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**MOHAMED KHEIDER UNIVERSITY OF BISKRA**

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**DEPARTMENT OF FOREIGN LANGUAGES**

**SECTION OF ENGLISH**



**Investigating the Role-Play Technique in Developing EFL  
Learners' Oral Proficiency**

**Case study: Third Year learners of English at Mohamed  
Kheider University of Biskra**

Dissertation submitted to Mohamed Kheider University of Biskra in partial fulfillment of the requirements for the degree of Master in Science of Languages

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## **Declaration**

I, Terki Leila, do hereby solemnly declare that the work I am going to present 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

In the Name of ALLAH, Most Gracious, Most Merciful

All the Pries is due to ALLAH alone, the Sustainers of all the worlds

*To my sympathetic father ALLAH rest his soul and thoughtful mother whose  
love always strengthens my will.*

*To my lovely sister Malika.*

*To all my brothers: Chikh Ahmed, Azdin, Abdallahman ALLAH rest his soul,  
Bachar, and Imad*

*To all the members of my family Terki and Guedida*

*To all my friends with whom I shared the university life with its lights and  
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Sana, Ilham, Fofa, Zinab, Malek, Basma, Najwa*

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## **Abstract**

This research attempts to investigate motivating students' speaking skill through role play technique. The main problem we notice is that learners' speaking skill is poor. Therefore, we believe that there are several ways through which teachers can help their learners to develop their speaking ability. The purpose of our study is to suggest the role play as an appropriate, and an effective way to develop learners' speaking skill. Our learners find it hard to master all the aspects of speaking and use them appropriately in different social contexts. Therefore, they do not perform acceptable speaking tasks. We believe that the problem resides in the lack of efficient teaching strategies. Our other aim through this study is to suggest the role play as an appropriate and an effective way to develop students' speaking skill. Accordingly, we believe that using role-plays activities in the classroom make students of university feel interesting to speak English and communicate effectively in different social situations. Therefore, we hypothesize that using role-play activity is effective in arousing learners' speaking capabilities in English. In order to confirm or reject the hypothesis. We adopt a qualitative approach that consists of administering questionnaires to both teachers who teach third year and third year learners LMD at Mohammed Kheider University of Biskra and classroom observation for 3 groups from the whole population of third year to investigate their attitudes towards using Role plays technique. The results from the analysis of those questionnaires and the classroom observation confirm the research hypothesis and have shown that learners and teachers have positive attitudes towards using Role play techniques. Therefore, we recommend using various techniques such as Role play, simulation, drama, improvisation activities in teaching speaking to develop learners speaking capabilities.

## **Key terms**

**Oral proficiency, role-play, fluency, motivation, interaction**

## **List of Abbreviations and acronyms**

**EFL:** English as Foreign Language

**TL:** Target Language

**L1:** First Language

**L2:** Second Language

**FL:** Foreign Language

**SLT:** Second Language Teachers

**ESL:** English as Second Language

**FLL:** Foreign Language Learners

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# **GENERAL INTRODUCTION**

## **Introduction**

Motivation is the key in teaching foreign language. For that many researchers tried to find out the appropriate method that motivates learners to practice more and perform better. So a great opportunity of classroom interaction is being demanded also an increasing need for more effective, successful and active techniques of foreign language learning.

In this chapter, we are going to explain more our statement of the problem of the lack of using role play inside classroom as teaching technique. Then, we are going to see some significance of our study, and the main aims of this study is and the major importance of using role play technique. Also, we will answer our problematic that we propose to make sure about our hypotheses ,about the use of role play technique in classroom to enhance learners speaking capabilities, enrich their vocabulary and if it is a successful technique to motivation the learners. Moreover, there are some limitation of our study because of the most of teacher did not use this technique for that reason we will use a questionnaires for both teachers and learners and classroom observation as a main research tools. In addition, we will use a descriptive method and plan to deduce information from any material useful to our subject.

### **1. Background of the Study**

Speaking is one of the important skills that should be mastered by learners in order to communicate in English fluently and clearly. Harmer (2001, p.271) believe that speaking involves interaction with one or more participants. This means that effective speaking also include also a deal of listening. Speaking is the most difficult skills to be learned by learners, among the listening, speaking, reading and writing skills

In speaking activities, there are two main reasons of speaking difficulties for the learners. First, is that learners have a lack of motivation in learning English, another reason is caused by the inappropriate techniques used by the teacher in teaching speaking skill. For overcome this issues there are various effective ways that teaching speaking skill can be done through some of them, and using role play activity as a technique in teaching and learning process is one of the most effective techniques.

Role play technique is the way to teach speaking by setting up the learners in the situations in pairs or groups. This means putting two or more learners together and giving them a handout sheet, which they can, first, read and study, taking time to look for unknown words and asking their friends about meanings and pronunciation. Then, give them a little more time to practice speaking, with everybody in the room reading aloud to get a feel for the role they will be playing and get used to the words sounds, phrases and the rhythm of the language. Too if it is creative roles from their creation it is the same.

Brown (1994,p.2) states that the students would be motivated if exposed to activities that they can relate to, an activity that encourages them to use the target language and allows them to say that want to say; and an activity that is cognitively challenging. Role-play activity is one of these encouraging activities.

## **2. Statement of the problem**

The idea of this study is visualised through learners' reaction about the use of role-play technique in classroom and what are the effects of this technique toward the learners' speaking capabilities. The fact that teachers have access to very few instructional activities that correspond with curriculum in order to help the learners to develop their pronunciation through listening to native speaker in different interviews while using role-play technique in classroom is an important aspect of speaking

activities. So the role-play techniques in the classroom enhance learners' speaking skill and help them to get information about grammar, intonation, pronunciation, get more new vocabulary. In addition it motivates learners since they will watch different people while using the target language can attract their attention also increase their critical thinking.

In our study, we will try to know what the effects of Role play technique toward learners' speaking skill and what the major reasons to choose Role play technique and its effects in speaking skill while using it inside classroom.

### **3. Significance of the Study**

As learners are directly active during the role-play activities it is more effective in establishing concepts into their long term memory. In role-playing activities learners have the opportunity to reflect their personal experience. The role-play technique provides more opportunity for learners to gain new knowledge and appreciate various points of view and perspectives, based on the role(s) being played. Role-play also helps learners to practice new skills and behaviors, such as improving communication ability, critical thinking, and settling conflict. Through the role-play activities, educators are well positioned to analyze the learners' reactions and responses, and peers can give direct and immediate feedback. Generally the majority of teachers and learners are aware of this technique. Hence, in our present research we attempt to show that using role-play in teaching speaking will help the teachers increase their learners' speaking capabilities in the classroom as well as outside the classroom since it is an active action and it supports shy and silent learners to practice and speak confidently.

#### **4. Aims of the Study**

Through this research, we aim at investigating the relationship between the use of role-play technique and the development of the learners' speaking skill. We believe that this study will show the effectiveness of using role-play in enhancing learners' speaking skills, and to explore teachers and learners attitudes towards it as well as the difficulties in using such technique. Furthermore, to provide teachers with some suggestions to successfully exploit role-play in the classroom.

#### **5. Research Questions**

After limiting the scope of this study, whether using role-playing activities at Third year LMD are effective technique or not, the following question can be formulated:

Question: How can the use of role-play in teaching speaking skills improve learners' oral proficiency?

#### **6. Research Hypothesis**

We hypothesize that if teachers apply role-play activities during oral expression courses efficiently, then learners would be able to speak English effectively.

#### **7. Methodology**

In this research we intend to adopt descriptive method, we will administer a questionnaire to both learners and teacher and classroom observation together data for this thesis. Moreover, we plan to derive information from any material relevant to our field of interest which is a new and fresh area in our department as far as we are concerned. The questionnaires and classroom observation are the main data gathering tools in this study; we will give it to third year learners in Mohammed Kheider University and their teachers. We use questionnaires to obtain different perspectives about the subject through learners and teachers in English Department opinions

concerning using role-play techniques and how can improve learners' speaking capabilities. too classroom observation will help us to investigate the situation and collect fresh data that will clarify the reasond for using such technique. Considering the population and sampling, this research will adapt the descriptive study on learners of third year LMD at the English Department at the University of Biskra during the Academic Year 2015/2016.

## **7.1 Research Tools**

In a descriptive research, we will test our hypothesis and collect data using two appropriate tools for our study which are questionnaire (for learners and teachers). We direct the questionnaire to third year LMD learners in the department of English at University of Biskra. We select randomly (54) learners for study out of (542) learners. The questionnaire is directed to oral expression teachers. We choose (6) teachers who teach third year learners from the whole population of (12) oral expression teachers in the department of English at Biskra University. And we carried a classroom observation with two different teachers and three different groups in the same department.

## **8. Research limitations**

Our present study focuses on investigating the effectiveness of role-play technique in teaching speaking skills .However the work is limited by one issue which is it was the examination period where the most of teacher did not give back the questionnaires after a long period of time. But this obstacle did not prohibit our study and the gained results.

## **9. Structure of the study**

The present project contains two parts; theoretical and practical. The theoretical part which constitutes the literature review of the study includes two chapters. The first

chapter is devoted to the speaking skill, some definitions of this process, its types, importance, difficulties and some of its activities that can be practiced inside the classroom; however, the second chapter is concerned with teaching speaking with Role Play by focusing on the Role Play's definitions, its types, and various dimensions of this technique. In the other hand, the practical part contains just one chapter that is chapter three. This third chapter is devoted to the analysis of the questionnaires and classroom observation data with some pedagogical implications for teachers in order to be more aware of the importance of practicing speaking skill inside the classroom as much as possible.

# Chapter One

## The Speaking Skill

### Introduction

Generally in the field of foreign language teaching and learning, speaking has always been considered as the most essential skill to be studied and mastered for various reasons. For instance a huge number of teaching techniques are continuously published and up dated. In addition, EFL learners see speaking ability as the key of knowing a language. Because it is necessary for displaying the language proficiency; learners are going to be put in a situation where communication in English is needed, that is, why the emphasis is mainly on speaking.

Richards and Renandya (2002, p. 201) assert: "A large percentage of the world's language learners study English in order to develop proficiency in speaking". Therefore teachers concern is not only to inform, but also to develop learner's ability to use the TL for communicative purposes.

In this chapter, we will tackle general issues about speaking skill from different perspectives.

### 1.1 Definitions of Speaking Skill

The major aim of learning a foreign language is to speak and communicate in that language. To define speaking various explanations are proposed:

In Oxford Advanced Dictionary, the definition of speaking is. To express or communicate opinions, feelings, ideas, etc, it involves the activities in the part of the speaker as psychological, physiological (articulator) and physical (acoustic) stages.

According to Chaney (1998,p.13) speaking is . the process of building and sharing Meaning through the use of verbal and non-verbal symbols, in a variety of contexts.Also, Lindsay and knight agree that Speaking is act of performing and

producing the oral language to convey messages in different situation and in appropriate context. And then, in order to be able to communicate with other speakers, responding to someone else, knowing how to deal with distinctive events, so speaking is a productive skill for putting all elements of language together to perform or assemble the intended message(2000, p.261).

Hedge (2000, p. 261) defines speaking as “a skill by which they [people] are judged while first impressions are being formed.” That is to say, speaking is an important skill which teachers should focus more on, in both L1 and L2 because it reflects people’s thoughts and personalities. In addition, it was proved that learning speaking can help the development of reading competence Hilferty (2005)the development of writing (Trachsel & Severino, 2004) as well as the development of listening skills (Regina, 1997). As a result, developing speaking skill reflects and enhances other skills. And Lindsay and Knight (2006, p. 57) too agreed about this idea they consider speaking as an active skill in which they say that “it involves putting messages together, communicating the message, and interacting with other people”. So, speaking skill should be mastered by SLL without ignoring the other skills such as writing, listening, and reading.

Another point of view stated by Richards (2008) that in speaking we tend to be getting something done, exploring ideas, working out some aspects of the world, or simply being together. If the learners can speak English fluently that can help them to communicate comfortably and also explore their idea in different situations. Speaking English well too helps learners to access up-to-date information in various fields (p.19).

From the above definitions, we can sum up that speaking is expressing ideas, opinions, or feelings to others by using words or sounds of articulation in order to persuade, to inform, and to entertain that can be learnt by using some teaching and learning methodologies.

## **1.2 Elements of Speaking**

There are some elements of second language which learners should be aware of. According to Harmer, in order to speak confidently, we should spot the light on various elements through processes of language information and language features.

### **1.2.1 Mental social processing**

In this field there are some aspects that we should be aware of for instance;

#### **1.2.1.1 Language processing**

Language processing is the ability to process SL in the mind, and to put it in a coherent order which should be comprehensible to the intended meaning that a speaker wants to say. Harmer (2001) argued that effective speakers need to be able to process language in their own heads and put it into coherent organization so that emerge various forms that are not just clear , but also convey the intended meaning (p.271)

#### **1.2.1.2 Interacting with others**

It is the learners' knowledge of how they interact with each other, also to achieve effective speaking, so learners should listen carefully and understand well the others' speech. Furthermore, they should know when and where exactly turns taking should be (ibid)

#### **1.2.1.3 Information processing on the spot**

It is the learners' ability to process information in the same time when they get it. And it could not be effective when the learners take a long time to process information

because reflections need to be immediately but there are some cultural rules in L2 which on native speakers are not aware of (ibid)

### **1.2.2 Language features**

There are some important elements of speaking are the following:

#### **1.2.1 Connected speech**

It is the ability of learners to produce and use the connected speech that could be modified, omitted, added or weakened. Like assimilation, elision, linking, stress patterning and connection. It is important for teachers to prepare various activities to enhance learners' connected speech in order to speak effectively. Harmer (2001, p. 269)

#### **1.2.3 Expressive devices**

The speaker use such as different expression of emotion, speed, volume, and verbal and non-verbal (paralinguistic) means to convey meanings. The learner should be aware of these elements to use them during his communication with others because it is as a facilitator for better understanding.

#### **1.2.4 Lexis and grammar**

In different situations of communication learners normally use several of lexical phrases during the performance of specific language function for example agreement, disagreement, approval such these function help the speaker to express his/her idea and make the listener get the idea quickly (ibid)

#### **1.2.5 Negotiation language**

EFL learners should know how to well produce, organize, and structure utterances. Furthermore, the listener cannot understand them if their speaking is not formulated

correctly or in appropriate manner because some time when there is a lack whether in producing or organizing or may be structuring utterances this may lead to miss understanding between the speaker and the hearer (Ibid, p.269-270)

### **1.3 Types of Speaking performance**

According to Brown (2004) learners are supposed to perform six kinds of oral production in the classroom

#### **a. Imitative Speaking**

Brown argues that it is the ability to repeat the other's speech. This kind of repetition may include various possessions of language as the combination of lexis, grammar and pronunciation in order to convey a meaning or even to interact in a specific conversation (p. 141). The important point here is focusing on pronunciation. For example, the teacher uses drilling activities when teaching. So the reason of using such practice is that it allows learners get a wide opportunity to listen and to orally repeat some words, utterances, phrases.

#### **b. Intensive Speaking**

Generally it is the production of short stretches of a speech through which they present competence in a narrow band of grammatical relationships. The speaker must be aware of the specific semantic properties of a discourse for example, intonation, stress and rhythm in order to be able to respond effectively in any kind of conversation. It appears when learners do tasks in pairs or in group work, for example, reading activities which, includes reading paragraph, dialogue with partner in turn, reading information from chart, and other tasks. (Brown, 2004, p. 141).

#### **c. Responsive Speaking**

This type of speaking involves interaction and test comprehension activities but,

at a quite limited level of very short kind of conversation, small talk and simple greeting ,requests and comments in order to keep authenticity with only one or two next questions or replies as Brown (2004, p. 142) has shown in the following conversation:

A. Marry: Excuse me, do you have the time?

B. Doug: yeah. Nine-fifteen.

This is an example of short reply to a simple question, which is usually sufficient and meaningful in this kind of conversation like comments, giving instructions and directions.

#### **d. Interactive Speaking**

Interactive speaking differs from responsive speaking in terms of complexity and length of interaction, thus it involves two forms of languages; transactional language, that aimed at exchanging specific information, while, interpersonal language its purpose is maintaining social relationships more than transmitting facts and pieces of information. In this kind of language, oral performance could be more complex to take the case of using colloquial language, ellipsis, slangs. Furthermore, it contains some assessment tasks as role play and discussion activities, interviews. (ibid)

#### **e. Extensive Speaking**

This last type of speaking includes speeches, oral presentation and story-telling, but this types of speaking require a formal and deliberative language style. For example the teacher may give his learners activities like extended monologues in the form of oral reports, summaries, and storytelling and short speeches (ibid)

Based on the theory above, it can be concluded that there are some points that should be considered in assessing speaking. The learners need to know at least the pronunciation, vocabularies, and language functions of TL to make a successful

comprehension and better communication. When the learners are ready and prepared for the activity, they can use the language appropriately in different situation.

### 1.4 Speaking and listening relationship

The speaking skill involves a communicative ability of producing and receiving pieces of information. So both speakers and listeners have a role to play, because speaking is an interactive process of constructing meaning that involves a combination of producing, receiving and processing information. In other words, an effective communication is determined by a good production and comprehension. Levelt presents clear and well organized model of speech production. This model, explains that in a conversation there are some basic elements needed to be involved. So a person must follow what is being said, extract meaning as speech continues, and then formulate and produce a relevant and intelligible response. These component processes of listening and speaking are organized in Figure 1 adapted from Levelt.(1989)

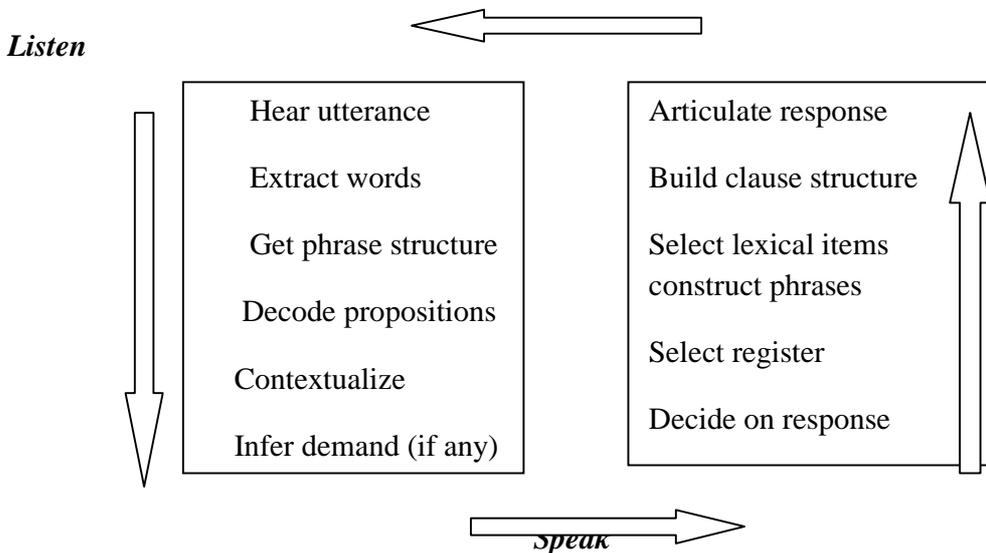


Figure 1.1 Conversational processing components in listening and speaking.

The figure above presents the connections between speaking and listening skills. SLL, either speakers or listeners, necessitate having specific abilities. Anderson and Lynch assume that "A carefully prepared I2 utterance is only a useful aid to Communication if the

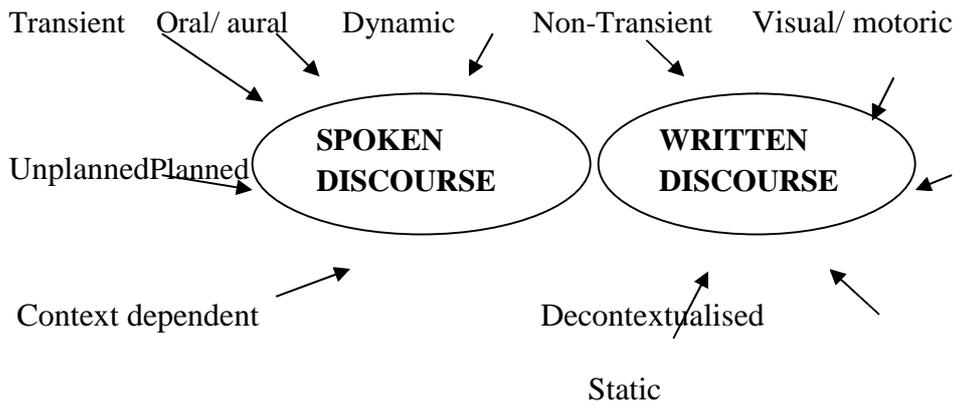
speaker can deal effectively with replies he receives"(1988, p.15). Teachers should explain to learners the combination, and clarify the connection between speaking and listening because; successful speaking relies on successful listening for FLL. For instance, a case activities was conducted byLevelt(1989) where learners are supposed to practice drills, build sentences, answer various questions,and other activities. It is found that good productions of listeners came from the same speakers who were listeners on a similar task. Finally speaking, there is a clear dependence upon each other between speaking and listening skills. If learners want to speak in a better way, they are supposed to listen better. Nunan (1989: 23) states that:

We do not simply take language in like  
a tape-recorder, but interpret what we hear  
according to our purpose in listening and our  
back ground knowledge.

Listening is an active skill because it requires from the listener not simply to hear utterances but to listen and to understand what has been said. For instance, the spoken signals should be identified by the listener from the surrounding sounds to divide the signals into clear words, to analyze syntax and intended meaning and then responds appropriately to what has been said. In this case the listeners' attention will be focused more on the meaning rather than the form of an input.

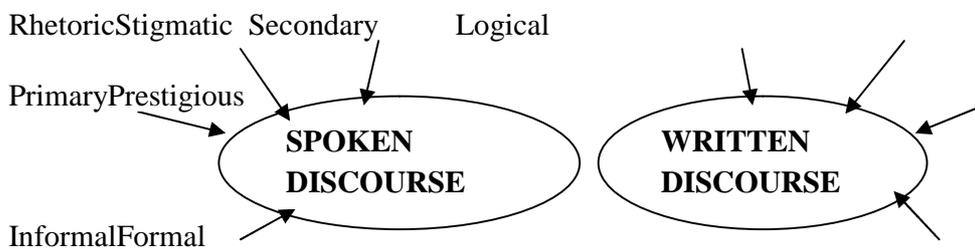
### **1.5Speaking and Writing Differences**

Generally there are some contrasts between the spoken and written discourse which, are summarized in the following Figures oneand two. The first one represents "Aspects of Production" which explains how the two forms of discourse are generated and the second deals with tendencies in attitudes to both forms "Social Aspects"(Hughes:2002



**Figure 01: Aspects of Production Hughes (2002, p.11)**

The spoken form of any language is basically temporary. Accordingly, when a word is spoken, it happens within "co-ordinates" of specific place and moment and these cannot be repeated again. Another factor is the oral/aural channel whether in face to face situations or other media, language which is spoken to be heard is quite different from texts created to be read. (Just the difficult criteria has been explained by him)



**Figure 1.2: Social Aspects (Hughes 2002, p.12)**

Figure two summarizes some of the typical attitudes to speech in educated societies. Spoken form is considered as the primary form of language on which the written form is essentially dependent. The main reason for that is all humans develop the capacity of speech, and written form develops only in literate societies Hughes (2002).

## **1.6 The Importance of Speaking Skills.**

Since language is a mean of communication. People communicate with each other to express their thoughts, and to know others' ideas because without speech we cannot communicate with one another effectively. Hence, it is important for learners of any language to speak correctly and effectively in order to communicate well with one another. Otherwise, any gap in communication results in misunderstandings and some obstacles. Also, the speakers of a language need to be trained to speak effectively for a smooth running of any system, as Robert Frost once said: "I am a writer of books in retrospect, I talk in order to understand, I teach in order to learn." In order to become a well rounded communicator the learner needs to have a good level in each of the four skills; listening, speaking, reading and writing. Furthermore, the importance of speaking is more revealed with the combination of the other language skills. For example, speaking can help learners to enhance their vocabulary and grammar knowledge as well as improving their writing skill. Undoubtedly, the clarity in speech reflects clear thinking. In addition, speaking skill has a highly importance for career success, but definitely it is not limited to one's professional ambitions. Moreover, with speaking, learners can express their personal feelings, points of view that is to say, through speaking; we can display various functions of language. What is more, speaking skill is very important outside the classroom as well. Baker and Westrup (2003, p. 05) support that "a student who can speak English well may have greater chance for further education, of finding employment and gaining promotion." In discussing aural skills, speaking and listening are two basic skills, which are essential in acquiring communicative competence in language learning. Redmond and Vrchota (2007, p.120) argue that "speakers are at the mercy of listeners." Finally, for communication take place, both a speaker and a listener must take parts in it through

interacting and negotiating verbally and non-verbally. The speaker produces comprehensible outputs, and the listener pays attention and then tries to process these outputs efficiently.

### **1.7 Students' psychological issues in speaking:**

The main goal of teaching the oral skill is to enhance communicative efficiency. In fact, when learners try to express themselves, there are various factors causing difficulties in speaking. These problems are due to a lack of interest in the subject, poor listening practice, deficient vocabulary, or lack of self-confidence and the fear of risk-taking and other factors. Rivers (1968, p. 192-8).

#### **1.7.1 Lack of interest in the subject**

The learners may often stay silent because they are not interested in that topic. Sometimes the teacher may have chosen a topic which is difficult to them or may be which they know a little about, and thus they have nothing to express and share in English. It is true that the learner must have the desire to communicate something to his/her classmate or to the whole class. If the learner has not a positive relationship with the whole atmosphere, or feel at ease with his classmates he will remain silent.

#### **1.7.2 Poor listening practice**

The learner may have acquired skill in expressing himself in the FL, but he has little practice in understanding the oral language when spoken at a normal speed of delivery in a conversation situation. The learner therefore cannot comprehend sufficient elements in the message to be able to make further contribution to the discussion. Learners need much more exposure for practice in listening to the TL functions, which will provide them with the breathing space necessary for oral practice.

#### **1.7.3 Deficient vocabulary**

In attempting to use the FL to express their own thoughts, learners find themselves trying hard to find appropriate words where their choice of expression is quite limited. When

learners are learning a FL, sometimes they feel frustrated and uncomfortable because they are unable to express their thoughts in orally mature vocabulary. The teacher must be aware of this psychological factor and conscious of his own contribution in the process of teaching and provides his learners with activities that increase their vocabulary.

#### **1.7.4 Lack of self confidence and the fear of making mistakes**

In many classes, some learners prefer to keep their ideas to themselves when their oral participation may cause unpleasantness and embarrassment in some situations, while others hesitate to participate in the discussion simply because they are afraid of being continually corrected by the teacher or their classmates for every mistake they make.

However, learners' mistakes must be corrected, but interruption should be as little as possible when the learner is attempting to encode his thoughts. Instead, the teacher may remark on one or two errors of pronunciation or grammar which would affect communication, and brings these to the attention of all learners for the next practice. The teacher must adopt a motivating attitude in such a way that all learners take the risk to interact and to be involved in the learning process.

What are mainly more serious are the following issues that face the most of learners and, which results a decrease in learners' level

#### **1.7.5 Anxiety**

Generally the word anxiety it is described as: "An abnormal and overwhelming sense of apprehension and fear often marked by physiological signs (as sweating, tension, and increased pulse), by doubt concerning the reality and nature of the threat, and by self-doubt about one's capacity to cope with it." Anxiety is explained as a sort of fear that is manifested by visual signs. Learners often have a fear of expressing themselves orally which can be recognized by the physiological signs mentioned above. It is most likely that these signs can inhibit learners' ability to speak since a learner who

experiences that kind of anxiety will not be able to focus on the speaking process in any situation.

### **1.7.6 Inhibition:**

The most of times, inhibition discourages learners' risk-taking in speaking. If the learner has suppression he will be not brave to speak but if he has a strong personality then communication will run smoothly. Also it is strongly connected to oral communication skills rather than acquiring literacy or academic skills Lightbown P. & Spada N. (2003, p.53 -61-63). Explained that students fear to make mistakes especially if they will speak to critical audience as a result, they simply do not speak.

Ur (2000:111) states that

“Learners are often inhibited about trying to say things in a foreign language in the classroom. Worried about, making mistakes, fearful of criticism or loosing face, or simply shy of the attention that their speech attracts.”

Such feeling may cause many issues for learners and teachers should pay attention to these problems and try to decrease it as much as possible to develop learners' level

### **1.7.7 Nothing to Say**

The common expressions SL Learners use when they are imposed to participate in a given topic is “I have nothing to talk about”, “I don't know”, “no comment” or they keep silent. These expressions are due to the lack of motivation in expressing their ideas or the chosen topic they should discuss and generally it is because the lack of reading and little exposure to TL.

Rivers (1968: 192) says that

“The teacher may have chosen a topic which is uncongenial to him [the learner] or about which he knows very little, and as a result he has nothing to express, whether in the native language or the foreign language.”

In the most cases where learners are supposed to speak in various situations it is possible they cannot express their ideas because of many psychological issues.

### **1.7.8 Mother Tongue Use**

Second Language learners of the same L1 tend to use it both outside and inside the classroom because they feel more comfortable and less exposed to the TL, and this case is really common in oral expression courses. Baker and Westrup (2003, P.12) argue that “barriers to learning can occur if students knowingly or unknowingly transfer the cultural rules from their mother tongue to a foreign language.” Thus, the learners will not be able to use the FL correctly if they keep on being influenced by the over use of their L1. The main cause of the usage of L1 frequently is the lack of vocabulary of the TL, which usually leads learners to borrow words from their mother tongue.

### **1.7.9 Low Uneven Participation**

This problem usually related to the large classes. When, some learners want to speak all the time. Some prefer to speak only when they are sure of the correct answer. While other keep silent all the time because they have nothing to talk about. According to Bowman et al “traditional classroom seating arrangements often work against you in your interactive teaching,” (1989, p. 40). This problem may be related to motivation because some learners do not practice if the teacher does not motivate them in a way or another.

