.

Conclusion

The present study reveals that learners know about the technique of plays or drama; they consider that promoting and applying it in the classroom can have a positive impact on learners' speaking capacities. It primarily gives the opportunity to receive comprehensible input and enrich their vocabulary and make them more fluent. So, through regular activities with others, learners can try new techniques like drama, and how English works and then increase the speed of their speaking.

General conclusion

The improvement of the speaking skill of foreign language learners is a difficult task; it requires some experience and regular practice to produce the language accurately and encode the speakers' intentions. The best way to do that, according to many teachers, is to encourage verbal communication inside the classroom, since learners do not use the foreign language frequently outside the classroom. The present study focuses on the learners' production opportunities given by the teachers to acquire the characteristics of effective foreign language speakers.

Therefore, the ultimate aim of this study is to show whether it is possible to develop and enhance the learners' speaking skill through the use of plays or drama in EFL classes. We have shown that during the implementation of plays, learners can reduce their speaking weaknesses, produce new vocabulary, thus strengthening their language ability. This is confirmed by the results obtained from the analysis of data gathered from the focus group and the students' questionnaire.

The analysis of students' questionnaire and the focus group showed that plays are an appropriate technique that should be practiced in EFL classes. Even if there are some problems which learners still have, such as the lack of vocabulary and, the lack of self-confidence. However, the analysis showed that such problems can be reduced progressively or disappear completely if we can use plays in the classroom since they enjoy performing. Learners showed that the role of the teacher of Oral Expression Course should be promoter by providing them with feedback and correct their mistakes; in addition, the teacher helps the learners to understand and use the spoken language accurately and appropriately.

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Appendices

Appendix A: Students' Questionnaire

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA

MOHAMED KHEIDER UNIVERSITY OF BISKARA

FACULTY OF LETTERS AND LANGUAGES

DEPARTMENT OF FOREIGN LANGUAGES

ENGLISH DIVISION

Dear students,

You are kindly requested to fill in this questionnaire to express your attitudes toward the effectiveness of plays in enhancing the speaking skill in EFL classes. Your answers are very important for the validity of the research we are undertaking. As such, we hope that you will give us your full attention and interest.

Please, tick () the appropriate box or write full statement whenever it is necessary. Thank you very much in advance.

Section one: Background information.

1. Gender:
 - a. Male
 - b. Female
2. Age: Years old.
3. Was English your first choice?
 - c. Yes
 - d. No
4. How do you consider your level in English?
 - d. Very good
 - e. Good
 - f. Poor

Section two: Speaking Skill.

5. In your view what is the important?
 - c. Written expression
 - d. Oral expression

If your answer is oral expression, please say why:

.....

6. Do you agree that in order to learn the language you have to speak it?

Strongly agree Agree Disagree Strongly disagree

7. Do you think that your weaknesses in speaking are due to

d. The lack of activities.

e. The lack of self confidence.

f. The lack of vocabulary.

8. Do you think that the use of plays in the classroom improves your speaking skill?

c. Yes.

d. No.

9. The use of plays in the classroom might help you to enrich your?

d. Vocabulary

e. Fluence

f. Accuracy

Section three: the use of plays in the classroom.

10. Does your teacher of oral expression use plays in the classroom?

c. Yes

d. No

11. Do you enjoy performing plays?

c. Yes

d. No

12. How often does your teacher use plays in classroom?

d. Very often

e. Often

f. Rarely

13. Do you think that such a technique (plays) should be practiced?

c. Yes

d. No

If yes, please explain why?

.....
.....

If no, what are other effective activities that you think that are important?

.....
.....

Section four: the role of the teacher.

14. Does your teacher of oral expression give you the opportunity to express your ideas?

c. Yes

d. No

15. Do you think that the role of the teacher should be?

d. Participant (teacher participates when it is necessary in order to provide the learners with feedback and correct mistakes)

e. Promoter (teacher lets the learners work by themselves in order to encourage them to speak)

f. Organizer (teacher provides to the learners with variety of activities in order to involve them, gives them ideas, and information, telling them how they are going to do the activity and puts them into groups or pairs)

16. Does your teacher focus on?

d. Speaking

e. Listening

f. Reading

If you have any further suggestions or points of view, please write them down

.....

..... *Thank you for your cooperative*

Appendix B:

The focus group(s) questions

11. How do you feel about your speaking skill?

- d. Good
- e. Average
- f. Poor

12. Which of the four skills you wish to master most?

- e) Listening
- f) Speaking
- g) Reading
- h) Writing

13. Do you think that the difficulty that you have in speaking skill is because of

Lack of activities

- c) yes
- d) No

14. What kind of activities do you use most in speaking practice?

.....
.....

15. What kind of activities do you use rarely in speaking activities?

.....
.....

16. When (in what situation) are you most willing to speak English?

- d) When you perform a play
- e) When you sing
- f) When you receive a question

17. Do you think the amount of time devoted to speaking is sufficient?

- c) Yes
- d) No

18. What do you think about using plays or drama in EFL classroom?

- d) Important?
- e) Somehow not important?
- f) Not important

19. Do you think that the use of plays in the classroom improves your speaking skill?

- c) Yes
- d) No

20. Do you think that the role of the teacher in the classroom should be?

- d) Participant (teacher participates when it is necessary in order to provide the learners with feedback and correct mistakes)
- e) Promoter (teacher lets the learners work by themselves in order to encourage them to speak)
- f) Organizer (teacher provides to the learners with variety of activities in order to involve them, gives them ideas, and information, telling them how they are going to do the activity and puts them into groups or pairs)