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Faculty of Foreign Languages
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Submitted and Defended by:
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Title

Investigating the effect of using the role play Technique to Reduce

Students' Speaking Anxiety

The case study of third year EFL students at Mohamed Kheider university Of Biskra

Dissertation Submitted to the Department of Language and English literature as Partial Fulfillment of the Requirements for the Degree of Master in Sciences of Language

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Declaration

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

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Dedication

In the name of Allah, Most Merciful, Most Compassionate

I dictate this work to

*My dear mother **Achour Nadjette***

And

*My beloved father **Achour AbdElhamid***

Thank you for all your encouragement and love

May Allah Bless you now, and forever

*To my brothers: **Mohcin**, **TakiElddine**,**Mohamed** and **Ahmed***

*To my sisters:**Ikram**, **Hadjer**, **Marwa** and **Douaa***

To my nieces

Omaima** and **Iyad

To my close Friends

Hadjer, Zineb** and **Assma

To All the extended Family

For their unconditional support and encouragement.

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Abstract

This study aims to investigate theeffect of using the role play technique in boosting the students' speaking skill. The main problem tackled by this research is that most EFL learners may face many difficulties. Therefore, researchers believe that there are many ways through which teachers can help their students to improve their speaking skill ability. The present researchaims to shed light on improving learners' speaking skill by practicing the role play as an effective technique. The researcher opted for a mixed-methods approach whichconsists of both qualitative and quantitative methods using two research tools which are : a questionnaire and an interview. The questionnaire was administered to third years students of English in Biskra university, while the interview was directed to oral expression teachers . The findings of this research demonstrate that both teachers and students prefer using role play technique as an effective method to reduce students' speaking skill anxiety. Generally EFLteaching needs to develop students' speaking skill and to create suitable situations where they can use language without hesitation.

Key words :Speaking Skill; Role Play technique

List of Acronyms

EFL: English Foreign Language

FL: Foreign Language

FLA: Foreign Language Anxiety

EVTA: Expectancy Value Theory of Anxiety

L2: Second Language

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General Introduction

Introduction

English is considered as an international language and the language of science and technology in the world. One of the difficult skill is speaking. Some students are highly anxious when they speak in the foreign language. To reduce the level of anxiety in students when speaking, teachers can use role plays, using this method helps shy and introverted students and involves them in classroom activities.This research aims to explore the effect of role play activities in reducing the students' speaking anxiety and improving their speaking skill. When conducting the present study , we hypothesize that if role plays are used as a teaching and learning strategy, it can lower learners anxiety when speaking and can lead to a better engagement and performance.

1.Statement of the problem

Feeling anxious is sometimes perfectly normal ; however, anxiety may have a negative effect, resulting in decreased learning. Role Play may help student develop communication and language skills and even social skills .Also it motivates and engages student. So Role Play can overcome student anxiety and get them more comfortable in speaking.

2.Significance of the study

The main purpose of this study is to shed light on the role plays as an appropriate support using various and effective strategies that reduce students feeling of anxiety and consequently to foster communicative situations to allow students to express themselves.

3.Research Questions

This research seeks to answer the following questions:

RA1: What are the real causes of anxiety while speaking?

RQ2:How can teacher use role play to reduce student anxiety ?

RQ3:What are the types of role play that can be used ?

RQ4:Does role play help students avoid the problem of anxiety?

4.Research Hypotheses

 RH1: The use of role play technique may help in reducing students' speaking anxiety.

5. ResearchMethodology

 For the present study we opted for a mixed methods approach since it is the most suitable to our research. It aims to describe the independent variable that is the use of role play. The research is based on questionnaire for students and an interview for teachers. The population of this research is third year students of English in Mohamed Kheider university of Biskra. The sample consists of two or three groups.

This research consists of two variable : The independent variable is '' the use of role play'' technique, while the dependent variable is ''students' speaking skill anxiety''

6. Limitation of the study

This research attempts to investigate the perceptions of the teachers and students of English as a FL on the using of role play technique as a teaching method to develops students' speaking skill. During the research there are some obstacles that faced from the researcher when collecting data such as:

- The number of the students who answered the questionnaire was about just 31 students even though the questionnaire was shared for more than 20 days.

- Majority of the students did not answer the question of the suggesting methods.

- The researcher sent the interview for ten teachers and waited for two weeks or more to receive the replies, but just four teachers was replied .

- There was no opportunity for face to face interview due to the time constraints. Thus, the researcher decided to send it via e- mail.

7. Structure of the Dissertation

The present research consists of three main chapters which are:

Chapter one: starts with definition of terms and deals with some of the

most causes and effect of anxiety and how to reduce it.

Chapter two: deals with role play technique and gives overview about its benefits .

Chapter three: seeks to describe, analyse and interpret the result obtained from

Thequestionnaire and the interview.

Chapter One

The speaking skill

Introduction

   In the process of learning English as a foreign language, students can encounter several of difficulties especially in the speaking skill. The most common difficulty is anxiety that hinders EFL students from developing their speaking proficiency**.** This chapter examines the speaking skill for the role which it plays in communication. It defines speaking and underlines its types ,components, importance, and the teacher 's role while teaching speaking. Besides, we try to give clear insights about foreign language anxiety. We begin by exposing the definition of FL anxiety, its types and its causes. Finally, we end up displaying the theories of anxiety.

1.The Concept of speaking

 1.1.Definition of speaking

   The process of EFL learning involves the exposure to the four language skills namely : listening , speaking, reading and writing. Listening and reading are considered as receptive skills, whereas speaking and writing are considered as productive skills(Harmer ,2007).So, speaking is one of the skills that have to be mastered by students in learning English. There are many definitions of speaking that have been proposed by many experts .

   According to Chaney (1998), speaking is" the process of building and sharing meaning through the variety of contexts" (cited in kayi,2006,p.1). It means that speaking is the most known and common skill which is used in everyday life and classroom communication.

  Gumperz (1999) state that "speaking is cooperatively constructed which is based on contributions , assumptions and interpretations of the participants utterances"(cited in Nazara ,2011,p.30). Based on those definitions , it can be concluded that speaking is the process of expressing ideas and opinions by using verbal or non-verbal symbols.

1.2.Types of speaking skill

According to Brown (2004,p.141) there are five different types of speaking which are speakers' extensive , imitative, intensive, responsive and interactive. (cited in Permanasari,2014,p.13)

a)Imitative :

Refers to the ability of people to repeat words and sentences in classroom , which means that there is a relationship between the learners and teachers (listening and repeating).

b) Responsive:

Refers to the response of the teacher to his/her learners ' questions or vice versa. In this type the teacher acts the role of the prompter by giving the learners some signals that encourage them to interact and respond.

c) Interactive:

This type of speaking is similar to the responsive, but they differ in the complexity and the length of the interaction. This type may include multiple exchange.(Brown,2004 cited in Permanasari,2014,p.13).

d)Intensive:

This type is frequently used in the assessment context . for example reading aloud ,completion of dialogue and sentences and translation (cited in Brown ,2004).

Brown (2000, p.273) states that, "Intensive speaking goes on step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect language''.

e) Extensive (monologue)

The last type of speaking performance takes place in the form of monologue. Brown underlines that "students at intermediate to advanced levels are called on to give extended

monologues in the form of oral reports, summaries, or perhaps short speeches"
(2000,p.274). Extensive speaking tasks can include oral presentations, storytelling,
reporting information.

1.3 .The Importance of speaking skill

Ur (1996,p.120) stated that: "... of all the four skills (listening, speaking, reading and
writing), speaking seems intuitively the most important: people who know the language are
referred to as "speakers" of that language, as if speaking included all other kinds of
knowing; and many if not most foreign language learners are primarily interested in
learning to speak" .This means that speaking is paramount in comparison with all the other
skills (reading, listening and writing). For that, we frequently ask the question "Do you
speak English?" to foreign language learners rather than asking them "Do you write in
English". The question shows the importance of speaking because mastering this skill
means mastering the other ones.

According to Hedge (2000 cited in Benaddi, 2013,p.11) , the speaking skill is a very
important due to the following reasons:

* It's a fundamental in the communication process of humans.

* It raises the general motivation of learners.

* It gives students opportunities to practice in real -life activities in the classroom.

* It raises the students` self confidence when they notes that their speaking skill is
developing.

* It improves the students' pronunciation ,intonation ,and stress patterns.

* It raises students` vocabulary register.

* It organizes student's thoughts ,ideas and information .

* It makes class fun when speaking activities are practiced.

1.4 .Components of speaking

In learning to speak a foreign language students must know the components of speaking. According to Harris(1974) there are five components of speaking skill named: comprehension, grammar, vocabulary, pronunciation and fluency.

Comprehension: is the ability of speakers to understand the meaning and have the capacity to engage in the conversation. In addition, Brown state that "Speaking comprehension is the ability to use normal communication, intonation, grammatical structure, and vocabulary of language to express meanings so that other people can make sense of them and it can be directly and empirically observed."(Brown 2004,p.140)

Grammar: is needed for students to form a correct sentences in conversation. According to Harmer (1987,p.1) "the grammar of a language is what they become plural or negative, or what words order is used when we make questions or join two clauses to make one sentence."

Vocabulary: Daniastuti (2018) defined vocabulary as the total number of words in a language or list of word with their meaning, and it is the most important aspect of speaking skill. Without having a sufficient vocabulary, people cannot neither communicate effectively nor express their ideas , both oral and written.

Pronunciation: is the way which speakers used to produce language clearly when they speak. People who have good speaking skill produce a proper utterance (stress and intonation …) and can be comprehended by listener in every word.

Fluency: is the very advanced element by which the teacher measures the mastery of the L2. Hedge (2000,p.54) argues that fluency is the ability to know how to put words, sentences and ideas effectively together in an appropriate way as he said *"*The term fluency relates to the production and it is normally reserved for speech. It is the ability to

link units of speech together with facility and without strain or inappropriate shyness, or undue hesitation." (cited in Harouche, Khellaf,2018,p.10)

1.5 . Teacher's Role While Teaching Speaking

Harmer (2007, pp.275-276) states three roles of the teacher if he/ she intends to get his /her learners to speak fluently:

Prompter: It is the duty of the teacher to help his students when they feel lost and cannot carry out their talk. This role is all about encouraging participation and motivation in class for learning.

Participant: when the students produce the language, the teacher may take part in the discussion and be as a participant who prompt their learners . It is a chance for creating a comfortable atmosphere to achieve better.

Feedback provider: The teacher should know when and how to give feedback during the speaking activities because overcorrection in the middle of speaking may restrict the students' oral production; however , a useful and gentle correction is seen as the most preferable way to invite the learners to talk without hesitation .

2. The Concept of anxiety

2.1. Definition of foreign language anxiety

Many learners of EFL are facing some problems in their speaking, and the very common one is anxiety; it prevents them from developing their speaking skill, and harms their performance and as well their academic achievement. Also, there are many researchers who have defined the concept of anxiety, each one according to his/ her points of view.

Oxford Advanced Learners Dictionary (2000, p.48) defines anxiety as "The state of feeling nervous or worried that something bad is going to happen". Anxiety also has been defined by different scholars as Hortwitz et al. (1986) who define anxiety as "a distinct

complex of self-perceptions, beliefs, feelings, and behaviors related to the classroom language learning arising from the uniqueness of the language learning process"(cited in Lian and Budin, 2014, p.70).Moreover, Scovel (1978) viewed language anxiety, as " associated with feelings of uneasiness, frustration, self-doubt, apprehension, and worry" (Cited in Brown, 2000, pp.150-151).

According to Hortwitz et al. (1986) The concept of foreign language anxiety was frequently shows up in listening and speaking activities, testing situations, over studying, and certain belief (Cited in Deyuan, 2018, pp.3-4) .In addition, Ferreira & Murray (1983) defined anxiety as the subjective feeling of nervousness, tension, apprehension, and arousal of the automatic nervous system. Anxiety is usually felt by people when speaking a foreign language. Also ,MacIntyre and Gardner (1993), claimed that it is" fear or apprehension occurring when learner is expected to perform in a second or foreign language ".(Cited in Deyuan, 2018, p.3)

The above definitions of FLA show that anxiety is an important factor which affects in foreign language learning, where students feel nervous and worry in language classes. It is a negative experience because it prevents learners' performance in foreign language classes.

2.2 .Types of FLA

FLA is one of the most difficult obstacles that are prevalent, found frequently among the majority of foreign language students when they try to speak. According to the researchers such as: Spielberger (1966) there are three main types of anxiety named: trait, state, and situation-specific anxiety (Cited in Szyszka, 2017, pp.55-56).