## **1.8 Activities to Promote Speaking**

There are many activities to promote speaking. As Hayriye Kayi inferred from many linguistics on her article Teaching English as A Second Language (TESL) Journal, there are thirteen activities to promote speaking, which are:

**a. Discussion**

A discussion can be held for various reasons. The learners may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion with classmate or groups according to the objectives of the discussion. The purpose of the discussion activity clearly is set by the teacher. And the discussion points are appropriate to this purpose, so that learners do not spend their time chatting with each other about irrelevant things or their personal life.

**b. Role Play**

This activity make learners pretend they are in various social contexts and have a variety of social roles. So the teacher gives information to the learners such as who they are and what they think or feel. Thus, the teacher can tell the learner that "You are David, you go to the doctor and tell him what happened last night" (Harmer, 1984).Furthermore, it give opportunities for all learners to be involved in learning process and rise their motivation.

**c. Simulations**

Simulations are very similar to role-plays but what makes simulations different than role plays is that they are more elaborate. In simulations, learners can bring items to the class to create a realistic environment. For instance, if a learner is acting as a singer, he/she brings a microphone to sing and other items that help visualize the situation.

**d. Information Gap**

In this activity, learners are supposed to be working in pairs. One learner will have the information that other partner does not have and the partners will share their information. Such activities serve many purposes such as collecting information or solving a problem or. Also, each partner plays an important role because the task cannot be completed if the partners do not provide the information the others need. This leads to cooperation between learners.

#### **e. Brain Storming**

Learners can produce ideas in a limited time on a given topic. It depends on the context, either individual or group brainstorming is effective and learners generate ideas quickly and freely. The benefits of brainstorming are that the learners are not criticized for their ideas so they will be open to share new ideas and points of view.

#### **f. Storytelling**

Learners can briefly summarize a tale or story they heard from somebody, or they may create their own stories to tell their classmates. Story telling develops creative thinking. It also helps learners express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have.

#### **g. Interviews**

Learners can conduct interviews activities on selected topics with various colleagues. It is a good idea that the teacher provides a rubric to learners so that they know what type of questions they can ask or what path to follow in a conversation, but learners should prepare their own interview questions. After interviews, each learner can present his or her study to the class. And then, learners may interview each other and "introduce" his or her partner to the class.

#### **h. Story Completion**

For this activity, a teacher starts to tell a story, but after a few sentences he or she stops narrating. Then, each learner starts to narrate from the point where the previous one stopped in order to make them think. Each learner is supposed to add some sentences as, adding new characters, events, descriptions and other completion.

### **i. Reporting**

In such task learners are asked to read for example a newspaper or a magazine before coming to class, and in class, they report to their friends what they find as the most interesting news. Learners can also talk about whether they have experienced anything worth telling their classmates in their daily lives before class like serious situation they have faced, problems and other experiences.

### **j. Playing Cards**

It is a kind of fun game; learners should form groups of three or four. Each group will represent a topic. For instance: diamonds represent earning money, spades represent an unforgettable memory, hearts represent love and relationships. However, the teacher should state at the beginning of the activity that they are not allowed to prepare yes-no questions, because it makes them get little practice. Rather, asking open-ended questions to each other so thus, they reply in complete sentences. So each learner in a group will choose a card which contains a specific word. Then, each learner will write 4-5 questions about that topic to ask the other learners in the group. To take the case of, "diamonds: earning money» here are some possible questions that learners may ask: what is the importance of money in your life? How? Or what is the easiest way of gathering money? Or what do you think about raffle?

### **k. Picture Narrating**

This activity is based on several sequential pictures. Learners are asked to tell the story taking place in the sequential pictures and paying attention to the dimensions provided by the teacher as a rubric. Rubrics can include some vocabulary or structures that learners need to use while narrating the intended meaning of pictures.

## **I. Picture Describing**

For this activity, learners can form groups and each group is given a different picture. Learners discuss the picture with their groups, and then a selected learner for each group describes the picture to the whole class. This activity fosters the creativity and imagination of the learners as well as their public speaking capabilities.

### **1.9 Characteristics of Good Speaker**

#### **a) Pronunciation**

The smoothness of a conversation often depends on learners' pronunciation and the production of clear language when they are speaking. It means that the learner can communicate effectively when they have good pronunciation and intonation even though they have limited vocabulary and grammar. Kline (2001, p .69) argue that pronunciation is the way for learners to produce the utterance words clearly when they are speaking. Furthermore, the mastery of a list of sounds or isolated words is not the goal but learning and practicing the specifically English way of making a speaker's thoughts easy to follow Gilbert (2008, p .1).Moreover, pronunciation includes many aspects as articulation, rhythm, intonation and phrasing, and even gestures, body language and eye contact Fraser (2001, p .6). It is really important for teacher to focus on such aspects to develop learners' pronunciation ability.

#### **b) Grammar**

Learners need to pay attention to grammar rules because they need it to arrange correct sentences in conversation both in written and oral forms and they should.

Purpura (2004, p.6). Greenbaum and Nelson (2002, p .1) argue that Grammar refers to the set of rules that allow us to combine words in our language into larger units too.

While, Harmer (2001, p .12) explain it as the description of the ways in which words can change their forms and can be combined into sentences in the TL Thus, the function of grammar is to arrange the correct meaning of sentences based on the context; also, to avoid misunderstanding between the speaker and the hearer.

### c) **Vocabulary**

Vocabulary is a basic building block of language learning. Learners need to know words, their meanings, how they are spelt and how they are pronounced. Thus, the teachers should make sure that they explain the meaning as well as the spelling and pronunciation when teaching vocabulary. If learners know good amount of vocabularies it will be easier for them to express their ideas, feeling and thoughts both in oral or written form. According to Turk (2003, p .87) in a spoken discourse, the vocabulary used must be very familiar and used in everyday conversation in order to understand it. While in written discourse, vocabulary consists of words for which the meaning is known when we write or read silently. These are important distinctions because the set of words that beginning readers know are mainly oral representations. So when they learn to read, written vocabulary comes to play an increasingly a main role in literacy than does the oral vocabulary Hiebert and Kamil, (2005, p.3)

### a) **Fluency versus Accuracy**

Fluency doesn't mean speaking really fast without hesitating as the most learners think. It is generally when the learner speaks with a good but not necessarily perfect control of intonation, grammar and vocabulary. In other words, communicate ideas

effectively, and produce continuous speech without causing breakdown of communication. H. Douglas (p.407) explained that even though learners do not sound like natives it is enough when they can speak English at all its various dimensions. While, accuracy it is when there is a control of grammar knowledge also, the ability to speak the TL with adequate structural accuracy to perform effectively in most kinds of conversation such as, social, professional and, practical subjects (p.406). Therefore, learners should focus on various conditions in their production of the spoken language, chiefly, the grammatical structure, vocabulary and pronunciation.

### **b) Comprehension**

Comprehension is an ability to perceive and process stretches of discourse, to formulate representations the meaning of sentences. Comprehension of a second language is more difficult to study since it is not; directly observable and must be inferred from overt verbal and nonverbal responses, by artificial instruments, or by the intuition of the teacher or researcher. Comprehension refers to the fact that participants fully understand the nature of the research project, even when procedures are complicated and entail risks (Cohen et al., 2005:51). Therefore, in speaking can be concluded that the comprehension refers to the speakers' understanding about what are they saying to the listeners in order avoid misunderstanding information; in addition, its function is to make the listeners easily to catch the information from the speakers.

## **1.10 Teaching speaking:**

### **1.10.1 What is Teaching Speaking?**

What is meant by teaching speaking is to teach English language learners to: Produce the English speech sounds and sounds patterns, use words 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, and use the language quickly and confidently with few unnatural pauses, which is called fluency. (Nunan 2003)

The goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance.

Although the practice of speaking in the classroom is a key element in the development of the second language since oral skills have not always been central in second language teaching methodologies

Unfortunately, numerous teachers are not aware of the importance of pronunciation. In the first place, some emphasize the focus on grammar and vocabulary learning in the acquisition of a foreign language. The majority of English language teachers help learners become competent above all in listening and reading (Harmer, 2001: 183). Secondly, many of them think that pronunciation study is too difficult and worse, boring for young learners. Besides, teachers complain about the lack of the suitable teaching and learning equipments and about the lack of time to practice pronunciation. According to Harmer (2001:183), 'they feel they have too much to do already and pronunciation teaching will only make things worse.' Moreover, Harmer adds (2001: 183) that there are teachers who claim that learners acquire quite good pronunciation in the course of their studies without specific pronunciation teaching. It appears that the numbers of learners who appreciate the importance of fluently pronunciation are few. Taking these facts into account, teachers ought to convince their learners of the need to study pronunciation rigorously and help them to learn how to pronounce English sounds correctly. Checa (2002) has pointed out, is that although the teacher may explain

a rule in the L2, the learners will often not actually put it into practice to any great extent:

The teacher should resign himself to the idea that language can be taught as a set of rules and examples which will turn into adequate performance, then if he refusing to take notice of the fact that language items take on particular values in context and that many learners who are grammatically competent cannot use the L2 in real performance. (Checa, 2002:22).

### **A teaching cycle for developing students' speaking:**

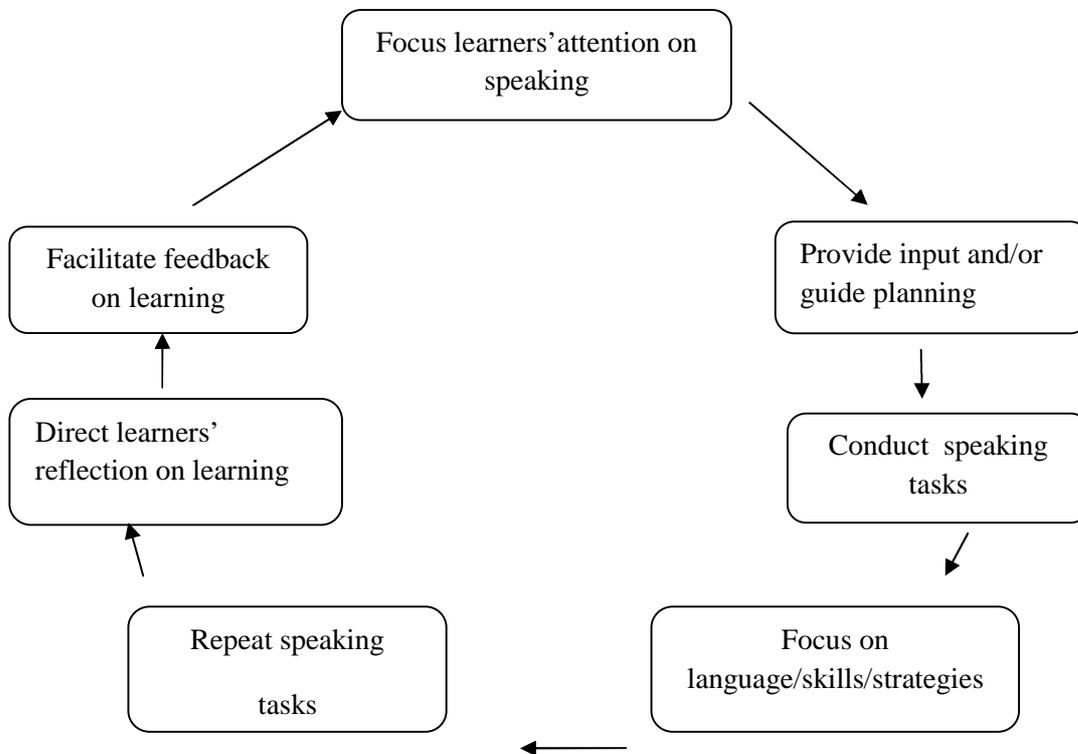


Figure7.1 The teaching-speaking cycle

At each level of the cycle outlined in Figure7.1 the teacher's role is crucial in facilitating learning and performance also providing input and feedback. Every specific stage in the teaching cycle supports the progressed objectives for speaking. Evidently, some stages are more effective than others here the teacher can decide the suitable objective emphasized in a specific cycle by planning various learning activities.

## 1.10.2 Assessing speaking

Lindsay and knight (2006) state that:

Assessment is the process of analyzing and measuring knowledge and ability, in this case, the learner's knowledge of the language and ability to communicate. (p.121)

In foreign language teaching, it is important to assess all learners' language skills and not just their use of grammar or vocabulary. In speaking, assessment involves the learners' knowledge of the language items and the ability to use this knowledge to communicate in that language.

According to Richards (2012, p.262-263) there are some characteristics of good assessment that should be established:

- \_ The methods and criteria of assessment should suits the course objective and goals in other words teachers need to aware of outcomes which can be expected from each objective.
- \_ Assessment must be reliable; this has to do with consistency that is to rate and to reach agreement about students' task performance consistently over several courses,
- \_ Assessment must be valid, teachers are proposed to assess what is claims to assess; it should have face-validity
- \_ Assessment should be based on clear criteria and shared descriptors, in brief the path in which achievement is described must be meaningful and comprehensible to other teachers.

As Thornbury(2006) comments speaking must be assessed by speaking where the teacher should organize time and opportunity for students to demonstrate their spoken proficiency. In addition, teacher must create tasks enabling students to do so. For instance, the "washback effect" of a speaking test is likely to encourage students as well as teachers to produce more language in class.

### 1.10.2.1 What do we assess?

Before knowing what the main sides that the teacher should assess are we need to know the meaning of test. According to H. Douglas (2004, p. 3) “A test, in simple terms, is a method of measuring a person’s ability, knowledge, or performance in a given domain”. The importance of Testing speaking skills become an important field for a various reasons, not only because development and achievement need to be recorded within educational institutions, but also a specific levels of language skills could be needed for progression into further study or employment (Richards 2012, p. 256)

Ben Knight argues that there are sorts of elements that should be assessed which is as follow:

First of all, assess grammar and the main points we should consider are the range and the accuracy then vocabulary too we should take attention to the range and the accuracy.

Pronunciation also need to be assessed carefully where the intonation, linking/ elision/assimilation take the main focus while assessing .Moreover fluency is an essential aspect to be assessed for instance speed of talking, hesitation while speaking, hesitation before speaking are common parts to be assessed . Likewise conversational skill; topic development, initiative in turn taking, and topic control), cohesion: with own utterances and with interlocutor, conversation maintenance (inc. clarification, repair, checking, pause fillers, etc.) such sides are indeed important portion in the assessing field also the sociolinguistic skill side which is especially of a major importance, it is substantial to assess the distinguishing register and style (e.g. formal or informal, persuasive or conciliatory) and the use of cultural references. Non-verbal language is also of large significance while assessing where eye-contact and body

posture, gestures, facial expressions needed to be valued carefully because it helps in the communication continuum. Finally the content that has a main concern in assessing and points as coherence of arguments, relevance, individual sounds (phonemic distinctions), stress and rhythm are in fact specific aspects to be assessed accurately.

### **1.11 Teachers' Roles and Responsibilities:**

Obviously, the role of the teacher is very crucial in motivating and creating interest in the topics. Hedge Tricia (2000: 26) identifies important roles the teachers can play,

“As controller in eliciting nationality words; as assessor of accuracy as students try to pronounce the words; as corrector of pronunciation; as organizer in giving instructions of the pair work, initiating it, monitoring it, and organizing feedback; as promoter while students are working together and as resource if students need help with words and structures during the pair work.”

- **Controller:**

Within a classroom in learner-teacher interaction, the teacher has the major responsibility for both the teaching and learning processes. Harmer (2001) asserts that the teacher job here is to transmit knowledge from himself to his students.

- **Assessor:**

Usually the teacher should show his learners that their accuracy is being developed; Harmer (2001) says that this is done through giving correction or by praising them. The learners have to know the way their teacher assess them for example the he should explain for them their strengths and weaknesses, the learners, then can have a clear idea about their capabilities and what they need to concentrate on.

- Corrector:

It is important for the teacher to decide when and where to correct learners' production.

Another important point is that the teacher should be careful when correcting pronunciation mistakes or errors the learners did during classroom interaction because the learners very often acquire these issues from their teachers.

- Organizer:

It is the most important role –according to Harmer (2001) that when the teacher acts in a classroom where many aspects must be established as organizing pair/ group work, giving learners instructions about how well they interact, and finally stopping everything when the time is over. The fact, that the teacher in such a role spends much time in engaging all the learners in the interaction, and ensures their participation. The balance between the teacher and learners' interaction create a participative atmosphere.

- Prompter:

Sometimes the learners do not find the words when they talk to each other's or with the teacher, the role then of the teacher is to encourage the learners to think creatively and taking risks in order to make them more independent from the teacher. It is very necessary from the teacher to prevent himself to help the learners when they need guide so that they will be creative in their way of learning (Ibid.).

- Resource:

The job of the teacher here is to answer learners' questions. For example, when they want to know how to say something or when they look for the meaning of a given word or phrase, usually they go back to their teacher as a resource of information to provide them with appropriate answer. In turn, the teacher should be able to offer such needed information to his learners whenever they need so.

## **Conclusion**

To sum up we have attempted through this chapter to spot the light on the speaking skill which has been defined by various researchers as a complex process that is used by learners to express their ideas .we tried to explain the most important elements and we have made a general over view concerning this skill for instance its elements, importance, problems that face learners while speaking and other sides about it. We have presented this process to make learners aware of different ways that may help them in developing speaking skill in the target language and help them decrease their anxiety and shyness while speaking. it should be a basic element in curriculum designs of foreign language teaching .furthermore, learning how to speak efficiently means the ability to interact in communicative situations that is to say learners will be able to enhance their oral proficiency and here accuracy and fluency play an essential role to develop while performing inside the classroom .also learners 'improvement in speaking depends on teachers' choice of right and appropriate technique in teaching speaking rather than oral skill itself.

## CHAPTER TWO

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## **Introduction**

Through this chapter, we aim to highlight the scope of inventive uses of role-play techniques in teaching speaking skill. We begin with general overview about role play and its definition, followed by explaining its different types. Moreover, we shed light on the advantages and the importance of role play, in addition to, its disadvantages to show to teachers and learners the benefits of this technique.

### **2.1. Definition of Role Play**

Learners need to learn how to use the Target Language in "real-life" situations and not structured dialogues which are taught in classroom and role-play like any other task BLT technique helps them in language acquisition through real life situations Wigglesworth (2008,p. 117). As Lucantoni (2002) indicate, "role-play can be a very enjoyable for learners and provide excellent opportunities for using language in real life situations".

Ladousse (1987) considers the idea of "role" as taking part in a particular situation, while the idea of "play" is associated with a relatively safe environment that encourages improvisational creativity. This type of training method allows a systematic acquisition of knowledge, concepts, attitudes, rules, and skills that will lead to enhanced performance .In other words, such technique is more likely enjoyable and could strengthen self-confidence rather than intimidate or decrease it. Role-Play also viewed as an effective technique which, increase the interest of learners, and makes the Language Acquisition impressive.

### **2.2 Brief History of Role Play**

Role play is sub cultural phenomenon that has been connected to the present progress in popular culture. Historians indicated that 1974 is the most important year for the inception of role play games when the initial coherent game "Dungeons\_Dragons" achieved the progress in popularity. This progress helped to raise multiple styles of role playing games, such as, tabletop, Live Action Role Play, and virtual gaming. Role plays should show a scope of various genres that

are related to the mood and the setting, most noticeable ones are: science fiction, horror and fantasy.

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

### **2.3 Role-play as a Way of Learning**

Milroy's (1982) definition of role-play is also helpful to understand this activity. She gives a further extension of the concept in classroom practice and demonstrates the essence of role-play as a method of learning: Role-play is a method of learning. The method is based on role-theory. Participants adopt assumed positions and interact in a simulated life situation. This occurs for some educational purpose, usually under the guidance of the person with the educational responsibility. The interaction is spontaneous and at its conclusion there is opportunity for discussion. (p.8).

### **2.4 Implementation of the Role-Play technique to develop Speaking Skill**

Learning language is not only learning about its structure or functions. It should involve the four skills of language which, should be proportioned in balance. Role play can be used to encourage general oral fluency or to train learners for specific situation, especially where they are studying for specific purpose. Role play allows learners to explore their inner resources, empathize with others, and use their own experiences. Also, it helps learners to raise their ability to produce the Target Language, improve the ability to work cooperatively in group situations, and effectively deal with affective issues. It can make the learners more creative and to make them to be another person. In teaching speaking, the role-play will lead the students to directly use the language. Here, the students will be trained to be aware of

deciding what to say and how to say. described earlier. The key is to structure the roles and action around a problem or series of problems.

### **2.4.1 Drama**

It is an activity based on techniques used by actors in their training. Hence, learners have the opportunity to use their own personality through creativity. It draws the ability of learners to mimic, imitate and express themselves by gestures and facial expression. Drama and Play are two words that are often confused when it comes to their usage and meanings. Exactly speaking, there is some difference between the two words. The word 'drama' is used in the sense of 'theater'. On the other hand, the word 'play' is used in the sense of 'a literary composition'. This is the main difference between the two words. These two words are interchanged wrongly. A play is a literary piece consisting of dialogues between various characters, epilogue, monologue, prologue and an end. On the other hand, drama refers to the set up of the play which includes the theater, the green room, the accessories, the hall, costumes, music. Therefore, the word 'drama' should be understood in the collective sense. The word 'drama' indicates a collection of all the terms used in dramaturgy or the art of play. Thus, a person who is skilled in the production of a play is called a dramatist. He is well versed with the rudiments and the principles of dramaturgy such as the measurement of the stage on which the play has to be staged, the nature of characters, the costumes that fit the characters, the music to be played, the music room, the green room, the synchronization of music and dialogue delivery and like these aspects. In short, it can be said that drama deals with all the nuances of the composition of play. However, a 'play' is a literary composition that should be written in a specific number of acts and scenes. In other words, each act should contain a few scenes as well. The composition of a play is ruled by regulations such as sentiments to be shown on the stage, what is to be shown and what is not to be shown, the predominant sentiment and the subordinate sentiment, and other regulations. The word 'drama' is inclusive of terms such as tragedy, comedy, satire, and the like. It

should be noted that it is the playwright who writes a tragedy, a comedy or a satire for that matter. These are the main differences between the two words.

### **2.4.2 Simulations**

A distinction is sometimes made between simulation and role play. A simulation is a highly developed role play, almost a miniplay, that it is not scripted. The teacher arrange a simulated environment, such as the traffic accident happened.

## **2.5 Types and Procedures of role play**

### **2.5.1 Scripted Role Play**

According to Byrne (1986), this type involves interpreting either the textbook dialogue or reading text in the form of speech. The important function of the text after all is to convey the meaning of language items in an unforgettable way. For instance, (Doff: 1998) gives the following example of scripted role- play dialogue and reading text and how the process is:

#### **Example:**

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

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

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

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

**Angela:** (give to Clerk 50 pence) here you are.

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

**Angela:** thank you, where is the post box?

**Clerk:** you want the air mail box. It is over there, by the door.

Procedures to demonstrate a role activity based on the dialogue:

- First, the teacher guides the role play by writing these prompts: (where? / Air / mail / how much? /post box? / thanks). Talk as you write to show what the prompts mean.

- Then, if necessary, go through the prompts one by one, and get students to give sentences or question for each one.

- After that, call two students to the front: one play the role as Angela and the other one is the post office clerk. They should extemporize the conversation using the prompts to help them instruct that the conversation should be similar to the one in textbook, but not exactly the same; the conversation can be shorter than the presentation dialogue.

-Finally: invite a few other pairs of students in turn, and ask them to have other changes based on the prompts. (ibid)

### **2.5.2 Unscripted Role Play**

In contrast to "scripted role-play"; the situations of unscripted role-play is famous as a free role-Play or improvisation and do not depend on textbooks. The learners themselves have to decide which language to use and how the conversation should develop. In order to do this activity, the teacher and the students should be well prepared.

For instance, as Doff (1988) provides this example

1- One student has lost a bag, he/ she is at the police station.

2- The other student is the police officer, and asks for details.

In order to express this idea, the teacher could prepare the whole class by:

- Discussing what the speakers might say (the police officer asks the students how he / she lost the bag).

- Writing prompt on the board to guide the Role-play and any key vocabulary. The teacher could divide the class into pairs and let them discuss together what they may say. Also he should let them all try the role- play privately before calling on one or two pairs to act out in front of their classmates.

## **2.6 Activities of Role Play**

According to (Thornbury, 2001) there are a various activities that can be adapted to different levels of proficiency and for different topics.

### **a) Alibis**

It is an interesting classical activity where the participants outwit each other. Its structure begins with the two accused students who are obliged to find a proof (alibi) that they were somewhere when the crime (e.g. robbery in the institution) has occurred. While they accused design their alibi, the rest of the class prepare a sequence of questions (what were you doing...? Did you meet anyone...? ...etc). The accused have to answer these questions without any difference in their responses rather than they are guilty. This activity can be given to large classes, each group play its own version of the game.

### **b) Shopping Around**

This kind of role play has built in repetitive element and variant idea. Its format starts with dividing the class into two; half are the customers and the others are the providers.

These are further subdivided into pairs. Any topic can be acceptable in that activity (looking for food, clothes, and kind of school and other items). Customer first decides what he is looking for, and then he visits the shop and makes an interview with the provider. Each customer has to do the same until all customers have interviewed all the providers.

### **c) The Inquiry**

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

## **d) The Soap**

It is when learners plan, rehearse, and perform a soap opera. The purpose of using the soap opera structure is to enable students to establish similar elements of story or play which is full of strong feeling. However, they are not obliged to create an effective ending. The format of that activity starts with the gathering detailed information about the characters that the learners are going to play. The learners have to focus on their pronunciation and on the usage of drama techniques in order to achieve an effective performance. At the end, students are allowed to ask questions and give opinions or comments about their classmates' performance.

## **2.7 Preparing Students for Role Plays**

Here are the steps in preparing students for their participation in role plays.

### **1) Identify Aims and Objectives for a Role Play**

The aims and objectives for instructional role plays should be based on learner's needs, objectives, and the course curriculum. It is so important for learners to understand why they are participating in the role play and how it will contribute to their learning. Because learners' understanding will lead them to be more motivated and willing to see the role play to its natural end, it will also provide something to discuss after the role play ends.

### **2) Identify the Context for a Role Play**

Be sure to familiarize learners with the environment in which the role play occurs. You might have pictures of a meeting between two people, or you might have a phone conversation on an audio or video recording, perhaps one that you have created that provides an idea of the social environment such as the formality of the interaction. Simulate a sense of reality by using simple stage accessories such as a pen and notepad for a waitress, a hat for a police officer and signs. For a traffic accident role play, for example, our learners used chairs

as props to create city blocks and labeled the streets with local names. Moving the chairs to form city blocks illustrates how you can use the classroom space to simulate an environment.

### 3) Language Presentation for a Role Play

The teacher should prepare learners for the language they will use in the role play. Depending on proficiency levels, this may also involve nonverbal and sociolinguistic aspects such as register. For example, including individual words and phrases related to making complaints such as *My window/door/lock is broken*. Also, nonverbal aspects of the communication, explaining reasons for certain aspects of body language such as social distance.

### 4) Functions as a Basis for Role Plays

The most common situations for role plays are those in which the students may need to function in the TL). As with dialogues, the situations used for role play should be within the realm of experience, possible experience, or knowledge of the learners. The more familiar a situation is, the easier it will be for learners to participate fully. Appropriate situations include topics that learners see or in which they participate in their own lives. Examples include shopping, interacting at school, phone conversation, asking for directions, attending business meetings, and making appointments. In addition, fantasy situations from stories, TV, or simulations and situations in which students prepare for a future event, for example, interviewing for a job in employment readiness programs (Richard-Amato p. 182)

### 5) Grammar as a Basis for Role Plays

Because role plays are less controlled than drills and dialogues, it is important to choose situations and contexts in which the target structure occurs naturally. For example, courtroom role plays work well for less-controlled practice of past and past-progressive tense, and for question formation. Roles usually include the judge, the lawyers for the defense and the prosecution, clients, and witnesses. Each learner is assigned a role and each is played during

the trial. Hence, learners may not use the target structures as much as it needed. There are usually several ways to successfully communicate meaning, so consider role play as an opportunity for learners to practice a range of speaking and listening skills rather than a single structure.

#### 6. Situations and Stimuli for Role Plays

Other sources for practicing grammar or functions as follows.

- Meetings in different situations in which learners take roles of various people. which are useful, versatile, and easy to simulate. You can easily adapt them to problem-solving situations. They also work well for many other teaching functions, such as interrupting and bringing others into a conversation.

- Courtroom situations can be based on newspaper articles of crimes and court cases, or situations you make up yourself, depending on your course, such as, computer crime, or racial discrimination.

- Interviews, TV talk shows, debates, and conversations in which learners take roles of famous or infamous people past or present or even well-known characters from literature. Yet, topics for discussion can be controversial or humorous. These ideas can be used effectively to help mainstream ESL students with topics being covered in their academic subjects such as history, literature, and science.

- Pictures in which students play the roles of the people illustrated. Magazines and the newspaper are ideal current sources.

- TV shows such as sitcoms or soap operas in which students take the roles of familiar characters. Learners mirror the styles of these characters, allowing them to “try on” an English-speaking behavior.

- Everyday situations such as greetings, small talk, shopping, dining, and family all are good activities to be done.

- Stories and fairy tales and various genres of literature. For example, learners can perform a favorite story or play. For instance, a scene of Macbeth by Shakespeare could be an important play to perform. With some experience, learners can write their own scripts for role plays by their own imagination.

## **2.8 Key Benefits of Role-play in English Language Learning**

- a. Raise learners' motivation and interest because it brings fun
- b. Role-play develops communication and language skills which is the most important competence that learners need to reach
- c. Develops social skills when learners collaborate with each other and work as a team.
- d. Allows learners to act out and make sense of real-life situations.
- e. Encourages learners to express their ideas and feelings in a relaxed environment created by them.
- f. Allows learners to explore, to experiment, and to investigate real life situations and language used in various circumstances.
- g. It develops listening skills and speaking skills.
- h. Builds confidence level of team members which in turn can help them in their day-to-day roles.
- i. It helps the learners in critical thinking. They can transcend and think beyond the confines of the classroom setting. Hence, it raises creativity and imagination.
- j. It makes learners aware of different cultures.
- k. Helps them in creative problem-solving and also helps them in handling difficult situations.
- l. Allows for the interaction between classmates and peers.
- m. Also develops learners' awareness of themselves and others.
- n. Helps the introverted students to speak and decrease shyness.
- o. Enables the teacher to understand the various capabilities of learners at the same time teacher can also encourage them to develop it.

