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The Use of Role-Plays as a Teaching Technique to Develop Foreign Language Learners' Oral Proficiency

Case Study: Second Year Students at Biskra University

A Dissertation Submitted in Partial Fulfillment of the Requirements for the Master Degree
in Sciences of the Languages.

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Dedication

*In the Name of God, Most Gracious, Most Merciful
All the Pries is due to God alone, the Sustainers of all the worlds
My dedication is for my parents
Who gave me their trust, and support and encouragement
Especially my mom who always prayed for my success
My dedication is for my sisters and brothers
To all extended family and friends
To all people who love me and help me to make this dream comes
true
To all my colleagues inside and outside the University for their
collaboration and supports
Who ever happens to read this dissertation.*

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Abstract

Speaking is one of the most challenging and troublesome skills in our universities. This research attempts to investigate developing students' speaking skill through the role play technique. The main problem we notice is that students' speaking skill is poor. Therefore we believe, that there are number of ways through which teachers can help their students to improve their speaking ability. Due to the complexity of this skill, our students find it had to master all the aspects of speaking and use them appropriately in different social contexts. Therefore, they do not perform acceptable speaking tasks. We believe that the problem resides in the lack of efficient teaching strategies. The present study aims at shedding the light on improving learners oral proficiency by acting in role plays as a good model for bringing real-life situations into the classroom, such kind of technique helps in promoting students self-confidence through expressing their ideas during the practice of role plays activities. Our other aim through this study is to suggest the role play as an appropriate and an effective way to develop students' speaking skill. Accordingly, we believe that using role-plays activities in the classroom make students of university feel interesting to speak English and communicate effectively in different social situations. Therefore, we hypothesize that using role play activity is effective in arousing students' speaking in English. In order to confirm or refute hypothesis. We adopt a qualitative method that consists of administering questionnaires to both teachers and learners. In attempting to raise the teachers' and students' awareness about role plays, we have directed a questionnaires to second year students LMD at Mohammed Kheider University of Biskra and all the teachers of English to investigate their attitudes towards using Role plays technique. The results from the analysis of those questionnaires confirm the research hypothesis and have shown that teachers and students 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 students speaking skill.

ملخص

تناولت هذه الدراسة موضوع استعمال المسرحية كتقنية تدريس في تطوير مهارة الطالب الكلامية بأكثر دقة. المشكل الذي لاحظناه هو أن المستوى الكلامي لطلبة سنة ثانية جامعي تخصص إنجليزية غير مرضي. من جهة أخرى يوجد الكثير من الطرق التي يستطيع الأستاذ استخدامها لمساعدة الطالب في تنمية مهارته الكلامية. المذكورة تعالج تحسين المهارة الكلامي لطلبة هذا المستوى من خلال إدخال تقنية المسرحية في القسم. افترضنا أن المسرحية أنسب الطرق لتطوير مهارة الطالب في الكلام.

تنقسم المذكرة هذه إلى جزئين : جزء نظري وآخر تطبيقي. الجزء النظري يحتوي على فصلين بالنسبة للفصل الأول فهو عبارة عن مفاهيم خاصة بالمهارة الكلامية, يحتوي كذلك على أنواع و خصائص و مميزات هذه الصفة التي تختلف من شخص لآخر , أما الفصل الثاني فتطرقتنا فيه إلى بعض تعريفات و مفاهيم خاصة بتقنية المسرحية إضافة إلى أنواع و محاسن و كذا مساوئها و مدى أهمية استعمالها داخل القسم. بالنسبة للجزء التطبيقي هو عبارة عن تحليل أسئلة و جهت إلى تلاميذ السنة الثانية ل.م.د لغة إنجليزية بجامعة محمد خيضر للسنة الدراسية 2014-2015 وذلك لكشف مدى حاجتهم لتطوير مستواهم في الكلام ولجمع آرائهم حول آلية استخدام المسرحية في الأقسام, كذلك قمنا بوضع أسئلة خاصة بالأساتذة لنفس الغرض. من خلال الإجابات المقدمة تم التوصل إلى النتائج الآتية :

- المسرحية وسيلة ضروري استخدامها.
- الأهمية البالغة لاستعمال المسرحية داخل القسم.
- إمكانية تطوير و تحسين المهارة الكلامية للطلبة من خلال استعمال تقنية المسرحية لنطق اللغة الصحيحة.

و في الأخير نتمنى أن تفيد هذه المساهمة المتواضعة في إحداث تعديلات تخص تدريس المهارة الكلامية لدى شعبة اللغة الإنجليزية بجامعة محمد خيضر بسكرة.

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GENERAL INTRODUCTION

Introduction

The teaching of foreign language by its very nature is an interactive process which involves active participation of both the teacher and the learner. It has been stressed in Foreign Language Teaching methodologies that are more than a system of rules, but as a dynamic resource for the creation of meaning, shift away from the study of language seen as purely a system and shift towards the study of language as communication. For that reason, a great opportunity of classroom interaction is being truly demanded. With a growing need for more effective, successful and active ways of foreign language learning. Innovation in the language field has been stimulated by a special concern for learning through active and collaborative setting.

In this chapter, we are going to clarify more our statement of the problem of the lack of the use role play inside classroom as teaching technique aid. Then, we are going to see some significance of our study, and the main aims for what this study is and the major important of using role play technique. Also, we will answer our problematic or the main question that we propose to make sure about our hypotheses ,about the use of role play technique in classroom to develop student speaking skill, enrich their vocabulary and if it is a successful technique to motivation the students. Moreover, there are so limitation of our study because of the most of teacher did not use this technique that's way we will use a questionnaires for teacher and for students too as a main research tools. In addition, we will use a descriptive method and plan to derive information from any material relevant to our new subject and fresh area in our department as far as they concerned.

Background of the Study

The presently popular technique, role-playing, traces back to the psychotherapy of the 1930s. From that narrow beginning, role-playing has spread to many and varied forms of education from the primary levels of the elementary school to the upper training of business executives. According to Kenneth (2008) "It improves communication skills, creativity, increased social awareness, independent thinking, verbalization of opinions, development of values and appreciation of the art of drama"(5).

Stern (1983:213) suggested that "Role-playing helps the individual to become more flexible and develop a sense of mastery in many situations". Through role-play, L2 learners can experience many kinds of situations in which they will use the language; and as they

develop a sense of mastery in them, they should be able to apply the language more easily to new situations (Stern; 1983:213).

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

Ladousse (1996:6) believes that Role-play puts students in situations in which they are required to use and develop these phonetic forms of language which are s necessary in the works of social relationships, but which are so often neglected by our language teaching.

Statement of the problem

Teachers try to provide authentic materials to create a foreign language environment to make sure that the target language is taught in a sufficient and appropriate way. The nucleus of the idea for this study is conceived through students' reaction about the use of role-play technique in classroom and what are the effects of this technique toward the students' speaking skill according to Rivers' opinion (2001:102) "speaking and listening are the most used skills inside classroom". It is our belief that teachers have access to very few instructional strategies or activities that mesh with curriculum in order to help the students to improve their pronunciation through listening to native speaker in different interview while using role-play technique is classroom and according to Widaiti and Cahyono (1997) "An important aspect of speaking activities is how students are made ready to speak. This deals with the importance of materials for communicative activities in the classroom "(283). So the role-play techniques in the classroom develop student speaking skill and help them to get information about grammar, intonation, pronunciation, etc. In addition to what we will look for the effects of this technique in motivation student since they will watch different people while using the target language can draw their attention.

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

Significance of the Study

The role-play technique allows students to apply concepts and problems that have been introduced through lectures and readings to a situation that reflects reality. As students are directly active during the role-play it is more effective in "embedding concepts" into their long term memory. In role-playing activities students have the opportunity to reflect their personal experience (Manorom & Pollock: 2006).

The role-play method provides the opportunity for learners to gain new knowledge and appreciate different points of view and perspectives, based on the role(s) being played. Role-play also helps learners to develop, practice new skills and behaviors, such as improving communication, exploring, solutions, and resolving conflict. Through the role-play method, educators are well positioned to analyze the learners' reactions and responses, and method, and peers can give direct and immediate feedback (Kenneth; 2008:8). Nowadays every teacher and every student knows the need for using such techniques. Hence, in our present research we attempt to show that using the role-play techniques in teaching English is not passive action. It is very active, vital process and important part that play a great role in enhancing the speaking skill of students. Through the use of the role-play technique as an aid, learners can fully engage and effectively become interested in developing their level in learning English certainly speaking skill via the use real discussion inside classroom also the use of role-plays supporting shy students to participate since we are make environment as like as real one.

Aims of the Study

Through this research, we aim at investigating the relationship between the relationship between the use of role-play techniques and development of the speaking skill, using Communicative Language Teaching. We believe that this study will provide learners, as they are future teachers, with the appropriate ways (techniques) to develop the speaking skill. Learners must be given some opportunities that help them decipher their thoughts and thus develop their oral skill using the target language. Our aim, in the present research, is to show that Communicative Language Teaching is an effective method to meet our objectives, and to motivate students to perform better in the speaking skill. We also, want to highlight the characteristics and difficulties of the Foreign Language learners' speaking skill. In addition to this, we would like to show that using role-play technique in teaching english as foreign language is not passive action and to discover the Role-play techniques

in Teaching English Language and how can it develop and improve students' speaking skill inside classroom.

Research Questions

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

Question 01: Is the role-play technique an effective teaching method of developing learners speaking skill?

Research Hypothesis

Many English teachers of university are confused about how to make their students speaking English in the classroom. It is belief 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 hypothesis can be formulated:

- If teacher use the Role-Play technique efficiently they will improve their students' speaking skill.

Research Tools

In a descriptive research, we will test our hypothesis and collect data using one appropriate tool for our study which is questionnaire (for students and teachers). We direct the questionnaire to second year LMD students in the department of English at University of Biskra. We select randomly fifty (50) students for study. The questionnaire is directed to oral expression teachers. We choose five (5) teachers from the whole population of fifteen (15) oral teachers in the department of English at Biskra University. This tool of questionnaire is helpful in understanding students' needs.

Methodology

The aim of the present is to show the importance of using the role-play to develop FL learners' oral proficiency. Therefore, we intend to adopt descriptive method .So, we will administer a questionnaire to both students and teachers together data for this thesis. Moreover, we plan to derive information from any material relevant to their field of interest which is a new and fresh area in our department as far as they are concerned.

The questionnaires are the main data gathering tools in this study; we will give it to second year students in Mohammed Kheider University and their teacher. We use

questionnaires to obtain different perspectives and opinions about the subject through students and teachers in English Department opinions and standpoint concerning using role-play techniques and how can improve and develop students' speaking skill. Considering the population and sampling, this research will adapt the descriptive study on students of second year LMD at the English Department at the University of Biskra during the Academic Year 2014/2015.

Structure of the study

The present project consists of two parts; theoretical and practical. The theoretical part which constitutes the literature review of the study includes two chapters. The first chapter is devoted to the speaking skill, its definitions, types, importance, difficulties and some of its activities that can be practiced inside the classroom; however, the second chapter is concerned with connecting teaching speaking with Role Play by focusing on the Role Play's definitions, its types, and so on. In the other hand, the practical part contains just one chapter that is chapter three. This third chapter is devoted to the analysis of the questionnaires with some pedagogical implications for both students and teachers in order to be more aware of the importance of practicing speaking skill inside the classroom.

Conclusion

This study will be conducted to investigate the efficiency of role-plays as a teaching technique in improving researcher speaking skill. The investigation was carried out at the English Department in Biskra University. It aims to confirm or reject the hypothesis which states that role-play as a teaching technique enrich the learners' vocabulary and this makes them good speakers. The research was conducted with two groups; second year students at the English Department and teachers of Oral Expression for the Academic Year 2014/2015. Our teacher has led us to conclude that role-plays as a teaching technique are very important in teaching English because they help to improve the students' speaking skill.

CHAPTER ONE

SPEAKING AS A PRODUCTIVE SKILL

CHAPTER ONE

Speaking as a Productive Skill

Introduction

Nowadays, learning English language to communicate is the central goal of many people all over the world. The reasons behind learning that language vary from one person to another. Learners have to acquire English skills to establish their abilities to receive and produce that language. As far as, speaking is considered as fundamental skill in which it displays the proficiency of the target language, it's regarded as the major skill to be developed because it is necessary for displaying the language proficiency ; learners are going to be put in situations where communication in English is needed, that is why the emphasis is mainly on speaking. Speaking is the more favorable skill by students than any other language skill. But in teaching speaking, learners are confronted with many obstacles which prevent them from communicating using this favorable skill.

In the following chapter, we shall tackle speaking as a productive skill, including some definitions to speaking in order to make it more understandable. Then, we deal with the main characteristics of good speaker and the importance of speaking in classroom. Later on; we will describe the relationship between speaking and listening, by focusing on the differences between speaking and writing. Also, we will deal the definition of teaching speaking and how to teach it, in addition to some activities used to teach speaking, types of classroom speaking performance, and finally we will show what makes speaking difficult.

1. What is Speaking?

We should know what does the term speaking means? In Oxford Advanced Dictionary states that the definition of speaking is to express or communicate opinions, feelings, ideas, etc, by or as talking and it involves the activities in the part of the speaker as psychological (articulator) and physical (acoustic) stage.

Nazara (2011:30) defines that " speaking skill is multifaceted construct". In the whole, speaking is to express, every day, occurrence for most of us, and it's usually requires little thoughts, efforts or preparation. Speaking skill is one of the basic language skills that has important role rather than other skills due to its significant and its use for

communication. So that, we will explain about the nature of speaking itself in order that gives the obvious information about what speaking is.

