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EFL Teachers' and Learners Attitudes Towards Using the Role-Playing Technique in Developing the Speaking Skill

A case of Second year students at Karkoubia Khalifa high school, Robbah, Oued Souf

A Dissertation submitted in partial fulfillment of the requirements for the Master's Degree in Sciences of Languages

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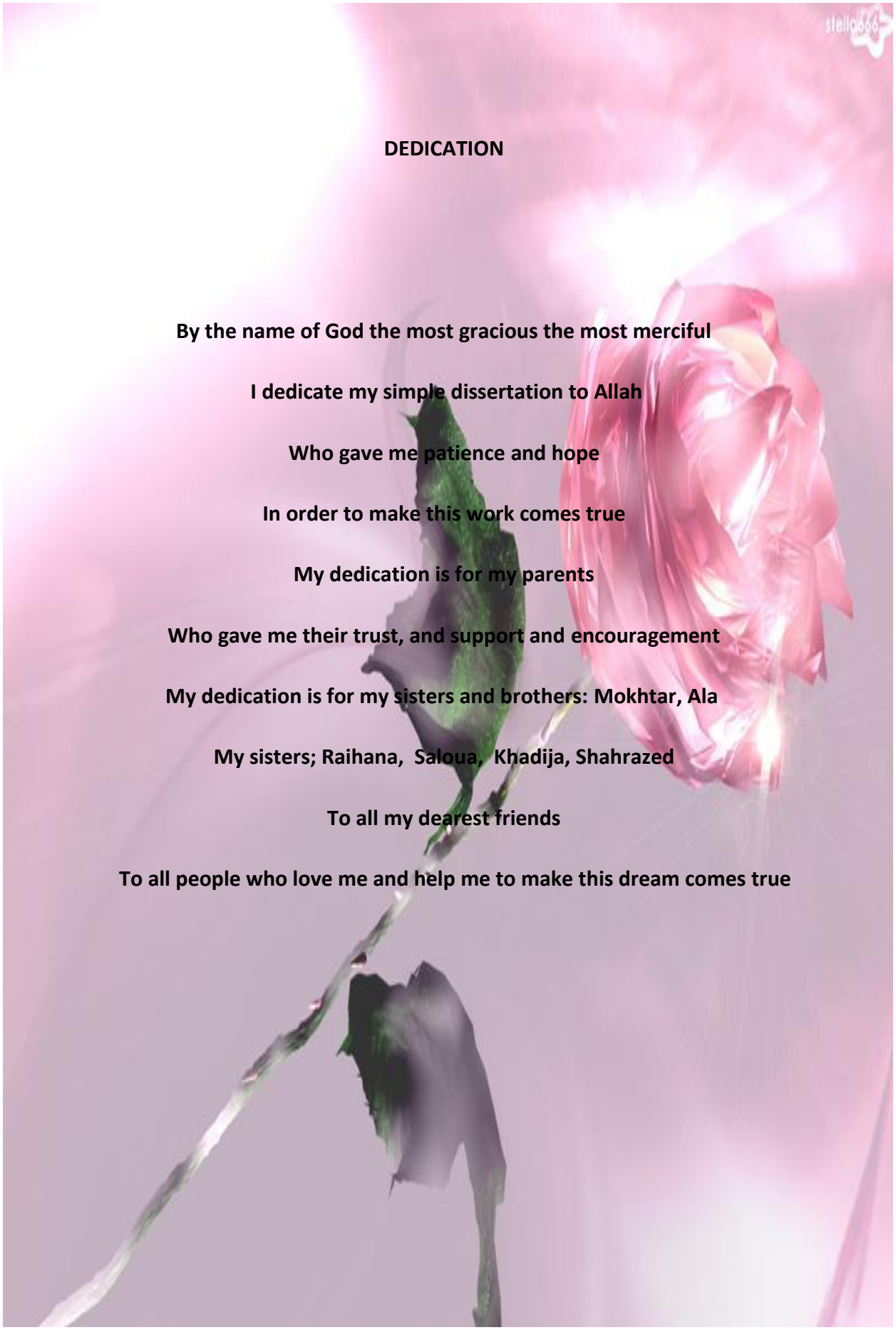

DEDICATION

By the name of God the most gracious the most merciful

I dedicate my simple dissertation to Allah

Who gave me patience and hope

In order to make this work comes true

My dedication is for my parents

Who gave me their trust, and support and encouragement

My dedication is for my sisters and brothers: Mokhtar, Ala

My sisters; Raihana, Saloua, Khadija, Shahrazed

To all my dearest friends

To all people who love me and help me to make this dream comes true

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Peace and blessing upon our prophet Mohamed SAW, his families, his companions and his followers.

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Abstract

Speaking is one of the most challenging and troublesome skills in our schools. Due to the difficulties of this skill, our pupils find it difficult to master all the aspects of speaking and use them appropriately in different social contexts. Therefore, they do not perform acceptable tasks. It is our belief that the problem is the result of lack of efficient strategies. The present study aimed at shedding the light on communication in classroom; acting role-plays as a good model for bringing real-life situations into classroom and promoting students self-confidence through expressing their ideas during the practice of role plays activities. Accordingly, we believe that using role-plays activities in the classroom make pupils of high school feel interesting to speak English and communicate effectively in different social situations. In attempting to raise the teachers` and pupils` awareness about Role plays, we have directed a questionnaires to second year pupils at Karkoubia Khalifa high school and all the teachers of English to investigate their attitudes towards using Role plays technique .The results from the analysis of those questionnaire have confirmed the research hypothesis and have shown that teachers and learners hold favorable attitudes towards using Role play techniques. Thus, we recommend the using of different techniques such as Role play, discussions, simulation activities in teaching speaking to develop pupils` speaking skill.

LIST OF APPREVIATIONS

ESL: English as a Second Language

EFL: English as a Foreign Language

ELT: English Language Teaching

CBA: Competence Based Approach

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Abstract

Speaking is one of the most challenging and troublesome skills in our schools. Due to the difficulties of this skill, our pupils find it difficult to master all the aspects of speaking and use them appropriately in different social contexts. Therefore, they do not perform acceptable tasks. It is our belief that the problem is the result of lack of efficient strategies. The present study aimed at shedding the light on communication in classroom; acting role-plays as a good model for bringing real-life situations into classroom and promoting students self-confidence through expressing their ideas during the practice of role plays activities. Accordingly, we believe that using role-plays activities in the classroom make pupils of high school feel interesting to speak English and communicate effectively in different social situations. In attempting to raise the teachers` and pupils` awareness about Role plays, we have directed a questionnaires to second year pupils at Karkoubia Khalifa high school and all the teachers of English to investigate their attitudes towards using Role plays technique .The results from the analysis of those questionnaire have confirmed the research hypothesis and have shown that teachers and learners hold favorable attitudes towards using Role play techniques. Thus, we recommend the using of different techniques such as Role play, discussions, simulation activities in teaching speaking to develop pupils` speaking skill.

Résumé

Parole est l'une des compétences les plus difficiles et pénibles dans nos écoles, en raison des difficultés de cette compétence, nos étudiants trouvent qu'il est difficile de maîtriser tous les aspects de la langue et de les utiliser de manière appropriée dans différents contextes sociaux. donc, ils n'effectuent pas les tâches acceptables. Il est de notre points de vue , que le problème est le résultat d'un manque de stratégies efficaces. La présente étude vise à faire la lumière sur la communication en classe, agissant jeux de rôle comme un bon modèle pour amener des situations de la vie réelle dans la classe et la promotion des élèves la confiance en soi à travers l'expression de leurs idées au cours de la pratique du rôle que joue comme un activité. En conséquence, nous croyons que l'utilisation de jeux de rôles activités en classe font les élèves de l'école secondaire se sentent intéressant de parler la langue anglais, et de communiquer efficacement dans des situations sociales différent, en essayant de soulever la sensibilisation aux les enseignants et aux les étudiants sur jeux de rôles, nous avons réalisé un questionnaire. aux étudiants de deuxième année, lycée de Karkoubia Khalifa et tous les professeurs d'anglais, pour enquêter sur leurs attitudes envers a l'aide un technique des pièces de théâtre, les résultats de l'analyse de ces questionnaires ont confirmé l'hypothèse de recherche, et ont montré que les enseignants et les apprenants ont des attitudes favorables à l'aide de techniques de jeu de rôle. Ainsi, nous recommandons l'utilisation de différentes techniques telles que le jeu de rôle, discisions, les activités de simulation dans l'enseignement parce que ces activités sert à développer chez les compétences de parole.

CHAPTER FOUR

THE PUPILS` QUESTIONNAIRE

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Introduction

It seems appropriate in the EFL context we are concerned about giving pupils an opportunity to express their ideas by means of questionnaire as well. The questionnaire was devised in order to explore and investigate how second year pupils confront the task of speaking and the way they perceive the speaking process in general. Of course the main objective behind it is to verify the research hypotheses mentioned at the beginning of the present dissertation. It is worth mentioning that the pupils questionnaire contains more questions than that of the teachers due to the fact that we expect the pupils to provide us with more information about the learning situation . Finally, we hope to gain a thorough understanding of how pupils perceive the speaking skill, the attitude of pupils towards using role plays.

4-1- Administration of the questionnaire

The questionnaire has been administered at Karkoubia Khalifa high school in Eloued during a two-day period from May 6th to May 8th , 2013 . pupils answered it in the class.

4-2- Description of the questionnaire

The pupils questionnaire is designed to obtain data concerning the pupils opinions about the learning situation, their attitudes towards studying English using Role plays .

The questionnaire consists of 22 questions divided into three sections . The types of questions are mainly closed ended (either yes / no questions or multiple choice questions), and open ended questions were included .The three sections are as follows:

Section1: General information (Q1- Q4): it is meant to gather data about pupils` personal characteristics .

Section 2: The speaking skill (Q5- Q12): this section seeks information about the speaking skill, abilities, motivation and the main activities used by teacher to teach speaking .

Section 3: Role plays in EFL classes (Q13 - Q22): this section seeks information about role plays activities . It investigates pupils` personal attitudes towards Role plays implementation in their English class .

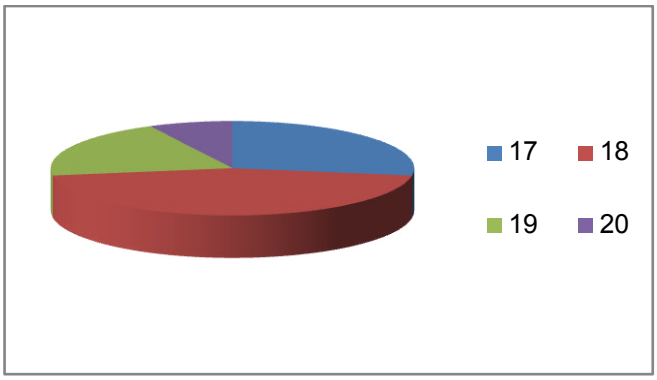
4-3- Analysis of the Results

Section One : Background information

Question 1: Age:……years old

Age	Number of pupils	Percentage
17	11	27.5 %
18	18	45 %
19	08	20 %
20	03	7.5 %
Total	40	100 %

Table 1: pupils` age



Graph 1: pupils `age

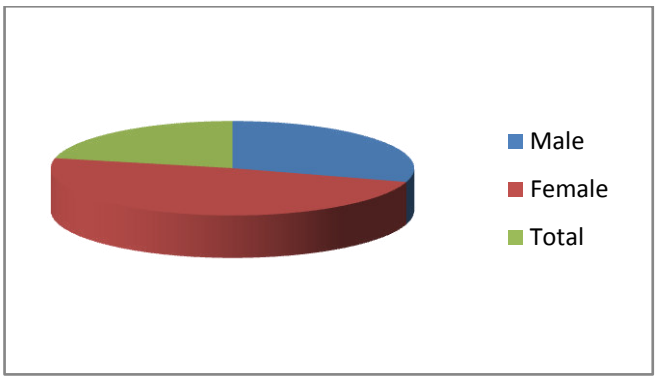
This table displays the age categories; they vary from 17 to 20 years old . One can notice that the majority of learners are 18 years old . Young pupils are more interesting to play role plays.

Question Two :

Sex :

Gender	Number of pupils	Percentage
Male	12	30 %
Female	28	70 %
Total	40	100 %

Table 2 : Pupils' gender



Graph 2 : Pupils'` gender

The results show that (12 - 70%) of the pupils are females as opposed to males who represent only (28 - 30%) of the sample population.

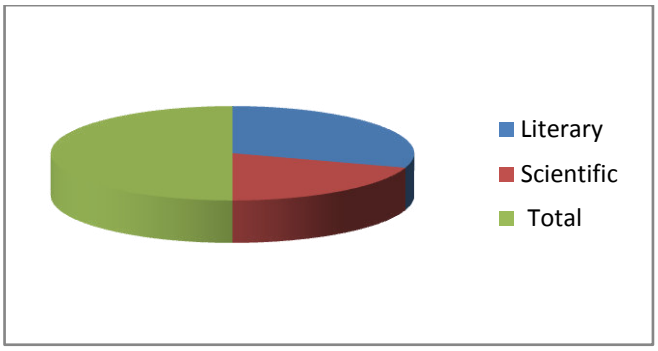
Question Three :

What is your streaming ?

1- Literary 2- Scientific

Option	**Number of pupils**	**Percentage**
Literary	24	60 %
Scientific	16	40 %
Total	40	100 %

Table 3 : Types of pupils` stream



Graph 3: Types of pupils` stream

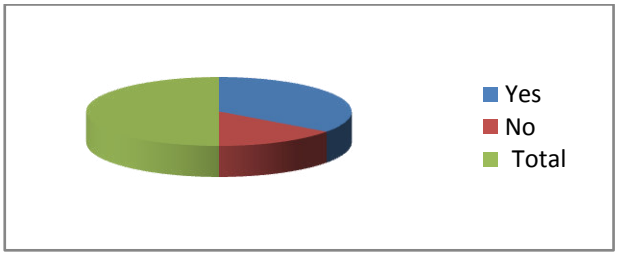
The reasons why we included this question is to see the background of the pupils to help to define their English learning backgrounds. (24 – 60 %) of pupils have a literary stream, (16 – 40 %) have a scientific stream. The stream of learning determines the session density (number of hours per week), and hence tells us about the rate of learning. It is commonly known that literary stream learners have a higher sessions density in English than the other streams. they would be given more chances to implement role plays within their English course.

Question Four:

Do you love English as a subject in your curriculum?

Option	**Number of pupils**	**Percentage**
Yes	28	70 %
No	12	30 %
Total	40	100 %

Table 4: Loving English as a subject in pupils` curriculum



Graph 4: Loving English as a subject in pupils` curriculum

(28 – 70 %) of pupils love English as a subject in their curriculum and (12 – 30 %) of them do not love it.

Why?

25 of pupils (62.6%) who answered this question had different reasons, some said because English is considered as a language of the world and some said they want to use it in their daily life. Others said that they want to be a good teachers in future. 15 of pupils (37.5%) did not give their reasons.

Section two: Speaking skill in secondary schools` classes

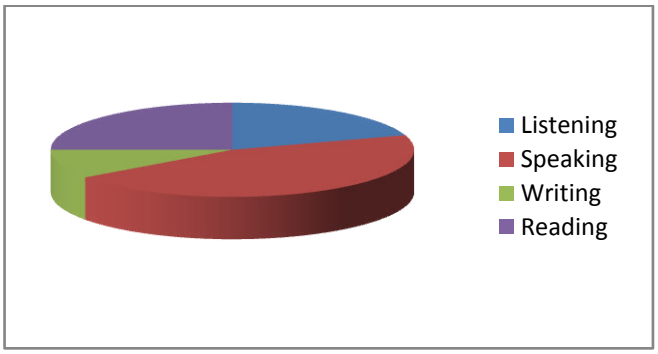
Question Five:

Which skill do you think should be given more importance:

a - listening b - speaking c - writing d - reading

The answer	Number of pupils	Percentage
Listening	08	20 %
Speaking	18	45 %
Writing	04	10 %
Reading	10	25 %
Total	40	100 %

Table 5: Giving importance to one of the four skills



Graph 5 : Giving importance to one of the four skills

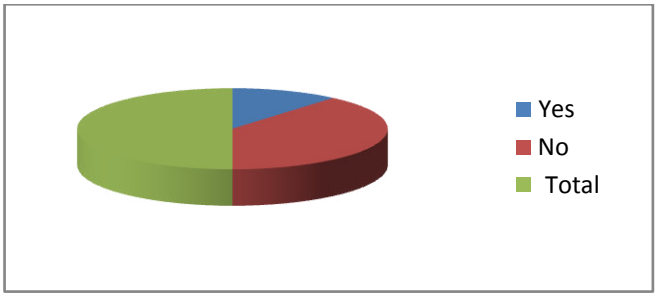
Table 5 indicates that the pupils assigned priority to speaking and reading as being their ultimate aim in learning English (speaking 18 - 45%) (reading 10 - 25 %).Concerning the listening skill, only 8 pupils (20 %) give it importance. Just 4 pupils (10%) give importance to writing skill. This may be justified by the positive attitudes the pupils hold towards speaking, or their beliefs that mastering a language is to speak it.

Question Six:

Are you satisfied with your level in speaking?

Option	Number of pupils	Percentage
Yes	09	22.5%
No	31	77.5%
Total	40	100%

Table 6: Pupils satisfaction with the level of speaking



Graph 6: Pupils satisfaction with the level of speaking

The results in table 6 show that (31) of the pupils 77.5% are not satisfied with their levels of speaking. Only (9) of pupils 22.5 % claim that they are satisfied with their levels of speaking. These results prove that our pupils are weak in speaking because it is a difficult skill and they need effort and alternative to help them overcome these problems.

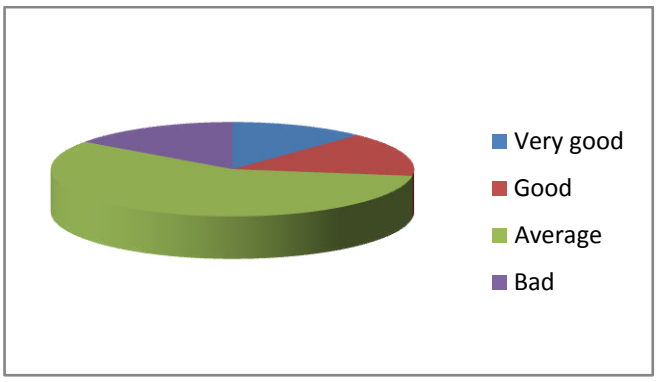
Question Seven:

You think your abilities in speaking are:

1-very good 2- good 3- average 4- bad 5- very bad

The answer	Number of pupils	Percentage
Very good	04	10%
Good	05	12.5%
Average	19	47.5%
Bad	05	12.5%
Very bad	07	17.5%
Total	40	100%

Table 7: Abilities in speaking



Graph 7: Abilities in speaking

From the results obtained in the table above, we notice that 19 of pupils (47.5 %) who said that they speak English average. Besides 7 of the participants (17.5 %) who said that they are very bad in speaking, whereas five (12.5 %) evaluated their abilities in speaking as being good, 5 of the pupils (12.5 %) said bad.

If ``bad`` or ``very bad``, please mention the main difficulties you encounter

Pupils who answered ``very bad``: justify that the main difficulties are :

1- No good grammar .

2- Poor vocabulary.

3- Lack of self confidence.

4- The difficult of pronunciation.

Pupils who answered ``bad`` say that the main difficulties are :

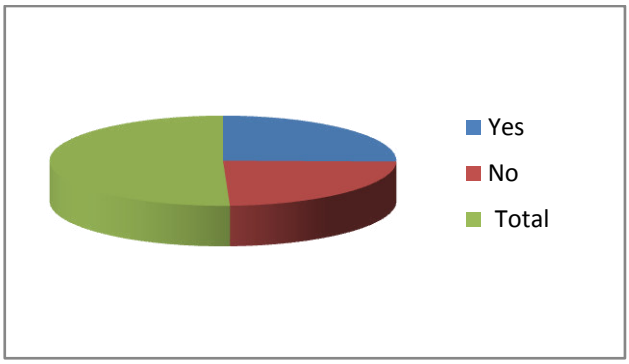
1- There is no regular grammar.
2- Feeling of shyness.
3- There is no encouragement from the teacher to speak English.

Question Eight :

have you ever tried to overcome those difficulties?

Option	Number of pupils	Percentage
Yes	19	47.5 %
No	21	52.5 %
Total	40	100 %

Table 8 : Students` overcoming the difficulties



Graph 8: pupils ` overcoming the difficulties

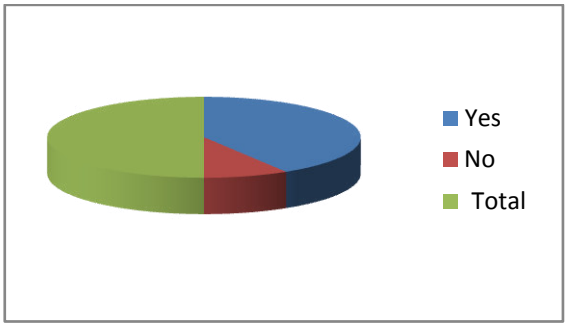
The majority of pupils (21 - 52.5 %) have not tried to overcome those difficulties. This prove that they have lack of motivation to learn, while a minority of them (17 - 47.5 %) state that they have tried to overcome those difficulties. the learners ignorance to do so leads mainly to a worse status. This skill needs to be given more importance by teachers as well as learners.

Question Nine:

Are you really motivated to speak as much as possible to have a better level ?

Option	Number of pupils	Percentage
Yes	07	17.5 %
No	33	82.5 %
Total	40	100 %

Table 9: pupils `motivation in speaking to have better level



Graph 9: pupils `motivation in speaking to have better level

Table (9) reveals that the great majority (33 - 82.5 %) of the pupils are not really motivated to speak that why they claim before having many problem related to speaking and lack of motivation among them. The results indicate that our sample needs some motivational techniques may be Role Plays will fit their context.

Question Ten:

If ``no``, why (give reasons)

The explanation of the thirty three pupils, (82.5 %) was that the pupils are not motivated mainly because the speaking skill is difficult, and they are weak in speaking . They added the main problem lies in vocabulary.

