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**THE EFFECT OF THE ROLE-PLAY TECHNIQUE ON
IMPROVING EFL LEARNERS' SPEAKING SKILL
A CASE STUDY OF SECOND YEAR STUDENTS AT
BISKRA UNIVERSITY**

*A Dissertation Submitted in Partial Fulfillments of the Requirements for the Master
Degree in Science of the Language*

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Academic year : 2015/2016

Dedication

To the memory of my **grand-mother**, you left fingerprints of grace on our lives. You shan't be forgotten.

I also dedicate my work to:

♥ My lovely parents and family

♥ My tween sister and brothers

♥ My dearest friends

Acknowledgment

I would like to extend my sincerest thanks and appreciation to **Mme, Assma Cheriet**, my dissertation supervisor and advisor, for her guidance, background knowledge, patience and editing skills in the completion of this research.

I am grateful to the teachers and second year students who have contributed in answering the questionnaires, without them this work has not been possible.

To all my family, friends, and classmates, thank you for all your encouragements and support that I will always appreciate.

Finally, special recognition goes out to to my parents who inspired me and provided constant encouragement during the entire process. God bless them forever.

Abstract

This presented research attempts to explore the effect of the role-play technique on students' speaking skill and communication abilities. During the study, we noticed that the students' level is average concerning the oral production, in the other hand; teachers have numerous ways in which they can help their students to enhance their speaking level. Our main objective from this study is to suggest the role-play as an effective technique to develop students' speaking skill. The basic hypothesis for this study sets out that role-play is a very effective technique to maximize learners' oral production. In order to confirm or reject the hypothesis, questionnaires were administered to second year students of English Division at University of Mohamed Kheider Biskra , as well as, their teachers of oral expression module for the sake of conducting suggestions and opinions about the subject under investigation. The results show that role play is a useful technique for increasing students' desire to use language.

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General introduction

General introduction

The most important goal of language is communication and being able to use the language as correctly as possible. Therefore teachers tend to focus on the oral skill in teaching a foreign language. According to Hughes(2002) ““One of the central difficulties inherent in the study of speaking is that it overlaps with a considerable number of other area and activities" (p.6)” indeed, the written aspects are not focused on like the oral ones in teaching the foreign language.

It is so important for the learner to learn how to speak and practice the language, Role-playing is one the ways that gives the learner the opportunity to do so, it is practical, entertaining, fun and gets students to produce authentic English. Likewise, active learning is always memorable, and in order for students to truly learn information it has to be meaningful to them, their minds should be emotionally connected with the lesson.

In this research, we will be showing the importance of role-playing activities in the classroom, and whether it helps the EFL learners to overcome their shyness and be fluent communicators and good English speakers.

1. Statement of the problem

Speaking is considered to be the most important skill to be developed when it comes to learning an L2, the majority of learners tend to learn the language silently because of their shyness and confusion, yes they read it, write it, but seldom speak it. Thus, our research revolves around how role play encourages students to overcome their shyness and conquer this natural feeling and guide them to the great path of fluent communication.

2. Aim and significance of the study

The findings of the study will be able to signify the effect of using role-play as a technique to improve EFL learner's oral competence as well as knowing if teachers are willing to focus on this technique in order to simplify the English language for their students.

The aim of this study is:

- *- to investigate learner's attitude towards the speaking skill.
- *- to illustrate the effect of role-play technique on learner's speaking skill.
- *- to propose the use of role-plays inside the classroom.

3. Research questions

In this Research, we seek to answer the following questions:

- *- How does learners behave towards English communication?
- *- How can role-play technique help students improve their speaking skill?

4. Research hypothesis

The role-play technique has a positive effect on EFL learner's speaking skill, it helps them overcome their shyness and isolation and lead them to an eloquent communication.

5. Limitations of the study

The research will deliberately focus on:

- *- discovering and providing solutions for problems that students face in developing their speaking skill

*- encouraging teachers to use the role-play technique in their courses to develop the students' speaking skill

*- finding out the reasons behind the lack of using role-plays inside the classrooms.

6. Research methodology

The presented study investigates the effect of role-play on enhancing the students' speaking skill and increase their motivation and self-esteem. for this cause, we chose the descriptive way to deal with this research; the main data gathering tool is questionnaire for both second year students and their teachers of oral expression module at Mohamed Kheider University Biskra

7. Population and sample

The investigated study is about the effects of using Role-play on improving EFL learner's speaking skill. the targeted respondents are _ in one hand_ the second year students at the English division at university of Mohamed Kheider Biskra, and the reason why they are the meant population is because they have already experienced the role-play strategy during the Oral expression module which will help us reach our purpose of the study.

on the other hand, We are pleased to ask some oral expression teachers in the university of Mohammed Kheider Biskra to give us their sincere opinion of the role-play technique as a language teaching aid.

8. Research structure:

The present dissertation consists of three main chapters. The first two chapters are the theoretical part; chapter one is about the speaking skill, its definitions, importance, and students' problems in speaking. Chapter Two is devoted to role-play technique we focused on its definition, importance, and its main types. The last chapter is the field work in which we talk about the methodology and tools that we used to collect data for our study, in addition to the analysis of the collected data by means of the students' and teachers' questionnaires.

Chapter one: the speaking skill

Introduction:

When we learn a language it means we use it in an oral or written form of communication in which we express thoughts, feelings and personal experiences. A person with only merits and qualifications is not enough for him to be a part of his active society but with potential and powerful communication skills, he can pass on to others what he wants to say and how he wants to be understood.

Nonetheless, speaking and communicating is more than just pronouncing words; personality is a big deal which interferes with our body language and gestures. Many people believe that writing or reading are much easier comparing to speaking because it often happens in the real time and the listener is expecting to hear more and more ; so we fear of making mistakes, we care about what the listener thinks about us, some of us get very shy and frustrated .. And so forth. All of these obstacles get in the way of an effective communication.

In this chapter, we are going to deal with general issues involved in speaking: different definitions of speaking to make it more comprehensible, then we tackle some qualities of a good speaker, speaking and writing differences and problems of speaking and how to overcome them. Later on, we focus on a set of activities of oral production describing each one; also, we will elucidate the roles of the teacher. At the end, we will concentrate on error analysis, its types and causes.

1. Definition of The speaking skill :

The speaking skill is probably the main language skill that must be developed when it comes to learning a foreign language due to its importance and use in communication as Penny Ur indicates (1996, p.120)

“... of all the four skills (listening, speaking, reading and writing), speaking seems intuitively the most important: people who know a language are referred to as „speakers” of that language, as if speaking included all other kinds of knowing; and many if not most foreign languages learners are primarily interested in learning to speak.”

The importance of speaking is emphasized by the author here; also the fact that is related to knowing the language is enough for the person to speak it.

Speaking involves interaction with one or more participants (Harmer, 2001:271). This means that speaking takes place everywhere and involves a good deal of listening. In addition, Mackey (in Magiono, 2007: 13) defines speaking as oral expression which includes not only the utilization of right patterns of rhythm and intonation but also right order to transmit the right meaning. In other words, we cannot communicate only by using the right patterns but we should also be aware of the grammatical competence in order to express our thoughts appropriately.

2. Qualities of a good speaker:

To communicate in a foreign language fluently is maybe a hard task for some learners; some qualities are required for a successful and fluent communication; among these qualities:

2.1. Fluency

Richards, Platt, and Weber (1985, p.108) define fluency as ‘‘ the features which give speech the qualities of being natural and normal, including native-like use of pausing, rhythm, intonation, stress, rate of speaking , and use of interjections and interruptions ‘‘ I.e. they referred to fluency in second language as the level of speaking proficiency.

Fillmore (1979) submitted four fluency skills:

- Fill time with talk (make long speeches without pauses or hesitations)
- Talk in coherent, reasoned, and semantically dense sentences, [Fillmore’s emphasis].
- Create your own style and imagination in using the language.
- Say rightful things in a broad domain of context.

2.2. Accuracy :

Learners seek more to be fluent rather than being accurate. That is why nowadays teachers of second language focused more on the term of accuracy in their teaching program If speakers perform incorrect utterances each time, they will not be understood and their interlocutors will lose interest.

Making mistakes or errors should be taken into consideration by a good speaker, he must be careful about everything he says; grammar rules and structure should be mastered by the students in order to master the speaking skill.

2.3. Vocabulary range:

There is a reason why we used to have a handy dictionary at all times since our adolescence, as the British linguist David A. Wilking (1972, p. 111) puts it: “without grammar, very little can be conveyed; without vocabulary nothing can be conveyed”.

The ultimate goal of learning a foreign language is to be able to communicate in it, without a wide range of words and vocabulary; the spoken language cannot be contributed effectively.

2.4. Vocabulary selection :

Harmer explicates it as the selection of relevant words according to the setting where the discourse takes place. In other words; in order for the learner to produce meaningful patterns of a specific discourse situation, they must choose understandable and convenient vocabulary for the audience, the topic being discussed, and the setting in which the speech occurs.

3. Speaking and Teaching :

Many have said that speaking is more decisive than the other skills when it comes to teaching a foreign language, especially if the students are not familiar with the language outside the classroom because they often concentrate on their level of spoken language proficiency when evaluating their success in language learning; as Marting Bygate stated in his book (speaking; 1987,) “ it is the skill by which they are most frequently judged “.

3.1. Speaking and writing differences :

The distinction between speech and writing is traditionally felt to be fundamental to any discussion about language.(David Crystal, speaking about writing and writing about speaking,

n.d. p 1), speaking and writing are totally different , speaking is heard and writing is read but also there is numerous variations between the two , among them :

- The speaking skill is acquired naturally in a very early age of the human being, unlike the writing skill which must be specifically taught.
- Speech is transient and spontaneous, once it is said and heard the speaker cannot correct it, unlike writing which is permanent and gives the opportunity to the writer to edit and organize before it is read by the audience.
- Speakers have immediate feedbacks, interruptions and comments while writers have a delayed response and sometimes no response at all.
- Speech is characterized by many words and informal, constructions and also repetitions, sentences are usually connected by lots of ands and buts, whereas writing is characterized by some words and formal constructions, it gives the opportunity for more organization and complex structures...
- Each speaker of any language has his own dialect that represents a religion or belief. However writers follow a restricted form of grammar rules and structures
(The online Encyclopedia)

3.2. Students and speaking skill:

3.2.1. Factors affecting speaking skill:

Before we try to figure out solutions that boost students to speak fluently and communicate appropriately, first, we need to take into account what are the problems or factors that prevent the students from practicing the English language orally and expressing their ideas. It is because the

ability to speak a language reflects a person's personality, self image, knowledge of the world, ability to reason, skill to express thoughts in real-time (Luoma, 2004: ix)

3.2.1.1. Lack of subject matter :

Topics mis-chosen by the teacher for students to discuss inside the classroom often block the students from thinking of anything to say, may be because they are bored or not interested about the given subject or they know little about it. Rivers (1968).

Or as Bachman and Palmer (1996, p.124) referred to as topical knowledge, which is the relevant information about a particular topic, and they believe that it has major impact on speaking production.

3.2.1.2. Lack of proper vocabulary :

Vocabulary is recognized as a very important element in language use, as Smith further argues « the more words students know, the more they can say and understand things presented, both oral and written, in English »

A study accomplished by Erikson (2009) shows that limitation to vocabulary affects students from participating in speaking tasks inside the classroom. Students are easily frustrated when they can't or don't know how to express their ideas in the desired words.

3.2.1.3. Anxiety :

The complexity of the task of learning foreign/second language has a remarkable impression on the human anxiety (Brown, 1994, as cited in Shumin, 1997, p. 8). Fear of public

speaking is probably the common of all phobias; especially for foreign language learners who suffer from anxiety when it comes to oral production, they fear of making mistakes and feel tongue-tied and may be even have a heart attack while speaking.

Students often prefer to be silent rather than to speak and make mistakes, they over think of how the audience sees them. Rivers (1983) focused of this point saying that teachers should be aware of this problem and they should correct student's mistake at the appropriate time.

3.2.1.4. Improper listening skills :

The listening skill integrates the speaking skill, it effects tremendously on the student's comprehension of a particular topic. Whilst another person is talking, generally a reply is formulated, the learner always tries to understand the message before it is even complete If one cannot understand what is said; one is certainly unable to respond (JOALEX CASII NILLO).

3.3. How to overcome these factors?

- Choose 2-5 students everyday to share news about certain events, or discussions about a topic in front of the class.
- Students should have a handy dictionary at all times.
- Omit any noisiness around, conversations in a chattering environment is hard to be heard and understood
- Make it a habit to listen attentively, never think that you already know what the other person is going to say

(University of the science)

4. Teachers and speaking skill:

4.1.Activities for Oral production :

“ Our learners often need to be able to speak with confidence in order to carry out many of their most basic transactions... ” (Martin Bygate (1987); he agreed in his book (language teaching) that activities integrate language courses, for that he stated a set of activities.

4.1.1. Information-gap activity :

It is an activity in which the students are missing information to solve a particular task so they need to be in communication with their classmates in order to fill the gap in the task. This activity is very useful and meaningful inside the classroom; it pushes the students to go out from the structured zone to a more communicative zone where motivation is increased.

Example of this kind on activities is ‘spot-the-difference’ ; a couple of students are given two similar pictures with few differences and they are asked to find those differences without looking to each other’s pictures, by describing them to each other.

4.1.2. Simulation :

A simulation is where “ a simulation becomes reality and the feeling of representivity fades (Crookall & Oxford, 1990, p. 15) ” ; it is an activity given to students in which they fulfill the need of realism, they spiritually play a part of the real-world system where they start to feel that the word outside becomes , enigmatically, imaginary .

4.1.3. discussion :

the first thing the teacher should be aware of is the speaking level of his students and background knowledge of the topic under discussion , the aim of this activity must be set by teachers so the students won't be chatting with each other about irrelevant things.

Discussion is a fun activity for students that brings out their interest and rises their motivation to speak ; as a result of this , students should be eager to ask clarifications and questions , express ideas and support ... and so on.

4.1.4. Role-plays :

Another great way to push students to speak is role-plays, as Kenneth O. Gangel described it " it is defined as the way one behaves in a given positions and situation ", students learn how to act out issues and practice interactions to best handle a situation.

Classroom tables must be rearranged in a circle for best performance, this should be a fun activity for the students so they can be fearless, none of the risks of communication and behavior of the real world are present, the activity does not threaten the student's personality. (Gilian Porter Ladouss; Role-play , p5).

4.2.The role of the teacher:

The teacher becomes the student's third parent, his role is not just lecturing in front of the class, he should be aware that he is a role model for his students; he inspires and encourages them to see the best of themselves.

The role of the teacher is all the commitments and activities in which he engages throughout his career, along with that, the constitution of the school's capacity upon these roles. As Dörnyei and Murphey (2003) explained "the success of classroom learning is very much dependent on how students relate to each other, what the classroom environment is, how effectively students cooperate and communicate with each other, and what roles the teacher and learners play"

4.2.1. Teacher as a controller :

The teacher is so powerful, he takes control of the whole class; what the students do what they say and how they say it ... he uses drilling techniques so that activities run fluently.

4.2.2. Teacher as a prompter :

The teacher should help the students only when they need him, he gives pieces of advice on how students can improve and develop their learning process in order to participate eagerly.

4.2.3. Teacher as an assessor :

According to Harmer (1983), the teacher as an assessor has two things to do: arranging feedbacks and correcting mistakes; the former is assessing student's performance to see how well they are doing avoiding criticism so that a success-oriented learning atmosphere can be created ; while the latter must be done gently without making a fuss about it.

4.2.4. Teacher as a resource provider:

The teacher should be always available for students in case they need his help, considering him a very good and convenient recourse. However the teacher must withhold his willingness to provide resources when the students are supposed to work on their own.

4.2.5. Teacher as a protector :

Teachers are ought to look for signs of trouble in the student's changed behavior and act according to faculty procedures.

4.2.6. Teacher as an organizer :

To be an organizer is perhaps the most difficult role the teacher has to play. The key to a successful activity is a good organization. One of his main responsibilities is to design tasks that students can carry out inside the classroom.

4.2.7. Teacher as a participant :

There is no point of the teacher standing in front of the class doing nothing after he finished explaining and giving instructions. Besides organizing the activities, he can also join his students with their tasks as long as he changes his role from a teacher to an ordinary participant whereas students see it as a chance to practice the language with someone who speaks it better than themselves

(Pearson classroom link)

5. Error Analysis :

Was established in the 1960s by Stephen Pit Corder and colleagues, it studies and describes causes that lead to language deviations; it helps to figure out the process of SLA and criticize learners' strategies and progress.

5.1. Classification of Errors :

5.1.1. Competence Versus Performance :

Competence involves “knowing” the language and performance involves “doing” something with the language. (*Chomsky, 1965*)

The student during his learning process gets frustrated and tired and careless, as a result they make errors in their written or spoken production; these errors are called performance errors and they are not very serious because with little effort of the learner it can be defeated.