In the point of view of Jones (1989), speaking is a form of communication, so it is important that what you say is conveyed in the most effective way. How you say something can be as important as what you say in getting meaning across''. Based on that opinion, speaking is realized (inquired) as communication. Therefore, speakers are required to be able to express what they want to say as effectively as possible in order to convey the message.

Speaking skill is an interactive process of constricting meaning that involves producing and processing information. The speaking skill involves a communicative ability to use language to chat and transmit messages in different and appropriate situations. It is to interact with participants and carry a message of some sort (Atma; 2010:19).

Speaking is a basic skill that language learners should master with the other language skills. It is defined as a complex process of sending and receiving messages through the use of verbal expressions, but it also involves non verbal symbols such as gestures and facial expressions. Hedge (2000:261) defines speaking as "A skill by which they [people] are judged while first impressions are being formed". That is to say speaking is an important skill which deserves more attention in both first and second language because it reflects people's thoughts and personalities.

Bygate (1987:5) defines that the term oral expression involves making the correct choices when using language forms, following the right order, sounding in a way that is similar to that of native speakers, and producing the right meanings that can be understood by the listener. For him, speaking is a skill that all people use when they are interacting among each other; therefore, speaking is regarded as the most important skill that learners require in order to be able to speak fluently in the classroom situation.

Based on the previous definitions above, it can be synthesized that speaking is the process of using the urge of speech to pronounce vocal symbols in order to share the information, knowledge, idea, and opinion to the other person. Moreover, speaking can not be dissociated from listening aspect, because speaking involves speaker and listener.

2. Characteristics of Good Speaker

Speaking a foreign language is not an easy task for many learners. The speakers' skills and competencies have an impact on the success of any exchange. For that, there are some required features that determine the level of proficiency in speaking skill.

2.1. Fluency

In simple words, according to Riddel (2001:118) "fluency is the ability to talk freely without too much stopping or hesitating". The good English speaker should be able to use English language fluently with no difficulties. H.Douglas stated that "fluent speakers can participate in any conversation with a high degree of fluency" (407). He explained that their speech should be accepted and well understood by native speakers. Students who do not care about making mistakes/errors and who have an idea in their minds of what they want to communicate, and they say it with whatever words and language feel the most natural. They make frequent mistakes, sometimes in every sentence; their grammar can be a mixture of English and their native language. They either do not know or do not care if they are making errors or mistakes these learners have high fluency, but low accuracy.

2.2. Accuracy

Nowadays; most second language teachers emphasized the term of accuracy in their teaching because learners seek more to be fluent and they forget about being accurate. Without structuring accurate speech, speakers will not be understood and their interlocutors will lose interest if they perform incorrect utterances each time.

The good English speakers should care about making errors or mistakes. They have to think about everything that they say carefully. A good English speaker is able to produce a well controlled output. To master speaking skill students should master grammar rules and structures.

2.3. Vocabulary range

As the title suggests, it is the knowledge of a wide range of words and their meanings. H.Douglas (406) believes that good English speakers are able to speak the language with enough vocabulary to participate and contribute effectively in most formal and informal conversations on practical, social, cultural, and professional topics, which means they are able to overcome the issue of groping for words, so they can speak in any topic with no obstacles.

2.4. Vocabulary selection

This is another feature of good English speakers. Harmer describes it as the appropriate use of words according to the nature of the topic, the audience (participants), and the setting in which the discourse takes place (71), which means that speakers are capable enough to select the suitable words in the appropriate setting with the appropriate persons. Their speech is clear and unambiguous which reflects their competency when using the language.

3. The Importance of Speaking

In the traditional approaches of language learning and teaching, the speaking skill was neglected in many classrooms where the emphasis was mainly on reading and writing. The Grammar-Translation method is one example, Richards and Rodgers (2001) mention that reading and writing are the essential skills to be focused on however, little or no attention is paid to the skill of speaking and listening. In the communicative approach, speaking was given more importance since oral communication involves speech where learners are expected to interact verbally with other people. Moreover, the teachers talk will be reduced; that is to say learners are supported to talk more in the classroom. (Ur; 2000:12) declares also that: "of all the four skill [listening, speaking, reading and writing], speaking seems intuitively the most important: people who know a language are referred to as, speakers of the language, as if speaking included all other kinds of knowing".

Today, many second language learners give the speaking skill priority in their learning because if they master this skill then they will be considered as if they have mastered all of the other skills. Furthermore, the main question often given to foreign language learners is "do you speak English? Or "do you speak French?" but not "do you write English?" We understand that most of people take speaking and knowing a language as synonyms. Celce-Murcia (2001:103) argues that for most people "The ability to speak a language is synonymous with knowing that language since speech is the most basic means of human communication". The importance of speaking is more revealed with the integration of the other language skills. For instance, speaking can help students to develop their vocabulary and grammar and then improving their writing skill. With speaking, learners can express their personal feeling, opinions or ideas; tell stories; inform or explain; request; converse and discuss, i.e. through speaking, we can display the different functions of language. Speaking is very important outside the classroom as well.

Many companies and organizations look for people who speak English very well for the purpose of communicating with other people. So, speakers of foreign languages have more opportunities to get jobs in such companies.

4. Listening and Speaking Connections

Concerning the speaking listening connections, Anderson and Lynch (1988:15) posit that "A carefully prepared L2 utterance is only a useful aid to Communication if the speaker can deal effectively with replies he receives". For the L2 learner in conversation, he needs to be skilled as both speaker and listener. So, second language learners, either speakers or listeners, require having special abilities. Each one relies on the other one to accomplish a conversation; there is a high emphasis on the role of combination between the two skills in conversations. In order to develop the listening skill, teachers must clarify to learners the relationship between speaking and listening, that successful speaking relies on successful listening for foreign language learners. He conducted many experiments in this context, namely, the experiment where speakers ask listeners to draw diagrams or arrange a set of objects; it is found that good productions of listeners came from the same speakers who were listeners on a similar task. Children do not speak their own language perfectly because they do not understand completely the people they listen to. Young listeners are weak and they are not able to criticize speakers to show that they have misunderstood the speech which worsens their communication, and which proves that young speakers, also, do consider the interrelationship between speaking and listening that leads to problems in communication between the speaker and the listener. Another experiment done is the one concerning the teenagers' records communicating in the mother tongue, for each two teenagers one gives information about drawing a way and the other one listens and draws the way on the map. Among those speakers, some speakers perform poorly because they did not ask for clarification when they hear badly. This shows that when there is unsuccessful performance from a speaker there is a poor performance too from his listener. Consequently, we can notice how much there is a clear dependence upon each other between the speaking and listening skills (Ibid. 16:17). To end up, listening is correlated with speaking. If want to speak better, we are to listen better. Because when we speak clearly listeners recognize our messages.

5. Speaking and Writing Differences

The major and very important contrasts between the spoken and written forms are summarized in **Figures one and two**. The first diagram represents aspects which relate to how the two forms are generated "Aspects of Production" and the second deals with tendencies in attitudes to both forms "Social Aspects"(Hughes:2002)

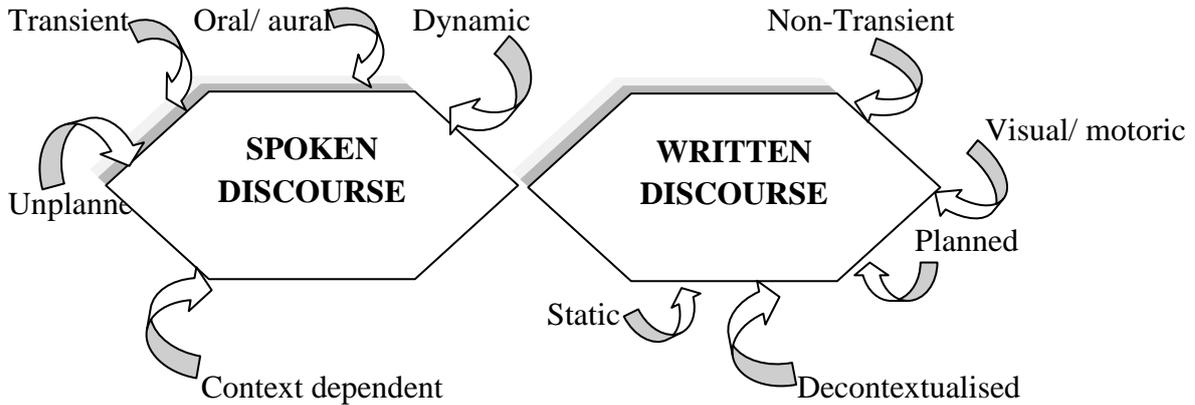


Figure 01: Aspects of Production (hughes;2002:11)

The spoken of any language is fundamentally transient. It means when word is spoken, it happens within "co-ordinates" of particular place and moment and these can not be reduplicated. Another factor is the oral\aural channel whether in face to face situations or televisual or other media, language which is spoken to be heard is quite different from texts created to be read. (I explain just the difficult criteria)

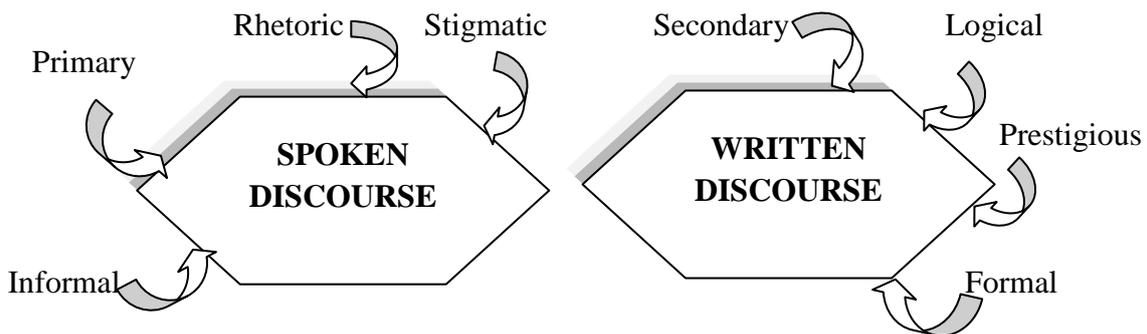


Figure 02: Social Aspects (hughes;2002:12)

Figure summaries some of the typical attitudes to speech in literate societies. Form language is considered as the primary form of language upon which the written form is essentially dependent. The most important reason for that is all humans develop the capacity for speech and written form develops only in literate societies (Hughes: 2002).

6. Teaching Speaking

Speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance.

6.1. What is Teaching Speaking?

What is meant by teaching speaking according to Kayi is to teach English language learners to produce the English speech sounds and sounds patterns. In the same time to use words and sentence stress, intonation patterns and the rhythm of the second language. And to select appropriate words and sentence according to the proper social setting, audience, situation and subject matter. Also, teaching speaking is to organize their thoughts in a meaningful and logical sequence. Teaching speaking means to use language as a means of expressing values and judgments and teaching speaking to use the language quickly and confidently with few unnatural pauses, which is called fluency (Nunan:2003).

It can be concluded that teaching speaking is the way for students to express their emotions, communicative needs, interact to other person in any situation, and influence the others. For this reason, in teaching speaking skill it is necessary to have clear understanding involved in speech.

6.2. How to Teach Speaking

When teaching young learners we constantly have to keep in mind the fact that what we have in front of us is a mixed class with varied abilities, expectations, motivation level, knowledge and last but not least, different learning styles. Thus, we need to vary our approaches and offer as much opportunity as possible to make the whole class find a little something to hold on to, expand and grow (Klancar:2006).

Young learners are like sponges, they soak up every thing we say and how we say it. Thus clear and correct pronunciation is of vital importance, since young learners repeat exactly what they hear. One rule that applied here is slowly and steadily through constant revision and recycling. With the help of mixed activities, such as dialogues, chants, songs,

poems and rhymes, students speaking abilities grow, their pronunciation gets better and their awareness of the language improves. When applying role-play techniques in classroom it may help the learner to develop their speaking skill and we have keep in mind that interaction and dissection is importance way in learning. Therefore, increased oral emphasis should be included in our teaching to give the students as much speaking time as possible (Klancar: 2006).

Now many linguistics and English as second language teachers agree on that students learn to speak in the second language by "interacting". Communicative language teaching and collaborative learning serve best for this aim. Communicative language teaching is based on real-life situations that require communication. By using this method in English as a Second Language classes, students will have the opportunity of communicating with each other in the target language. In brief, English Second Language teachers should create a classroom environment where students have real-life communication, authentic activities, and meaningful tasks that promote oral language. This can occur when students collaborate in groups to achieve a goal or to complete a task

6.3. The Goal of Teaching Speaking

The goal of teaching speaking skills is communicative efficiency. It means learners should be able to make themselves understood; using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation.