Rogers (2007) claimed that role play has many advantages. Because it is an appropriate method for adults to learn because it includes elements of realism, also it is an active method of learning. An additional advantage is that since role play is realistic and an active method, it has a lot of features of learning in real life because it can treat serious real life mistakes.

Errington(1997)also summarizes the benefits or advantages of RP as in the following figure.

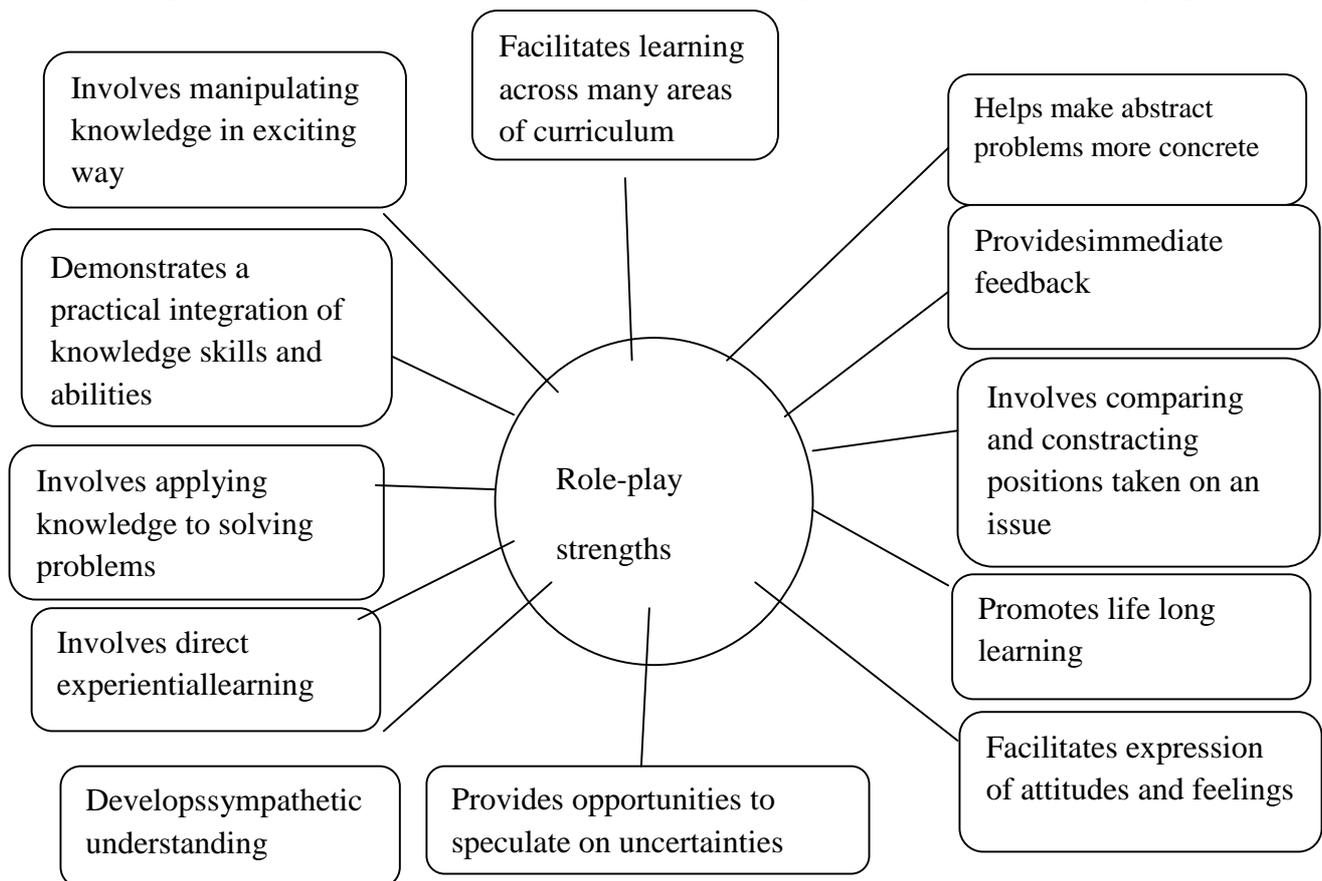


Figure 11: Strengths of Role-Play

Chesler and Fox (1966) are listed below for adding support to applying role-play in teaching university level business course:

1. Role-play enables students to empathize with others and understand their motivations;
2. It gives practice in various types of behaviors desirable in interviews
3. It portrays generalized communication problems and dynamics of groups' interaction
4. It gives life and immediacy to academic materials, such as the use and setting up of behavioral questions in role-play interviews

5. It provides opportunity for non-articulate students and emphasizes the importance of non-verbal and emotional responses, such as the most desired response time, the desirable tone, facial expression, frequency of speech and gestures

6. It provides rapid feedback for both students and tutors. Real time comments are so valuable that no other kinds of teaching method can do better than role-play for observing a student's performance in a real situation and give them pinpointing feedback so immediately.

7. It closes gap between training and real life situations. At this point, it all about the difference between knowledge and the use of knowledge, of which the former has no value while the latter is invaluable

8. It changes attitudes by allowing the students to discover their unobvious lacks.

Moreover, the role-play technique gives them an opportunity to learn English. It is very useful dress rehearsal for real life. It is helpful for them to have tried out and experimented with language they will require in the friendly and safe environment of a classroom.

## **2.9 Disadvantages of Role Play**

Rogers (2007, p. 210) said that "there is always some distance between action and thought." He argues that there is no method suitable for all situations. This means that role play is not appropriate to be used all the time. Also, it has some disadvantages. First, many students avoid performing because they hate it. Another reason is that teachers are sometimes incapable to enhance their students to discuss a specific situation. Furthermore, when students pay a little attention in preparing a role play on real life, in which there is a huge number of information, this may made them fail in discussing the case. Although some teachers think that students should leave out the confusing and conflicting details on complex role play. The most important disadvantage is that role play is never been similar to the real things that include the state of mind and the emotions because you can realistic the setting, the

problem even the unimportant detail but you never forget that you are in classroom, especially, when teacher told students that the roles are not their own but other people's role.

In brief Role play may awaken previously subdued or suppressed emotions. It is less effective in large groups. Teacher must accept his/her new role where she/he does not dominate the class anymore. It may cause to embarrassment for some students. It may cause lack focus unless well planned and monitored. It can be unpredictable in terms of outcomes. It is may be considered as time-consuming.

### **2.10 The Teacher's Role in Role Play**

In addition to being the motivator and possibly the writer and director of the role plays you present in your class, you should also be involved in the activity. Richard Amato suggests that this gives you a reason for circulating in the group, providing prompts, helping where needed, and observing and assessing language use.

- A teacher should keep in mind learners' needs and interests in order to choose an appropriate situation for role-plays.
- While deciding on the composition of each group teacher should consider both the abilities and disabilities of the students. For example, a group consisting only of shyest students will not lead to a good performance in role-play so teacher should mix each group with students of different abilities.
- Provide the students with concrete information and clear role descriptions, so that they could play their roles with confidence. For example, in the situation at a bus station, the person who is assigned the act of giving the information should have relevant details like: the times and destination of the bus, price of tickets, etc. with him on a cue card. Information like a fictitious name, status, age, personality etc can also be given in it.
- Debriefing after the role-play session does not mean that pointing out and correcting mistakes. Pointing out mistakes will sometimes make the students less confident

and less willing to do the other role-plays assigned to them .So feedback should be on each students opinion about the role-play and teacher should welcome their comments.

- The aim of the feedback session should be to discuss what has happened in the role-play and what they have learned from it, their valuable suggestions and remarks. In addition to this teacher can also ask them evaluation questions on each role-plays.

- Teacher can also note down mistakes during the role-play. It will provide the teacher with feedback for further practice and revision.

- Teacher can also give the students home task on role play exercises which will in turn help them to learn useful words and expressions. It also enables them to think about the language and to construct the sentence accordingly for an effective role play performance with confidence.

- Teacher should avoid intervening in the role-play with error corrections and do not to discourage the students during their participation in the role-play.

## **Conclusion**

Incorporating role-play into the classroom adds variety, a change of pace and opportunities for a lot of language competence and also a lot of fun which in turn makes the English language learning interesting and effective. The encouragement and the teacher's motivation help the students to get opportunities to express their ideas in English, improve vocabulary, learn social skills, listening skills, and also develop critical thinking and creative thinking abilities. Thus role-plays can be considered as an integral part of English language teaching and learning process. Role Play techniques are of various forms. Each technique may be used in different ways by both teachers and learners. The correct use of role play techniques help the teachers to benefit more from it whether in improving the students' oral proficiency and listening by putting them in real context or in motivating and engaging them in learning atmosphere.

To sum up, in this chapter we have highlighted the notion of role play and the history of it. We dealt with the types and procedures of role play in learning in which it motivates students to communicate with each other. Then, we described some advantages and disadvantages. Also, we dealt with the difference between drama and role play, and finally, we have provided some examples about role play. Finally, we tried to give some guides to the oral expression teachers about the usage of this technique in teaching speaking skill.

# **Analysis and Interpretation of Students and Teachers Questionnaires and classroom observation**

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**MOHAMED KHEIDER UNIVERSITY OF BISKRA**

**FACULTY OF LETTERS AND LANGUAGES**

**DEPARTMENT OF FOREIGN LANGUAGES**

**SECTION OF ENGLISH**



**Investigating the Role-Play Technique in Developing EFL  
Learners' Oral Proficiency**

**Case study: Third Year learners of English at Mohamed  
Kheider University of Biskra**

Dissertation submitted to Mohamed Kheider University of Biskra in partial fulfillment of the requirements for the degree of Master in Science of Languages

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Academic year: 2015/2016

## **Declaration**

I, Terki Leila, do hereby solemnly declare that the work I am going to present in this dissertation is my own, and has not been submitted before to any other institution or university for a degree.

This work was carried out and completed at Mohamed Kheider University of Biskra, Algeria.

Certified:

Miss. Terki Leila

Master student, Section of English

## Dedication

In the Name of ALLAH, Most Gracious, Most Merciful

All the Pries is due to ALLAH alone, the Sustainers of all the worlds

*To my sympathetic father ALLAH rest his soul and thoughtful mother whose  
love always strengthens my will.*

*To my lovely sister Malika.*

*To all my brothers: Chikh Ahmed, Azdin, Abdallahman ALLAH rest his soul,  
Bachar, and Imad*

*To all the members of my family Terki and Guedida*

*To all my friends with whom I shared the university life with its lights and  
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## **Abstract**

This research attempts to investigate motivating students' speaking skill through role play technique. The main problem we notice is that learners' speaking skill is poor. Therefore, we believe that there are several ways through which teachers can help their learners to develop their speaking ability. The purpose of our study is to suggest the role play as an appropriate, and an effective way to develop learners' speaking skill. Our learners find it hard to master all the aspects of speaking and use them appropriately in different social contexts. Therefore, they do not perform acceptable speaking tasks. We believe that the problem resides in the lack of efficient teaching strategies. Our other aim through this study is to suggest the role play as an appropriate and an effective way to develop students' speaking skill. Accordingly, we believe that using role-plays activities in the classroom make students of university feel interesting to speak English and communicate effectively in different social situations. Therefore, we hypothesize that using role-play activity is effective in arousing learners' speaking capabilities in English. In order to confirm or reject the hypothesis. We adopt a qualitative approach that consists of administering questionnaires to both teachers who teach third year and third year learners LMD at Mohammed Kheider University of Biskra and classroom observation for 3 groups from the whole population of third year to investigate their attitudes towards using Role plays technique. The results from the analysis of those questionnaires and the classroom observation confirm the research hypothesis and have shown that learners and teachers have positive attitudes towards using Role play techniques. Therefore, we recommend using various techniques such as Role play, simulation, drama, improvisation activities in teaching speaking to develop learners speaking capabilities.

## **Key terms**

**Oral proficiency, role-play, fluency, motivation, interaction**

## **List of Abbreviations and acronyms**

**EFL:** English as Foreign Language

**TL:** Target Language

**L1:** First Language

**L2:** Second Language

**FL:** Foreign Language

**SLT:** Second Language Teachers

**ESL:** English as Second Language

**FLL:** Foreign Language Learners

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## Appendices

### Appendix A: Students' Perceptions of Role Play Technique in Teaching the Speaking Skill

People's Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research

Mohamed Kheider University of Biskra

Dear students,

You are respectfully requested to answer this questionnaire. It aims to investigate the effectiveness of role play in enhancing the speaking skill. Your answers will be of great help for us. We would be very grateful if you answer sincerely.

Please, tick in the appropriate box (✓) and make full statements whenever necessary.

#### Section One: Background knowledge

1- Sex

a. Male

b. Female

2-Is learning English your choice?

a. Yes

b. No

3- How would you evaluate your level in English is it?

a. Very low

b. Low

c. Average

d. Good

#### Section two: Students' Attitudes Towards the Speaking Skill

4-How often do you participate in oral expression course?

a. Usually

b. Often

c. Sometimes

c. Rarely



14-Do you prefer to play a role suggested

a. By your own creation? b.  by the teacher?

Please, say why.....  
.....

15-Does the use of Role Plays motivate you to speak?

a. Yes  b. No

16-How can role plays be helpful for learners? (You may choose more than one option)

- a. Raise students' motivation and interest
- b. Help students to develop and enrich their vocabulary
- c. Bring real life situation into classroom
- d. Facilitate learning and gain time
- e. All of them

17-In your opinion, is this technique really appropriate?

a. Yes  b. No

If no, what do you propose?  
.....  
.....  
.....

18- Do you prefer to practice role play in?

a. classroom  b. Amphitheatre  c. another place

Say why .....  
.....

19- Please state any further suggestion about the use of Role Play technique in classroom.....  
.....  
.....  
.....

**Thank you for your cooperation.**

**Appendix B:** Teachers' Perceptions of Role Play Technique in Teaching the Speaking skill  
People's Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research

Mohamed Kheider University of Biskra

Faculty of Letters and Languages

Section of English

Dear teacher,

We would be so grateful if you accept to answer the questions below. Your contribution helps us in completing this research that aims to investigate the use of role plays in developing students' speaking skill. Please answer by ticking (✓) in the appropriate boxes or giving full answers in the spaces provided.

**Section One: General Information**

1-How long have you been teaching Oral Expression?

.....

2-In your opinion, teaching a language means:

- a. Teaching grammatical rules and a good amount of Vocabulary
- b. Teaching how to communicate using these rules
- c. Teaching pronunciation
- d- All of them

3-Do you agree that in order to teach a foreign language we should focus on the speaking skill?

- a. Disagree
- b. Agree

**Section Two: Teaching Speaking**

4-How do you consider your learners 'level in English speaking?

- a. Good
- 
-

b. Average

c. Low

5-Your learners face difficulties because of the following reasons:

- a. Lack of training and practice
- b. They are not aware that language is a matter of communication
- c. Lack of linguistic competence
- d. They are not sufficiently exposed to the target language
- e. Lack of motivation

Other reasons.....

.....

6- Is it possible to make all the learners participate in the classroom? Please explain.....

.....

.....

7- How can you help them develop their speaking skills?

- a. Varying the techniques of teaching
- b. More exposure to the target language
- c. Giving them more opportunities to participate
- d. Motivating them to participate

8- What type of activities do you use in teaching speaking? ( you make choose more than one option)

- a. Role Play
- b. Information gap
- c. Free discussion
- d. Oral presentation
- e. Games and quizzes
- f. Playing cards

9- While learners are performing during oral expression courses, do you focus on:

- a. The content of the activity itself
- b. The linguistic aspects (pronunciation, vocabulary, grammar,)
-

c. Both of them

10- Do you think the time allotted for Oral Expression course is sufficient?

a. Yes

b. No

### Section Three: Using Role Play in the classroom

11- How often do you use Role Play?

a. Never

b. Sometimes

c. Often

d. Always

12- Do you think that role play is an appropriate technique to develop learners' speaking skill?

Yes  No

13- What is the objective of Role Play technique is it:

a. Entertainment strategy?

b. A pedagogical strategy?

c. Both of them?

14- Which is better for learners to play a:

a. Written roles to be performed?

b. Spontaneous role from their creation?

15- Do your learners enjoy playing roles?

a. Yes

b. No

1- What kind of difficulties do you face when you use Role Plays in teaching Oral Expression course?

a. Time

b. Students level

c. Topics

d. Technical means

e. Place

19- Do you agree that working in group while performing Role-Plays reduces students' shyness, fear and motivate them?

Yes  No

Please clarify your answer.....  
.....  
.....

20-What role do you play when your learners perform?

- a. Guide
- b. Friend
- c. Facilitator
- d. All of these

21-please supply any additional suggestions:

.....  
.....

**Thank you for your cooperation.**

### Appendix C: Classroom observation checklist

Observer:

Date:

Teacher:

Level: third year

Groups:

Lesson:

1) Classroom structure:	acceptable	good	well
• The classroom is designed for quick and easy groupings of tables and chairs			
• Is arranged for teacher and student movement during work sessions.			
• Organized, neat & uncluttered			
• IN the classroom there are equipments and materials needed for the course			

2) Teacher's role:	Yes	No	Not really
• Teacher speaks clearly and audibly			
• Teacher interacts with all the students			
• Uses techniques that reflect an awareness of different learning styles			
• Teacher provides students with appropriate feedback			
• The frequency of the teacher' talks			

3) Learner's role:	Never	Often	Always
• Learners follow their classmates carefully when they perform			
• Learners work confidently while performing in group			
• Some learners use body language			
• They choose an appropriate role-play topic			
• They give their comments and points of view			
• The frequency of the learner' talks			

Comment:

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## ملخص

تناولت هذه الدراسة موضوع استعمال اللعبة الأدوار كتنقية تدريسية لتطوير مهارات الطالب بالكلامية بأكثر دقة وسلاسة. المشكل الملحوظ هو أن المستوى بالكلامية لطلبة سنة الثالثة جامعي تخصص إنجليزية غير كفاء من جهة أخرى يوجد الكثير من الممارسات التي يستطيع الأستاذ استخدامها لمساعدة الطالب في تنمية مهاراته الكلامية المذكورة. تعالج تحسين المهارات الكلامية لطلبة هذا المستوى من خلال إدخال التقنية لعبة الأدوار في القسم. افترضنا أن لعبة الأدوار هي أنسب الطرق لتطوير مهارات الطالب في الكلام.

تنقسم المذكورة هذه إلى جزئين:

الجزء الأول: نظري وآخر تطبيقي

الجزء الثاني: النظري يحتوي على فصلين بالنسبة للفصل الأول وهو عبارة عن مفاهيم خاصة بالمهارات الكلامية، يحتوي كذلك على أمثلة وأوصاف صوممية تتخلف من شخص لآخر، أما الفصل الثاني فيتطرقتنا فيه إلى بعض تعريفات ومفاهيم خاصة بتقنية لعبة الأدوار إضافة إلى أمثلة ومحااسنها ومدى أهمية استعمالها داخل القسم.

بالنسبة للجزء الثاني التطبيقي هو عبارة عن استبيان وجهته للتلاميذ السنة الثالثة م. دلغة إنجليزية بجامعة محمد خيضر للسنة الدراسية 2015- 2016 للكشف عن مدى احتياجهم لتطوير مستواهم في الكلام ولجمع آرائهم حول آلية استخدام لعبة الأدوار في الأقسام، كذلك منابو وضع أسئلة خاصة بالأستاذة لنفس الغرض و أيضا استخدمنا الملاحظة في القسم. في الأخير اوضحت لنا النتائج التي توصلنا إليها الأهمية البالغة لاستعمال المسرحية داخل القسم و أيضا إمكانية تطوير وتحسين المهارات الكلامية للطلبة من خلال استعمال التقنية المسرحية لنطق اللغة بطريقة سلسلة وبطلاقة.

## **Examples of Role play**

### **Example 1: it is a piece of a role play**

A train car is empty. Groups of people shuffle in and settle in to seats to the right. People are talking about their trips and their destinations and how tired or hungry they are. Then after a pause, the Grim Reaper walks on to the train and sits alone at the left side of the train car.

MEL:IS THAT WHO I THINK IT IS?

MITCH:I THINK SO.

MEL:WHAT'S HE DOING ON THIS TRAIN?

TINA:HOW DO YOU KNOW IT'S A HE?

MEL:DEATH IS ALWAYS A GUY.

TINA:ALWAYS?

MEL:I THINK SO.

TINA:BUT HE'S WEARING A DRESS.

MITCH:OR IS MORE OF A MOO-MOO.

MEL:ROBE... IT'S A ROBE. GUYS CAN WEAR ROBES.

TINA:AFTER A SHOWER.

MITCH:OR IF THEY ARE SOME KIND OF JUDGE.

TINA:DEATH IS A LIKE A JUDGE.

MEL:TRUE... I SEE WHAT YOU MEAN.

TINA:A JUSTICE OF THE PEACE?

MITCH:A JUSTICE OF REST IN PEACE.

TINA:NICE ONE.

MITCH:THANKS.

TINA:YOU'RE WELCOME.

MITCH:SO WHAT'S HE DOING HERE?

TINA:HE'S GOT A CLIENT I GUESS.

MEL:ONE OF US?

TINA:NO, HE'S PROBABLY ON HIS WAY SOMEWHERE.

MITCH:WHY IS DEATH TAKING THE TRAIN?

MEL:HIS WINGED HORSE O' DEATH DIDN'T HAVE THE GUTS TO GO THERE...  
GET IT... BECAUSE IT'S A SKELETON HORSE... NO GUTS...

TINA:PLEASE DON'T EXPLAIN THE JOKE. IT'S NOT FUNNY IF YOU HAVE TO  
EXPLAIN IT.

MEL:GEEZ... I'LL JUST LET MITCH MAKE ALL THE JOKES THEN.

TINA:THANK YOU.

MITCH:YOU'RE WELCOME.

TINA:DEATH TAKING THE TRAIN DOESN'T MAKE ANY SENSE. DOESN'T  
THAT TAKE TOO LONG? WOULDN'T DEATH BE IN MORE OF A HURRY?

MITCH:MAYBE NOT... MODERN MEDICINE IS KEEPING PEOPLE ALIVE  
LONGER. MAYBE HE'S NOT IN A HURRY ANYMORE.

MEL:MAYBE HE'S ON A TIGHT BUDGET LIKE THE REST OF US. THE BAD  
ECONOMY IS EVEN AFFECTING LIFE AND DEATH.

TINA:I LIKE MITCH'S THEORY BETTER.

MEL:OF COURSE YOU DO.

TINA:MITCH HAS A POINT. PEOPLE AREN'T DYING AS QUICK AS THEY USED  
TO OR AS OFTEN. MODERN MEDICINE CAN KEEP PEOPLE ALIVE FOR YEARS  
BEYOND WHAT NORMALLY WOULD KILL THEM.

MEL:SO DEATH SAVES MONEY AND TAKES THE TRAIN.



# **GENERAL INTRODUCTION**

## **Introduction**

Motivation is the key in teaching foreign language. For that many researchers tried to find out the appropriate method that motivates learners to practice more and perform better. So a great opportunity of classroom interaction is being demanded also an increasing need for more effective, successful and active techniques of foreign language learning.

In this chapter, we are going to explain more our statement of the problem of the lack of using role play inside classroom as teaching technique. Then, we are going to see some significance of our study, and the main aims of this study is and the major importance of using role play technique. Also, we will answer our problematic that we propose to make sure about our hypotheses ,about the use of role play technique in classroom to enhance learners speaking capabilities, enrich their vocabulary and if it is a successful technique to motivation the learners. Moreover, there are some limitation of our study because of the most of teacher did not use this technique for that reason we will use a questionnaires for both teachers and learners and classroom observation as a main research tools. In addition, we will use a descriptive method and plan to deduce information from any material useful to our subject.

### **1. Background of the Study**

Speaking is one of the important skills that should be mastered by learners in order to communicate in English fluently and clearly. Harmer (2001, p.271) believe that speaking involves interaction with one or more participants. This means that effective speaking also include also a deal of listening. Speaking is the most difficult skills to be learned by learners, among the listening, speaking, reading and writing skills

In speaking activities, there are two main reasons of speaking difficulties for the learners. First, is that learners have a lack of motivation in learning English, another reason is caused by the inappropriate techniques used by the teacher in teaching speaking skill. For overcome this issues there are various effective ways that teaching speaking skill can be done through some of them, and using role play activity as a technique in teaching and learning process is one of the most effective techniques.

Role play technique is the way to teach speaking by setting up the learners in the situations in pairs or groups. This means putting two or more learners together and giving them a handout sheet, which they can, first, read and study, taking time to look for unknown words and asking their friends about meanings and pronunciation. Then, give them a little more time to practice speaking, with everybody in the room reading aloud to get a feel for the role they will be playing and get used to the words sounds, phrases and the rhythm of the language. Too if it is creative roles from their creation it is the same.

Brown (1994,p.2) states that the students would be motivated if exposed to activities that they can relate to, an activity that encourages them to use the target language and allows them to say that want to say; and an activity that is cognitively challenging. Role-play activity is one of these encouraging activities.

## **2. Statement of the problem**

The idea of this study is visualised through learners' reaction about the use of role-play technique in classroom and what are the effects of this technique toward the learners' speaking capabilities. The fact that teachers have access to very few instructional activities that correspond with curriculum in order to help the learners to develop their pronunciation through listening to native speaker in different interviews while using role-play technique in classroom is an important aspect of speaking

activities. So the role-play techniques in the classroom enhance learners' speaking skill and help them to get information about grammar, intonation, pronunciation, get more new vocabulary. In addition it motivates learners since they will watch different people while using the target language can attract their attention also increase their critical thinking.

In our study, we will try to know what the effects of Role play technique toward learners' speaking skill and what the major reasons to choose Role play technique and its effects in speaking skill while using it inside classroom.

### **3. Significance of the Study**

As learners are directly active during the role-play activities it is more effective in establishing concepts into their long term memory. In role-playing activities learners have the opportunity to reflect their personal experience. The role-play technique provides more opportunity for learners to gain new knowledge and appreciate various points of view and perspectives, based on the role(s) being played. Role-play also helps learners to practice new skills and behaviors, such as improving communication ability, critical thinking, and settling conflict. Through the role-play activities, educators are well positioned to analyze the learners' reactions and responses, and peers can give direct and immediate feedback. Generally the majority of teachers and learners are aware of this technique. Hence, in our present research we attempt to show that using role-play in teaching speaking will help the teachers increase their learners' speaking capabilities in the classroom as well as outside the classroom since it is an active action and it supports shy and silent learners to practice and speak confidently.

#### **4. Aims of the Study**

Through this research, we aim at investigating the relationship between the use of role-play technique and the development of the learners' speaking skill. We believe that this study will show the effectiveness of using role-play in enhancing learners' speaking skills, and to explore teachers and learners attitudes towards it as well as the difficulties in using such technique. Furthermore, to provide teachers with some suggestions to successfully exploit role-play in the classroom.

#### **5. Research Questions**

After limiting the scope of this study, whether using role-playing activities at Third year LMD are effective technique or not, the following question can be formulated:

Question: How can the use of role-play in teaching speaking skills improve learners' oral proficiency?

#### **6. Research Hypothesis**

We hypothesize that if teachers apply role-play activities during oral expression courses efficiently, then learners would be able to speak English effectively.

#### **7. Methodology**

In this research we intend to adopt descriptive method, we will administer a questionnaire to both learners and teacher and classroom observation together data for this thesis. Moreover, we plan to derive information from any material relevant to our field of interest which is a new and fresh area in our department as far as we are concerned. The questionnaires and classroom observation are the main data gathering tools in this study; we will give it to third year learners in Mohammed Kheider University and their teachers. We use questionnaires to obtain different perspectives about the subject through learners and teachers in English Department opinions

concerning using role-play techniques and how can improve learners' speaking capabilities. too classroom observation will help us to investigate the situation and collect fresh data that will clarify the reasond for using such technique. Considering the population and sampling, this research will adapt the descriptive study on learners of third year LMD at the English Department at the University of Biskra during the Academic Year 2015/2016.

## **7.1 Research Tools**

In a descriptive research, we will test our hypothesis and collect data using two appropriate tools for our study which are questionnaire (for learners and teachers). We direct the questionnaire to third year LMD learners in the department of English at University of Biskra. We select randomly (54) learners for study out of (542) learners. The questionnaire is directed to oral expression teachers. We choose (6) teachers who teach third year learners from the whole population of (12) oral expression teachers in the department of English at Biskra University. And we carried a classroom observation with two different teachers and three different groups in the same department.

## **8. Research limitations**

Our present study focuses on investigating the effectiveness of role-play technique in teaching speaking skills .However the work is limited by one issue which is it was the examination period where the most of teacher did not give back the questionnaires after a long period of time. But this obstacle did not prohibit our study and the gained results.

## **9. Structure of the study**

The present project contains two parts; theoretical and practical. The theoretical part which constitutes the literature review of the study includes two chapters. The first

chapter is devoted to the speaking skill, some definitions of this process, its types, importance, difficulties and some of its activities that can be practiced inside the classroom; however, the second chapter is concerned with teaching speaking with Role Play by focusing on the Role Play's definitions, its types, and various dimensions of this technique. In the other hand, the practical part contains just one chapter that is chapter three. This third chapter is devoted to the analysis of the questionnaires and classroom observation data with some pedagogical implications for teachers in order to be more aware of the importance of practicing speaking skill inside the classroom as much as possible.

# Chapter One

## The Speaking Skill

### Introduction

Generally in the field of foreign language teaching and learning, speaking has always been considered as the most essential skill to be studied and mastered for various reasons. For instance a huge number of teaching techniques are continuously published and up dated. In addition, EFL learners see speaking ability as the key of knowing a language. Because it is necessary for displaying the language proficiency; learners are going to be put in a situation where communication in English is needed, that is, why the emphasis is mainly on speaking.

Richards and Renandya (2002, p. 201) assert: "A large percentage of the world's language learners study English in order to develop proficiency in speaking". Therefore teachers concern is not only to inform, but also to develop learner's ability to use the TL for communicative purposes.