Otherwise, competence errors are more serious because it's a reverse of an insufficient learning and lacking knowledge about the language.

Example: Maria **choosed** to go to the birthday party with me.

Here if a native-speaker said this sentence, it is obvious that he is aware of the past simple form of the verb (**to choose**) but his performance failed him at that moment. Yet, if it is said by a non native-speaker it is more likely that he does not know that the past simple of the verb choose is **chose**

5.1.2. Global Versus Local :

Cf. Burt and Kiparsky 1974 distinguish between these two errors as follows:

Local errors do not affect understanding of the meaning of the utterance, it involves misuse of verb tenses, auxiliaries, and omission of prepositions... whereas global errors cause misconception of the utterance, and it involves wrong order of the words.

5.2.Errors Causes :

Errors are inescapable and inevitable when learning a language as it is a visible proof that learning takes place. The learner faces several issues which lead him to make these mistakes or errors whether in speaking (pronunciation...) or writing (spelling and punctuation...), two major causes generate these errors to the students; we demonstrate them as follow:

5.2.1. Interlingual Errors :

It is called also the interference of the native language. Fries (1945) and Lado (1957) emphasized the view that the native language plays a negative role.

When facing new things, It is so natural to look back at the things we are used to and information we used to know to find similarities. We tend to bring what we know already to what we don't know yet,the same thing when learning a foreign language. As argued by Lado:

“Individuals tend to transfer the forms and meanings, and the distribution of forms and Meanings of their native language and culture to the foreign language culture – both productively when attempting to speak the language and to act in the culture, and receptively when attempting to grasp and understand the language and the culture as practiced by natives. “ (Lado, 1975:2).

From vocabulary and grammar to function and pronunciation, all parts of second language learning are influenced by the first language, this influence can be either positive or negative; the former influence is when a language is resembling to another two in linguistic features . Example in a Korean learner studying Japanese; the language syntax of the Korean language resembles to Japanese this is why acquiring grammar is easier and faster. As an example of the negative

influence a Japanese student studying English, the student tends to be inaccurate in grammar because there is no distinction between plural and singular in Japanese. (Warren M Tang, Assistant professor of English)

5.2.2. Interlingual errors :

As Richards (1971) identified them:

“They are items produced by the learner which reflect not the structure of the mother tongue, but generalizations based on partial exposure to the target language. The learner, in this case, tries to „derive the rules behind the data to which he/she has been exposed, and may develop hypotheses that correspond neither to the native language nor to the target language” (Richards, 1971, p.6)

By way of explanation, interlingual errors are taking part in the target language itself not related to the first language. Four major strategies for language deviations are proposed by Richards:

- **Overgeneralization**: when the learner creates one deviant structure in place of two target language structures (Richards 1971) i.e. the use of grammatical rules when it is not applicable. As Littlewood (1984) pointed out as an example, forming the ‘s’ of plural to irregular plurals (foots).
- **Ignorance of rule restriction** :
Applications of language rules where they do not apply, example: the learner encounters once that after a conjugated verb the second verb stays in the infinitive. However, learners would probably use (to) before the unconjugated verb:
(Richards 1971)

- ❖ I will let her to drive
- ❖ I will make her to leave

- **Incomplete application of rules:**

Although learners of English as a second language are aware of the rules of formulating a question, however, they tend to use a declarative statement adding the interrogative words at the beginning and the interrogation mark at the end assuming that they formed a question. Ex: 'you like to read?' Instead of 'Do you like to read?' (Richards 1971)

- **False conceptions hypothesized :**

The learners fail to fully conceive a distinction in the target language (Richards 1971) in other words; obviously the learner has a lack of knowledge about the target language he is learning, as a result, generalizations occur. Ex: one day it was happened (using the word 'was' as a marker of past simple).

Conclusion:

Teaching the speaking skill is an essential aspect in the field of teaching foreign languages and crucial part of second language learning and teaching, therefore teacher's choice of the appropriate method plays a major role in improving the speaking skill. It can help them in expressing feelings and opinions of their own as well as exchanging information about certain topics in which they are interested in.

In this chapter, we highlighted the most important elements that affect the speaking skill; we proposed different definitions according to some scholars, we focused on the problems that the learner face while practicing the speaking skill and the ways in which he can conquer these problems. In addition, we shed the light on some activities for oral production and the different roles which the teacher plays in the classroom.

Chapter two: role- play

Introduction:

One of the most important aspects of teaching the target language is the student's oral proficiency, for that case, teachers tend to improve their students' communicating abilities by using different ways and techniques. As a method, communicative language teaching with its principles and techniques was adopted as the most appropriate one. Some of these techniques are group work and role-play.

In this chapter we deal with the latter technique that may help teachers in enhancing students' speaking skill, we are going to mention some definitions of role-play according to some scholars. Then we go through the historical background of the role-play, as well as both types the unscripted and scripted role-play with examples of activities that can be used in classrooms. After that, we shed light on the advantages and the importance of role play.

1. Definition of role-play:

Role-play is used as an educational technique where students unconsciously act out ways to behave as other people dealing with a new situation. It engages the students into real life communication and gives them the chance to even choose the right role in which they feel comfortable while performing which can lead to better learning results.

Bowman (2010) took for granted these three basic elements that can make a real role-play. First, players must share a story experience among each other by presenting the sense of community in the role-play. Second, the framework for both the performance of specific scenarios and solving the problems should be provided in the role-play. At the end, this process is known as identity alteration where players change their real identities to the identity they are

required to perform. As Collins (1994. p. 52) said “the act of imitating the character and behavior of a type of a person who is very different from yourself, either deliberately, for example as a training exercise, or without knowing it”

2. Historical Background:

The year 1974 was the commencement of the role-play as a sub cultural phenomenon ; it was the most important year when the virgin game “Dungeons_Dragons” achieved the progress of popularity which aids to emerge various styles of role-play games such as tabletop, Live Action Role Play, and virtual gaming. The mood and the setting should be taken into consideration in role-plays; the most prominent ones are fantasy, science fiction, and horror.

From a Contemporary point of view, role play becomes a fundamental aspect of human social interaction:

"Each social interaction remains a type of performance." (Erving Goffman)

When we are required to act out as doctors, teachers, parents... we are automatically changed into the character’s personality.

3. Types of role-play:

According to Donn Byrne (1986), role play can be grouped into two forms, scripted and unscripted role play. These two forms are explained as follows:

3.1. Scripted role-play:

In this type of role-plays, the instructor or the teacher has the advantage to design role-plays that are sat-up for specific learning outcomes. To perform the scripted type of role-plays,

pairs or groups of students are given prompts related to the scenario, and then they will have to form a dialogue using those prompts as a model.

It is also called ‘‘ the casual role-play ‘‘ because it is very accessible for everyone; no amount of skill is required to play this type. The posts in the scripted style will usually start with the name of the character followed by dialogue and action done by the character, and sometimes, in-between the name of the character and the dialog, an emotion, most often in parentheses, with which the dialogue will be spoken and the actions done.

Adrian Doff (1988, p.101) gave an example of scripted role-play dialogue and reading text and how the process is:

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

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

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

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

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

Clerk: Here is your stamp, and here is 20 pence change.

3.2. The unscripted role-play:

It is famous as free role-play or improvisation. According to Oxford dictionary (2000) improvisation means "to act or speak without preparation". Hatch (1997, p. 181) claims that improvisation is "intuition guiding action upon something in a spontaneous but historically

contextualized way". In other words, learners themselves improvise the dialogue; they choose how the conversation should develop and what language to use.

The example of the process of the unscripted role-play is as follows:

Location: the mall

- Two friends are in the mall shopping
- One is entering the store to ask about a dress she likes
- The other one feels like waiting outside the store
- She hears a women screaming , she goes to check her out
- She finds out that the women lost her child
- The other friend arrives
- She suggests that they go to the Secretariat Center and say her name on the speaker
- The women thanked the girls and leaves to the secretariat center
- The two friends continue shopping.

4. Procedures:

Huang (2008) suggested six major steps in the procedure of the role-play inside her class:

Decide on the Teaching Materials:

The teacher should decide the teaching materials based on students' level and interest, teaching objectives and appropriateness for teaching. It could be taken from different sources such as picture books, story books, play-scripts, movies, cartoons and pictures.

Select Situations and Create Dialogues:

Teachers should select the situations to be role-played or created by the students themselves.

Teach the Dialogue for Role Plays:

For every role-play situation; vocabulary, sentences, and dialogue must be necessarily taught by the teacher. Prior to doing the role play activities, students should know how to use that vocabulary and dialogue otherwise they can ask how to say the words they want to say.

Have Students Practice the Role Plays:

Students can practice in pairs or groups; they can exchange roles as well. That way, they can practice all the lines in the role-play. After they are confident enough to perform; the teacher asks them to do so in front of their classmates.

Have Students Modify the Situations and Dialogues:

Students can create variations of the original role-play once they become familiar with it.

Evaluate and Check Students' Comprehension:

Finally, the effectiveness of the role-play shall be evaluated. Teachers also must check if the meaning of the vocabulary, sentences and dialogues are totally comprehended by the students.

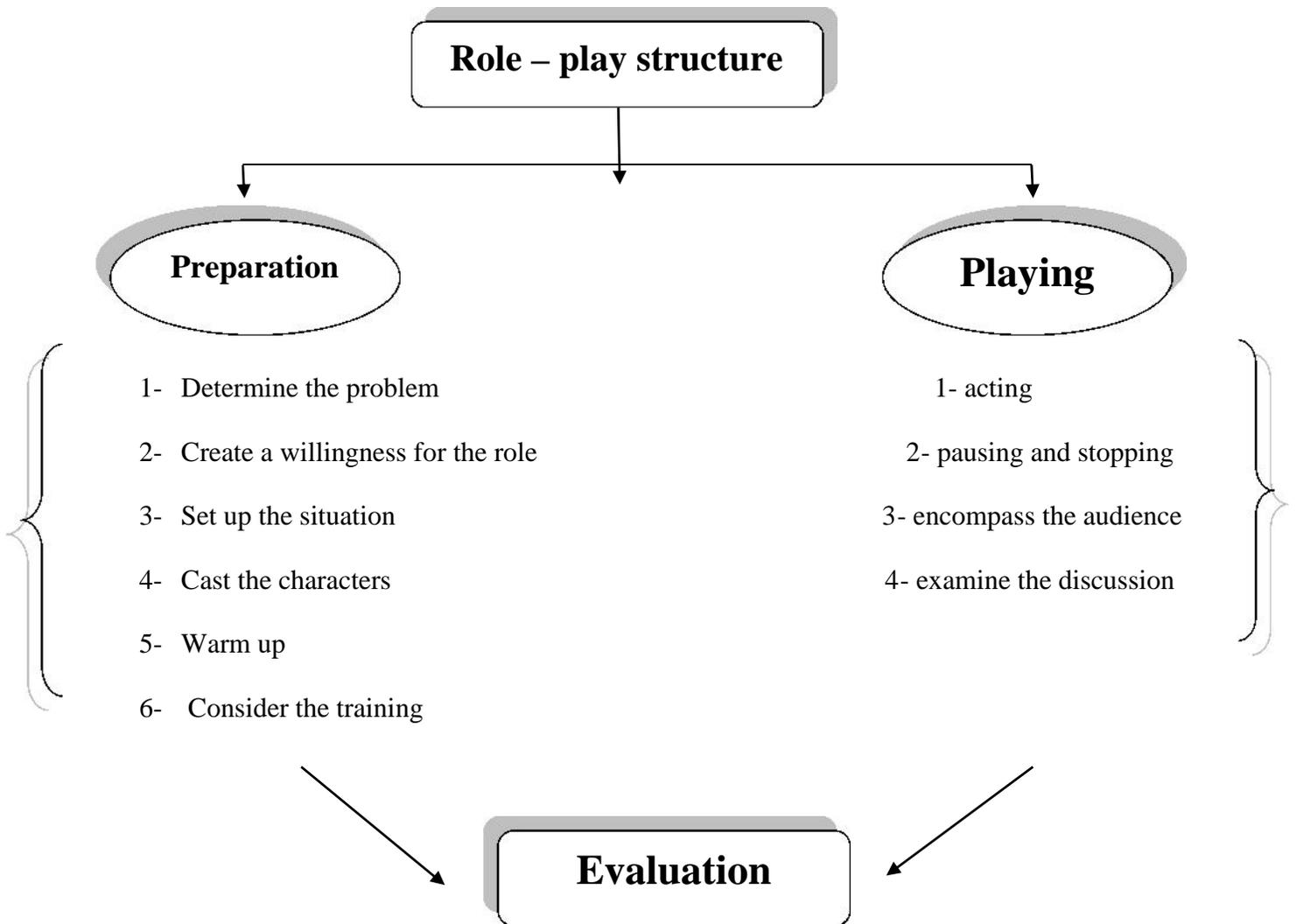


Figure 1 : An organizational pattern for the role play strategy

5. Advantages of role-play:

- a. According to Rogers (2007), role-play has many advantages:
 - ❖ It is considered as an appropriate method for adults to learn because it includes realism. If students are taught something unreal they might feel bored thinking that it is a waste of time.

- ❖ When adults are not given a chance to test their work by themselves, they won't produce good results. That's why role-play is an active method of learning. Moreover, it is a very good way of problem-solving.
- ❖ Besides, because it is both a way of finding solutions to problems and realistic at the same time, it can treat serious problems of real life so students and teachers try to avoid making them in the future.
- ❖ Another advantage, that it helps students to try and deal with other's solutions and teach them how to accept other people's opinions and change their own on at different levels of seniority.
- ❖ Furthermore, role-play is founded to teach students how to acquire, evaluate, and use information.

b. According to Jarvis et al, (2002, p.4) there are also educational advantages which include the following:

- ❖ While in role, it helps individuals reflect their extent of knowledge of the target topic. Therefore, role-play is an exquisite method for reviewing information at the end of the course.
- ❖ Individuals should use appropriate concepts and arguments as defined by their role
- ❖ Role-plays are a very dynamic technique that gives life to descriptive and/or theoretical academic materials.
- ❖ It encourages students to be more empathize with others in the normal process of teaching.

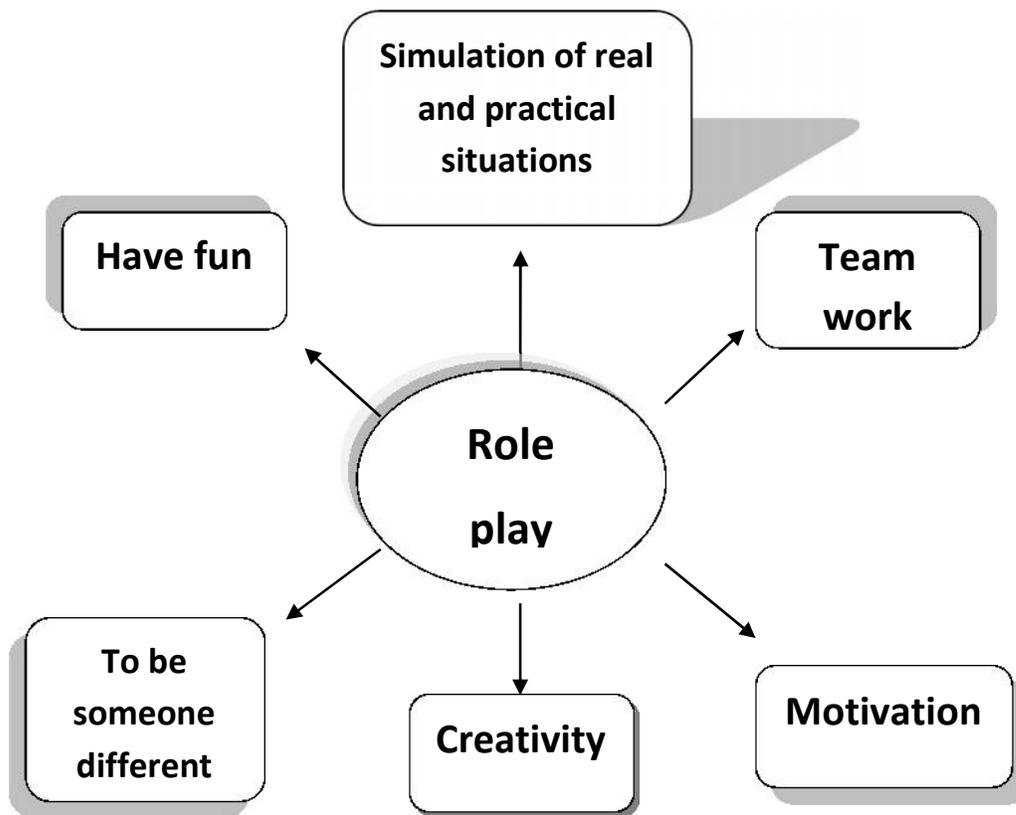


Figure 2: Role-play: Why?