7. Activities Used to Teach Speaking

7.1. Information Gap Activity

This activity provides extensive talks among the learners. In information gap, the learners are given different information that the other students may not have. This gap cannot be completed only if the learners use the language. Every learner has an important role in this activity because the activity cannot be achieved unless all the participants give the piece of information they have. 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 viceversa. A further extension of the information gap idea occurs in the following story-telling activity. The teacher puts the class into four groups. For instance, calling them A, B, C, D. To each group he gives one of the following pictures:

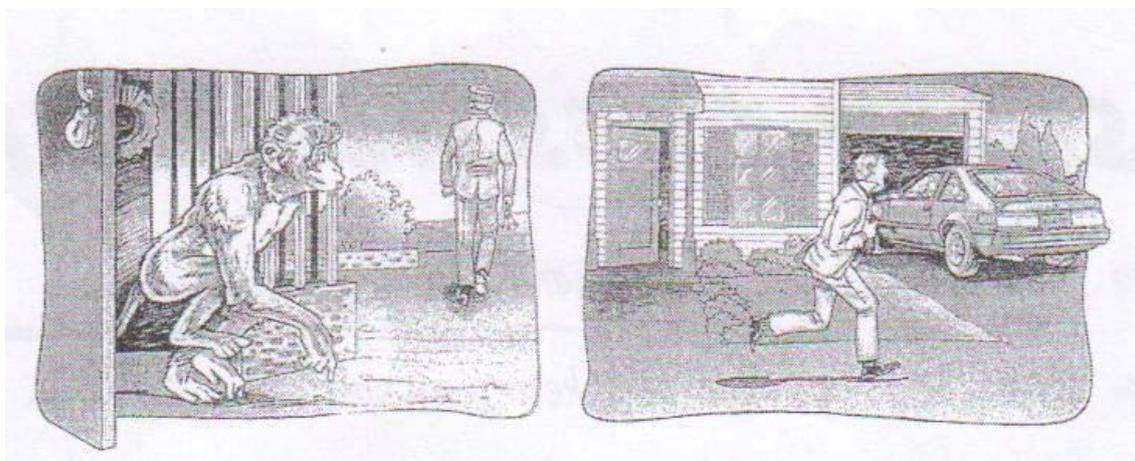


Figure 03: Describing pictures

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 (Harmer, 1998, p. 88). This story-telling activity can, of course, be used as a prelude to written narrative work.

Sàrosdy (2006:22) 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". Information gap takes account of the different levels of information between people when communicating 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 activities, 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 times missing. Partner B has the same table but with different blank spaces. The two partners are not permitted to see each other's 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.

7. 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 instance; 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 a way of conversation that aims at finding a common decision or sharing thoughts. Harmer (2005:91) 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 unimportant things. The procedures that a 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 assessment) 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 seem 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 learners 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 :41)

7.3. 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).

8. Types of Classroom Speaking Performance

Brown (2001) categories six types of oral production that students asked to act in classroom. They are:

8.1. Imitative Speaking

A very limited portion of classroom speaking time may legitimately be spent generating "human tape recorder" speech, where, for example, learners practice an intonation contour or try to pinpoint a certain vowel sound. Imitation of this kind is carried

out not for the purpose of meaningful interaction, but for focusing on some particular element of language form.

EXAMPLE: Students listen to the teacher and repeat the pronunciation of English words and expressions.

Imitative speaking is the ability to parrot back or repeat the other's speech as a word, phrase or a sentence. This kind of repetition may include different properties of language as grammar and lexis in order to convey a meaning or even to interact in a conversation, by paying attention to pronunciation as an attempt to help learners to be more comprehensible (Brown;2004:141).

8.2. Intensive Speaking

Intensive speaking goes one step beyond imitative to include any speaking performance which is designed to practice some phonological or grammatical aspect of language. Intensive speaking can be self- initiated or it can even form part of some pair activity, where learners are "going over" and use certain forms of language through controlled speech production. Brown (2004:141) stated that "Intensive speaking is defined as the production of short stretches of a discourse through which they demonstrate competence in a narrow band of grammatical relationships such as intonation, stress and rhythm; here the speaker must be aware of the semantic properties in order to be able to respond" . This type of speaking also includes some assessment tasks like reading aloud, sentences and dialogue completion, and so on.

8.3. Responsive Speaking

A good deal of student speech in the classroom is responsive. Responsive speaking involves short replies to teacher or student- initiated questions or comments. These replies are usually sufficient and do not extend to dialogues. Speech production can be meaningful and authentic. This type of speaking includes brief interactions like short conversations, small talk and simple requests in order to preserve authenticity with only one or two following up questions or retorts as Brown (2004:142) shown in the following short conversation :

Teacher: How are you?

Student: Pretty good, thanks, and you?

8.4. Interactive Speaking

Interactive speaking differs from responsive speaking in terms of length and complexity of interaction, this type involves two forms of languages; transactional language and interpersonal language. The former is aimed at exchanging specific information whereas the latter has the purpose of maintaining social relationships. In this form of language (interpersonal), oral production can become more complex with the use of colloquial language, ellipsis, slang and so on. Interactive speaking includes some assessment tasks such as interviews, role play and discussion activities "(Brown; 2004:142).

8.4.1. Transactional language

Transactional language is an extended form of responsive language which is carried out for the purpose of conveying or exchanging specific information.

EXAMPLE:

Teacher: What is the main idea in this essay?

Student: The United Nations should have more authority.

Teacher: More authority than what?

Student: Than it does right now...

8.4.2. Interpersonal Language

Interpersonal language carried out more for the purpose of maintaining social relationships than for the transmission of facts and information.

EXAMPLE:

Amy: Hi, Bob, how's it going?

Bob: Oh, so-so

Amy: Not a great weekend, huh?

Bob: Well, far be it from me to criticize, but I'm pretty miffed about last week...

8.5. Extensive Speaking

The final type of speaking that was stated by Brown (2004:142) is the extensive one. Usually occurs when students at intermediate to advanced levels are called on to give extended monologue in the form of oral reports, summaries, or perhaps short speeches. For him, extensive speaking or monologue includes speeches, oral presentation and story-telling, but the language style that is used in this type of speaking is more deliberative and formal for extensive tasks, because we cannot rule out some informal monologues like a casually delivered speech and so on.

Each category above can be implemented based on the students' level and students' ability. Here are the summary purpose of each element: imitative for focusing on some particular element of language form, intensive to practice some phonological or grammatical aspect of language, responsive can stimulate students' in speaking, transactional to invite students to engage in a conversation, interpersonal to learn how such features as the relationship in the conversation, and the last one, extensive is to practice in the form of oral reports, summaries, or perhaps in short speeches.

9. What makes Speaking Difficult?

Learning how to speak seems to be the most difficult task for second language learners. There are three different factors contributing in making speaking difficult. They are: cognitive factors, social factors, and psychological factors.

9.1. Cognitive Factors

Brown (2001) suggested some problems faced the students while they are learning.

9.1.1. Clustering

Clustering enables students to organize their output physically and cognitively. According to Brown fluent speech is "phrasal" not "word by word".

9.1.2. Performance Variables

Spoken English has special problems such as, contractions, elisions, reduced vowels, etc...which may have an influence on students who have been studying the "full forms" of the language.

9.1.3. Reduced Forms

In spoken language, the process of thinking as you speak permits you to create a number of performance hesitation, pauses and corrections. Teachers have to help their students to think at the same time of performance (using uh, um, well, like...etc).

9.1.4. Colloquial Language

Teachers have to help their students to get practice in producing forms of colloquial language (such as, idioms, slang, cultural knowledge) because it is hard for students to use it by themselves.

9.1.5. Stress, Rhythm, and Intonation

All these are the most important characteristics of English pronunciation that lead to convey messages.

9.1.6. Interaction

Learning to produce a language robs speaking skill of its richest component the creativity of conversational negotiation (giving feedback, asking for explanation).

9.2. Social Factor

Benati (2009) said that according to behaviorism view learners' errors in second language is due to interference (it is similar to the term negative transfer). He added that interference happens when old habits presented to stop learning of new ones.

9.2.1. L1 Transfer

It refers to the influence that the learner's first language (L1) exerts over the acquisition of a second language (L2). This influence has often referred to negative transfer which means that learner's L1 is one of the sources of errors in learning target language. Avoidance is one of L1 transfer consequences which reflect that the foreign learners avoid using structure of target language which it does not exist in their mother tongue. L1 transfer also result in overuse. This means that learners overuse some expressions of target language in accordance with the norms of their mother tongue.

9.3. Psychological Factors

Rivers (1968) stated two main psychological problem of speaking between the learners. They are:

9.3.1. Lack of Interest in the Subject

The silent student reflects that he has nothing to say because teacher may select unpleasant subject for him or subject that he knows a little. This maybe because the teacher has chosen a topic about which students know very little. Moreover; the common expiration second language learners use when they are imposed to participate in a given

topic is "I have nothing to talk about", "I don't know", "no comment" or they keep silent. These expressions are due to the lack of motivation in expressing themselves or the chosen topic they should discuss or talk about. Rivers (1968:192) says that: "the teacher may have chosen a topic which is uncongenial to him (the learner) or about which he knows very little, and as a result he has nothing to express, whether in the native language or the foreign language". Backer and Westrup (2003) support that many students find it difficult to answer when teachers ask them to say anything in the Target Language. The learners may have only some ideas to talk about; they may not know to use some vocabulary or they are not sure of the grammatical correctness. Also, students could not carry out the discussion on topics that are not interesting for them. As a result, he can not speak or express in English. When the student has something to express, he should have the will to share his opinion with his teacher and classmates. Sometimes, student feels that what he is going to say is not interesting for the other because he does not have a good relation with the topic. So, he prefers to remain silent.

9.3.2. Lack of Confidence and Fear of Making Mistakes

There are many reasons that make some students hesitate and do not participate in classroom discussion. They may be afraid of making mistakes while expressing their opinions. They think that when they start speaking, their teacher corrects every slip they make. So, they prefer to play the role of listener. Correcting students' mistakes must be done, but when student is intended to speak, teacher should note the most common mistakes of grammar and pronunciation and wait until student finishes his speaking, and then he makes the correction for the whole class. The teacher must motivate his students to speak by offering them a relaxed and friendly atmosphere.

This view is supported also by Bowman et al (1989) who argue that in teaching speaking you are asking your learners to express themselves in front of the whole class, so this leads many of them to experience the stress when doing speaking activities. To end, stress and anxiety are two factors that also can stop the students from speaking confidently in front of their classmates. As a result, student will feel at ease to participate.

10. Students and Speaking Skill

The good class atmosphere and suitable topic and task make students who have appropriate English level interact with each other freely. In contrast, incorrect choice of topic and the selection of difficult tasks lead to a problem that often occurs which is the reluctance of some students to speak and participate. Here, the role of teacher is vital.

10.1. Reluctant Students

Students may face problems such as, shyness especially when they are asked to express opinions and personal information and worry about speaking badly in front of their classmates. These problems lead to reluctant to speak. There are some solutions that can be helpful.

* Preparation

If teacher gives chance to students to think about what they are going to say and how to say it, the performance will be much better.

*The Value of Repetition

Repetition has many beneficial effects. It helps to fix words and phrases in student's memory. As well as, it aids students to improve what they did before. Howarth (2001) describes repetition as " process speaking" characterized by the pattern:



10.2. Roles of the Teacher during Speaking Activities

During speaking activities, a teacher needs to play number of different roles. Harmer (2001:275-276) suggests three roles if the teacher is trying to get students to speak fluently:

10.2.1. Prompter

The teacher should help his/her students when they get lost, or cannot think of what to say next or in some other way lose the fluency the teacher expects of them. Sometimes, the best option teacher can do is to leave the students to struggle out on their own. However, the teacher may offer discrete suggestions to help the students. This will avoid students' sense of frustration when they finish their ideas.

10.2.2. Participant

Teachers can participate in discussions or role-plays themselves to prompt covertly, introduce new information this will help the activity along, ensure continuing student engagement, and maintain a creative atmosphere. But there are some situations where teachers have to be careful and do not participate too much because when they dominate the speaking, they focus all the attention to themselves.

10.2.3. Feedback provider

Teachers should be aware of when and how to give feedback in speaking activities because over-correction may inhibit students and take the communicativeness out of the activity. On the other hand, positively and encouragingly correction may get students out of difficult misunderstanding. Everything depends upon teacher tact and the appropriacy of the feedback provided. As Harmer said «When students finish their activity, teacher should correct what they have done and tell them about what went well; in response to the content of the activity as well as the language used" (2001).

In summary, when teacher being a prompter, a participant, even a feedback provider, they have to be careful that they do not force students, do not participate too much, and do over correction.

Conclusion

We have attempted through this chapter to shed some light on the speaking skill what we have said on the speaking skill might seem recurrent to the teacher. However, we have tried to repeat in order to pay the learners' attention again to ways that help them in speaking the foreign language and make them reduce their fear and shyness feeling in speaking. As a productive skill, speaking is key to communication, it is a very important process that helps to evaluate learners' proficiency in the target language. It should be one of the basic curriculum designs of second or foreign language teaching, in addition to other skills. Learning to speak entails learner's engagement in communicative situation so that they will activate their speaking capacity. So, the development of oral skill requires students to make active use of the language that is correct in its grammar and pronunciation. That is to say fluency and accuracy are two essential aspects to be developed in classroom interaction. Teaching speaking is an important aspect in the field of teaching foreign languages. Speaking is plays a major role in helping people to communicate with each other. So, teaching and learning speaking skill become more effectively when the teacher use different materials as role play techniques to make the word which student hear more concrete.

CHAPTER TWO

THE ROLE PLAY TECHNIQUE IN THE

EFL CLASSROOM

CHAPTER TWO

The Role Play Technique in the EFL Classroom

Introduction

A way to bring a wide variety of social contexts to your class is through a role play, which is one of the most adaptable activities for the speaking classroom. This activity is practical, entertaining, and gets students to produce authentic English. Incorporating role-play into the classroom adds variety, a change of pace and opportunities for a lot of language production and also a lot of fun! It can be an integral part of the class and not a 'one-off event. If the teacher believes that the activity will work and the necessary support is provided, it can be very successful. Role-Plays or Role-Play techniques have a great importance in the teaching process. Using this aid help the teacher to explain lessons and to motivate student more and more. Nowadays, every teacher and every student knows the need for using role-play technique as educational aid, but the problem is how to use that technique in classroom. Hence, the aim of this chapter is to highlight the range of innovative uses of role-play techniques in education with reference to their pedagogical values, and defined it as a sources and data of information inside the classroom.