2.2.1. Trait anxiety

According Scovel (1978,p.137) Trait anxiety is "a more permanent predisposition to be anxious (cited in Jin,2016).Pappamihiel (2002) argues that trait anxiety is "the tendency

of a person to be nervous or feel anxious irrespective of the situation he/she is exposed".

Such type of anxiety is related to the person character, also it is difficult to deal with, and

hard to overcome it, for that trait anxiety will hinder language learning (Cited in Riasati,

2011, p. 908).

According to Spielberger, et al. (2005), trait anxiety is a general characteristic of an

individual's personality. Individuals who experience trait anxiety tend to have an attitude

and reaction which reflects their ability to understand the nature of certain environmental

stimuli and stressful situations as more or less difficult or threatening. People who develop

more trait-anxiety are much more prone to reacting to a large level of stimuli, and will be

more able to worry in less dangerous and hard situations (cited in kvaal et al, 2005). Trait

anxiety is relatively stable personality characteristic, „a more permanent predisposition to

be anxious" (Scovel, 1978: cited in Ellis, 1994,p.479)

2. 2.2. State anxiety

According to Macintyre and Gardner (1991,p.31), the second type is state anxiety,

which is ''the here-and-now experience of anxiety as an emotional state''.

Macintyre (1999) defined it as "the moment-to moment experience of anxiety" (Cited in

ZsuzsaToth, 2010, p. 6).based in this definition , state anxiety means that it happens in

particular situation. For instance, when the students have an exam, they feel anxious and

that will affect their ability to succeed and their performance .Unlike trait anxiety, state

anxiety is not enduring characteristic of an individual's personality as Spielberger (1966)

stated "transitory state or condition of the organism that varies in intensity and fluctuates

overtime" (Cited in Wilson, 2006, p.42). According to Spielberger (1983) state anxiety

may be defined as '' an immediate, transitory emotional state of subjective, conscious

felling of tension, apprehension, nervousness, and worry associated with an arousal of the

autonomic nervous system reactions in response to a particular stimulus such as giving a speech or taking an examination'' (Cited in Szyszka, 2017,p.57).

2.2.3. Situation-specific anxiety

Ellis (1994,p.691) claims that situational-specific anxiety ˙consists of the anxiety which is aroused by a specific type of situation or event such as public speaking, examinations, or class participation'.In addition, Macintyre & Gardner (1991c,p.90) state that situational- specific anxiety '' can be seen as trait anxiety measures limited to a given context''(Cited in Deyuan, 2018, p.16).

2.3. The Causes of Foreign Language Anxiety

In EFL process , learning anxiety may occur in the acquisition of the four skills of the foreign language learning(reading, listening, speaking, writing), and the most known that anxiety is more related to the speaking skill.

Horwitz et al (1986,p.126) classified the causes of foreign language anxiety into three components; which are communicative apprehension, test anxiety, and fear of negative evaluation. they state that: "Because foreign language anxiety concerns performance evaluation within an academic and social context, it is useful to draw parallels between it and three related performance anxieties: communication apprehension, test anxiety and fear of negative evaluation". (cited in Nakata,2006,p.85)

2. 3.1. Communication-apprehension

Young (1990, p.539) claims that "The fear of speaking in a foreign language may be related to a variety of complex psychological constructs, such as: communication apprehension". (cited in Chan and Wu, 2004) This means that communication apprehension is one of the reasons that hinder EFL learners' abilities of speaking foreign language**.** However, Horwitz et al. (1986,P.127) define communication apprehension as "a type of shyness characterized by fear of or anxiety about communicating with people".This

means that it is happen when the learners feel uncomfortable and shy when they communicate with others.(cited in Nakata,2006,p.85). In addition, MacCroskey (1984,p.13) defines communication apprehension as a " an individual's level of fear or anxiety associated with either real or anticipated communication with another person or persons", which means that it is a kind of anxiety that is related to the oral communication. (Cited in Szyszka, 2017,p.57).

2.3.2. Test anxiety

The second component which caused foreign language anxiety is test anxiety. When speaking about test-anxiety, we obviously can recognize that this source of anxiety is related to tests and we can present it as the fear and worry which learners faced during a test.

Hortwitz et al (1986) claimed that test-anxiety refers to a type of performance anxiety in which the learner feels the fear of failure and doing badly in a test.This is to say , test-anxious learner suffers from the fear of bad evaluation by the instructor .(cited in Nakata,2006,p.85).

2 .3.3. Fear of negative evaluation

Hortwitz et al, defined fear of negative evaluation as "apprehension about others' evaluations, avoidance of evaluative situations, and the expectations that others would evaluate oneself negatively" (Horwitz, et al. 1986, p.128).Itis an extension of the second component (test anxiety) of FL anxiety**,** but this one is broad then test anxiety because it is not limited to test-taking situations only , but also in any social or evaluative situation such as interviewing for job or speaking in foreign language class.

In brief, communication apprehension, test anxiety and fear of negative evaluation are the main conceptual foundations of language anxiety that hinder learners and affect their communicative abilities because those components are more related to the speaking skill.

2 .4. Theories of anxiety

Pappamihiel (2002, p.329) classifies anxiety theories into three basic theories; firstly, generalized theories, which contain two models Pekrun's (1992) expectancy-value theory of anxiety (EVTA) and Bandura's theory of self–efficacy (1991). Secondly, situation-specific theories concerned with trait, state, and situational anxiety, and the last one is the contextual theories.

Conclusion

Speaking plays an important role in language learning and teaching. It is one of the skill that proves the students' mastery of the target language. Shaping that ability is based first on promoting the listening skill that goes before all the rest skills. The teacher has a special task to accomplish during the oral sessions which is presented in the selection of the activities that make communication easier. Foreign language teachers and learners should be aware about the FL anxiety when teaching and learning the speaking skill, as an obstacle that hinders them from achieving their goal, especially in the case of learning a second language.

Chapter Two

The Role Play Technique

Introduction

Considering how much important teachers must make their lesson classroom activity enjoyable, active, and full of more exposure to language input and more choice to practice the languages, he or she needs to develop his\ her teaching techniques. One of the most used techniques in teaching the speaking skill is role-play (Broughton et al,1980). Role play is a classroom activity which gives the students the opportunity to practice the language. This chapter touches upon the concept of role play to know what it means and its types, its purpose and some techniques to control role play. There are also two other parts ;the first part discusses the advantages and disadvantages of using role play technique, while the second one tackles teachers role in classroom and how they should organize role play activities, also teaching speaking by using role play.

1.Definition of role play

Role Play technique is a way to master learning material through developing students' imagination. This method is generally carried out by more than one person depending on what game is played, where students play certain characters in a story or other complex social situations. Role play encourages students to practice their speaking skill.

Budden (1998,p.45) in her article "Role-play" gives a simple definition of role-play: "Role-play is any speaking activity when you either put yourself into somebody else's shoes, or when you stay in your own shoes but put yourself into an imaginary situation".Which means thatas role-plays might involve more than just pretending to be someone else while speaking. (cited in cited in Benaddi, 2013,p. 27)

Ur (1996,p.131) stated that role play is a term used to describe an activity where students imagine themselves in a different situation outside of the classroom, sometimes playing the role of someone other than themselves and using language appropriate for the new context, based on this definition role play is a method to play the role of others

situations. Moreover, according to Snow (2007), role play is a form of pair practice in which students are allowed to play, improvise, and create. Harmer (2007,p.125) comments on what role-plays are as following, "Role-plays simulate the real world […], but the students are given particular roles - they are told who they are and often what they think about a certain subject. They have to speak and act from their new character's point of view". This means that, role-plays are somehow open-ended technique which give students more possibilities to express themselves, but at the same time under the controlling of the teacher.

Fraser, Rintell and Walters (1980) describe role play as "a useful means to study learners' pragmatic competence. Therefore, many contextual features are important in determining how a speaker will behave. In a role-play; the speech act can be kept constant while the contextual features are varied" (cited in Liu and ding ,2009, p.140). Thus, referring to that, role play is an effective tool to discover the students' cognitive abilities in understanding the literal meaning of the produced language.

According to Ments (1999,p.5) "in role play each player acts as a part of the social environment of the others and provides a framework in which they can test out their repertoire of behaviours or study the interacting behavior of the group". In the same vein Qing (2011,p.37) role play is defined as "the projection in real life situations with social activities". From this, the idea of role play is to give learners opportunities to practice the others situation, and it helps them to acquire their speaking skills and oral fluency which help to improve their performance.

Role-playing technique is one of the strategies to teach speaking skill to the students. Huang (2008), in her study, concludes that role play is really a worthwhile learning experience for both the students and the teacher. Not only can students have more opportunities to "act" and "interact" with their peers trying to use the English language, but

also students' English speaking, listening, and understanding will improve(cited in Umam, 2011) . According to Ladousse (1987,p.6) states that the major aim of role play activities is to train students how to deal with the unpredictable nature of language. That is, when students play roles, they gain a variety of new vocabulary which allows them to face any real-life situation.

Role-play is a well-known strategy that helps students to make themselves known in new social environments. The process of role playing helps and increases the students' understanding of the words and how to use the words in a real-world context (Alabsi, 2016). From the above definitions, it can be concluded that the role playing is a technique in teaching English that can bring students to communicate easily in order to develop their fluency of speaking skill.

*2.*Types of role play

Previously, we gave several definitions of role-plays. Now we will see how different scholars group them. According to Byrne (1983), role play activity is a drama like classroom activity in which students take the role of different participants in a given situation and act out what might happen such takes can be grouped into two forms, scripted and unscripted role play (cited in Susanti, 2007, p.16-19).

1)   Scripted role-plays

According to Byrne (1983) this type depends on the using of textbook dialogue or reading texts in a form of speech for conveying the given meaning in a memorable way and it is more common used in teaching speaking skill rather than unscripted role play(cited in TAMIM,2014). Similarly, Harmer (2007,p.271) states that the students perform a role based on the dialogue in the script. It is a written script followed word by word without any improvisation: (Doff, 1988) gives the following example of scripted role- play dialogue and reading text and how the process is:

The example:

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

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

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

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

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

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

Angela: thank you, where is the post box?

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

2)   Unscripted role-plays

In contrast to "scripted role play"; the situations of unscripted role play do not depend on textbooks. It is famous as free role play or improvisation. In this type, the students have the decision to what language they use and how the conversation should develop. In order to do this activity, good preparation from teacher and students is really necessary.

The example and procedures of unscripted role play which is adapted from Doff (1988) book are as follows: One student has lost a wallet. He/she is at the police station. The other student is the police officer, and asks for details. To brings out this ideas the teacher then asks for the students to discuss with their partner in pair, what probably the police asks to the man, then the students writes on the their note. Then students interact directly in the class using some clue given by the teacher. The teacher in this case give the clue by reminding the expression. In the first meeting the first expression is asking for a help. Then the teacher asks the students to act privately in pair. Then teachers asks some of the students to act in front of the class. After performing the role play, teacher evaluate and

write the expression spoken on the board. Then it is analyzed with all of the students to find out the mistakes.

Role play may differ in length and difficulty. According to Al-Arishi (1994) there are two main typesreal and surreal play.

1.   Real- role play

Al-Arishi states that "…the activities in the language classroom should be a rehearsal for the real world; here role-playing becomes 'real-playing'" (p.338).He claimed that in the case of real-plays, the material which prepared by students to perform such dialogues should be authentic and real. The point of real-plays is to practice typical structures students will likely use in real life, , e.g. ordering food at the restaurant, visiting the bank, asking for directions, greeting, booking holidays at the travel agency, and so on (p.339).Therefore, the learner will be trained to know how to deal with different situations which present a series of problems that the learners may encounter in real life.

2.   Surreal- role play

As an opposites to the real plays, when Al-Arishi explained the nature of surreal role-plays, he quotes Sadow (1987, p.33) who claims that in this type "…fantasy becomes more important, reality less. Students are asked to solve a problem they would not normally have to face, concoct a plan they would never have dreamt of on their own . . ".

A surreal play encourages imaginative inner in students mind. In this type, learner intend to explore feeling and attitude. Surreal play is also called imaginative role play.

3. The Purpose of Role Play

The main purpose of role play according to Tolan and Lendrum (2002, p.26) "A Role play can develop skills by inviting participants to engage with each other more directly and immediately through the use of roles." It means that the students need to communicate the play to each other.

Ur (1996, p.131) stated that "Role play is used to all of activities where learners imagine themselves in a situation outside classroom." The purpose of role play is that the students should be active in the class as they are in various social contexts and have a variety of social roles.