6. Role-play rules:

Role-plays have really simple rules: (Babu, 2012, p.249)

- ❖ It should contain clear and understandable objectives, as well as instructions of the performance. Immediate feedback must be given; it needs to be explicit, relevant, and achievable.
- ❖ Learners must comprehend the role-play since it is essential in learning and improving options of behavior.

- ❖ Over time, when students plan the role-play sessions, they consistently admit to the teacher their enjoyment about the experience.
- ❖ Role-play technique will be chosen according to which of the elements its educational goal will affect; knowledge, attitudes or skills.

7. Participants' role :

The establishment of a role play needs involvement of three roles: the client, the consoler, and the observer. A projected role-play is when the client and the counselor are asked to perform other person's life circumstances. On the other hand, when they perform their own personal experience; it is called a personal role-play.

According to (Tolan and Lendrun, 1995) these are some roles that participants should have:

7.1. The client role:

In personal role-play; rather than to imagine other person's life, the client is asked to use his own experiences. It helps the students to allow, listen to, and gradually accept their own feelings, it is considered as the most basic structure of a role-play.

Whereas in projected role-play; the client's feelings are conscious in which he is required to imagine other person's situation. The learner has to get into the role's character as he performs it. According to (Tolan & Lendrun, 1995), this type of role-plays requires some materials to be played.

7.2. The Counselor Role

The counselor role gives members of the group the chance to experience another person's life, as well as to direct what is going on inside themselves. (Tobn and Lundrun (1995, p. 26)

Strictly speaking, during the client's performance, the counselor facilitates the process by concentrating on particular skills such as organizing the time; listening to the speech, and paraphrasing. The training becomes influential when all these skills become accustomed

7.3. The Observer role:

The observer provides feedbacks to the counselor; he helps students to figure out more about themselves and allows them to enter directly into other's experiences. Gathering feedbacks grant the students the opportunity to communicate **efficiently**. (Tolan & Lendrun, 1995),

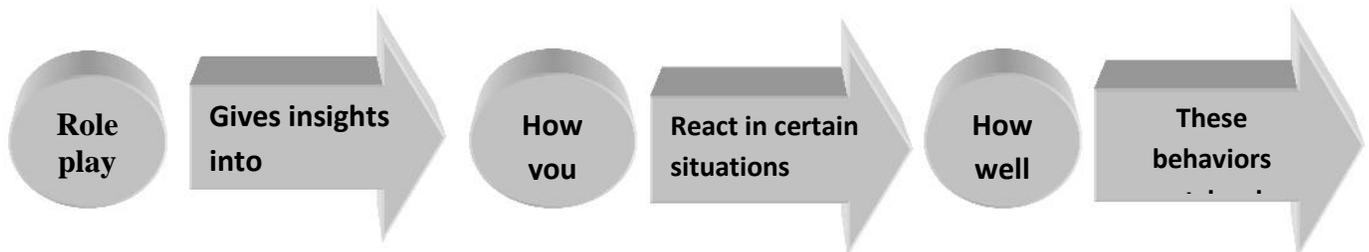
8. Importance of role-play:

Role-play may serve different purposes; it encourages empathy and feeds the imagination, it is a dynamic and dominant way of improving social skills especially if the learner himself has set the context, and the instructor smoothly supports the performance. Jerome Bruner believes that:

“ individuals learn best when they are active participants in their learning. ”

It permits students to create an understanding of other's perspectives and opinions and pushes them to develop workable solutions.

Role-play is a reflection of a real life context; therefore, they have the opportunity to add different visions and observations into interpersonal challenges that they may face in their occupations and private life.



Rogers and Evans (2008) announced three reasons that show the usefulness of role-play as a method. First, a larger part of teachers have seen that role-play aids learners to develop social skills for the sake of communicating with others, thus they believe it is very central and beneficial to the learners' experience. Furthermore, role-play is a good reason to increase creativity and imagination. The third and the main reason is that role-play reinforces the learning process.

9. Activities for role-play:

Several role-play activities can be adapted to different levels of proficiency and for different topics in order for learners to develop their speaking skill according to (Thornbury, 2001) to be set spontaneously; these activities need few or no materials.

9.1. Alibis:

A very ancient game where students have to act as criminals and police people.. Its structure begins with the two accused students who must find a proof (alibi) that they were somewhere when the crime has occurred. While the accused design their alibi, the rest of the class prepare a sequence of questions (what were you doing...? Did you meet anyone...? What did you say...etc). The accused must have identical answers to these questions or else they will be charged as guilty (they can't claim that they forgot). This activity can be played on different versions. (Thornbury, 2001)

9.2. Shopping Around

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

These are further subdivided into pairs. Any topic is acceptable (looking for clothes, food, and things for school...etc). Customer first decides what he is looking for, and then he visits the shop and makes an interview with the provider. Each customer has to do the same, until all customers have interviewed all the providers. (Thornbury, 2001)

9.3. The Soap

According to Thornbury (2001) soap is when learners plan, rehearse, and perform a soap opera. The purpose of using the soap opera structure is to enable students to establish similar elements of story or play which is full of strong feelings. However, they are not obliged to create an effective ending. The format of that activity starts with gathering detailed information about the characters that the learners are going to play. The learners have to focus on their pronunciation and on the use of drama techniques in order to achieve an effective performance. At the end, students are allowed to ask questions and give opinions or comments about their classmates' performance.

Conclusion:

To sum up, we shed light on the whole image of role-play; its historical background and definitions. By the same token, we mentioned both types of role-play; the scripted and the unscripted ones with activities for more clarification. We also focused on its rules and procedure, and then we jumped into participants' role and explained each role separately without forgetting the importance of role play in learning in which it motivates students to communicate with each other. At the end, we cited different activities according to (Thornbury, 2001) in which the learner can develop his speaking skill.

Chapter three: field work

Introduction:

The current chapter aims to discuss the issue of “the effect of the role-play on EFL students’ speaking skill “and evaluate the results accumulated from the questionnaires. The intention is to explore whether the use of role-play technique has a positive effect on teaching the speaking skill .In this chapter, we will speak about the methodology used in this study and the tools utilized to collect data, as well as, the chosen sample and population of the study.

Objective of the study:

The aim of this research is to investigate whether the role-play technique can help teachers in developing their student’s speaking skill, and whether it can aid the student’s to improve their communicating abilities.

Methodology and design:

We used the quantitative methodology in our presented study , the reason behind our choice is because we want to describe our state of problem and see how the chosen sample feel and think about it then we use a statistical analysis to determine the results.

Data gathering tool:

For the sake of investigating the effectiveness of the role-play technique on improving EFL learners’ speaking skill, we intended to use questionnaires as a data-gathering tool. We thought of the necessity of including second year students and teachers of oral expression in order to seek their opinions and suggestions about the study under investigation.

Students' questionnaire:

The questionnaire was supposed to be distributed to all second year English classes at Mohammed Kheider University of Biskra, but it was impossible due to the large number which is about 500 students, thus a sample was needed. The questionnaire contains both closed-ended and open-ended questions. The primary aim of this questionnaire is to seek students' opinions and points of view about the use of role-plays as a technique to improve their speaking skill.

Teachers' questionnaire:

The questionnaire was distributed to six teachers of oral expression at Mohammed Kheider University of Biskra, it also includes both closed-ended and open-ended questions. The main objective of this questionnaire is to explore the teacher's behaviors concerning the use of role-play as a teaching technique and to seek their point of view about whether it has an effect on improving their student's speaking skill.

I. Student's Questionnaire :**1.Population**

Our population is the second year LMD students of English, at Mohamed Kheider University of Biskra; English division, during the academic year 2015/2016. Because we couldn't deal with the whole population which was about five hundred students, we randomly selected 40 students. The main reason of targeting this population is due to the fact that they are still undertaking oral expression courses, and have already experienced the role-play technique in

the first year; which helps us reach our main purpose of realizing the effect of this technique on their speaking production.

2. Aim of the questionnaire:

Through following the descriptive method, a semi-structured questionnaire has been conducted in order to investigate the problem and collect the data required for this study. Besides, to see what EFL learners feel about the role-play strategy and how they consider it as an aid tool on improving their speech production. Overall, our intention of the questionnaire is to study the different opinions and points of view of the students regarding the role-play technique in EFL learning.

3. Description of the questionnaire :

The students' questionnaire aims to know the effectiveness of the role-play technique on students' speaking skill, also to find out different opinions and suggestions of the students on role-play activities. This questionnaire is sectioned into three parts; the first section named general information which involves four questions about the personnel information of the students such as: their gender, age, their choice of studying English, their opinion about the oral expression as a module. The second part regarding the speaking skill consisted of six questions concerning the students' attitude towards the speaking skill. The final part regarding the role-play includes seven questions which grant us a clear picture about the use of role-play in general on improving the students' speaking skill.

4. The Analysis of the questionnaire

4.1. Part one: general information :

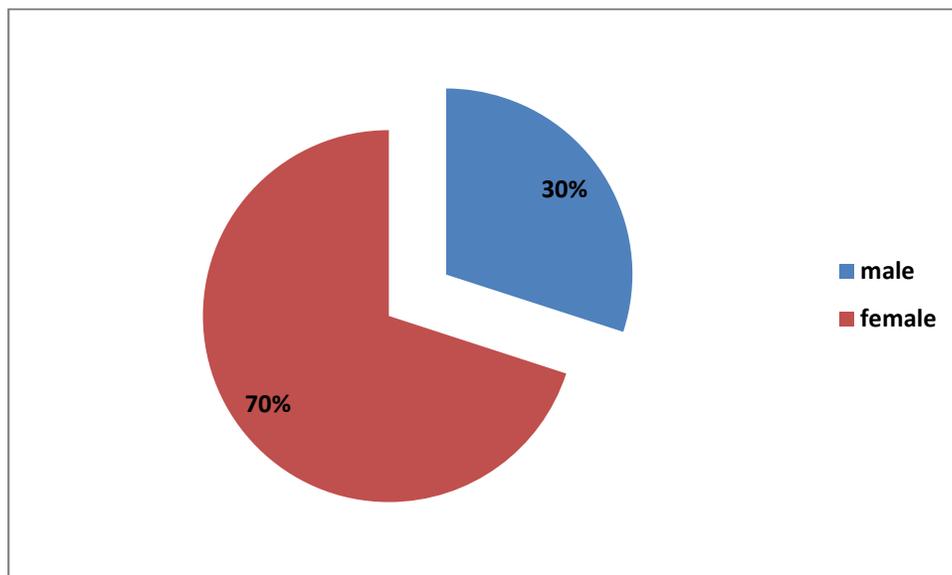
This part is meant for collecting relevant information about the participants (students)

It is mainly about their gender, age, their choice to study English, and their opinion about the oral expression module.

Question 1: Gender

Gender	Percentage	Participants
Male	30	12
Female	70	28

Table 1: students gender



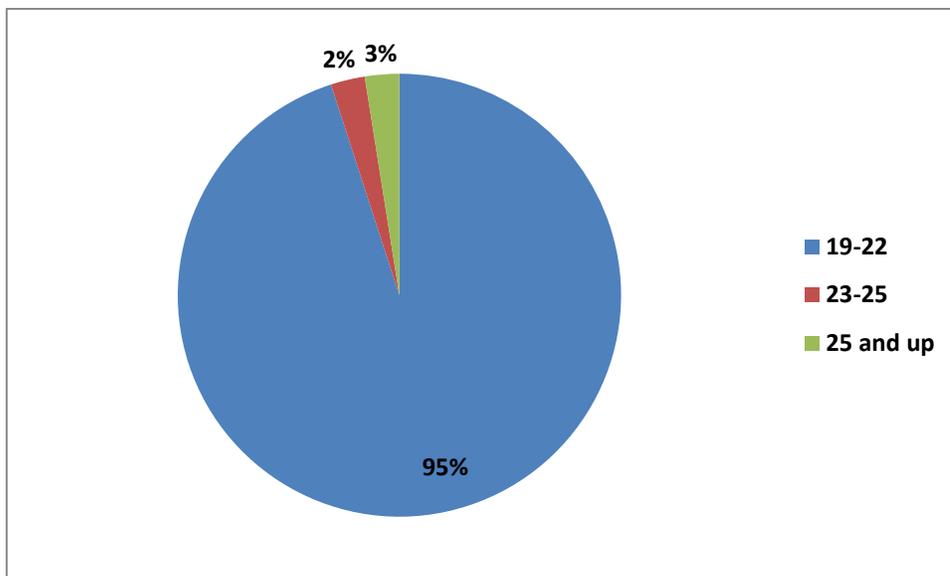
Graph 1: The students' gender

As we can see in the table and the graph above, that females outnumber males which we have only 12 males that make 30% and 28 females that make 70%. This shows that females are more interested in studying English, and have more tendency towards studying foreign languages and English in particular.

Question 2: Age

Choices	Percentage	Participants
19-22	95	38
23-35	2	1
25 and up	3	1

Table 2: student's age



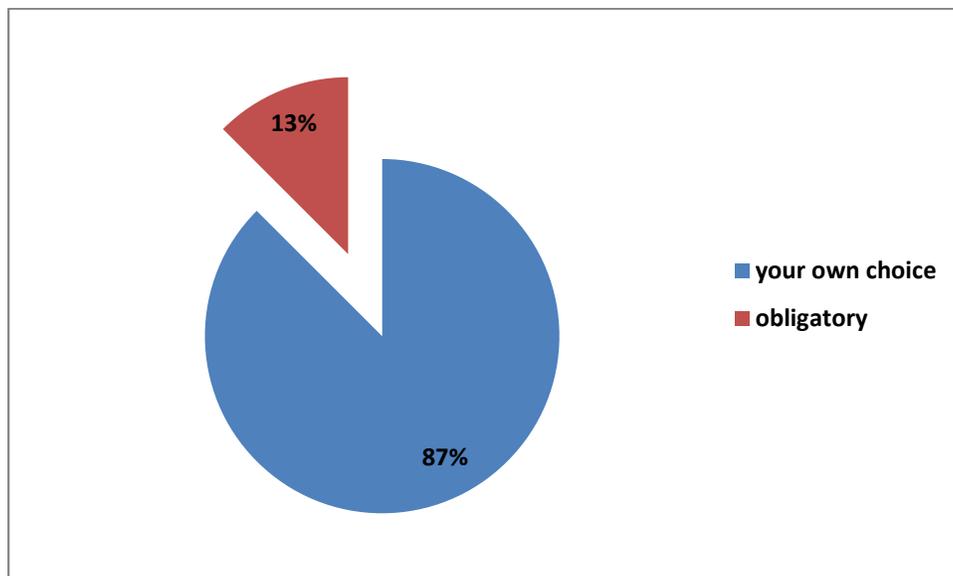
Graph 2: students' age

The results show that 38 participants whose age vary between 19-22 years old and they represent 95 % of the sample, only 1 participant whose age vary between 23-25 years old and he represents 2% , and 1 other participant whose age is from 25 and up and represents 3% from our sample of population. Subsequently, we find that students with a younger age have more receptivity to study a foreign language and English in particular.

Question 3: students' choice to study English

Choices	Percentage	Participants
Your own choice	87	35
Obligatory	13	5

Table 3: students' choice to study English



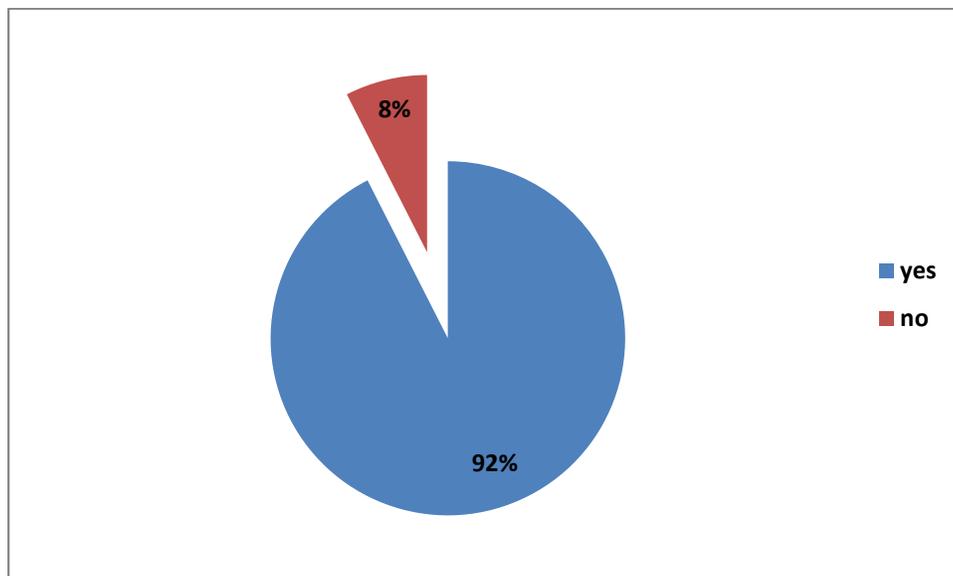
Graph 3: students' choice to study English

We notice from the results above that the majority of participants (35) who represent 87% of the population said that studying English at the university was their own choice, however only 5 participants making up 13% of the population said that it was obligatory for them to choose this branch. This shows that the English language is so preferable to the students that they choose it among other branches.