In this chapter, we will tackle general issues about speaking skill from different perspectives.

### 1.1 Definitions of Speaking Skill

The major aim of learning a foreign language is to speak and communicate in that language. To define speaking various explanations are proposed:

In Oxford Advanced Dictionary, the definition of speaking is. To express or communicate opinions, feelings, ideas, etc, it involves the activities in the part of the speaker as psychological, physiological (articulator) and physical (acoustic) stages.

According to Chaney (1998,p.13) speaking is . the process of building and sharing Meaning through the use of verbal and non-verbal symbols, in a variety of contexts.Also, Lindsay and knight agree that Speaking is act of performing and

producing the oral language to convey messages in different situation and in appropriate context. And then, in order to be able to communicate with other speakers, responding to someone else, knowing how to deal with distinctive events, so speaking is a productive skill for putting all elements of language together to perform or assemble the intended message(2000, p.261).

Hedge (2000, p. 261) defines speaking as “a skill by which they [people] are judged while first impressions are being formed.” That is to say, speaking is an important skill which teachers should focus more on, in both L1 and L2 because it reflects people’s thoughts and personalities. In addition, it was proved that learning speaking can help the development of reading competence Hilferty (2005)the development of writing (Trachsel & Severino, 2004) as well as the development of listening skills (Regina, 1997). As a result, developing speaking skill reflects and enhances other skills. And Lindsay and Knight (2006, p. 57) too agreed about this idea they consider speaking as an active skill in which they say that “it involves putting messages together, communicating the message, and interacting with other people”. So, speaking skill should be mastered by SLL without ignoring the other skills such as writing, listening, and reading.

Another point of view stated by Richards (2008) that in speaking we tend to be getting something done, exploring ideas, working out some aspects of the world, or simply being together. If the learners can speak English fluently that can help them to communicate comfortably and also explore their idea in different situations. Speaking English well too helps learners to access up-to-date information in various fields (p.19).

From the above definitions, we can sum up that speaking is expressing ideas, opinions, or feelings to others by using words or sounds of articulation in order to persuade, to inform, and to entertain that can be learnt by using some teaching and learning methodologies.

## **1.2 Elements of Speaking**

There are some elements of second language which learners should be aware of. According to Harmer, in order to speak confidently, we should spot the light on various elements through processes of language information and language features.

### **1.2.1 Mental social processing**

In this field there are some aspects that we should be aware of for instance;

#### **1.2.1.1 Language processing**

Language processing is the ability to process SL in the mind, and to put it in a coherent order which should be comprehensible to the intended meaning that a speaker wants to say. Harmer (2001) argued that effective speakers need to be able to process language in their own heads and put it into coherent organization so that emerge various forms that are not just clear , but also convey the intended meaning (p.271)

#### **1.2.1.2 Interacting with others**

It is the learners' knowledge of how they interact with each other, also to achieve effective speaking, so learners should listen carefully and understand well the others' speech. Furthermore, they should know when and where exactly turns taking should be (ibid)

#### **1.2.1.3 Information processing on the spot**

It is the learners' ability to process information in the same time when they get it. And it could not be effective when the learners take a long time to process information

because reflections need to be immediately but there are some cultural rules in L2 which on native speakers are not aware of (ibid)

### **1.2.2 Language features**

There are some important elements of speaking are the following:

#### **1.2.1 Connected speech**

It is the ability of learners to produce and use the connected speech that could be modified, omitted, added or weakened. Like assimilation, elision, linking, stress patterning and connection. It is important for teachers to prepare various activities to enhance learners' connected speech in order to speak effectively. Harmer (2001, p. 269)

#### **1.2.3 Expressive devices**

The speaker use such as different expression of emotion, speed, volume, and verbal and non-verbal (paralinguistic) means to convey meanings. The learner should be aware of these elements to use them during his communication with others because it is as a facilitator for better understanding.

#### **1.2.4 Lexis and grammar**

In different situations of communication learners normally use several of lexical phrases during the performance of specific language function for example agreement, disagreement, approval such these function help the speaker to express his/her idea and make the listener get the idea quickly (ibid)

#### **1.2.5 Negotiation language**

EFL learners should know how to well produce, organize, and structure utterances. Furthermore, the listener cannot understand them if their speaking is not formulated

correctly or in appropriate manner because some time when there is a lack whether in producing or organizing or may be structuring utterances this may lead to miss understanding between the speaker and the hearer (Ibid, p.269-270)

### **1.3 Types of Speaking performance**

According to Brown (2004) learners are supposed to perform six kinds of oral production in the classroom

#### **a. Imitative Speaking**

Brown argues that it is the ability to repeat the other's speech. This kind of repetition may include various possessions of language as the combination of lexis, grammar and pronunciation in order to convey a meaning or even to interact in a specific conversation (p. 141). The important point here is focusing on pronunciation. For example, the teacher uses drilling activities when teaching. So the reason of using such practice is that it allows learners get a wide opportunity to listen and to orally repeat some words, utterances, phrases.

#### **b. Intensive Speaking**

Generally it is the production of short stretches of a speech through which they present competence in a narrow band of grammatical relationships. The speaker must be aware of the specific semantic properties of a discourse for example, intonation, stress and rhythm in order to be able to respond effectively in any kind of conversation. It appears when learners do tasks in pairs or in group work, for example, reading activities which, includes reading paragraph, dialogue with partner in turn, reading information from chart, and other tasks. (Brown, 2004, p. 141).

#### **c. Responsive Speaking**

This type of speaking involves interaction and test comprehension activities but,

at a quite limited level of very short kind of conversation, small talk and simple greeting ,requests and comments in order to keep authenticity with only one or two next questions or replies as Brown (2004, p. 142) has shown in the following conversation:

A. Marry: Excuse me, do you have the time?

B. Doug: yeah. Nine-fifteen.

This is an example of short reply to a simple question, which is usually sufficient and meaningful in this kind of conversation like comments, giving instructions and directions.

#### **d. Interactive Speaking**

Interactive speaking differs from responsive speaking in terms of complexity and length of interaction, thus it involves two forms of languages; transactional language, that aimed at exchanging specific information, while, interpersonal language its purpose is maintaining social relationships more than transmitting facts and pieces of information. In this kind of language, oral performance could be more complex to take the case of using colloquial language, ellipsis, slangs. Furthermore, it contains some assessment tasks as role play and discussion activities, interviews. (ibid)

#### **e. Extensive Speaking**

This last type of speaking includes speeches, oral presentation and story-telling, but this types of speaking require a formal and deliberative language style. For example the teacher may give his learners activities like extended monologues in the form of oral reports, summaries, and storytelling and short speeches (ibid)

Based on the theory above, it can be concluded that there are some points that should be considered in assessing speaking. The learners need to know at least the pronunciation, vocabularies, and language functions of TL to make a successful

comprehension and better communication. When the learners are ready and prepared for the activity, they can use the language appropriately in different situation.

### 1.4 Speaking and listening relationship

The speaking skill involves a communicative ability of producing and receiving pieces of information. So both speakers and listeners have a role to play, because speaking is an interactive process of constructing meaning that involves a combination of producing, receiving and processing information. In other words, an effective communication is determined by a good production and comprehension. Levelt presents clear and well organized model of speech production. This model, explains that in a conversation there are some basic elements needed to be involved. So a person must follow what is being said, extract meaning as speech continues, and then formulate and produce a relevant and intelligible response. These component processes of listening and speaking are organized in Figure 1 adapted from Levelt.(1989)

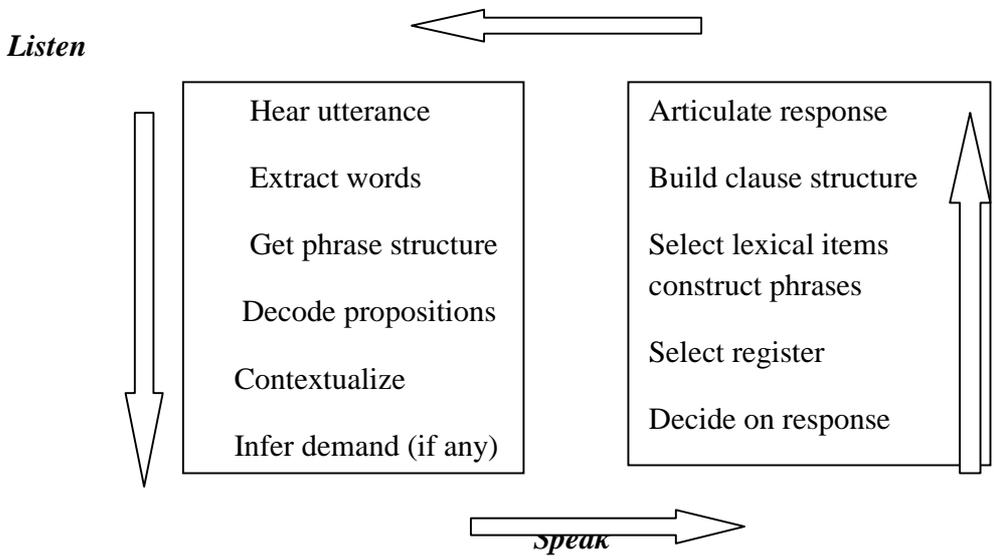


Figure 1.1 Conversational processing components in listening and speaking.

The figure above presents the connections between speaking and listening skills. SLL, either speakers or listeners, necessitate having specific abilities. Anderson and Lynch assume that "A carefully prepared I2 utterance is only a useful aid to Communication if the

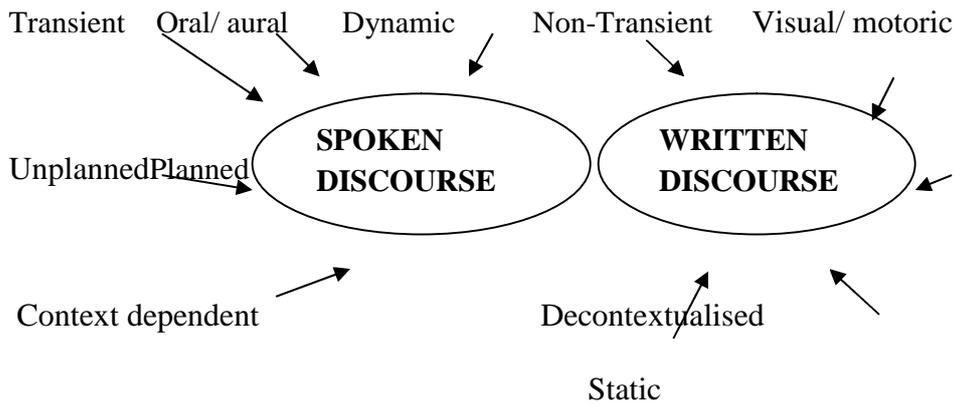
speaker can deal effectively with replies he receives"(1988, p.15). Teachers should explain to learners the combination, and clarify the connection between speaking and listening because; successful speaking relies on successful listening for FLL. For instance, a case activities was conducted byLevelt(1989) where learners are supposed to practice drills, build sentences, answer various questions,and other activities. It is found that good productions of listeners came from the same speakers who were listeners on a similar task. Finally speaking, there is a clear dependence upon each other between speaking and listening skills. If learners want to speak in a better way, they are supposed to listen better. Nunan (1989: 23) states that:

We do not simply take language in like  
a tape-recorder, but interpret what we hear  
according to our purpose in listening and our  
back ground knowledge.

Listening is an active skill because it requires from the listener not simply to hear utterances but to listen and to understand what has been said. For instance, the spoken signals should be identified by the listener from the surrounding sounds to divide the signals into clear words, to analyze syntax and intended meaning and then responds appropriately to what has been said. In this case the listeners' attention will be focused more on the meaning rather than the form of an input.

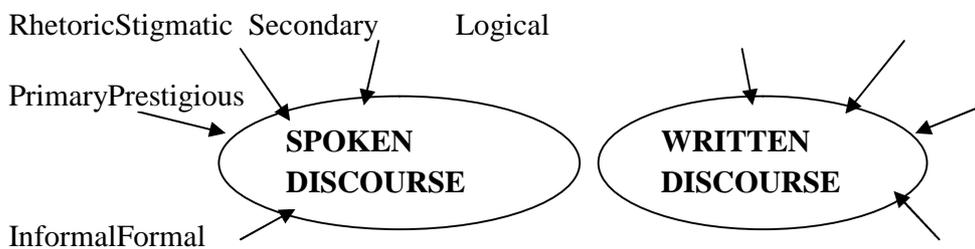
### **1.5Speaking and Writing Differences**

Generally there are some contrasts between the spoken and written discourse which, are summarized in the following Figures oneand two. The first one represents "Aspects of Production" which explains how the two forms of discourse are generated and the second deals with tendencies in attitudes to both forms "Social Aspects"(Hughes:2002



**Figure 01: Aspects of Production Hughes (2002, p.11)**

The spoken form of any language is basically temporary. Accordingly, when a word is spoken, it happens within "co-ordinates" of specific place and moment and these cannot be repeated again. Another factor is the oral/aural channel whether in face to face situations or other media, language which is spoken to be heard is quite different from texts created to be read. (Just the difficult criteria has been explained by him)



**Figure 1.2: Social Aspects (Hughes 2002, p.12)**

Figure two summarizes some of the typical attitudes to speech in educated societies. Spoken form is considered as the primary form of language on which the written form is essentially dependent. The main reason for that is all humans develop the capacity of speech, and written form develops only in literate societies Hughes (2002).

## **1.6 The Importance of Speaking Skills.**

Since language is a mean of communication. People communicate with each other to express their thoughts, and to know others' ideas because without speech we cannot communicate with one another effectively. Hence, it is important for learners of any language to speak correctly and effectively in order to communicate well with one another. Otherwise, any gap in communication results in misunderstandings and some obstacles. Also, the speakers of a language need to be trained to speak effectively for a smooth running of any system, as Robert Frost once said: "I am a writer of books in retrospect, I talk in order to understand, I teach in order to learn." In order to become a well rounded communicator the learner needs to have a good level in each of the four skills; listening, speaking, reading and writing. Furthermore, the importance of speaking is more revealed with the combination of the other language skills. For example, speaking can help learners to enhance their vocabulary and grammar knowledge as well as improving their writing skill. Undoubtedly, the clarity in speech reflects clear thinking. In addition, speaking skill has a highly importance for career success, but definitely it is not limited to one's professional ambitions. Moreover, with speaking, learners can express their personal feelings, points of view that is to say, through speaking; we can display various functions of language. What is more, speaking skill is very important outside the classroom as well. Baker and Westrup (2003, p. 05) support that "a student who can speak English well may have greater chance for further education, of finding employment and gaining promotion." In discussing aural skills, speaking and listening are two basic skills, which are essential in acquiring communicative competence in language learning. Redmond and Vrchota (2007, p.120) argue that "speakers are at the mercy of listeners." Finally, for communication take place, both a speaker and a listener must take parts in it through

interacting and negotiating verbally and non-verbally. The speaker produces comprehensible outputs, and the listener pays attention and then tries to process these outputs efficiently.

### **1.7 Students' psychological issues in speaking:**

The main goal of teaching the oral skill is to enhance communicative efficiency. In fact, when learners try to express themselves, there are various factors causing difficulties in speaking. These problems are due to a lack of interest in the subject, poor listening practice, deficient vocabulary, or lack of self-confidence and the fear of risk-taking and other factors. Rivers (1968, p. 192-8).

#### **1.7.1 Lack of interest in the subject**

The learners may often stay silent because they are not interested in that topic. Sometimes the teacher may have chosen a topic which is difficult to them or may be which they know a little about, and thus they have nothing to express and share in English. It is true that the learner must have the desire to communicate something to his/her classmate or to the whole class. If the learner has not a positive relationship with the whole atmosphere, or feel at ease with his classmates he will remain silent.

#### **1.7.2 Poor listening practice**

The learner may have acquired skill in expressing himself in the FL, but he has little practice in understanding the oral language when spoken at a normal speed of delivery in a conversation situation. The learner therefore cannot comprehend sufficient elements in the message to be able to make further contribution to the discussion. Learners need much more exposure for practice in listening to the TL functions, which will provide them with the breathing space necessary for oral practice.

#### **1.7.3 Deficient vocabulary**

In attempting to use the FL to express their own thoughts, learners find themselves trying hard to find appropriate words where their choice of expression is quite limited. When

learners are learning a FL, sometimes they feel frustrated and uncomfortable because they are unable to express their thoughts in orally mature vocabulary. The teacher must be aware of this psychological factor and conscious of his own contribution in the process of teaching and provides his learners with activities that increase their vocabulary.

#### **1.7.4 Lack of self confidence and the fear of making mistakes**

In many classes, some learners prefer to keep their ideas to themselves when their oral participation may cause unpleasantness and embarrassment in some situations, while others hesitate to participate in the discussion simply because they are afraid of being continually corrected by the teacher or their classmates for every mistake they make.

However, learners' mistakes must be corrected, but interruption should be as little as possible when the learner is attempting to encode his thoughts. Instead, the teacher may remark on one or two errors of pronunciation or grammar which would affect communication, and brings these to the attention of all learners for the next practice. The teacher must adopt a motivating attitude in such a way that all learners take the risk to interact and to be involved in the learning process.

What are mainly more serious are the following issues that face the most of learners and, which results a decrease in learners' level

#### **1.7.5 Anxiety**

Generally the word anxiety it is described as: "An abnormal and overwhelming sense of apprehension and fear often marked by physiological signs (as sweating, tension, and increased pulse), by doubt concerning the reality and nature of the threat, and by self-doubt about one's capacity to cope with it." Anxiety is explained as a sort of fear that is manifested by visual signs. Learners often have a fear of expressing themselves orally which can be recognized by the physiological signs mentioned above. It is most likely that these signs can inhibit learners' ability to speak since a learner who

experiences that kind of anxiety will not be able to focus on the speaking process in any situation.

### **1.7.6 Inhibition:**

The most of times, inhibition discourages learners' risk-taking in speaking. If the learner has suppression he will be not brave to speak but if he has a strong personality then communication will run smoothly. Also it is strongly connected to oral communication skills rather than acquiring literacy or academic skills Lightbown P. & Spada N. (2003, p.53 -61-63). Explained that students fear to make mistakes especially if they will speak to critical audience as a result, they simply do not speak.

Ur (2000:111) states that

“Learners are often inhibited about trying to say things in a foreign language in the classroom. Worried about, making mistakes, fearful of criticism or loosing face, or simply shy of the attention that their speech attracts.”

Such feeling may cause many issues for learners and teachers should pay attention to these problems and try to decrease it as much as possible to develop learners' level

### **1.7.7 Nothing to Say**

The common expressions SL Learners use when they are imposed to participate in a given topic is “I have nothing to talk about”, “I don't know”, “no comment” or they keep silent. These expressions are due to the lack of motivation in expressing their ideas or the chosen topic they should discuss and generally it is because the lack of reading and little exposure to TL.

Rivers (1968: 192) says that

“The teacher may have chosen a topic which is uncongenial to him [the learner] or about which he knows very little, and as a result he has nothing to express, whether in the native language or the foreign language.”

In the most cases where learners are supposed to speak in various situations it is possible they cannot express their ideas because of many psychological issues.

### **1.7.8 Mother Tongue Use**

Second Language learners of the same L1 tend to use it both outside and inside the classroom because they feel more comfortable and less exposed to the TL, and this case is really common in oral expression courses. Baker and Westrup (2003, P.12) argue that “barriers to learning can occur if students knowingly or unknowingly transfer the cultural rules from their mother tongue to a foreign language.” Thus, the learners will not be able to use the FL correctly if they keep on being influenced by the over use of their L1. The main cause of the usage of L1 frequently is the lack of vocabulary of the TL, which usually leads learners to borrow words from their mother tongue.

### **1.7.9 Low Uneven Participation**

This problem usually related to the large classes. When, some learners want to speak all the time. Some prefer to speak only when they are sure of the correct answer. While other keep silent all the time because they have nothing to talk about. According to Bowman et al “traditional classroom seating arrangements often work against you in your interactive teaching,” (1989, p. 40). This problem may be related to motivation because some learners do not practice if the teacher does not motivate them in a way or another.

## **1.8 Activities to Promote Speaking**

There are many activities to promote speaking. As Hayriye Kayi inferred from many linguistics on her article Teaching English as A Second Language (TESL) Journal, there are thirteen activities to promote speaking, which are:

**a. Discussion**

A discussion can be held for various reasons. The learners may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion with classmate or groups according to the objectives of the discussion. The purpose of the discussion activity clearly is set by the teacher. And the discussion points are appropriate to this purpose, so that learners do not spend their time chatting with each other about irrelevant things or their personal life.

**b. Role Play**

This activity make learners pretend they are in various social contexts and have a variety of social roles. So the teacher gives information to the learners such as who they are and what they think or feel. Thus, the teacher can tell the learner that "You are David, you go to the doctor and tell him what happened last night" (Harmer, 1984).Furthermore, it give opportunities for all learners to be involved in learning process and rise their motivation.

**c. Simulations**

Simulations are very similar to role-plays but what makes simulations different than role plays is that they are more elaborate. In simulations, learners can bring items to the class to create a realistic environment. For instance, if a learner is acting as a singer, he/she brings a microphone to sing and other items that help visualize the situation.

**d. Information Gap**

In this activity, learners are supposed to be working in pairs. One learner will have the information that other partner does not have and the partners will share their information. Such activities serve many purposes such as collecting information or solving a problem or. Also, each partner plays an important role because the task cannot be completed if the partners do not provide the information the others need. This leads to cooperation between learners.

#### **e. Brain Storming**

Learners can produce ideas in a limited time on a given topic. It depends on the context, either individual or group brainstorming is effective and learners generate ideas quickly and freely. The benefits of brainstorming are that the learners are not criticized for their ideas so they will be open to share new ideas and points of view.

#### **f. Storytelling**

Learners can briefly summarize a tale or story they heard from somebody, or they may create their own stories to tell their classmates. Story telling develops creative thinking. It also helps learners express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have.

#### **g. Interviews**

Learners can conduct interviews activities on selected topics with various colleagues. It is a good idea that the teacher provides a rubric to learners so that they know what type of questions they can ask or what path to follow in a conversation, but learners should prepare their own interview questions. After interviews, each learner can present his or her study to the class. And then, learners may interview each other and "introduce" his or her partner to the class.

#### **h. Story Completion**

For this activity, a teacher starts to tell a story, but after a few sentences he or she stops narrating. Then, each learner starts to narrate from the point where the previous one stopped in order to make them think. Each learner is supposed to add some sentences as, adding new characters, events, descriptions and other completion.

### **i. Reporting**

In such task learners are asked to read for example a newspaper or a magazine before coming to class, and in class, they report to their friends what they find as the most interesting news. Learners can also talk about whether they have experienced anything worth telling their classmates in their daily lives before class like serious situation they have faced, problems and other experiences.

### **j. Playing Cards**

It is a kind of fun game; learners should form groups of three or four. Each group will represent a topic. For instance: diamonds represent earning money, spades represent an unforgettable memory, hearts represent love and relationships. However, the teacher should state at the beginning of the activity that they are not allowed to prepare yes-no questions, because it makes them get little practice. Rather, asking open-ended questions to each other so thus, they reply in complete sentences. So each learner in a group will choose a card which contains a specific word. Then, each learner will write 4-5 questions about that topic to ask the other learners in the group. To take the case of, "diamonds: earning money» here are some possible questions that learners may ask: what is the importance of money in your life? How? Or what is the easiest way of gathering money? Or what do you think about raffle?

### **k. Picture Narrating**

This activity is based on several sequential pictures. Learners are asked to tell the story taking place in the sequential pictures and paying attention to the dimensions provided by the teacher as a rubric. Rubrics can include some vocabulary or structures that learners need to use while narrating the intended meaning of pictures.

## **I. Picture Describing**

For this activity, learners can form groups and each group is given a different picture. Learners discuss the picture with their groups, and then a selected learner for each group describes the picture to the whole class. This activity fosters the creativity and imagination of the learners as well as their public speaking capabilities.

### **1.9 Characteristics of Good Speaker**

#### **a) Pronunciation**

The smoothness of a conversation often depends on learners' pronunciation and the production of clear language when they are speaking. It means that the learner can communicate effectively when they have good pronunciation and intonation even though they have limited vocabulary and grammar. Kline (2001, p .69) argue that pronunciation is the way for learners to produce the utterance words clearly when they are speaking. Furthermore, the mastery of a list of sounds or isolated words is not the goal but learning and practicing the specifically English way of making a speaker's thoughts easy to follow Gilbert (2008, p .1).Moreover, pronunciation includes many aspects as articulation, rhythm, intonation and phrasing, and even gestures, body language and eye contact Fraser (2001, p .6). It is really important for teacher to focus on such aspects to develop learners' pronunciation ability.

#### **b) Grammar**

Learners need to pay attention to grammar rules because they need it to arrange correct sentences in conversation both in written and oral forms and they should.

Purpura (2004, p.6). Greenbaum and Nelson (2002, p .1) argue that Grammar refers to the set of rules that allow us to combine words in our language into larger units too.

While, Harmer (2001, p .12) explain it as the description of the ways in which words can change their forms and can be combined into sentences in the TL Thus, the function of grammar is to arrange the correct meaning of sentences based on the context; also, to avoid misunderstanding between the speaker and the hearer.

### c) **Vocabulary**

Vocabulary is a basic building block of language learning. Learners need to know words, their meanings, how they are spelt and how they are pronounced. Thus, the teachers should make sure that they explain the meaning as well as the spelling and pronunciation when teaching vocabulary. If learners know good amount of vocabularies it will be easier for them to express their ideas, feeling and thoughts both in oral or written form. According to Turk (2003, p .87) in a spoken discourse, the vocabulary used must be very familiar and used in everyday conversation in order to understand it. While in written discourse, vocabulary consists of words for which the meaning is known when we write or read silently. These are important distinctions because the set of words that beginning readers know are mainly oral representations. So when they learn to read, written vocabulary comes to play an increasingly a main role in literacy than does the oral vocabulary Hiebert and Kamil, (2005, p.3)

### a) **Fluency versus Accuracy**

Fluency doesn't mean speaking really fast without hesitating as the most learners think. It is generally when the learner speaks with a good but not necessarily perfect control of intonation, grammar and vocabulary. In other words, communicate ideas

effectively, and produce continuous speech without causing breakdown of communication. H. Douglas (p.407) explained that even though learners do not sound like natives it is enough when they can speak English at all its various dimensions. While, accuracy it is when there is a control of grammar knowledge also, the ability to speak the TL with adequate structural accuracy to perform effectively in most kinds of conversation such as, social, professional and, practical subjects (p.406). Therefore, learners should focus on various conditions in their production of the spoken language, chiefly, the grammatical structure, vocabulary and pronunciation.

### **b) Comprehension**

Comprehension is an ability to perceive and process stretches of discourse, to formulate representations the meaning of sentences. Comprehension of a second language is more difficult to study since it is not; directly observable and must be inferred from overt verbal and nonverbal responses, by artificial instruments, or by the intuition of the teacher or researcher. Comprehension refers to the fact that participants fully understand the nature of the research project, even when procedures are complicated and entail risks (Cohen et al., 2005:51). Therefore, in speaking can be concluded that the comprehension refers to the speakers' understanding about what are they saying to the listeners in order avoid misunderstanding information; in addition, its function is to make the listeners easily to catch the information from the speakers.

## **1.10 Teaching speaking:**

### **1.10.1 What is Teaching Speaking?**

What is meant by teaching speaking is to teach English language learners to: Produce the English speech sounds and sounds patterns, use words 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, and use the language quickly and confidently with few unnatural pauses, which is called fluency. (Nunan 2003)

The goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance.

Although the practice of speaking in the classroom is a key element in the development of the second language since oral skills have not always been central in second language teaching methodologies

Unfortunately, numerous teachers are not aware of the importance of pronunciation. In the first place, some emphasize the focus on grammar and vocabulary learning in the acquisition of a foreign language. The majority of English language teachers help learners become competent above all in listening and reading (Harmer, 2001: 183). Secondly, many of them think that pronunciation study is too difficult and worse, boring for young learners. Besides, teachers complain about the lack of the suitable teaching and learning equipments and about the lack of time to practice pronunciation. According to Harmer (2001:183), 'they feel they have too much to do already and pronunciation teaching will only make things worse.' Moreover, Harmer adds (2001: 183) that there are teachers who claim that learners acquire quite good pronunciation in the course of their studies without specific pronunciation teaching. It appears that the numbers of learners who appreciate the importance of fluently pronunciation are few. Taking these facts into account, teachers ought to convince their learners of the need to study pronunciation rigorously and help them to learn how to pronounce English sounds correctly. Checa (2002) has pointed out, is that although the teacher may explain

a rule in the L2, the learners will often not actually put it into practice to any great extent:

The teacher should resign himself to the idea that language can be taught as a set of rules and examples which will turn into adequate performance, then if he refusing to take notice of the fact that language items take on particular values in context and that many learners who are grammatically competent cannot use the L2 in real performance. (Checa, 2002:22).