1. Definitions of Role-Play

Role-Play is very good technique to be used in the classroom. Role-Play technique is one of the strategies to teach speaking skill to the students. It engages the learners in real life communication and reduces their fears because the students even the weak ones they would be working in groups and will have the chance to choose the role that feels comfortable with. Simply; role-plays can encourage students to practice their speaking skill and develop their communication skills.

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).

In addition to Harmer (1998:92), offers this definition "Role-Play activities are those where students are asked to imagine that they are in different situations and act accordingly".

Nunan(2005:52)defines that role play is a speaking activity in which the learners take the part of other people and interact using the characteristics of those people,for instance; age, gender occupation,and so on. Also explain that role play includes a particular communicative task, for example negotiating a purchase, solving a problem, making a reservation, getting information, and so on.

By doing so, Role play is the act of imitating the character and behavior of someone who is different from you, 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.

2. Brief History of Role-Play

Role play is sub cultural phenomenon that connected to the present progress in popular culture. Historians indicated that 1974 is the most important year for the inception of role play games when the initial coherent game "Dungeons_Dragons" achieved the progress in popularity. This progress helped to arise multiple styles of role playing games, such as, tabletop, Live Action Role Play, and virtual gaming. Role plays should show a range of different genres that are related to the mood and the setting, most noticeable ones are: fantasy, science fiction, and horror.

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

3. 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:

3.1. 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 functions 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:

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.

3.2. Unscripted Role Play

In contrast to s"cripted role-play"; the situations of unscripted role-play do not depend on textbooks. It is famous as a free role-Play or improvisation. The learners 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.

4. The Importance of Role Play

Role play regarded as an important aspect in language teaching for many years. It is popular for both teachers and students. Rogers and Evans (2008) stated three reasons that show the values of role play. First, majority of teachers have seen that role play was central and essential to learners' experience because it aids them to improve social skills in order to communicate with others. In addition, role play is a reason that leads students to improve their creativity and imaginations. The third and major reason is that the role play is used to reinforce learning.

Tobn and Lendrum (1995) agreed with Roger and Evan in that role play can develop skills by asking students to communicate with each other directly through the use of roles. They added that role play enables students to perceive, understand, and respond. As well as, it enables them to practice their skill in a protected environment. It is useful if teacher grade the role plays.

Anderson (vii) has summarized the importance of role play in four points:

- They provide the spoken language practice that is vital for all language learning.

- They provide us with the opportunity to take our students out of the classroom for a "test run" of real world language use.
- They allow students to become someone else for part of lesson, and thereby to leave behind their inhibitions and worries.
- They involved an element of play that provides an enjoyable contrast to the course book exercises and helps to develop rapport between students.

5. Principles of Good Practice in Group

Since the role play need the adoption of many persons to perform such situations. So, we have to know some principles that make the group works more effectively.

5.1. Group Cohesion

According to Hough (2000: 54) group cohesion is "Used to describe the joining together and sense of common purpose which binds members to each other and to the group". So, cohesion is the basic part of group work. He adds that if the group cohesion is in high level, the participation tends to be high. This participation leads to the personal development and self awareness. The most important advantages of group cohesion are the avoidance of disturbance's fear and conflict through members.

5.2. Supervision

Hough (2000) viewed that supervision "is an integral part of working effectively with groups". It can be exercised on co-leadership system; two leaders work together in same group in which it aids them to reduce anxiety while managing a group. Motivation, confirmation and support are features of good supervision. Moreover, supervision is a process that makes group leaders clarifies their own attitudes and values about group work.

5.3. Confidentiality

It is essential at every level of group's development, especially at the first time when the group members meet each other. Confidentiality is easier built and continues if just two persons are involved. However, it is difficult to be existed in a group. Here, role of group leader is to avoid the conflicting ideas and to recognize the functions of group members.

5.4. Experience

It is necessary for the participants to have experiences in group in order to work appropriately and feel comfortable. These experiences are accomplished just through personnel experience. Furthermore, integration and sensible experiences increase group members' self-awareness and support. In addition, participants have to benefit from their experiences, especially, those problematic and challenging ones.

6. Stages of the Role Playing Activities

For the purpose of obtaining feedback from the learners, the teacher recorded what the learners had expressed at two different times :

First: their feedback was recorded when the teacher started explaining the role play and the procedure to the class. The learners' feedback was recorded for,

Second: time after the presentation. Besides recording, casual interviews were conducted with the learners in order to allow them to reflect on their presentation (Crookall; 1990:76).

Krish (2001:3) states that learners' feedback was divided into three categories:

The preparation stage, the presentation stage and the learners' overall impression regarding the activity:

6.1. The Preparation Stage

The learners were uncomfortable and uncertain. Towards the end, their shyness left them and they began prompting each other with ideas. Some learners said that the activity gave them a chance to do group work and allowed much free interaction especially to clarify the meaning of difficult words, that is develops their confidence.

6.2. The Presentation Stage

The learners attempted to perform a real life talk show. Throughout the presentation, they showed enthusiasm and a sense of fairness listening to others in the group to express their views. Some learners were seen taking down notes, perhaps to be better prepared in handling their turn. They also played their role as the audience by clarifying and giving their opinion at the end of the presentation.

6.3. The Post Presentation Stage

In this stage the opportunity of the students to give their views and opinion of the activity. Such comments and criticisms can help the teachers to prepare better future activities in other classes. Comments given by learners when the role play was explained by the teacher.

7. Advantages of Role Plays

English Foreign Language 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-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.

10-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).

The role-playing approach can be used in a variety of settings, including the classroom. The principle behind role-playing is that the student assumes a particular personality of a different person, such as a historical character. According to Jones (1982), students “must

accept the duties and responsibilities of their roles and functions, and do the best they can in the situation in which they find themselves.”

11-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.

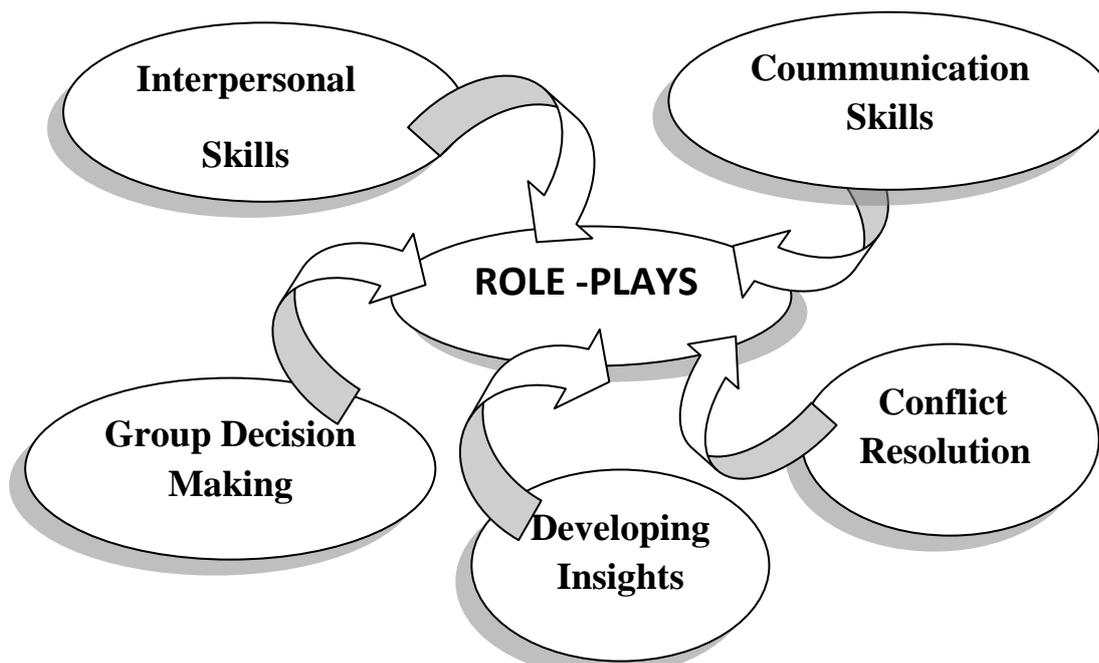


Figure 04: Advantages of Role play (Ladousse: 2004)

8. Disadvantages of Role Plays

Rogers (2007) pointed out that there is no method suitable for all situations. This means that sometimes role play is not appropriate to be used. He added that role play has some disadvantages. First, many students avoid performing because they hate it. Another disadvantage is that teachers are sometimes incapable to enhance their students to discuss a specific situation. Further disadvantage is that when students pay a little attention in preparing a role play on real life, in which there is a huge number of information, this may made them fail in discussing the case without more information. Although some teachers think that students should leave out the confusing and conflicting details on complex role play. The most important disadvantage is that role play is never been similar to the real things that include the state of mind and the emotions because you can realistic the setting, the problem even the unimportant detail but you never forget that you are in classroom,

especially, when teacher told them that the roles are not their own but other people's role. There is always some distance between action and thought (Rogers; 2007:210).

9. 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.

9.1. A Situation for a Role Play

Sheils (1988) proposed eleven 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.

9.2. 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)

9.3. 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).

9.4. 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.

9.5. 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 &McGinley1990). 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 roles 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 & 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.

9.6. 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.

10. Building Vocabulary through Role Play

Herrell and Jordan (1998:160) said that: "Vocabulary role play is a strategy used to encourage learners to make connections among their past experiences, the content currently being studied, and vocabulary being used in an unfamiliar way".

Students are introduced to new vocabulary and given an opportunity to discuss and use the vocabulary in context through role play." Teacher forms students in groups and gives them the same vocabulary. Then, he asks them to perform a short scene where the vocabulary words are used in different contexts. Therefore, students take a chance to see the vocabulary words used in context, in addition to, the other contexts where the words are used appropriately.

Herrell and Jordan (1998) identify eight steps of vocabulary role play to be followed. They are:

*** Identifying Key Vocabulary:**

Teacher chooses the vocabulary which will be used.

*** Teaching the Lesson:**

While you are teaching the lesson, you should stop at the key vocabulary and explain them. Pay attention when you pronounce the words (you have to pronounce them carefully) and ask your students practice pronouncing them.

*** Connecting the Vocabulary to Past Experience:**

After you finish explaining the lesson, ask your students to speak about the situation where the words used, in order to see the different meaning of these words.

*** Sorting the Words:**

Teacher has to encourage his students to participate by asking them to find synonyms to these words or to see whether they are used for naming things-nouns. Then he may review the words meaning to aid his students remembering them.

*** Planning Ways to Use the Words:**

Motivate your students to use the new vocabulary and show your happiness when they do that. You can also divide your class into small groups, give them few words and then ask them to perform these words in scene where all words should use.

*** Giving the Students Time to Practice:**

Give students time to perform the scene that edit by them. After each performance, teacher and students discuss how the words were used. It is a great when students use other new vocabulary in their performance.

11. Role Play is Different from Drama

Role-play is a drama technique that involves adopting a character role and acting out a pretend play scene. Role-play allows students to express their emotions, positive and negative. It allows students to explore their own self-image and identity. It helps to build self esteem and can nurture the development of a student's life skills. Both give the learner an understanding of a situation in real life. They will gain some perceptions of the actions, attitudes and insight of persons or situations. But role play is different from drama in the sense that role play is a strategy for exploration and does not attend to aesthetic concerns or aspects. It can be used to explore one situation or episode and doesn't need to be structured in the beginning, middle and ending episodes like in drama we have. The term role play refers to a variety of classroom activities from controlled role plays to free role plays. First we ask them to practise controlled role plays then they will easily enact free role play. According to Alan, M & Mary, S & Dangerfield (1989),

«Role Play is one method of maximizing students talking time, ensuring that students get an optimum level of practice during their limited class time. It also provides variety of activity and of interaction, and takes the focus of the class away from the teacher. The increased freedom thus obtained gives the teacher a useful opportunity to deal with individuals and to monitor their performance. Shy students can also benefit from group practice of this kind- they may be more forthcoming in small groups than when faced with the prospect of speaking in front of a whole class." (Cited in Nawaz;2011:10).

According to Aron in his article "Difference between Drama and Play", Drama and Play are two words that are often confused when it comes to their usage and meanings. Strictly speaking, there is some difference, subtle though, between the two words. The word 'drama' is used in the sense of 'theater'. On the other hand, the word 'play' is used in the sense of 'a literary composition'. This is the main difference between the two words, namely, drama and play. These two words are interchanged wrongly. A play is a literary piece consisting of dialogues between various characters, epilogue, monologue, prologue and an end. On the other hand, drama refers to the set up of the play which includes the theater, the hall, the accessories, the green room, costumes, music and the like. Hence the word 'drama' should be understood in the collective sense. The word 'drama' indicates a collection of all the terms used in dramaturgy or the art of play. Thus, a person who is skilled in the production of a play is called a dramatist. He is well versed with the rudiments and the principles of dramaturgy such as the measurement of the stage on which the play has to be staged, the nature of characters, the costumes that fit the characters, the music to be played, the music room, the green room, the synchronization of music and dialogue delivery, and the like. In short, it can be said that drama deals with all the nuances of the composition of play. However, a 'play' is a literary composition that should be written in a specific number of acts and scenes. In other words, each act should contain a few scenes as well. The composition of a play is ruled by regulations such as sentiments to be shown on the stage, what is to be shown and what is not to be shown, the predominant sentiment and the subordinate sentiment, and the like. The word 'drama' is inclusive of terms such as tragedy, comedy, satire, and the like. It should be noted that it is the playwright who writes a tragedy, a comedy or a satire for that matter. These are the main differences between the two words that are often confused, namely, play and drama.