Question 4: Do you like the oral expression module?

Choices	Percentage	Participants
yes	92	37
no	8	3

Table 4 : the student's tendency to oral expression



Graph 4: the student's tendency to oral expression

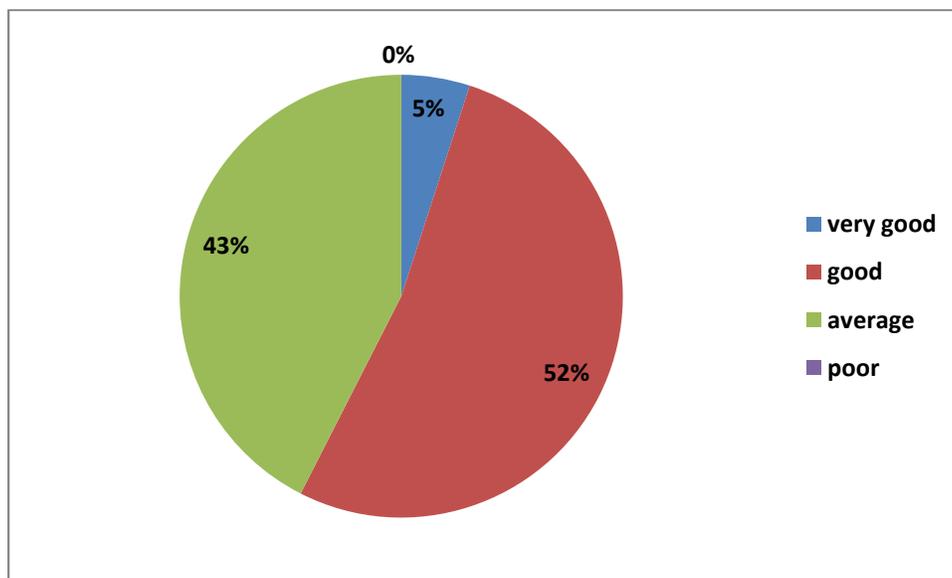
The results above indicate that most of the students have tendency to oral expression as a module. They represent a proportion of 92 % of the population, whereas only 8% of the students said that they don't like this module. This means that oral expression is a fun and likeable session.

4.2. Part two : With regard of students' attitude towards speaking skill

Question 5: students' present level of oral production

Scale	Percentage	Participants
Very good	5	2
Good	52	21
Average	43	17
Poor	0	0

Table 5: students' present level of oral production



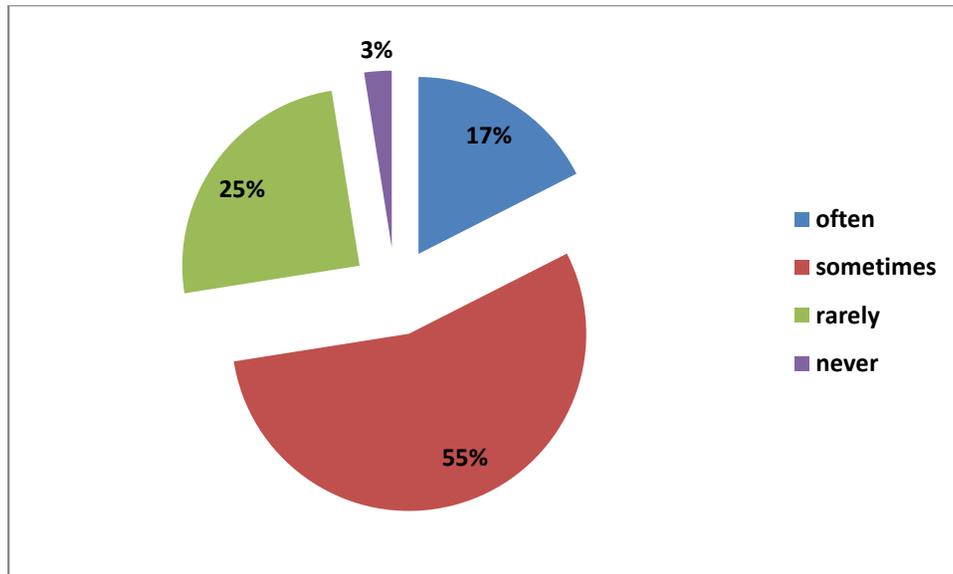
Graph 5: students' present level of oral production

Comments :

The table above shows that the students' present level of oral production varies between good and average , where the former present 52% of the population and the latter present 43%, and only 5% of the students claimed that their level of oral production is very good.

Question 6: the frequency of using English outside the classroom

Frequency	Percentage	Participants
Often	17	7
Sometimes	55	22
Rarely	25	10
Never	3	1

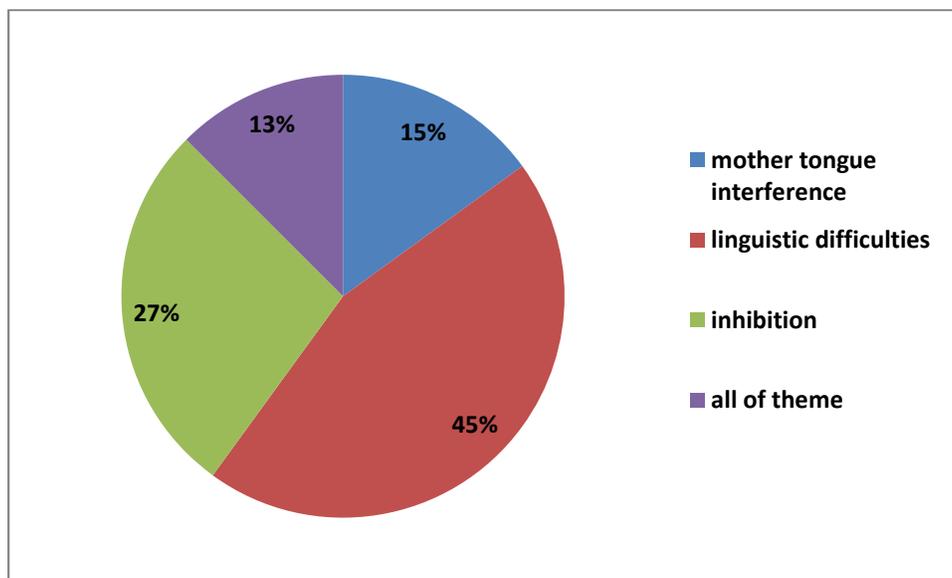
Table 6: the frequency of using English outside the classroom**Graph 6: the frequency of using English outside the classroom**

In order for the EFL learner to acquire a language better in his learning process; the language must be practiced inside and outside the learning environment. The statistics of this question show that 55% of the participants sometimes practice English outside the classroom, 25% said that they rarely use it, 17% said that they often use it, however only 3% said that they never practice it outside the classroom.

Question 7: the difficulties the students face when they speak in English

Choices	Percentage	Participants
Mother tongue interference	15	6
Linguistic difficulties	45	18
Inhibition	27	11
All of them	13	5

Table 7: the difficulties the students face when they speak in English



Graph 7: the difficulties the students face when they speak in English

When we asked the students about their speaking difficulties, 18 of them answered that they have some linguistic problems such as in grammar or lack of vocabulary which prevent them for communicating effectively with the target language, this number presents 45%.

11 students claimed that inhibition and lack of self-confidence is their major problem while speaking; this is due to the lack of motivation and fear of making mistakes which hinder them from developing their speaking production.

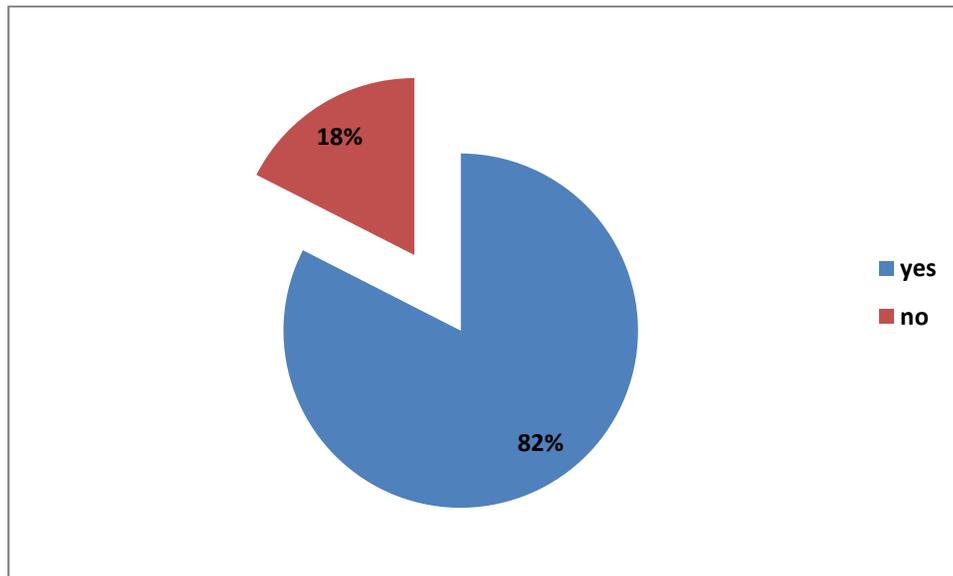
Students judiciously refer back to their native language to make some effectual cross-linguistic comparison (Naiman, Frohlich, Todesco and Stern (1978, quoted in Skehan 1989: 76–77). 6 participants agreed that they encounter this issue while speaking, this is because the students' brain uses the native language as a starting point to formulate any ideas or opinions to the language one is learning.

13 % of the students answered that they have all the above problems when speaking in English Language, this is due to the bad instruction they had in the previous years which made them grow with some complications while learning the foreign language , and which certainly does hinder them from communicating and expressing themselves effectively and appropriately.

Question 8: students' attempts to overcome these difficulties

Choices	Percentage	Participants
Yes	82	33
no	18	7

Table 8: students' attempts to overcome these difficulties



Graph 8: students' attempts to overcome these difficulties

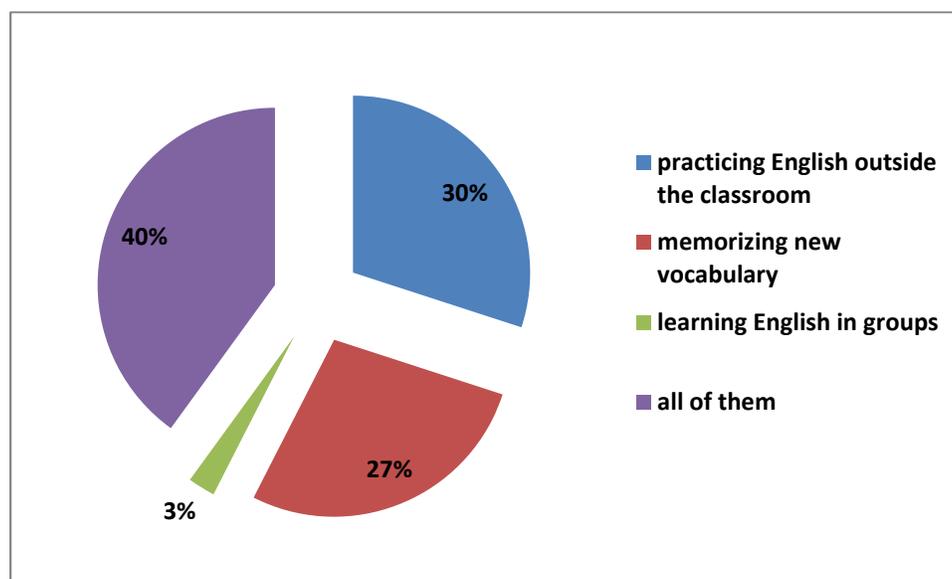
Comments :

Nunan (1991) wrote, "Success is measured in terms of the ability to carry out a conversation in the (target) language." Therefore, overcoming speaking problems is one important step towards an effective communication. The results above show that the majority of the students (33) representing 82% do try to overcome the difficulties they face when speaking, however the rest of the students making up 18% refused to overcome these difficulties.

Question 9: if yes, how?

Choices	Percentage	Participants
Practicing English outside the classroom	30	12
Memorizing new vocabulary	27	11
Learning English in groups	3	1
All of them	40	16

Table 9: students' procedures to overcome speaking difficulties



Graph 9: students' procedures to overcome speaking difficulties

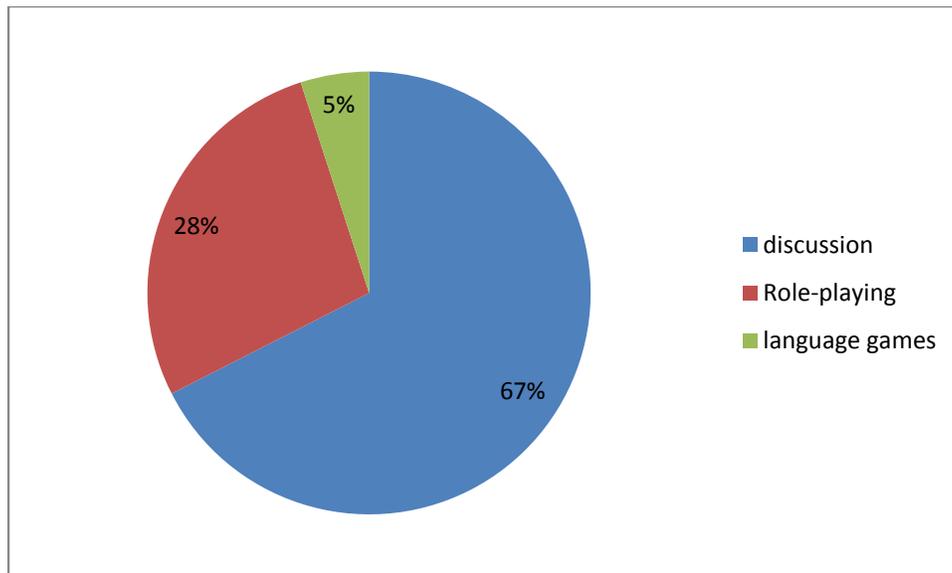
When we asked the students to determine how they overcome the difficulties they face while speaking, a number of 12 students claimed that they try to practice English outside the classroom to help them be familiar with the language, this group of students represents 30% of the population. However 27% of the students tend to memorize new vocabulary to nourish their

speech. Only 1 student prefers to learn English in groups and he represents 3% of the population. Nevertheless, 40% of the students attempt to try all of the above ways to overcome their struggle while speaking

Question 10: students' most favorable speaking activity inside the classroom

Choices	Percentage	Participants
Discussion	67	27
Role-playing	28	11
Language games	5	2

Table 10: students' most favorable speaking activity inside the classroom



Graph 10: students' most favorable speaking activity inside the classroom

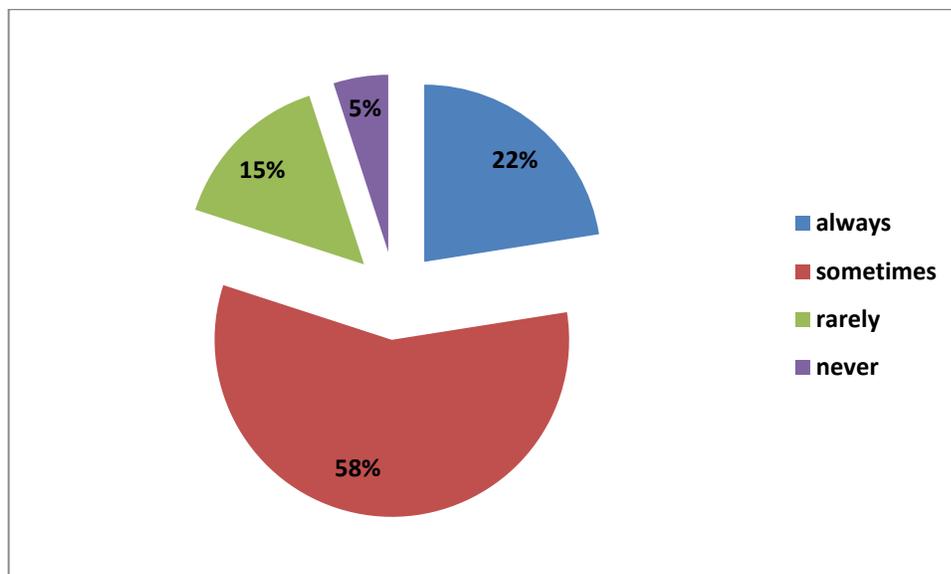
Oral expression is more than just individual speech. Group discussions, role-plays and language games are the most common activities a teacher can provide to his learner. We asked our chosen sample which of these activities they favor the most; 67% claimed that discussions are their preferred activity in the class whereas 28% prefer to perform role-plays and only 5% chooses language games as their favorable oral activity.