**A teaching cycle for developing students’ speaking:**

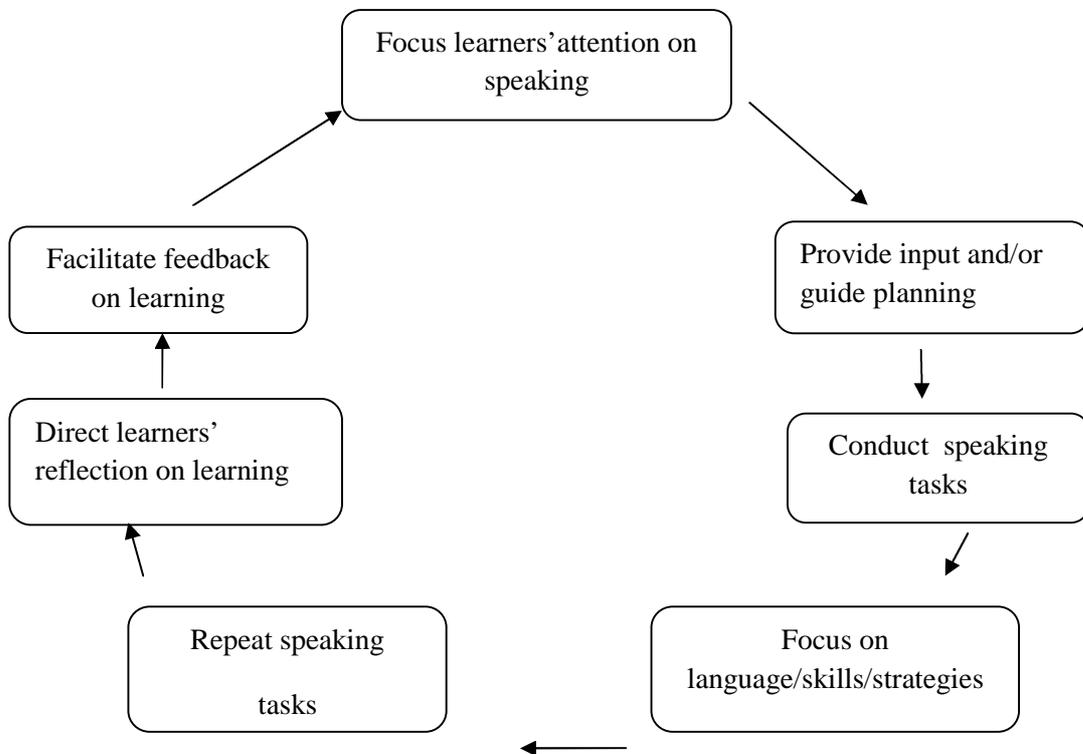


Figure7.1 The teaching-speaking cycle

At each level of the cycle outlined in Figure7.1 the teacher’s role is crucial in facilitating learning and performance also providing input and feedback. Every specific stage in the teaching cycle supports the progressed objectives for speaking. Evidently, some stages are more effective than others here the teacher can decide the suitable objective emphasized in a specific cycle by planning various learning activities.

## 1.10.2 Assessing speaking

Lindsay and knight (2006) state that:

Assessment is the process of analyzing and measuring knowledge and ability, in this case, the learner's knowledge of the language and ability to communicate. (p.121)

In foreign language teaching, it is important to assess all learners' language skills and not just their use of grammar or vocabulary. In speaking, assessment involves the learners' knowledge of the language items and the ability to use this knowledge to communicate in that language.

According to Richards (2012, p.262-263) there are some characteristics of good assessment that should be established:

- \_ The methods and criteria of assessment should suits the course objective and goals in other words teachers need to aware of outcomes which can be expected from each objective.
- \_ Assessment must be reliable; this has to do with consistency that is to rate and to reach agreement about students' task performance consistently over several courses,
- \_ Assessment must be valid, teachers are proposed to assess what is claims to assess; it should have face-validity
- \_ Assessment should be based on clear criteria and shared descriptors, in brief the path in which achievement is described must be meaningful and comprehensible to other teachers.

As Thornbury(2006) comments speaking must be assessed by speaking where the teacher should organize time and opportunity for students to demonstrate their spoken proficiency. In addition, teacher must create tasks enabling students to do so. For instance, the "washback effect" of a speaking test is likely to encourage students as well as teachers to produce more language in class.

### 1.10.2.1 What do we assess?

Before knowing what the main sides that the teacher should assess are we need to know the meaning of test. According to H. Douglas (2004, p. 3) “A test, in simple terms, is a method of measuring a person’s ability, knowledge, or performance in a given domain”. The importance of Testing speaking skills become an important field for a various reasons, not only because development and achievement need to be recorded within educational institutions, but also a specific levels of language skills could be needed for progression into further study or employment (Richards 2012, p. 256)

Ben Knight argues that there are sorts of elements that should be assessed which is as follow:

First of all, assess grammar and the main points we should consider are the range and the accuracy then vocabulary too we should take attention to the range and the accuracy.

Pronunciation also need to be assessed carefully where the intonation, linking/ elision/assimilation take the main focus while assessing .Moreover fluency is an essential aspect to be assessed for instance speed of talking, hesitation while speaking, hesitation before speaking are common parts to be assessed . Likewise conversational skill; topic development, initiative in turn taking, and topic control), cohesion: with own utterances and with interlocutor, conversation maintenance (inc. clarification, repair, checking, pause fillers, etc.) such sides are indeed important portion in the assessing field also the sociolinguistic skill side which is especially of a major importance, it is substantial to assess the distinguishing register and style (e.g. formal or informal, persuasive or conciliatory) and the use of cultural references. Non-verbal language is also of large significance while assessing where eye-contact and body

posture, gestures, facial expressions needed to be valued carefully because it helps in the communication continuum. Finally the content that has a main concern in assessing and points as coherence of arguments, relevance, individual sounds (phonemic distinctions), stress and rhythm are in fact specific aspects to be assessed accurately.

### **1.11 Teachers' Roles and Responsibilities:**

Obviously, the role of the teacher is very crucial in motivating and creating interest in the topics. Hedge Tricia (2000: 26) identifies important roles the teachers can play,

“As controller in eliciting nationality words; as assessor of accuracy as students try to pronounce the words; as corrector of pronunciation; as organizer in giving instructions of the pair work, initiating it, monitoring it, and organizing feedback; as promoter while students are working together and as resource if students need help with words and structures during the pair work.”

- **Controller:**

Within a classroom in learner-teacher interaction, the teacher has the major responsibility for both the teaching and learning processes. Harmer (2001) asserts that the teacher job here is to transmit knowledge from himself to his students.

- **Assessor:**

Usually the teacher should show his learners that their accuracy is being developed; Harmer (2001) says that this is done through giving correction or by praising them. The learners have to know the way their teacher assess them for example the he should explain for them their strengths and weaknesses, the learners, then can have a clear idea about their capabilities and what they need to concentrate on.

- Corrector:

It is important for the teacher to decide when and where to correct learners' production.

Another important point is that the teacher should be careful when correcting pronunciation mistakes or errors the learners did during classroom interaction because the learners very often acquire these issues from their teachers.

- Organizer:

It is the most important role –according to Harmer (2001) that when the teacher acts in a classroom where many aspects must be established as organizing pair/ group work, giving learners instructions about how well they interact, and finally stopping everything when the time is over. The fact, that the teacher in such a role spends much time in engaging all the learners in the interaction, and ensures their participation. The balance between the teacher and learners' interaction create a participative atmosphere.

- Prompter:

Sometimes the learners do not find the words when they talk to each other's or with the teacher, the role then of the teacher is to encourage the learners to think creatively and taking risks in order to make them more independent from the teacher. It is very necessary from the teacher to prevent himself to help the learners when they need guide so that they will be creative in their way of learning (Ibid.).

- Resource:

The job of the teacher here is to answer learners' questions. For example, when they want to know how to say something or when they look for the meaning of a given word or phrase, usually they go back to their teacher as a resource of information to provide them with appropriate answer. In turn, the teacher should be able to offer such needed information to his learners whenever they need so.

## **Conclusion**

To sum up we have attempted through this chapter to spot the light on the speaking skill which has been defined by various researchers as a complex process that is used by learners to express their ideas .we tried to explain the most important elements and we have made a general over view concerning this skill for instance its elements, importance, problems that face learners while speaking and other sides about it. We have presented this process to make learners aware of different ways that may help them in developing speaking skill in the target language and help them decrease their anxiety and shyness while speaking. it should be a basic element in curriculum designs of foreign language teaching .furthermore, learning how to speak efficiently means the ability to interact in communicative situations that is to say learners will be able to enhance their oral proficiency and here accuracy and fluency play an essential role to develop while performing inside the classroom .also learners 'improvement in speaking depends on teachers' choice of right and appropriate technique in teaching speaking rather than oral skill itself.

## **Introduction**

Through this chapter, we aim to highlight the scope of inventive uses of role-play techniques in teaching speaking skill. We begin with general overview about role play and its definition, followed by explaining its different types. Moreover, we shed light on the advantages and the importance of role play, in addition to, its disadvantages to show to teachers and learners the benefits of this technique.

### **2.1. Definition of Role Play**

Learners need to learn how to use the Target Language in "real-life" situations and not structured dialogues which are taught in classroom and role-play like any other task BLT technique helps them in language acquisition through real life situations Wigglesworth (2008,p. 117). As Lucantoni (2002) indicate, "role-play can be a very enjoyable for learners and provide excellent opportunities for using language in real life situations".

Ladousse (1987) considers the idea of "role" as taking part in a particular situation, while the idea of "play" is associated with a relatively safe environment that encourages improvisational creativity. This type of training method allows a systematic acquisition of knowledge, concepts, attitudes, rules, and skills that will lead to enhanced performance .In other words, such technique is more likely enjoyable and could strengthen self-confidence rather than intimidate or decrease it. Role-Play also viewed as an effective technique which, increase the interest of learners, and makes the Language Acquisition impressive.

### **2.2 Brief History of Role Play**

Role play is sub cultural phenomenon that has been connected to the present progress in popular culture. Historians indicated that 1974 is the most important year for the inception of role play games when the initial coherent game "Dungeons\_Dragons" achieved the progress in popularity. This progress helped to raise multiple styles of role playing games, such as, tabletop, Live Action Role Play, and virtual gaming. Role plays should show a scope of various genres that

are related to the mood and the setting, most noticeable ones are: science fiction, horror and fantasy.

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

### **2.3 Role-play as a Way of Learning**

Milroy's (1982) definition of role-play is also helpful to understand this activity. She gives a further extension of the concept in classroom practice and demonstrates the essence of role-play as a method of learning: Role-play is a method of learning. The method is based on role-theory. Participants adopt assumed positions and interact in a simulated life situation. This occurs for some educational purpose, usually under the guidance of the person with the educational responsibility. The interaction is spontaneous and at its conclusion there is opportunity for discussion. (p.8).

### **2.4 Implementation of the Role-Play technique to develop Speaking Skill**

Learning language is not only learning about its structure or functions. It should involve the four skills of language which, should be proportioned in balance. Role play can be used to encourage general oral fluency or to train learners for specific situation, especially where they are studying for specific purpose. Role play allows learners to explore their inner resources, empathize with others, and use their own experiences. Also, it helps learners to raise their ability to produce the Target Language, improve the ability to work cooperatively in group situations, and effectively deal with affective issues. It can make the learners more creative and to make them to be another person. In teaching speaking, the role-play will lead the students to directly use the language. Here, the students will be trained to be aware of

deciding what to say and how to say. described earlier. The key is to structure the roles and action around a problem or series of problems.

### **2.4.1 Drama**

It is an activity based on techniques used by actors in their training. Hence, learners have the opportunity to use their own personality through creativity. It draws the ability of learners to mimic, imitate and express themselves by gestures and facial expression. Drama and Play are two words that are often confused when it comes to their usage and meanings. Exactly speaking, there is some difference between the two words. The word 'drama' is used in the sense of 'theater'. On the other hand, the word 'play' is used in the sense of 'a literary composition'. This is the main difference between the two words. These two words are interchanged wrongly. A play is a literary piece consisting of dialogues between various characters, epilogue, monologue, prologue and an end. On the other hand, drama refers to the set up of the play which includes the theater, the green room, the accessories, the hall, costumes, music. Therefore, the word 'drama' should be understood in the collective sense. The word 'drama' indicates a collection of all the terms used in dramaturgy or the art of play. Thus, a person who is skilled in the production of a play is called a dramatist. He is well versed with the rudiments and the principles of dramaturgy such as the measurement of the stage on which the play has to be staged, the nature of characters, the costumes that fit the characters, the music to be played, the music room, the green room, the synchronization of music and dialogue delivery and like these aspects. In short, it can be said that drama deals with all the nuances of the composition of play. However, a 'play' is a literary composition that should be written in a specific number of acts and scenes. In other words, each act should contain a few scenes as well. The composition of a play is ruled by regulations such as sentiments to be shown on the stage, what is to be shown and what is not to be shown, the predominant sentiment and the subordinate sentiment, and other regulations. The word 'drama' is inclusive of terms such as tragedy, comedy, satire, and the like. It

should be noted that it is the playwright who writes a tragedy, a comedy or a satire for that matter. These are the main differences between the two words.

### **2.4.2 Simulations**

A distinction is sometimes made between simulation and role play. A simulation is a highly developed role play, almost a miniplay, that it is not scripted. The teacher arrange a simulated environment, such as the traffic accident happened.

## **2.5 Types and Procedures of role play**

### **2.5.1 Scripted Role Play**

According to Byrne (1986), this type involves interpreting either the textbook dialogue or reading text in the form of speech. The important function of the text after all is to convey the meaning of language items in an unforgettable way. For instance, (Doff: 1998) gives the following example of scripted role- play dialogue and reading text and how the process is:

#### **Example:**

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

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

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

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

**Angela:** (give to Clerk 50 pence) here you are.

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

**Angela:** thank you, where is the post box?

**Clerk:** you want the air mail box. It is over there, by the door.

Procedures to demonstrate a role activity based on the dialogue:

- First, the teacher guides the role play by writing these prompts: (where? / Air / mail / how much? /post box? / thanks). Talk as you write to show what the prompts mean.

- Then, if necessary, go through the prompts one by one, and get students to give sentences or question for each one.

- After that, call two students to the front: one play the role as Angela and the other one is the post office clerk. They should extemporize the conversation using the prompts to help them instruct that the conversation should be similar to the one in textbook, but not exactly the same; the conversation can be shorter than the presentation dialogue.

-Finally: invite a few other pairs of students in turn, and ask them to have other changes based on the prompts. (ibid)

### **2.5.2 Unscripted Role Play**

In contrast to "scripted role-play"; the situations of unscripted role-play is famous as a free role-Play or improvisation and do not depend on textbooks. The learners themselves have to decide which language to use and how the conversation should develop. In order to do this activity, the teacher and the students should be well prepared.

For instance, as Doff (1988) provides this example

1- One student has lost a bag, he/ she is at the police station.

2- The other student is the police officer, and asks for details.

In order to express this idea, the teacher could prepare the whole class by:

- Discussing what the speakers might say (the police officer asks the students how he / she lost the bag).

- Writing prompt on the board to guide the Role-play and any key vocabulary. The teacher could divide the class into pairs and let them discuss together what they may say. Also he should let them all try the role- play privately before calling on one or two pairs to act out in front of their classmates.

## **2.6 Activities of Role Play**

According to (Thornbury, 2001) there are a various activities that can be adapted to different levels of proficiency and for different topics.

### **a) Alibis**

It is an interesting classical activity where the participants outwit each other. Its structure begins with the two accused students who are obliged to find a proof (alibi) that they were somewhere when the crime (e.g. robbery in the institution) has occurred. While they accused design their alibi, the rest of the class prepare a sequence of questions (what were you doing...? Did you meet anyone...? ...etc). The accused have to answer these questions without any difference in their responses rather than they are guilty. This activity can be given to large classes, each group play its own version of the game.

### **b) Shopping Around**

This kind of role play has built in repetitive element and variant idea. Its format starts with dividing the class into two; half are the customers and the others are the providers.

These are further subdivided into pairs. Any topic can be acceptable in that activity (looking for food, clothes, and kind of school and other items). Customer first decides what he is looking for, and then he visits the shop and makes an interview with the provider. Each customer has to do the same until all customers have interviewed all the providers.

### **c) The Inquiry**

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

## **d) The Soap**

It is when learners plan, rehearse, and perform a soap opera. The purpose of using the soap opera structure is to enable students to establish similar elements of story or play which is full of strong feeling. However, they are not obliged to create an effective ending. The format of that activity starts with the gathering detailed information about the characters that the learners are going to play. The learners have to focus on their pronunciation and on the usage of drama techniques in order to achieve an effective performance. At the end, students are allowed to ask questions and give opinions or comments about their classmates' performance.

## **2.7 Preparing Students for Role Plays**

Here are the steps in preparing students for their participation in role plays.

### **1) Identify Aims and Objectives for a Role Play**

The aims and objectives for instructional role plays should be based on learner's needs, objectives, and the course curriculum. It is so important for learners to understand why they are participating in the role play and how it will contribute to their learning. Because learners' understanding will lead them to be more motivated and willing to see the role play to its natural end, it will also provide something to discuss after the role play ends.

### **2) Identify the Context for a Role Play**

Be sure to familiarize learners with the environment in which the role play occurs. You might have pictures of a meeting between two people, or you might have a phone conversation on an audio or video recording, perhaps one that you have created that provides an idea of the social environment such as the formality of the interaction. Simulate a sense of reality by using simple stage accessories such as a pen and notepad for a waitress, a hat for a police officer and signs. For a traffic accident role play, for example, our learners used chairs

as props to create city blocks and labeled the streets with local names. Moving the chairs to form city blocks illustrates how you can use the classroom space to simulate an environment.

### 3) Language Presentation for a Role Play

The teacher should prepare learners for the language they will use in the role play. Depending on proficiency levels, this may also involve nonverbal and sociolinguistic aspects such as register. For example, including individual words and phrases related to making complaints such as *My window/door/lock is broken*. Also, nonverbal aspects of the communication, explaining reasons for certain aspects of body language such as social distance.

### 4) Functions as a Basis for Role Plays

The most common situations for role plays are those in which the students may need to function in the TL). As with dialogues, the situations used for role play should be within the realm of experience, possible experience, or knowledge of the learners. The more familiar a situation is, the easier it will be for learners to participate fully. Appropriate situations include topics that learners see or in which they participate in their own lives. Examples include shopping, interacting at school, phone conversation, asking for directions, attending business meetings, and making appointments. In addition, fantasy situations from stories, TV, or simulations and situations in which students prepare for a future event, for example, interviewing for a job in employment readiness programs (Richard-Amato p. 182)

### 5) Grammar as a Basis for Role Plays

Because role plays are less controlled than drills and dialogues, it is important to choose situations and contexts in which the target structure occurs naturally. For example, courtroom role plays work well for less-controlled practice of past and past-progressive tense, and for question formation. Roles usually include the judge, the lawyers for the defense and the prosecution, clients, and witnesses. Each learner is assigned a role and each is played during

the trial. Hence, learners may not use the target structures as much as it needed. There are usually several ways to successfully communicate meaning, so consider role play as an opportunity for learners to practice a range of speaking and listening skills rather than a single structure.

#### 6. Situations and Stimuli for Role Plays

Other sources for practicing grammar or functions as follows.

- Meetings in different situations in which learners take roles of various people. which are useful, versatile, and easy to simulate. You can easily adapt them to problem-solving situations. They also work well for many other teaching functions, such as interrupting and bringing others into a conversation.

- Courtroom situations can be based on newspaper articles of crimes and court cases, or situations you make up yourself, depending on your course, such as, computer crime, or racial discrimination.

- Interviews, TV talk shows, debates, and conversations in which learners take roles of famous or infamous people past or present or even well-known characters from literature. Yet, topics for discussion can be controversial or humorous. These ideas can be used effectively to help mainstream ESL students with topics being covered in their academic subjects such as history, literature, and science.

- Pictures in which students play the roles of the people illustrated. Magazines and the newspaper are ideal current sources.

- TV shows such as sitcoms or soap operas in which students take the roles of familiar characters. Learners mirror the styles of these characters, allowing them to “try on” an English-speaking behavior.

- Everyday situations such as greetings, small talk, shopping, dining, and family all are good activities to be done.

- Stories and fairy tales and various genres of literature. For example, learners can perform a favorite story or play. For instance, a scene of Macbeth by Shakespeare could be an important play to perform. With some experience, learners can write their own scripts for role plays by their own imagination.

## **2.8 Key Benefits of Role-play in English Language Learning**

- a. Raise learners' motivation and interest because it brings fun
- b. Role-play develops communication and language skills which is the most important competence that learners need to reach
- c. Develops social skills when learners collaborate with each other and work as a team.
- d. Allows learners to act out and make sense of real-life situations.
- e. Encourages learners to express their ideas and feelings in a relaxed environment created by them.
- f. Allows learners to explore, to experiment, and to investigate real life situations and language used in various circumstances.
- g. It develops listening skills and speaking skills.
- h. Builds confidence level of team members which in turn can help them in their day-to-day roles.
- i. It helps the learners in critical thinking. They can transcend and think beyond the confines of the classroom setting. Hence, it raises creativity and imagination.
- j. It makes learners aware of different cultures.
- k. Helps them in creative problem-solving and also helps them in handling difficult situations.
- l. Allows for the interaction between classmates and peers.
- m. Also develops learners' awareness of themselves and others.
- n. Helps the introverted students to speak and decrease shyness.
- o. Enables the teacher to understand the various capabilities of learners at the same time teacher can also encourage them to develop it.

Rogers (2007) claimed that role play has many advantages. Because it is an appropriate method for adults to learn because it includes elements of realism, also it is an active method of learning. An additional advantage is that since role play is realistic and an active method, it has a lot of features of learning in real life because it can treat serious real life mistakes.

Errington(1997)also summarizes the benefits or advantages of RP as in the following figure.

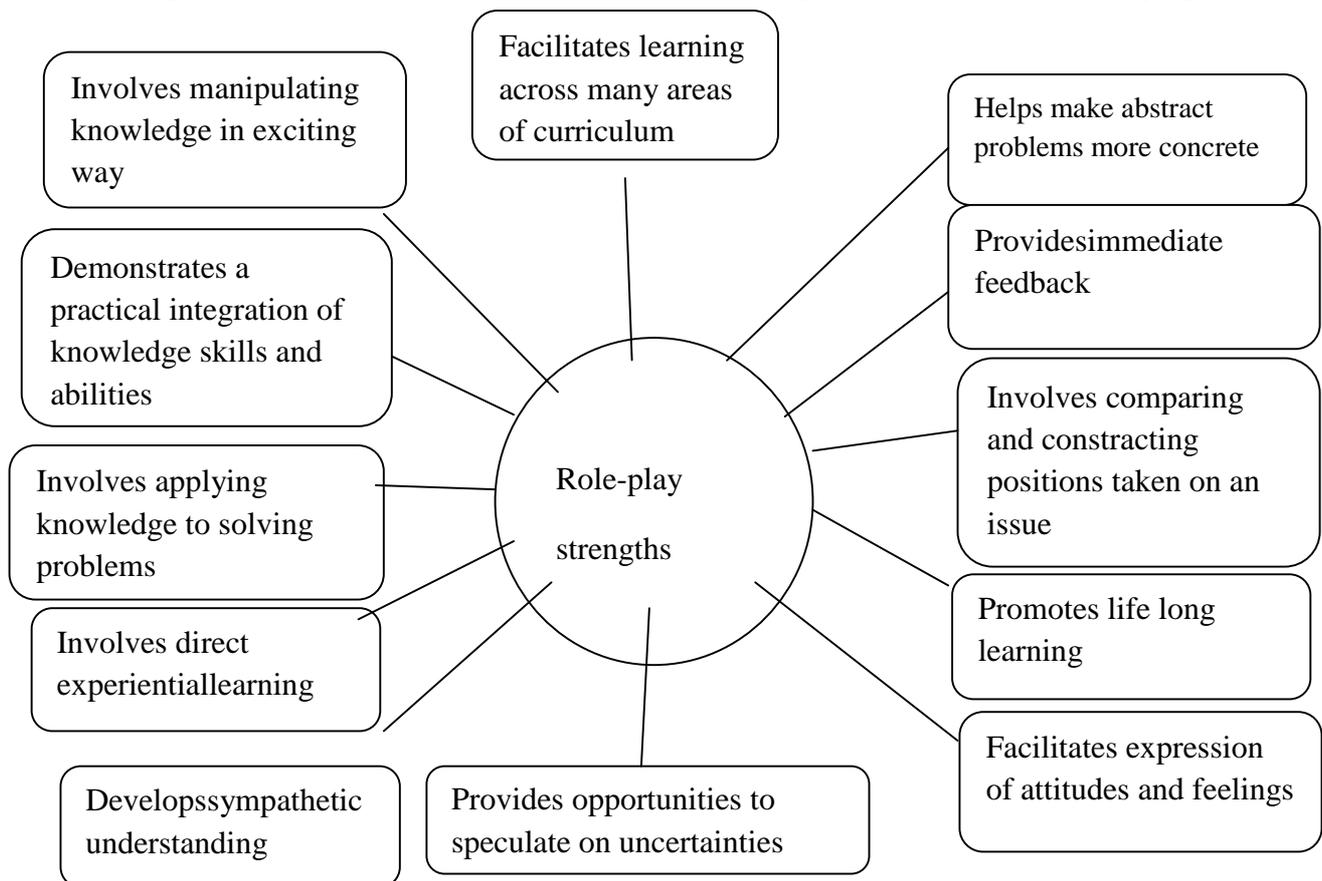


Figure 11: Strengths of Role-Play

Chesler and Fox (1966) are listed below for adding support to applying role-play in teaching university level business course:

1. Role-play enables students to empathize with others and understand their motivations;
2. It gives practice in various types of behaviors desirable in interviews
3. It portrays generalized communication problems and dynamics of groups' interaction
4. It gives life and immediacy to academic materials, such as the use and setting up of behavioral questions in role-play interviews

5. It provides opportunity for non-articulate students and emphasizes the importance of non-verbal and emotional responses, such as the most desired response time, the desirable tone, facial expression, frequency of speech and gestures

6. It provides rapid feedback for both students and tutors. Real time comments are so valuable that no other kinds of teaching method can do better than role-play for observing a student's performance in a real situation and give them pinpointing feedback so immediately.

7. It closes gap between training and real life situations. At this point, it all about the difference between knowledge and the use of knowledge, of which the former has no value while the latter is invaluable

8. It changes attitudes by allowing the students to discover their unobvious lacks.

Moreover, the role-play technique gives them an opportunity to learn English. It is very useful dress rehearsal for real life. It is helpful for them to have tried out and experimented with language they will require in the friendly and safe environment of a classroom.

## **2.9 Disadvantages of Role Play**

Rogers (2007, p. 210) said that "there is always some distance between action and thought." He argues that there is no method suitable for all situations. This means that role play is not appropriate to be used all the time. Also, it has some disadvantages. First, many students avoid performing because they hate it. Another reason is that teachers are sometimes incapable to enhance their students to discuss a specific situation. Furthermore, when students pay a little attention in preparing a role play on real life, in which there is a huge number of information, this may made them fail in discussing the case. Although some teachers think that students should leave out the confusing and conflicting details on complex role play. The most important disadvantage is that role play is never been similar to the real things that include the state of mind and the emotions because you can realistic the setting, the

problem even the unimportant detail but you never forget that you are in classroom, especially, when teacher told students that the roles are not their own but other people's role.

In brief Role play may awaken previously subdued or suppressed emotions. It is less effective in large groups. Teacher must accept his/her new role where she/he does not dominate the class anymore. It may cause to embarrassment for some students. It may cause lack focus unless well planned and monitored. It can be unpredictable in terms of outcomes. It is may be considered as time-consuming.

### **2.10 The Teacher's Role in Role Play**

In addition to being the motivator and possibly the writer and director of the role plays you present in your class, you should also be involved in the activity. Richard Amato suggests that this gives you a reason for circulating in the group, providing prompts, helping where needed, and observing and assessing language use.

- A teacher should keep in mind learners' needs and interests in order to choose an appropriate situation for role-plays.
- While deciding on the composition of each group teacher should consider both the abilities and disabilities of the students. For example, a group consisting only of shyest students will not lead to a good performance in role-play so teacher should mix each group with students of different abilities.
- Provide the students with concrete information and clear role descriptions, so that they could play their roles with confidence. For example, in the situation at a bus station, the person who is assigned the act of giving the information should have relevant details like: the times and destination of the bus, price of tickets, etc. with him on a cue card. Information like a fictitious name, status, age, personality etc can also be given in it.
- Debriefing after the role-play session does not mean that pointing out and correcting mistakes. Pointing out mistakes will sometimes make the students less confident

and less willing to do the other role-plays assigned to them .So feedback should be on each students opinion about the role-play and teacher should welcome their comments.

- The aim of the feedback session should be to discuss what has happened in the role-play and what they have learned from it, their valuable suggestions and remarks. In addition to this teacher can also ask them evaluation questions on each role-plays.

- Teacher can also note down mistakes during the role-play. It will provide the teacher with feedback for further practice and revision.

- Teacher can also give the students home task on role play exercises which will in turn help them to learn useful words and expressions. It also enables them to think about the language and to construct the sentence accordingly for an effective role play performance with confidence.

- Teacher should avoid intervening in the role-play with error corrections and do not to discourage the students during their participation in the role-play.

## **Conclusion**

Incorporating role-play into the classroom adds variety, a change of pace and opportunities for a lot of language competence and also a lot of fun which in turn makes the English language learning interesting and effective. The encouragement and the teacher's motivation help the students to get opportunities to express their ideas in English, improve vocabulary, learn social skills, listening skills, and also develop critical thinking and creative thinking abilities. Thus role-plays can be considered as an integral part of English language teaching and learning process. Role Play techniques are of various forms. Each technique may be used in different ways by both teachers and learners. The correct use of role play techniques help the teachers to benefit more from it whether in improving the students' oral proficiency and listening by putting them in real context or in motivating and engaging them in learning atmosphere.

To sum up, in this chapter we have highlighted the notion of role play and the history of it. We dealt with the types and procedures of role play in learning in which it motivates students to communicate with each other. Then, we described some advantages and disadvantages. Also, we dealt with the difference between drama and role play, and finally, we have provided some examples about role play. Finally, we tried to give some guides to the oral expression teachers about the usage of this technique in teaching speaking skill.

**Example 1: it is a piece of a role play**

A train car is empty. Groups of people shuffle in and settle in to seats to the right. People are talking about their trips and their destinations and how tired or hungry they are. Then after a pause, the Grim Reaper walks on to the train and sits alone at the left side of the train car.

MEL:IS THAT WHO I THINK IT IS?

MITCH:I THINK SO.

MEL:WHAT'S HE DOING ON THIS TRAIN?

TINA:HOW DO YOU KNOW IT'S A HE?

MEL:DEATH IS ALWAYS A GUY.

TINA:ALWAYS?

MEL:I THINK SO.

TINA:BUT HE'S WEARING A DRESS.

MITCH:OR IS MORE OF A MOO-MOO.

MEL:ROBE... IT'S A ROBE. GUYS CAN WEAR ROBES.

TINA:AFTER A SHOWER.