12. 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 bad. 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 /](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.

At a shop:

Complete the dialogue below with proper expressions from the box:

A: Hello.

B...

A...

B...

A...

B...

A...

B...

B...

A...

(Ladusse, 2004)

Here you are

Thank you

Good bye

Can I have bread, please?

Hello

How much is it?

Yes, of course

Its two dollars

Good bye

Conclusion

Role Play techniques are of various forms. Each technique may be used a little different ways by both teachers and learners. The correct use of role play techniques help the teachers to benefit more from it whether in improving the students' speaking and listening by putting them in real context or in motivating and engaging them in learning atmosphere. To conclude, in this chapter we had highlighted the notion of role play and the history of it. We deal with the types and the importance of role play in learning in which it motivates students to communicate with each other. Moreover, we focus on the principles of good practice in group. Then, we will describe the stages of role playing activities with some advantages and disadvantages. Later on, we deal with the difference between drama and role play, and finally, we have some examples about role play.

Today, it is essential to improving student achievement and preparing them as professionals in the global economy and develops students' speaking skill.

CHAPTER THREE

FIELD WORK

ANALYSIS AND INTERPRETATION OF

STUDENTS AND TEACHERS

QUESTIONNAIRES

CHAPTER THREE

Field Work

Analysis and Interpretation of Students and Teachers

Questionnaires

Introduction

In the previous chapters, we have presented a review of related literature to speaking and role play. To determine our study, we will focus on questionnaire, for gathering information. So, in this chapter, we are going to analyze the data obtained through this procedure which is really needed to investigate our hypothesis. The questionnaire was devised in order to explore and investigate how second year students 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 students' questionnaire contains more questions than that of the teachers due to the fact that we expect the students to provide us with more information about the learning situation. Finally, we hope to gain a thorough understanding of how students perceive the speaking skill, the attitude of students towards using role plays. We will start with students' questionnaire in which we will introduce the population of the study, describe, analyze and discuss the results. The same steps will be followed in teachers' questionnaire. Thus, through this chapter, we will present our research' findings about the use of role play in developing students' speaking skill.

1. Interpretation and Analysis of the Students Questionnaire

1.1. Sampling

Our sampling is second year LMD students of English, at Mohamed Kheider University of Biskra; department of English, during the academic year 2014-2015. Because we could not deal with all population which is about three hundred fifty students, we have randomly chosen fifty students from two different groups (males 26%; female 74%). This sample is selected under many reasons. First of all, we have selected this sample because they are more motivated to learn English language. Also because they have already study the

structure of English language in the previous years and in this year the focus is on speaking and the ways that improve it. Students did not face any difficulties in understanding and answering the questionnaire.

1.2. Description of the questionnaire

The students' questionnaire is designed to obtain data concerning the students' opinions about the learning situation, their attitudes towards studying English using Role plays. The questionnaire consists of 20 questions divided into three sections. The types of questions are mainly closed ended (yes / no questions or multiple choice questions), and open ended questions were included. The three sections are as follows:

Section1: General information (Q1- Q3): it is meant to gather data about students' personal characteristics.

Section 2: The speaking skill (Q4- Q10): 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 (Q11 - Q20): this section seeks information about role plays activities. It investigates students' personal attitudes towards Role plays implementation in their English class.

1.3. Analysis of the results

Section One: Background Information

Item1. The choice of English branch

Choice of English branch	Number of students	Percentage
Your own choice	47	% 94
Compulsory	3	% 6
Total	50	% 100

Table 01: Students' choice of English branch

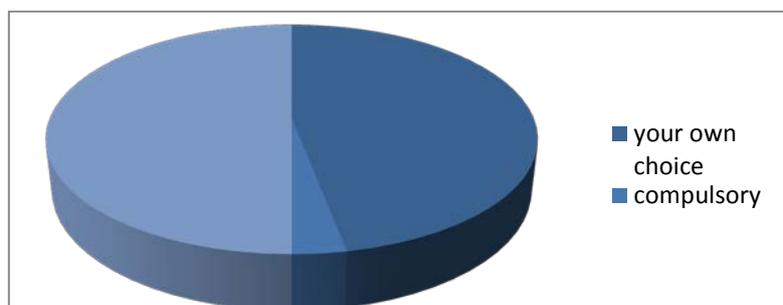


Figure 05: Diagram representing self choice of English branch

Comment

From the table and the figure above, we notice that the most students (94%) study the English language as a branch in university is their personal willingness, and only (6%) students whom their choice of English compulsory on them. The students whom choose the English branch they justify why question by saying that they love English language and they can understand it easily more than other languages, however the students' whom their choices are compulsory on them, they did not choose English by themselves but their parents have urged them to do so or their baccalaureate average does not allow them to study the field they want.

Item 2. Favorite Module

Favorite module	Number of students	Percentage
Yes	41	% 82
No	9	% 18
Total	50	% 100

Table 02: Students' favorite module

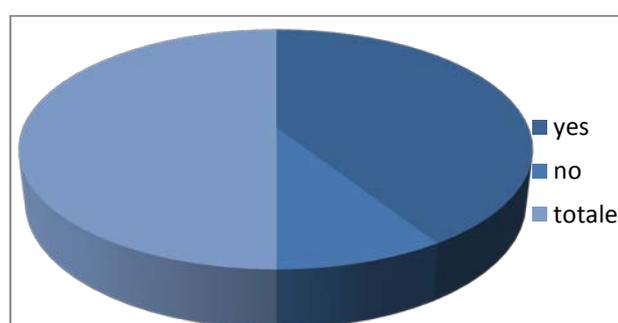


Figure 06: Diagram representing the favorite module to the students

Comment

The table above indicates that (41) students (82%) represented that Oral Expression are the most favorite module, whereas written (9- 18%) of students mentioned that Oral Expression is not the most favorite module. From the description of table and figure, and all we know that the most important skill to the students' is speaking skill and they prefer the oral module because they expressed their feeling and motivating freely.

Item 3. How do you assess your present level at speaking English?

Rank	Number of students	Percentage
Very Good	3	% 6
Good	29	% 58
Average	16	% 32
Poor	2	% 4
Total	50	% 100

Table 03: students' level at speaking English

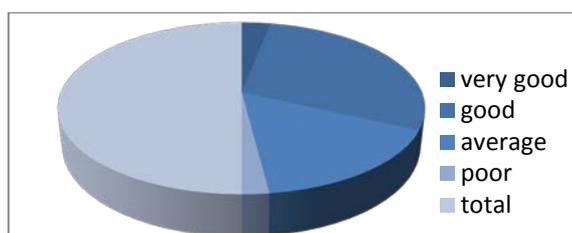


Figure 07: Diagram representing students' level at speaking English

Comment

From the results obtained in the table above, we notice that 29 of students (58%) who said that they speak English good. Besides 16 of the students (32%) who said that they are average in speaking, whereas (3- 6 %) evaluated their abilities in speaking as being very good, 2 of the students (4%) said poor.

Item 4. The main speaking difficulties

Speaking Difficulties	Number of students	Percentage
Vocabulary	28	% 56
Grammar	16	% 32
Pronunciation	10	% 20
All of them	6	% 12
Total	50	% 100

Table 04: Students' speaking difficulties

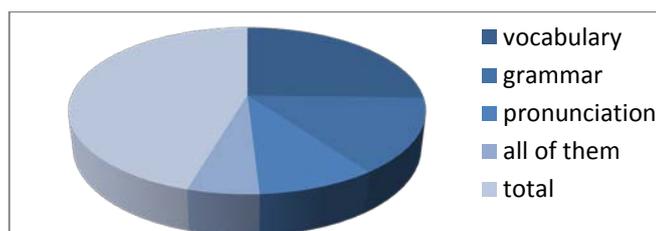


Figure 08: Diagram representing students' speaking difficulties

Comments

➤ Vocabulary Difficulties

Out of 50 students, (28-56%) argued that their vocabulary is their main speaking problem. This is a result of the lack of knowledge of the language features (syntax, semantics).

➤ Grammar Difficulties

Out of 50 students, 16 students (32%) argued that the main speaking difficulty to them is the use of grammar. This later can be a result of the following problem, which is the lack of practice and fear of criticism and those problem represent another major problem that learners can face in the oral skill. These later results from students' shyness fear of making mistakes and criticism. Thus, all the above factors lead to the lack of practice which does certainly hinder the learners from developing their speaking skills, their grammar and may when we use the role play as to give the student the real life situation in order to decrease their shyness and develop their grammar and speaking skill.

➤ Pronunciation difficulties

When asked to determine their speaking difficulties, ten students (20%) reported that pronunciation is one of the problems that they face in oral skill. Hence, the problem is a result of learners' educational background in which pronunciation practice was almost absent; it means that the learners did not see and hear different pronunciations of English speakers as British people or American. And they didn't listen to the sound then see the spelling of those words. Students didn't communicate by using English language in the previous years.

➤ All of them

Out of 50 participants, only 6 students (12%) whom said that the main difficulties in speaking and they could not develop their speaking skill because of the lack of vocabulary, lack of grammar and pronunciation difficulties.

Item 5. Do you use English outside the classroom?

Rank	Number of students	Percentage
Yes	33	% 66
No	17	% 34
Total	50	% 100

Table 05: Students' use English outside the classroom

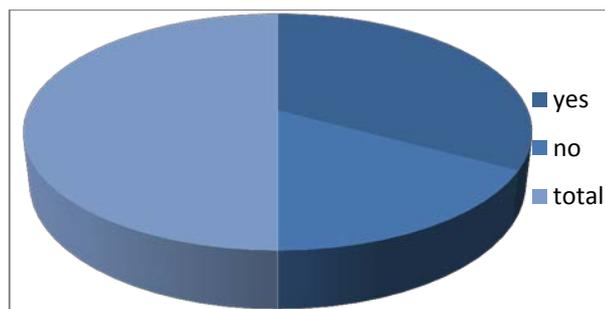


Figure 09: Diagram representing Students' use English outside the classroom

Comment

Table (6) show that (33 - 66 %) of the students use English outside the classroom. This means that our students are aware of the importance of English to improve their oral performance. While, only 17 students (34 %) said that they don't use English outside the classroom ,they are not interested in speaking activity.

Item 6. How often do you participate in the classroom?

Option	Number of students	Percentage
Often	15	% 30
Sometimes	26	% 52
Rarely	5	% 10
Never	4	% 8
Total	50	% 100

Table 06: Students' participate in the classroom.

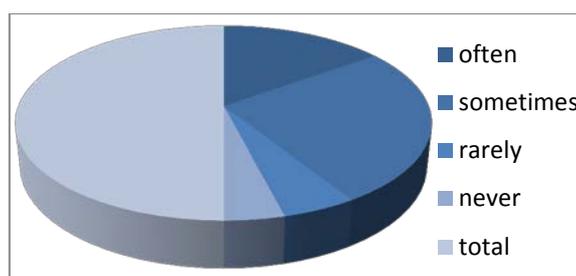


Figure 10: Diagram representing Students' participate in the classroom.

Comment

Out of 50 students, (26- 52%) have claimed that sometimes participate in classroom, and only (15- 30%) and (5- 10%) between often and rarely. Some students (4- 8%) don't speak in the classroom may be because their shyness or fear to make a mistakes that's way said that his/her teacher didn't gives them the opportunity to speak in classroom and as all

we know in Oral Expression all the student have the same chance to speak but some students want some material which motivate them.

Item 7. How often does your teacher give you the opportunity to speak?

Rank	Number of students	Percentage
Always	16	% 32
Sometimes	18	% 36
Rarely	13	% 26
Never	3	% 6
Total	50	% 100

Table 07: Students’ opportunity to speak

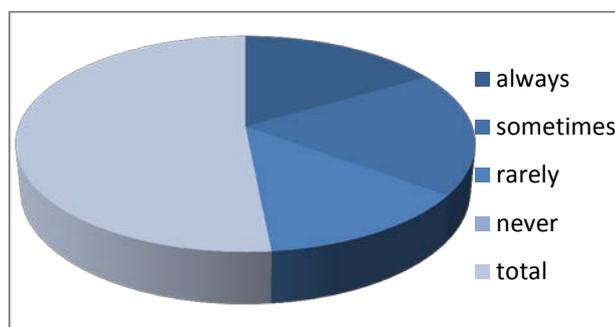


Figure 11: Diagram representing Students’ opportunity to speak.

Comment

Out of 50 students, (36%) have claimed that their teacher sometimes gives them the opportunity to speak in classroom, and only (32%) and (26%) between always and rarely. Some students don’t speak in the classroom may be because their shyness or fear to make a mistakes that’s way said that his/her teacher didn’t gives them the opportunity to speak in classroom and as all we know in Oral Expression all the student have the same chance to speak but some student feel burring and they want some material which motivate them.

Item 8. Which activity does your teacher use most?