4.3. Part three: with regard of role-play

Question 11: the frequency of using role-play during oral expression module

Choices	Percentage	Participants
Always	22	9
Sometimes	58	23
Rarely	15	6
never	5	2

Table 11: the frequency of using role-play during oral expression module



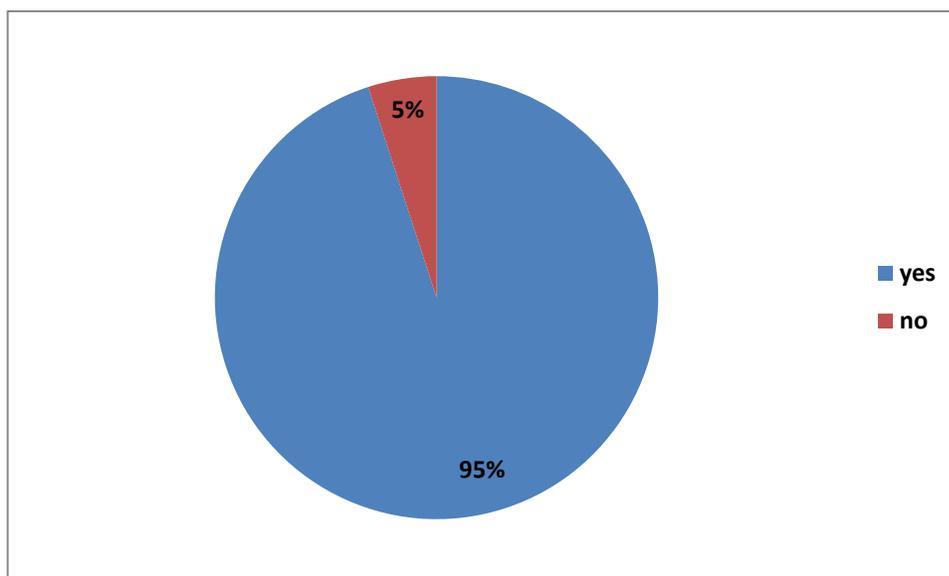
Graph 11: the frequency of using role-play during oral expression module

Comments :

The table and the graph above show that 58% of the students' teachers tend to use role-plays from time to time whereas 22 % use it always in their teaching program, however 15 % rarely use it, and only 5% have never used it in the classroom.

Question 12: students' experiences of role-play in the class

Choices	Percentage	Participants
Yes	95	38
no	5	2

Table 12: students' experiences of role-play in the class**Graph 12: students' experiences of role-play in the class****Comments:**

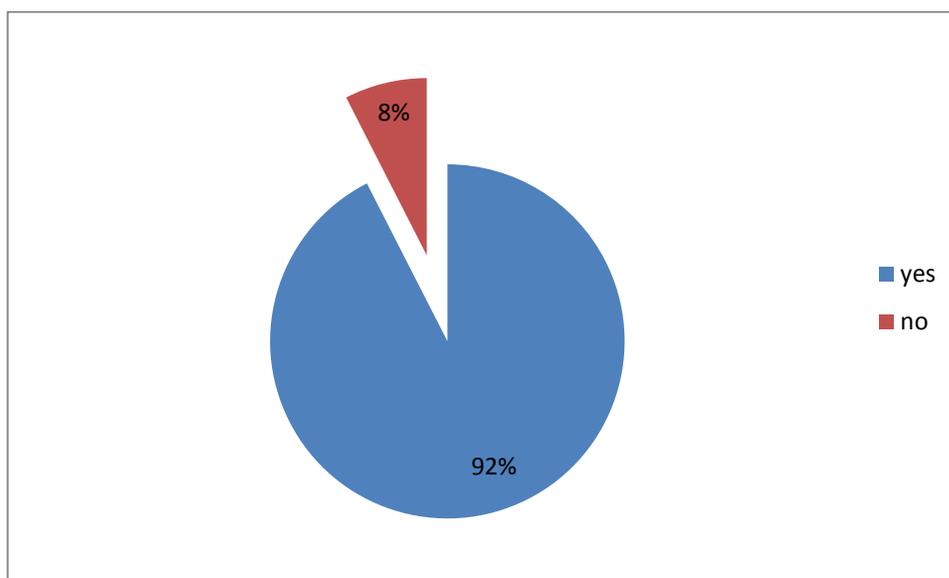
The results show that the majority of the chosen sample already experienced the role-play technique in the classroom and they represent 95% , yet 5% did not perform any role-plays. This

means that the role-play technique is very common in the oral expression session, and widely used by teachers.

Question 13: do students enjoy role-play?

Choices	Percentage	Participants
Yes	92	37
no	8	3

Table 13: whether students enjoy role-play



Graph 13: whether students enjoy role-play

Comments :

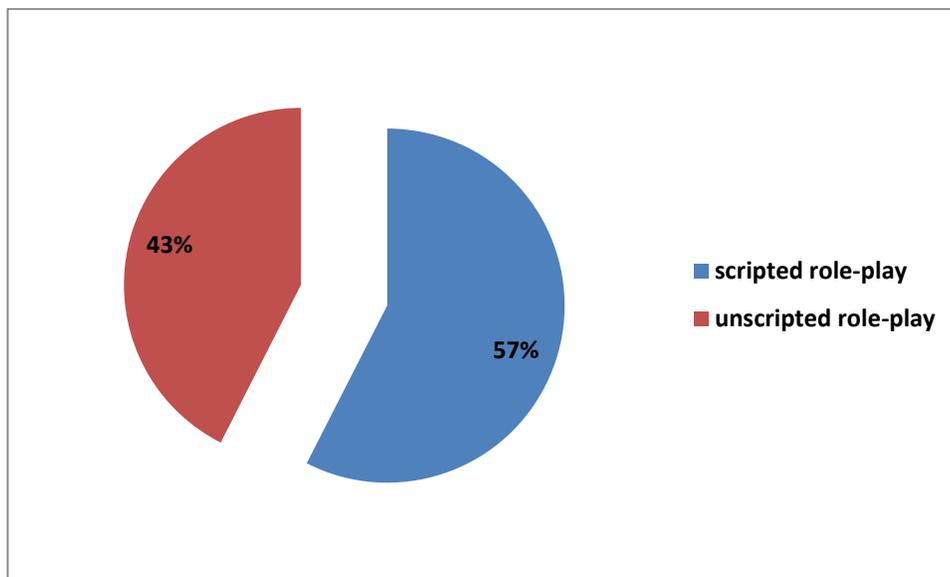
The aim of this question is to determine whether the students are in interest of playing roles or not. Statistics show that out of 40 participants, 92 % enjoy playing roles in order to develop their speaking skill and increase their self-confidence, yet 8% don't enjoy role-play ; this means

that students are in knowledge of the importance of the role-play as a learning technique in developing speech production and rising self-esteem .

Question 14: types of role-play which the students prefer the most

Choices	Percentage	Participants
Scripted role-play	57	23
Unscripted role-play	43	17

Table 14: types of role-play which the students prefer the most



Graph 14 : types of role-play which the students prefer the most

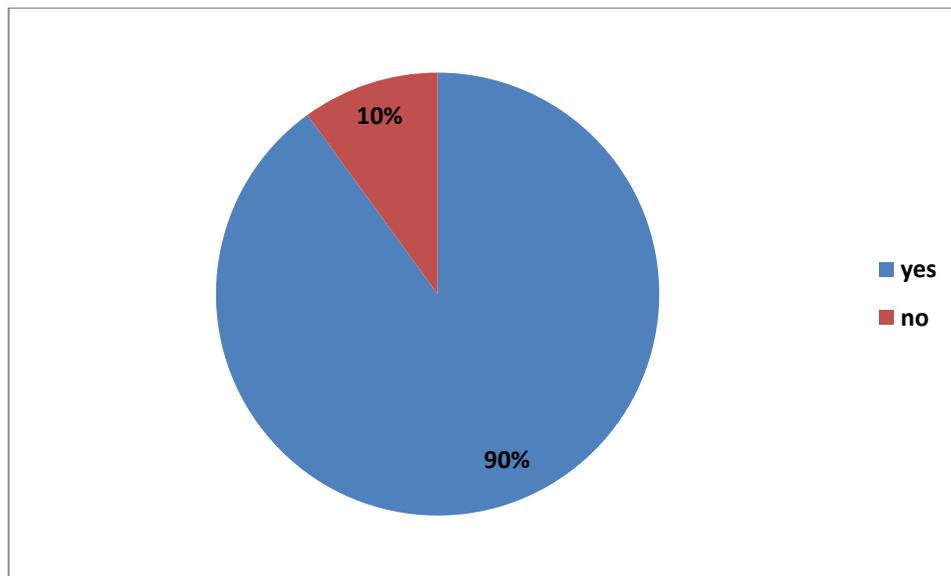
Comments :

The results above indicates that 57 % of the students prefer the scripted type of role-plays because they think that is frustrating when it comes to coming up with a script or dialogues , however 43 % favor the unscripted role-play, because they can improvise and use their imagination.

Question 15: students' agreements that role-playing technique enhances their speaking skill

choices	Percentage	Participants
Yes	90	36
no	10	4

Table 15: students' agreement that role-playing technique enhance their speaking skill



Graph 15: students' agreement that role-playing technique enhance their speaking skill

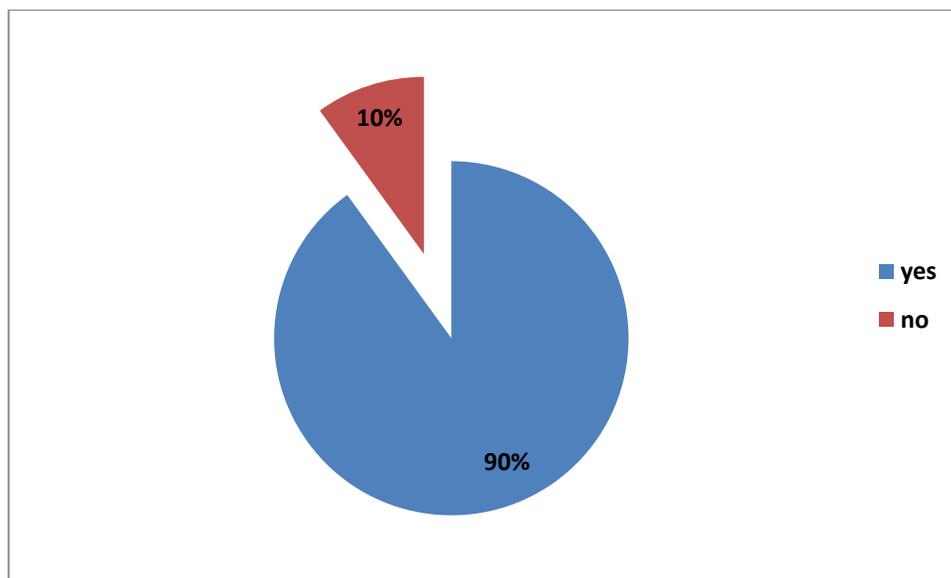
Comments:

This question seeks to know the students' point of view about the importance of the role-play in enhancing the speaking skill, larger part of the sample agree on that and they make up 90%, yet 10% answered "no". Which means that role-play helps them upgrade their level of speaking.

Question 16: student's admission that role-playing increases their motivation and self-esteem

Choices	Percentage	Participants
Yes	90	36
No	10	4

Table 16: students' admission that role-playing increases their motivation and self-esteem



Graph 16: students' admission that role-playing increases their motivation and self-esteem

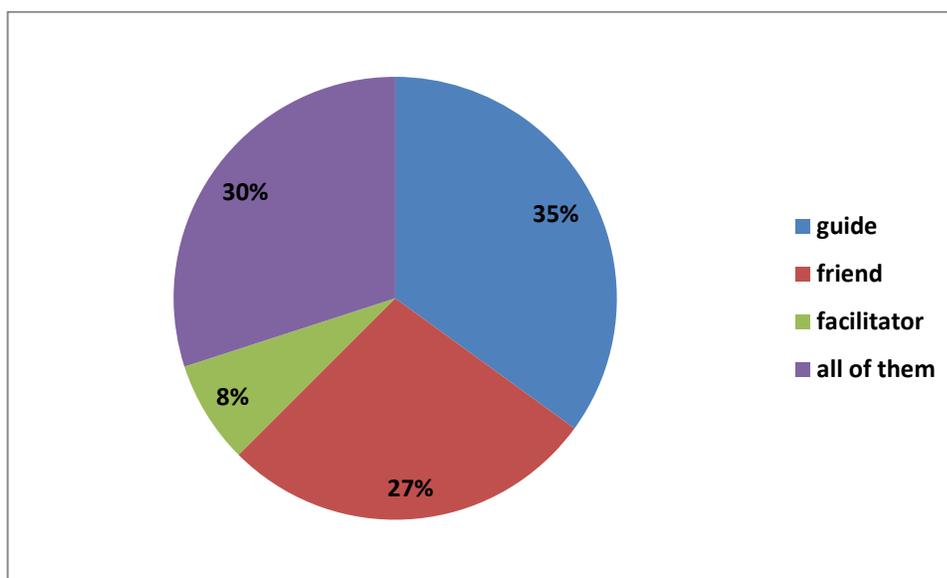
Comments:

Jeremy Harmer supports the use of role-plays inside the classroom because it is fun and motivating and gives the students the chance to express themselves. This is why 90% of students answered yes to our question which means it did help them in increasing their self-esteem and motivation.

Question 17: Students' Opinions about the Teacher's Role during the performances

Choices	Percentage	Participants
Guide	35	14
Friend	27	11
Facilitator	8	3
All of them	30	12

Table 17: Students' Opinions about Teacher's Role during performances



Graph 17: Students' Opinions about Teacher' Roles during performances

Comments :

This question aims to know students' opinions about their teachers' role during role-play performances, 14 students revealed that their teacher is a guide, which means he directs the activity and guide them a correct learning process by offering them direct suggestions. However, 11 students said that their teacher is a friend, he combines between the guidance of the teacher

and the understanding of the friend; he inspires his students and is in service whenever a student needs him. 8% claimed that their teacher is a facilitator, he tries to simplify his lesson and facilitate his teaching process; he helps his students understand their objectives and assist them to achieve these objectives. Nevertheless, 30% declare that their teacher has all the above characteristics.

5. Discussion:

The questionnaire is divided into three parts: the first one is concerned with some general information about the students and their behavior toward the English language, the second part regarding speaking skill, it is designed to gather different opinions and attitudes of students toward this skill and what kind of problems do they face, the last part is concerned with role-plays.

The results of the questionnaire helped us draw many conclusions; it revealed that the students face numerous problems while speaking such as lack of vocabulary or shyness which decrease their self-confidence.

We noticed that almost all of the students chose the role-play as their preferred activity in the oral sessions; they can enrich their vocabulary easily because they enjoy acting and playing different roles each time. From their answers we come to the realization that they agree on the fact that role-play does help them improve their speaking skill and arouse their motivation and self-esteem.

II. Teacher's questionnaire:

1.Population

We intended to follow the descriptive method when dealing with data collection; a semi-structured questionnaire was administered to six oral expression teachers of second year LMD at Mohamed Kheider Biskra University. Because the role-play is already being taught inside classrooms so teachers' opinions will definitely help us reach the final result of the study under investigation.

2.Aim of the questionnaire

The main objective of this questionnaire is to discover the teachers' attitude toward the role-play technique and how often do they use it in the classroom and what kind of effect does this technique have on their students' speaking skill.

3.Description of the questionnaire :

This questionnaire is divided into three parts; the first part is named: general information, it is generally about some personal questions such as the teachers' gender, age, how long have they been teaching English in general and oral expression module in particular. However, the second part is regarding teaching speaking, it contains six questions concerning their experiences in teaching the speaking skill and strategies they use to develop it. The final part is about the role-play technique and it involves 5 questions.