MITCH:OR IF THEY ARE SOME KIND OF JUDGE.

TINA:DEATH IS A LIKE A JUDGE.

MEL:TRUE... I SEE WHAT YOU MEAN.

TINA:A JUSTICE OF THE PEACE?

MITCH:A JUSTICE OF REST IN PEACE.

TINA:NICE ONE.

MITCH:THANKS.

TINA:YOU'RE WELCOME.

MITCH:SO WHAT'S HE DOING HERE?

TINA:HE'S GOT A CLIENT I GUESS.

MEL:ONE OF US?

TINA:NO, HE'S PROBABLY ON HIS WAY SOMEWHERE.

MITCH:WHY IS DEATH TAKING THE TRAIN?

MEL:HIS WINGED HORSE O' DEATH DIDN'T HAVE THE GUTS TO GO THERE...  
GET IT... BECAUSE IT'S A SKELETON HORSE... NO GUTS...

TINA:PLEASE DON'T EXPLAIN THE JOKE. IT'S NOT FUNNY IF YOU HAVE TO  
EXPLAIN IT.

MEL:GEEZ... I'LL JUST LET MITCH MAKE ALL THE JOKES THEN.

TINA:THANK YOU.

MITCH:YOU'RE WELCOME.

TINA:DEATH TAKING THE TRAIN DOESN'T MAKE ANY SENSE. DOESN'T  
THAT TAKE TOO LONG? WOULDN'T DEATH BE IN MORE OF A HURRY?

MITCH:MAYBE NOT... MODERN MEDICINE IS KEEPING PEOPLE ALIVE  
LONGER. MAYBE HE'S NOT IN A HURRY ANYMORE.

MEL:MAYBE HE'S ON A TIGHT BUDGET LIKE THE REST OF US. THE BAD  
ECONOMY IS EVEN AFFECTING LIFE AND DEATH.

TINA:I LIKE MITCH'S THEORY BETTER.

MEL:OF COURSE YOU DO.

TINA:MITCH HAS A POINT. PEOPLE AREN'T DYING AS QUICK AS THEY USED  
TO OR AS OFTEN. MODERN MEDICINE CAN KEEP PEOPLE ALIVE FOR YEARS  
BEYOND WHAT NORMALLY WOULD KILL THEM.

MEL:SO DEATH SAVES MONEY AND TAKES THE TRAIN.

## Chapter One

### The Speaking Skill

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## Chapter Three

### Field Work

#### Analysis and Interpretation of Students and Teachers Questionnaires

### **Introduction**

This study is conducted to investigate the development of learners' speaking skill through Role-Play teaching. To carry out this research, two questionnaires are administered to the teachers and learners at the Department of English University of Biskra to collect data and examine the hypothesis. This will enhance the learners' speaking skill. As a first step we are going to introduce the population of the research. Second we will describe, analyze, and interpret the questionnaire results and finally, present our research findings about the effectiveness of role-play on EFL oral expression classes to develop their speaking skills.

### **3.1 Interpretation and Analysis of the Learners' Questionnaire**

#### **3.1.1 Research Method**

The choice of the method has been determined by the nature of the study. This work adopted the descriptive method because it can determine the facts of the actual situation (why learners of our department do not have the ability to communicate with English fluently) and thereby to clarify that the use of Role-Play can enhance their speaking skills. In addition, this technique is one of the good and appropriate solutions to deal with learners' issues in speaking English.

#### **3.1.2 Sample of the Study**

##### **3.1. 2.1 The students**

We have selected third year learners of English at the University of Biskra department of English, during the academic year 2015-2016. We have chosen from the whole population two different groups (males 26%; female 74%). out of the total population about 542 students divided into twelve (12) groups. The reason behind choosing the third year is that they are more motivated to speak English language. Also because they have already study the structure of English language in the previous years and in this year the focus is on speaking and the ways that improve it. Learners did not face any difficulties in understanding and answering the questionnaire.

### **3.1.2.2 The Teachers**

We have dealt with five (06) teachers of oral expression selected from 12 teachers of oral expression at department of English in Biskra University. Those teachers has been selected at random from teachers who are teaching third year since our case study is third year.

### **3.2. Description of the questionnaire**

The students' questionnaire aims to know students' opinions and suggestions about the use of role play activities in classroom and its effectiveness on developing students speaking skill. This questionnaire consists of closed ended questions (yes/no), questions with multiple choices; where the students are asked to put (x) in the appropriate boxes, and open ended questions; where the students are invited to give their opinions and justifications.

It is made up of three sections. The first section titled Background Knowledge which contains five questions about the personal information of the students (age, sex, English language, their level in English, and the difficult skill

for them). The second section includes ten questions about speaking skill. The final one consists of eight questions which provide us a clear picture about the role play technique in general and how it is used to improve students speaking skill.

### 3.3 Administration of the questionnaire

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

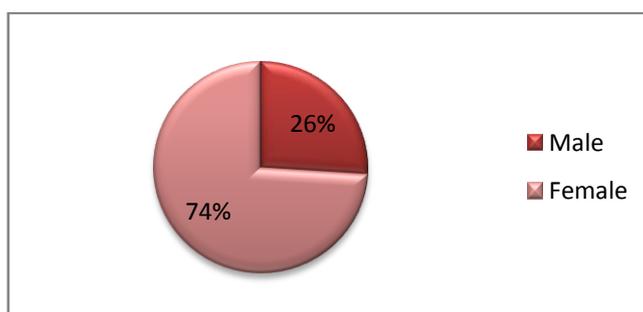
### 3.4 Analysis of the Questionnaire data

#### Section One: Background Information

##### Item1. Gender Distribution

Gender	Number	Percentage
Male	14	26%
Female	40	74%
Total	54	100%

**Table 3.1:** Gender Distribution



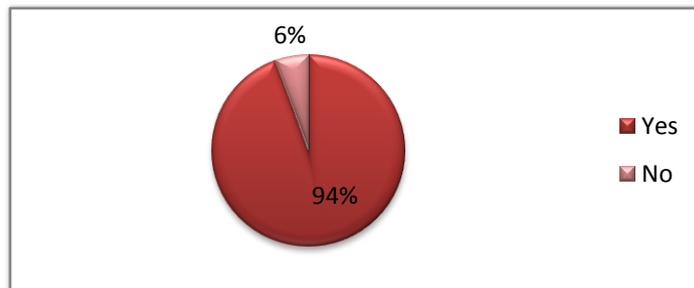
**Figure3.1.** Diagram representing Learners' Gender

From the above table, we can notice that there are more female than male learners. We have just (14) males who make 26% and the rest are females (40) which means 74%. This result shows that girls are expected to be more interested in studying a foreign language than boys.

**Item2.** Students' choices in studying English

Responses	Number	Percentage
Yes	51	94
No	3	6
Total	54	100

**Table 3.2**Choice of study English



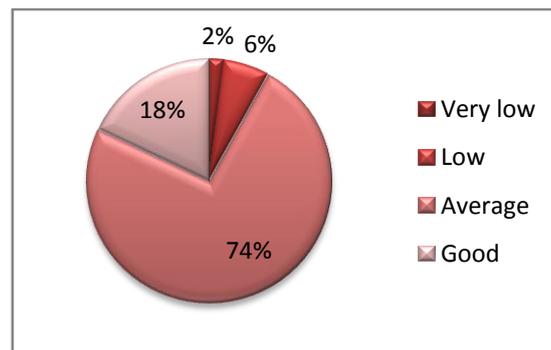
**Figure 3.2**Diagram representing self choice of English branch

With a quick look at the table and the figure above, we notice that (51) participants opted for “yes” which represents (94%) of the whole sample while; (3) students have chosen “No” making up (6%). We believe that the minority of the learners (20%) did not chose English branch freely. The aim of this question is to know the students motivation to learning English language.

**Item3.** How would you evaluate your level in English is it?

Options	Number	percentage
Verylow	1	2%
Low	4	6%
Average	40	74%
Good	10	18%
Total	54	100

**Table3.3.** Students' evaluation of their level in English



**Figure3.3**Diagram representing students' level at speaking English

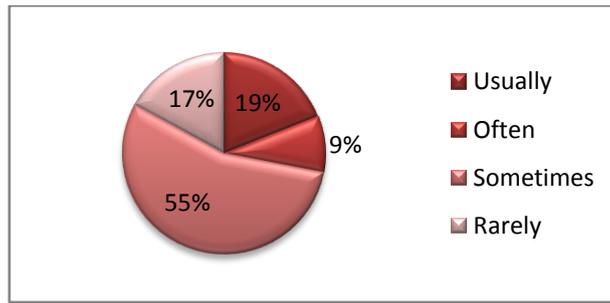
The table above reveals that 40 of learners (74%) said that they are average in speaking. Besides 10 of the students (18%) said that they, speak English well whereas 4 students (6%) evaluated their abilities in speaking as being low, and just 1 student (2%) said that his/her level was very low.

## **Section two: Students' Attitudes Towards the Speaking Skill**

**Item4.** How often do you participate in oral expression course?

options	Number	percentage
Usually	10	19%
Often	5	9%
Sometimes	30	55%
Rarely	9	17%
Total	54	100%

**Table3.4.**The students’ Frequency of Participation



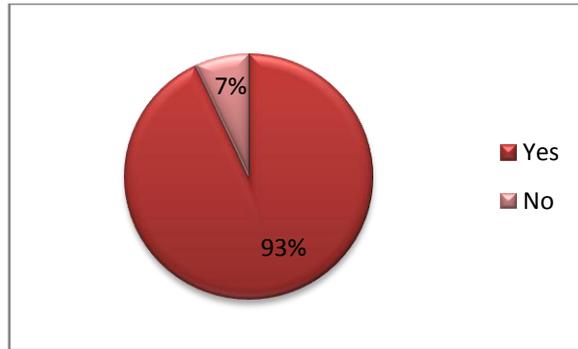
**Figure3.4.** Diagram representing students’ Frequency of Participation

From the table and the diagram above, we notice that(10) Participants making up (19%) state that they usually participate maybe because they are motivated.(5) students making up (9%) said that they often participate. While, the majority of the participants in our sample (30) students which represent (55%) state that they sometimes participate in the oral class. While (9) students represent (17%) of our sample state that they participate rarely .this is because of many reasons such as; they are not risk takers or maybe not motivated to participate.

**Item5.** Does your teacher encourage you to speak?

Response	Number	percentage
Yes	50	93%
No	4	7%
Total	54	100%

**Table3.5** Whether the Teacher encourage his students



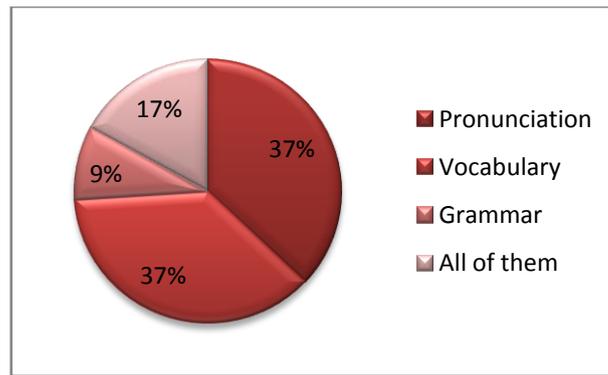
**Figure3.5.** Diagram Representing whether the Teacher Encourages his students

This question aims to see whether teachers motivate their students or not. The answers are given as follows: (50) students represent (93%) said that their teacher encourages them to speak; this may be by rewards or punishment and it depend on the teachers' way of teaching. Whereas (4) students represent (7%) of the participants claim that their teacher does not encourage them to speak. We suggest that whether the students themselves are unable to speak or the teacher does not know how to create a participative classroom.

**Item 6.**The students' main speaking difficulties

Speaking difficulties	Number	Percentage
Pronunciation	20	37%
Vocabulary	20	37%
Grammar	5	9%
All of them	9	17%
Total	54	100%

**Table3.6.**The students' speaking difficulties



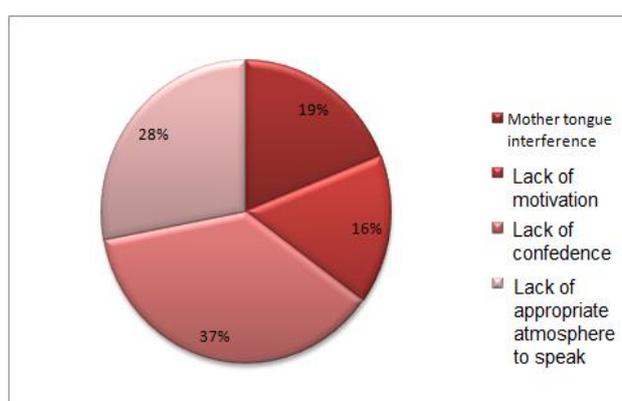
**Figure 3.6.** Diagram representing students' speaking difficulties

As a comment about the above table and graph, (20) students represent (37%) argued that their vocabulary is their main speaking problem. This is a result of the lack of knowledge of the problem is a result of learners' educational background of the language features. (20) Students represent (37%) reported that pronunciation is one of the problems that they face when they speak. Hence, the problem is a result of the students' educational background in which pronunciation practice was almost absent; it means that the students did not see and heard different native speakers. While, (5) students represent (9%) argued that the main speaking difficulty to them is the use of grammar. This later can be a result of the lack of practice and fear of criticism. Out of 54 participants, only (9) students represent (17%) said that the main difficulties in speaking and they could not develop their speaking skill because of the lack of vocabulary, lack of grammar and pronunciation difficulties equally.

**Item 7.** The reasons of speaking difficulties

Options	Mother tongue interference	Lack of motivation	Lack of confidence	Lack of appropriate atmosphere to speak	Total
Number	10	9	20	15	<b>54</b>
Percentage	19%	16%	37%	28%	100

**Table3.7.** The main reasons of speaking difficulties



**Figure3.7.** Diagram representing reasons of speaking difficulties

This question attempts to investigate learners' opinions about the reasons that make speaking difficult. (20) Students represent (37%) consider that the lack of confidence makes speaking difficult. About 28% of students think it is due to the lack of appropriate atmosphere to speak. Here, the role of the teacher is to invite his students to speak and create participative atmosphere. (19%) of students agreed that speaking difficulties are due to mother tongue interference. (16%) of learners indicate that the lack of motivation is the reason behind speaking difficulties.

➤ If there are other reasons, please, state them:

Students are asked to state other reasons of speaking difficulties. We notice that just four learners (10% ) of the whole population answer this optional question. The learners' answers are as follows:

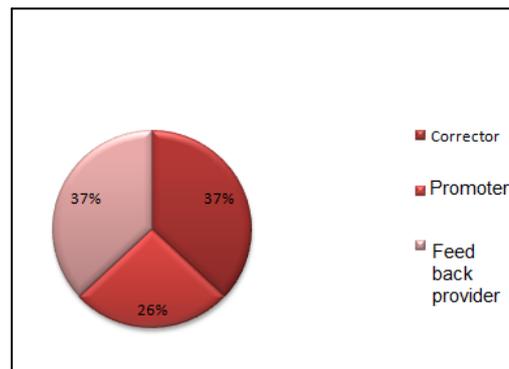
Leaners	Otherreasons
Learner one	I do not practice English outside the classroom
Learner two	Lack of listening practice and absence of reading
Learner three	Anxiety, fear, shyness, hesitation
Learnerfour	I forgot English because my first diploma was in Franch so I usually mix between the two languages thus, I suffer a lot

**Table3.8** Students' additional reasons of speaking difficulties

**Item8.** Do you consider your oral expression course teacher as?

options	Corrector	Promoter	Feedback Provider	total
Number	20	14	20	54
percentage	37%	26%	37%	100%

**Table3.9** Students' Opinions about Teacher' Roles



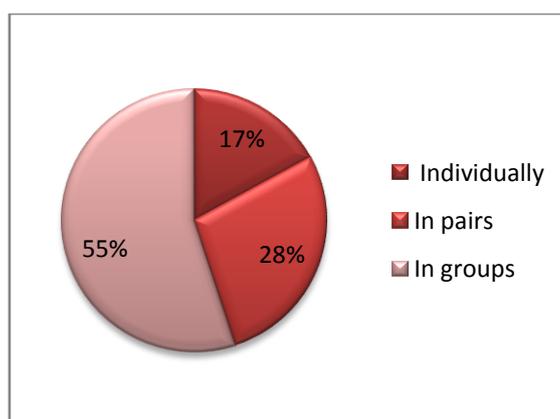
**Figure3.8** Diagram representing students' Opinions about Teacher' Roles

This question presents to identify the characteristics of oral expression teachers. (37%) of the participants stated that their teacher is a Corrector. (37%) revealed that their teacher is Feedback Provider which means that she/he helps them when they face speaking problems. The rest 26% of students declare that their teacher is promoter.

**Item9.** In oral activities, do you like to work

Options	individually	In pairs	In groups	total
Number	9	15	30	54
Percentage	17%	28%	55%	100%

**Table3.10** students' Preferable Way of Working



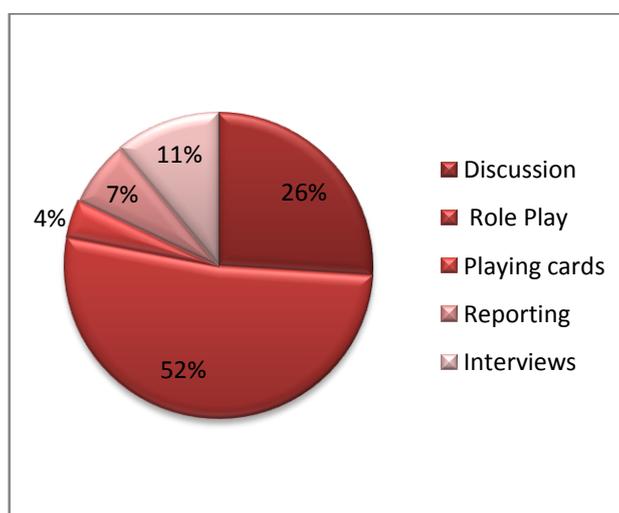
**Figure3.9** Diagram representing students' Preferable Way of Working

The aim of this question is to know the way students prefer to work. (55%) of participants answered that they prefer to work in groups. It might be because the group work allows them to express themselves confidently without any fear. About (28%) learners answered that they prefer to work in pairs; we suppose that they believe that pair work aids them to exchange their ideas and opinions. The rest (17%) of the participants answered that they prefer to work individually.

**Item10.**Which types of the following activities do you prefer most

Options	Number	Percentage
discussions	14	26%
Roleplay	28	52%
Playingcards	2	4%
reporting	4	7%
interviews	6	11%
total	54	100%

**Table3.11** Students' most preferable activities



**Figure3.10** Diagram representing the most preferable activities for students

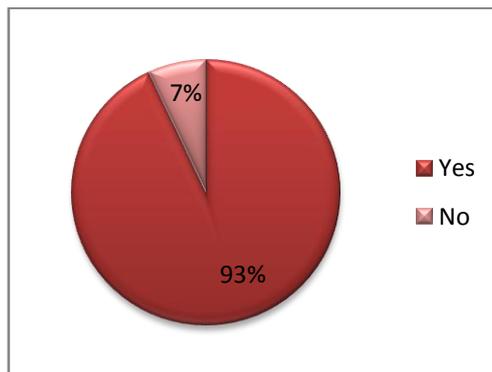
A quick look at the table and the diagram above shows that the majority of learners (52%) prefer Role –Play to practice; that is, our main concern and as we mentioned in the theoretical part that role play has an essential role in reducing learners' feelings of fear and being uncomfortable, followed by Discussion activities with (26%) because it gives the learners the opportunity to use the language and express their various points of view. About (11%) of participants said that they prefer Interviews, which can give them an opportunity to talk and

practice according to the limited topic that they are supposed to speak about.

while (4) Students' answers translated to (7%) go for Reporting we suggest that they like researching. Whereas, the minority of participants (4%) answered Playing cards may be because they do not enjoy it.

Response	Number	percentage
Yes	50	93%
No	4	7%
Total	54	100%

**Item11.** Do you practice role play in classroom?



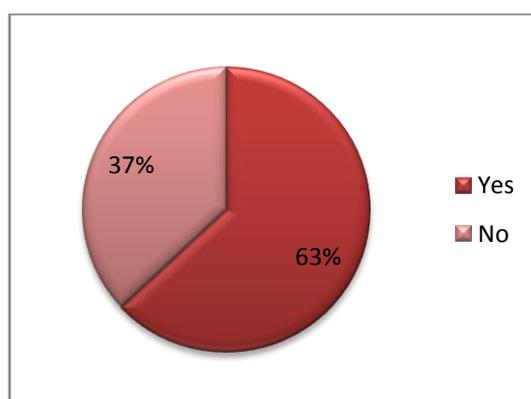
**Figure3.11** Diagram representing the practice of Role Play techniques inside the classroom.

A quick look at the table and the diagram above shows that the majority of participants' answers (93%) reveal that they practice role play. Thus, practicing role play inside the classroom is considered as an effective technique in teaching speaking. While 7% of participants said that they do not practice it.

**Item12.**Is it necessary to use Role Play techniques to learn the speaking skill?

Response	Number	percentage
Yes	34	%63
No	20	%37
Total	54	100%

**Table3.13** The necessity of role plays techniques in classroom



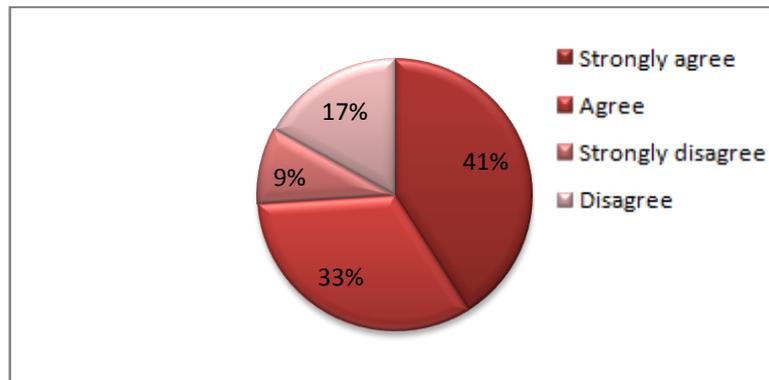
**Figure3.12** Diagram representing the necessity of role play techniques in classroom

A quick look at the table and the diagram above shows that the majority of the students (63%) agree that the use of role play techniques in classroom is very necessary to them and they see that the role play technique is very effective and important in developing oral capabilities. But, only a few of the participants said it is not necessary to use it, this may be because they do not see it as a teaching technique.

**Item13.** Role Play is a practice that develops communication skills.

Options	Stronglyagree	Agree	Stronglydisagree	Disagree	Total
Number	22	18	5	<b>9</b>	54
percentage	41%	33%	9%	17%	100%

**Table 3.14A** Role Play Technique develops communication skills.



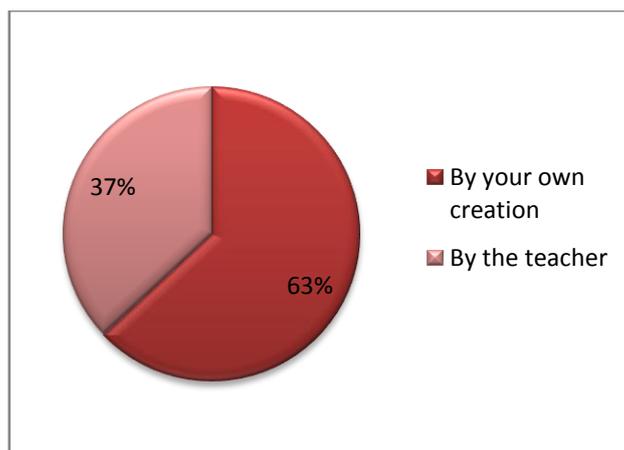
**Figure3.13** Diagram representing a Role Play develops communication skills.

The majority of learners (41%) strongly agree that a role play is an effective practice that develops communication skills. Also (33%) learners agree that a role play develops communication skills. While, some students (17%) disagree on this idea .However; only (9%) said that they strongly disagree that role play may develops communication skills.

**Item14.** Do you prefer to play a role suggested?

Options	By yourowncreation	By the teacher	Total
Number	34	20	54
percentage	63%	37%	100%

**Table 3.15** Suggestion of Roles



**Figure 14.** Diagram Representing students' Preferences When Performing Role Plays.

While performing Role Plays, students have different points of view about what they prefer while speaking in the classroom. The majority of participants (63%) say that they prefer to choose roles by themselves. While, (37%) of learners prefer to be assigned the role by the teacher.

➤ Say why?

This sub- question gives us a clear idea about what kind of role-play that learners prefer most. The following table clarifies the explanation:

Choices	Reasons	Number	Percentage
By your own creation	<ol style="list-style-type: none"> <li>1. Because I do not like to be limited with a specific topic</li> <li>2. It reflect my personality</li> <li>3. To feel free to speak about whatever I want</li> <li>4. Being creative</li> <li>5. To discover my capabilities</li> </ol>	30	56%
By the teacher	<ol style="list-style-type: none"> <li>1. To develop my speaking skill an vocabulary</li> <li>2. Being guided by the teacher make me feel confident</li> </ol>	20	37%

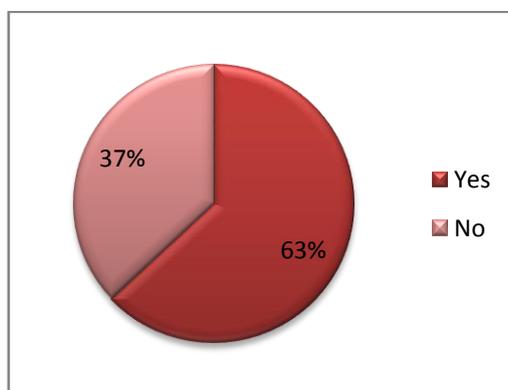
	3. I like to enhance my pronunciation, grammar , vocabulary		
	➤ Both are good it does not matter a lot the most important thing to know how to speak fluently and to perform correctly; it is in our benefits in both cases	4	7%

**Table3.16** ReasonsbehindLearners’ Choices

**Item15.** Does the use of Role Plays motivate you to speak?

Response	Number	percentage
Yes	34	%63
No	20	%37
Total	54	100%

**Table3.17**Role Play techniques motivation



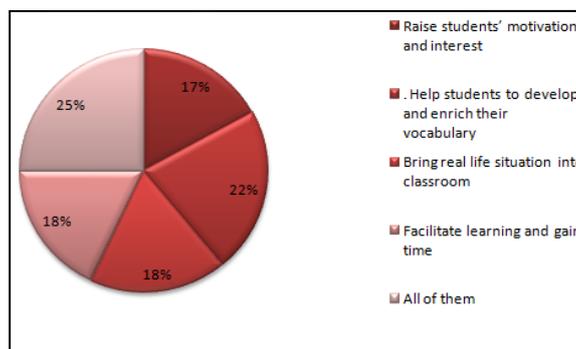
**Figure3.15** Diagram representing the motivation of Role Play techniques.

From the table and the figure above, we notice that the majority of learners agree that the use of Role Play techniques helps to motivate them inside the classroom. Most of them (63%) agree that the role play techniques help them to develop their oral skills and enrich their vocabulary and enable them to master the language as well. While, (37%) said that such activity to not motivate them

**Item16.** How can role plays be helpful for learners?

Options	Number	Percentage
Raise students' motivation and interest	9	17%
Help students to develop and enrich their vocabulary	12	22%
Bring real life situation into classroom	10	18%
Facilitate learning and gain time	10	18%
All of them	13	25%
Total	54	100%

**Table3.18** students believes about the benefits of role-play



**Figure 3.16** Diagram representing students believes about the benefits of role-play

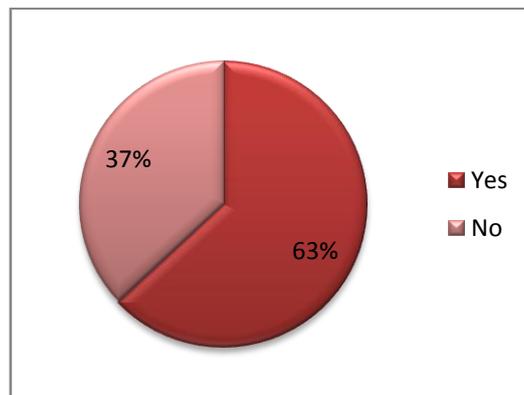
A quick look at the table and the diagram above shows that about (25%) of the participants' answers go for all of them, because they are aware of the benefits of role-play. (22%) of students agree that it helps students to develop and enrich their vocabulary. While, (18%) of students claim that it brings real life situations into the classroom. Whereas, about (18%) of participants see that it facilitates

learning and gain time. And few of them, making up (17%), state that it raises students' motivation and interest.

**Item17.** In your opinion, is this technique really appropriate?

Response	Number	percentage
Yes	34	%63
No	20	%37
Total	54	100%

**Table 3.19** Students' Opinions about Appropriateness of Role Play



**Figure3.17.** Diagram representing Students' Opinions about Appropriateness of Role Play

As shown in the table and the diagram above, the majority of participants 63% answered that they believe that role play is suitable to be always used and this indicates that they enjoy playing roles. However, 37% of participants refuse using role play in all oral lectures.

➤ If no, what do you propose?

Just 4 learners answered this commentary question and suggested:

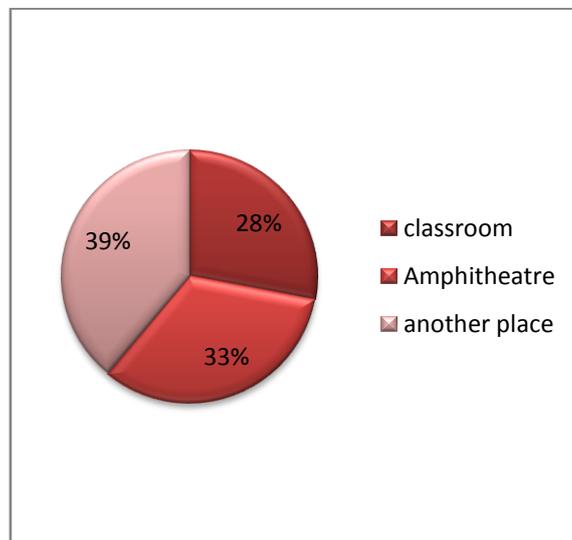
Learners	suggestions
Learner1	Weneedlistening courses
Learner 2	Teachers should vary the teaching techniques to make the learners master the language
Learner 3	It is important from time to time to change the type of activities to avoid boredom and to break the routine
Learner4	The teacher should find new technique of teaching oral skills as visual aids

**Table 3.20** Students' Suggestions about Other Activities

**Item18.** Do you prefer to practice role play in?

Options	classroom	Amphitheatre	another place	Total
Number	15	18	21	54
Percentage	28%	33%	39%	100%

**Table3.21**Students' preferable place to practice role-play



**Figure3.18** Diagram representing students' preferable place to practice role-play

According to the table and the diagram above, we notice that (39%) of learners prefer to experience another new place which means that they are creative

students, besides (33%) of participants prefer the amphitheatre may be because it is large. While, the rest of them (28%) claim that the classroom is the most preferable place to practice this activity.