In additions, Tolan and Landrum (2002, p.26) stated "purpose of role play (a) project their own experiences to develop their own imaginative and emphatic capacities; and (b) think about and discuss different facilitative responses.". It means that the purpose of role play as an technique which a person imitates, consciously or unconsciously, and a role uncharacteristic of the students to develop their imaginative.

According to Ladousse (1987,p.147) role playing (dramatization) helps to bring the language to life and to give the learners some experience of its use as a means of communication. Therefore, the main purpose of role play is to develop communication situation. Moreover, the goal of role play in teaching speaking is to improve the students" speaking skill without making students anxious and afraid when they trying to speak English.

4.Techniques to Control Role Play

There are many techniques that can be used by the teachers to control the class during the use of role play technique. Meanwhile, Littlewood in Nining (2015) propose four techniques which may be used by the teachers to control role play in their class. Those are:

1) **Role play controlled through cued dialogue:** In this case students are given their cues printed on separate cards. Accordingly, each student:

 • Must listen to his partner before he responds.

 • Predicts what the other will say.

 • Will have the time to prepare his sentence and choose the easiest words he knows.

2) Role play controlled through cues and information: This framework is more flexible, as only one learner is given detailed cues. The other one is given the facts or information which would help to response properly. Thus, one learner is supposed to be the initiator (e.g. introduce variations, suggestions) and the other one is expected to answer rather than initiate the talk. Generally, means that one student is given detailed cues whereas the other is not.

3) **Role play controlled through situation and goals:** Students interact spontaneously to each other's communicative acts and strategies for that they know only the overall situation and their own goals in it.

4) **Role play in the form of debate or discussion:** student participating in the role play activity share adequate knowledge and they discuss a given issue to reach a final decisions.

5. The Advantages of Role Play

EFL learners need to be trained to communicate effectively in different social situations by using different techniques. The Role play is one of this technique which help students enhances their objectives of speaking skill; and it makes the teaching –learning process more enjoyable (Ladousse, 1987). Here are list of some reasons for using role plays in classroom:

- ✓ Through the using of role play technique, we can devolp our students speaking skill in any situation.
- ✓ Role play helps many shy students by providing them with a mask, role plays can provide students with different personalities.
- ✓ Role play is a communicative technique that can develop language fluency of students and promotes interaction and motivation in the classroom; it is not only for peer learning, but also for the teacher and student that share the responsibility of learning process .

- ✓ Role play extremely allows students learn and practice English in and out of classroom.

- ✓ Role play is an active step of learning and offers an opportunity for students to make personal use of language. So, role play will provide students with a linguistic knowledge (structure, functions, vocabulary) and socio cultural knowledge which enables them saying the right thing, in the right place, at the right time (ibid).

- ✓ Role play is fun and motivating technique.(Harmer,2007)

- ✓ The world of the classroom is broadened to include the outside world- thus offering a much wider range of language opportunities.(ibid)

- ✓ Students can create a real situations to get benefit from the practice, mistakes which made with no drastic consequence. (ibid)

- ✓ Role play helps to develop students' ability to empathize with others and thus become better communicators.(ibid)

- ✓ To make what is learnt memorable through direct experience and affect emotions for learners with different learning styles. (ibid)

- ✓ To help learners gain the confidence and self-esteem needed to use the language spontaneously by taking

- ✓ Role-play encourages representational thinking.(Rogers and Evan in Afdillah, 2015,p.23)

- ✓ Role-play involves problem solving. (ibid)

- ✓ Role-play encourages turn taking and negotiation. (ibid)

- ✓ Role-play helps children to develop perspective taking skills. (ibid).

As a conclusion, role play technique has many advantages that help learners to develop their levels.

6. The Disadvantages of Role Play

In addition to the advantages of role play technique, it has also some disadvantages. Rogers (1993,p.210) pointed out that sometimes role play is not an appropriate method to be used in teaching. Here are some disadvantages:

1- In some cases students cannot be familiar to such activities and they cannot understand it, so they cannot play the role correctly. (Rogers,1993,p.210)

2- Maybe the teachers lose their control of class because it can be too much fun and noisy. (Rogers,1993,p.210)

3- ''There is never time or space to give all the relevant information so an edited version has to be produced but in reality you would need to be able to decide for yourself what was relevant and what was not.'' (Rogers,1993,p.209)

7. Teacher's role in classroom

It is well known that the teacher is one of the basic components of teaching process, because he\she is the someone who provides knowledge to his/her learners. According to Harmer (2007) the teacher has several roles in the classroom. He\she can be a controller, organizer, an assessor, a promoter, a participant and resource.

1. **Controller**

According to Harmer(2007), the teacher acts as a controller of everything that goes on the classroom. It means that when he/she stands in front of his\ her learners, he\she orders as what to do, when to speak here the teacher is acting as a controller and talking to students and giving them instructions.

2. **Assessor**

In the teaching process, the teacher wears many hats throughout the day, week, and school years. One of the important hats is the assessor, the role as an assessor means assessing the

students' level of learning; giving feedback and grading them. And offer helps if they did not understand something.

3. Organizer

The most important roles that teachers have is organizing students to do various activities and the classroom. According to Harmer(2007),teachers should organize :

*E*nvironment*:* refer to the organization and decoration of the classroom.

Activities *:*each lesson or course should contains a set of activities.

Time*:* many of teachers complain that the use of role playing takes up much time, *so,* teacher must devotes the time according to the need for example, five minutes for warm up activities, followed by 45 minutes for presentation, practice and production. And the last ten minutes for revision and summarizing the lesson and giving feedback.

Resources *:* it includes the materials which the teacher use them in the teaching process such as the course book, handouts etc. which must be kept in a well organized way .

Themselves: teachers are human being and they have problems. *So,* before entering the classroom they should leave their problems outside the classroom and just focus on the work.

4. Promoter

In this role, the teacher needs to encourage his\her students to participate in the role play activities.

5. Participant

Teachers should not be afraid to participatein certain activities in the classroom as a partner.

6. Facilitator

Teachers should facilitate all the difficulties which faced his\her learners during the activities in the classroom.

8.The Organization of Role Play Activities

When teachers design roles to be played in the classroom , they should give a great attention and an extreme focus on the organization of the role play technique and the steps which must be followed. Woodrow (n.d, p.44) suggests some steps that guide the teacher during his work, he lists these steps as the following:

- o Select a situation: As a first step,the teacher should prepare the situation, even from his\her selection or give his\her students the chance to select it from their real life or the ones that they feel will happen to them in the future.

- o Call the participant: back to the large group and ask them to identify their situations with titles that describe the complete scenario. After the teacher having different situations between his\her hands, he\she should picks up one that should usually be simple since it is seen as the opening scene from which learners will benefit.

- o Explain the situation:It's the role of the participants to explain clearly what the situation is, how they distribute roles among them and what exactly the physical setting in which the scene is running.

- o Cast roles: The teacher has to ask first for volunteers to play the very first roles. If there is no response, then he\she should choose by himself\herself.for example, "Amy. You are going to play the role of Jack, a peacekeeper. Tom, what name do you want to use for the heckler? OK, Joe it is" (p.45).

- Prepare the role players: the teacher has to supply learners with enough time to prepare and to think about their roles in such a realistic way. And he\she give them instruction and help where necessary. For example, the teacher tell to one of the students "Malika, you are supposedly an innocent bystander in this role play. However, when Jose starts yelling, I want you to go over and yell back at him and even begin to start a fight"(p. 45).

- Prepare the observers: it will be very helpful for the teacher to have observers who should focus on specific things such as different physical actions, words, gestures or tone, for correct them by the players since that may affect negatively.

- Set the scene: the teacher should work on the physical conditions and anything related to the scene. He\she may describe the situation, like this, "OK, this is the street running this way. The speaker"s platform is over here. The crowd is on this side. The speaker is already addressing the crowd" (p.45).

- Run the role: when all the participants get ready for playing their roles, the teacher give the signal for the begginig of the performance

- Cut the role: teacher should control such situations for the sake of approaching the learning goals set at the beginning. So, he\she has to know when to cut the performance.

- Debriefing: it is the last stage where there will be a discussion and a deep analysis about what took place. All the participants should have a part discussion, the teacher through this step has to keep using the names of the characters who were acting on the stage not the real names of the participants.

9. Teaching speaking by using role play

In the learning process of any language, learners should not only focus on its structure and functions. It should also involve the four skills (listening, speaking, reading and writing). In teaching process, those skills should be put in balance and English teachers should not neglect any skill because they were not required in the final examination.

Nowadays, the role-play technique has become the famous technique to teach the speaking skill. Moreover, Ladousse (1987,p.7) states that role play is one of the communicative techniques which develops fluency in the language, promotes interaction in the classroom and increases motivation. Thus, role-play technique improves learners' speaking skill in any situation, and helps them to interact among the students as they play their parts lead them to practice and develop their ability in speaking.In other words, role play activities encourage thinking and creativity and let students develop and practice new language and behavioural skills in a relatively safe setting.

Harmer (2007) claims that role play can be used to encourage general oral fluency or to train student for specific situation, especially where they are studying for specific purpose. Role play helps students in improving their ability to produce the target language, improve the ability to work in group situations and help each others.

As a results role play is an effective technique in the process of teaching\ learning English, especially in the speaking skill due to:
- Role play as a teaching technique has a positive effect on students' speaking skill since the students feel more confident and speak without fear or shyness.
- Role play reduces students anxiety when speaking up in front of classmates.
- Role play motivates students learning, achievement, exploring and simulate their creativity and imagination.

Based on this, the teachers need to enhance their students' competence . To improve the students' speaking skills, they have to give the opportunities for them to learn and practice.

Conclusion

In teaching process role play technique is one of the techniques that were widely used to motivate the learners in order to express themselves without pressure or fear. Many ideas about role play technique have already been mentioned in this chapter. Firstly, we tried to define role play technique and discuss its different types. We also dealt with its advantages which makes learning more effective and the disadvantages of it. Besides teachers `role in classroom, techniques to control role play, the purpose of role play, the organization of role play activities and how teachers should teach speaking by using role play. The most important finding in this chapter is that Role play techniques is an effective in developing students` speaking skill.

Chapter Three

Fieldwork and Data Analysis

Introduction

The previous two chapters of this work have tackled theoretical issues related to both speaking skill anxiety and one vast range of the communicative activities suggested to improve the students' speaking skill which is role playing technique. As a reminding point, speaking took the opening part, then we move to the role play technique which is supposed to be effective means for learners in order to use the target language creatively and authentically.

1-Research variables

The present study "The effect of using role play technique to reduce students' speaking anxiety" comprises of two variables,namely an independent variable and adependent variable. The independent variable of this study is using role play technique by third year LMD English students at Mohamed kheidher University-Biskra, whereas the dependent variable of this study is reducing students speaking anxiety.

2. Population and sample

To investigate any subject, the researcher has to choose the appropriate population which should be really concerned by the topic. Otherwise, it would be non-sense to investigate a problem with people who have no interest with it. For that purpose, the present study concerns third year students of English at Biskra University during the academic year: 2021-2022. The population is about 369 students. Also teachers of oral expression in Biskra university are concerned by the study.

3. Definition of the Questionnaire

A questionnaire is one of the most used tools in research it helps the researcher to collect data in a short time. Richard (2001) stated that questionnaires are one of the most widely used instruments. They are simple to create, and may be used with a wide range of subjects, and provide information that is simple to tabulate and evaluate. This means that

the questionnaire is quantities data focus on statistical techniques employed for the description and analysis of information.

4. Definition of the Interview

An interview is a conversation for gathering information; it can be defined as a qualitative research technique which involve conducting intensive individual interviews with small numbers of respondents to explore their prescriptive on particular situations. It is an unusual method in that gathering method in that it involves the gathering of data through direct verbal interaction between individuals.

5. Students' questionnaire

This questionnaire is administrated to the 3rd year students of English in Biskra university. It contains sixteen (16) questions divided into three (3) sections following the items that have been discussed throughout the theoretical part of this research.

Part One: Background Information

Question 1: What is your gender?

This question refer to the participants gender.