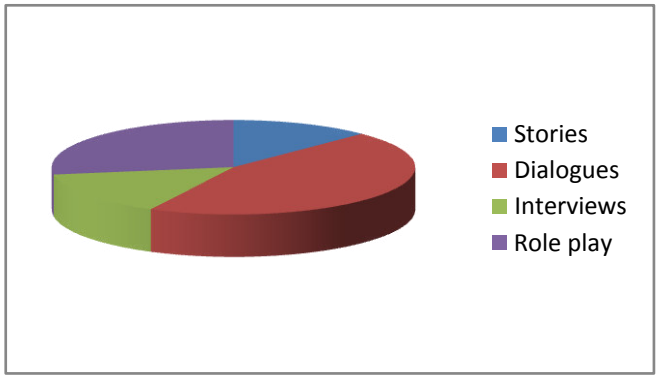
Question Eleven:

what are the main activities used by your teacher to teach speaking

1- Stories 2- Dialogues 3- Interviews 4- Role plays

The answer	Number of pupils	Percentage
Stories	05	12.5 %
Dialogues	18	45 %
Interviews	06	15 %
Role play	11	27.5 %
Total	40	100 %

Table 10 : The main activities to teach speaking



Graph 10 : The main activities to teach speaking

Pupils` answers are varied; 18 of respondents (45 %) said that the main activity used by the teacher is dialogues, which can give them a chance to talk and practice according to the limited topic. 10 of the pupils (27.5 %) said Role plays which is not very different from dialogues, but it gives the pupils more space and freedom; Role play is a good way to practice and it makes learners productive. 6 of the pupils (15 %) said interviews, besides 5 of the pupils (12.5 %) said stories.

Question Twelve:

which activity you prefer

(40 %) prefer Role plays; Role play is a good way to practice and it makes pupils productive. (32.5 %) of pupils prefer dialogues . of them (17.5 %) prefer stories and just four pupils prefer interviews.

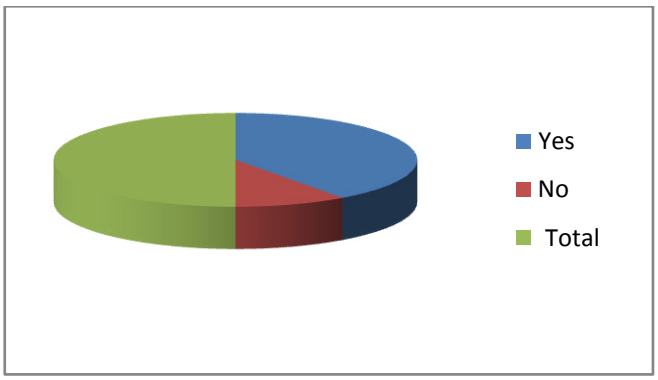
Section two : Role plays in EFL Classes

Question Thirteen :

Do you know what role play activity is ?

Option	Number of pupils	Percentage
Yes	32	%80
No	08	%20
Total	40	100 %

Table 11: Knowing role play



Graph 11 : Knowing role play

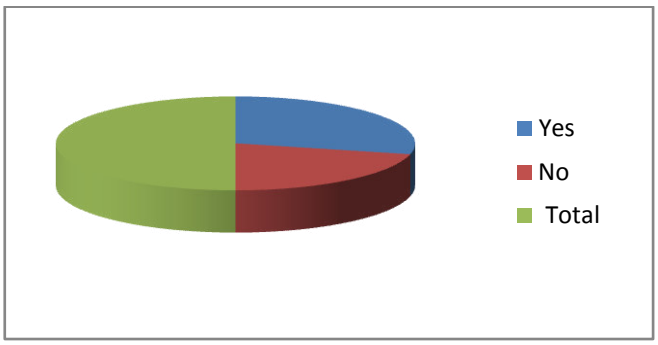
Table 11 shows that 32 of the pupils (80 %) know what Role play activity is. This means that our pupils are aware about Role plays activities. Only 8 pupils (20 %) do not know Role play activity.

Question Fourteen :

Does your syllabus (program) involve this type of exercise (role play) ?

Option	Number of pupils	Percentage
Yes	23	57.5 %
No	17	42.5 %
Total	40	100 %

Table 12: Involving role-play activity in pupils` syllabus



Graph 12 : Involving role-play activity in pupils` syllabus

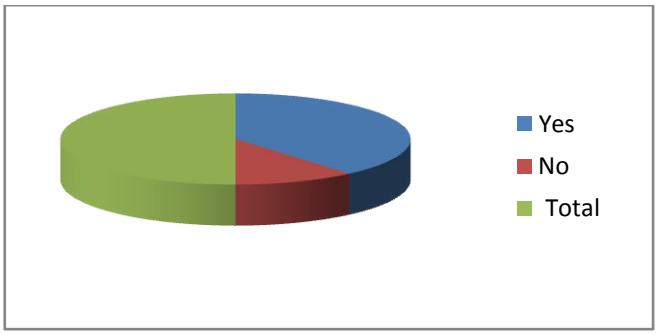
The majority of pupils (23 - 57.5%) agree that their syllabus involves role play activity. While 17 of them (42.5%) does not agree with that. We have concluded that our respondents have knowledge about the content of their book.

Question Fifteen:

Are you interested in this speaking activity?

Option	Number of pupils	Percentage
Yes	31	77.5%
No	09	22.5%
Total	40	100%

Table 13: Puipls `interesting in speaking skill



Graph 13 :Puipls`interesting in speaking skill

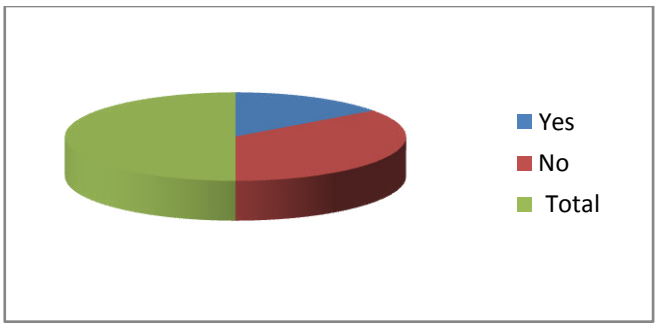
Table 13 show that (31 - 77.5 %) of the pupils find the ``speaking activity 'interesting. This means that our pupils are aware of the importance of role plays to improve their oral performance. It is to the teachers to guide and help them to get more motivated. Surprisingly, only nine pupils (22.5 %) said that they are not interested in speaking activity.

Question Sixteen :

Have you performed a play in your class ?

Option	Number of pupils	Percentage
Yes	12	30 %
No	28	70%
Total	40	100 %

Table 14: Performing Role play activity



Graph 14 : Performing Role play activity

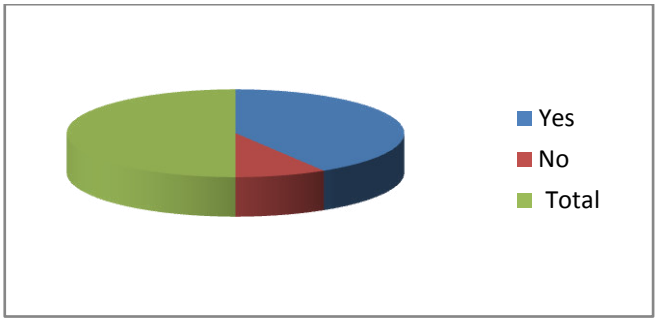
Table (14) shows that (28 - 70 %) of our respondents claimed that they have not performed plays in the classroom ,because either they feel shy or the over interruptions by their teachers . But only (12 - 30 %) of them said that they performed plays due to their motivation which led them to neglect mistakes and audience . As researchers, we should encourage teachers to perform plays in classroom to improve students` speaking skill, such an objective can be easily attained if pupils consider their teachers` comments.

Question Seventeen :

Do you enjoy role play activities ?

Yes/No	Number of pupils	Percentage
Yes	33	82.5 %
No	07	17.5 %
Total	40	100 %

Table 15: Pupils'` enjoyment of Role play



Graph 15 : Pupils'` enjoyment of Role play

The results of the questionnaire show (33 - 82.5 %) of respondents enjoy Role plays activities . The students argued that Role plays are joyful because the teacher gives them the chance to choose the topics ;moreover, they are fantastic because Role plays themselves may broke the routine and reveal the creation of a real situation. but only (7 - 17.5%) of participants do not enjoy with this activity, thus they may seem wasting of time.

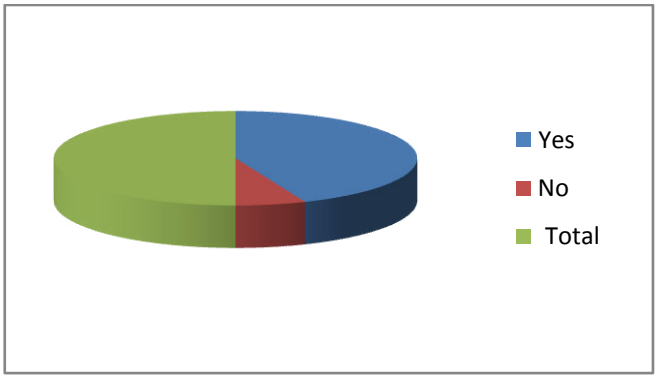
The results indicate that Role plays technique are funny and likely. At the same time teachers need to develop among them.

Question Eighteen :

Do you think that role play activities are fun?

Yes/No	Number of pupils	Percentage
Yes	35	87.5 %
No	05	12.5%
Total	40	100%

Table 16 : Pupils'` thinking about Role play



Graph 16 : Pupils'` thinking about Role play

The majority of pupils (35 - 87.5%) think that Role play activities are fun, while only five (12.5%) of them think it does not.

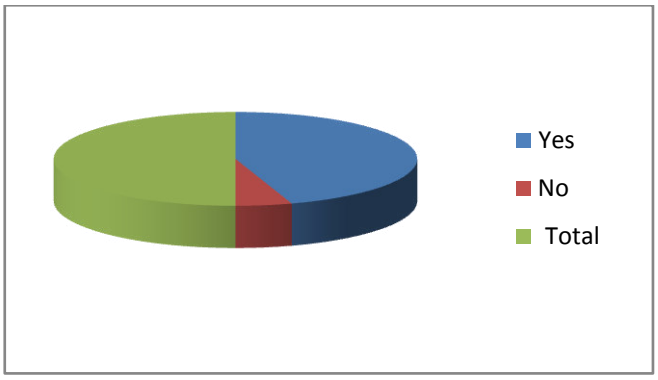
We have concluded that respondents are motivated to practice role-play, they like to break routine in classroom.

Question Ninteen :

Do you think that role play activities are helpful for you to develop your speaking ?

Option	Number	Percentage
Yes	36	90 %
No	04	10 %
Total	40	100 %

Table 17: The positive side of Role play



Graph 17: The positive side of Role play

The majority of pupils (36 - 90 %) think that Role play activities help them develop their speaking level, while only four of them (10 %) do not think so. Most pupils know about the importance of role play as technique in improving their speaking levels, but they do not know how to make better use of its practice .

Question Twenty :

which topics you prefer to perform through the plays

Most students (20 - 50 %) prefer acting journalist role, mostly, for treating social issues, others (9 - 22.5 %) act for sports topics but only (6 - 15 %) like telling stories. (5 – 12.5 %) did not give their opinions.

To conclude, the effectiveness of role plays would be more better if its topics were chosen by students .

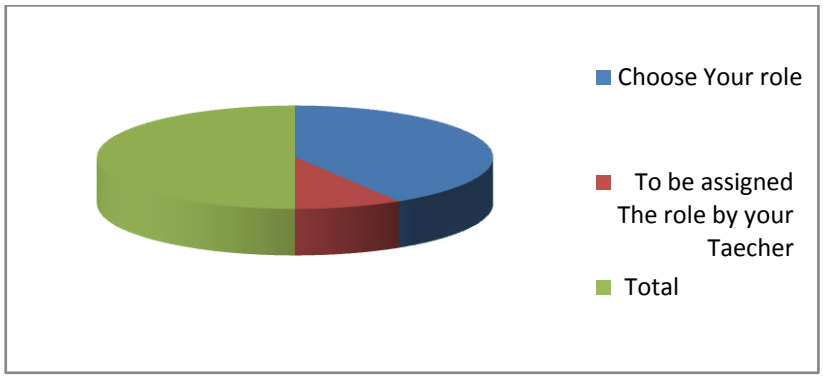
Question Twenty One:

when performing role plays in your class , do you prefer :

a- choose your role b- to be assigned the role by your teacher

The answer	Number of pupils	Percentage
Choose your role	33	82.5 %
To be assigned the role by your teacher	07	17.5 %
Total	40	100 %

Table 18 : Pupils'` preferences when performing role plays



Graph 18: Pupils'` preferences when performing role plays

While performing Role plays, pupils have different points of view about what they prefer while speaking in the classroom. 33 of pupils (82.5 %) say that they prefer to choose their roles. Only (7 - 17.5 %) of pupils prefer to be assigned the role by the teacher.

Why

(8 - 20 %) of pupils who answered ``choose our role``: justify that they have a good knowledge about the role they are performing ; (12 - 30 %) of pupils who answered `` to be assigned the role by our teacher ``say that the role of the teacher is a guider . (20 - 50 %) pupils did not give any explanation.

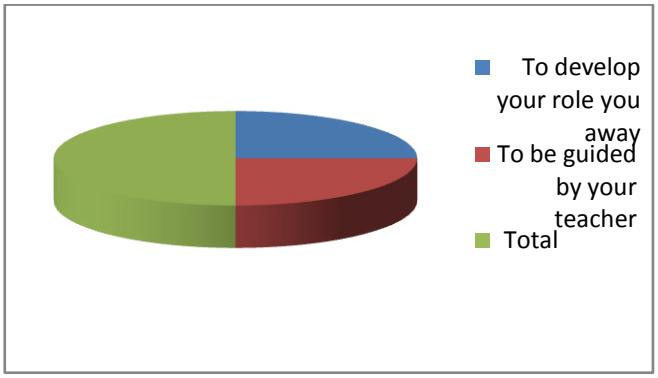
Question Twenty Two:

when dealing with role plays , do you prefer

a - To develop your role you away b - To be guided by your teacher

The answer	Number of pupils	Percentage
To develop your role you away	20	50 %
To be guided by your teacher	20	50 %
Total	40	100 %

Table 19 : Pupils'` prefer when dealing with plays



Graph 19: Pupils'` prefer when dealing with plays

The results of the questionnaire show that (20 - 50 %) of pupils prefer developing their roles away during performance. This category is more motivated and interested to speak. whereas, (20 - 50 %) of them prefer to be guided by teachers, their reason was that they do not have enough vocabulary so they fear of making mistakes.

Why

(55 %) of Pupils who answered by ``a`` justify their answers by :

1- (30 %) of them said that they have enough knowledge about it .

2- (25 %) of pupils said that they want to be free in speaking .

3- (45 %) of participants did not give their answers.

(45 %) of Pupils who answered by ``b `` justify their answers by:

1- (35 %) justify that they want their teacher to be corrector and provider of vocabulary.

2- (10 %) argued that the role of the teacher is guider and helper.

3- (55 %) of them did not give their reasons.

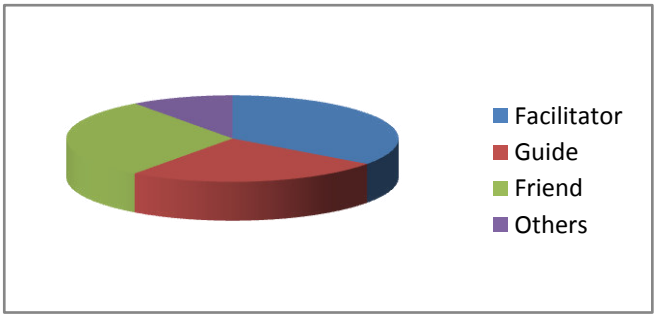
Question Twenty Three:

How does your teacher act during the plays performance

1- Facilitator 2 - guide 3 - friend 4 – others

The answer	Number of pupils	Percentage
Facilitator	14	35 %
Guide	10	25 %
Friend	12	30 %
Others	04	10 %
Total	40	100 %

Table 20:The role of teacher during the plays performance



Graph 20 :The role of teacher during the plays performance

Table 20 shows that 14 of pupils (35 %) consider that the teacher act during the plays performance as facilitator; facilitates the learning process . 12 of the pupils (30 %)

indicated that the role of the teacher is friend . Some of them say that teacher as a guide and only four (10 %) of the pupils put others.

Conclusion:

The data we have collected from the questionnaire administered to second year pupils at high school let us investigate the great impact of Role play techniques on students` achievements. Thus, we can say that the results in learners` questionnaire are in direction of our hypotheses and let us notice that Role play can really enhance pupils` speaking level.

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2- Objectives of the study……...……....04

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7-Structure of the dissertation.....05-06

Introduction

English becomes the most essential language in the world because it is the language of the communication in many countries. Thus, English speaking ability is very important especially in second language learning .However, English language teaching should focus on teaching English language rather than to teach about it; the emphasis should not be only on the linguistic competence, but also on the communicative competence where students will be able to communicate effectively in different social situations. Many studies show that in order to enhance learners to speak English in the class, teachers should vary in using activities. Role Play techniques, for example, can greatly contribute in developing the pupils` speaking skill, it, also, makes students more active on the Learning process. As well as, it makes their learning more meaningful and enjoyable. In addition, role- playing activities motivate learners to be more engaged on the teaching- learning process, and it provides them with an acceptable amount of vocabulary that allow them rehearse having discussions inside and outside the classroom effectively.

1- Research problem

Although English is a very important language, pupils of high school encounter many difficulties in speaking it, they keep silent all the time while teachers do almost all the talk in the classroom, and this consequently will lead students to be passive instead of being active and creative. Teachers in high schools do not create the appropriate atmosphere that make students feel enthusiastic to speak, and practice English in daily life. The present situation comes for teacher`s interference to find remedies and help the learners to change this situation and to bring new technique to their sciences.

Compared to other techniques, Role playing in EFL classes is considered to be among the most interesting ones to help learners develop their speaking performance. For example, Role-playing activities can solve many problems in the teaching-learning process concerning reaching the target of being fluent English speakers. In addition role playing activities, when are used adequately in high schools levels, can increase pupils` amount of vocabulary that enables them to use English inside and outside the classroom effectively.

2 - Objectives of the study

Harmer (2000, p. 261) states that speaking skill is a fundamental task which makes pupils participate to develop their capacities. There is a great emphasis that using role-play activities, especially at second year pupils of high school, will reach the wanted objectives of enhancing and motivating pupils talk and practice English in the classroom.

We are conducting this research aiming at:

1. Examining the main obstacles that face EFL learners when speaking and try to find alternatives.
2. Check both teachers and learners view points towards Role playing technique, draw their attention and raise their awareness about the usefulness of this technique in developing pupils speaking performance.
3. Promoting pupils` self confidence through expressing their thought, feeling, and experiences in various contexts.
4. Providing the importance of role-play activities in encouraging pupils to be fluent English speakers.

3 - Research question

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

What are attitudes do EFL learners and teachers have towards the importance of using Role playing technique to develop students speaking?

4- Hypotheses

Many English teachers of high school are confused about how to make their pupils speak English in the classroom. It is believable that handling communicative activities such as role-playing can solve such problems, it can create enthusiastic atmosphere in the classroom to learn, and to speak English. Then the following hypotheses can be formulated:

- If teachers apply role-play activities, then pupils would be able to speak English effectively

- Using role-plays activities in the classroom make pupils of high school feel interesting to speak English.
- If students are exposed to role-play activities, then their store of vocabulary will be increased.
- Tackling role-play activities during courses of English will greatly help pupils communicate effectively in different social situations.

5 - Research method

The research tools which we will employ to conduct such investigation and answer the research questions we mentioned above will be a descriptive method . The study will be based on the analysis of two questionnaires administered to teachers of English and pupils of second year - Karkoubia Khalifa - high school .

6 - Sample of study

we chose a population of second year pupils at Karkoubia Khalifa high school , Robbah, Oued Souf; for the academic year 2013-2014.Our population is about 153students, and we chose randomly forty students from both literary and scientific stream. We distribute a questionnaires for both teachers and pupils in order to identify their attitudes towards using Role play technique. we have chosen this sample because the students of second year at high school are approximately suitable to apply the role - play activities with them, they are able to gain an acceptable quantity of knowledge in English which enables them speak and practice it well .

7 - Structure of the dissertation

The present dissertation consists of two main parts: theoretical and practical. The first part deals with two chapters. The first one is about speaking skill as a whole before moving to discuss the nature of the speaking skill, aims of speaking skill, difficulties in teaching and learning it,etc. The second chapter deals with Role- Playing technique. It gives an overview on learner`s and teacher`s opinion about it, its advantages, and its different types. This chapter gives some practical examples that can be used according to various situations. Finaly,it cites the role of the teacher and the learner in Role play. The practical aspect of the work is treated in the second part which investigates what has been discussed in theory. It gives a full description for the adopted method, target population ,the tools that used for data collection, and seeks to describe, analyze and interpret the results obtained

from the questionnaires administered to the Second year pupils and teachers at Karkoubia Khalifa high school in order to get good results from the use of Role play as a technique.

INTRODUCTION

CHAPTER ONE

Speaking as a productive skill

CHAPTER TWO

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CHAPTER FOUR

THE PUPILS` QUESTIONNAIRE

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Introduction

It seems appropriate in the EFL context we are concerned about giving pupils an opportunity to express their ideas by means of questionnaire as well. The questionnaire was devised in order to explore and investigate how second year pupils confront the task of speaking and the way they perceive the speaking process in general. Of course the main objective behind it is to verify the research hypotheses mentioned at the beginning of the present dissertation. It is worth mentioning that the pupils questionnaire contains more questions than that of the teachers due to the fact that we expect the pupils to provide us with more information about the learning situation . Finally, we hope to gain a thorough understanding of how pupils perceive the speaking skill, the attitude of pupils towards using role plays.

4-1- Administration of the questionnaire

The questionnaire has been administered at Karkoubia Khalifa high school in Eloued during a two-day period from May 6th to May 8th , 2013 . pupils answered it in the class.

4-2- Description of the questionnaire

The pupils questionnaire is designed to obtain data concerning the pupils opinions about the learning situation, their attitudes towards studying English using Role plays .

The questionnaire consists of 22 questions divided into three sections . The types of questions are mainly closed ended (either yes / no questions or multiple choice questions), and open ended questions were included .The three sections are as follows:

Section1: General information (Q1- Q4): it is meant to gather data about pupils` personal characteristics .

Section 2: The speaking skill (Q5- Q12): this section seeks information about the speaking skill, abilities, motivation and the main activities used by teacher to teach speaking .

Section 3: Role plays in EFL classes (Q13 - Q22): this section seeks information about role plays activities . It investigates pupils` personal attitudes towards Role plays implementation in their English class .