➤ Say why

Just few learners answered this commentary question and explained as follows

Options	Learners explanations	Number	Percent age
Classroom	<ol style="list-style-type: none"> <li>1. Because I feel comfortable among my classmates</li> <li>2. I do not have enough courage to face more than the my classmates</li> <li>3. My friends respect me and follow me when I perform</li> </ol>	10	19%
Amphitheatre	<ol style="list-style-type: none"> <li>1. It is like a real theater we can perform easily because it is large</li> <li>2. To practice better and gain confidence and experience</li> </ol>	12	22%
Another place	<ol style="list-style-type: none"> <li>1. To motivate learners and develop their oral capabilities and performance</li> <li>2. To develop our communication skills and raise our self –confidence</li> <li>3. Enhance our creativity to master the language</li> </ol>	20	37%
No answers		12	22%
Total		54	100%

**Table3.22** Learners explanations about the preferable place to practice role-play

**Item19.** Please state any further suggestion about the use of Role Play technique in classroom

To be honest most of learners do not answer to this question but there are a few from the whole sample who suggested some ideas

Suggestions	Number	Percentage
• It need more much time because it is not enough for such technique	2	5%
• It need another place that suit performing role-play	2	5%
• Teachers should find new ways to practice role-play	2	5%
• Making play competitions between groups and present the best one in front of all learners.	1	2%
• Why not using role-play in teaching other modules as culture literature...etc	1	2%
No answer	46	81%
Total	54	100%

**Table 3.23**Learners’ Further suggestions

In this question, learners are provided with free space to make their suggestions. As we notice, just eight learners among the sample answer this question and their suggestions about what concerns the oral course and role-play technique are quite different.

## 5. Discussion

The analysis of learners’ questionnaire shows that the objectives of using role play do really affect the students’ speaking level. As we notice, the learners’ responses in section two revealed that third year students are really suffering from many speaking disabilities like fear, lack of confidence, mother tongue interference, and other problems although their teachers encourage them to speak. We also notice

that the majority of students like to work cooperatively whether in groups or in pairs because they think that working in group helps them to use language correctly and to exchange ideas. In section three, the students' answers demonstrated that most of students are aware of the effectiveness of role play because all of them prefer it. In addition, they show their preferences for this technique and they favor if their teacher use it frequently.

### **3.2 Interpretation and Analysis of the Teachers Questionnaire**

#### **3.2.1. Sampling**

Our questionnaire were administered to teachers at University of Biskra. We dealt with the sample of five (6) teachers of oral expression who taught third year classes at the department of English at Biskra University. They were selected randomly from the entire population of about fifteen (15) teachers of oral expression course.

#### **3.2.2 Description of the questionnaire**

The questionnaire is one tool which is needed to fulfill this research. It consists of 19 questions divided into three sections. The types of questions are mainly close- ended (yes / no questions or multiple choice questions), and open ended questions were included.

**Section 1:** General information

**Section 2:** The speaking skill

**Section 3:** Role plays in EFL classes

#### **3.2.3 Analysis of the Results**

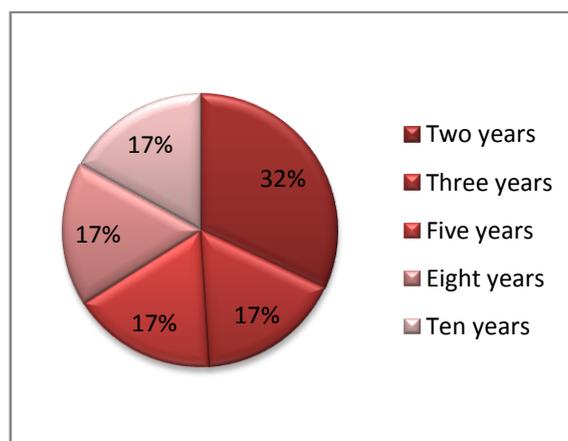
##### **Section One: Background Information**

**Item 1.** The period of teachers' experience in teaching

Rank	Number	Percentage
Twoyears	2	32%
Threeyears	1	17%
Five years	1	17%
Eightyears	1	17%
Tenyears	1	17%
Total	6	100%

**Table3.24**The Period of teachers' experience in teaching Oral Expression

courses



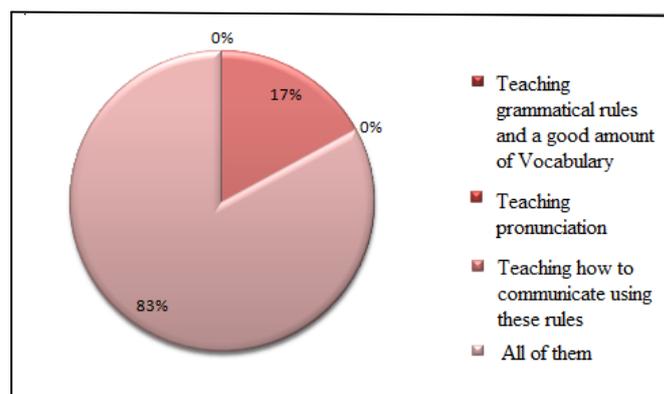
**Figure3.19**Diagram Representing the Period of teachers' experience in teaching

We notice from the table and the diagram above that (32%) of teachers said the period of experience in teaching is two years. While, (17%) said that the period of experience in teaching is three years; (17%) of teachers said that the period of experience in teaching is five years, and (17%) of teachers said that the period of experience in teaching is eight years. While, (17%) of teachers said that the period of experience in teaching is ten years.

**Item2.** In your opinion, teaching a language means

Rank	Number	Percentage
Teaching grammatical rules and a good amount of Vocabulary	0	0%
Teaching how to communicate using these rules	1	17%
Teachingpronunciation	0	0%
All of them	5	83%
Total	6	100%

**Table3.25**The means of teaching a language



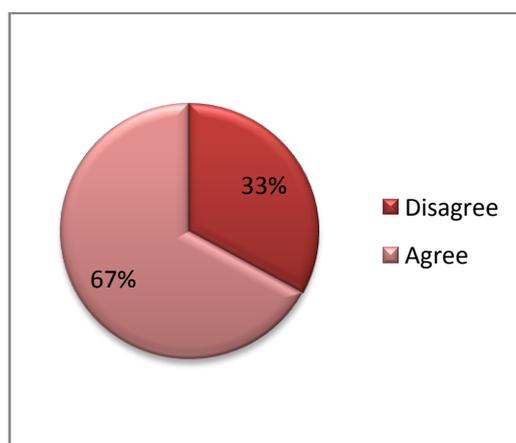
**Figure3.20** Diagram representing the means of teaching a language

According to the results obtained in the table and the diagram above, (17%) of teachers see that the means of teaching a language is teaching how to communicate using grammatical and pronunciation rules. Whereas, (0%) of teachers see that the means of teaching a language is teaching grammatical rules and a good amount of Vocabulary. Also, (0%) of teachers claim that teaching a language is teaching pronunciation. While, the majority of teacher's (83%) see that teaching a language means all of them.

**Item3.** Do you agree that in order to teach a foreign language we should focus on the speaking skill?

Rank	Number	Percentage
Disagree	2	33%
Agree	4	67%
Total	6	100%

**Table3.26** Whether we should focus on speaking to teach a foreign language



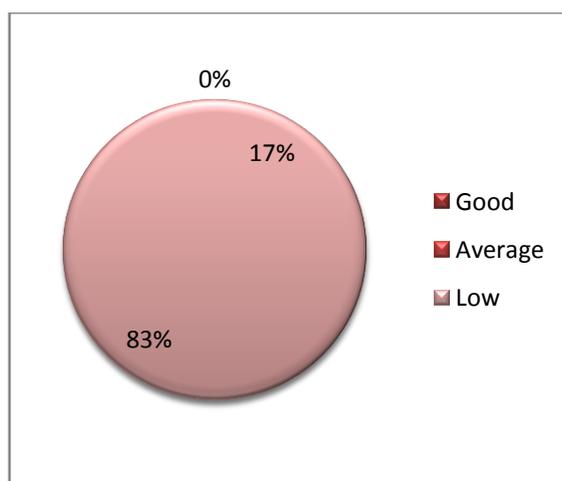
**Figure3.21** Diagram Representing Foreign Language focus on speaking

From the table and the figure above, it is shown that 4 teachers (67%) agree that the teacher of Foreign Language should focus on speaking as a main interest. While 2 teachers (33%) disagree on the idea that to teach a Foreign language they should focus on speaking.

**Item4.** How do you consider your learners 'level in English speaking?

Rank	Number	Percentage
Good	1	17%
Average	5	83%
Low	0	0%
Total	6	100%

**Table3.27** The assessment of present level of Learners in speaking English



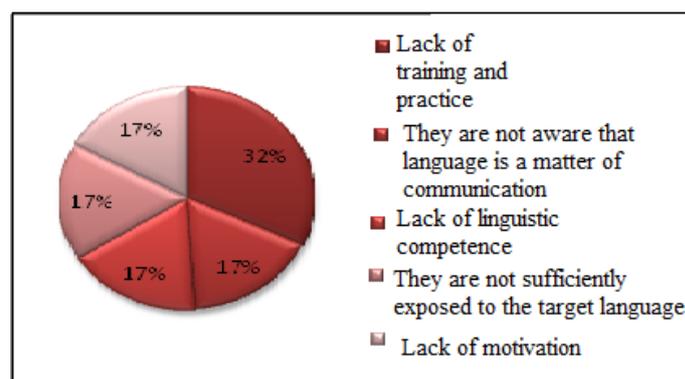
**Figure3.22**Diagram representing the assessment of present students' level in speaking English

From the table and the figure above, we notice that (83%) of teachers agree that the majority of student's level in speaking English is average. While, (17%) of teachers claim that the level of their students is good. Whereas, no teacher think that the level of his/her students is low.

**Item5.** Your students face difficulties because of the following reasons:

Rank	Number	Percentage
Lack of training and practice	2	32%
They are not aware that language is a matter of communication	1	17%
Lack of linguistic competence	1	17%
They are not sufficiently exposed to the target language	1	17%
Lack of motivation	1	17%
Total	6	100%

**Table3.28** Students' Speaking Difficulties



**Figure3.23** Diagram Representing reasons of students' Speaking Difficulties

According to the results obtained in the table and the diagram above, the majority of teachers (32%) stated that their student's have problems in training and practice in all aspects previously mentioned 17% of teachers' said because they are not aware that language is communication, and (17%) see said they are not sufficiently exposed to T L. Also, (17%) said that their students face difficulties in speaking because they have a lack of linguistic competence.

➤ Other reasons

The teachers provided us with further explanations as follows

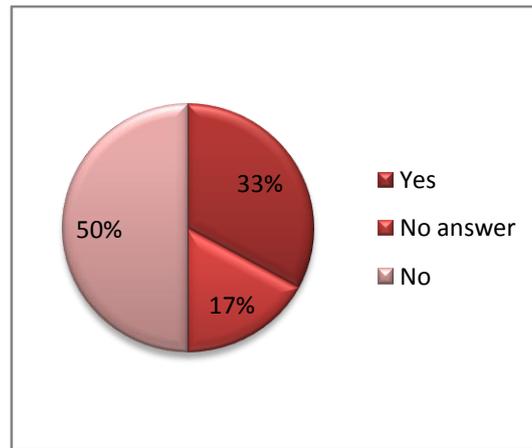
Teachers	Furtherexplanations	Total	Percentage
Teacher one	Shyness, fear ,anxiety, inhibition	1	17%
Teachertwo	Fear of risktaking	2	33%
No answer		3	50%
Total		6	100%

**Table3.29**Teachers' furtherexplanations

**Item6.**Is it possible to make all the learners participate in the classroom?

Response	Number	percentage
Yes	2	33%
No	3	50%
No answer	1	17%
Total	6	100%

**Table3.30** The Possibility of making all learners participate in the classroom



**Figure3.24** Diagram Representing the Possibility of making all students participate

Teacherschoices	Teachers' justifications	Total
Yes	<ol style="list-style-type: none"> <li>1. It is quite possible if we create a good technique for giving them opportunities to speak and communicate their ideas such role-plays</li> <li>2. For instance, role -play give opportunities for all learners to perform and speak</li> <li>3. we can make them participate by tasks, by choice of topics, by the way you correct, and we sometimes oblige them to speak using the marks</li> </ol>	4
No	<ol style="list-style-type: none"> <li>1. Unfortunately, no because the class size prevents participation of all learners also, the timeallotted for oral expression course is not enough to do so</li> <li>2. psychologically: shyness, social: learners fail to communicate in public some of them are too shy, not self confident, or simply they do not want to practice</li> </ol>	2

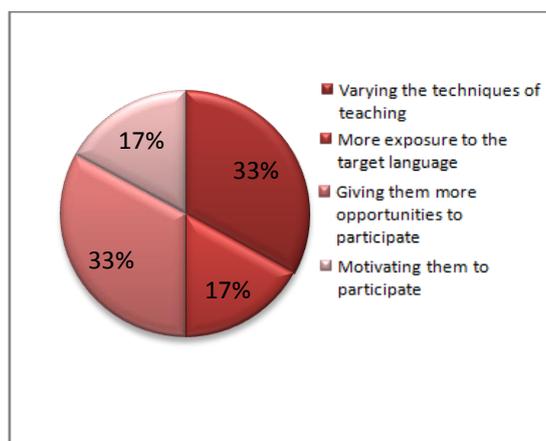
**Table3.31** Teachers' justification behind their choices

All the respondents agreed that it is possible to make all the learners participate in the classroom. For them, this participation depends on the teacher's choice of topics, the way of teaching. Furthermore, the creative techniques used to make all learners perform; however, some of the teachers have obliged their learners to participate in classroom by making them perform various oral tasks individually, so all the learners have to participate in order to get their marks. While, others think that it is not possible because some circumstances as class size, time and learners' shyness. This reveals that the teachers are aware of the learners' participation in classroom as a strategy to enhance their speaking capabilities.

**Item7.** How can you help them develop their speaking skills?

Rank	Number	Percentage
Varying the techniques of teaching	2	33%
More exposure to the target language	1	17%
Giving them more opportunities to participate	2	33%
Motivating them to participate	1	17%
Total	6	100%

**Table3.32**Developing students' speaking skills



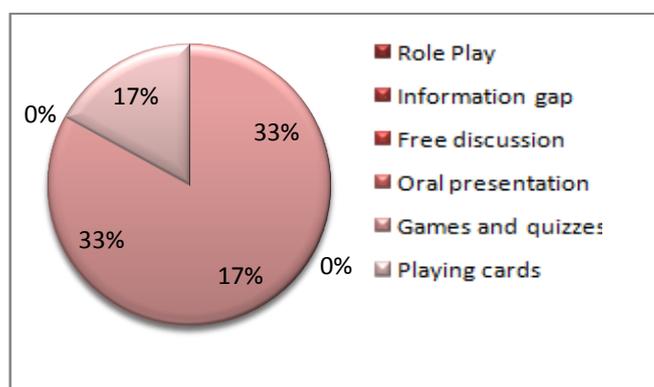
**Figure3.25**Diagram representing Developing students' speaking skills

From the table and the diagram above, we notice that (33%) of teachers try to help learners to improve their speaking skill through giving them more opportunities to participate. Whereas, (33%) of teachers help learners to improve the speaking skill by varying the techniques. Also, (17%) of teachers help learners to improve their speaking skill from longer exposure to the target language, and (17%) of teachers motivating their learners.

**Item8.**What type of activities do you use in teaching speaking?

Rank	Number	Percentage
Role Play	2	33%
Information gap	0	0%
Free discussion	1	17%
Oral presentation	2	33%
Games and quizzes	0	0%
Playing cards	1	17%
Total	6	100%

**Table3.33**Activities use in teaching speaking



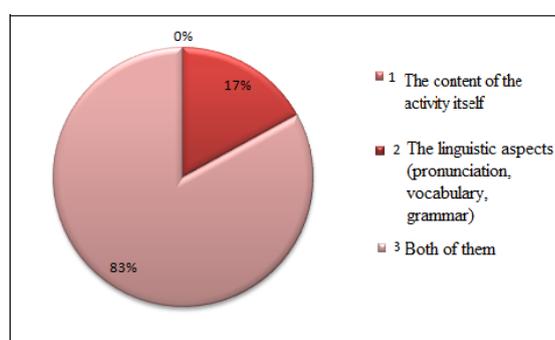
**Figure3.26** Diagram representing Activities use in teaching speaking

With a quick look at the table and the diagram above, we notice that teachers' answers are varied; (33%) of teachers said that the main type of activity they use in teaching speaking is Role play, which can give them an opportunity to talk and practice according to the suggested topic. While (33%) of teachers said that free discussion activity is the main activity they use. Also (17 %) of teachers said that the type of activity used in teaching speaking is oral presentation activities. Whereas, (17%) of teachers said that free discussion, and (17%) of teachers said playing cards; besides (0%) of teachers did not give any answer about games, quizzes activity and information gaps.

**Item9.**While students are performing during oral expression courses, do you focus on?

Rank	Number	Percentage
The content of the activity itself	0	0%
The linguistic aspects (pronunciation, vocabulary, grammar)	1	17%
Both of them	5	83%
Total	6	100%

**Table3.34** The Oral Expression lesson focus more on (performance)



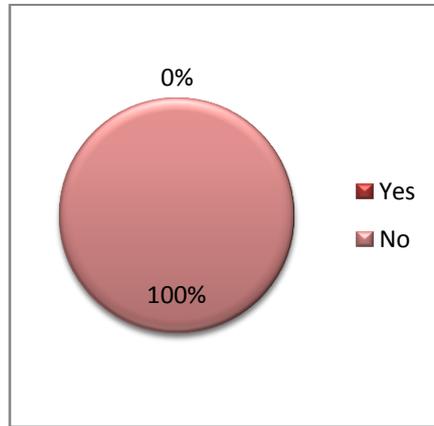
**Figure3. 27** Diagram representing the Oral Expression lesson focus more on (performance)

From the table and the figure above, (17%) of teachers during the Oral Expression lesson focus more on the linguistic aspects (pronunciation, vocabulary, grammar). While, (0%) of them focus more on the content of the activity itself. Whereas, the majority of teacher's (83%) during the Oral Expression lesson focus more on both: the content of the activity itself and the linguistic aspects (vocabulary, grammar, pronunciation) which indicate that oral expression teachers focus on various aspects for better results.

**Item10.**Do you think the time allotted for Oral Expression course is sufficient?

Rank	Number	Percentage
Yes	0	0%
No	6	100%
Total	6	100%

**Table3.35** The time allotted for Oral Expression module



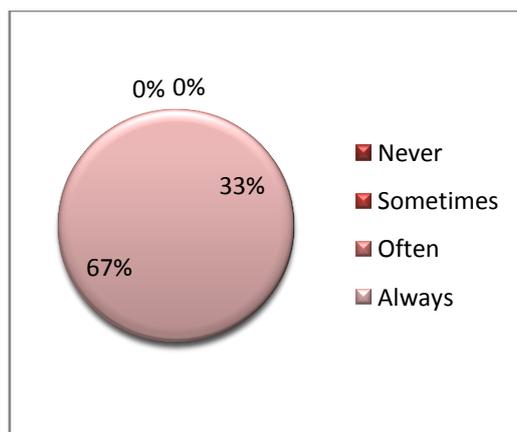
**Figure3.28** Diagram representing the time for Oral Expression module

A quick look at the table and the diagram above we notice that the majority of the teachers (100%) see that the time allotted for the module of Oral Expression is not sufficient. While, (0%) of teachers see that see that the time allotted for the course of Oral Expression is sufficient which indicate that there is a problem concerning the time allotted for the course of Oral Expression that the administration should fix it.

**Item11.** How often do you use Role Play?

Rank	Number	Percentage
Never	0	0%
Sometimes	2	33%
Often	4	67%
Always	0	0%
Total	6	100%

**Table3.36** The use of Role Play



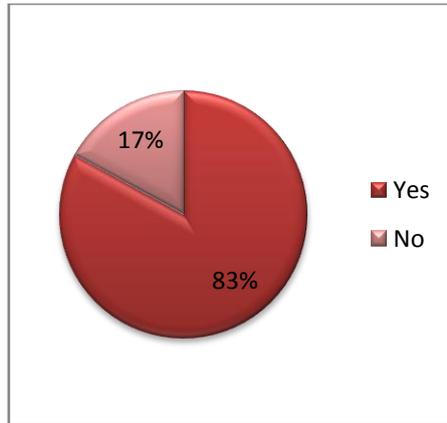
**Figure3.29** Diagram representing the use of Role Play

As it is revealed in the table and the diagram above, the majority of teacher's (67 %) see that they often use role play. This, according to us, is due to the fact that our teachers are interested to develop learners' speaking capabilities through role-play technique; whereas, two teachers (33 %) said that they used it sometimes. While, (0%) of teacher's answers go for never and always.

**Item12.** Do you think that role play is an appropriate technique to develop learners' speaking skill?

Rank	Number	Percentage
Yes	5	83%
No	1	17%
Total	6	100%

**Table3.37** Role-Play is an appropriate technique to develop learners' speaking skill



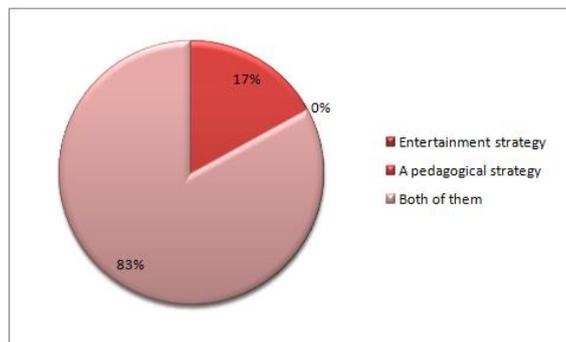
**Figure3.30** Diagram Representing Role-Play is an appropriate technique to develop learners' speaking skill

The results show that five teacher's (83%) said that Role Play is an appropriate activity. This gives us an insight that learners need to practice this technique in the classroom for a better speaking achievement and performance. While one teacher's (17%) see that Role-Play is not an appropriate technique to develop learners' speaking skill, this may be because he is interested in other techniques.

**Item13.** What is the objective of Role Play technique?

Rank	Number	Percentage
Entertainment strategy	1	17%
A pedagogicalstrategy	0	0%
Both of them	5	83%
Total	6	100%

**Table3.38** Teaching speaking with Role –Play



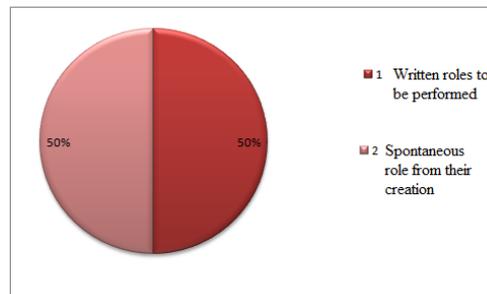
**Figure3.31** Diagram representing teaching speaking with Role Play

The results show that one of the teachers considers teaching speaking with role play just as an entertainment strategy. Most of them (83%) consider teaching speaking with role play as both: Entertainment strategy and Pedagogical strategy. While, (0%) said that it is a pedagogical strategy.

**Item14.** Which is better for learners to play?

Rank	Number	Percentage
Written roles to be performed	3	50%
Spontaneous role from their creation	3	50%
Total	6	100%

**Table3.39** Teachers' attitudes towards the preferred types of Role-Play for learners.



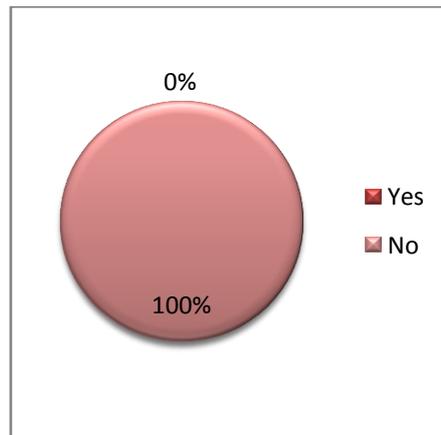
**Figure3.32** Diagram Representing Teachers' attitudes towards the preferred types of plays for learners.

With a quick look at the table and the diagram above, we notice that three teachers (50%) see that it is better for learners to play spontaneous roles from their creation to be creative. Whereas, (50%) of teachers see that it is better for learners to play a written role because they have knowledge about it and this will help them reduce their fear.

**Item15.** Do your learners enjoy playing roles?

Rank	Number	Percentage
Yes	6	100%
No	0	0%
Total	6	100%

**Table3.40** learners' attitudes toward Role- Play



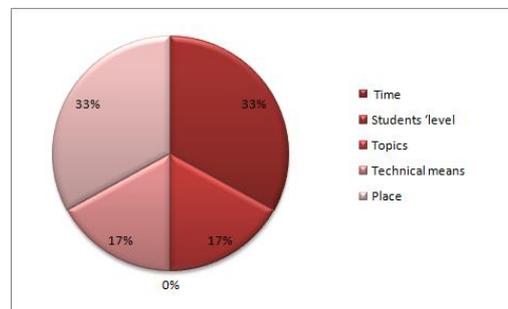
**Figure3.33**Diagram Representing learners' attitudes towards Role- Play

The result shows that all teachers' (100%) claim that their learners enjoy playing roles. These answers go in accordance with the learners answers (52%) that they prefer playing roles, which means that role play creates enjoyable atmosphere in addition to its importance and effectiveness in developing learners' oral proficiency.

**Item16.**What kind of difficulties do you face when you use Role Plays in teaching Oral Expression course?

Rank	Number	Percentage
Time	2	33%
Students 'level	1	17%
Topics	0	0%
Technicalmeans	1	17%
Place	2	33%
Total	6	100%

**Table3.41** The kind of difficulties when using Role- Play in teaching Oral Expression course



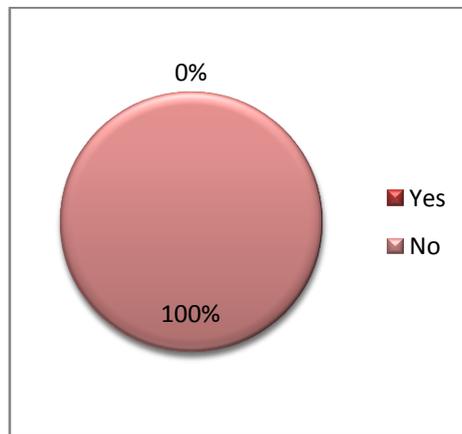
**Figure3.34** Diagram representing the kind of difficulties when using Role- Play in teaching Oral Expression course

According to the table and the figure above , teachers (33%)see that when a teacher use role- play in teaching Oral Expression course he faces problems with time . While, (33%) of teachers see that the main problem is the place. Also, (17%) of teachers claim that they face difficulties with Students 'level, and (17%) of them face technical means difficulties. While, (0%) of teacher's answers go for topics.

**Item17.** Do you agree that working in group while performing Role-Plays reduces students' shyness, fear and motivate them?

Rank	Number	Percentage
Yes	6	100%
No	0	0%
Total	6	100%

**Table3.42**The teachers' attitudes towards working in group while performing Role-Plays



**Figure3.35** Diagram representing Teachers' attitudes towards working in group

The table and the diagram above show that all teachers (100%) agree that working in group while performing Role-Plays reduces students' shyness, fear, and motivate them to denote the effectiveness of this technique in enhancing learners' self confidence. While (0%) of teachers disagree on this idea.

➤ Please clarify your answer

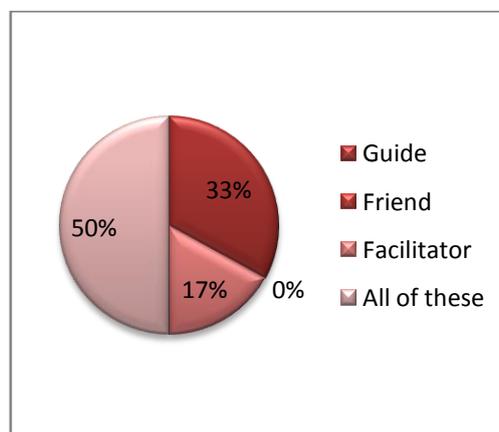
**Table3.43** Teachers’ justification behind their choices

Choices	Teachers’ justification	Number	Total
Yes	1. When working together learners help each other and tolerate mistakes by comparing others’ levels; they can realize that theirs is acceptable  2. I saw through my experience that they learn more from each other.  3. I totally agree. When students work together, they feel more secure and less anxious.	6	100%
No	/	0	0%

**Item18.** What role do you play when your learners perform?

Rank	Number	Percentage
Guide	2	33%
Friend	0	0%
Facilitator	1	17%
All of these	3	50%
Total	6	100%

**Table3.44** Teachers’ role during role -plays activities



**Figure 3.36** Diagram representing Teachers' role during role- plays activities

The table and the diagram above show that two teachers' (33 %) act during this technique to emphasize its positives on learners speaking capabilities as a guide. while, one teacher (17 %) indicated that he acted as a facilitator, and no one of the teachers' (0%) answered being a friend. Whereas, the majority of teachers (50%) answer that during role- plays activities, they act as a guide, facilitator, and a friend. It means that our teachers are aware of the helpful role they would have to motivate their learners for a better achievement.