Option	Frequency	percentage
Female	27	87.1%
Male	4	12.9%
Total	31	100%

Table 1 : Students' Gender
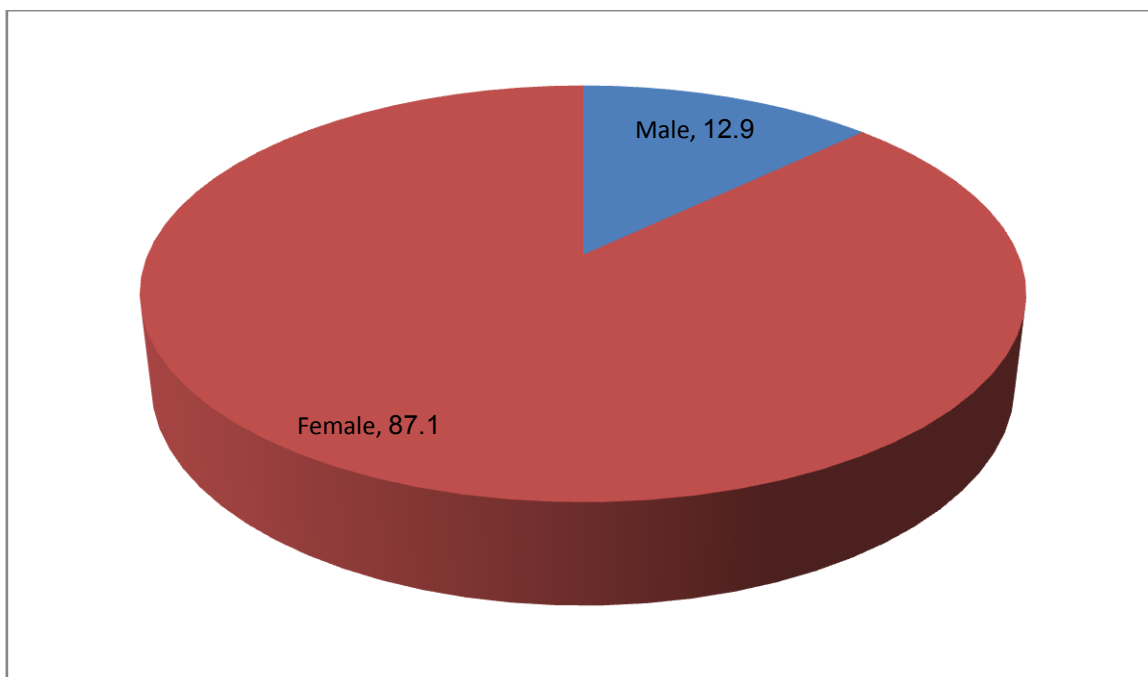
Graph1 : Students' Gender

According to the results obtained above, the population of the present study contains

(87.1%) females of the whole sample (31) participants. Whereas, (12.9%)

represents the males of the whole sample. The result proves that females prefer to study

foreign languages and are interested in it much more than males.

Question 2: Was it your choice to study English?

This question investigate whether the participants of this sample chose studying

English because they like it or for other reasons that controlled their choice.

Option	Frequency	Percentage
Yes	**28**	**90.3**%
No	**3**	**9.7**%
Total	**31**	**100**%

Table 2 : Students' Options of Studying English
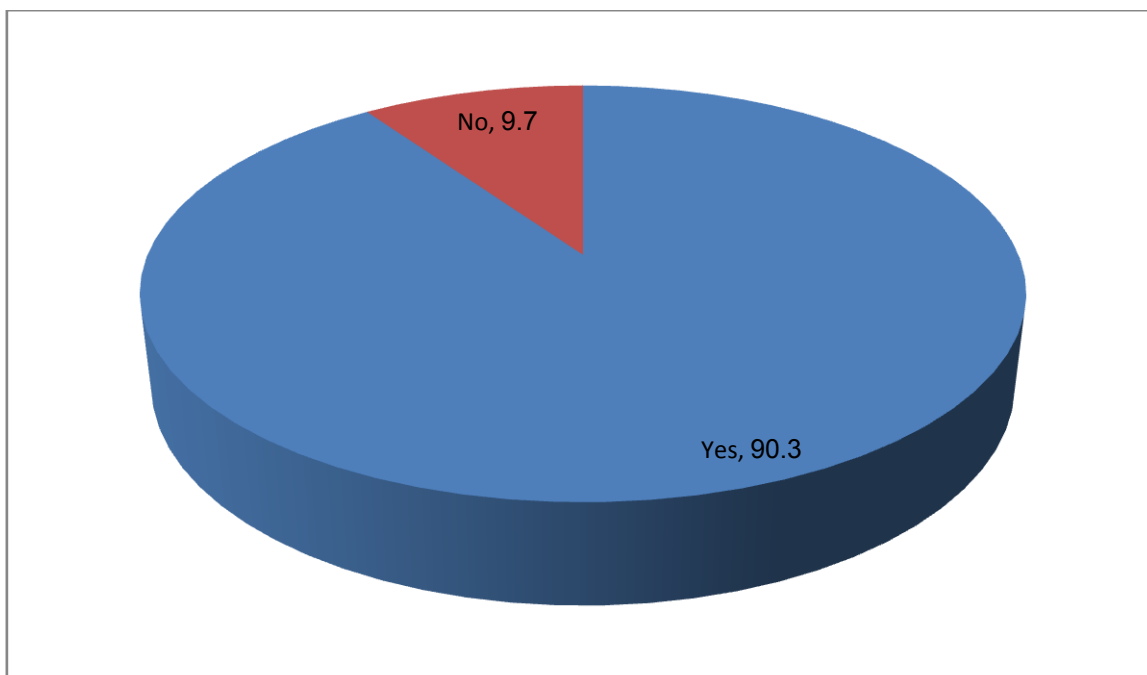
Graph 2 : Students' Options of Studying English

The results above show that (90.3%) students reported that English was their personal choice; however, (9.7%) participants confirmed that English was the branch to which they were oriented by force, maybe from the parents or due to the unacceptable average that disenabled them to get their preferable branch.

Question 3: How do you evaluate your level in English?

The aim of this question is to know how the participants evaluate their levels.

Option	Frequency	percentage
Excellent	1	3.2%
Good	20	64.5%
Average	7	22.6%
Poor	3	9.7%
Total	31	100%

Table 3: Students' Level in English
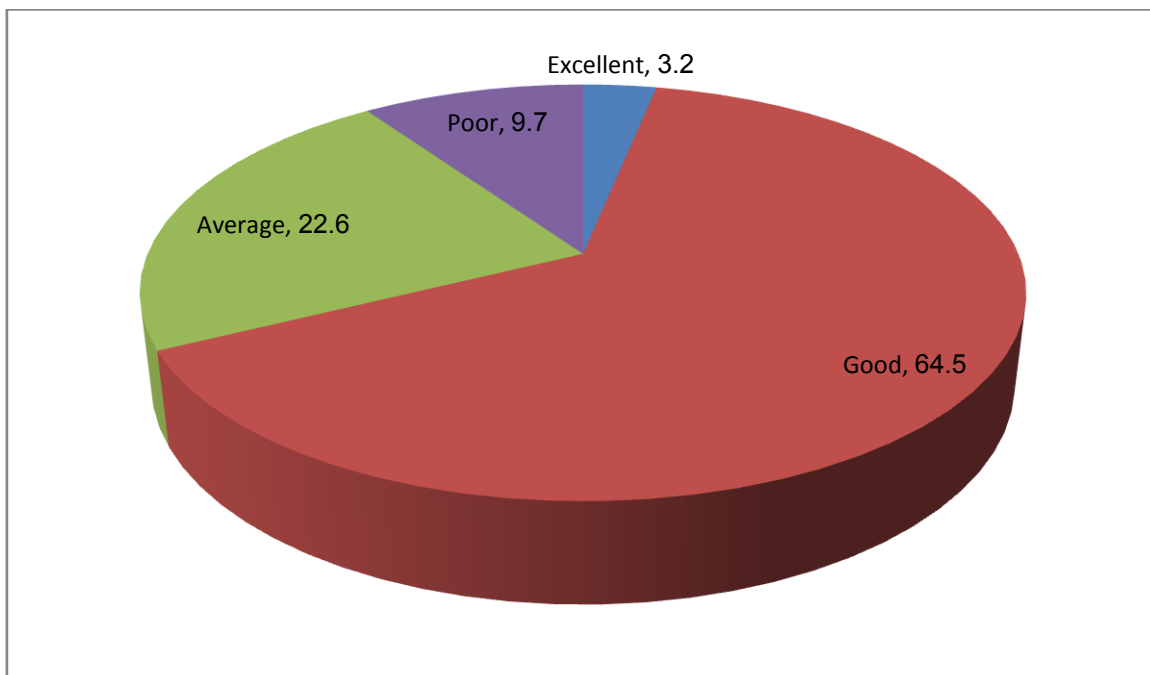
Graph 3 : Students' Level in English

The great percentage (64.5%) goes for those students who admitted that their level is good. Whereas, (22.6%) stated that their level in English is average, and (9.7%) students evaluate their level as poor. The last percentage which corresponds (3.2%) refers to the students who think that their level is excellent.

Question 4: Among the following skills, which one do you think is the most important?

This question seeks to know the more important skill according to the participants.

Option	Frequency	percentage
Speaking	19	61.3%
Writing	7	22.6%
Reading	4	12.9%
Listening	1	3.2%
Total	31	100%

Table 4 : The Most Important Skill for the Students
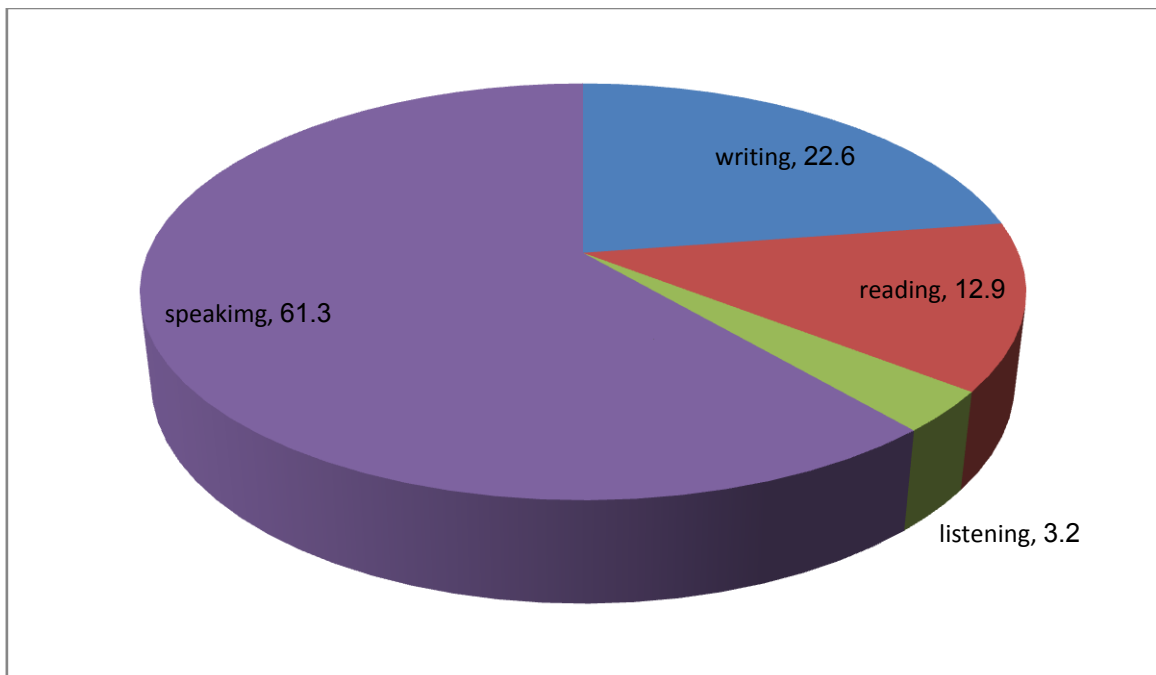
Graph 4 : The Most Important Skill for the Students

According to the results presented in figure above, (61.3%) participants stated that the most important skill in any foreign language is speaking, maybe because it is the skill which reflects their ideas, (22.6 %) participants stated that writing is the most important skill for them, maybe because they think that it proves their mastery of the target language. while the third percentage(12.9 %) goes for reading and the last skill which is listening took the attention of just one participant with the percentage of (3.2%).

Part Two: Students' Attitudes toward the Speaking Skill

Question 1: What do you think about your speaking abilities?

The objective of this question is to know the abilities of students in speaking skill.