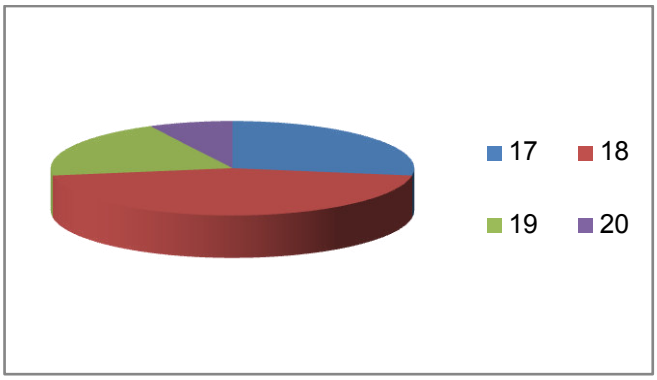
4-3- Analysis of the Results

Section One : Background information

Question 1: Age:……years old

Age	Number of pupils	Percentage
17	11	27.5 %
18	18	45 %
19	08	20 %
20	03	7.5 %
Total	40	100 %

Table 1: pupils` age



Graph 1: pupils `age

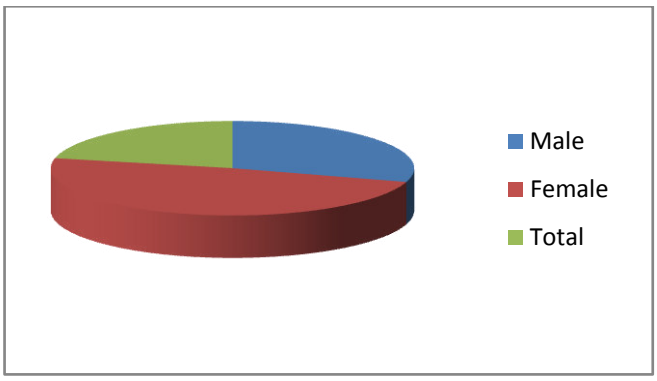
This table displays the age categories; they vary from 17 to 20 years old . One can notice that the majority of learners are 18 years old . Young pupils are more interesting to play role plays.

Question Two :

Sex :

Gender	Number of pupils	Percentage
Male	12	30 %
Female	28	70 %
Total	40	100 %

Table 2 : Pupils' gender



Graph 2 : Pupils'` gender

The results show that (12 - 70%) of the pupils are females as opposed to males who represent only (28 - 30%) of the sample population.

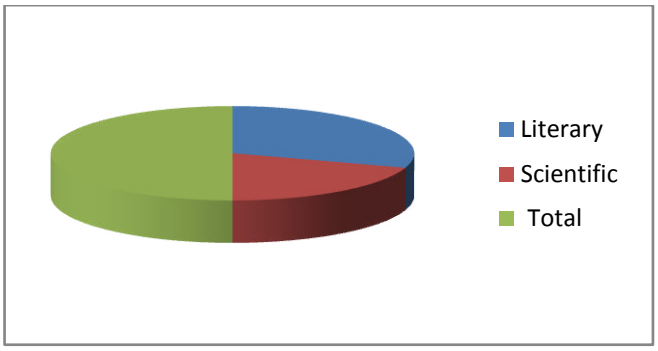
Question Three :

What is your streaming ?

1- Literary 2- Scientific

Option	**Number of pupils**	**Percentage**
Literary	24	60 %
Scientific	16	40 %
Total	40	100 %

Table 3 : Types of pupils` stream



Graph 3: Types of pupils` stream

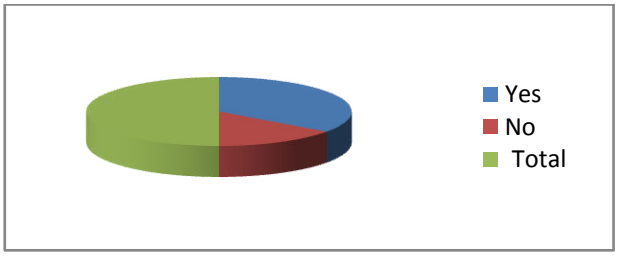
The reasons why we included this question is to see the background of the pupils to help to define their English learning backgrounds. (24 – 60 %) of pupils have a literary stream, (16 – 40 %) have a scientific stream. The stream of learning determines the session density (number of hours per week), and hence tells us about the rate of learning. It is commonly known that literary stream learners have a higher sessions density in English than the other streams. they would be given more chances to implement role plays within their English course.

Question Four:

Do you love English as a subject in your curriculum?

Option	**Number of pupils**	**Percentage**
Yes	28	70 %
No	12	30 %
Total	40	100 %

Table 4: Loving English as a subject in pupils` curriculum



Graph 4: Loving English as a subject in pupils` curriculum

(28 – 70 %) of pupils love English as a subject in their curriculum and (12 – 30 %) of them do not love it.

Why?

25 of pupils (62.6%) who answered this question had different reasons, some said because English is considered as a language of the world and some said they want to use it in their daily life. Others said that they want to be a good teachers in future. 15 of pupils (37.5%) did not give their reasons.

Section two: Speaking skill in secondary schools` classes

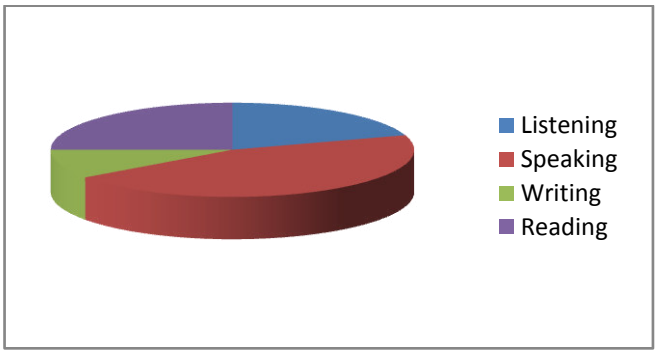
Question Five:

Which skill do you think should be given more importance:

a - listening b - speaking c - writing d - reading

The answer	Number of pupils	Percentage
Listening	08	20 %
Speaking	18	45 %
Writing	04	10 %
Reading	10	25 %
Total	40	100 %

Table 5: Giving importance to one of the four skills



Graph 5 : Giving importance to one of the four skills

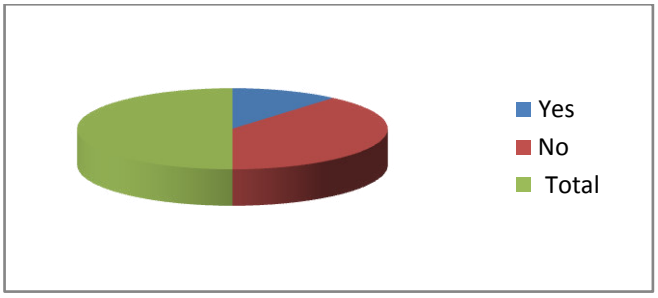
Table 5 indicates that the pupils assigned priority to speaking and reading as being their ultimate aim in learning English (speaking 18 - 45%) (reading 10 - 25 %).Concerning the listening skill, only 8 pupils (20 %) give it importance. Just 4 pupils (10%) give importance to writing skill. This may be justified by the positive attitudes the pupils hold towards speaking, or their beliefs that mastering a language is to speak it.

Question Six:

Are you satisfied with your level in speaking?

Option	Number of pupils	Percentage
Yes	09	22.5%
No	31	77.5%
Total	40	100%

Table 6: Pupils satisfaction with the level of speaking



Graph 6: Pupils satisfaction with the level of speaking

The results in table 6 show that (31) of the pupils 77.5% are not satisfied with their levels of speaking. Only (9) of pupils 22.5 % claim that they are satisfied with their levels of speaking. These results prove that our pupils are weak in speaking because it is a difficult skill and they need effort and alternative to help them overcome these problems.

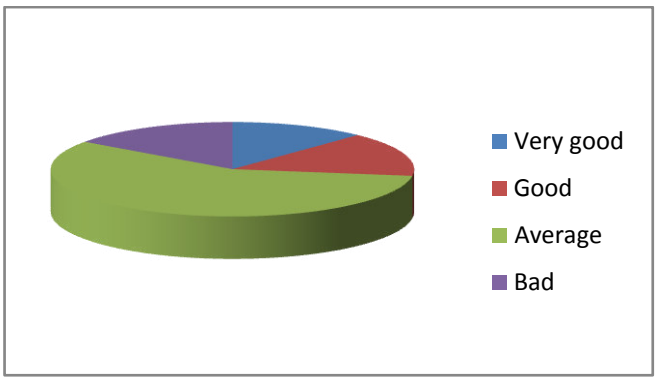
Question Seven:

You think your abilities in speaking are:

1-very good 2- good 3- average 4- bad 5- very bad

The answer	Number of pupils	Percentage
Very good	04	10%
Good	05	12.5%
Average	19	47.5%
Bad	05	12.5%
Very bad	07	17.5%
Total	40	100%

Table 7: Abilities in speaking



Graph 7: Abilities in speaking

From the results obtained in the table above, we notice that 19 of pupils (47.5 %) who said that they speak English average. Besides 7 of the participants (17.5 %) who said that they are very bad in speaking, whereas five (12.5 %) evaluated their abilities in speaking as being good, 5 of the pupils (12.5 %) said bad.

If ``bad`` or ``very bad``, please mention the main difficulties you encounter

Pupils who answered ``very bad``: justify that the main difficulties are :

1- No good grammar .

2- Poor vocabulary.

3- Lack of self confidence.

4- The difficult of pronunciation.

Pupils who answered ``bad`` say that the main difficulties are :

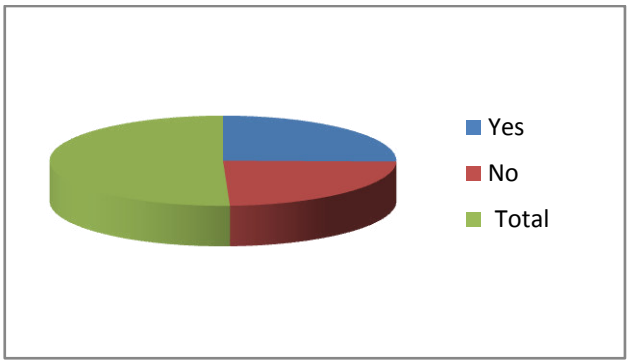
1- There is no regular grammar.
2- Feeling of shyness.
3- There is no encouragement from the teacher to speak English.

Question Eight :

have you ever tried to overcome those difficulties?

Option	Number of pupils	Percentage
Yes	19	47.5 %
No	21	52.5 %
Total	40	100 %

Table 8 : Students` overcoming the difficulties



Graph 8: pupils ` overcoming the difficulties

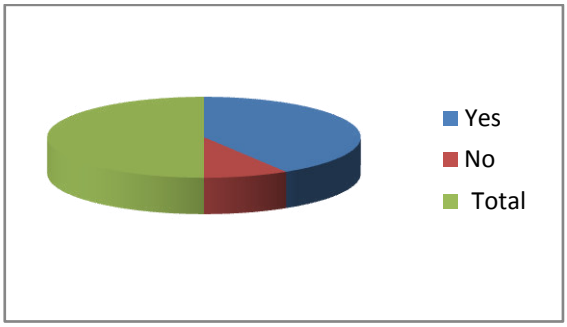
The majority of pupils (21 - 52.5 %) have not tried to overcome those difficulties. This prove that they have lack of motivation to learn, while a minority of them (17 - 47.5 %) state that they have tried to overcome those difficulties. the learners ignorance to do so leads mainly to a worse status. This skill needs to be given more importance by teachers as well as learners.

Question Nine:

Are you really motivated to speak as much as possible to have a better level ?

Option	Number of pupils	Percentage
Yes	07	17.5 %
No	33	82.5 %
Total	40	100 %

Table 9: pupils `motivation in speaking to have better level



Graph 9: pupils `motivation in speaking to have better level

Table (9) reveals that the great majority (33 - 82.5 %) of the pupils are not really motivated to speak that why they claim before having many problem related to speaking and lack of motivation among them. The results indicate that our sample needs some motivational techniques may be Role Plays will fit their context.

Question Ten:

If ``no``, why (give reasons)

The explanation of the thirty three pupils, (82.5 %) was that the pupils are not motivated mainly because the speaking skill is difficult, and they are weak in speaking . They added the main problem lies in vocabulary.

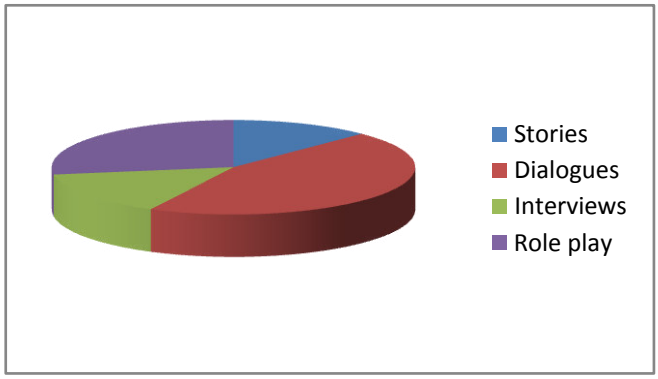
Question Eleven:

what are the main activities used by your teacher to teach speaking

1- Stories 2- Dialogues 3- Interviews 4- Role plays

The answer	Number of pupils	Percentage
Stories	05	12.5 %
Dialogues	18	45 %
Interviews	06	15 %
Role play	11	27.5 %
Total	40	100 %

Table 10 : The main activities to teach speaking



Graph 10 : The main activities to teach speaking

Pupils` answers are varied; 18 of respondents (45 %) said that the main activity used by the teacher is dialogues, which can give them a chance to talk and practice according to the limited topic. 10 of the pupils (27.5 %) said Role plays which is not very different from dialogues, but it gives the pupils more space and freedom; Role play is a good way to practice and it makes learners productive. 6 of the pupils (15 %) said interviews, besides 5 of the pupils (12.5 %) said stories.

Question Twelve:

which activity you prefer

(40 %) prefer Role plays; Role play is a good way to practice and it makes pupils productive. (32.5 %) of pupils prefer dialogues . of them (17.5 %) prefer stories and just four pupils prefer interviews.

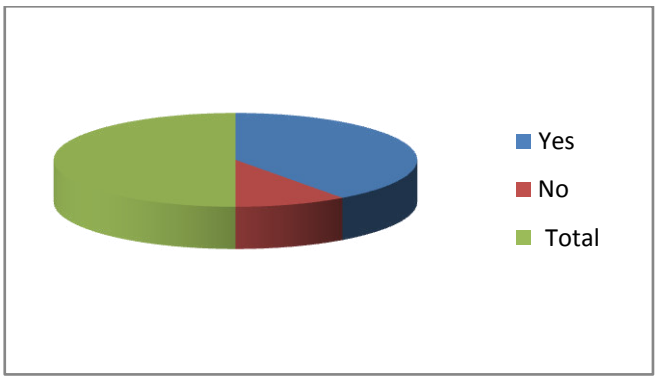
Section two : Role plays in EFL Classes

Question Thirteen :

Do you know what role play activity is ?

Option	Number of pupils	Percentage
Yes	32	%80
No	08	%20
Total	40	100 %

Table 11: Knowing role play



Graph 11 : Knowing role play

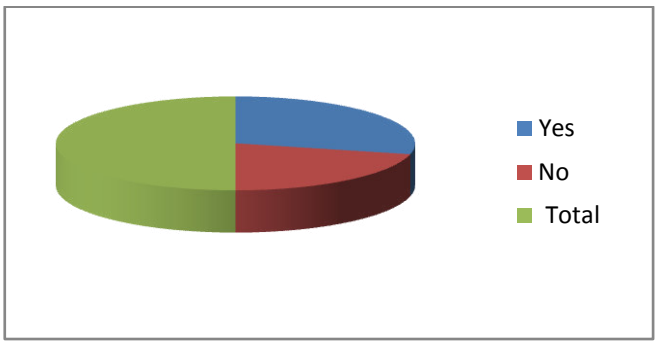
Table 11 shows that 32 of the pupils (80 %) know what Role play activity is. This means that our pupils are aware about Role plays activities. Only 8 pupils (20 %) do not know Role play activity.

Question Fourteen :

Does your syllabus (program) involve this type of exercise (role play) ?

Option	Number of pupils	Percentage
Yes	23	57.5 %
No	17	42.5 %
Total	40	100 %

Table 12: Involving role-play activity in pupils` syllabus



Graph 12 : Involving role-play activity in pupils` syllabus

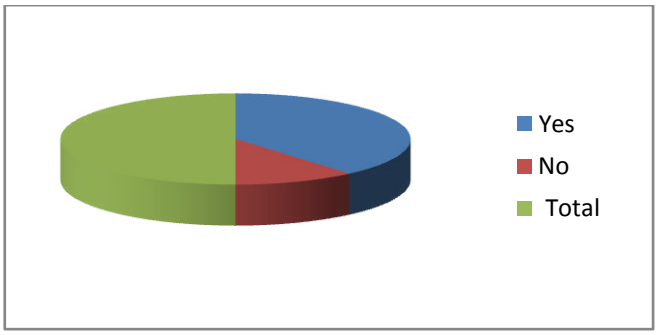
The majority of pupils (23 - 57.5%) agree that their syllabus involves role play activity. While 17 of them (42.5%) does not agree with that. We have concluded that our respondents have knowledge about the content of their book.

Question Fifteen:

Are you interested in this speaking activity?

Option	Number of pupils	Percentage
Yes	31	77.5%
No	09	22.5%
Total	40	100%

Table 13: Puipls `interesting in speaking skill



Graph 13 :Puipls`interesting in speaking skill

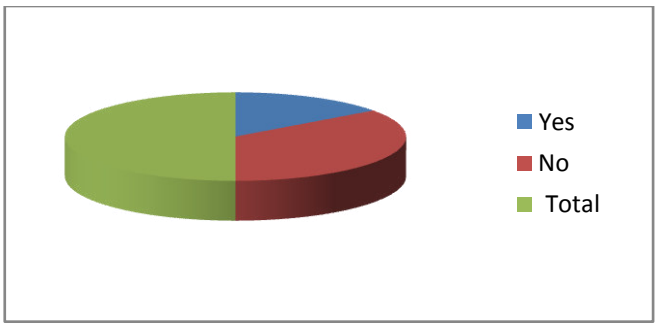
Table 13 show that (31 - 77.5 %) of the pupils find the ``speaking activity 'interesting. This means that our pupils are aware of the importance of role plays to improve their oral performance. It is to the teachers to guide and help them to get more motivated. Surprisingly, only nine pupils (22.5 %) said that they are not interested in speaking activity.

Question Sixteen :

Have you performed a play in your class ?

Option	Number of pupils	Percentage
Yes	12	30 %
No	28	70%
Total	40	100 %

Table 14: Performing Role play activity



Graph 14 : Performing Role play activity

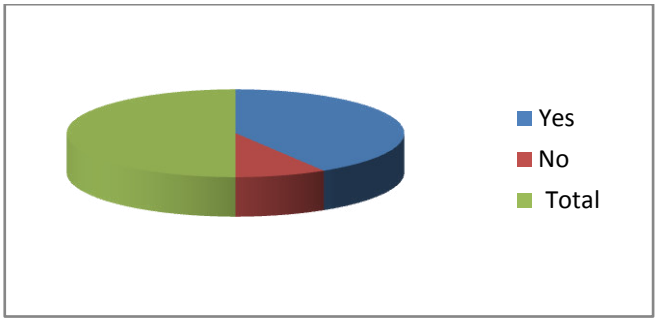
Table (14) shows that (28 - 70 %) of our respondents claimed that they have not performed plays in the classroom ,because either they feel shy or the over interruptions by their teachers . But only (12 - 30 %) of them said that they performed plays due to their motivation which led them to neglect mistakes and audience . As researchers, we should encourage teachers to perform plays in classroom to improve students` speaking skill, such an objective can be easily attained if pupils consider their teachers` comments.

Question Seventeen :

Do you enjoy role play activities ?

Yes/No	Number of pupils	Percentage
Yes	33	82.5 %
No	07	17.5 %
Total	40	100 %

Table 15: Pupils'` enjoyment of Role play



Graph 15 : Pupils'` enjoyment of Role play

The results of the questionnaire show (33 - 82.5 %) of respondents enjoy Role plays activities . The students argued that Role plays are joyful because the teacher gives them the chance to choose the topics ;moreover, they are fantastic because Role plays themselves may broke the routine and reveal the creation of a real situation. but only (7 - 17.5%) of participants do not enjoy with this activity, thus they may seem wasting of time.

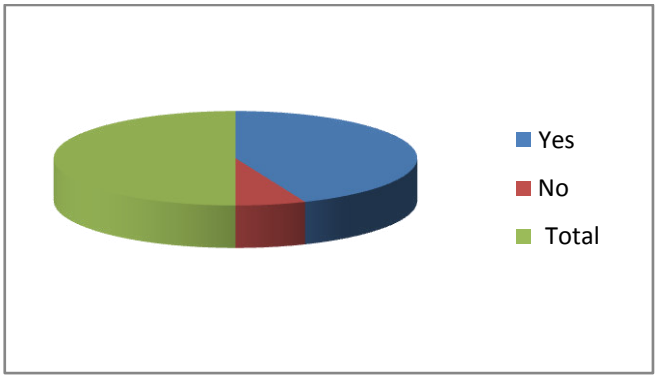
The results indicate that Role plays technique are funny and likely. At the same time teachers need to develop among them.

Question Eighteen :

Do you think that role play activities are fun?

Yes/No	Number of pupils	Percentage
Yes	35	87.5 %
No	05	12.5%
Total	40	100%

Table 16 : Pupils'` thinking about Role play



Graph 16 : Pupils'` thinking about Role play

The majority of pupils (35 - 87.5%) think that Role play activities are fun, while only five (12.5%) of them think it does not.

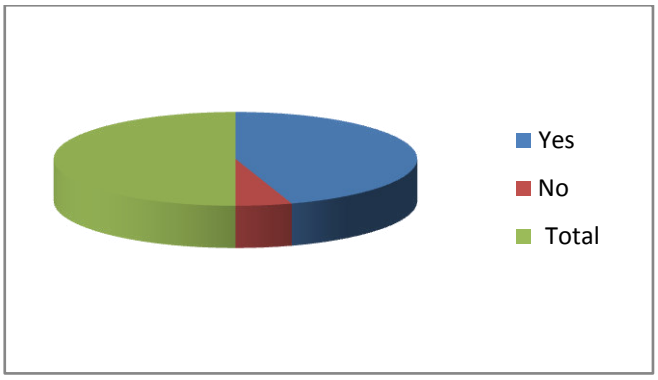
We have concluded that respondents are motivated to practice role-play, they like to break routine in classroom.

Question Ninteen :

Do you think that role play activities are helpful for you to develop your speaking ?

Option	Number	Percentage
Yes	36	90 %
No	04	10 %
Total	40	100 %

Table 17: The positive side of Role play



Graph 17: The positive side of Role play

The majority of pupils (36 - 90 %) think that Role play activities help them develop their speaking level, while only four of them (10 %) do not think so. Most pupils know about the importance of role play as technique in improving their speaking levels, but they do not know how to make better use of its practice .