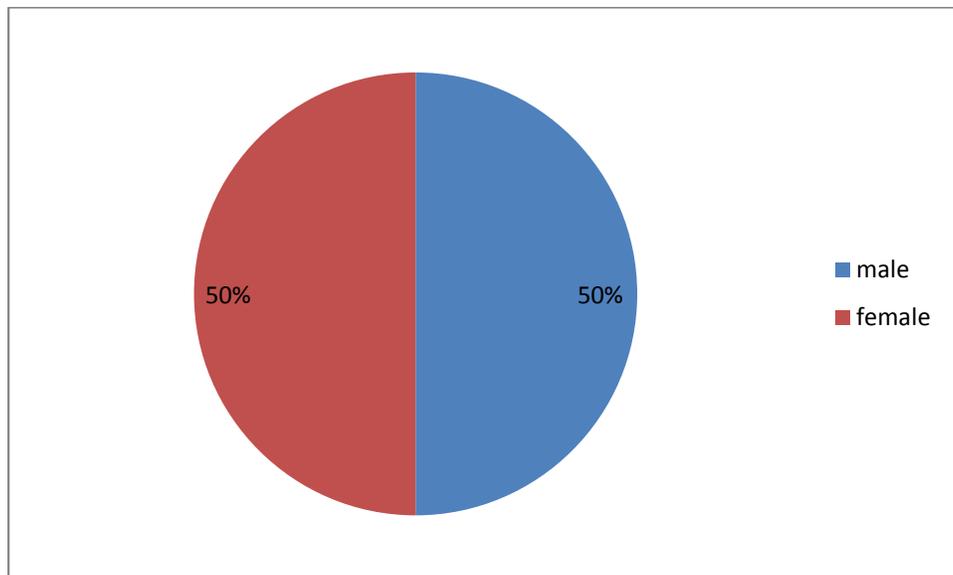
4. The analysis of the teachers' questionnaire :

4.1.Part one : general information :

Question 1 : teacher's gender

Options	Percentage	participants
Male	50	3
Female	50	3

Table 18: teachers' gender

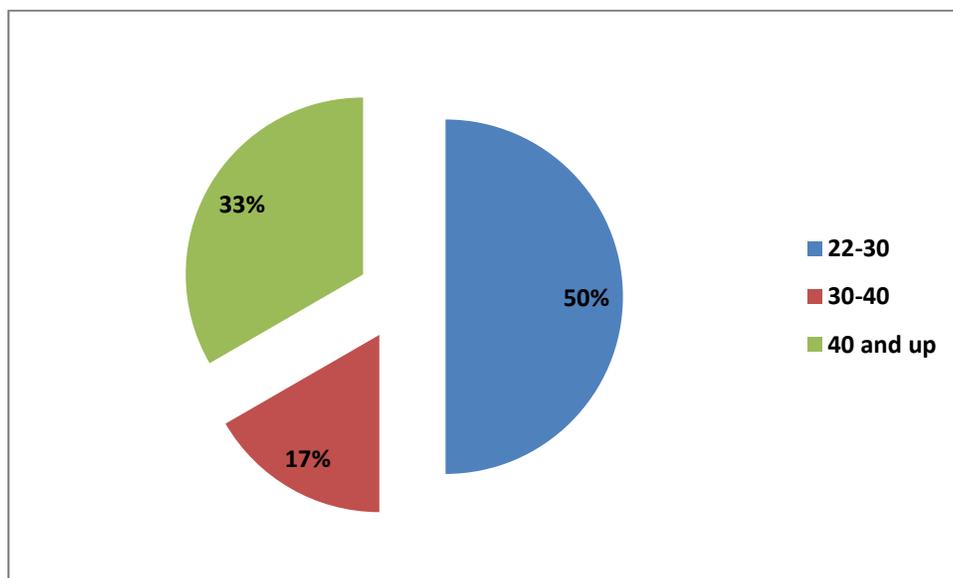


Graph 18 : teachers' gender

The results above show that the number of females (50%) is equal to males (50%) , this shows that both genders are equally interested in teaching foreign language and English in particular.

Question 2 : teachers' age

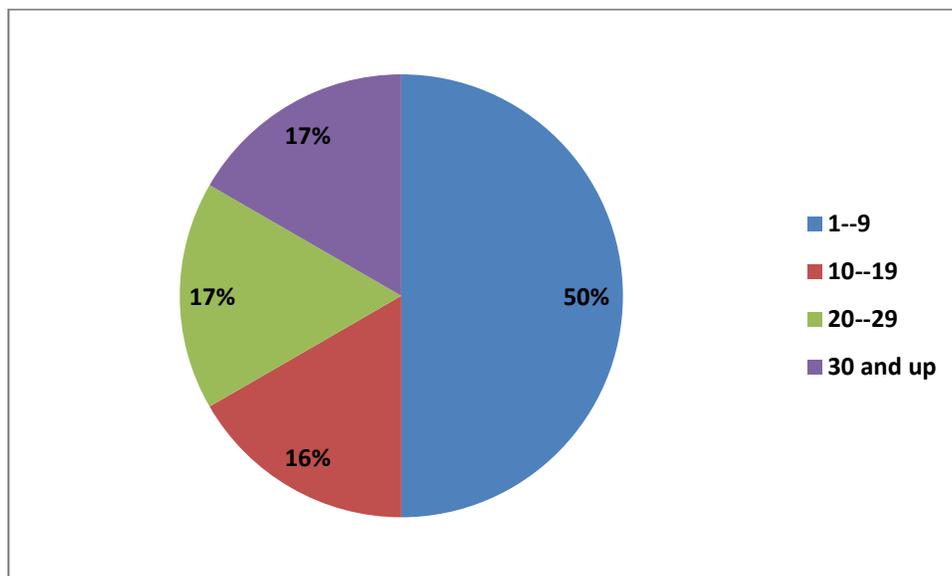
Options	Percentage	Participants
22-30	50	3
30-40	17	1
40 and up	33	2

Table 19: teachers' age**Graph 19 : teachers' age****Comments:**

The table and the graph above indicate that half of the teachers are aged between 22-30 years old , and 33% are aged between 30-40 , however 17% are 40 years old or more .Which means that English as a foreign language attracts younger people to the field of teaching.

Question 3 : teachers' length of instruction

Options	Percentage	Participants
1-9	50	3
10-19	16	1
20-29	17	1
30 and up	17	1

Table 20 : teachers' length of instruction**Graph 20 : teachers' length of instruction****Comments :**

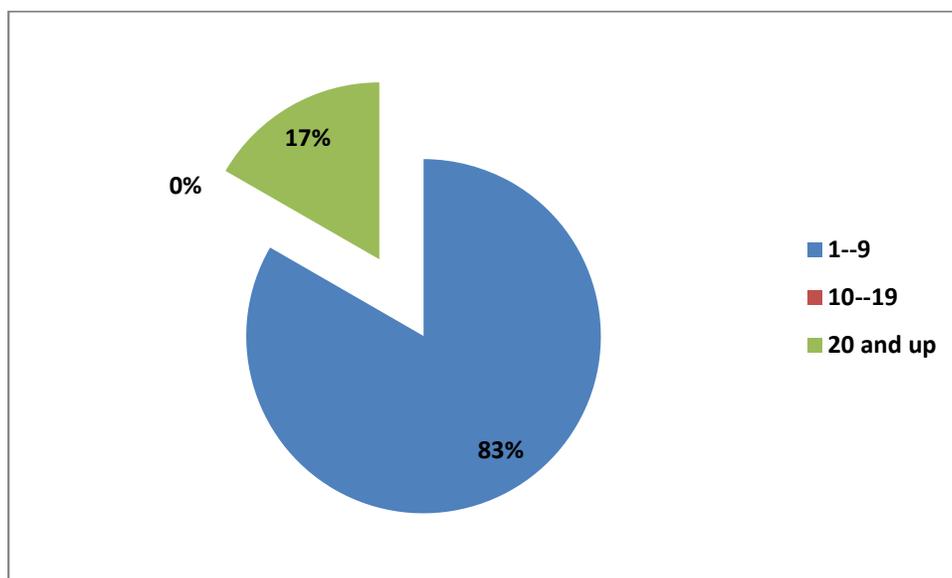
The results shown in the graph above illustrates teachers' length of instruction which ranges between 9 years to 35. Consequently, each one would provide us with his own behavior,

attitude, opinion, and suggestions regarding the problem under investigation; this would definitely contribute in the achievement of our objective.

Question 4 : teachers' length of teaching oral expression

Options	Percentage	Participants
1-9	83	5
10-19	0	0
20 and up	17	1

Table 21: teachers' length of teaching oral expression



Graph 21 : teachers' length of teaching oral expression

Comments :

This question aims to explore the teachers' experiences in oral expression , we created 3 categories , first category is for the teachers whom their length of teaching oral expression ranges

from 1-9 years and this category make up 83% .whereas the third category (20 years and up) make up 17%. Yet the middle category (10-19 years) makes up a proportion of 0%.

Question 5 : why do we have the oral expression module ?

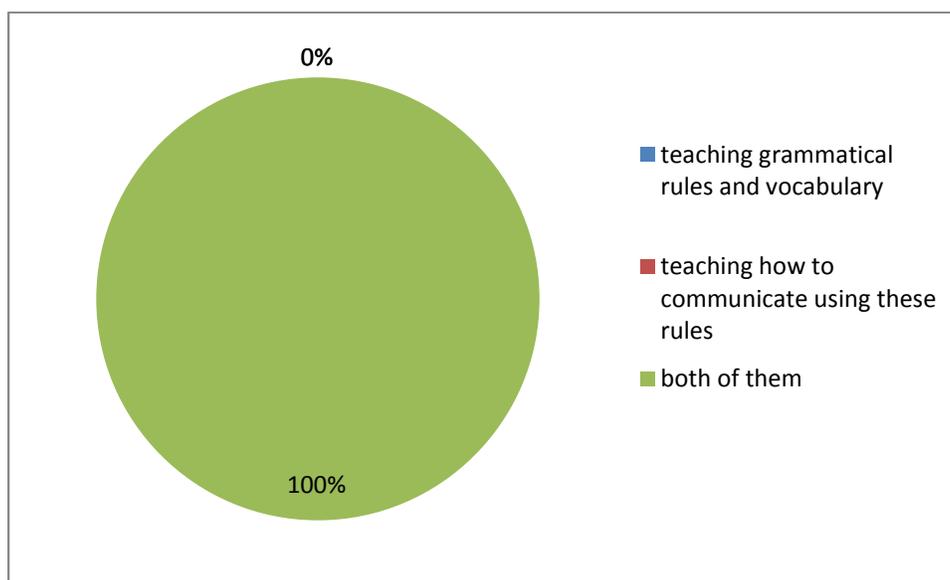
In this question , we mainly focused on teachers' point of view regarding the oral expression and its function in the curriculum; some teachers insisted that the students need such a module because they tend to use the language in different contexts . Others agreed and claimed that the student uses his/her linguistic and cultural knowledge to express himself/herself.

4.2.Part two : with regard of teaching speaking

4.3.Question 1 : teachers' opinions about teaching English

Options	Percentage	Participants
Teaching grammatical rules and vocabulary	0	0
Teaching how to communicate using these rules	0	0
Both of them	100	6

Table 22 : teachers' opinion about teaching English



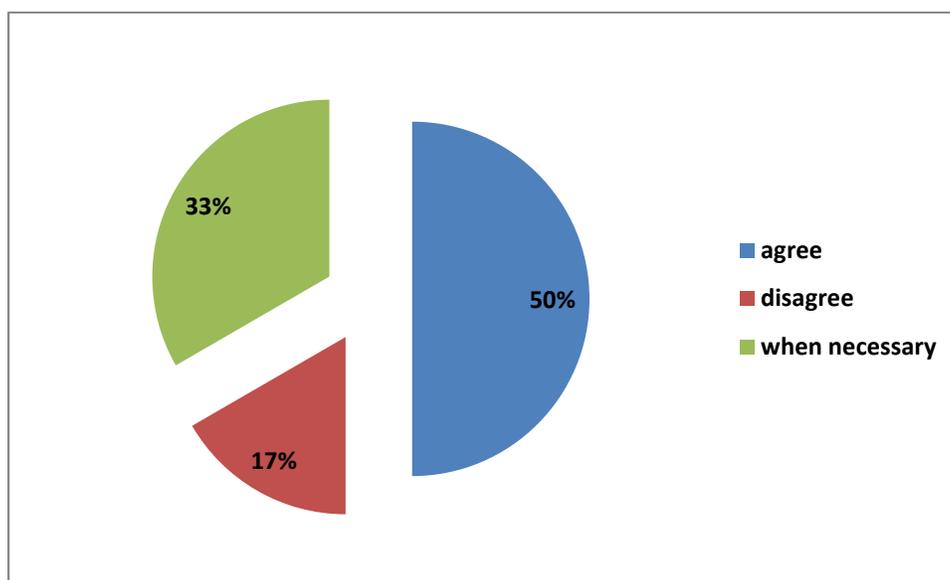
Graph 22 : teachers' opinion about teaching English

We asked the teachers , from their point of view, what does teaching English as a foreign language mean ; all of them strongly agreed that it means teaching grammatical rules and vocabulary and how should the students use them for communication .

Question 2 : teachers' opinion about the importance of the speaking skill

Options	Percentage	Participants
Agree	50	3
Disagree	17	1
When necessary	33	2

Table 23 : teachers' opinion about the importance of the speaking skill when it comes to teaching foreign language

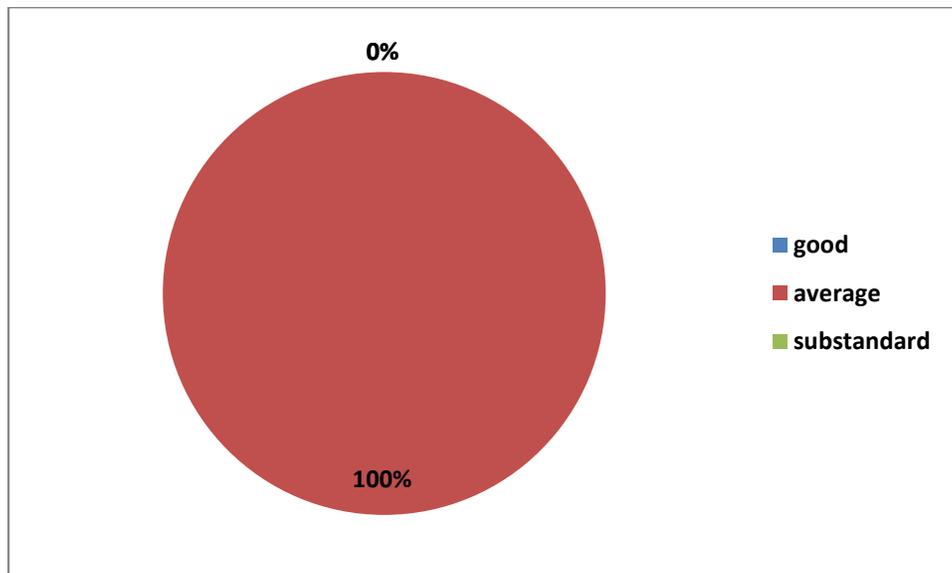


Graph 23: teachers' opinion about the importance of the speaking skill when it comes to teaching foreign language

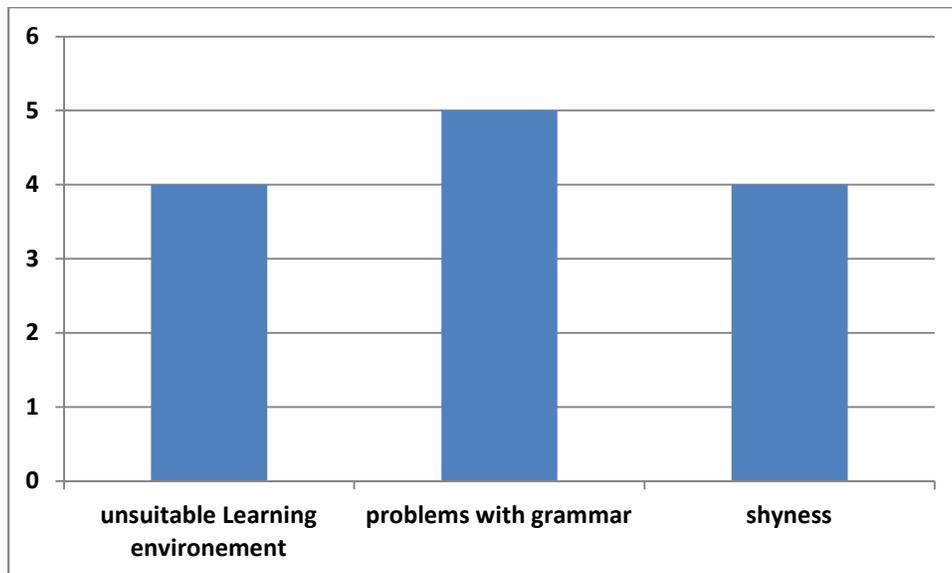
The displayed results reveal the teachers' opinion about the importance of speaking skill when it comes to teaching a foreign language; half of them seem to find it very important in this field, yet 17% of the participants disagreed. But 33% thought that teaching speaking skill is not always necessary when teaching foreign language but it is fairly important sometimes.