Option	Frequency	percentage
Good	17	54.8%
Average	11	35.5%
Bad	3	9.7%
Total	31	100%

Table 5: The students' Abilities in Speaking

Good, 8.2

Bad, 9.7
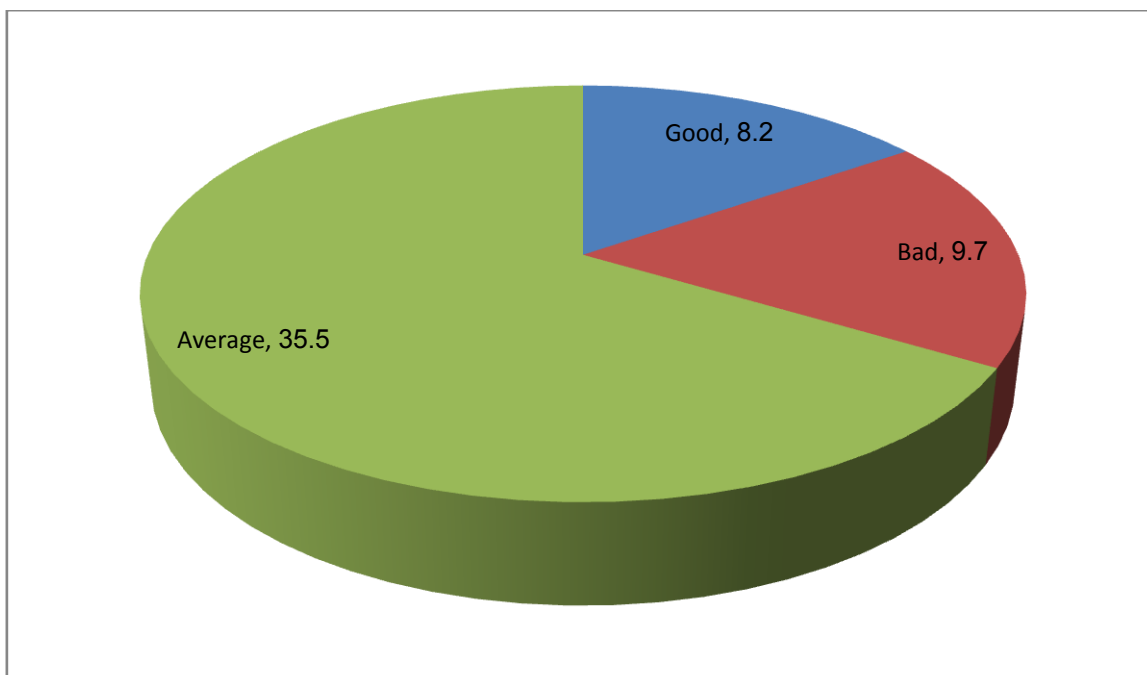
Average, 35.5

Graph 5: The students' Abilities in Speaking

Out of 31 participants, (54.8 %) claimed that they are a good speakers. While(35.5 %) stated that they have a average abilities in speaking, however, only (9.7%) said thatthey are bad speakers and still need many efforts to be able to talk fluently.

Question 2: How often do you participate in oral expression sessions?

This question aims to know the amounts of participation of the students during oral expression sessions.

Option	Frequency	percentage
Always	7	22.6%
Sometimes	16	51.6%
Rarely	6	19.4%
Never	2	6.5%
Total	31	100%

Table 6: students' participation in oral expression sessions
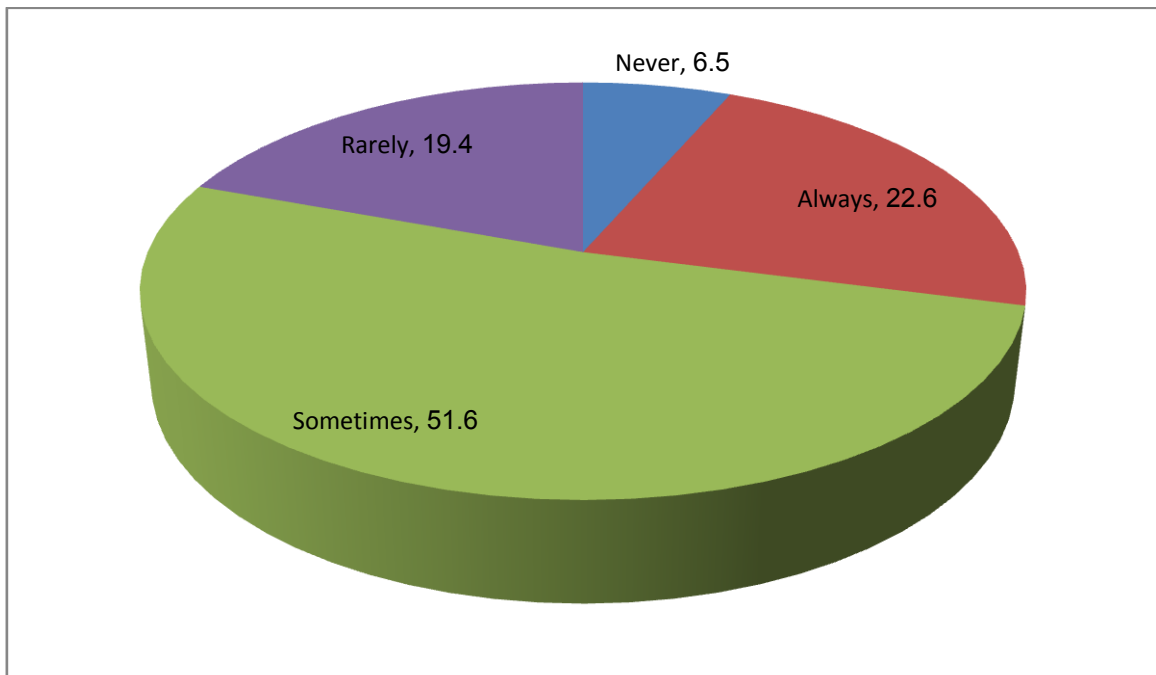
Graph 6: students' participation in oral expression sessions

According to the results from the figure above, 16 participant (51.60 %) claimed that they sometimes participate in oral expression sessions,7 participant (22.60%) state that they always participate. However, (19.40 %) choose rarely and the last percentage goes for the option never (6.50 %).

Question 3: What kind of the activities does the teacher use in oral expression sessions?

The goal of this question is to investigate the more used technique in teaching oral expression module.

Option	Frequency	percentage
Playing roles	**5**	**16.1**%
Discussion	**10**	**32.3**%
Presentation	**16**	**51.6**%
Debates	**0**	**0**%
Total	**31**	**100**%

Table 7 : Activities Used in the Oral Expression
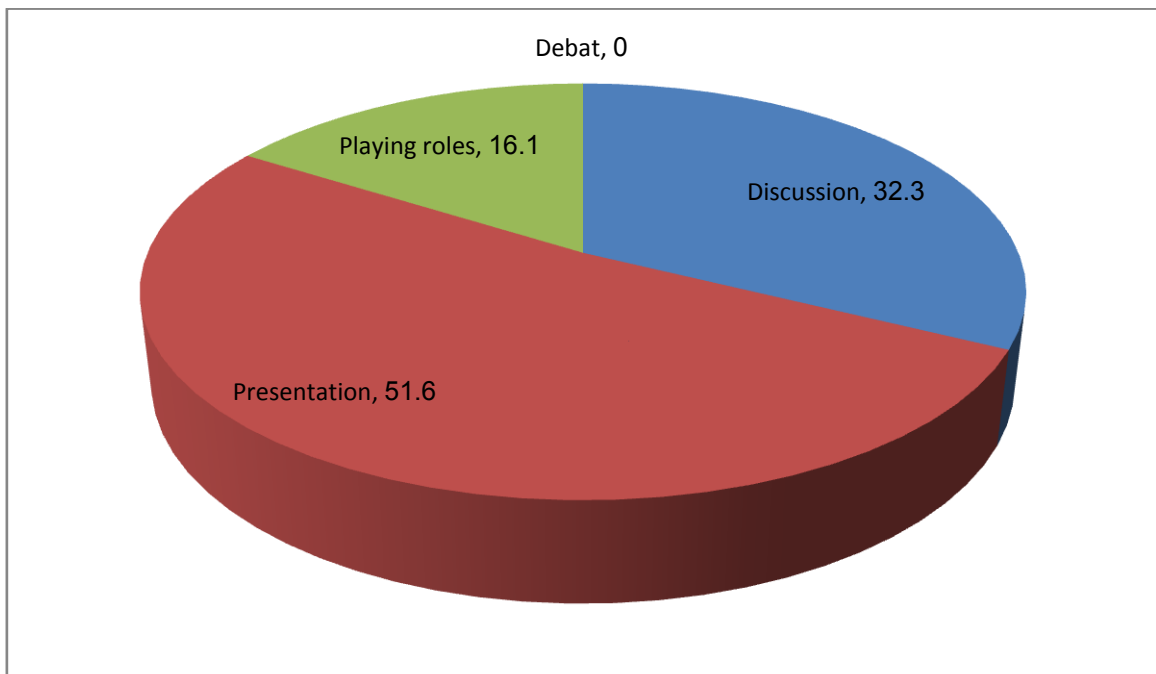
Graph 7: Activities Used in the Oral Expression

When we look quickly to the figure above, we noticed that it shows that 16 participants (51.6%) who made the majority of the students in our sample indicated that the activity chosen by the teacher in the oral sessions is presentation whereas 10 participants who correspond (32.3%)answered that their teachers prefer to make discussions about different topics. 05 participants who making up (16.1%) stated that their teachers invite them to speak by using role play technique. However, none of the students pointed out to debate.

Question 4: Does the teacher allow you to talk?

The aim of this question is to know if the teachers allow their students to talk and participate during the session**.**

Option	Frequency	Percentage
Yes	**28**	**90.3**%
No	**3**	**9.7**%
Total	**31**	**100**%

Table 8: How much teachers allow their students to participate
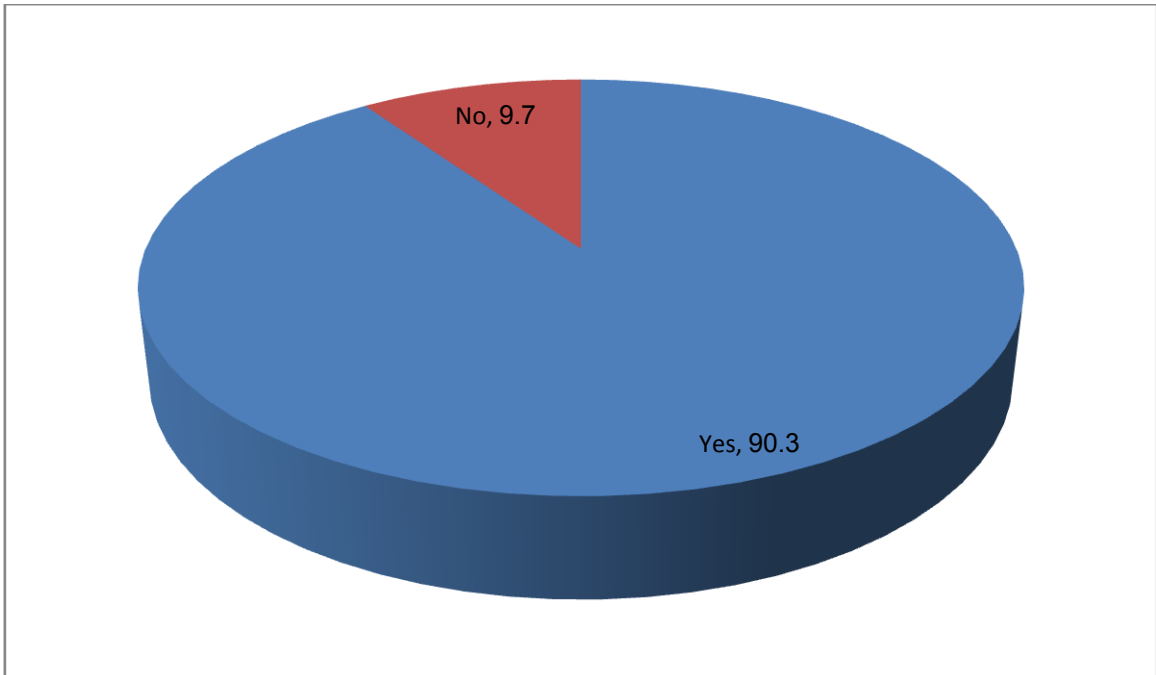
Graph 8 : How much teachers allow their students to participate

Approximately all the students reacted positively with this question. Means that,(90.3%) of the students stated that their teachers let them to talk and to express themselves, while few of them (9.7%) said that their teachers ignore their answers for no reasons.

Question 5: What are your difficulties in speaking?

This question seeks to know what kind of difficulties which the participants faced in their speaking.