Question Twenty :

which topics you prefer to perform through the plays

Most students (20 - 50 %) prefer acting journalist role, mostly, for treating social issues, others (9 - 22.5 %) act for sports topics but only (6 - 15 %) like telling stories. (5 – 12.5 %) did not give their opinions.

To conclude, the effectiveness of role plays would be more better if its topics were chosen by students .

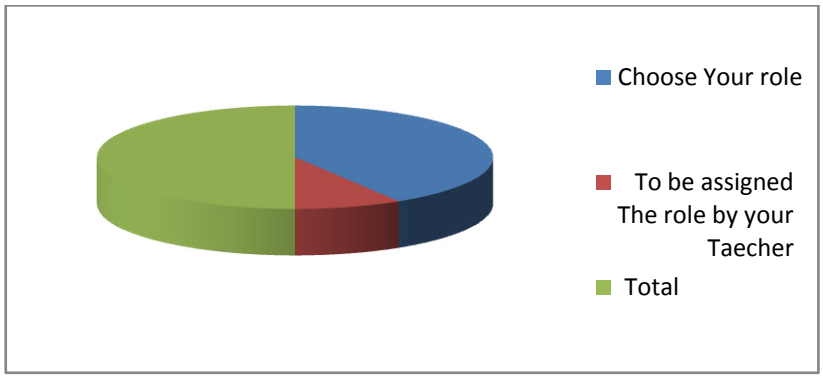
Question Twenty One:

when performing role plays in your class , do you prefer :

a- choose your role b- to be assigned the role by your teacher

The answer	Number of pupils	Percentage
Choose your role	33	82.5 %
To be assigned the role by your teacher	07	17.5 %
Total	40	100 %

Table 18 : Pupils'` preferences when performing role plays



Graph 18: Pupils'` preferences when performing role plays

While performing Role plays, pupils have different points of view about what they prefer while speaking in the classroom. 33 of pupils (82.5 %) say that they prefer to choose their roles. Only (7 - 17.5 %) of pupils prefer to be assigned the role by the teacher.

Why

(8 - 20 %) of pupils who answered ``choose our role``: justify that they have a good knowledge about the role they are performing ; (12 - 30 %) of pupils who answered `` to be assigned the role by our teacher ``say that the role of the teacher is a guider . (20 - 50 %) pupils did not give any explanation.

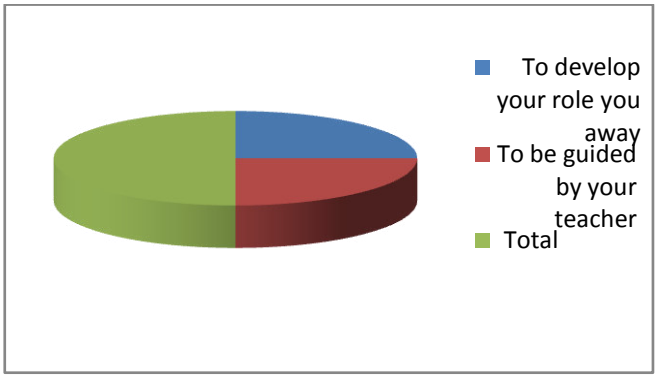
Question Twenty Two:

when dealing with role plays , do you prefer

a - To develop your role you away b - To be guided by your teacher

The answer	Number of pupils	Percentage
To develop your role you away	20	50 %
To be guided by your teacher	20	50 %
Total	40	100 %

Table 19 : Pupils'` prefer when dealing with plays



Graph 19: Pupils'` prefer when dealing with plays

The results of the questionnaire show that (20 - 50 %) of pupils prefer developing their roles away during performance. This category is more motivated and interested to speak. whereas, (20 - 50 %) of them prefer to be guided by teachers, their reason was that they do not have enough vocabulary so they fear of making mistakes.

Why

(55 %) of Pupils who answered by ``a`` justify their answers by :

1- (30 %) of them said that they have enough knowledge about it .

2- (25 %) of pupils said that they want to be free in speaking .

3- (45 %) of participants did not give their answers.

(45 %) of Pupils who answered by ``b `` justify their answers by:

1- (35 %) justify that they want their teacher to be corrector and provider of vocabulary.

2- (10 %) argued that the role of the teacher is guider and helper.

3- (55 %) of them did not give their reasons.

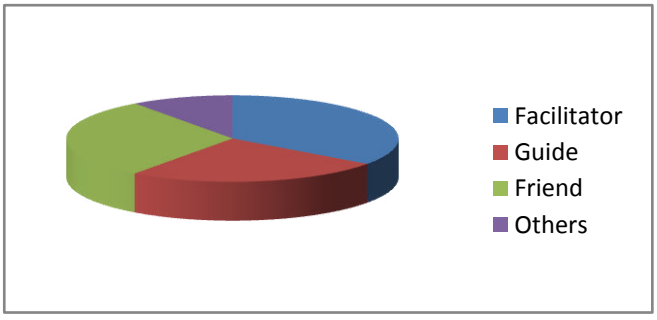
Question Twenty Three:

How does your teacher act during the plays performance

1- Facilitator 2 - guide 3 - friend 4 – others

The answer	Number of pupils	Percentage
Facilitator	14	35 %
Guide	10	25 %
Friend	12	30 %
Others	04	10 %
Total	40	100 %

Table 20:The role of teacher during the plays performance



Graph 20 :The role of teacher during the plays performance

Table 20 shows that 14 of pupils (35 %) consider that the teacher act during the plays performance as facilitator; facilitates the learning process . 12 of the pupils (30 %)

indicated that the role of the teacher is friend . Some of them say that teacher as a guide and only four (10 %) of the pupils put others.

Conclusion:

The data we have collected from the questionnaire administered to second year pupils at high school let us investigate the great impact of Role play techniques on students` achievements. Thus, we can say that the results in learners` questionnaire are in direction of our hypotheses and let us notice that Role play can really enhance pupils` speaking level.

CHAPTER ONE

Speaking as a productive skill

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Introduction

Learning a language means using it in communication in oral or written form, and being able to express feeling, thoughts, and experiences in various contexts. So, speaking seems to be an important skill that a learner should acquire. It is very important in order to enable pupils to communicate effectively through oral language because the disability of the pupils to speak may lead them to be unable to express their ideas even in simple from of conversation.

In the following chapter, we shall tackle speaking as a productive skill, its nature, its related problems with referring to some differences between it and writing skill. As we shall discuss speaking skill, and its relations with language teaching with regard to some communicative activities which promote speaking skill in classrooms.

1- About speaking skill

1-1 Definition of speaking

Speaking is an important part of our daily life that we take it for granted in which average person produces tens of thousands of words per day, though some people –like auctioneers or politicians- may produce even more than that. Many may say that speech is unplanned, but it is planned with limited time; it follows a linear system that is words by words, and phrases by phrases, utterances-by-utterances. This contingent nature of speech, where by each utterance is dependent on a preceding one, accounts for its spontaneity (Thornbury, 2005).

The speakers need to conceptualize and formulate their speech; they make choice of words in terms of its discourse type, its topic, and its purpose before uttering. However, first the ideas have to be mapped out, or formulated. This involves making linguistic choices at the level of discourse, syntax, and vocabulary. Stories, for example, have a typical structure, or script; they have a beginning, middle, and end.

Discourse structure depends on our shared background knowledge, saving formation time, and also easing the loud of the listener. In addition, the utterances needs to be well formed at the syntactical level where the utterances are packaged in a way that is consistent with the speaker‘s intentions. In English, utterances tend to have two parts of structures: the first part is the topic, i.e. what we are talking about, and the second part is the comment; i.e. what we want to say about the topic. For example, in the following sentence "He is a kind man", The topic is 'He', and the comment is everything that follows. Speakers, at usual, use the odd-on strategy in which they compensate for limited planning

time. This is the chaining together of short phrases and clauses. It is noticeable that people choose to use one vocabulary rather than the other, and that is due to many factors. The setting is one of the reasons of choosing vocabulary. For example, the terminologies used in a mosque are so different from that used in the streets. The stage of planning for speech happens at the level of mind, what has been formulated now needs to be articulated (Broughton,1980).

Articulation includes the use of the organs of speech to produce sounds which constitute utterances. Stream of air is produced in the lungs, driven through the vocal cords, and shaped by the position and movement of the tongue, teeth, and lips. The sounds produced are of consonants and vowels, and they are different in articulation. The combined effort of all these organs allows speakers of English to produce a range of over 40 phonemes; i.e. sounds that, in English determine the meaning of words. In addition, changes in loudness, Pitch direction (falling, rising), tempo, and pausing serve to organize the sounds into meaningful word forms, and the words into meaningful utterances. Speakers, also, may fall in errors, and they do a quick self correction, or self monitoring at the stages of conceptualization, formulation, or articulation. (Thornbury, 2005) We can conclude that a speaker of English passes through four main stages, while speaking, which are conceptualization, formulation, articulation, and self monitoring

The terms ‘speaking’, according to Brown (2001), is an interactive process of constructing meaning that involves producing and receiving and processing information. Its form and meaning are dependent on the context in which it occurs. We generally use speaking as a means of communication in daily interaction. The presence of speaker and listener must build up a mutual communication in speaking activity. Thus, speaking is considered to be inseparable to something we call communication. Communication is the way individual can show the feelings, tell the thoughts, ask questions, ask for help, argue, persuade, explain, and give order each other.

In Oxford Advanced Dictionary (1990) the definition of speaking is “to express or communicate opinions, feelings, ideas, etc by or as talking, a
nd it involves the activities in the part of the speaker as psychological (Articulator), physical (acoustic) stages"(p.85). From this source speaking is broadly defined as the focus on the expression of communicating human emotions and thoughts…

According to Burns& Joyce (1997,p.13), speaking is “the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of

contexts". In this definition speaking, is the method of building and exchanging meaning by using signs in different contexts.

While another expert, Huedner (1996, p.5) says that “language is essentially speech, and speech is basically communications by sounds”. And according to him, speaking is a skill used by someone in daily life communication whether at school or outside. The skill is acquired by much repetition; it primarily a neuromuscular and not an intellectual process. It consists of competence in sending and receiving messages.

1-2- Importance of speaking skill in EFL classes

To most people, mastering the art of speaking is the single most important aspect of learning foreign language, and success in measuring in terms of the ability to carry out a conversation in the language (Miun,2007,p.68) . Bygate (1987) stated that:

> *Learners need to be able to speak which confidence in order to carry out many of their transactions. It is the skill by which they are most frequently judged, and through which they may make or lose friends. It is the vehicle par excellence of social solidarity, of social ranking, of professional advancement and of business .It is also a medium through which much language is learnt and which for many is particularly conducive for learning(p.1).*

According to Hedge (2000) , speaking skill is an important because of the following reasons:

- It’s fundamentally to human communication.
- It makes class fun when speaking activities are practiced.
- It Raises general learner motivation.
- It organises student’s thoughts, and using language as a means of expressing values and judgments.
- It creates and establishes classroom culture where speaking out loud in English is the norm.
- It enables selecting appropriate words and sentences according to the proper social settings, audience, situation, and subject matter;
- It gives students opportunities to practice in real -life activities in the classroom;
- It raises students` self confidence when they notes that their speaking is developing;
- It improves their pronunciation ,intonation ,and stress patterns;
- It raises students` vocabulary register.

As a conclusion; Speaking is an important skill by which people are frequently judged.

1-3- Speaking and writing differences

Spoken language is different from written language in that the speaker is affected by a processing condition. In order to make his message understood by the receiver, he is likely to arrange language, and communicate meanings in a different way from if he was writing.

Another constraint for the speaker is time pressure: oral language allows limited time for decide what to say, deciding how to say it, and checking that speaker`s main intentions are realized by the receiver .Since speakers has a short time to organize, plan, and execute their messages, they raise attention more to meaning to be conveyed. In order to differentiate speaking from writing, it is important to introduce the four common features of spoken language (Bygate,1987) **.**

Firstly, it is easier for speaker to use less complex syntax. In addition, abbreviate the message and produce incomplete sentences, or classing. This is known as ellipsis. Secondly, it is easier for speaker to produce their massage if they use fixed phrases ,and finally ,speakers may use devices to gain time .From those common features of a speaker, researches find out that it is necessary for teachers to adopt such features, and implement them in the classroom. Using such aspects in the classroom may hopefully enable students to understand the lesson easily and beneficially (Bygate, 1987, pp. 11-13) .

1-4- Problems related to speaking

When we deal with speaking skill, we find a lot o problems related to this skill. One of the basic problems in foreign language is to prepare learners to be able to use and speak English; it necessary for learners to know a certain amount of grammar and vocabulary. However, knowing about English is not sufficient to enable learners to speak English. Learners need to be skillful that is how to use English in different social contexts.

In order to understand the difference between knowledge and skill, Gate proposed the analogy with the driver of a car; in one hand, he stated that the driver needs to have knowledge about the names of the controls; where they are? What they do? And how they are operated? (you move the pedals with your feet, not with your hands) . In the other hand, the driver also needs the skill to be able to use the controls to guide the car along a road. Therefore, learners need to know about English besides practicing it in reality. For example, learners should not merely know how to form sentences, but they have to

produce them, and adapt them to the circumstances; meaning that they should be able to make decisions rapidly, implement them smoothly, and adjust their conversations in order to not fall in problems such as a breakdown of communication. In addition, speaking is seem as an interaction skill where people perceive, recall, and articulate in the correct order sounds and structures of the language (Bygate,1987,p.3). Besides, the lack of quality control makes developing speaking skills challenging because it is very difficult to set up clear criteria for assessment. Since most of English teachers have never been to a country in which English is spoken, they should at least provide their learners with authentic materials such as texts and multimedia.

It is always a difficult dilemma for the teachers to determine what to focus on fluency or accuracy. If your student is fluent, he or she will not pay much attention to accuracy though accuracy is important for passing the message. Each English lesson must be intercultural though a lot of teachers have not spent any time in an English speaking country (Sàrosdy, 2006, p. 59). Sometimes teachers wonder why students do not like in the classroom. this problem is may due to the following reasons:

- ❖ Students' own characters;
- ❖ there are other students who dominate and almost intimidate;
- ❖ Students are simply not used to talking free;
- ❖ Students feel really shy about talking in front of other students;
- ❖ Culture and background; perhaps in their culture, women are traditionally expected to remain quiet in a mixed-sex group. Perhaps their culture finds in modesty a positive virtue;
- ❖ Suffering from a fear of making mistakes.

Another problem that students may face while speaking is anxiety, anxiety is almost always due to negative thoughts, especially about the possibility of failure or poor performance. Most students experience felling of high anxiety when sitting in their classes (Hughes,2002) .

Harmer (2001,pp.126-127) suggested another types of problems of learners` English speaking which are:

1- The family: the society and the family have great influence on the students learning .Sometimes home attitudes towards English or other language affects learners` speaking. In addition ,problems related to parents may create learners` loneliness which negatively affects the students` oral performance(Harmer, 2001).

2- Education: previous learning experiences of all kinds affect students` behavior .Students are influenced by what went before, and their expectations of the learning experience can be colored either by unpleasant memories ,or by what they were once allowed to get away with. Negative attitudes towards previous learning experiences leads to undesirable feeling to speak(Harmer, 2001).

3- Self esteem: a student`s self esteem is vitally important if effective learning is to take place. Self esteem may result partly from teacher approval (especially for children), from a student`s peers (especially for adults), or as a result of success(Harmer, 2001).

2- Speaking skill in the language teaching

2-1- Interaction in classroom

2-1-1- Definition of Interaction

A variety of methods have been used to investigate the amount and type of « teacher-time ». According to Harmer (2005, p.3), the way in which teachers talk to learners, and the manner they use in their interaction with them is one of the main teacher skills. However, it does not need technical expertise; for example, experienced teachers use rough tone (technique) when they speak to students, but novice teachers concentrate their focus on their student's comprehension (Muin,2007,p.80). Interaction is a sort of co-production and it is worth spending some time on the completions.

Concerning the amount of time, there still a continuing debate on it. i.e., the amount of time teachers should spend talking in class, for example, trainers classes are usually criticized, because there is too much teacher talking time (TTT), and not enough students talking time (STT) (Brown,1994).Students need to apply the language they learn in class with the time they need, for that, good teacher is the one who maximizes STT (student talking time) and minimizes TTT (teacher talking time).

2-1-2- Advantages of classroom Interaction

Interaction in the classroom, has great role in enhancing students to speak the language. Interaction does not only promote language development, but it also fosters the development of social skills (for example: politeness, respect for others) that people need to operate successfully in any culture .Furthermore, Interaction gives learners the opportunity to use language successfully, and to measure their progress which in turn should lead to an increase in motivation because motivation is a fundamental aspect of successful learning. Also most people agree that learning anything involves participation.
For example, you can not learn to play a musical instrument without actually picking up the instrument and similarly, it is difficult to learn a language without engaging with that

language .Since that language exists to facilitate communication in that language, teachers need to enhance learners` interaction in order to help them succeed, and to promote fluency (Hedge, 2000).

Other advantages of varied interactions for classroom teaching are:

1- A change of interaction brings a change of focus of attention, which helps keeping people's interest.

2- In pairs or groups, there are great opportunity for individuals to use the language.

3- Students perform differently away from the pressure of teacher and whole class intention.

4- Students learn to be more self reliant.

5- Taking the focus of attention away from the teacher.

6- Gives the teacher a chance to listen and evaluate what has been learnt (Hedge, 2000).

2-1-3- Types of interaction

2-1-3-1- Teacher-student interaction

Classroom interaction describes the form and content of social interaction in the classroom. It also means acting reciprocally, acting upon each other. The teacher acts upon the class; he gives instructions to the whole class (teacher-students), and sometimes to an individual (teacher-student). The class reaction modifies his next action and so on. According to Burns& Joyce (1997),teachers, in order to communicate effectively with learners, would better focus on teaching clearly, making course content relevant, and acting in an assertive manner meaning teacher clarity_ teacher assertiveness .The teacher plays the role of lecturer, discussion leader, and manager of the classroom.

Sàrosdy(2006) stated that pedagogical interaction is considered as special type of interaction, and it includes the interaction of teacher and learner. In this process, the teacher acts upon the learners to cause a reaction. This reaction informs some action performed by the learners: a response to a question, on item in a drill, a word pronounced or spelt, a sentence written. The teacher studies this action and perceives on it the reaction to the original action. Students in turn react and build this into the subsequent action on the class and so on. The teacher should constantly monitor the students' reactions, and take account of these reactions at every stage of the lesson (Sàrosdy, 2006).

Teacher – student interaction revolves around the primary communicative roles played by the teacher. The lecture gives the chance to teachers to communicate large amounts of information which is organized in a manner to appeal to many students at the same time. In

addition, to maintaining a comfortable classroom, the environment is improved with positive interaction (Sàrosdy, 2006).

For achieving a successful interaction in the classroom, teachers should ask at least these five questioning before going hand to begin:

1-Who gets to speak? (Participants` turn distribution).

2-What do they talk about? (Topic).

3-What does each participant do with the various opportunities to speak? (Task).

4-What sort of atmosphere is created? (Tone).

5-What accent, dialect, or language is used? (Code).

(Muin, 2007).

2-1-3-2- Student-student interaction

Movement from interaction between the teacher and the whole class to interaction between students themselves (either in pairs or groups) is the most usual pattern of interaction in modern ELT. Generally, the teacher –class interaction aims to promote accuracy. Moreover, The students –students interaction is a crucial in the learning process because this style of learning makes the interaction process more desirable, and it helps learners to collaborate together. In addition, interaction through pair or group work maximizes the opportunities to practice as more learners speak for more of the time fluency (Sàrosdy,2006).see figure 1:

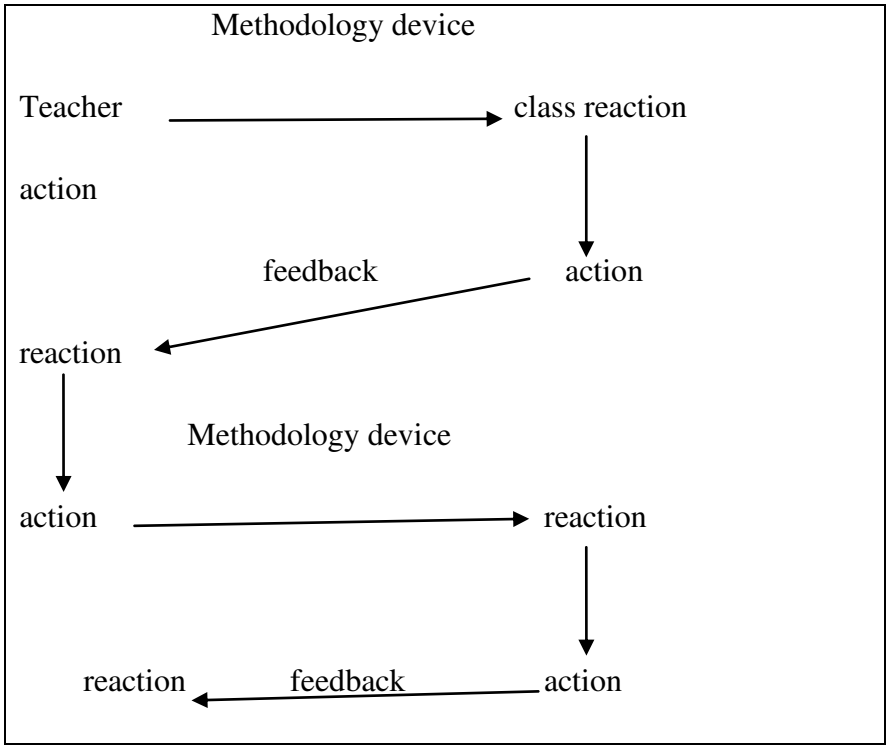

Figure 1: classroom interaction (Malamah, 1991)

From this figure, we can conclude that the teacher should constantly monitor the students reactions and take account
of these reactions at every stage of the lesson. The learning even parallels the speech event. Pedagogic interaction parallels verbal interaction. Teaching acts can parallel speech acts.

2-2- Activities of speaking

2-2-1- Information-gap activities

An information-gap activity is one type of speaking activity where two speakers have different parts of information making up a whole because they have different information, and there is a gap between them. One famous information gap activity is called 'describe and draw``; in this activity, one student has a picture which he or she must not show his or her partner. All of the partner has to do is draw the picture without looking to the original, so, the one who has the picture will give instructions and description, and the `artist` will ask the questions (Harmer,2001) .

Describe and draw activity has many of the elements of an ideal speaking activity. It is used for motivating (if used only very occasionally) , there is a real purpose for the communication taking place (the information gap, completion of the task) , and almost any language can be used (Harmer,2001) . Teachers have to swap the students` roles around if the activity is used more than once, so that the describer becomes the drawer and vice-versa.