Rank	Number of students	Percentage
Discussion	24	% 48
Role Playing	21	% 42
Language Games	5	% 10
Total	50	% 100

Table 8: the most activities used to teach speaking

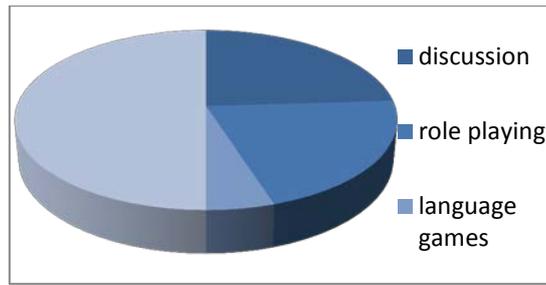


Figure 12: Diagram representing the most activities used to teach speaking.

Comment

Students' answers are varied; 24 of respondents (48 %) said that the main activity used by the teacher is discussion activity, which can give them a chance to talk and practice according to the limited topic. 21 of the students (42 %) said Role playing which is not very different from discussion, but it gives the students more space and freedom; Role play is a good way to practice and it makes learners productive, besides 5 of the students (10%) said language games.

Item 9. Which activity you prefer most?

Rank	Number of students	Percentage
Discussion	16	% 32
Role Playing	30	% 60
Language Games	4	% 8
Total	50	% 100

Table 9: students' activity prefer most

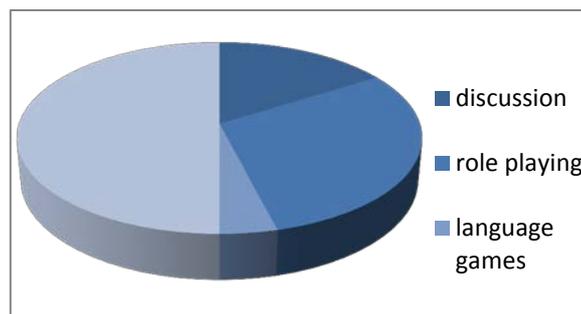


Figure 13: Diagram representing students' activity prefers most.

Comment

(60%) prefer Role Plays; role play is a good way to practice and it makes students productive. (32%) of students prefer discussion most, and just eight (8%) percent students prefer language games.

Section Two: Students' Attitudes towards Role Plays

Item 10. Does your teacher use role plays during the Oral Expression lesson?

Rank	Number of students	Percentage
Yes	11	% 22
No	24	% 48
Sometimes	15	% 30
Total	50	% 100

Table 10: The Use of Role Play

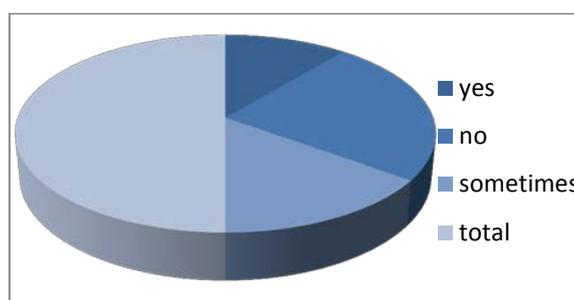


Figure 14: Diagram Representing the Use of Role Play techniques from the teachers' inside classroom.

Comment

We notice from the table above that (48%) agree they do not use role play techniques in their lesson and (30%) said they sometimes uses, also (22%) agree they use this technique; this is due to the lack of this aid in the English Department at Mohamed Kheider University, Biskra. The students who said that they use and sometimes have claimed that role play techniques are clear introduction to the Target Language, context and culture.

Item 11. Is necessary to use role play techniques to learn the speaking skill?

Rank	Number of students	Percentage
Yes	33	% 66
No	17	% 34
Total	50	% 100

Table 11: the necessity of role play techniques in classroom

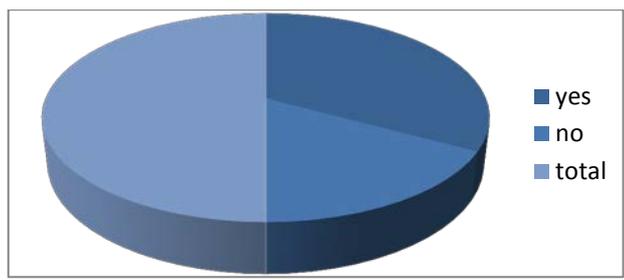


Figure 15: Diagram representing the necessity of role play techniques in classroom

Comment

The majority of the students (66%) agree that the use of role play techniques in classroom is very necessary to them and they see the role play technique is very effective way in learning process. But, only a few of the students said it's not necessary to use it may be because they don't see it as a teaching material.

Item 12. Do you think that the use of role play techniques save time?

Rank	Number of students	Percentage
Yes	40	% 80
No	10	% 20
Total	50	% 100

Table 12: the use of role play techniques to save time

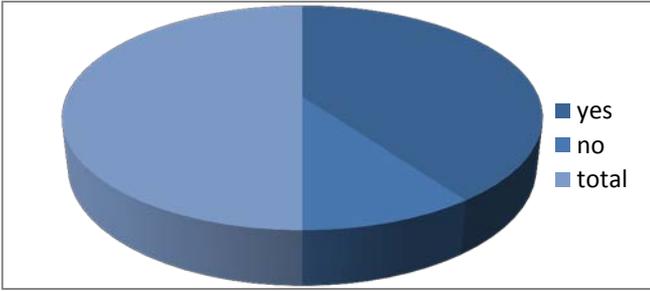


Figure 16: Diagram representing saving time through the use of role play techniques.

Comment

The majority of the students (80%) agree that the use of Role Play techniques save time. Teachers can focus on some skills at one time by using role play. While, 10 students (20%) said that it doesn't save time because there are some teachers don't know the way how to use different role play or they didn't give an objective role plays.

Item 13. A Role Play is a simple practice that develops communication skills.

Rank	Number of students	Percentage
Strongly Agree	16	% 32
Agree	20	% 40
Strongly Disagree	6	% 12
Disagree	6	% 12
Neutral	2	% 4
Total	50	% 100

Table 13: A Role Play develops communication skills.

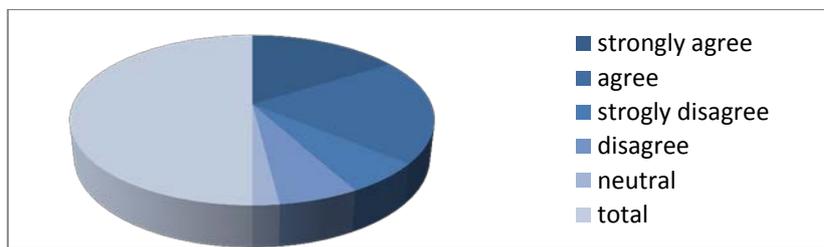


Figure 17: Diagram representing a Role Play develops communication skills.

Comment

The majority of students (20- 40%) agree that a role play is a simple practice that develops communication skills, also (16- 33%) strongly agree that a role play develops communication skills. While some students (6- 12%) between disagree and strongly disagree about this idea .However; only (2- 4%) said that neutral.

Item 14. Have you ever performed a play in your classroom?

Rank	Number of students	Percentage
Yes	12	% 24
No	38	% 76
Total	50	% 100

Table 14: Performing Role Play Activity

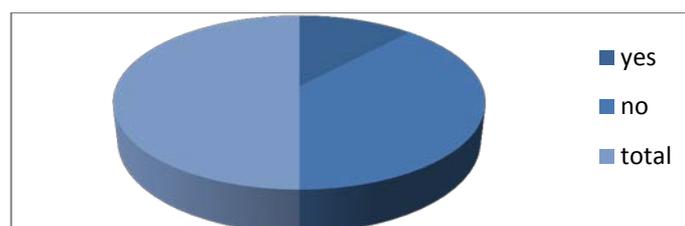


Figure 18: Diagram representing students' Performing Role Play Activity

Comment

Table (15) shows that (38-76%) of our respondents claimed that they have not performed plays in the classroom, because either they feel shy or the over interruptions by their students. But only (12- 24%) 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 students consider their teachers' comments.

Item 15. When performing Role plays in your classroom, you prefer:

Rank	Number of students	Percentage
Choose your role	42	% 84
To be assigned the role by your teacher	8	% 16
Total	50	% 100

Table 15: Students' preferences when performing role plays

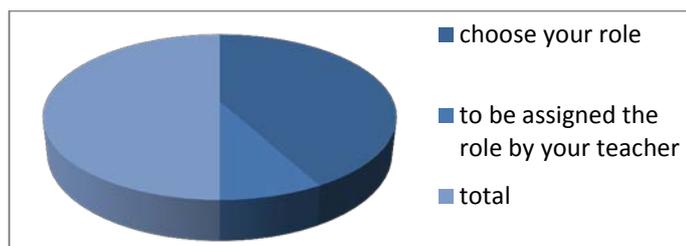


Figure 19: Diagram Representing Students' Preferences When Performing Role Plays.

Comment

While performing Role Plays, students have different points of view about what they prefer while speaking in the classroom. 42 of students (84%) say that they prefer to choose their roles. Only (8- 16%) of students prefer to be assigned the role by the teacher.

Why

(6- 12%) of students who answered "choose our role": justify that they have a good knowledge about the role they are performing; (14- 28%) of students who answered "to be assigned the role by our teacher" say that the role of the teacher is a guide. (30- 60%) students did not give any explanation.

Item 16. Does the use of Role Plays motivate you to speak?

Rank	Number of students	Percentage
Yes	47	% 94
No	3	% 6
Total	50	% 100

Table 16: Role Play techniques motivation

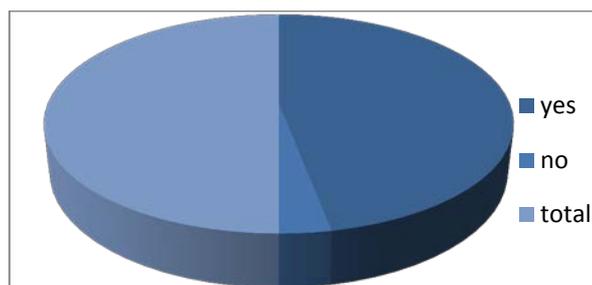


Figure 20: Diagram representing the motivation of Role Play techniques.

Comment

From the table and the figure above shows that all the students agree that the use of Role Play techniques helps to motivate them inside classroom. Most of them (94%) agree that the role play techniques aids help them to enrich their vocabulary and master the language as well. Also, some of them (6%) said that it facilitates learning and helps them to improve their level especially in speaking.

Item17. Why do you think your teachers use Role Play?

Rank	Number of students	Percentage
Raise students' motivation and interest	24	% 48
Help students to improve and enrich their vocabulary	19	% 38
Bring the Foreign Language culture context into the classroom	18	% 36
Facilitate learning	20	% 40
Give an opportunity for students for practice and test their language level	7	% 14
All of them	35	% 70

Table 17: Teachers' use Role Play techniques

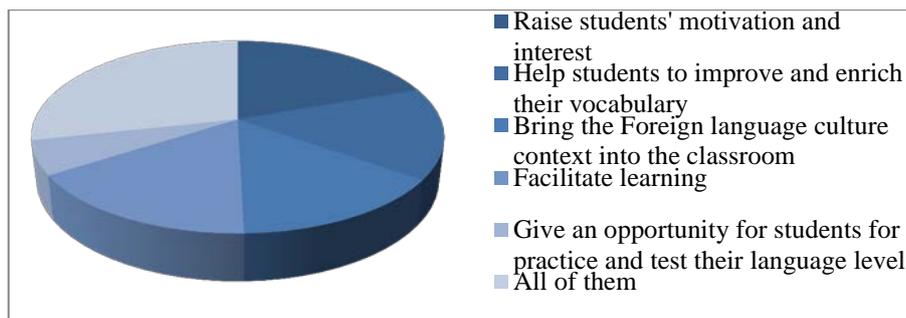


Figure 21: Diagram representing Teachers' use Role Play techniques

Item18. How does your teacher act during the plays performance?

Rank	Number of students	Percentage
Facilitate	29	% 58
Guide	10	% 20
Friend	7	% 14
Others	4	% 8
Total	50	% 100

Table 18: The role of teacher during the plays performance

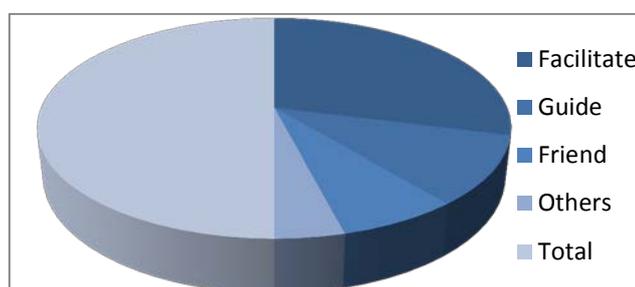


Figure 22: Diagram representing The role of teacher during the plays performance

Comment

Table (19) shows that 29 of students (58%) consider that the teacher act during the plays performance as facilitator; facilitates the learning process. 10 of students (20%) indicate that the role of the teacher is guide. Some of them say that teacher as a friend and only four (8%) of the students put others.

Item 19. Any further suggestion about the use of Role Play technique in classroom...

To be honest most of student don't answer to this question but there are a few from the whole sample who suggest seeing British shows and see native speaker who react with words it will be more motivating to the student and the teacher too.

1.4. Discussion

The analysis of students' questionnaire shows that the objectives of using role play do really affect the students' speaking level. As we notice, the students' responses in section two, revealed that second year students are really suffered from many speaking disabilities like lack of confidence, mother tongue interference, fear...etc although their teachers encourage them to speak. We also notice that majority of students like to work cooperatively whether in groups or in pairs because they think that working in group helps them to use language correctly. In the section three, the students' answers demonstrated that they are aware about the effectiveness of role play because all of them experienced it. In addition, they show their preferences for this technique and they favor if their teacher use it always.