Option	Frequency	percentage
Feeling anxious	**12**	**38.7**%
Shyness	**3**	**9.7**%
Lack of self confidence	**2**	**6.5**%
Lack of vocabulary	**6**	**19.4**%
Fear of mistakes	**8**	**25.8** %

Total	31	100%

Table 9: The obstacles of students during speaking
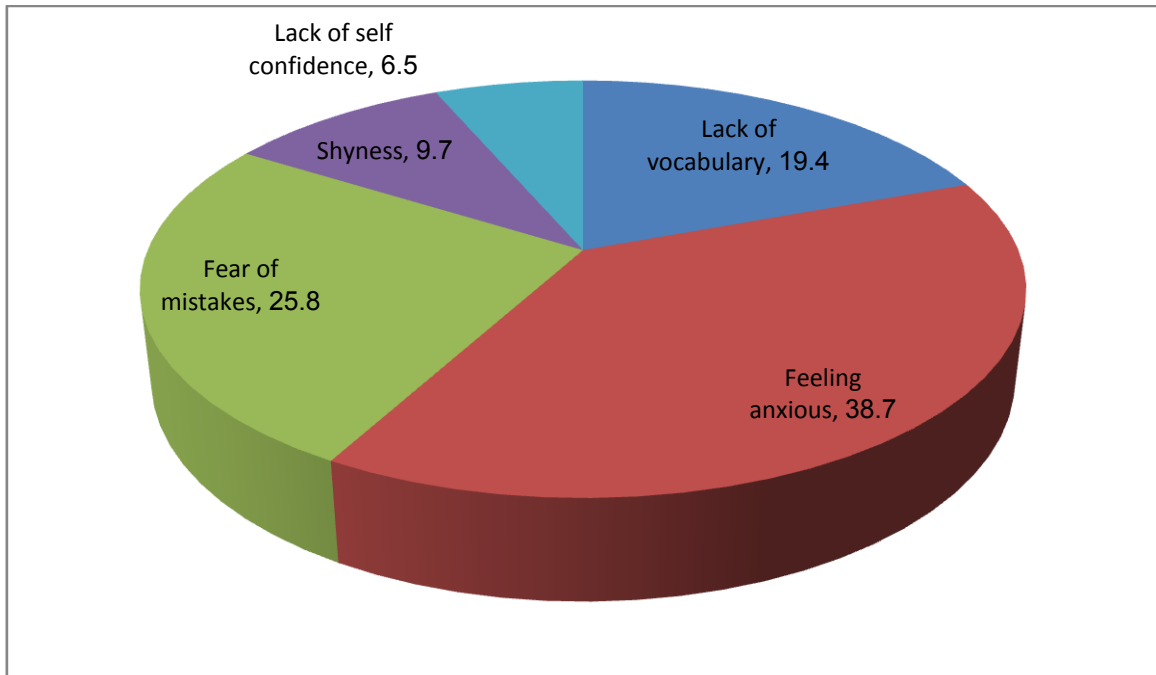
Graph 9 : The obstacles of students during speaking

Based on the result which presented in the figure above, there are many causes that hinder the students' speaking skill. (38.70%) of the participants stated that their main problem is feeling anxious, means that their anxiety turns high the moment when they give answers or when they try to talk. (25.80%) of the participants stated that they feel afraid of making mistakes and received bad comments during their talking. (19.40%) claimed that their main problem is vocabulary insufficiency. (9.70%) refers to the students who feel shy. Very few students (6.50%) refers to the students who have a lack of self-confidence.

Part Three: Students Attitudes toward Role Play Technique

Question 1: Do you know what is role play technique?

The goal of this question is to know if students know the meaning of role play.

Option	Frequency	percentage
Yes	29	93.5%
No	2	6.5%
Total	31	100%

Table 10: Students' knowledge about role play
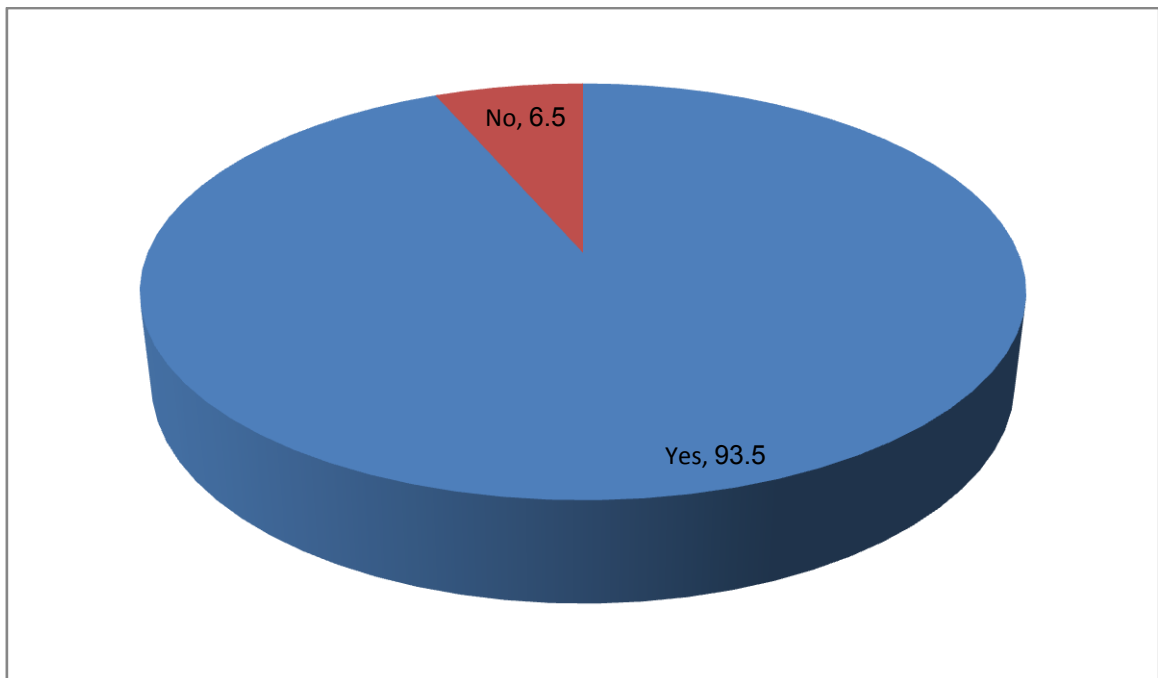
Graph 10 :Students' knowledge about role play

As the result showed in the above figure, the majority (93.50%) of students know what role play technique is, maybe this is due to its frequent use by the students. In fact (6.50%) have no idea about role play.

Question 2: Do you think that role plays helps you to

The aim of this question is to investigate students' opinions about the effect of role play on their motivation and giving them opportunities to monitor their language.

Option	Frequency	Percentage
Raise your motivation	13	41.9%
Gives opportunities to monitor your language	18	58.1%
Total	31	100%

Table 11: students' opinion about role play

Raise your motivation, 41.9

Gives opportunities to monitor your language, 58.1
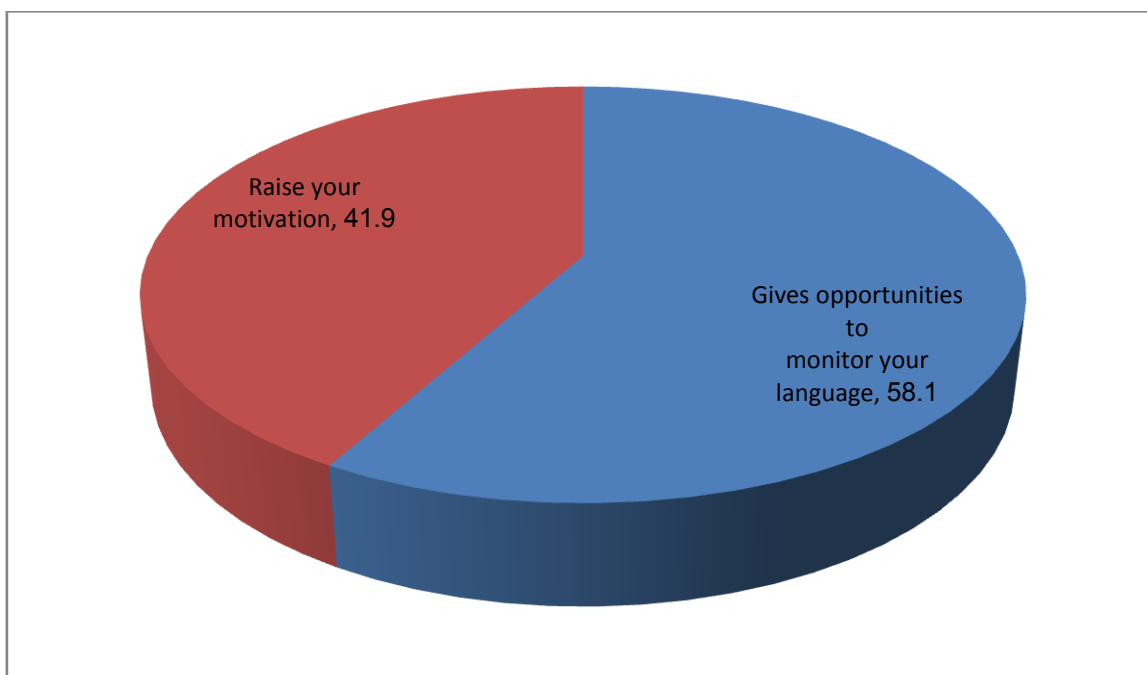
Graph 11: students' opinion about role play

The above figure reveals that 18 students (58.10%) respond that role play gives them opportunities to monitor their language and use it in appropriate context. While, (41.90%)

means 13 students answer that it raises their motivation. Consequently, the students obtain from role play technique a lot of benefits.

Question 3: Do you prefer to play a role which is selected by the teacher or from your imagination?

The aim of this question is to know the preferred kind of roles which the students like to play it.

Option	Frequency	percentage
Selected by teacher	7	**22.6**%
From your imagination	24	**77.4**%
Total	31	**100** %

Table 12: The Preferred Type of Role Play
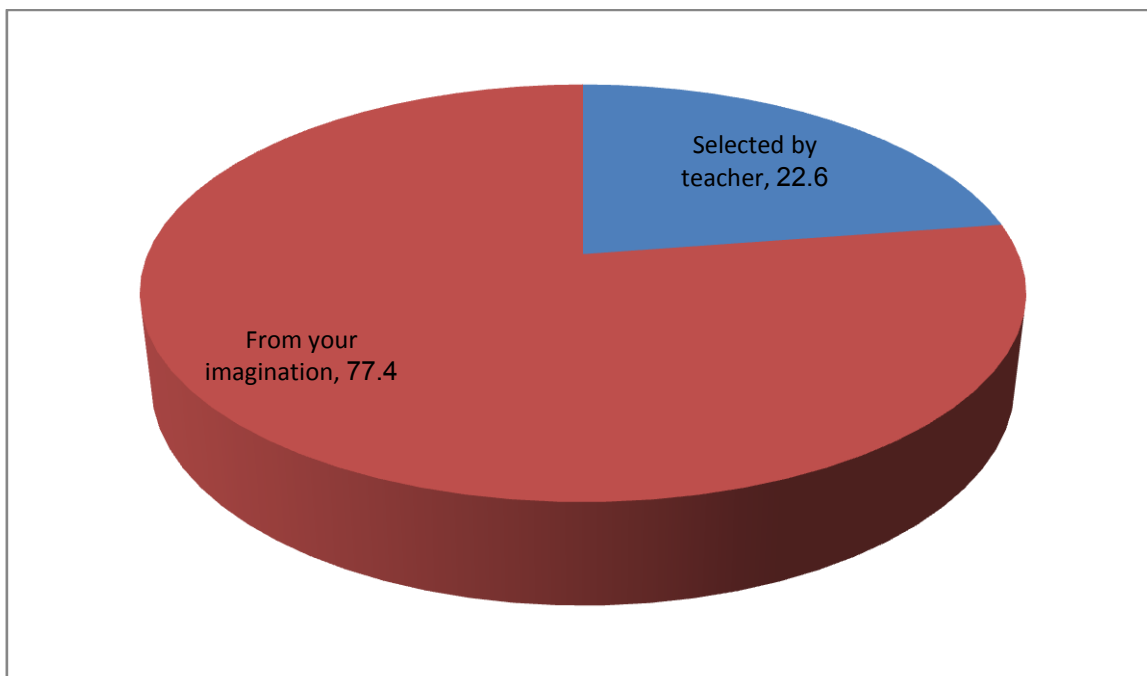
Graph 12 : The Preferred Type of Role Play

Most of the students (77.40%) claimed that they are prefer to select the roles which to be played, since they feel free and comfortable while giving them the freedom of choice.

(22.60%) of the students answered that they prefer to play roles which are selected by the teacher since he is more knowledgeable and know what fits their learning.