A further extension of the information gap idea occurs in the following story-telling activity. The teacher puts the class into four groups. For example, calling them A, B, C, D. To each group he gives one of the following pictures:

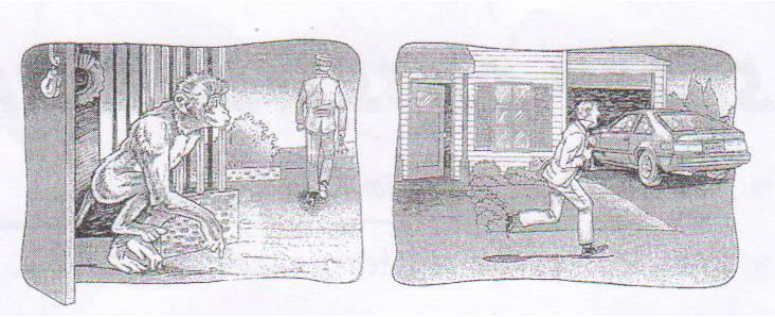

Figure 2: Describing pictures

The groups have to memorize everything they can about the pictures-who is one them, what`s happening etc. They can talk about the details in their groups.

The teacher now collects back the pictures and asks for one student from each group (A, B, C, D) to form a new four person group. He or she tells them that they have each seen a different picture but that the pictures taken together-in some order or other-tell a story.

The task is for the students to work out what the story is. The only way they can do this is by describing their pictures to each other and speculating on how they are connected. The final stories may be different. The groups tell the whole class what their version is, and the teacher can finally re-show the pictures (Hermer, 1998, p. 88). This story-telling activity can, of course, be used as a prelude to written narrative work.

Sàrosdy (2006) demonstrates that information gap activities exists when one person or a party, the writer or the speaker, the one who gives a written or an oral piece of information in an exchange, knows something that the other person or party, who receives it, does not (p, 22). Information gap takes account of the different levels of information between people when communication which allows to do a good number of exercises: students have different pieces of information and have to exchange them through questions and answers; which means negotiation when talking (Minda, 2010).

Information gap activites, also, can be defined as filling the gaps in a schedule or timetable: partner a holds an airline timetable with some of the arrival and departure time missing. Partner B has the same table but with different blank spaces. The two partners are not permitted to see each other` timetable and must fill in the blanks by asking each other appropriate questions (Doff, 1988). The features of language that are practiced would include questions beginning with `when` or `what time`. Answers would be limited mostly to time expressions like at `8:15` or at ten in the evening.

2-2-2- Discussion activities

In Oxford Dictionary (1990) discussion is defined as the action or process of talking about something in order to reach a decision or to exchange ideas. For example; the committee acts as a forum for discussion on the EC directive is currently under discussion, or a conversation or debate about specific topics: discussion is way of conversation that aims at finding a common decision or sharing thoughts.

Harmer (2005, p.91) asserts that discussion can be held for various reasons. The students may aim at a conclusion, share ideas about an event, or find solutions in their discussion groups.

Discussion is an activity which is organized by certain procedures in classroom; teachers need to be aware that discussion activities are not randomly used and that they follow determined steps therefore before starting the discussion it is essential that the purpose of this activity is set by the teacher. the teacher also must know that the most important thing to remember is that learners need time to assemble their ideas before starting any discussion activity. In this phase the discussion points are relevant to this purpose so that learners do not spend the rest of time speaking and chatting with each other about use less things. The procedures that teacher should take into account while preparing discussion activities are summarized as follows :

1- prepare the student: give them input (both topical information and language forms) so that they will have something to say and the language with which to say it (Minda, 2010).

2- Offer choices : let student suggest the topic for discussion or choose from several options . Discussion does not always have to be about serious issues. Students are likely to be more motivated to participate if the topic is television programs, plans for a vocation, or news about mutual friend. Weighty topics like how to combat pollution are not as engaging and place heavy demands on student's linguistic competence (Ibid).

3- Set a goal or outcome: this can be a group product, such as a letter to the editor, or individual reports on the views of others in the group (Ibid) .

4- Use small groups instead of whole class discussion: large groups can make participation difficult (Ibid) .

5- keep it short: give students a defined period of time, not more than 8-10 minutes for discussion, and allow them to stop sooner if they run out of things to say (Ibid).

6- allow students to participate in their own way: not every student will feel comfortable talking about every topic: Do not expect all of them to contribute equally to the conversation (Ibid) .

7- Do topical follow up: have students report to the class on the results of their discussion.

8- Do linguistic follow up: after the discussion is over, give feedback on grammar or pronunciation problems you have heard. This can wait until another class period when you plan to review pronunciation or grammar anyway (Ibid) .

9-The student needs to be engaged with the topic. (Ibid).

An example of discussion activities would be if students can become involved in agree/disagree discussions. In this type of discussion, the teacher can form groups of students, preferably 4 or 5 in each group, and provide controversial sentences like people learn best when they read vs. people learn best when they travel (Ibid). Then each group works on their topic for a given time period, and presents their opinions to the class it is essential that the speaking should be equally divided among group members and at the end, the class decides on the winning group who defended the idea in the best way. Another proposed can be as following:

*Preparation: show the learners a picture of two people conversing in a familiar casual setting. (the setting will be determined by a prior needs assessments) ask them to brainstorm what the people might be discussing(i.e., what topics, vocabulary, typical phrases).

*Presentation: present several video clips of small talk in casual situations. Have learners complete a worksheet in which they describe or list the topics discussed, the context in which the speech is occurring, and any phrases that seen to typify small talk, the factors in the specific situations that affect topic selection (e.g., relationships of participants, physical setting), and typical phrases used in small talk. Chart this information.

*Practice: give learners specific information about the participants and the setting of a scenario where small talk will take place. In pairs, have them list topics that might be discussed by the participants and simple phrases that might use. Learners then engage in improvised dialogues based on these simple phrases.

*Evaluation: give pairs a teacher-prepared dialogue based on their scenario. Ask them to compare their improvised dialogues with the prepared dialogue, analyzing the similarities, differences, and reasons for both.

*Extension: have learns go individually or in small groups into various contexts in the community (work, school, church, bus stop) and record the conversations they hear. Ask them to report their findings back to the class, and then have the class discuss these findings.

Through well prepared discussion activity, several aims can be achieved. This activity allows students to:

- Communicate with teachers at any time or place;
- Build a learning community;
- Engage learners in warm-up activities;
- Post messages and instructions that applies to all learners;
- Create problem based learning environment;
- Provide opportunities for learners to present their projects;
- Allow teachers to pull the content dictated by the curriculum out of the class by imposing a limited discussion like format;
- Foster critical thinking and quick decision making, and students learn how to express and justify themselves in polite way while disagreeing with the others;
- Increase personal relationships, there is a greater chance of different opinions and varied contributions;
- Prompts learners` autonomy;
- Encourage students` practice language together; they can take part in information gap activities. They can write dialogues, they can work simultaneously with other pairs. (Sàrosdy et al, 2006, p. 41).

2-2-3- Communication games

There are several kinds of games that learners enjoy in the classroom. Games give learners opportunities to use the language they are learning in non-threatening, enjoyable contexts. Teachers can adapt standard games like Bingo or make up their own simplified versions of games based on TV game shows like Jeopardy or The Price is Right Games like Bingo, Concentration, The Price is Right, or Go Fish are appropriate for literacy-and beginning-level classes including general ESL, family literacy, and workplace. Spelling bees may work with beginning or intermediate classes. Team competitions or most complicated games such as Jeopardy (where students are given answers and have to ask questions(can be appropriate at any level) .However, as with any instructional activity, students need to be told. The aim of this activity (for example, to practice asking ``what``, ``when``, ``where``, and ``why`` questions, or to practice the letters of the alphabet) (Brown, 2001).

Otherwise, they may think the activity is not serious and may be hesitant to participate. It may take some time for students to learn the rules of the game. After a few

practices, however, the games should take less time. However, game should not be overused. For example, in an intensive class of 10-15 hours a week, learners might want to play Bingo or another game for an end of the week treat (that reinforces the week`s new vocabulary) .In a non-intensive class of four hours a week, students might not want to give up their learning time to play a game. Items used in games can vary according to the game, but many can be homemade. Some ESL specific games are sold by educational companies, and the rules of some standard games can be adapted for Adult students learn to understand a variety of spoken (and written) instructions and how to make appropriate conversation in social groups, including asking for clarification and politely disagreeing .Specific goals such as learning numbers or new vocabulary are associated with particular games.

Procedure: Luckily, most students are familiar with game-playing and may know the same or similar games as the ones you introduce. The best way to introduce a game in hands-on. That is, demonstration is more effective than lengthy explanation.

Practice: Learners work in groups or pairs to play the game. There may some confusion and game rules may evolve, but as long as learners are participating, the activity is useful (Brown, 1994).

Burns and Joyce (1997) proposed the following communication game method:

1-Cut out the following cards:

A baby tiger	**A rubber clock**
A dead parrot	A broken vase
An igloo	A stuffed bear
A plastic dog	A bunch of weeds
A Chinese-Swahili dictionary	A bucket with a hole in it
A wooden leg	A packet of used teabags
A bottle of melted snow	A parachute
A bottle of invisible ink	A two-headed coin
A sack of quick-drying	A pair of odd socks Cement
A fully-grown ostrich	A bald wig
Leather sheets	The back end of a stage horse

2- Arrange the students into groups of 6-8. Each group gets a set of cards and places them face down on the table. Each person chooses a card and has 1 minute in which to think about why this` present` is really suitable for them (Burns and Joyce ,1997).

3- They now take it in turns to tell the rest of the group why the `present` they have been given in so suitable (Burns and Joyce ,1997).

4- Set a time-limit. When everyone has finished, ask one or two students, at random, to tell the whole class why their present was so suitable (Burns and Joyce,1997),). Alternatively, ask each group to nominate one person from their group to tell the rest of the class preferably the person who gave the most convincing reason.

Conclusion

In this chapter, we have tried to introduce some elements concerning teaching speaking in classroom, starting from the identification of speaking; moving to illustrate speaking and writing differences. As we studied the interaction that is involved in classroom, and different activities related to this skill.

CHAPTAR TWO

Role plays in EFL classes

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Introduction

Considering how important a teacher should make his or her lesson classroom activity enjoyable, active, secure, and full of more exposure to language input and more choice to practice the languages, he or she needs to develop his or her teaching techniques. One of the techniques to be used in teaching the speaking skill is role-play (Broughton,1980).

A role play allows students to explore their inner resources, empathize with others, and use their own experiences as scaffolds upon which credible action. As a result, students can improve their ability to produce the target language, acquire many of its nonverbal nuances, improve the ability to work cooperatively in group situations, and effectively deal with affective issues (Broughton, 1980).

In the following chapter, we shall tackle the nature of role playing, its advantages, the role of the teacher, types of role plays,guidance for teachers in making a role play ,and some examples and illustrations.

1- Definition of role play

In order to know what is meant by role play, let`s us look at the words themselves. When students assume a role, they play a part either their own or somebody else`s in a specific situation.

1-1- Definitions of role

Role has different definitions**:**

In Cambridge Advantages Learners Dictionary (C ALD) (1987), role is defined as the position or purpose that someone or something has in situation, organization, society or relationship or, pretending to be someone else, especially as part of learning a new skill.

In the above definition, role is clarified as putting someone or something in a specific setting or acting a new competence.

In Cambridge International Dictionary of English (1994), a role is defined as the person whom an actor represents in a film or play.

Oxford dictionary states another definition, which is the function assumed or the part played by a person or thing in a particular situation. It means the method of acting out particular ways of behaving to be other people who deal with new situations.

According to Ladusse (1995) who demonstrates that when students assume a role, they play a part either their own or somebody else, in a specific situation , he explains the role specifically as the pretending of pupils to be an other persons whom they like.

1-1-2- Definition of play

In Oxford dictionary (fourth edition) role is mentioned as to engage activity for enjoyment and recreation rather than a serious or practical purpose. As similar to Cambridge dictionary which identifies it as when you play, especially as a child, you spend time doing an enjoyable and entertaining activity. The two dictionaries share the same explanation of the term play, that means to practice an enjoyable activity.

Ladusse (1995) defines "play" as taken on in a save classroom or environment in which students are as an inventive and playful as possible. He limits, the term "play" under the educational setting; when students are carrying out a successful role play in a classroom, they are actually unselfconsciously create their own reality exactly like children playing in school, doctors, nurses ,or star wars. By doing so, they are experimenting with their knowledge of the real world and developing their ability to interact with other people. The activity is enjoyable and does not threaten the student`s personality; it builds up their self confidence.

1-1-3- Definition of role play

Role play technique is one of the strategies to teach speaking skill to the students. Hung (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`` or ``interact`` with their peers trying to use the English language, also the student`s of English speaking ,listening and understanding will improve.

Badden (1998, p. 45) states in a British Council teaching English (BBC) on her article under the title of " Role-play", she says that:

`` Role-play is a speaking activity when you either put yourself in somebody else's shoes, or when you stay in your own shoes but put yourself into an imaginary situation``

She means by `imaginary people ` is that students can become anyone they like for a short time.

(Byrne , 1986) gave comments that role-play is a part of drama activity. He explains that there are three terms to cover the drama activities such as: mime, simulation and role-play.

In Cambridge International Dictionary of English , ``role play is a method of acting out particular ways of behaving or pretending to be other people who deal with new situation. It is used in training courses language learning and psychotherapy. Furthermore; in role play, students are assigned roles and put into situations that they may eventually encounter outside the classroom. Because role play is imitated life, the range of language function that may be used expands considerably(Gow, 1993).

By doing so, Role play is the act of imitating the character and behavior of someone who is different from yourself, for example as a training exercise. Incorporating Role play into the classroom adds variety, change of pace and opportunities for a lot of language production and also of fun.

In addition, role play is characterized by simplicity , brief, flexibility, imitation and imagination. Role play can be analyzed in terms of structures, functions, and lexical items. (Gow, 1993)

(Brown, 2001) asserts that role-play minimally involves:

- ❖ giving a role to one or more members of a group.
- ❖ assigning an objective or purpose that participants must accomplish.

He suggests that role-play can be conducted with a single person, in pairs or in groups, with each person assigned a role to accomplish an objective .

Role-Playing is “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” . (Collins, 1994. p. 52).

In this sense, the students pretend as someone else in the real world situation brought into the classroom.

As a kind of guided conversation technique that is essential to the development of the speaking skill, (Valette, 1972) argues that role-playing provides framework in which the students build their own sentences, but they may decide by themselves what they want to say.

In a role play, the students play a part they do not play in real life (e.g., Prime Minister, Managing Director of a Multinational Company or a famous singer) (Budden, 1998). Thus, in a role play, participants assign roles which they act out within scenario (Crookall, 1990).

(Gebhard, 2000) believes that some teachers have students write their own dialogue, and students generally like this because they can consider their own interactive needs. When students act out their dialogue, they become skits, the idea being for students to practice and then give a performance in front of the class. Role play activities are similar to skits in that students are expected to act. However, unlike skits, in role play, students are not provided with lines but are given a situation and roles to play .

By doing so, Role play encourage students to be creative and help them develop and practice new language, behavioral skills in a relatively non-threatening setting, and also can create the motivational and involvement necessary for learning to occur.

2- Advantages of Role Plays

EFL learners need to be trained to communicate effectively in different social situations. The Role play is one technique to help students achieve their objectives of speaking English; it is dynamic and fun to be used in the classroom and it makes the teaching –learning process more enjoyable (Ladousse, 2004). Here are list of some reasons for using role plays in classroom**:**

1- Through role play activities, we can train our students in speaking skill in any situation and in a wide variety of experiences that can be brought in the classroom. Thus, students will acquire a variety of vocabulary (Ladousse, 2004) .

2- Role plays help students develop the phonic forms of language in order to maintain social relationships (ibid) .

3- Role plays are a useful means to realize their specific objectives such as people who are going to work or travel in an international context ; it enables them not just to acquire a set of phrases, but to learn how interaction might take place in a variety of situations (ibid) .

4- Role play helps many shy students by providing them with a mask, role plays can provide students with different personalities (ibid).

5- The most important reason for using Role play is that it is fun. because learners use their Imagination and let`s them feel enjoyment .Most language teachers, by experience, ensure that enjoyment leads to better learning (ibid).

6- Role play as a communicative technique can develop fluency in language students and promotes interaction and motivation in the classroom; it is not only for peer learning, but also for the teacher and student that sharing the responsibility of learning process (Ladousse, 2004) .

7- Role play extremely allow students learn and practice English in and out of classroom; students are not more passive, but active learners where they can create and produce their own world .

8- Role play is an active phase of learning and offers an opportunity for students to make personal use of language that has been presented to them formally. 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).

9- Role play allows students to explore their inner resources, empathize with others, and use their own experiences as scaffolds upon which credible action. As a result, students can improve their ability to produce the target language, acquire many of its nonverbal nuances, improve the ability to work cooperatively in group situations, and effectively deal with affective issues (Sàrosdy, 2006).

10-According to Richard (2003) Role play has high appeal for students because it allows them to be creative and to put themselves in another person's place for a while .

11- The aim of using role play in teaching speaking is to make students encourage thinking and creativity, let students develop and practice new language and behavioral skills in a relatively non-threatening setting, and can create the motivation and involvement necessary for learning to occur.(Pendidikan, 2011).

12-Role play lightens up the atmospheres and brings liveliness in the classes. Role play is indeed a useful teaching technique which should be experimented and applied by ESL/EFL teachers more often in the ESL/EFL classrooms (Malmah, 1991).

13-Role play helps students to look at the material they are learning in a new light. The instructor is persuading them to alter their mental maps of the world instead of just filling them in (Crook all, 1990).

14-According to Minda (2010), shows the world as a complex place with complicated problems that can only rarely be solved by a simple answer that the student has previously memorized.

15-The students learn that skills they learn separately (such as quantitative and communications skills) are often used together in order to accomplish many real world tasks (ibid).

16-Adding a sympathetic, generally human element to science is often encouraging to students with science and math anxiety. Lessons can use role-playing to emphasize the value of feelings and of creativity as well as of knowledge (Huang, 2008).

To sum up, Role plays considered as profitable source and valuable technique for English teachers to improve the students` speaking ability.

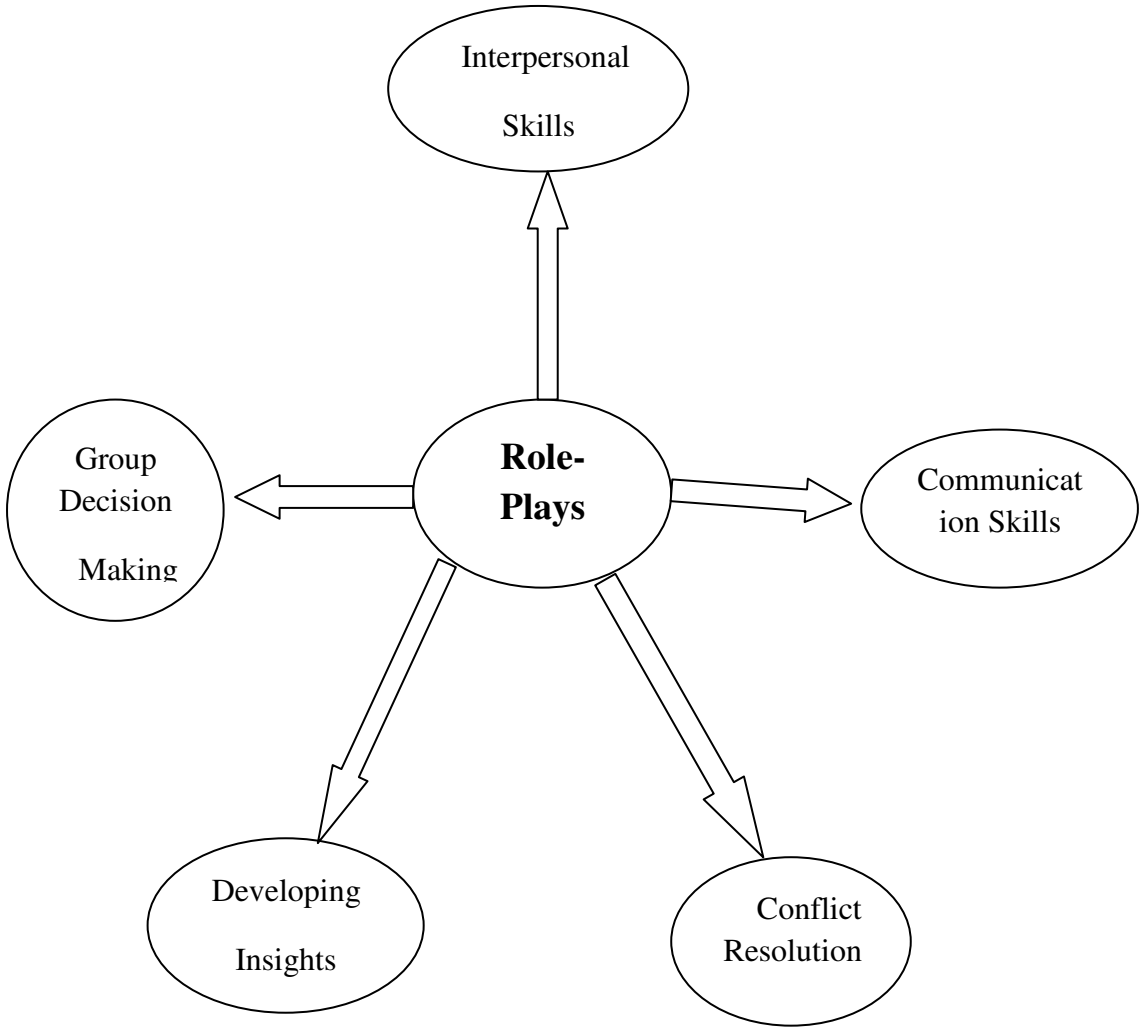

Figure1: Advantages of Role play (Ladousse, 2004)

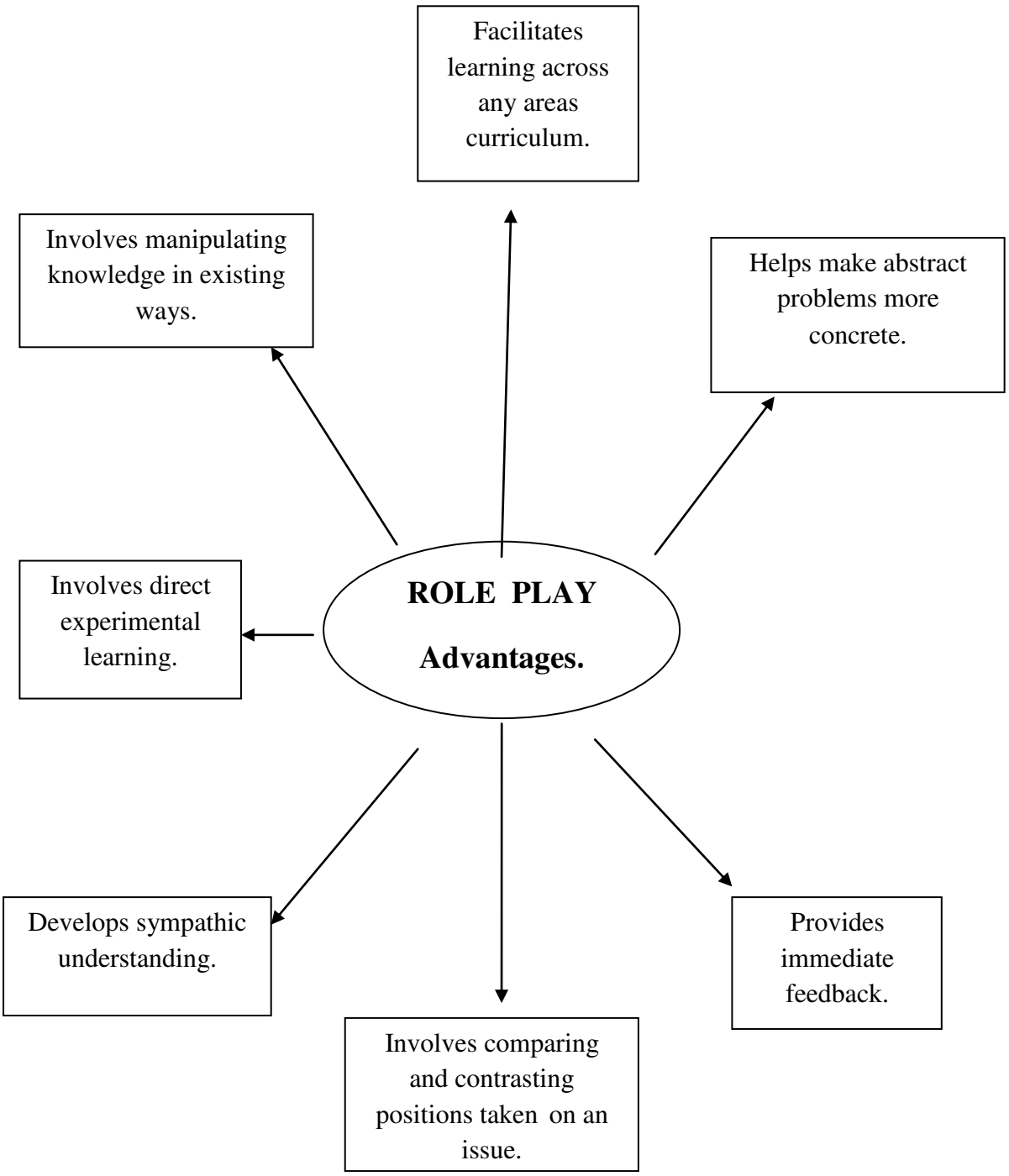

Figure2: Advantages of Role plays (Huang, 2008)

To sum up, Role play as a technique has many advantages that help learners develop their levels.