2. Iterpretaion and Analysis of the Teachers Questionnaire

2.1. Sampling

Our questionnaire is directed to teachers at University of Biskra. We dealt with the sample of five (5) teachers of oral expression course. They are selected randomly from the entir population of about fifteen (15) teachers of oral expression course.

2.2. Description of the questionnaire

Questionnaire is one tool which is needed to fulfill this research. It consists of 20 questions divided into three sections. The types of questions are mainly closed ended (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 teachers' personal characteristics.

Section 2: The speaking skill (Q5- Q11): 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 (Q12 – Q18): this section seeks information about role plays activities. It investigates teachers' personal attitudes towards Role plays implementation in their English class.

2.3. Analysis of the Results

Section One: Background Information

Item 1. The period of teachers' experience in teaching

Rank	Number of teachers	Percentage
One year	2	% 40
Three years	1	% 20
Seven years	1	% 20
Ten year	1	% 20
Total	5	% 100

Table 20: The period of teachers' experience in teaching

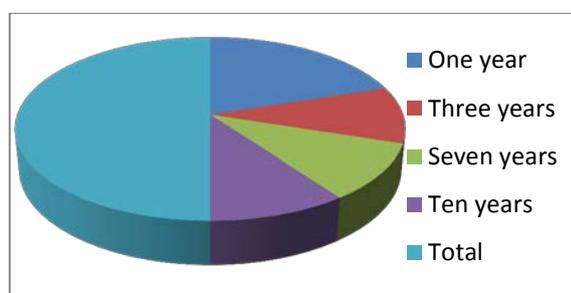


Figure 23: Diagram Representing the Period of teachers' experience in teaching

Comment

We notice from the table above that (40%) of teachers said the period of experience in teaching is one year. While (20%) said that the period of experience in teaching is three years, also (20%) of teachers said that the period of experience in teaching is seven years, and (20%) of teachers said that the period of experience in teaching is ten years.

Item 2 .The Period of teachers' experience in teaching Oral Expression

Rank	Number of teachers	Percentage
One year	4	% 80
Eight years	1	% 20
Total	5	% 100

Table 21: The Period of teachers' experience in teaching Oral Expression

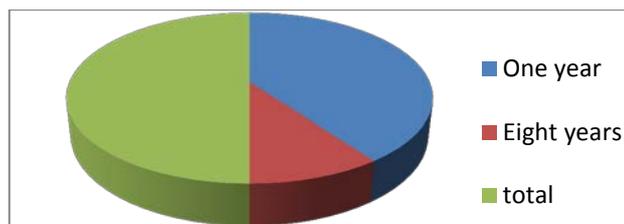


Figure 24: Diagram Representing the Period of teachers' experience in teaching Oral Expression

Comment

From the table and figure above that (80%) of teachers said the period of experience in teaching is one year. While (20%) of teachers who said that the period of experience in teaching is eight years.

Item 3. The means of teaching a language:

Rank	Number of teachers	Percentage
Teaching Grammatical rules and lists of vocabulary	1	20 %
Teaching how to Communicate using these rules	1	20 %
Both of them	3	60 %
Total	5	100%

Table 22: The means of teaching a language

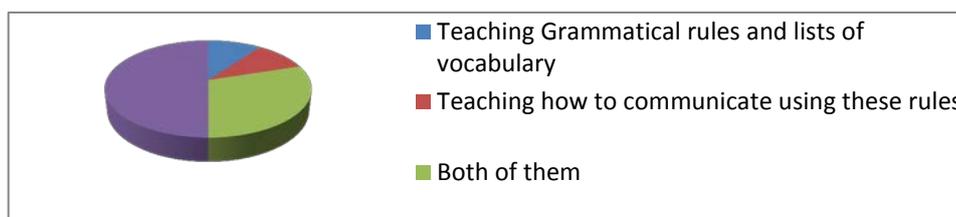


Figure 25: Diagram representing the means of teaching a language

Comment

According to the results obtained in the table above, (20%) of teachers see that the means of teaching a language is teaching grammatical rules and lists of vocabulary. Whereas, (20%) of teachers see that the means of teaching a language is teaching how to communicate using these rules. Also, the majority of teacher's (60%) see that the means of teaching a language are both teaching grammatical rules and lists of vocabulary, and teaching how to communicate using these rules.

Item 4. Do you agree that in order to teach a foreign language we should focus on speaking?

Rank	Number of teachers	Percentage
Strogly Agree	1	20 %
Agree	3	60%
When Necessary	1	20 %
Total	5	100%

Table 23: Foreign Language focus on speaking

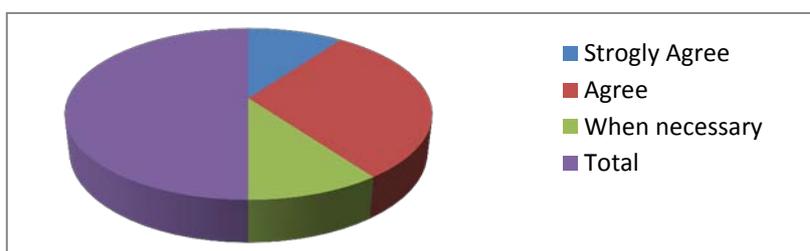


Figure 26: Diagram Representing Foreign Language focus on speaking

Comment

From the table and the figure above shows that three teachers (60%) agree that the teach of Foreign Language should focus on speaking. One teacher (20%) between strongly agree that the teach of Foreign language should focus on speaking or when necessary that's all.

Section Two: Teaching Speaking

Item 5. How do you assess students' present level at speaking English?

Rank	Number of teachers	Percentage
Good	1	20 %
Average	3	60%
Bad	1	20 %
Total	5	100%

Table 24: The assessment of present level of students in speaking English

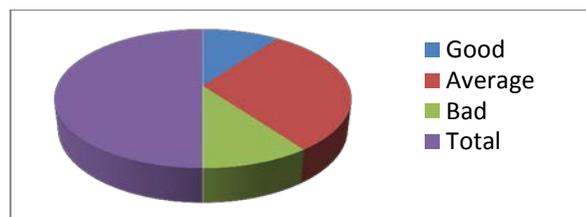


Figure 27: Diagram representing the assessment of present level of students in speaking English

Comment

According to that question, the majority of student’s level in speaking English is average about (3- 60%), and (1- 20%) good, also (1- 20%) bad.

Item 6. Speaking Difficulties

Rank	Number of teachers	Percentage
They are sufficiently exposed to target language	1	20 %
They are not aware that language is communication	1	20%
Lack of linguistic competence	1	20 %
Lack of training and practice	2	40%
Total	5	100%

Table 25: Face Speaking Difficulties



Figure 28: Diagram Representing Face Speaking Difficulties

Comment

According to the results obtained in the table (25) above, the majority of teacher’s (40%) have stated that their student’s have problems in training and practice in all these aspects previously mentioned with a 20% said they are sufficiently exposed to Target Language. Also,(20%) of teachers’said because they are not aware that language is communication, and(20%) see that our students face difficulties at speaking because they have lack of linguistic competence.

Item 7. From your experience as a teacher, is it possible to make all the students participate in the classroom?

Teacher one: "yes, it is up to the teacher's own strategy to motivate his/her students, to choose interacting topics that work with their needs and wants so that, he/she will succeed in getting most of them if not all involved in the course".

Teacher two: "yes, by compulsion".

Teacher three: "yes, through creating a comfortable atmosphere that reduces anxiety and makes students feel free to say what they think. The frequent interaction with students familiarizes them with the environment and reduces the feeling of fear of making mistakes, giving equal attention to all the students will increase their engagement because they feel that they are not neglected"

Teacher four: "yes, we can make them participate by tasks, by choice of topics, by the way you correct, and we sometimes oblige them to speak using the marks".

Teacher five: "yes, they have to for marks that lead them to participate and with time they will do it just because they want, not for marks only".

Comment

All the respondents agreed that it is possible to make all the students participate in the classroom speaking tasks. For them, this participation depends on the teacher's choice of topics, his or her way of teaching and the comfortable atmosphere that is created by the teacher in classroom; however, some of the teachers have obliged their learners to participate in classroom by making them performing such oral tasks individually, so all the students have to participate in order to get their marks. This reveals that the teachers are aware about the students' participation in classroom as a strategy to develop their speaking proficiency.

Item 8. How do you try to help them improve their speaking skills?

Rank	Number of teachers	Percentage
Varying the techniques	1	20 %
Longer exposure to target language	1	20%
Giving them more opportunities to participate	2	40 %
Motivating	1	20%
Total	5	100%

Table 26: Improving their speaking skills



Figure 29: Diagram representing to improve their speaking skill

Comment

We notice that the majority of teacher’s (40%) try to help students improve their speaking skill from giving them more opportunities to participate. Whereas, (20%) of teacher’s help students improve their speaking skill from varying the techniques. Also, (20%) of teachers them improve their speaking skill from longer exposure to target language, and (20%) of teachers motivating them.

Item 9. What type of activities do you use in teaching speaking?

Rank	Number of teachers	Percentage
Role Play	1	20 %
Information Gap Activity	1	20%
Free Discussion	2	40 %
Oral presentation	1	20%
Games and Quiezes	00	00%
Total	5	100%

Table 27: Activities use in teaching speaking



Figure 30: Diagram representing Activities use in teaching speaking

Comment

Teachers’ answers are varied; two of respondents (40%) said that the main type activity used by the teacher in teaching speaking is free discussion activity, which can give them a chance to talk and practice according to the limited topic. One of the teachers (20%) said Role play which is not very different from discussion, but it gives the teachers more space

and freedom. One of the teachers (20 %) said that the type of activity used in teaching speaking is information gap activity,also,(20 %) of teachers said that oral presentation, besides (00%) of teachers didn't give any answer about games and quizes activity.

Item 10. During the Oral Expression lesson do you focus more on (performance) :

Rank	Number of teachers	Percentage
The content of the activity itself	1	20 %
The linguistic aspects(vocabulary, grammar, pronunciat)	2	40%
All of them	2	40 %
Total	5	100%

Table 28: the Oral Expression lesson focus more on (performance)

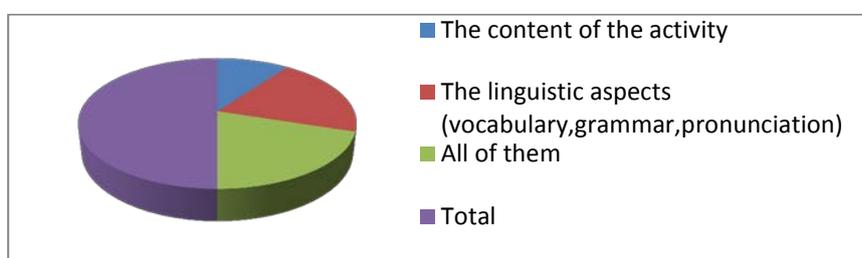


Figure 31: Diagram representing the Oral Expression lesson focus more on (performance)

Comment

From the table and figure above, (20%) of teachers during the Oral Expression lesson focus more on the content of the activity itself. While (40%) focus more on the linguistic aspects (vocabulary, grammar, pronunciation). Whereas, the majority of teacher's (40%) during the Oral Expression lesson focus more on the both: the content of the activity itself and the linguistic aspects (vocabulary, grammar, pronunciation).

Item 11. Do you think the time allotted for Oral Expression module is sufficient?

Rank	Number of teachers	Percentage
Yes	3	60 %
No	2	40%
Total	5	100%

Table 29: The time allotted for Oral Expression module

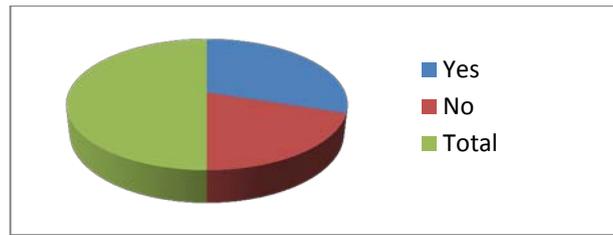


Figure 32: Diagram representing the time for Oral Expression module

Comment

Most of the teachers (60%) see that the time allotted for the module of Oral Expression is sufficient. While (40%) of teachers who see that see that the time allotted for the module of Oral Expression is not sufficient.

Section Three: Using Role Play in the classroom

Item 12. How often do you use Role Play?

Rank	Number of teachers	Percentage
Very Often	1	20 %
Sometimes	3	60%
Always	1	20%
Never	00	00%
Total	5	100%

Table 30: The use of Role Play

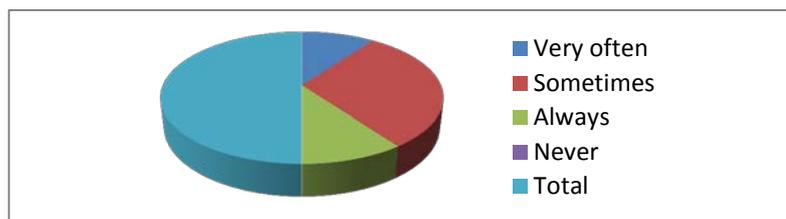


Figure 33: Diagram representing the use of Role Play

Comment

As it is revealed in the table above, three teachers (60 %) see that they use role play sometimes. This, according to us, is due that our teachers are interested to develop student’s speaking level whereas, one teacher (20 %) who said that he used it between always and very often.

Item 13. Do you think that Role Play is an efficient activity?