Question 4: How do you find practicing role play technique?

The goal of this question is to know how the participants evaluate role playing.

Option	Frequency	percentage
Motivating	**30**	**96.8**%
Demotivating	**1**	**3.2**%
Total	**31**	**100**%

Table 13 : Motivation in Role Playing
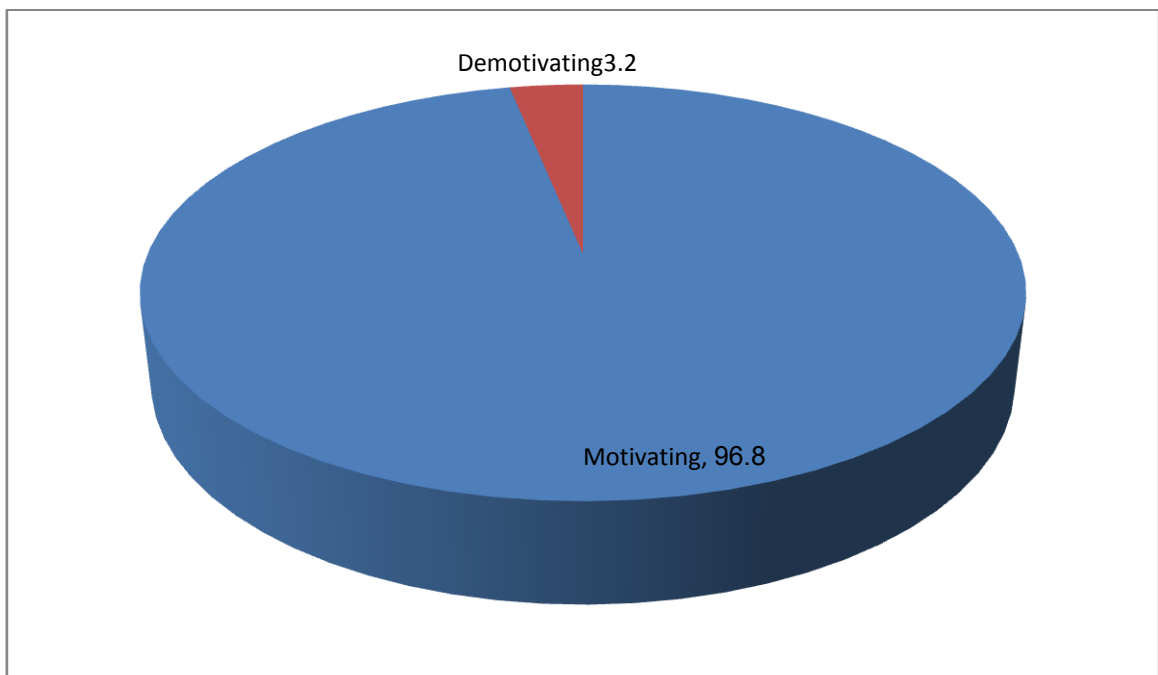
Graph 13 : Motivation in Role Playing

As it is shown in the figure up the majority of the students (96.80%) stated that being engaged in role playing is motivating. However, only one participant (3.20%) stated that role play is demotivating technique.

Question 5: To present a role play how do you find it?

The aim of this question is to know if student can play roles easily or with difficulties.

Option	Frequency	Percentage
Easy	16	51.6%
Difficult	15	48.4%
Total	31	100%

Table 14: Students' opinions about role play
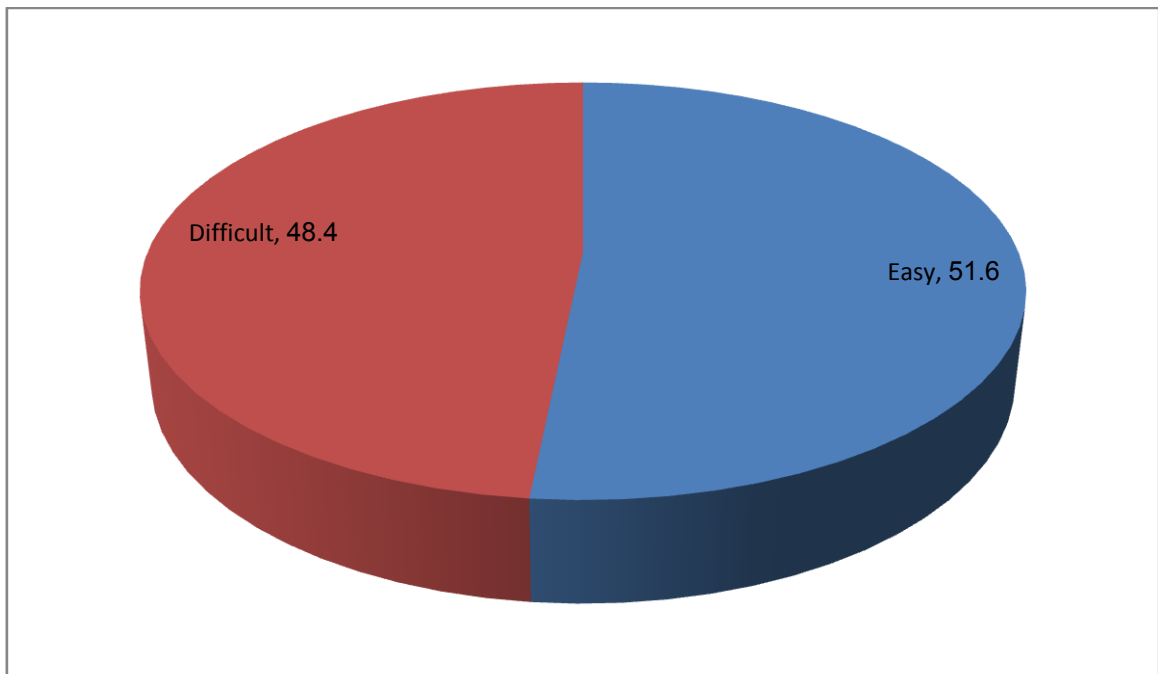
Graph 14: Students' opinions about role play

This Graph above shows that 48.40% (15) of our participants claimed that they have difficulties in practising role play in the classroom, may be because they shy, anxious or lack of self confidence. But 51.60% (16) said that they can perform easily.

Question 6: Do you benefit from using role play technique in oral expression sessions?

This question seeks to know how much students benefits by the using of role play during oral expression sessions.

Option	Frequency	percentage
Very much	**15**	**48.4**%
A little	**8**	**25.8**%
Not that much	**8**	**25.8**%
Total	**31**	**100**%

Table 15: The Extent of the Benefit of Role Play Technique
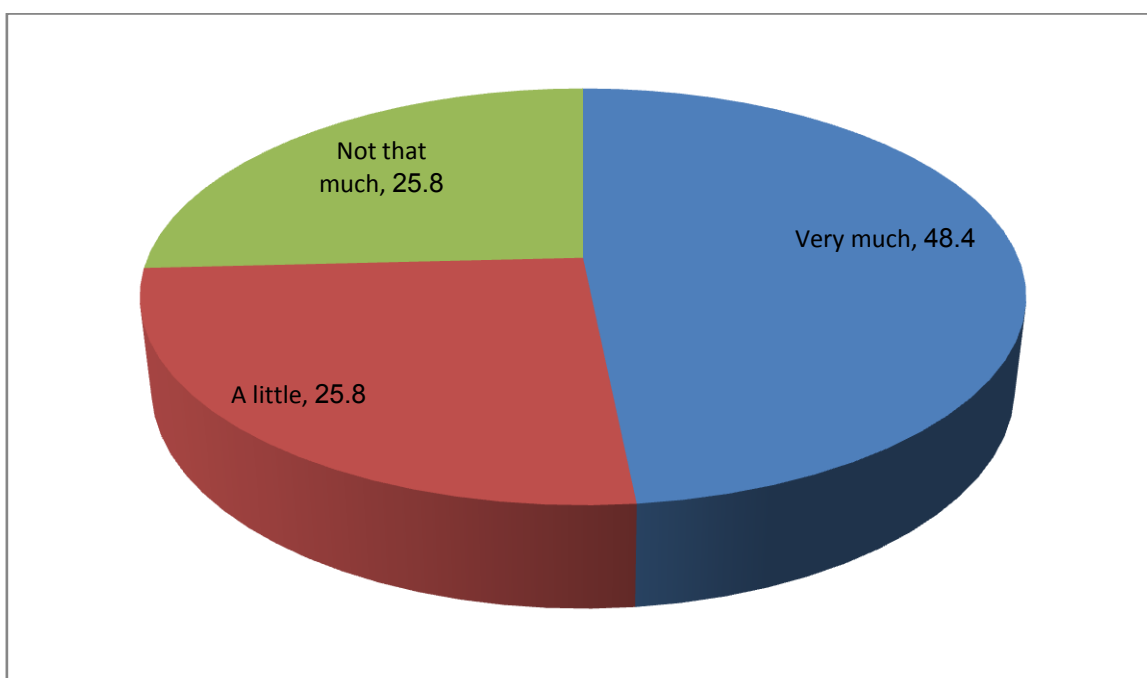
Graph 15 : The Extent of the Benefit of Role Play Technique

Figure shows that (48.40%) of the participants indicated that role playing is helpful to a large extent in the sense that it encourages them. While the equality of the results goes for both a little and not that much (25.80%).

Question 7: Suggest other activities that may help your classmates to enhance their Speaking skill.

From the whole sample (31participants), just few students have answered this question.Their answers are listed as the following:

1.Listening to music or watch TV.

2. Giving them topic and let them brainstorm it, then debate it.

3.Students should involve English in their daily life and used it very much especially between them . Also watching videos helps a lot in requiring this skill.

4. Let them talk without any pressure.

5.Expend their vocabularies by working more on listening skill, talking to native speakers who can offer you the right pronunciation of the word thus you can be fluent, and confident when speaking, speaking to yourself to overcome the anxiety and lack of confidence in front of public.

6. Discussions about topics of their interest.

7. Use games, puzzles or debate.

8.Listen to everything talks English in full listening , just this helps a lot.

9.Maybe do presentation in terms of interviews or play games.

10. Group discussion.

11. Talking to native speakers of the language and read books.

6. Teachers' interview

Teachers' interview is designed to obtain information concerning the teachers' opinion about their teaching methods in EFL classrooms. The interviews include 09 questions (seeAppendix 2).

6.1. Description of the Interview

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

This question is for knowing the experience of teachers in teaching oral expression module.

Question 2: Some students struggle to express themselves verbally. In your opinion, is it anxiety or there are other reason?

This question is seek to see the different reasons that students have during speaking

Question 3: **What are the successful teaching methods you use to improve students speaking skill?**

The objective of this question is to knowing which kind of activities used by teachers in classroom to improve students speaking skill.

Question 4: According to you what is role play?

The objective of this question is to know how teacher define role play.

Question 5: Do you think that the use of role play as a teaching technique helps students to overcome their problems in speaking?

The aim of this question is to know the teachers' opinion about using role play to overcome students speaking skill anxiety .

Question 6: How can role play activities help to solve the problems encountered in teaching speaking ?

The goal of this question is to know the benefits and advantages of using role play technique.

Question 7: What kind of difficulties do you face when you use role play technique in teaching oral expression module?

This questions aims at knowing the difficulties and obstacles that the teacher may face during the use of role play in teaching English.

Question 8: Do think that the role play is an effective technique?

This question seeks to know the teachers' opinion about the effectiveness of role play technique.

Question 9: What do suggest for learners to improve their speaking skill?

This question aims to know some effective methods suggested by teachers to raise student speaking skill performance.

6.2. The analyses of teachers interview

The interview which was conducted with oral expression teachers is analyzed below.

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

This question was asked to oral expression teacher to know the experience of the teacher it may differ from one to another.

1st teacher: 3 years

2nd teacher: 7 years

3rd teacher: 4 years

4th teacher: 7 years

Question 2: Some students struggle to express themselves verbally. In your opinion, is it anxiety or there are other reason?

From this question teachers try to give the main reasons that make students worried aboutspeaking skill. The reasons are listed as follow:

1st teacher: ''Anxiety is one of the issues yes. Unfamiliarity of the topic, methods or students' low level might be related too.''

2nd teacher: ''It could be due to anxiety , unfriendly learning environment ,inadequate teaching practices, poor linguistics background, unfamiliarity with the topic of discussion...etc.''

3rd teacher: ''There are many factors; hesitation , shyness, fear... .''

4th teacher: ''Anxiety is generally the first factor that cause thus problems but it is also a matter of weak background in terms of poor vocabulary and ideas. There are also lack of interest and motivation about the topic to be discussed, the fear of making mistakes , shyness, fear of negative feedback , low of self – confidence.''