3- Teacher `s role in classroom

Teaching is usually regarded as something that teachers do in order to bring about changes in learners. A center component of methodology is how teachers view their role in this process. According to Harmer (2001) 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:

Teacher as controllers are in charge of the class and of the activities going on in group. This control in not the most effective role for the teacher to adopt . This role is useful during the accurate reproduction stage of the lesson and in frontal activities. At the practice stage and especially at the production stage of the lesson this control should be relaxed to some degree (Sàrosdy, 2006).

2-Organiser:

The most important roles that teachers have are organizing students to do various activities, it involves giving\ defining the work-forms in the classroom and organizing teaching material (ibid).

(Harmer, 2001) points out that Skillful classroom management involves the following areas:

1-Organising the environment: it means change the decoration of the classroom by decorating the walls with culture-related posters, maps ,flag etc .and arranging the desk and chairs in order to make students learn in different work-forms (in groups, pair-work etc) (Sàrosdy, 2006).

2-Organising activities: the teacher must equate in each course the desired \ given skills with the planned activities .So that, each skill develops in parallel in the activity (Sàrosdy, 2006).

3- organizing time: in an average lesson maximize five minutes must be devoted to warm up activity, which is followed by the so called 3ps (presentation, practice and production) with about ten fifteen minutes spent on each . The last period of lesson is not be spent on revision and giving feedback to students (Ibid).

4- organizing resources :it considered as an important area as the ones mentioned previously, and it includes materials such as the course book, the work book, handouts, cassettes etc. which must be kept in a well organized way, so that the teacher can use them smoothly without making a chaos (Sàrosdy, 2006).

5- Organizing yourself: is the last but perhaps most crucial element of organization as all the teachers are human being and not machines with a lot of private problems their students can not feel .Before entering the classroom teachers should leave their problems outdoors and focus just on the work(Sàrosdy, 2006).

3-Promoter:

In this role, the teacher needs to encourage students to participate in a role play activity or needs to make suggestions about how students may proceed in an activity .The teacher has to be performed with discretion because if he or she is too aggressive, he / she will take over the jobs from the students and he will make students lazy and passive instead of being creative and active (Sàrosdy, 2006).

4-Participant:

Teachers should not be afraid to participate in certain activities as a partner but he/she should not get involved in pair work or group work because it will prevent him/her from monitoring the students and performing other important roles (Sàrdosy , 2006).

5- The teacher is generally a facilitator, facilitating learning involves balancing the amount of exposure and use of language (ibid).

6- The role of the teacher is also the course guider, explaining to learners the overall objectives of the course and how the components of the task framework can achieve these .A summing up of what they have achieved during a lesson can help learners` motivation (Lightbown**,** 1993).

7- The role of the teacher is also language advisor : during the planning stage, the teacher`s main role is that of language advisor, helping students shape their meanings and express more exactly what they want to say (West, 1995).

8- The teacher should make the lessons interesting, so the students do not feel asleep in them.

9- A teacher must love his or her job, because if he she really like her/his job that will make the lessons more interesting (Tomilinson).

10- A teacher can be approachable; it is important you can talk to the teacher when you have problems and you do not get along with the subject (Ladusse, 1995).

11- Successful teacher is who can identify with the hopes, aspiration and difficulties of his/her students while teaching them (Malamah, 1991).

12- A teacher should try and draw out the quiet ones and control the more talkative ones (Ladusse, 1995).

13- A teacher should be able to correct and help students without offending and shouts them (Harmer, 1998)

14- ``The teacher –centered presentation phase of the lesson is very short and not at all the same as it would be for a controlled practice drill``(ibid).

3-1- The role of the teacher in Role play activities

(Laddouse, 1995) proposed some points that teachers should take into account while preparing role plays. If role plays are not probably organized, the teacher will face difficulties to manage his class:

1- Begins with pair work rather than group work. There are practical and psychological reasons for this. The former may refer to that, it is more easier for a learner to talk to one learner on either side of him, or front, or behind without disturbing the whole class. In other hand, the latter refer to when learners are in direct one to one communication with no one looking on them (Hedge, 2000).

2- Keeps the activity short until students get used to it (Hedge, 2000).

3- The teacher should be sure that role play is applied with all students; the teacher is expected to choose a type of role play that fit the different level of the student (Rodriguez, 1983).

4- The role of the teacher is to make sure that students have understood the topic what on the role card before you start (Henley, 2009).

5- The Role of the teacher is to motivate learners and do not worry about the one or two pairs or groups which are not participating in the activity (Gow, 1993).

6- The role of the teacher is to use role play that is not too difficult or too emotionally until the students become familiar with this activity, and to be tolerant of a minor intrusion of the native language if it is helping the role play along (Sàrosdy, 2006).

7- It is essential for you as a teacher to see the validity of the activities that you are proposing and for you to be able to demonstrate this validity to your students, so that makes sense to them (Sàrosdy, 2006).

8- To be forgiving about errors of form ,how to interrupt and help out only if there is a major communication breakdown (Saetan, 1991).

9- To notice which student seem to do more talking and controlling, and if anyone seems to be left out (next time you might change these groupings ,or give specific roles within groups to even out the interaction (Susanti, 2007).

10- The role of a teacher is chairperson: during the report stage , the teacher`s role is to introduce the presentation to set a purpose for listening , to nominate who speaks next and to sum up at the end (Saetan, 1991).

11- The role of teacher as a spectator: the teacher watches the Role Play and offers commands and pieces of advice at the end of this activity (Hedge, 2000).

12- One condition of role plays is that it should not deeply disturbing psychological experience. Using emotional role plays will cause a great deal of distress. Teachers should choose subjects that are saved –though not boring or trivial and placing the emphasis on play rather than `role` will reduce the anxiety of students (Sàrosdy, 2006).

13- The role of the teacher is to be as unobtrusive as possible (Livingstone, 1983). He or she is listening for students' errors making notes. Mistakes noted during the role play will provide the teacher with feedback for further practice and revision. It is recommended that the instructor avoids intervening in a role play with error corrections not to discourage the students.

4- Types and procedures of Role play

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 (Byrne, 1983). In details, those types of role play activities described as follows:

4 -1- Scripted Role play

According to Byrne (1986), this type involves interpreting either the textbook dialogue or reading text in the form of speech. The importance function of the text after all in to convey the meaning of language items in a memorable way. In order to clarify more this type, (Doff, 1998) 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.

(Doff , 1998) provides the following procedures to demonstrate a role activity based on the dialogue:

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

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

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

4-Finally: call out a few other pairs of students in turn, and ask them to have other convert based on the prompts.

4-2- Unscripted Role play

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

(Doff, 1988) provides an example of this type in his book :

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

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

In order to bring out this ideas the teacher could prepare the whole class by :

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

b- Writing prompt on the board to guide the Role-play and any key vocabulary.

The teacher could divide the class into pairs and let them discuss together what they may say. The teacher should let them all try out the role- play privately, before calling on one or two pairs to act out in front of the class.

(Huang , 2008) applies six major steps in the procedure for the role play activities in her classes. Those are:

1) Deciding on the Teaching Materials.

2) Selecting Situations and Create Dialogs.

3) Teaching the Dialogs for Role Plays.

4) Having Students Practice the Role Plays.

5) Having Students Modify the Situations and Dialogs.

6) Evaluating and Checking Students' Comprehension.

5-Guidance for teachers in making a Role Play

There have already been some attempts to introduce a guide to making up a role play (Shaw et al 1980). Scholars suggest different steps and various successions in applying role play in teaching. Based on the empirical evidence, we suggest our step-by-step guide to making a successful role play.

Step 1 - A Situation for a Role Play

(Sheils, 1988) proposed 11 steps in implementing role-playing technique. Those are:

1- introducing the topic.

2-stimulating student interest

3-presenting new vocabulary.

4- reading a story that clearly identifies a problem.

5- stopping the story at the climax.

6- discussing the dilemma.

7- selecting students to play the roles.

8- preparing the audience to listen and later to offer advice.

9- acting out the rest of the story.

10- discussing alternative ways of dealing with the problem.

11-replaying the plays using new strategies if necessary.

To begin with, choose a situation for a role play, keeping in mind students' needs and interests (Livingstone, 1983). Teachers should select role plays that will give the students an opportunity to practice what they have learned. At the same time, we need a role play that interests the students.

One way to make sure your role play is interesting is to let the students choose the situation themselves. They might either suggest themes that intrigue them or select a topic from a list of given situations. To find a situation for a role play, write down situations you encounter in your own life, or read a book or watch a movie, because their scenes can

provide many different role play situations. You might make up an effective role play based on cultural differences.

Step 2 - Role Play Design

After choosing a context for a role play, the next step is to come up with ideas on how this situation may develop. Students' level of language proficiency should be taken into consideration (Livingstone, 1983). If you feel that your role play requires more profound linguistic competence than the students possess, it would probably be better to simplify it or to leave it until appropriate.

On low intermediate and more advanced levels, role plays with problems or conflicts in them work very well because they motivate the characters to talk (Corsini et al. 1980). To build in these problems let the standard script go wrong. This will generate tension and make the role play more interesting. For example, in a role play situation at the market the participants have conflicting role information. One or two students have their lists of things to buy while another two or three students are salespeople who don't have anything the first group needs, but can offer slightly or absolutely different things.(McGinley, 1990).

Step 3 - Linguistic Preparation

Once you have selected a suitable role play, predict the language needed for it. At the beginning level, the language needed is almost completely predictable. The higher the level of students the more difficult it is to prefigure accurately what language students will need, but some prediction is possible anyway (Livingstone, 1983). It is recommended to introduce any new vocabulary before the role play (Sciartilli, 1983).

At the beginning level, you might want to elicit the development of the role play scenario from your students and then enrich it. For example, the situation of the role play is returning an item of clothing back to the store. The teacher asks questions, such as, " In this situation what will you say to the salesperson ? ", "What will the salesperson say ?" and writes what the students dictate on the right side of the board. When this is done, on the left side of the board the instructor writes down useful expressions, asking the students, `` Can the customer say it in another way ? ``, `` What else can the salesperson say ?`` This way of introducing new vocabulary makes the students more confident acting out a role play. (Rodriguez,1983).

Step 4 - Factual Preparation

This step implies providing the students with concrete information and clear role descriptions so that they could play their roles with confidence. For example, in the situation at a railway station, the person giving the information should have relevant information: the times and destination of the trains, prices of tickets, etc. In a more advanced class and in a more elaborate situation include on a cue card a fictitious name, status, age, personality, and fictitious interests and desires.

Describe each role in a manner that will let the students identify with the characters. Use the second person ``you`` rather than the third person "he" or ``she``. If your role presents a problem, just state the problem without giving any solutions.

At the beginning level cue cards might contain detailed instructions (Byrne, 1986). For example:

Cue Card A:

YOU ARE A TAXI-DRIVER

1. Greet the passenger and ask him where he wants to go.

2. Say the price. Make some comments on the weather. Ask the passenger if he likes this weather.
3. Answer the passenger's question. Boast that your son has won the school swimming competition. Ask if the passenger likes swimming.

Cue Card B:

YOU ARE A PASSENGER IN A TAXI

1. Greet the taxi driver and say where you want to go. Ask what the price will be.
2. Answer the taxi-driver's question and ask what kind of weather he likes.
3. Say that you like swimming a lot and that you learned to swim 10 years ago when you went to Spain with your family.

Step 5 - Assigning the Roles

Some instructors ask for volunteers to act out a role play in front of the class (Rodriguez, 1983), though it might be a good idea to plan in advance what roles to assign to each students. At the beginning level the teacher can take one of the roles and act it out as a model. Sometimes, the students have role play exercises for the home task. They learn useful words and expressions, think about what they can say and then act out the role play in the next class.

There can be one or several role play groups. If the whole class represents one role play group, it is necessary to keep some minor roles which can be taken away if there are less people in class than expected (Horner and McGinley, 1990). If the teacher runs out of roles, he/she can assign one role to two students, in which one speaks secret thoughts of the other (Mouton, 1980). With several role play groups, when deciding on their composition, both the abilities and the personalities of the students should be taken into consideration. For example, a group consisting only of the shyest students will not be a success. Very often, optimum interaction can be reached by letting the students work in one group with their friends (Horner and McGinley, 1990).

Whether taking any part in the role play or not, the role of the teacher is to be as unobtrusive as possible (Livingstone , 1983). He or she is listening for students' errors making notes. Mistakes noted during the role play will provide the teacher with feedback for further practice and revision. It is recommended that the instructor avoids intervening in a role play with error corrections not to discourage the students.

Step 6 - Follow-up

Once the role play is finished, spend some time on debriefing. This does not mean pointing out and correcting mistakes. After the role play, the students are satisfied with themselves, they feel that they have used their knowledge of the language for something concrete and useful. This feeling of satisfaction will disappear if every mistake is analyzed. It might also make the students less confident and less willing to do the other role plays (Livingstone, 1983).

Follow-up means asking every student's opinion about the role play and welcoming their comments (& McGinley et al, 1990). The aim is to discuss what has happened in the

role play and what they have learned. In addition to group discussion, an evaluation questionnaire can be used.

6- Examples of Role play

Example 1:

This is a role play. It can be used to enable students to practice using health and sickness vocabulary. There are three roles. Hugo, Diego and the Doctor.

Going to the doctor:

Hugo: I feel bed. My throat hurts.

Diego: May be you have a sore throat.

Hugo: I have a headache as well.

Diego: I can turn down the TV if you like.

Hugo: Thank you, Diego. You are a good brother.

Diego: Do you want an aspirin for your headache?

Hugo: Yes ,please .My back hurts too.

Diego: May be you should go to the doctors.

Doctor`s office:

Doctor: Come in.

Hugo: Hello. I`m Hugo.

Doctor: Hello. How do you feel?

Hugo: I feel terrible. My head, throat and back hurt.

Doctor: Are you tired and exhausted?

Hugo: A little .Sorry. I have to sneeze. Ahhchoo!

Doctor: I have to ask you some questions .Do you feel sick?

Hugo: I feel very sick! Please help me!

Doctor: Calm down. Don`t worry. Everything is going to be okay. Do you have an earache?

Hugo: No, I have a headache ,a backache and a sore throat .I feel dizzy.

Doctor: Are you Allergic to anything?

Hugo: I don`t think so.

Doctor: When was the last time you were sick?

Hugo: I never get sick, I never catch colds. I am healthy. I do sports everyday and I still get sick. AAchhoo!

Doctor: Would you like a tissue?

Hugo: yes, please.

Doctor: Here you go.

Hugo: Thank you, Doctor.

Doctor: No problem. I think you have a cold, Hugo. My advice for you is to go home and try to get some rest.

Hugo: My head is spinning !

Doctor: I`m going to give you a prescription for some headache tablets. Also, I`m going to give you a prescription for some cough syrup. It will help you with your sore throat.

Hugo: Thank you, Doctor.

Doctor: In a few days, you will start to feel better. Do you know where the pharmacy is?

Hugo: I think there is a pharmacy near my house but I feel too sick to go there.

Doctor: There is a pharmacy on this street . As you leave this building, walk 50 meters and it is on your left. Did you come here with anyone?

Hugo: My big brother brought me here. He told me I had to come here.

Doctor: your brother cares about you. I think he should take you home now. I hope you get well soon.

Hugo: Thank you very much, Doctor. Have a good day.bye(http. / /doctor .14019-role play-going.to-the doctor.htm /).

Example 2:

This work sheet is intended to provide students with controlled practice of functional language connected with shopping. It should be distributed after the teacher has introduced students to a handful of basic functional structures that can be used when doing the shopping. Students complete the gaps with expressions from the box. They can do it individually or in pairs.

When they have finished, the teacher can ask them to check their answers in pairs. Afterwards, the teacher provides students with the feedback. Later on, students can assume the roles of the client and the shop assistant and use the worksheet to act out the dialogue.

<u>At a shop:</u>

Complete the dialogue below with proper expressions from the box:

Here you are.
Thank you.
Good bye.
Can I have a bread ,please?
Hello.
How much is it?
Yes, of course.
It`s two dollars.
Good bye.

A: Hello .

B:……

A:……...

B:……...

A:……...

B:……

A:…….

B:……

B:……

A:……

(Ladusse, 2004)

Conclusion

In this chapter we have seen the nature of Role play noticing that it is an effective technique. Also, we dealt with its advantages as it makes learning more simple. Moreover; Role play in this chapter is typed to scripted and unscripted ones. besides teachers `role in classroom, guidance and examples of role play.

The most important finding in this chapter is that Role play techniques is an effective in developing students` speaking skill.

CHAPTER THREE

THE TEACHERS` QUESTIONNAIRE

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Introduction

The present chapter is devoted to the analysis of the teachers questionnaire. The collected data and the results will enable us gather views and opinions about the teaching/learning of speaking with its strengths and weaknesses, thus depart from a real situation/context to suggest the appropriate strategies and solutions to the prevailing problems the students face when dealing with speaking.

The participation of teachers is of a prominent importance because they are aware about students abilities and the speaking skill difficulties.

The main objective behind devising such as questionnaire is to draw some conclusions and verify the following hypotheses:

1-Speaking is a difficult, challenging and troublesome skill.

2-Applying role play is effective.

3-1- Description of the teachers` questionnaire

The teachers questionnaire consists of twenty seven (27) open-ended and multiple-choice questions. It was given to three teachers of 'English`` at high school-Karkoubia Khalifa- in Eloued, who were very cooperative in that they handed back the answered copies in less than a week.

The questionnaire includes three (3) sections. They are divided as follows:

Section one, from question 1to question 5. Includes general questions about teachers` experiences in teaching.

Section two: from question 6 to question 16,is about the language skills, the difficulties of the four skills, the strategies to deal with those difficulties.

Section three: from question 17 to question 27,deals with Role plays as a technique to teach speaking.

Section four: consists of one question about teachers' suggestions concerning the subject under investigation.

3-2- Analysis of the questionnaire

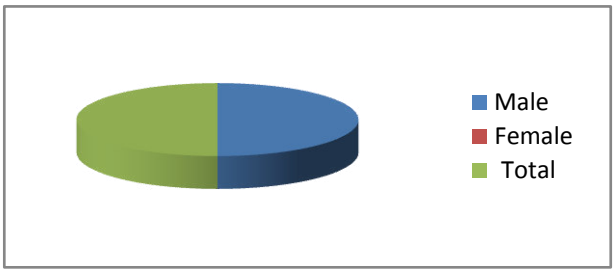
Section one: Background information

Question one:

Gender:

Gender	Number of pupils	Percentage
Male	03	100%
Female	00	00%
Total	03	100%

Table1: teachers` gender



Graph 1:teachers` gender

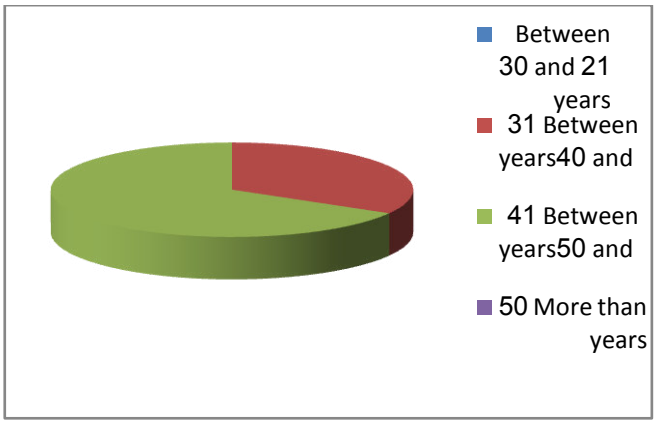
The results show that all the teachers are male. the sample is characterized to be a single sex one.