**Item 19.** Please supply any additional suggestions:

**Teacher one:** Role-Play is a good technique that we need to implement in our teaching program because it persuades learners to do better in their study and develops their learning potential.

**Teacher two:** Learners always need guide whatever they do, but the most important thing is to avoid providing students with handouts because it makes them rely on memorizing. Thus, it is better to make them think and create roles to play without preparation.

**Teacher three:** Role-Play needs to be performed in specific place and much more time to get better results. Also, it should be well prepared, well planned, and meaningful and provoking to effectively help learners improve their speaking capabilities.

**Teacher four:** No matter what is the kind of techniques used by the teacher, but teachers should meet learners needs, so he needs to be creative in his way of teaching and to make the goal of developing learners' level as a priority.

**Teacher five:** I suggest that playing roles is for the sake of developing speaking proficiency, but I believe that we have to vary the techniques when teaching

oral expression courses to avoid boredom and break the routine; this will motivate learners to do better.

**Teacher six:** No answer

### **Conclusion**

The analysis and interpretation of teachers' questionnaire and learners' questionnaire has revealed that role play is the most appropriate technique in developing learners' speaking capabilities, providing many reasons to support this view. The majority of teachers consider that the speaking skill is the main skill that needs development. However, they agree that their learners face serious problems when they are speaking. For that reason, they often use the role play to handle, or at least decrease as much speaking problem as they can. Thus, we can say that the results in learners' questionnaires are in direction of our hypotheses and let us notice that Role play can really develop learners' speaking level. In addition, the teachers' questionnaire provides clear answers for the research questions and confirms our hypotheses. The findings elucidate generally positive attitudes towards Role play techniques. Furthermore, teachers sampled in our study held positive beliefs about using Role play techniques.

## **3.3 Classroom observation**

### **3.3.1 Description of Classroom Observation**

In addition to students' questionnaire and teachers' interview, we decided to use another tool which is classroom observation. The distinctive feature of observation as a research tool is that it offers us the opportunity to gather live data from naturally occurring situation. Our classroom observation took place in Mohammed Kheider University of Biskra at BenTaibi classes and the

laboratory. We attended seven oral expression lectures with two different teachers and three different groups to observe learners' speaking through role plays. In each lecture, we spend hour and half an hour observing learners' performance. We have designed a checklist which attempts to provide a comprehensive, systematic, and objective way of observation. This checklist contains three headlines as follows:

### **Section one: General observation of the classroom structure**

In the observation checklist, this section involves three items. It aims at getting real life data about some aspects of classroom environment in which classroom interaction takes place such as whether the classroom is designed for quick and easy grouping of tables and chairs, , and if it is arranged for teachers and learners' movement during work sessions, and whether there is, in the classroom, equipment and material needed for the course

### **Section two: General observation of the teachers' role inside the classroom**

Section two includes four items. It attempts to know more about the teachers' interaction in the classroom. For example, whether the teacher speaks clearly and audibly, interacts with all learners, also whether he uses techniques that reflect an awareness of different learning styles, provides learners with appropriate feedback, and the teacher; frequency of interaction in the classroom.

### **Section three: General observation of the learners' role inside the classroom**

Section three includes four items. It attempts to know more about the learners' interaction in the classroom. For instance, whether they follow their classmates when they perform, and whether they work confidently while

performing in group, also if they choose an appropriate role-play topic, and whether they give their comments and points of view, as well as their frequency of interaction in the classroom.

### 3.3.2 Analysis of the Classroom Observation

#### The first classroom: group five

We have attended eight sessions with this group from 15-12-2015 to 26-4-2016

#### Section one: General observation of the classroom structure

This section attempts to investigate the effects of classroom environment on the learners' interaction inside the classroom.

**Item01.** The classroom is designed for quick and easy grouping of tables and chairs

Rank	acceptable	good	well
Session	5	2	1
Percentage	62%	25%	13%

**Table3.45** The classroom design

The first session we have attended with this class. We notice that in the majority of sessions, the general classroom structure was acceptable because the number of learners was large, so the most of the time they try to move the tables and chairs in order to suit the type of activity they will practice. While two sessions were good and only one session well.

**Item02.** The classroom is organized, neat, uncluttered

Rank	acceptable	good	well
Sessions	3	5	0
Percentage	37%	63%	0%

**Table3.46** Whether the classroom is organized, neat, uncluttered

In the first session we have attended with this class, the physical setting took place in a neat, organized, lighting, and uncluttered room. In the majority

of sessions, the organization of the class was good because the learners arrange their tables and chairs in a manner to be comfortable. While three sessions were acceptable and none of them was well, this may be because the large number of learners.

**Item03.** In the classroom there is equipment and material needed for the course

Rank	Acceptable	Good	Well
Sessions	0	3	0
Percentage	0%	100%	0%

**Table3.47** The teacher provides learners with the equivalent equipment and material needed for the course

We have observed that the teacher provides learners with the equipment and material needed for the course. For instance, in one session, she brought with her a computer because the task was describing photos presented in the computer. The second session she brought a data show and visual aids since the activity was vocabulary. She presented various idioms and metaphors of foreign culture, using this equipment. While the third session, she brought cards with different colors each one consists of a question or a word where learners are supposed to answer them. In addition, sometimes she provides her learner with handouts like in reading task she provides them with handout (Who Makes the Journey by Cathy Song), and such script roles when they are asked to play written roles.

### **Section two: General observation of the teachers' role inside the classroom**

The current section aims at getting more information concerning the teachers' classroom interaction.

**Item01.**Teacher speaks clearly and audibly

Rank	Yes	No	Not really
Sessions	4	0	0

Percentage	50%	0%	0%
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**Table3.48** Whether the teacher speaks clearly and audibly

As usual, Miss Halima, speaks clearly and audibly in most sessions; also we have noticed that she prepares herself very well to present the lessons, and she tries to clarify if there is any ambiguity concerning any point.

**Item02.** The teacher interact with all the learners

Rank	Yes	No	Not really
Sessions	6	0	0
Percentage	75%	0%	0%

**Table3.49** Whether the teacher interact with all the learners

We have noticed that in the majority of sessions the teacher interacts with all the learners. Furthermore, she showed some favorite with some learners, and she gave them more time than others when they face problem. She aidsher learners indirectly by saying “just repeat” or “it is ok” in order not to interrupt them and she corrected their mistakes. So the atmosphere of the classroom was very encouraging. Also the teacher created enjoyment in classroom; she made learners smile and laugh which drove them to be more relaxed and more interactive during the oral expression course.

**Item03.** The teacher uses techniques that reflect an awareness of different learning styles

Rank	Yes	No	Not really
Sessions	3	0	0
Percentage	37%	0%	0%

**Table3.50** Whether the teacher use techniques that reflect an awareness of different learning styles

As usual, the courses of Miss Halima were very useful. We have noticed that she varies the techniques of teaching to meet all learners learning styles.

For example, for visual learners she tries to bring tools as data show or photos or other tools to present the topic. While for audiovisual learners she uses loudspeaker to practice listening activities, in the majority of sessions that we have attended we noticed the effort done by the teacher to meet all learners needs.

**Item04.**The teacher provides learners with appropriate feedback

Rank	Yes	No	Not really
Sessions	6	0	0
Percentage	75%	0%	0%

**Table3.51** Whether the teacher provides his learners with the appropriate feedback

During the majority of sessions, we have attended with the learners of this group, we have observed that the teacher always provided his learners with appropriate feedback in order to make all the learners get the ideas and the messages that he/she wants to convey. For instance, with an oral feedback to explain or re-explain what they said. The teacher tries all the time to be understood by his learners in order to make them participate and interact with him because if the teacher did not provide his learners with an appropriate feedback, there will be no teacher-learner interaction inside the classroom.

**Item05.** The frequency of the teacher' talks

Rank	Yes	No	Not really
Sessions	5	0	3
Percentage	63%	0%	37%

**Table3.52** The teacher amount of talkativeness

When we were observing learners in the classroom, we have noticed that the learners participated in the classroom either as their own choice; for example, when they were raising their hands and speak or give some answers to the teacher's

questions, or as the teacher's choice; for instance, the teacher sometimes made his/ her learners participate in the classroom by pointing out to them or calling them by their names using marks. This means that the teacher has made his learners participate in the classroom either as the learner's choice or as an obligation on the part of the teacher to make his/her learners more active and interactive in the oral expression course.

**Section three: General observation of the learners' role inside the classroom**

**Item01.**Learners follows their classmates when they perform

Rank	Never	often	always
Sessions	0	1	7
Percentage	0%	15%	85%

**Table3.53** Whether the learners keep their cool while the others are performing

We have observed that learners of group (5) are very kind. The majority of them pay attention to their classmates while performing. So concerning classroom atmosphere, we describe it as more participative, and active. Learners listened to their classmates and keeping their calm, the others performed their topics, no existence of confusion and boredom.

**Item02.** Learners work confidently while performing in group

rank	never	often	always
sessions	0	0	8
percentage	0%	0%	100%

**Table3.54** The learners' attitudes toward working in groups

In the majority of sessions, we have noticed that learners were relaxed and motivated to work with each other in order to achieve their common goal; that is why, in a group work we have found that the majority of learners have participated in the classroom since the group leader assigns roles for each

member in the group. As a result, each learner feels responsible for the success of the whole group.

**Item03.** Some learners use body language while performing

Rank	Never	Often	Always
Sessions	0	2	0
Percentage	0%	25%	0%

**Table3.55**The use of body language

Concerning learners ‘performance, we observed that presenters raised their voices. Most of presenters did not use body language such as facial expression, eye contact, and gestures. Learners presented the main ideas of their topics clearly. Some learners had high level of fluency and had a good pronunciation, acceptable grammar. We notice that most of the learners had self-confidence, because they presented the work in a simple way without any fear.

**Item04.** Learners choose appropriate role-play topic

<b>Rank</b>	<b>Never</b>	<b>Often</b>	<b>Always</b>
<b>Sessions</b>	<b>0</b>	<b>0</b>	<b>6</b>
<b>Percentage</b>	<b>0%</b>	<b>0%</b>	<b>75%</b>

**Table3.56**The choice of appropriate role-play topic

We observe that in this group the learner’s select good topics, for example, illegal children, the differences between rich and poor families, improvisation, love stories, etc. For instance, when they play roles from their creation we have noticed that the majority of their role-plays topics are interesting and reflect a goal or to spot the light on a specific problem, and their choice varies from one to another; some performed roles about life others about freedom, society, culture, success, imagination, and so many topics .While if the teacher asked them to perform written roles her choices was of good manner since she varies her selection She asked learners to prepare themselves to present what have

performed before coming to class. The main role-plays that she selected were Macbeth, Hamlet, king John, and other roles from the target language culture.

**Item05.**Learners gives their comments and points of view

Rank	Never	Often	Always
Sessions	0	8	0
Percentage	0%	100%	0%

**Table3.57**Did learners give their comments and points of view

We remark that members in group (5) give their comments and suggestions in highly respect manner. They ask for permission when they want to speak. In addition, they are objective in giving comments which means that they criticize the ideas not the learner. The teacher also asks her learners to give their points of view about their classmates' performance and whether they have noticed any mistakes done by their colleagues did. During the 8 sessions, we have noticed that sometimes when an individual learner has made a mistake, the other learners corrected him directly, especially in a group work where the highest level learner in the group corrected the weakest learner's mistake in order to make their group more successful.

**Item06.** The frequency of the learner' talks

Rank	Never	Often	Always
Sessions	0	8	0
Percentage	0%	100%	0%

**Table3.58**The learners amount of talkativeness

In the majority of sessions which we have attended with group five, we have observed that the highest amount of talk was taken by the teacher since he was regarded as the provider of information to his students, asking them questions, correcting their errors, asking them about their opinions and thoughts and so on.

In addition, inside the classroom the teacher gave sometimes learners some pieces of advice concerning their learning process like how to avoid their speaking mistakes in the future in order to develop their speaking capabilities. However, sometimes learners' amount of talk is more than the teacher especially when performing role plays because here the teacher interacts as a guide for her learners.

### **The second classroom: Group one and ten**

Observer: Terki Leila	Date: 12-04-2016
Teacher: Mr. Boukhama	Level: Third year
Place: Laboratory Lesson: Free discussion	

In both sessions Mr. Boukhama had joined his third year students group 01 on time. We observed for the first time that he maintained a friendly atmosphere of learning. The purpose of the lecture explained well. He asked them to speak about the big mistake they have done in their lives. Whereas he asked students of group ten talk about any topics they found interesting. We have noticed that the atmosphere of the classroom in both groups was very active; most of the students want to express their feelings and to communicate their ideas concerning the topic. The teacher and students were interested in the topics and made a useful discussion about important points. The teacher did not show any partiality between his learners. We observed that most of the learners raised their voices, and did not use body language such as facial expression, eye contact, gestures. Also some of them had high level of fluency and had a good pronunciation, acceptable grammar. We notice that the majority of them had self-confidence, because they have expressed their ideas clearly without any hesitation; may be because they feel safe when

speaking about their own thoughts and enjoyed their times. Thus, they interact with their teacher and with their classmates and the atmosphere looked participative. However, we have noticed that few students in group ten keep silent may be because they are not interested in the topic or simply because they do not want to participate.

Observer: Terki Leila	Date: 19-04-2016
Teacher: Mr. Boukhama	Level: Third year
Place: Laboratory	Lesson: Improvisation

As usual Mr. Boukhama attended at time. We have noticed that before starting his lesson, he made a clear statement of the purpose of the lecture that was about improvisation where students are asked to perform a short role-play by their own creation and he gave them the topic that was about cheating. Students of group one had shown readiness and motivation to participate and to perform because they like such an activity. However, some learners did not show readiness especially in group ten who were so noisy. This may be due to lack of interest to such activities. We noticed that not all the students were interested to the topic because some of them looked speaking while their classmates were performing. It mostly observed that some students did not keep their quiet. Also we notice that some learners laugh if their classmates made mistakes. In group one the classroom atmosphere, we had been looked it as more participative than in group ten because the most of learners listened to their classmates and keeping their cool while, the others performed their topics, no existence of confusion and boredom. In addition, they raised their voices to been easily heard. Learners used body language with an effective way. We observed that most of them had a confidence in their speaking

abilities. We have remarked that in group one the players present a satisfactory level of fluency. While in groups ten the players' fluency level can be developed to be not really low but good. Furthermore, they perform without any fear and anxiety, and they performed in a very creative manner each group play the roles differently seriously but with some sense of humor. We have noticed that they had a great relation with each other since they divided the roles equally and they show a great cooperation with others and they have enjoyed their times.

### **3.4 Discussion of the Classroom Observation Results**

From the observation, we found that during the eight lectures of oral expression which we attended, the students in groups one and five are active in practicing role play activities and they are motivated to speak English on the class, however; in group ten they are less motivated because the learners are afraid of speaking English and they perform the role- play activity under the pressure from their teacher. It seems that they participate just for gain marks or just because they are obliged. So, the results of our observation to some extent positive in which it reveal that the role play technique is the most effective way in developing students' speaking capabilities because it gives low level learners the opportunity to participate with the good students. The regularity between them motivates low level learners to enhance their level progressively. We want also to point out the importance of the teachers' roles in offering students the opportunity to participate and perform role play, in addition to; their roles in correcting mistakes whether grammatical or pronunciation mistakes in order to provide them with accurate English language, and in guiding learners to master it.

Generally speaking, students' oral proficiency development is determined by their willing and motivation and the results show that the students frequency of motivation increase when performing role-play activities whether written or by their own creation.

### ❖ **Guidance for Oral Expression Teachers in Teaching Speaking**

Here is some guidance for English language teachers while teaching oral language:

- ✓ Provide maximum opportunity to students to speak the target language by providing a rich environment that contains collaborative work, authentic materials and tasks, and shared knowledge.
- ✓ Try to involve each student in every speaking activity; for this aim, practice different ways of student participation.
- ✓ Reduce teacher speaking time in class while increasing student speaking time. Step back and observe students.
- ✓ Indicate positive signs when commenting on a student's response.
- ✓ Ask eliciting questions such as "What do you mean? How did you reach that conclusion?" in order to prompt students to speak more.
- ✓ Provide written feedback like "Your presentation was really great. It was a good job. I really appreciated your efforts in preparing the materials and efficient use of your voice."
- ✓ Do not correct students' pronunciation mistakes very often while they are speaking. Correction should not distract student from his or her speech.

- ✓ Circulate around classroom to ensure that students are on the right track and see whether they need your help while they work in groups or pairs.
- ✓ Diagnose problems faced by students who have difficulty in expressing themselves in the target language and provide more opportunities to practice the spoken language.
- ✓ Role play is an important technique for teaching speaking in which teacher can provide students with language use and help them in increasing oral proficiency.
- ✓ Teachers should raise their students' awareness about the importance of role play technique in improving their speaking skill.
  - ✓ Teachers should see role play as central and essential to learners' experience because it aids them to improve social skill in order to communicate with each others.

## **General Conclusion**

This study was carried out to investigate whether the use of role -play motivates students to participate for achieving oral proficiency. We hypothesize that if teachers apply role –play activities during oral expression courses efficiently, then students would be able to speak English effectively. We believe that the application of role play to the field of foreign language is essential for

developing oral communication because it creates situations in which learners can help each other.

This dissertation included three chapters. The first and second reviewed the related literature. The third one included analyses and discussions of the results. In other words, the first chapter discussed some concepts and explanation about speaking skill process, while, the second provided us with a clear picture about the role- play technique; its definitions, types, and various activities. The last chapter was the practical part where the results were discussed to confirm or disconfirm our hypothesis. After analyzing students' questionnaire, teachers' questionnaire, and classroom observation, we draw the conclusion that the learners are motivated to perform role play for the sake of improving their speaking capabilities. Moreover, we notice that the majority of learners and teachers are aware of the fact that role- play technique has a fundamental role in developing learners' oral proficiency likewise communicative competence ability. However, our results could not be generalized since we are dealing with human sciences and the results could change from one group to another according to various dimensions as learners' level, willingness, the strategies used in teaching, and other reasons. Clearly, we recommend the other teachers oral expression in our department or even teachers of other universities to apply this technique in teaching oral expression courses, this could be useful for them to develop their learners' speaking skill.



## Appendices

### Appendix A: Students' Perceptions of Role Play Technique in Teaching the Speaking Skill

People's Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research

Mohamed Kheider University of Biskra

Dear students,

You are respectfully requested to answer this questionnaire. It aims to investigate the effectiveness of role play in enhancing the speaking skill. Your answers will be of great help for us. We would be very grateful if you answer sincerely.

Please, tick in the appropriate box (✓) and make full statements whenever necessary.

#### Section One: Background knowledge

1- Sex

a. Male

b. Female

2-Is learning English your choice?

a. Yes

b. No

3- How would you evaluate your level in English is it?

a. Very low

b. Low

c. Average

d. Good

#### Section two: Students' Attitudes Towards the Speaking Skill

4-How often do you participate in oral expression course?

a. Usually

b. Often

c. Sometimes

c. Rarely



14-Do you prefer to play a role suggested

a. By your own creation? b.  by the teacher?

Please, say why.....  
.....

15-Does the use of Role Plays motivate you to speak?

a. Yes  b. No

16-How can role plays be helpful for learners? (You may choose more than one option)

- a. Raise students' motivation and interest
- b. Help students to develop and enrich their vocabulary
- c. Bring real life situation into classroom
- d. Facilitate learning and gain time
- e. All of them

17-In your opinion, is this technique really appropriate?

a. Yes  b. No

If no, what do you propose?  
.....  
.....  
.....

18- Do you prefer to practice role play in?

a. classroom  b. Amphitheatre  c. another place

Say why .....  
.....

19- Please state any further suggestion about the use of Role Play technique in classroom.....  
.....  
.....  
.....

**Thank you for your cooperation.**

**Appendix B:** Teachers' Perceptions of Role Play Technique in Teaching the Speaking skill  
People's Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research

Mohamed Kheider University of Biskra

Faculty of Letters and Languages

Section of English

Dear teacher,

We would be so grateful if you accept to answer the questions below. Your contribution helps us in completing this research that aims to investigate the use of role plays in developing students' speaking skill. Please answer by ticking (✓) in the appropriate boxes or giving full answers in the spaces provided.

**Section One: General Information**

1-How long have you been teaching Oral Expression?

.....

2-In your opinion, teaching a language means:

- a. Teaching grammatical rules and a good amount of Vocabulary
- b. Teaching how to communicate using these rules
- c. Teaching pronunciation
- d- All of them

3-Do you agree that in order to teach a foreign language we should focus on the speaking skill?

- a. Disagree
- b. Agree

**Section Two: Teaching Speaking**

4-How do you consider your learners 'level in English speaking?

- a. Good
- 
-

b. Average

c. Low

5-Your learners face difficulties because of the following reasons:

- a. Lack of training and practice
- b. They are not aware that language is a matter of communication
- c. Lack of linguistic competence
- d. They are not sufficiently exposed to the target language
- e. Lack of motivation

Other reasons.....

.....

6- Is it possible to make all the learners participate in the classroom? Please explain.....

.....

.....

7- How can you help them develop their speaking skills?

- a. Varying the techniques of teaching
- b. More exposure to the target language
- c. Giving them more opportunities to participate
- d. Motivating them to participate

8- What type of activities do you use in teaching speaking? ( you make choose more than one option)

- a. Role Play
- b. Information gap
- c. Free discussion
- d. Oral presentation
- e. Games and quizzes
- f. Playing cards

9- While learners are performing during oral expression courses, do you focus on:

- a. The content of the activity itself
- b. The linguistic aspects (pronunciation, vocabulary, grammar,)
-

c. Both of them

10- Do you think the time allotted for Oral Expression course is sufficient?

a. Yes

b. No

### Section Three: Using Role Play in the classroom

11- How often do you use Role Play?

a. Never

b. Sometimes

c. Often

d. Always

12- Do you think that role play is an appropriate technique to develop learners' speaking skill?

Yes  No

13- What is the objective of Role Play technique is it:

a. Entertainment strategy?

b. A pedagogical strategy?

c. Both of them?

14- Which is better for learners to play a:

a. Written roles to be performed?

b. Spontaneous role from their creation?

15- Do your learners enjoy playing roles?

a. Yes

b. No

1- What kind of difficulties do you face when you use Role Plays in teaching Oral Expression course?

a. Time

b. Students level

c. Topics

d. Technical means

e. Place

19- Do you agree that working in group while performing Role-Plays reduces students' shyness, fear and motivate them?

Yes  No

Please clarify your answer.....  
.....  
.....

20-What role do you play when your learners perform?

- a. Guide
- b. Friend
- c. Facilitator
- d. All of these

21-please supply any additional suggestions:

.....  
.....

**Thank you for your cooperation.**

### Appendix C: Classroom observation checklist

Observer:

Date:

Teacher:

Level: third year

Groups:

Lesson:

1) Classroom structure:	acceptable	good	well
• The classroom is designed for quick and easy groupings of tables and chairs			
• Is arranged for teacher and student movement during work sessions.			
• Organized, neat & uncluttered			
• IN the classroom there are equipments and materials needed for the course			

2) Teacher's role:	Yes	No	Not really
• Teacher speaks clearly and audibly			
• Teacher interacts with all the students			
• Uses techniques that reflect an awareness of different learning styles			
• Teacher provides students with appropriate feedback			
• The frequency of the teacher' talks			

3) Learner's role:	Never	Often	Always
• Learners follow their classmates carefully when they perform			
• Learners work confidently while performing in group			
• Some learners use body language			
• They choose an appropriate role-play topic			
• They give their comments and points of view			
• The frequency of the learner' talks			

Comment:

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## ملخص

تناولت هذه الدراسة موضوع استعمال اللعبة الأدوار كتنقية تدريسية لتطوير مهارات الطالب بالكلامية بأكثر دقة وسلاسة. المشكل الملحوظ هو أن المستوى بالكلامية لطلبة سنة الثالثة جامعي تخصص إنجليزية غير كفاء من جهة أخرى يوجد الكثير من الممارسات التي يستطيع الأستاذ استخدامها لمساعدة الطالب في تنمية مهاراته الكلامية المذكورة. تعالج تحسين المهارات الكلامية لطلبة هذا المستوى من خلال إدخال التقنية لعبة الأدوار في القسم. افترضنا أن لعبة الأدوار هي أنسب الطرق لتطوير مهارات الطالب في الكلام.

تنقسم المذكورة هذه إلى جزئين:

الجزء الأول: نظرياً وآخر تطبيقي

الجزء الثاني: النظري يحتوي على فصلين بالنسبة للفصل الأول وهو عبارة عن مفاهيم خاصة بالمهارات الكلامية، يحتوي كذلك على أمثلة وأوصاف صوممية تتخلف من شخص لآخر، أما الفصل الثاني فيتطرقتنا فيه إلى بعض تعريفات ومفاهيم خاصة بتقنية لعبة الأدوار إضافة إلى أمثلة ومحااسنها ومدى أهمية استعمالها داخل القسم.

بالنسبة للجزء التطبيقي هو عبارة عن استبيان وجهته للتلاميذ السنة الثالثة م. دلغة إنجليزية بجامعة محمد خيضر للسنة الدراسية 2015- 2016 للكشف عن مدى احتياجهم لتطوير مستواهم في الكلام ولجمع آرائهم حول آلية استخدام لعبة الأدوار في الأقسام، كذلك منابو وضع أسئلة خاصة بالأستاذة لنفس الغرض و أيضاً استخدمنا الملاحظة في القسم. في الأخير أوضحت لنا النتائج التي توصلنا إليها الأهمية البالغة لاستعمال المسرحية داخل القسم و أيضاً إمكانية تطوير وتحسين المهارات الكلامية للطلبة من خلال استعمال التقنية المسرحية لنطق اللغة بطريقة سلسلة وبطلاقة.

## **Examples of Role play**

### **Example 1: it is a piece of a role play**

A train car is empty. Groups of people shuffle in and settle in to seats to the right. People are talking about their trips and their destinations and how tired or hungry they are. Then after a pause, the Grim Reaper walks on to the train and sits alone at the left side of the train car.

MEL:IS THAT WHO I THINK IT IS?

MITCH:I THINK SO.

MEL:WHAT'S HE DOING ON THIS TRAIN?

TINA:HOW DO YOU KNOW IT'S A HE?

MEL:DEATH IS ALWAYS A GUY.

TINA:ALWAYS?

MEL:I THINK SO.

TINA:BUT HE'S WEARING A DRESS.

MITCH:OR IS MORE OF A MOO-MOO.

MEL:ROBE... IT'S A ROBE. GUYS CAN WEAR ROBES.

TINA:AFTER A SHOWER.

MITCH:OR IF THEY ARE SOME KIND OF JUDGE.

TINA:DEATH IS A LIKE A JUDGE.

MEL:TRUE... I SEE WHAT YOU MEAN.

TINA:A JUSTICE OF THE PEACE?

MITCH:A JUSTICE OF REST IN PEACE.

TINA:NICE ONE.

MITCH:THANKS.

TINA:YOU'RE WELCOME.

MITCH:SO WHAT'S HE DOING HERE?

TINA:HE'S GOT A CLIENT I GUESS.

MEL:ONE OF US?

TINA:NO, HE'S PROBABLY ON HIS WAY SOMEWHERE.

MITCH:WHY IS DEATH TAKING THE TRAIN?

MEL:HIS WINGED HORSE O' DEATH DIDN'T HAVE THE GUTS TO GO THERE...  
GET IT... BECAUSE IT'S A SKELETON HORSE... NO GUTS...

TINA:PLEASE DON'T EXPLAIN THE JOKE. IT'S NOT FUNNY IF YOU HAVE TO  
EXPLAIN IT.

MEL:GEEZ... I'LL JUST LET MITCH MAKE ALL THE JOKES THEN.

TINA:THANK YOU.

MITCH:YOU'RE WELCOME.

TINA:DEATH TAKING THE TRAIN DOESN'T MAKE ANY SENSE. DOESN'T  
THAT TAKE TOO LONG? WOULDN'T DEATH BE IN MORE OF A HURRY?

MITCH:MAYBE NOT... MODERN MEDICINE IS KEEPING PEOPLE ALIVE  
LONGER. MAYBE HE'S NOT IN A HURRY ANYMORE.

MEL:MAYBE HE'S ON A TIGHT BUDGET LIKE THE REST OF US. THE BAD  
ECONOMY IS EVEN AFFECTING LIFE AND DEATH.

TINA:I LIKE MITCH'S THEORY BETTER.

MEL:OF COURSE YOU DO.

TINA:MITCH HAS A POINT. PEOPLE AREN'T DYING AS QUICK AS THEY USED  
TO OR AS OFTEN. MODERN MEDICINE CAN KEEP PEOPLE ALIVE FOR YEARS  
BEYOND WHAT NORMALLY WOULD KILL THEM.

MEL:SO DEATH SAVES MONEY AND TAKES THE TRAIN.



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## ملخص

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تنقسم المذكورة هذه إلى جزئين : جزء نظري وآخر تطبيقي. الجزء النظري يحتوي على فصلين بالنسبة للفصل الأول فهو عبارة عن مفاهيم خاصة بالمهارات الكلامية ، يحتوي كذلك على أنواع و خصائص و مميزات تختلف من شخص لأخر ، أما الفصل الثاني فتطرقنا فيه إلى بعض تعريفات و مفاهيم خاصة بتقنية المسرحية إضافة إلى أنواعها و محاسنها و مدى أهمية استعمالها داخل القسم .بالنسبة للجزء التطبيقي هو عبارة عن استبيان وجه إلى تلاميذ السنة الثالثة ل.م.د لغة إنجليزية بجامعة محمد خيضر للسنة الدراسية 2015-2016 للكشف عن مدى احتياجهم لتطوير مستواهم في الكلام ولجمع آرائهم حول آلية استخدام لعبة الادوار في الأقسام ، كذلك قمنا بوضع أسئلة خاصة بالأساتذة لنفس الغرض و ايضا استخدمنا الملاحظة في القسم . في الاخير اوضحت لنا النتائج التي توصلنا اليها الأهمية البالغة لاستعمال لعبة الادوار داخل القسم و ايضا إمكانية تطوير و تحسين المهارات الكلامية للطلبة من خلال استعمال تقنية المسرحية لنطق اللغة بطريقة سلسة وبطلاقة