Rank	Number of teachers	Percentage
Yes	3	60 %
No	2	40%
Total	5	100%

Table 31: Role Play is an efficient activity

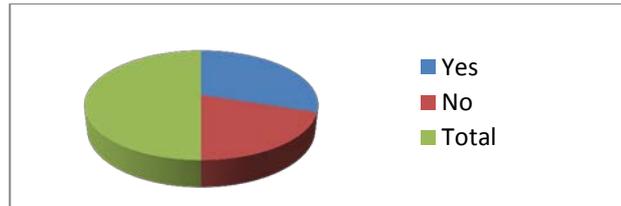


Figure 34: Diagram Representing Role Play is an efficient activity

Comment

Three teachers (60%) said that Role Play is an efficient activity. This indicated that role play have an insight about the learners needs to practice this technique in classroom for a better speaking achievement. While two teachers (40%) see that role play is not an efficient activity in their speaking skill.

Item 14. Do you think that Role Plays help your students to develop their speaking skill?

Rank	Number of teachers	Percentage
Yes	4	80 %
No	1	20%
Total	5	100%

Table 32: Role Plays help students to develop their speaking skill

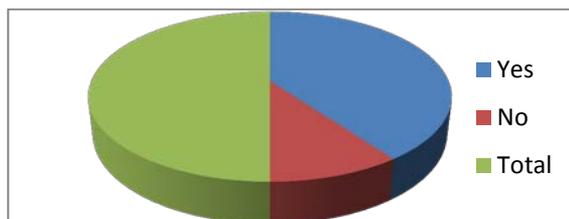


Figure 35: Diagram representing Role Plays help Students to develop their speaking skill

Comment

The majority of the teachers (80%) said that Role Play included role plays to develop their students speaking. This indicated that role play have an insight about the learners needs to practice those techniques for a better speaking achievement. But, only one (20%) from the teacher see that role play didn't help them speaking skill.

Item 15. Do you consider teaching speaking with Role Plays as:

Rank	Number of teachers	Percentage
A pedagogical strategy	4	80 %
Entertainment strategy	00	0%
All of them	1	20%
Total	5	100%

Table 33: Teaching speaking with Role Plays

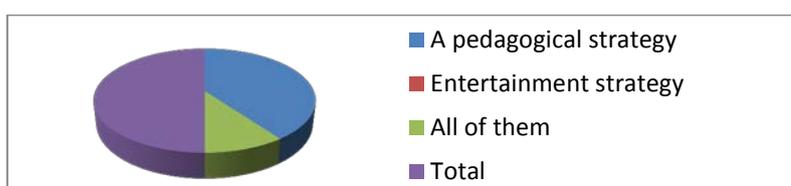


Figure36: Diagram Representing to teach speaking with Role Plays

Comment

No one of the teachers consider teaching speaking with role play just as entertainment strategy. Most of them (80%) consider teaching speaking with role play as a pedagogical strategy, while (20%) said that both: Entertainment strategy and Pedagogical strategy.

Item 16. What kind of difficulties do you face when you use Role Plays in teaching Oral Expression course?

Rank	Number of teachers	Percentage
Time	1	20 %
Students level	2	40%
Topics	1	20%
Technical means	1	20%
Total	5	100%

Table 34: The kind of difficulties when you use Role Plays in teaching Oral Expression course

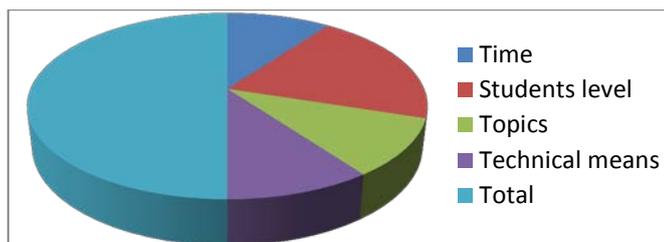


Figure 37 : Diagram Representing The kind of difficulties when you use Role Plays in teaching Oral Expression course

Comment

According to the table and figure above , most of the teachers (40%)see that when teacher use role plays in teching Oral Expression course he face that students level. While (20%) who see that when teacher use role plays in teching Oral Expression course he face that time. Also, (20%) see that teacher face topics, and (20%) face technical means.

Item 17. Which is better for students to play a:

Rank	Number of teachers	Percentage
Prepared role	2	40 %
Spontaneous role	3	60%
Total	5	100%

Table 35: Teachers’ attitudes towards the preferred types of plays for students.

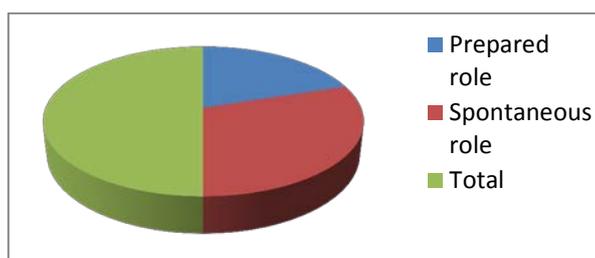


Figure 38: Diagram Representing Teachers’ attitudes towards the preferred types of plays for students.

Comment

Three teachers (60%) see that it is better for students to play spontaneous roles to be creative. Whereas, only two teachers 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.

Item 18. How do you act with this technique to ensure its positive affects on students speaking.

Rank	Number of teachers	Percentage
Guide	00	00 %
Friend	4	80%
Facilitator	1	20%
All of the above	00	00%
Total	5	100%

Table 36: Teachers' role during role plays activities

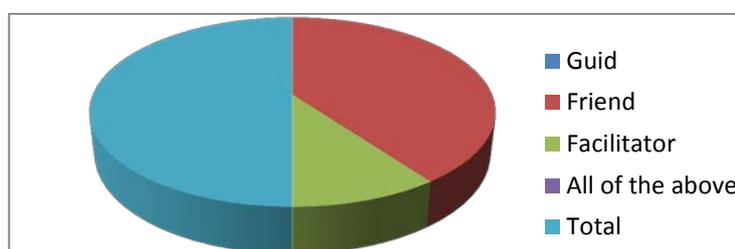


Figure 39: Diagram representing Teachers' role during role plays activities

Comment

The table above show that the four teachers (80 %) act during this technique to ensure its positives on students speaking as a friend while, one teacher (20 %) 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.

Conclusion

To conclude, in this chapter we had highlighted the analysis and interpretation of students' and teachers' questionnaires. The data we have collected from the questionnaire administered to second year students at university 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 students' speaking level. The teachers' questionnaire provides clear answers for the research questions and confirms 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.

Pedagogical Implications

The analysis of the students' and teachers' questionnaires allowed us to draw up many conclusions. 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 English Foreign Language context regarding the using of Role plays techniques as being fruitful and of high significance in the speaking skill. English Foreign Language 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 seems 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 students need to be provided with positive feedback to maintain an eagerness to work.
- 3- Students need to be aware of the importance of speaking to develop an effective communication in speaking.
- 4- Teachers should encourage the students to take more responsibility for their learning, and there by, results in better learning.
- 5- Using different techniques such as Role plays, discussions ...to teaching speaking to develop students' speaking.
- 6- Students should not rely on what they have been taught in the classroom only; yet, they should rely on practicing and using English in real life situation.

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

Role-playing techniques 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 lesson.

- 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, and 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 character's 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 wellwritten, 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; however, 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.

The questionnaire has showed that the major problem in the English classes at Mohammed Kheider University of Biskra is the lack of effective teaching aids. Besides, the over crowded groups make another problem for teachers and students as well because it stops the teachers' creativity and makes the understanding of lessons very difficult. According to the students, the time allowed for teaching Oral Expression is not enough because they need more practice in speaking, so they suggested more than two sessions per week.

GENERAL CONCLUSION

Conclusion

We are going to the close of this study which highlights some important aspects of the process of foreign language teaching / learning. Through this research, we hypothesized that if we are going to improve the students' oral production, we should provide them with more opportunities to get the practice they need to use the language and prepared the right atmosphere by giving them the real situation since we use role play technique. We believe that the present application of role play techniques to the field of language learning is essential for developing oral communication because it creates a situation where learners are expected to help each other, to discuss and argue with each other, to assess and current their knowledge and pronunciation while they listening to the native speakers also the view natives reaction and cultures.

This study was conducted to investigate the efficiency of role play techniques in improving the second year students speaking skill. The investigation was carried out at the English department in Biskra University. It aims to confirm or reject the hypothesis which states that role play techniques enrich the learners' vocabulary and this makes them good speakers. The research was conducted with second year students at English department for the academic year 2014/2015.

The present study is a total of three chapters. The first and the second chapters are the descriptive part which is review a related literature. As for the third chapters, we have questionnaire for second year students and for teachers. The first chapter mainly outlines some of the theoretical issues related to the nature of speaking. The second chapter provides a better understanding of role play techniques and different types, also its underlying advantages and soon. The third chapter is concerned with analysis of the obtained data gathered from the student's questionnaire and the teachers' questionnaire.

All in all, our research has led us to conclude that role play techniques are very important in teaching English because it's help to improve the students 'speaking skill. Also, it has led us to know that oral practice is very important activity in the language classroom because it is the unique opportunity for the learner to express himself freely.

APPENDICES

Appendix 1

The Students' Questionnaire

Dear students,

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

Section One: General Information

1. Your choice to study English was :
 - a. Your own choice
 - b. Compulsory
2. Is Oral Expression module your favorite course?
 - a. Yes
 - b. No

Section two: Students' Attitudes towards the Speaking Skill

3. How do you assess your present level at speaking English?
 - a. Very good
 - b. Good
 - c. Average
 - d. Poor
4. When you speak in English you face difficulties in :
 - a. Vocabulary
 - b. Grammar
 - c. Pronunciation
 - d. All of them
5. Do you use English outside the classroom?
 - a. Yes
 - b. No
6. How often do you participate in the classroom?

- a. Often
- b. Sometimes
- c. Rarely
- d. Never

7. How often does your teacher give you the opportunity to speak?

- a. Always
- b. Sometimes
- c. Rarely
- d. Never

8. In practicing speaking, which activity does your teacher use most?

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

9. Which activity do you prefer most?

.....

Section Three: Students' Attitudes towards Role Plays

10. Does your teacher use Role Plays during the Oral Expression lesson?

- a. Yes
- b. No
- c. Sometimes

11. Is necessary to use Role Play techniques to learn the speaking skill?

- a. Yes
- b. No

12. Do you think that the use of Role Play techniques save time?

- a. Yes
- b. No

13. A Role Play is a simple practice that develops communication skills.

- a. Strongly agree
- b. Agree
- c. Strongly disagree
- d. Disagree
- e. Neutral

14. Have you ever performed a play in your class?

a. Yes

b. No

15. When performing Role Plays in your class, you prefer :

a. To choose your role

b. To be assigned the role by your teacher

Please, say why.....

.....

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

a. Yes

b. No

17. Why do you think your teachers use Role Plays?

a. Raise students' motivation and interest

b. Help students to improve and enrich their vocabulary

c. Bring the Foreign Language culture context into the classroom

d. Facilitate learning

e. Give an opportunity for students for practice and test their language level

f. All of them

18. How does your teacher act during the plays performance?

a. Facilitate

b. Guide

c. Friend

d. Others

19. Any further suggestion about the use of Role Play technique in classroom.....

.....

.....

Appendix 2

The Teachers' Questionnaire

Dear teachers,

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

Section One: General Information

1. How long have you been teaching English?

.....

2. How long have you been teaching Oral Expression?

.....

3. In your opinion, teaching a language means :

- a. Teaching grammatical rules and lists of Vocabulary
- b. Teaching how to communicate using these rules
- c. Both of them

4. Do you agree that in order to teach a foreign language we should focus on speaking?

- a. Strongly agree
- b. Agree
- c. When necessary

Section Two: Teaching Speaking

5. How do you assess students' present level at speaking English?

- a. Good
- b. Average
- c. Bad

6. Your students face difficulties at speaking because :

- a. They are sufficiently exposed to target language

- b. They are not aware that language is communication
 - c. Lack of linguistic competence
 - d. Lack of training and practice
7. From your experience as a teacher, is it possible to make all the students participate in the classroom? Please explain.....

8. How do you try to help them improve their speaking skills?
- a. Varying the techniques
 - b. Longer exposure to target language
 - c. Giving them more opportunities to participate
 - d. Motivating
9. What type of activities do you use in teaching speaking?
- a. Role Play
 - b. Information gap activity
 - c. Free discussion
 - d. Oral presentation
 - e. Games and Quizzes
10. During the Oral Expression lesson do you focus more on (performance) :
- a. The content of the activity itself
 - b. The linguistic aspects (vocabulary, grammar, pronunciation)
 - c. All of them
11. Do you think the time allotted for Oral Expression module is sufficient?
- a. Yes
 - b. No

Section Three: Using Role Play in the classroom

12. How often do you use Role Play?
- a. Very often
 - b. Sometimes
 - c. Always
 - d. Never
13. Do you think that Role Play is an efficient activity?
- a. Yes
 - b. No

14. Do you think that Role Plays help your students to develop their speaking skill?

a. Yes

b. No

15. Do you consider teaching speaking with Role Plays as :

a. A pedagogical strategy

b. Entertainment strategy

c. Both of them

16. What kind of difficulties do you face when you use Role Plays in teaching Oral

Expression course?

a. Time

b. Students level

c. Topics

d. Technical means

17. Which is better for students to play a :

a. Prepared role

b. Spontaneous role

18. How do you act with this technique to ensure its positive affects on students speaking

a. Guide

b. Friend

c. Facilitator

d. All of the above

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