Question 3 : teachers' opinions about their students' present level at speaking English

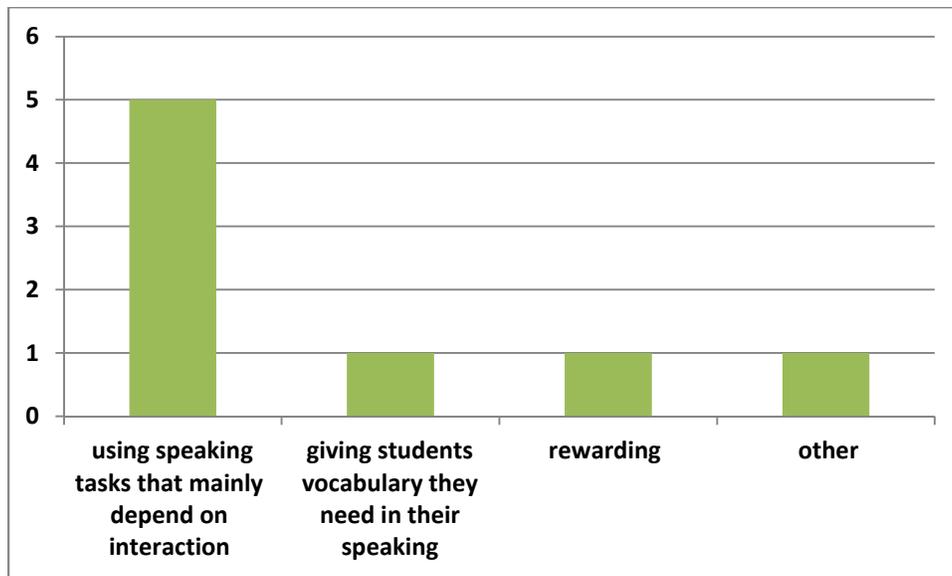
Options	Percentage	Participants
Good	0	0
Average	100	6
Substandard	0	0

Table 24: teachers' opinions about their students' present level at speaking English**Graph 24: teachers' opinions about their students' present level at speaking English**

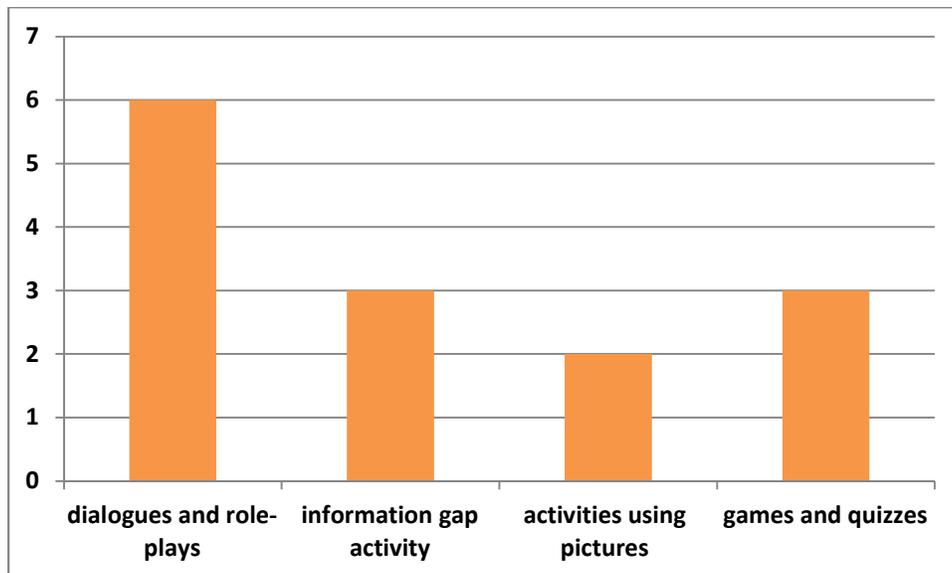
The presented data shows that all teachers think of their students' present level of speaking English as an average level, which we think is normal due to the English being a second language for the students and they have been specialized in the language since only one year.

Question 4: teachers' answers about the difficulties that students face while speaking**Graph 25: teachers' answers about the difficulties that students face while speaking**

Students face several problems while learning the target language and English in particular. And by this question we seek to know the teacher's opinion about these difficulties; 38% said that the major problem of the students' struggle is lack of understanding the grammar rules, yet 31 % believe that shyness and fear of making mistakes is a true problem when it comes to oral production, and 31 % blame the unsuitable learning environment.

Question 5: teachers' ideas about encouraging their students to speak in English**Graph 26: teachers' ideas about encouraging their students to speak in English**

The participants were asked about the methods they use to encourage their students to speak in English, and the provided opinions lead to the result that 62 % of the participants like to use speaking tasks that mainly depend on interaction. However, 12 % try to give students vocabulary they need in their speaking, 13 % follows the rewarding method as a way of encouragement. And the last 13% have other activities that encourage their students to speak in English such as discussions and oral presentation of specific topics.

Question 6: the activities which the teachers use in teaching speaking**Graph 27: the activities which the teachers use in teaching speaking**

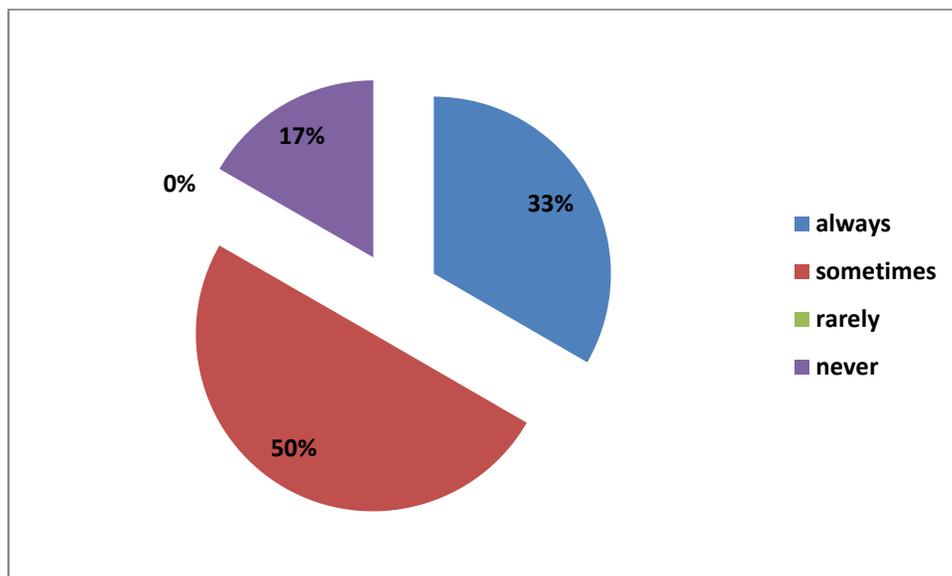
According to graph 27, we see that all the teachers use dialogues and role-plays in teaching speaking. Besides; 3 of them also use information gap activity and games as additional techniques, yet only 2 teachers use information gap activity as a teaching strategy.

4.4. Part three : with regard of role-play

Question 1: the frequency of using role-plays by teachers

Options	Percentage	Participants
Always	33	2
Sometimes	50	3
Rarely	0	0
never	17	1

Table 25 : the frequency of using role-play by teachers

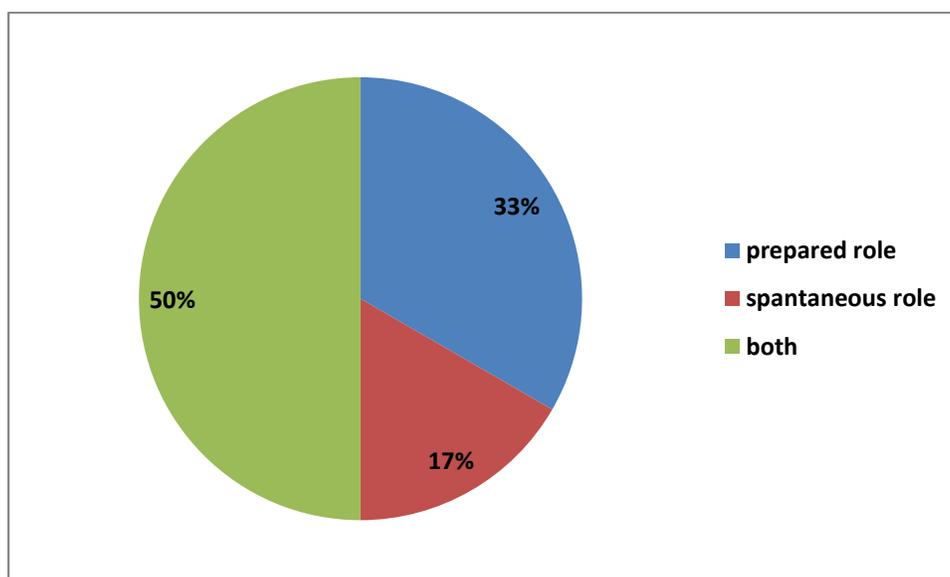


Graph 28: the frequency of using role-plays by teachers

This part measures the teachers' frequency of using role-play in the class, 3 teachers admitted that they sometimes use this technique in the oral expression session, yet 1 teacher has never used it, and 2 of them use it constantly.

Question 2: type of role-plays which the teachers use in the classroom

Options	Percentage	Participants
Prepared role	33	2
Spontaneous role	17	1
both	50	3

Table 26: type of role-plays which the teachers use in the classroom**Graph: 29 type of role-plays which the teachers use in the classroom****Comments:**

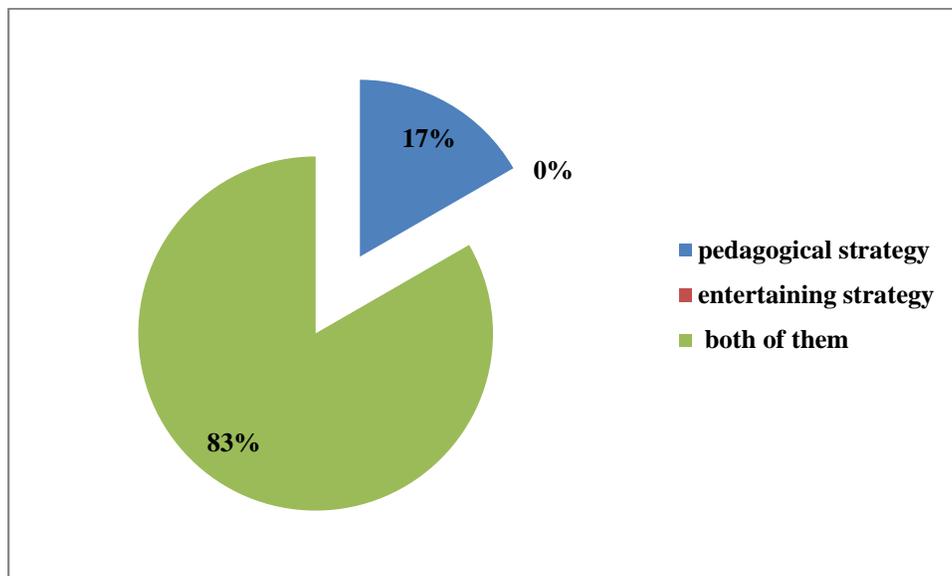
As we can see from the above results that both types of role-play are often used in variation between teachers. 3 of the teachers prefer to diversify between both of the types and often leave it as the student's choice, they also stated the reason that prepared roles help students both to learn new vocabulary and speak, and spontaneous roles enhance their imagination and teach

them how to make original contributions. However, 2 of them favor the prepared roles because they choose to guide the task and set clear instructions to it, and only 1 teacher adopted with spontaneous role for the sake of assessing the students' degree of preparation and reducing inhibition for good natural practice.

Question 3: the nature of role-play as a teaching strategy

Options	Percentage	Participants
Pedagogical strategy	17	1
Entertaining strategy	0	0
Both of them	83	5

Table 27: the nature of role-play as a teaching strategy



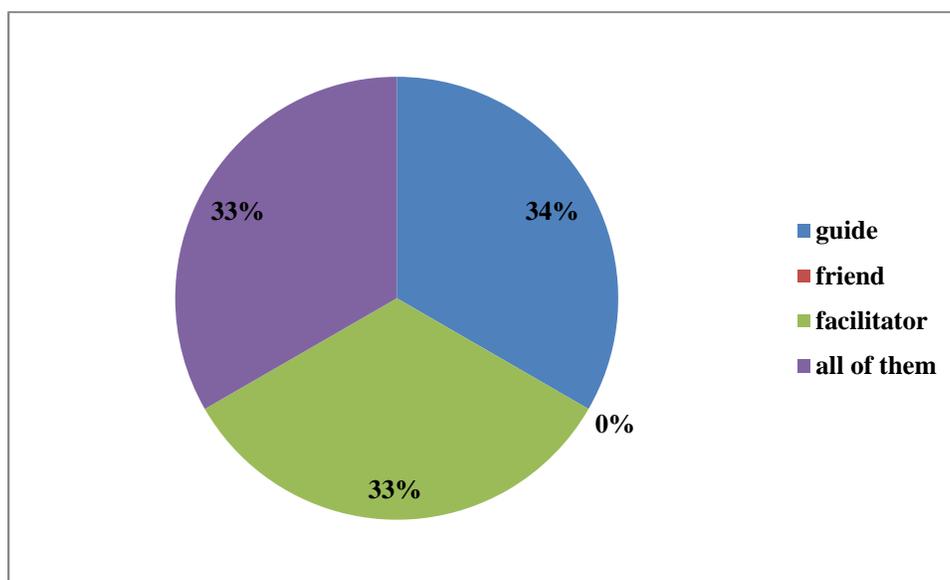
Graph 30: the nature of role-play as a teaching strategy

Role-play as a teaching strategy can be both educational and entertaining. On this basis, we asked our participants what is the nature of the role-play as a teaching strategy from their point of view; approximately, all the teachers agreed that role-plays can be pedagogical and entertaining at the same time, and only one teacher thinks that its primary role is purely pedagogical.

Question 4: the role of the teacher

Options	Percentage	Participants
Guide	34	2
Friend	0	0
Facilitator	33	2
All of them	33	2

Table 28 : the role of the teacher



Graph 34: the role of the teacher

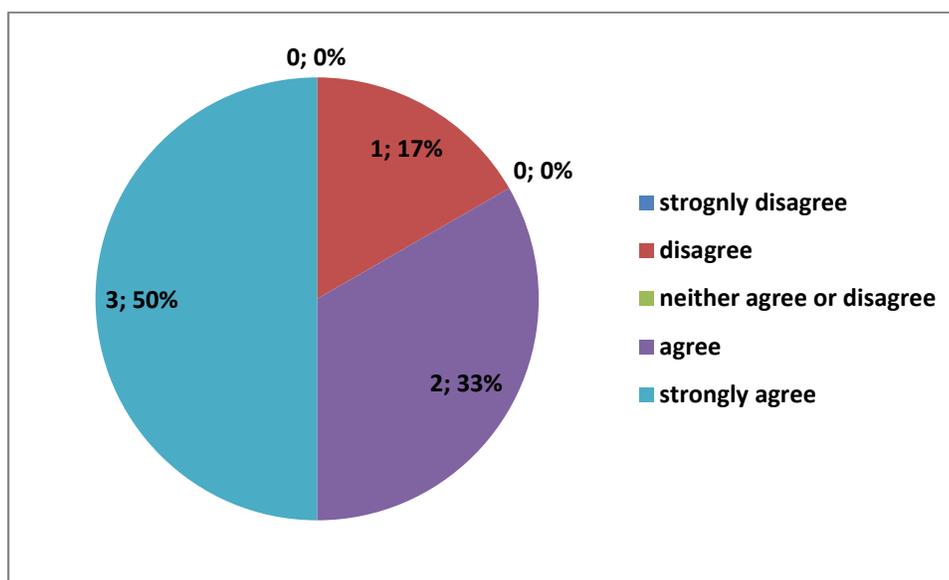
Comments:

The reason behind our question is to know what kind of behavior do our participants carry out with this technique to ensure a positive impact; 2 teachers claimed that being a guide guarantees a positive effect on the students, however, 2 teachers act as facilitators and 2 teachers regard all the roles mentioned above as important to be played with this strategy.