Question two:

Age:

Option	Number	Percentage
Between 21and 30 years	00	00%
Between31 and 40 years	01	33.33%
Between41 and 50 years	02	66.67%
More than50 years	00	00%
Total	03	100%

Table2:Teachers` age



Graph 2 :Teachers` age

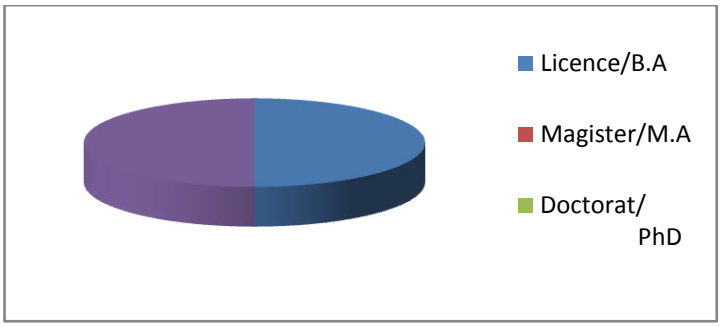
The results in table 2 above show that (66,67%) of the two questioned teachers are between 41 and 50 years old, whereas only one teacher, i.e. (33.33%) are between 31 and 40 years old. This means that our sample includes both young and old teachers then different experiences, viewpoints and opinions. It is positive for the current study.

Question three:

What is your degree or qualifications?

Option	Number	Percentage%
Licence / B.A	03	100%
Magister / M.A	00	00%
Doctorat / PhD	00	00%
Total	03	100%

Table 3 :Teachers` degree / qualifications



Graph 3 :Teachers` degree /qualifications

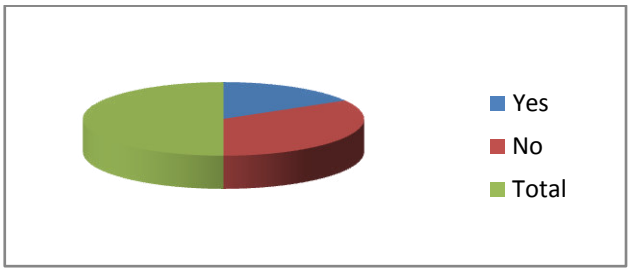
The results of table (3) show that all the teachers (100 %) have Licence degree. They implicated that our sample is with a unified qualification.

Question four:

If you have a ``Licence``(B.A), are you completing post-graduation studies ?

The answer	Number	Percentage
Yes	01	33.33%
No	02	66.67
Total	03	100%

Table 4:Teachers` post-graduation studies



Graph 4:Teachers` post-graduation studies

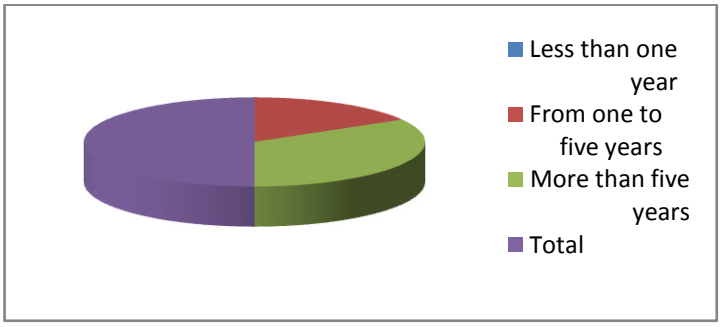
Two teachers who answered 'No`` to the previous question said that they are not completing post-graduation studies whereas, just one teacher who answered by yes preparing Magister degree. That positive as it reflects variety within our population.

Question five:

How long have you been teaching English at the Lycéé?

The answer	Number	%
Less than one year	00	00%
From one to five years	01	33.33%
More than five years	02	66.67
Total	03	100%

Table5:Years of teaching English at the Lycéé



Graph 5:Years of teaching English at the Lycéé

From table 5,we noted that two teachers (66.67%) have been teaching English for more than five years, whereas only one teacher i.e. (33.33 %) have been teaching English from 1 to 5 years. This implies that the acquired experience is to some extent reliable to rely on as far as the analysis of the designed questionnaire is concerned.

Section two: Language skills.

Question six:

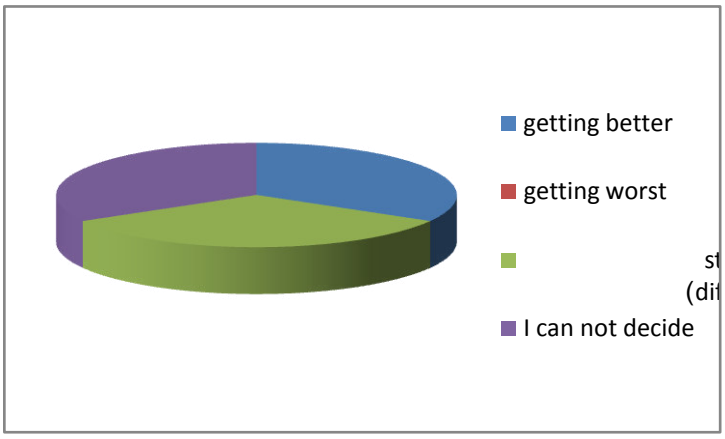
After all those years you have been teaching at high school, how do you consider the level of students year after year ?

a- getting better. b- getting worst.

c- stable(no difference) d- I can not decide.

Aspects	Number	Percentage
getting better	1	33.33%
getting worst	00	00%
stable(no difference)	1	33.33%
I can not decide	1	33.33%
Total	3	100%

Table 6 :Student`s level



Graph 6 : Student`s level

As it is revealed in table 6 above that teachers have different answers ,one of them consider the level of students as getting better, the other one considered it stable (no difference).And the third one said ``I cannot decide``. still no agreement on that brilliant level wished to be attained at high school English class.

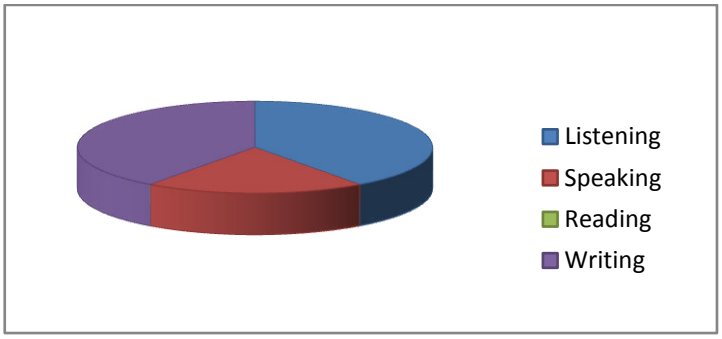
Question seven:

According to you, which of the four skills is given much more importance in the English session ?

1- listening 2- speaking 3- reading 4- writing

Aspects	Number	Percentage
Listening	2	66.66%
Speaking	1	33.33%
Reading	00	00%
Writing	2	66.66%

Table 7 :Giving the priority to four skills



Graph 7 :Giving the priority to four skills

The results of the questionnaire showed that one teacher gave the priority and importance to the two skills listening (33.33%) and speaking (33.33%). Another teacher gave it to listening (33.33%) and writing (33.33%) and other teacher gave more importance to writing(33.33%) . the responses vary to reflect that strong believe that language skills are related to each other and never to disassociate them.

N.B: Teachers have more than one answer.

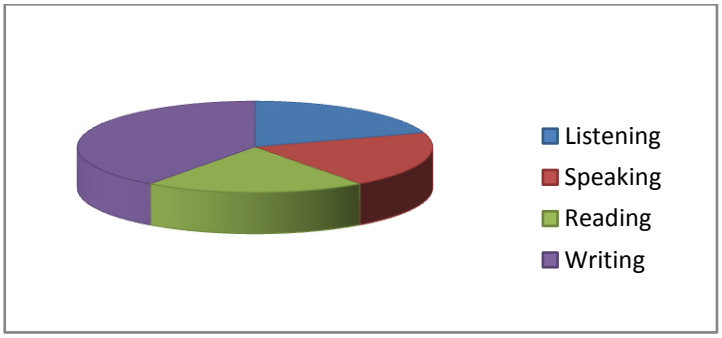
Question eight:

As a teacher at high school, which of the four skills is difficult to be taught ?

1- listening 2- speaking 3- reading 4- writing.

Aspects	Number	Percentage
Listening	1	33.33%
Speaking	1	33.33%
Reading	1	33.33%
Writing	2	66.66%

Table 8: which of the four skills is difficult to be taught



Graph 8: which of the four skills is difficult to be taught

The results of the question show that teachers at high school have different points of view. One of the teacher said that the skills which are difficult to taught are listening (33.33%) and writing (33.33%). Another one said speaking (33.33%) and writing (33.33%). The other stated that the skill which is difficult to be taught is writing (33.33%). All respondents agree on the difficulty of the productive skills among which the speaking one is considered.

Question nine:

Can you cite some difficulties you think they prevent students abilities development?

The findings obtained from this question show that the teachers cited some difficulties that prevent students abilities development. For example, in listening skill they find:

1- Difficulty in recognizing sounds.

2- Quick pace of speech(sometimes).

3- Ignorance of connected speech rules.

4- Students have not the habit to listen. Some of them are not interested.

5- Large classes.

In speaking skill:

1- Shyness and lack of self-confidence.

2- Lack of exposure to foreign languages.

3- No practice outside classroom setting.

4- Students do not use English as a language to communicate between each other ,French is used.

5- Lack of authenticity

In reading skill:

1- Pronunciation difficulties

2- Texts exceed pupils thinking level.

3- Problems of comprehension.

4- They read but slowly.

5- The unfamiliarity with new vocabulary items

6- Students to confuse between French and English in spelling and pronunciation.

In writing skill:

1- Lack of training.

2- Poor vocabulary.

3- Bad mastery of language points.

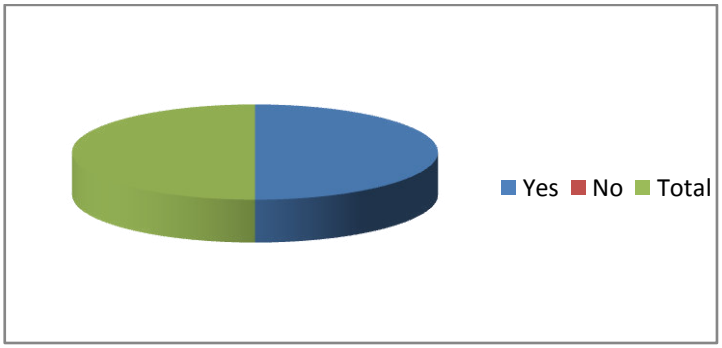
4- Students make a lot of mistakes.

Question ten:

Do you have any personal strategy to deal with those difficulties ?

The answer	Number	Percentage
Yes	03	100%
No	00	00%
Total	03	100%

Table 9:Teachers` strategies to deal with those difficulties



Graph 9:Teachers` strategies to deal with those difficulties

All of the teachers (100 %) have personal strategies to deal with those difficulties. This findings revealed that the teachers are aware of the problems that prevent students abilities development and they try to find remedies for their learners.

If ``yes`` what are these strategies?

The following explanations/arguments were given by respondents:

- Dealing with dialogues to give the opportunity to the students to communicate in English and encourage them.
- Boost motivation and reduce negative psychological factors (fear, etc) .
- Much drilling in classroom and more WH assignments.
- Carrying out much action research to improve our teaching.

• Teachers should focus on listening and writing because they are important. They try to facilitate these strategies to students.

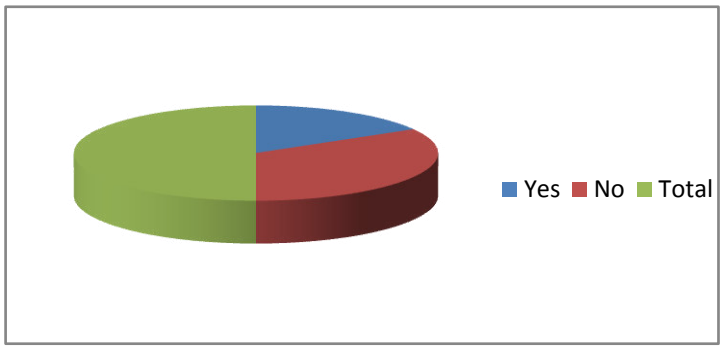
Our participants vary the techniques to satisfy the learners needs and overcome their difficulties. a neglection to the suggested technique was noticed

Question eleven:

Are you satisfied with your students level in speaking ?

The answer	Number	Percentage
Yes	01	33.33%
No	02	66.67
Total	03	100%

***Table 10 :Teachers` satisfaction with student level in* speaking**



***Graph 10:Teachers` satisfaction with student level in* speaking**

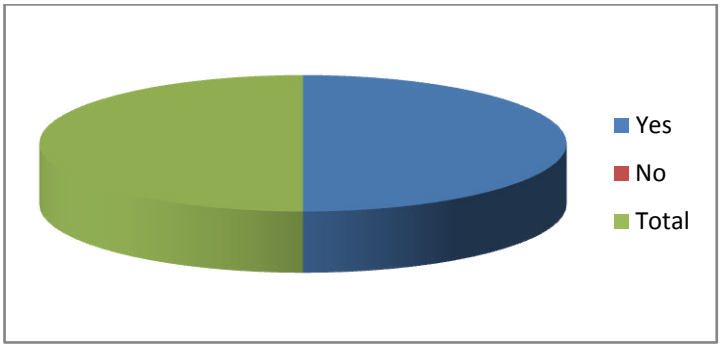
Two teachers (66.67%) said that they were not satisfied with their students` level of speaking. This means that the speaking skill is really a troublesome skill in that the students do not perform acceptable speaking task like Role plays tasks.

Question twelve:

Do your students have problems in speaking(or while speaking) ?

The answer	Number	Percentage
Yes	03	100%
No	00	00%
Total	3	100%

Table 11:Student`s problems in speaking



Graph 11:Student`s problems in speaking

All of the teachers (100 %) claim that students have problems in speaking, or while speaking. This implies that teachers are aware of the students` problems in speaking.

If yes, what are the most remarkable problems your students suffer from when speaking

In their justification of their answers, one teacher focused on the fact that students find difficulties in speaking because they don`t find words i.e; they have poor vocabulary .The arguments given by two teachers, can be sum up in what follows:

1- The use of French words while speaking.
2- Thinking in the mother tongue (negative language transfer) .
3- Fear of being corrected (by teacher) are laughed at by pupils.
4- Low grammar awareness, mispronunciations.
5- Discussion topics may not suit their interests(cultural background).

6- Being very shy while speaking.

Question thirteen:

what do you think the reasons are ?

Teachers have different points of view, one of them think the reasons are:

- ❖ Lack of interest in learning foreign languages (motivation).
- ❖ Negative attitudes (society, parents) towards foreign languages.
- ❖ Official syllabus does not consider the negative/met cognitive level of learners as well as, their interests and needs.
- ❖ Poor teacher training ,especially, as far as a CBA is concerned. The other teacher think that students are not accustomed to speak, they don`t want to speak because they are afraid of being mocked by their colleagues. Another teacher thinks the reason is; the English language is not taught in primary schools.

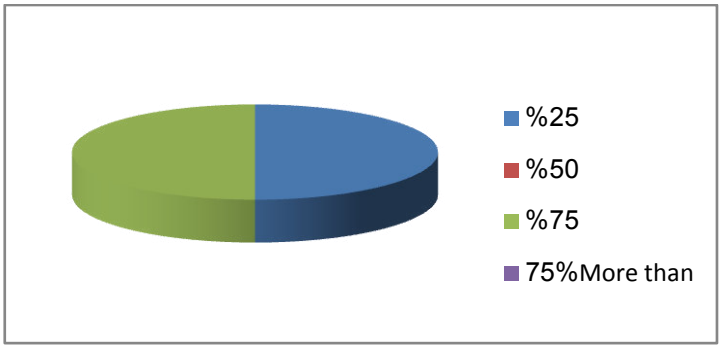
Question fourteen:

To what extent you think you have succeeded in treating those problems?

a- 25 % b- 50 % c- 75% d- more than

The answer	Number	Percentage
25%	03	100%
50%	00	00%
75%	03	100%
More than 75%	00	00%
Total	03	100%

Table 12: success in treating those problems



Graph 12 :success in treating those problems

The results in table 12 show that the two teachers (67 %) think that they have succeeded in treating those problems to 25 % and only one teacher who think that he succeeded in treating those problems to 50 %. Still what was done and reached isn't enough to fully develop a good speaking class.

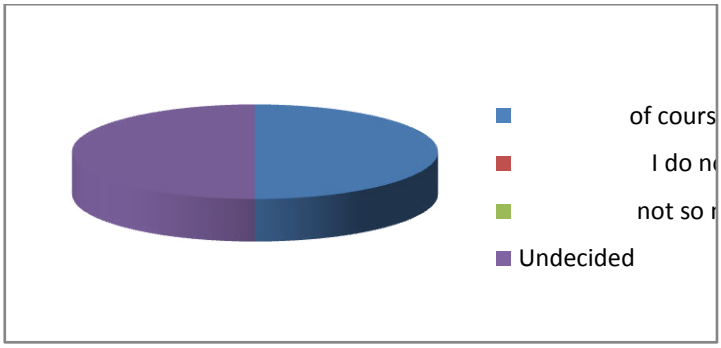
Question fifteen:

Do you think that the teacher motivation affects that of his students ?

a - of course b - I do not think s c - not so much d- undecided

The answer	Number	Percentage
of course	03	100%
I do not think so	00	00%
not so much	00	00%
Undecided	03	100%
Total	03	100%

Table 13:Teaschers` motivation



Graph 13:Teaschers` motivation

The results of table 13 showed that all the teachers (100 %) believe the teacher motivation affects that of his students. This implies that the responsibility of the teacher is to ensure as far as possible that students get motivated and providing them with the necessary tools to use their abilities to produce appropriate and accurate speaking.

Question sixteen:

What are the topics and activities you generally cover to improve your students speaking abilities ?

All the teachers agree that most of the topics that treat their daily life such as:

- Unemployment.

- Youth problems.
- Juvenile delinquency.
- Drugs.
- Acting out dialogues in pairs.
- Simulation.
- Completing conversation exchanges (A or B).
- Chain games.
- Role-plays.

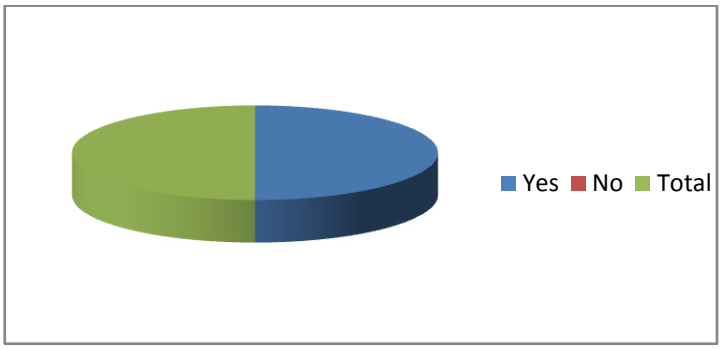
Section three : Role plays as a technique to teach speaking

Question seventeen:

Do you think that role play is an effective technique to be adopted in EFL classes ?

The answer	Number	Percentage
Yes	03	100%
No	00	00%
Total	03	100%

Table 14: The effectiveness of role plays technique



***Graph* 14 :The effectiveness of role plays technique**

All the teachers (100 %) think that role play is an effective technique to be adopted in EFL classes. This implies that role play activities are helpful for students to develop their speaking level.

Question eighteen :

Role play is said to be a good way of improving students` speaking abilities . do you agree with that

The answer	Number	Percentage
Yes	03	100%
No	00	00%
Total	03	100%

Table 15: Students` improvement level through role play

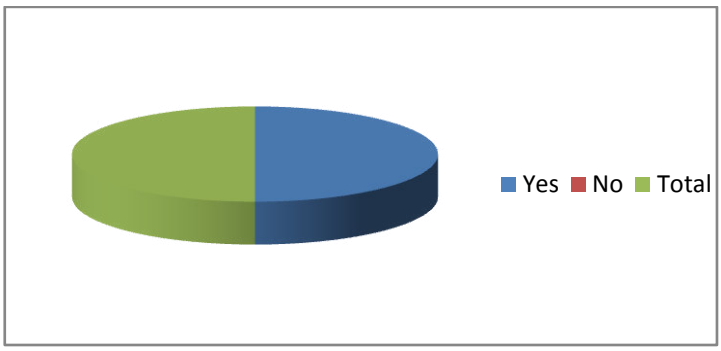


Figure 15: Students` improvement level through role play

All the teachers (100 %) agree that role play is a good way of improving students' speaking abilities. This implies that using role plays in teaching speaking is quite effective and develops students to speak or interact with each others in the classroom.

Why

The teachers gave the following justification:

1- Because it enables pupils to live in the scene, enjoy it and experience someone else`s character. This enriches their thought and vocabulary .

2- It makes students' practice by speaking with colleges

3- Because it`s a means of communication and the students are obliged to create situations and use the appropriate language.

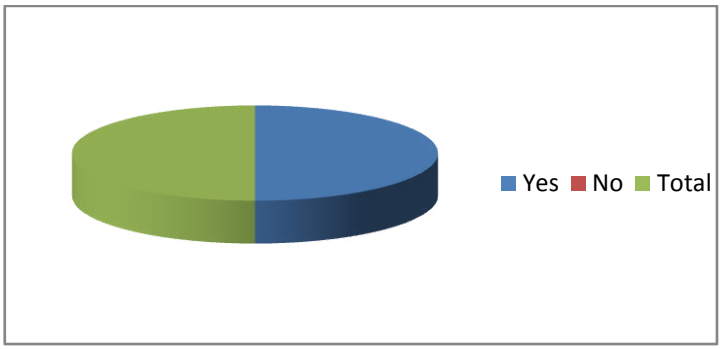
4- Chance for collaboration and be in charge of their learning.

Question nineteen :

Have you experienced role play as a technique in your classes ?

The answer	Number	Percentage
Yes	03	100%
No	00	00%
Total	03	100%

Table 16: Experiencing role play in class



Graph 16:Experiencing role plays in class

Table (16) showed that 100 % of our respondents claim that they experienced role play as a technique in their classes. Such an objective can be easily attained if pupils consider their teachers` comments and incorporate them.

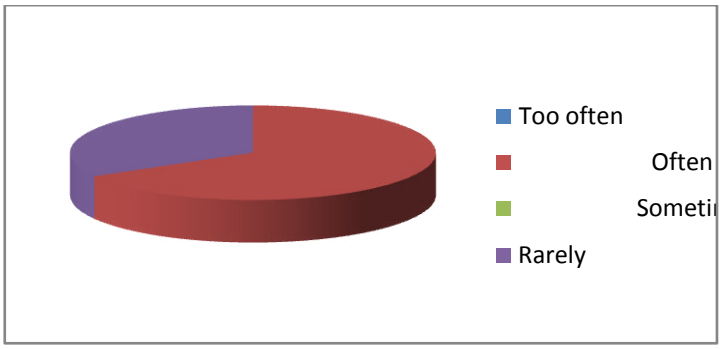
Question twenty:

If yes how often do you use it ?

a -Too often b - often c - sometimes d - rarely.