It can be seen the majority of the teachers agree that anxiety is one of the most known problemswhich students face   in their speaking, but also there are other obstacles.

Question 3: **What are the successful teaching methods you use to improve students speaking skill?**

1st teacher: ''Communicative approach and audiovisual methods.''

2nd teacher: ''They vary according to the objectives of the lesson\ task. I use pair\ group discussion, simulations and role playing, monologues and improvisations, videos, based debates.''

3rd teacher:'' Engaging them by asking questions, by giving me certain minor activities that don't require them to be put on the spot.''

4th teacher: '' I rely on motivational strategies which imply using group work, varying speaking activities, using humor.''

The three interviewee did not mention a specific method that they use to develop their learners' speaking skill, all of them stated changing their techniques according to the topic.

Question 4: According to you what is role play?

1st teacher:'' It is a task- based teaching technique that helps learners' interact more comfortably.''

2ⁿᵈ teacher: '' Students' performing character and personalities different from theirs to imitate their life roles (a parent, salesman, customer, police officer, etc). The aim is to practice their language in different setting.''

3ʳᵈ teacher:''Role play is an activity where learners try that be actors. Each one chooses a character to play in front of their classmates. ''

4ᵗʰ teacher:'' An activity in which a group of individuals makes an acting performance on stage.''

From this question we can notice that all the interviewees know about role play and have similar definition of it.

Question 5: Do you think that the use of role play as a teaching technique helps students to overcome their problems in speaking?

1ˢᵗ teacher: '' yes.''

2ⁿᵈ teacher: '' It doesn't overcome all the speaking problems, but it helps in making students engage in an act of speaking.''

3ʳᵈ teacher: ''Role play is a very courageous activity; it takes a certain amount of confidence to be able to perform comfortably.''

4ᵗʰ teacher: '' yes.''

All the interviewees agreed that role play is an effective method to overcome students speaking skill anxiety.

 Question 6: How can role play activities help to solve the problems encountered in teaching speaking ?

1ˢᵗ teacher: '' Create a comfortable zone.''

2ⁿᵈ teacher: ''It stimulates them to use a wide range of language functions in a meaningful communicative events.''

3ʳᵈ teacher: '' Some learners are in their comfort zone which is acting. Unfortunately, the same can't be said about the rest of the shy, reserved learners, as the activity poses a constant challenge to their ability to speak comfortably.''

4ᵗʰ teacher:'' It is an activity done in group, so the members interact with one another, help one another by correcting mistakes, encouraging themselves, reducing their stress... and mainly helping those shy and anxious students.''

Since all the interviewee agree that role play has a positive impact in teaching speaking, each one give his\her opinion about how role play helps to solve the problems in teaching speaking such as a creating comfortable zone, overcome shyness, develop the interaction between learners,and soon.

Question 7: What kind of difficulties do you face when you use role play technique in teaching oral expression module?

When asking this question it was found that all these teachers face a lot of difficulties such as**:**

1ˢᵗ teacher: '' Classmates may lose interest if the topic is not favoured by them.''

2ⁿᵈ teacher:'' Some students feel anxious and not at ease to participate in role playing. Students shyness and lack of self confidence are also noticed.''

3ʳᵈ teacher: ''Shyness, hesitation, swallowing one's words, forgetfulness...''

4ᵗʰ teacher: '' It is noisy. It needs time for students to prepare themselves and perform. Students tend to learn by heart their script which gives to the performance an unnatural effect. Extrovert students tend to lead the group at the experience if shy students who do not take a big part in the play.''

During the use of role playing, the interviewees faced and suffered some difficulties , anxiety, shyness, hesitation... .

Question 8: Do think that the role play is an effective technique?

1st teacher: ''Yes.''

2nd teacher: '' It is effective to some students who are extrovert and confident.''

3rd teacher: ''It may very well be an effective technique if it meets certain requirements such as comfort, encouragement by the teacher... .''

4th teacher: ''Yes.''

All the teachers agreed that role play is an effective technique, but there are who totally agree and others somehow.

Question 9: What do suggest for learners to improve their speaking skill?

1st teacher: ''Be more exposed to the target language and the target language culture.''

2nd teacher: '' Frequent practice in and outside class. Listening\ watching videos and talk to friends about them in their leisure time.''

3rd teacher: '' Listening is a vital skill to improve speaking .''

4th teacher: ''Practice speaking outside and inside class. Do extensive reading, listen to natives. Watch educational videos, movies. Be more self confident about their capacities and work hard to overcome their stress and fear.''

Each interviewee suggested some strategies for learners to improve their speaking skill, for instance, watching videos, listening to natives, be more self confidents, and so on.

7. Discussion and Interpretation of the Main Results

In this part of the work, the researcher provides a discussion of the main results. The mentioned hypotheses at the beginning of this research work have been tested by using two tools of research (questionnaire and interview) for collecting data from both EFL students and teachers of oral expression in order to explore their validity. The students' questionnaire showed that learners face some problems in speaking because of anxiety , fear of mistakes, lack of vocabulary, shyness, lack of confidence. One of the

activities which they prefer is role plays . The majority feel that role play helps them to be active and motivate learners and help them to acquire new vocabularies and to enhance their pronunciation.

Through the analysis of the interview, the researcher found that oral expression teachers use several techniques in classroom which develop learners speaking ability. Some teachers view that role play can be a solution to provide a meaningful learning for learners in developing speaking skill, students not only understand they have to act as if they are in realworld. Through role play method, student can get a lot of time to speak. Based on the results above, the hypotheses which is ''role play is an effective technique to reduce students speaking skill anxiety'' is confirmed.

Conclusion

As a conclusion, this chapter was about the description and the analysis of Students' questionnaire and teachers' interview. The data collected from the questionnaire and the interview permitted to investigate impact of the role play technique on students achievement in speaking . Thus, The results confirmed the suggested hypotheses and emphasised that role play can really enhance students' speaking level.

Recommendations and Suggestions

The results acquire from this research show that role play as a teaching technique has positive results on reducing students' speaking skill anxiety.

➢ Students should not be on what they have been taught in the classroom, they should rely on practising and using English in real life situation.

➢ Students should speak and interact in classroom regularly as an attempt to get rid of their shyness and hesitation.

➢ Teachers should encourage students to take more responsibility for their learning.

➢ Teachers should considerthat students may have many mistakes, so it is not advisable to correct students pronunciation mistakes very often while they are speaking.

General Conclusion

Being able to speak fluently needs the learners' mastery of the FL and for being a good speaker depend on the technique which used by teachers to enhancing the students' oral abilities. The present study suggested role play technique as a way to reduce the students' speaking anxiety and to make them feel comfortable to perform better. This study is a total of two chapters. First, the researcher began with theoritical part with the aim of reviewing the literature of the two main variables that comprise this study, namely speaking skill and role play as a teaching technique. It dealt with the main concepts related to the topic.

To realize this investigation, we have adopted the Mixed-methods approach, which combined quantitative and qualitative methods for data collection and analysis. Thirty one (31) third -year EFL students at Biskrauniversity were randomly chosen as participants to respond to the questionnaire. We used a second tool which was an interview conducted with four teacher of oral expression module in Biskra university to get their perceptions toward the effectiveness of using role play activities during oral sessions.

Based on the discussion of the results of the questionnaire, we concluded that the majority of students appreciated the benefits and effectiveness of role playing activities in developing their speaking skill. In addition, students confirmed that role play technique helped them to practicetheir speaking better and it enhanced their motivation and engagement in speaking tasks.

The results obtained from the teachers' interview revealed that the teachers of oral expression module had a positive attitude toward the use of role play as a teaching/learning technique in oral sessions. In addition, they agreed that using the role play strategy helps them to get their students motivated.

At the end, teachers should focus on their students' problems while speaking and they should select the suitable ways that solve those problems for learners to produce the oral language fluently.

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Appendices

Appendix 1

Teachers' interview

Dear teacher

The purpose of this interview is to obtain the teacher's view and perceptions about using role play technique to reduce students' speaking skill anxiety inside classroom. This interview constitutes an important part of our research. The result of this survey will be used for academic purposes. So we ensure the anonymity and confidentiality of your answers.

Thank you very much for your cooperation.

1. How long have you been teaching oral expression module ?

2. Some students struggle to express themselves verbally. Is it anxiety or there are other reasons?

3. What are the successful teaching methods you use to improve students speaking skill ?

4. According to you what is role play?

5. Don you think that the use of the role play as teaching technique helps students to overcome their problem in speaking ?

6. How can role play activities helps to solve the problems encountered in teaching speaking ?

7. What kind of difficulties do you faced when you use role play technique in teaching oral expression module ?

8. Do you think that the role play is an effective technique ?

9. What do you suggest for learners to improve their speaking skill?

Appendix 2

Students' Questionnaire

Dear students

This questionnaire is a part of our research, it aims to shed light on the effect of using the role play technique in reducing students' speaking skill anxiety, the case of third year LMD students of English at Mohamed Kheider university of Biskra. I would be so thankful if you could answer the questionnaire clearly and honestly by ticking in the right boxes or providing full and complete answers . Be sure that the information will be used only for research purposes.

Thank you for your collaboration.

Part One: Background Information

Question 1: What is your gender?

Male ☐

Female ☐

Question 2: Was it your choice to study English?

Yes ☐

No ☐

Question 3: How do you evaluate your level in English?

Excellent ☐

Good ☐

Average ☐

Poor ☐

Question 4: Among the following skills, which one do you think is the most important?

Writing ☐

Reading ☐

Listening ☐

Speaking ☐

Part Two: Students' Attitudes toward the Speaking Skill

Question 1: What do you think about your speaking abilities?

Good ☐

Average ☐

Bad ☐

Question 2: How often do you participate in oral expression sessions?

Always ☐

Sometimes ☐

Rarely ☐

Never ☐

Question 3: What kind of the activities does the teacher use in oral expression sessions?

Discussion ☐

Presentation ☐

Playing Role ☐

Debates ☐

Question 4: Does the teacher allow you to talk?

Yes ☐

No ☐

Question 5: What are your difficulties in speaking?

Lack of vocabulary ☐

Feeling anxious ☐

Fear of mistakes ☐

Shyness ☐

Lack of self confidence ☐

Part Three: Students Attitudes toward Role Play Technique

Question1: Do you know what is role play technique?

Yes ☐

No ☐

Question 2: Do you think that role plays helps you to

Raise your motivation ☐

Gives opportunities to monitor your language ☐

Question 3: Do you prefer to play a role which is selected by the teacher or from your

imagination?

selected by the teacher ☐

from your imagination ☐

Question 4: How do you find practicing role play technique?

Motivating ☐

Demotivating ☐

Question 5: To present a role play how do you find it?

Easy ☐

Difficult ☐

Question 6: Do you benefit from using role play technique in oral expression sessions?

Very much ☐

☐

A little

Not that much ☐

Question 7: Suggest other activities that may help your classmates to enhance their

Speaking skill.

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الملخص

هذا العمل هو محاولة لمعرفة تأثير استخدام تقنية لعب الأدوار على تعزيز مهارة الطلاب في التحدث. المشكلة الرئيسية وراء هذا البحث هي أن معظم متعلمي اللغة الإنجليزية كلغة أجنبية قد يواجهونا لعديد من الصعوبات. لذلك، يعتقد الباحثون أن هناك العديد من الطرق التي يمكن للمعلمين من خلالها مساعدة طلابهم على تحسين قدرتهم على التحدث. تهدف هذه الدراسة إلى تسليط الضوء على تحسين مهارة التحدث لدى المتعلمين من خلال تمثيل لعب الدور كأسلوب فعال. اختار الباحث طريقة مختلطة تتكون من نوعية وكمية باستخدام أداتين للبحث هما: استبيان ومقابلة. تم إعطاء الاستبيان لطلاب السنة الثالثة من اللغة الإنجليزية في جامعة بسكرة بينما تم توجيه المقابلة إلى معلمي التعبير الشفوي. تُظهر نتائج هذا البحث أن كلا منا لمعلمين والطلاب يفضلون استخدام تقنية لعب الأدوار كطريقة فعالة لتقليل قلق الطلاب من مهارة التحدث. وهكذا،أكدت الدراسة الفرضيات القائلة بأن استخدام تقنية لعب الأدوار قد يساعد في تقليل قلق الطلاب من التحدث. بشكل عام ،يحتاج التدريس إلى تعليم المتعلمين بأسلوب مناسب لتطوير مهاراتهم في التحدث وخلق وضع مناسب حيث يمكنهم استخدام اللغة دون تردد