Question 5: teachers' opinion about the use of role-play as a teaching strategy:**A- Role-plays are effective for developing speaking**

Options	Percentage	Participants
Strongly disagree	0	0
Disagree	17	1
Neither agree or disagree	0	0
Agree	33	2
Strongly agree	50	3

Table 29 : teacher's opinion about the effectiveness of role-play in developing speaking

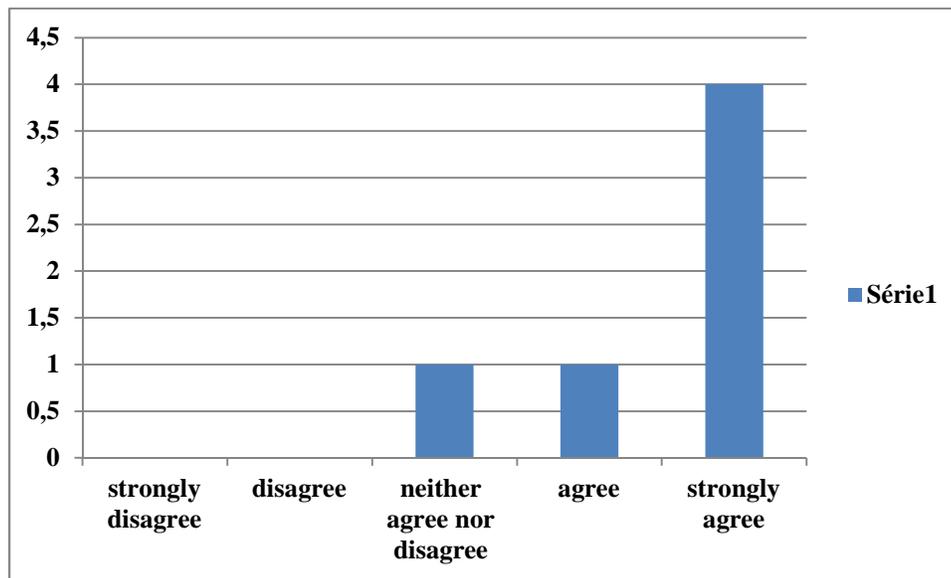


Graph 35: teacher's opinion about the effectiveness of role-play in developing speaking

B- Role-plays help to improve many other skills besides speaking (vocabulary, grammar...)

Options	Percentage	Participants
Strongly disagree	0	0
Disagree	0	0
Neither agree or disagree	16	1
Agree	17	1
Strongly agree	67	4

Table: 30 : teachers' opinions about the role of role-plays in enhancing other skills



Graph 36: teachers' opinions about the role of role-plays in enhancing other skills

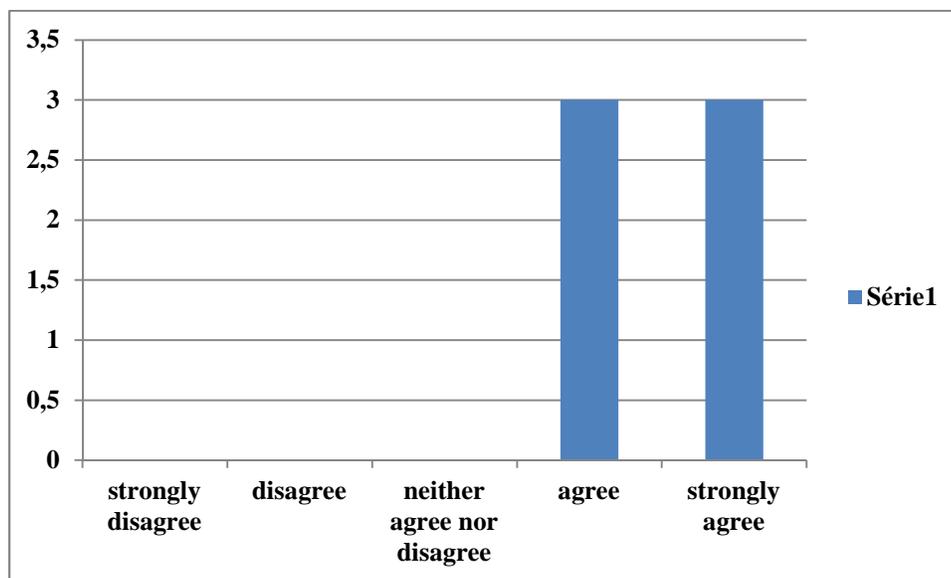
Comments:

By asking those two questions we seek to know whether teachers are fully aware of the importance of role-play as an effective technique in developing speaking skill as well as other skills such as vocabulary or grammar. The results above shows that more than half of teachers agree on role-play's effectiveness in enhancing their students' skills

C- Role-play activities offer opportunities for students to overcome their shyness

Options	Percentage	Participants
Strongly disagree	0	0
Disagree	0	0
Neither agree or disagree	0	0
Agree	50	3
Strongly agree	50	3

Table 31 : teachers' opinion about whether role-plays push students to overcome their shyness



Graph 37: teachers' opinion about whether role-plays pushes students to overcome their shyness

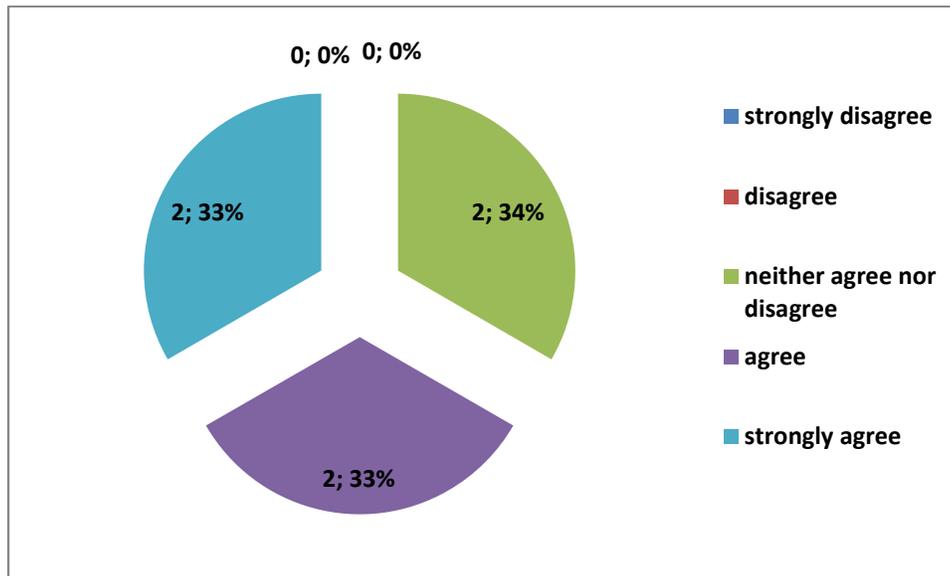
Comments:

The presented data show that approximately all teachers strongly agree that this technique certainly helps students overcome their shyness and build up self-esteem.

D- Role-plays are a fun way for students to acquire information

Options	Percentage	Participants
Strongly disagree	0	0
Disagree	0	0
Neither agree or disagree	34	2
Agree	33	2
Strongly agree	33	2

Table 32: teachers' opinions whether role-plays are a fun way to acquire information



Graph 38: teachers' opinion whether role-plays are a fun way to acquire information

Comments:

The main objective of this question is to know if teachers do agree that role-plays are a fun way to acquire information, the results indicate that 66% of teachers totally agree and 34 % of the teachers are neutral.

5. Discussion :

The results of the teachers' questionnaire analysis can be classified into three main parts: the first part is concerned with general information about the teachers and their length of instruction, the second part is concerned with teaching speaking skill and the last part is regarding role-plays and their attitude towards this technique.

The questionnaire revealed that teachers of oral expression module at Mohamed Kheider University have different experiences regarding teaching speaking and role-plays in

particular, this diversity contributed in producing different perceptions in terms of attitudes, behaviors, opinions and evaluations of using role-plays as a strategy in teaching speaking.

Almost all of the teachers believe that students face many problems when speaking especially in front of class, some of the major problems are the inappropriate learning environment, lack of vocabulary and grammar comprehension, and more importantly the fear of making mistakes.

We came to the realization that teachers are fully aware of the importance of role-play technique and its effect in the oral expression courses. From teachers' answers we notice that they agree on the fact that role-plays help students improve their speaking skill and it motivates them to communicate more often.

Conclusion:

After collecting data in this chapter, the retrieved results from the students' and teachers questionnaires we notice that students are motivated to improve their speaking skill despite the fact that it is not an easy task and the teachers are attentive to effectiveness of role-play and interested in using it frequently. To conclude, the previous analysis shows positive results about the effectiveness of role-plays on improving students' speaking skill, which, in turn, has confirmed our hypothesis.

General conclusion

General conclusion:

This research was presented to investigate whether role-plays have an effective impact on EFL students in order to achieve oral proficiency. We hypothesized that the use of role-plays inside the classroom will help to improve students' level. We believe that the application of this technique is very important to develop oral communications because it creates a helpful atmosphere between students and motivates them to talk to each other in different topics which they are interested in.

This presented dissertation is divided to two sections; the first section contains the theoretical part which is subdivided into two chapters which were devoted for studying the two variables; the first chapter focused on the nature of speaking skill. in The second chapter we illustrated the whole notion of role-play.

The second section regarded the fieldwork where the results were presented to confirm our hypothesis. For the sake of collecting data we used the quantitative methodology. After analyzing and describing both students' and teachers' questionnaire, we came to the conclusion that students are motivated to perform role-plays and choose it as their favorite classroom activity in the oral expression course. Besides that, we noticed that teachers are fully aware of the effectiveness this technique has on their students' level of oral production as they use it frequently in their sessions.

Recommendations:

Based on the findings of this study, the following recommendation seems to be appropriate to the teachers of English:

- 1- Speaking should be assigned for much time to be developed.
- 2- Speaking is a hard and frustrating skill and students need to be provided with positive feedback to maintain eagerness and desire to work.
- 3- Students must be aware of the importance of speaking be able to communicate effectively.
- 4- Teachers should encourage the students to take more responsibility for their learning, and thereby, results in better learning.
- 5- Using different techniques such as Role plays, discussions ...must be used more often in teaching speaking in order to develop students' level of oral production
- 6- Students should not rely on what they have been taught in the classroom only; yet, they should rely on practicing and using English in real life situation.

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Appendices

Appendix 1

University Mohamed Kheider Biskra

Faculty of Foreign languages

English Division

Questionnaire

Exploring the Effect of the Role-Play Technique on EFL Student's Speaking Skill.

Case Study: Second Year Students at Mohamed Kheider University Biskra.

Dear students,

This questionnaire aims at exploring **“the Effect of the role-play technique on EFL student's speaking skill“**

You are invited to take part in the current research through filling in the questions bellow. The questionnaire is designed to gather information about the use of Role Plays Technique in Teaching Speaking. Please answer by ticking () in the appropriate boxes or giving full answers in the spaces provided. You may tick more than one box.

Be sure that your identity is kept anonymous. So, please answer without any hesitation.

Thank you in advance for your collaboration

Part one : General Information



1) Gender:

a. Male b. female

2) Age

3) 1. Your choice to study English was :

a. Your own choice b. obligatory

4) Do you like the oral expression module?

a. Yes b. no

Why ?

.....
.....

Part two : With regard of student's attitude towards speaking

5) What do you think of your present level of oral production?

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

6) How often do you use English outside the classroom?

- a- often b- sometimes c- rarely d-never

7) What kind of difficulties do you face when you speak in English :

- a. mother tongue interference b. Linguistic Difficulties (vocabulary and grammar)
c. inhibition (fear of making mistakes)
d. all of them

8) Did you try to overcome these difficulties?

- a. yes b. no

9) If yes, How?

- a. Practicing English outside the classroom b. memorizing new vocabulary
C. learning English in groups D. all of them

Others:

.....
.....

10) In practicing speaking inside the classroom, Which activity do you prefer most :

- a. Discussion b. Role-playing c. Language Games

**Part three : With regard of role -
play**

11) How often does your teacher use Role-Plays during the Oral Expression lesson?

- a. Always b- sometimes c- rarely d- never

12) Have you ever experienced role-playing in the class :

- A. Yes b. no

13) Do you enjoy it?

- a. Yes b. no

14) What kind of role-plays do you prefer the most?

- a. Scripted role play b. unscripted role-play

Why?

.....
.....

15) Do you agree that role-playing technique helps you enhance your speaking skill?

- A. Yes b. no

16) Does role-playing increase your motivation and self-esteem?

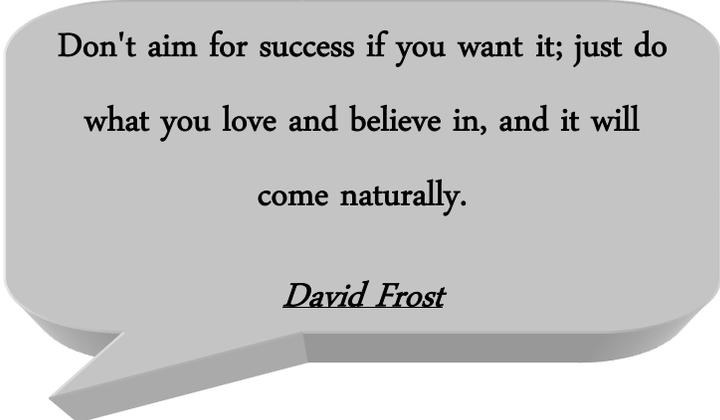
- a. Yes b. No

17) how does your teacher act during the performances ?

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

- If you do have any other comments , please feel free to write them down :

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.....
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Appendix 2

University Mohamed Kheider Biskra

Faculty of Foreign languages

English Division

Questionnaire

Exploring the Effect of Role-Play Technique on EFL

Students' Speaking Skill.

Case Study : Second Year Students at Mohamed Kheider University

Biskra.

Dear teachers ,

This questionnaire aims at exploring “**the Effect of the role-play technique on EFL student’s speaking skill**“

You are most welcome to be part of this research by answering the Questions below
Your most appreciated contribution is expected to be honest and clear So please
read all of the questions and answer by ticking (✓) in the appropriate boxes or
giving full answers in the spaces provided. You may tick more than one box.

Be sure that your identity is kept anonymous . So, please answer without any
hesitation .

Thank you in advance for your collaboration

Part one : General Information



1. Gender:

- a. Male b. female

2. Age :

- a. 22---30 Y.o
b. 30---40 Y.o
c. 40--- and up

3. How long have you been teaching English?

.....

4. How long have you been teaching Oral Expression?

.....

5. Don't teachers already get students to speak when they teach them vocabulary, grammar, and speech functions; so why do we have the oral expression module?

.....

.....

.....

Part two : With regard of teaching speaking

1) Based on your previous teaching experiences , teaching English means

- a- teaching grammatical rules and vocabulary b- teaching how to communicate using these rules c- both of them

2) Do you agree that speaking is the most important skill to be developed when it comes to teaching foreign languages?

- b- Agree b- disagree c- when necessary

3) What do you think of your students' present level at speaking English?

- a- Good b- average c- substandard

4) What are the difficulties that students face while speaking?

a- unsuitable (inappropriate) learning environment

b- problems with grammar

c- shyness

5) How do you encourage your students to speak English ?

a- Using speaking tasks that mainly depend on interaction.

b-giving students

vocabulary that they need in their speaking

c- rewarding

Others, Please explain :

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

6) What type of activities do you use in teaching speaking?

a- Dialogues and role-plays

b- Information gap activity

c- Activities using pictures

d- games and Quizzes

**Part three : With regard of role -
play**

1) How often do you use Role Play?

a- Always

b- sometimes

c- rarely

d- never

2) What type of role play do you use in the classroom?

- a- Prepared role b. Spontaneous role c- both

Why ?

.....

3) What is the nature of the role-play as a teaching strategy?

- a- pedagogical strategy b- Entertaining strategy
- c- Both of them

4) . How do you behave with this technique to ensure a positive impact? You act as a:

- b. Guide b. Friend c. Facilitator
- d. All of them

5) For each of the statements below, tick the response that best characterizes how you feel about the use of role play as a teaching strategy.

	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither Agree nor Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
<u>a-</u> Role-plays are effective for Developing speaking					
<u>b-</u> Role-plays help to improve many other skills besides speaking (vocabulary , grammar...)					
<u>c-</u> Role-play activities offer opportunities for students to overcome their shyness					
<u>d-</u> Role-plays are a fun way for students to acquire information					

6) If you do have any other comments , please feel free to write

.....

.....

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.....

To know, is to know that you know nothing.

That is the meaning of true knowledge.

Socrates



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يهدف هذا البحث الى اكتشاف أثار تقنية التعبير المسرحي على مهارتهم الكلامية و قدرتهم على التواصل . خلال هذه الدراسة , لاحظنا أن مستوى الطلاب متوسط في ما يخص انتاجهم الشفوي , من جهة أخرى , يوجد الكثير من الطرق التي يستطيع الأستاذ أن يستعملها لمساعدة الطالب في تنمية قدرته على الكلام. هدفنا الأساسي من هذه الدراسة هو اقتراح المسرحية كتقنية و فعالة في تطوير المهارة الكلامية للطلاب. الافتراضية التي وضعناها لهذا البحث هي كون هذه التقنية فعالة و مناسبة جدا لزيادة مهارة الطالب في الكلام. لتأكيد او رفض هذه الفرضية , قمنا باستخدام وسيلة المنهج الوصفي و هي الاستمارة و تم توزيعها على طلاب السنة الثانية لشعبة الانجليزية في جامعة محمد خيضر بسكرة , اضافة الى أساتذتهم في مادة التعبير الشفهي. وهذا من أجل ان نجمع آرائهم و اقتراحاتهم حول الموضوع قيد التحقيق . أظهرت أن النتيجة المسرحية هي تقنية مفيدة و من الضروري استخدامها لزيادة رغبة الطالب في استعمال اللغة الانجليزية كما انها فعالة في تحسين مستوي الطالب في الكلام