The answer	Number	Percentage
Too often	00	00 %
Often	02	67 %
Sometimes	00	00 %
Rarely	01	33 %
Total	03	100 %

Table 17 : Frequency of using role plays by teachers



Graph 17 : Frequency of using role plays by teachers

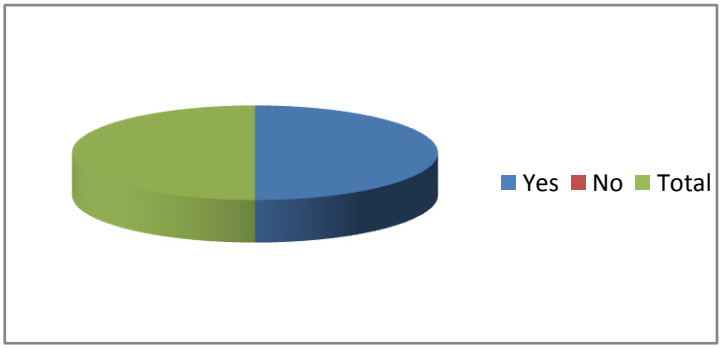
As it is revealed in table 17 above, two teachers (67 %) see that they use role play often. This, according to us, is due that our teachers are interested to develop student`s speaking level whereas, one teacher (33 %) who said that he used it rarely.

Question twenty one:

Does your text book include role plays to develop your students speaking?

The answer	**Number**	**Percentage**
Yes	03	100%
No	00	00 %
Total	03	100 %

Table 18 : Including role plays in teachers` text book



Graph 18 : Including role plays in teachers` text book

All the teachers said that text book included role plays to develop their students speaking. This indicated that our text books have an insight about the learners needs to practice those techniques for a better speaking achievement.

Question twenty two:

What type of topics you prefer to be tackled through the Role Pays ?

The teachers see that the types of topics they prefer to be tackled through role plays are:

1- The ones of daily life problems (divorce, drugs, misunderstanding between fathers and sons-justice…).

2- Greeting.

3- Introducing themselves.

4- Discipline inside school.

5- Mutual respect.

6- Factors that boast success/cause failure.

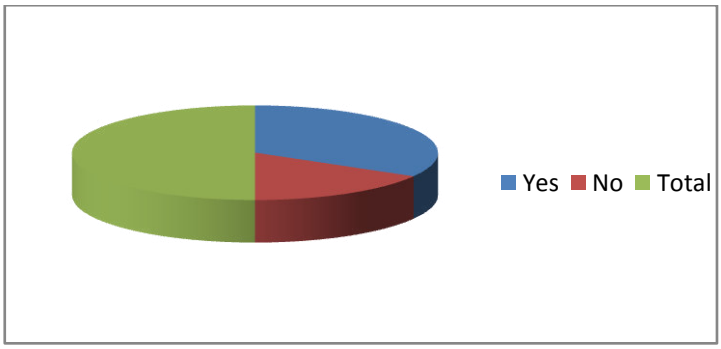
7- Future prospects.

8- Love (each other, parents, country, etc).

Question twenty three:

Table 19: **Do you prefer your students to choose what to speak about (topic) ?**

The answer	Number	Percentage
Yes	02	67 %
No	01	33 %
Total	03	100 %



Graph 19: Do you prefer your students to choose what to speak about(topic)?

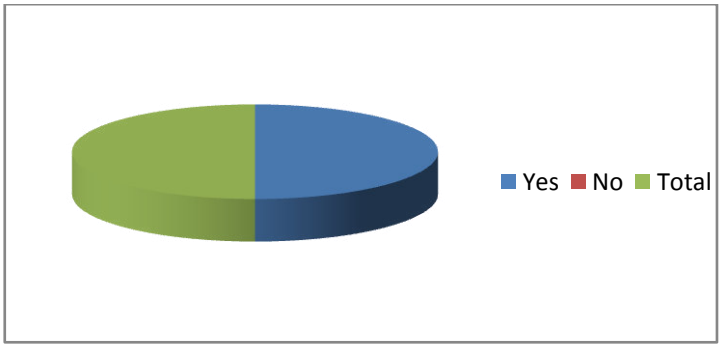
While performing role play, teachers have different points of view about what they prefer their students to choose to speak about. 2 of the questioned teachers (67 %) prefer students to choose their topics. This means that teachers wanted to make the role plays more active, alive, and autonomous. Students are willing to participate without any forces from the teacher. Only one teacher (33 %) answered by ``No``.

Question twenty four:

Do you assign roles to your students to be performed on the stage ?

The answer	Number	Percentage
Yes	03	100 %
No	00	00 %
Total	03	100 %

Table 20: Teacher's assigning roles to the students



Graph 20 : Teacher's assigning roles to the students

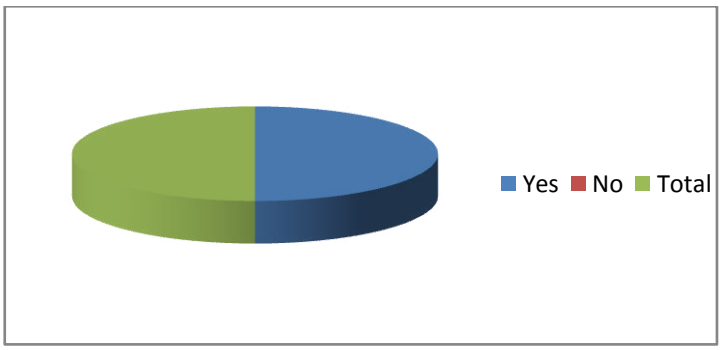
The results of table 20 show that all the teachers assign roles to their students to be performed on the stage. This implies that the teacher had a great role in facilitating the learning process and to engage everybody in the performance.

Question twenty five:

Do you encourage your students to play roles of their own imagination ?

The answer	Number	Percentage
Yes	03	100 %
No	00	00 %
Total	03	100 %

Table 21:Teachers` encouragement about using imagination in role plays



***Graph* 21 :Teachers` encouragement about using imagination in role plays**

The results of table 21 showed that all the teachers (100 %) encourage their students to play roles of their own imagination. As Badden (1986), puts it ``Role play is a speaking activity when you either put yourself in somebody else`s shoes, or when you stay in your own shoes but put yourself into an imaginary situation. This implies that teachers encourage students to be anyone and in any situation they wish.

Question twenty six:

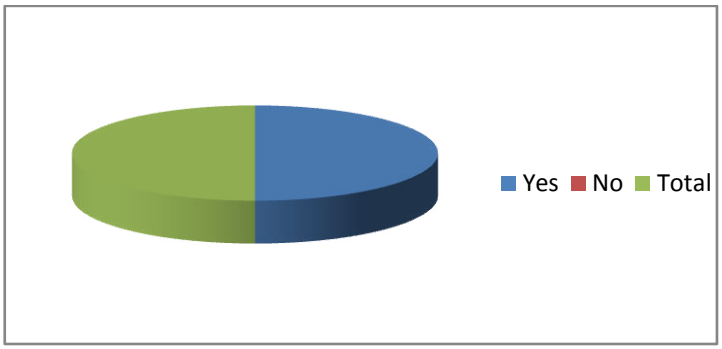
Which is better for students to play a:

a- Well prepared role.

b- Spontaneous role.

The answer	Number	Percentage
Well prepared role	02	67 %
Spontaneous role	01	33 %
Total	03	100 %

Table 22: **teachers ' attitudes towards the preferred types of plays for students.**



Graph 22 : **Teachers ' attitudes towards the preferred types of plays for students.**

Two teachers (67 %) see that it is better for students to play a well prepared role because they have knowledge about it so this type will reduce their anxiety. Whereas, only one teacher (33 %) who sees that it is better for pupils to play spontaneous roles to be creative.

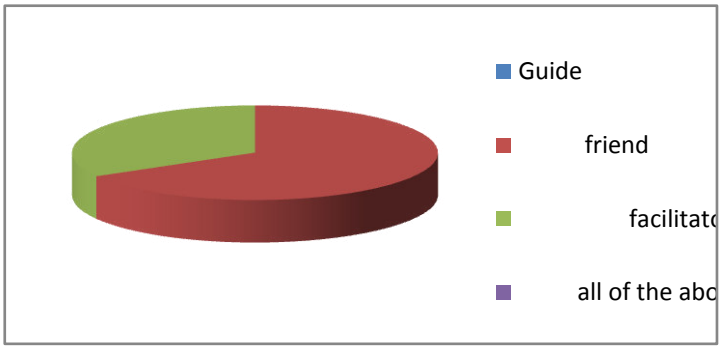
Question twenty seven:

how do you act within this technique to ensure its positives on students speaking

1- Guide 2- friend 3- facilitator 5- all of the above 6- none

The answer	Number	Percentage
Guide	00	00 %
Friend	02	67 %
Facilitator	01	33 %
all of the above	00	00 %
None	nm 00	00 %
Total	03	100 %

Tables 23:Teachers`role during role plays activities



***Graph* 23:Teachers`role during role plays activities**

Table 23 showed that the two teachers (67 %) act during this technique to ensure its positives on students speaking as a friend while, one teacher (33 %) indicated that he acted as a facilitator. It means that our teachers are well aware about the helpful role they would have to motivate their learners for a better achievement.

Question twenty eight:

Suggestions and believes:

Any further suggestions or points of view are most welcome:

The three teachers gave the following suggestions:

1- Role plays are useful to students not only in class, but at home or in the street as well. They encourage students to speak the language very well.

2- English is not used in our society as the French. I suggest to make some lessons on TV.

3- Encourage the use of English.

4- Teaching English at primary schools.

5- Role plays are a medium of culture so they should be welcome in our classes

6- Role plays are authentic , so it is essential to try to expose them to plays presented by native speakers.

7- Try to incorporate role plays to teach the different courses of grammar, vocabulary…..

Conclusion

This chapter provides clear answers for the research questions and confirm our hypotheses. The findings demonstrate generally positive attitudes towards Role play techniques. Teachers sampled in this study held positive beliefs about using Role play techniques. The study revealed that teachers` experience is the most noticeable factor impacting teachers use of Role play.

Appendix1:

Teachers Questionnaire

Dear teachers,

This questionnaire serves as a data collection tool for a piece of research to obtain a Master`s degree in science of language. You are kindly asked to fill in this questionnaire ,which is designed to assess your attitudes towards using role plays as a technique to develop the pupils' speaking achievement.

Please tick (✓)the appropriate box(es)or give full answer(s) on the broken lines whenever necessary.

May I thank you for your cooperation.

Section one: Background information on the teacher

1-Gender:

Male	
Female	

2-Age:

Between 21and 30 years	
Between31 and 40 years	
Between41 and 50 years	
More than50 years	

3-Degree or qualifications?

Licence/B.A	
Magister/M.A	
Doctorat/Ph.D	

4-If you have a ``Licence``(B.A),are you completing post-graduation studies?

Yes		No	

If your answer is yes, please specify the degree you are preparing

Magister	
Doctorat	

5-How long have you been teaching English at the Lycéé?

Less than one year	
From one to five years	
More than five years	

Section1: Language skills

1**-** After all those years you have been teaching at high school, how do you consider the level of students year after year?

a-getting better. b-getting worst.

c-stable(no difference) d-I can not decide.

2-According to you, which of the four skills is given much more importance in the English session?

1-listening 2-speaking 3-reading 4-writing.

3-As a teacher at high school, which of the four skills is difficult to be taught?

1-listening 2-speaking 3-reading 4-writing.

4-Can you cite some difficulties you think they prevent students abilities development?

Skill	Difficulties
Listening	1- 2- 3-
Speaking	1- 2- 3-
Reading	1- 2- 3-

Writing	1- 2- 3-

5-Do you have any personal strategy to deal with those difficulties?

a-☐ b☐

If ``yes`` what are these strategies?

……

……

……

6-Are you satisfied with your students level in speaking?

a-Yes ☐ b-No ☐

7-Do your students have problems in speaking(or while speaking)?

a-Yes ☐ b-No ☐

If yes, what are the most remarkable problems your students suffer from when speaking

……
……
……
……

8-what do you think the reasons are ?

……
……
……
……

9-To what extent you think you have succeeded in treating those problems?

a-25% b-50% c-75% d-more than75%

10-Do you think that the teacher motivation affects that of his students?

a-of course b-I do not think so c-not so much d-undecided

11-What are the activities you generally use to improve your students speaking abilities?

…….

…….

…….

Section2: Role plays as a technique to teach speaking

12-Do you think that role play is an effective technique to be adopted in EFL classes?

a-Yes ☐ b-No ☐

13-Role play is said to be a good way of improving students` speaking abilities .do you agree with that

a-Yes ☐ b-No ☐

Why

……

……

……

14-Have you experienced role play as a technique in your classes?

a-Yes ☐ b-No ☐

15-If yes how often do you use it?

a-Too often b-often c-sometimes d-rarely.

16-does your text book include role plays to develop your students speaking

a-Yes ☐ b-No ☐

If "no" ,what are the main reasons pushing you to use them(.give the main advantages)

……
……
……
……

17 -what type of topics you prefer to be tackled through the Role Pays?

……
……
…….....

-Do you prefer your students to choose what to speak about(topic)?18

a-Yes ☐ b-No ☐

19-Do you assign roles to your students to be performed on the stage?

a-Yes ☐ b-No ☐

20-Do you encourage your students to play roles of their own imagination?

a-Yes ☐ b-No ☐

21-Which is better for students to play a:

a-Well prepared role.

b-Spontaneous role.

22- how do you act within this technique to ensure its positives on students speaking

1-Guide 2-friend 3-facilitator 4-all of the above 5-none

Suggestions and believes:

Any further suggestions or points of view are most welcome:

……

……

……

……

……

……

……

Thank you very much for your cooperation.

Appendix2:

The students questionnaire

Dear students,

This questionnaire serves as a data collection tool for a piece of research to obtain a Master`s degree in science of language. You are kindly asked to fill in this questionnaire , which is designed to assess your attitudes towards using role plays as a technique to improve your speaking performance.

Please tick (✓)the appropriate box(es)or give full answer(s) on the broken lines whenever necessary.

We extremely appreciate your collaboration.

Section One: Background information

1-Age:……years old

2-Sex:

Male	
Female	

3-What is your streaming?

1-Literary 2-Scientific

4-Do you like English as a subject in your curriculum?

Yes		No	

Why

……

Section Two :Speaking skill in secondary school's classes

1-Which skill do you think should be given more importance:

a-listening b-speaking c-writing d-reading

02-Are you satisfied with your level in speaking?

a-Yes ☐ b-No ☐

03-You think your abilities in speaking are:

1-very good 2-good 3-averag 4-bad 5-very bad

If "bad" or "very bad", please mention the main difficulties you encounter

……
……
……
……

04- have you ever tried to overcome those difficulties

a-Yes ☐ b-No ☐

5-Are you really motivated to speak as much as possible to have a better level?

a-Yes ☐ b-No ☐

if "no", why (give reasons)

……
……
……
……..

06-what are the main activities used by your teacher to teach speaking

1-Stories 2-dialogues 3- interviews 4-role plays

07- which activity you prefer

…….

Section2: Role plays in EFL Classes

6-Do you know what role play activity is?

a-Yes ☐ b-No ☐

7-Does your syllabus(program) involve this type of exercise(role play)?

a-Yes ☐ b-No ☐

8-Are you interested in this speaking activity?

a-Yes ☐ b-No ☐

9-Have you performed a play in your class?

a-Yes ☐ b-No ☐

10-Do you enjoy role play activities?

a-Yes ☐ b-No ☐

11-Do you think that role play activities are fun?

a-Yes ☐ b-No ☐

12-Do you think that role play activities are helpful for you to develop your speaking?

a-Yes ☐ b-No ☐

13- which topics you prefer to perform through the plays

……
……

14- when performing role plays in your class , do you prefer:

a- choose your role b-to be assigned the role by your teacher

-why

……

15- when dealing with role plays , do you prefer

a-To develop your role you way b-To be guided by your teacher

-Why

……

- how does your teacher act during the plays performance16

1-Facilitator 2-guide 3-friend 4-others

Thank you very much for participating

General conclusion

Speaking skill is very important in second language learning. Learning to speak accurately is something our pupils do not succeed in it. They find it difficult to speak, and therefore fail to perform acceptable task/topic. Although our pupils in this level have dealt with the speaking skill in different activities for a long time, they do not use language appropriately, the problem, we believe, is mainly due to the fact that our pupils of second year at Karkoubia Khalifa secondary school have the lack of necessary strategies that enable them to tackle the different speaking tasks and communicate through speaking in an effective way.

The present study is based on EFL teachers and learners attitudes towards using the role plays technique in developing speaking skill. It aims to shedding the light on the main obstacles that face EFL learners when speaking and try to find alternatives; draws their attention and raises their awareness about the usefulness of this technique in developing students speaking performance. also, it Provides the importance of role-plays activities in encouraging students to be fluent English speakers.

At the beginning of this dissertation, we have tried to point out the importance of the speaking skill and its relation with the problems. As far as the speaking skill is concerned, we have also focused on its relation with language teaching with regard to some communicative activities which promote speaking skill in classroom. We have also shown role plays as a technique to develop pupils speaking, we gave definitions, advantages; then we discussed the types and some examples of Role plays.

It is by means of questionnaires devised to both teachers and pupils . The questionnaires aimed at collecting data about teachers` and pupils` backgrounds and appreciations towards Role plays technique. The findings gathered in this study support the hypotheses we departed from and revealed that our students are weak in speaking, and the latter is a challenging skill and therefore need to be equipped with the necessary technique (Role plays) that enables them to improve their speaking. They have also confirmed that Role plays are important and an effective way in the speaking skill. We noted that our pupils have demonstrated that they can improve their level of speaking if they find strong motivation from the teacher and trained in ways to perform different tasks.

We draw the conclusion that many techniques can be used in EFL classes such as Role plays which had positive effects on pupils ` performance. Consequently, we believe that Role plays as a technique can stimulate the students to speak and as they speak more, they improve not only performance, but in language as well. Ultimately, some pedagogical recommendations were given. It was suggested that using Role plays technique may facilitate the process of learning, may help in confronting the problems pupils face in speaking. besides that, students should be encouraged to speak and learn about their own preferred technique in order to be exploited and guided it.

Pedagogical recommendations

This chapter is devoted to some recommendations and pedagogical implications

based on the results obtained via the means of research in the present study. This study highlighted some interesting points to be considered in the Algerian E.F.L context regarding the using of Role plays techniques as being fruitful and of high significance in the speaking skill. E.F.L speaking instruction is most effective when teachers understand what kind of strategies to apply and help our students acquire them.

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

1- Speaking should be devoted a lot of time to be developed.

2- Speaking is a difficult and frustrating skill and pupils need to be provided with positive feedback to maintain an eagerness to work.

3- Pupils need to be aware of the importance of speaking to develop an effective communication in speaking.

4- Teachers should encourage the pupils to take more responsibility for their learning, and thereby, results in better learning.

5- Using different techniques such as Role plays, discussions and simulations…to teaching speaking to develop pupils` speaking.

6- pupils 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.

For such instructions to be effective and fruitful, Role plays technique including the following key elements should be developed:

Role-playing exercises can be hard work for the instructor, both in preparation and in execution, but the work tends to pay off in terms of student motivation and accomplishment. As with any big project, it's best to take it one step at a time(Harmer,1989):

1. Define Objectives
2. Choose Context and Roles
3. Introducing the Exercise
4. Student Preparation/Research
5. The Role-Play
6. Concluding Discussion
7. Assessment.

Define Objectives

The details of what you need to do depend entirely on why you want to include role-playing exercises in your course.

- What topics do you want the exercise to cover?
- How much time do you and your class have to work on it?
- What do you expect of your students: research, reports, presentations?
- Do you want the students role-playing separately or together?
- Do you want to include a challenge or conflict element?

Choose Context and Roles

In order to prepare for the exercise:

• Decide on a problem related to the chosen topic(s) of study and a setting for the characters. It is a good idea to make the setting realistic, but not necessarily real. Consider choosing and adapting material that other instructors have prepared.

• For problems and settings with lots of detail, have a look at examples in the Starting Point Case Study Module. The module itself contains more information about using cases to teach.

• If the characters(s) used in the exercise are people, define his or her goals and what happens if the character does not achieve them.

• You should work out each characters' background information on the problem or, better yet, directions on how to collect it through research. If possible, prepare maps and data for your students to interpret as part of their background information rather than the conclusions upon which they would ordinarily base their decisions.

Introducing the Exercise

Engage the students in the scenario by describing the setting and the problem.

• Provide them with the information you have already prepared about their character(s): the goals and background information. It needs to be clear to the student how committed a character is to his/her goals and why.

• Determine how many of your students have done role-playing before and explain how it will work for this exercise.

• Outline your expectations of them as you would for any assignment and stress what you expect them to learn in this lesson.

• If there is an inquiry element, suggest a general strategy for research/problem solving.

Student Preparation/Research

Even if there is no advance research assigned, students will need a few moments to look over their characters and get into their roles for the exercise. There may also be additional questions:

• Why they are doing this in character? Why did you decide to make this a role-playing exercise?

• Students may have reservations about the character that they have been assigned or about their motives. It is good for the instructor to find out about these before the actual role-play. It can be very difficult for a student to begin researching an issue from a perspective very different from their own because even apparently objective data tends to be reinterpreted as support for pre-existing world-views.

• With regards to environmental issues, many environmental groups have well-written, carefully researched, and nicely-engineered websites that will provide arguments as well as information for a student assigned a character to whom protecting the environment is very important.

The Role-Play

Depending on the assignment, students could be writing papers or participating in a Model-UN-style summit. For a presentation or interaction, props can liven up the event, but are not worth a lot of effort as they are usually not important to the educational goals of the project.

Concluding Discussion

Like any inquiry-based exercise, role-playing needs to be followed by a debriefing for the students to define what they have learned and to reinforce it. This can be handled in reflective essays, or a concluding paragraph at the end of an individual written assignment, or in a class discussion. The instructor can take this opportunity to ask the students if they learned the lessons defined before the role-play began.

Assessment

Generally, grades are given for written projects associated with the role-play, but presentations and even involvement in interactive exercises can be graded. Special considerations for grading in role-playing exercises include:

- Playing in-character
- Working to further the character's goals
- Making statements that reflect the character's perspective
- In an interactive exercise, being constructive and courteous

- For many assignments, being able to step back and look at the character's situation and statements from the student's own perspective or from another character's.

Conclusion:

Teachers need to pay attention to the ways of marking pupils` speaking and their responding behavior, taking into consideration different techniques which used in the classroom to develop pupils speaking skill.

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