PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA

MOHAMED KHEIDER UNIVERSITY OF BISKARA

FACULTY OF LETTERS AND LANGUAGES

DEPARTMENT OF FOREINGN LANGUAGES

SECTION OF ENGLISH

The Use of Role plays in Middle School to Enhance the English

Language learning

Case Study: Third year pupils in Mahmoud Houhou at Biskra

A Dissertation Submitted to Mohammed Kheider University of BISKRA in partial

fulfillment of the requirements for the degree of Master in Sciences of language

Submitted by: **Supervised by:**

Dhahoua Yasmina   Mrs. Bencharef . Sakina

June 2016

Dedication

No expressions would describe my gratitude to my mother "Malika" who supported me.

The care of every member of my

extended family Uncles "Sayeh, Amara" and Aunts "Rabiaa, Mesouda" provided me with

an endless motivation to go forward.

I dedicate this work to my parents. "Abed-Rahmen and Dalila"

I would also say "Thank You" to my brothers "Fouzi, Anouar, Fares, Haroun and Badis"

and sisters"Habiba, Aicha, Khaoula and Sara"

To my best cousins" Mohamed, Hana, Ashraf, Malek ,Zohra, Chamsou and Akram

Big thank you to "Carino" who encouraged me

Special thanks to my best friends "Ines and Omayma"

your friendship has made my life wonderful

thank you for the marvelous times I spent with you.

Acknowledgements

I have to express my sincere gratitude to Allah.

Without the help of Almighty Allah, this work would not have

been accomplished.

I would like to extend my sincere thanks to my supervisor Mrs. Bencharef. Sakina.

Who guided this research, without her help and patience this work would not have

been carried out.

I would like to acknowledge the examiners: Mrs. Bencharef .Sakina Mrs. Laadjali and

Mrs. Messaib for accepting to evaluate

my dissertation

I am thankful to the teachers at the English department in the University of Biskra.

Big "thank you " to my mother for her encouragement.

Abstract

The aim of this dissertation is to investigate the use of role plays in Middle School to enhance the English language learning level. This research focuses on the benefits of using role plays technique. We hypothesize that role plays can improve the English language learning level and gives pupils the opportunity to have the English' background. The research adopted the descriptive method and designed two questionnaires that served as data gathering tool. This study comprises two parts: a theoretical part that is divided into two chapters, the first is about the learning method and role plays with its advantages. The second part is about the motivation « types, models ». The practical part which is the field work of the study, we analyzed the obtained data of third year pupils of Mahmoud Houhou Middle School, which showed that role play has significant effects on learning level. Therefore, the present dissertation aims at making teachers and pupils use role plays technique to increase the English level.

List of Abbreviation

FLL: Foreign Language Learners.

TRR: Total Physical Response.

Vs: Versus.

List of Contents

Chapter One: Learning and Role Plays

Chapter Two: Motivation

Chapter Three: Analysis and Evaluation of Data

Appendices

  A: Pupils' Questionnaire

B: Teachers' Questionnaire

Abstrac

General Introduction

Introduction

English is an international language which is in continual growth, and many students want to master it and use it fluently. Moreover, the process of learning any language is mainly done through listening to someone, talking, or watching something. However, individuals have different ways of learning according to their preferences, attitudes, learning styles and strategies. Hence, teachers use many methods and techniques to give successful information and to fit these differences. Role play is one of these techniques that can enhance the learning level and promote learners' motivation.

Many studies confirmed that role play is the most important technique for learning communication. Moreover, through role play, teachers can motivate and engage their students and can give the teacher the opportunity to discover their mistakes. As a result, it can improve learners' level and proficiency in terms of developing their skills and learning' desires.

In this research, therefore, we would discuss the effectiveness of using role plays in Middle Schools and describe how it enhances the English language learning' level and raises pupils' performance.

1. Statement of the Problem

Middle school pupils in Algeria have some difficulties to learn the English language as it is a new foreign language to be mastered and learnt. Indeed, pupils may find it hard to master its vocabulary, pronunciation, and all the four language skills. In addition, teachers have difficulties to motivate pupils and engage them in language tasks and activities. The

reason may be that pupils are not introduced to engaging techniques that would both promote their skills and their motivation.

Therefore, teachers should make an enjoyable learning environment by using different ways of learning (methods, techniques). In order to enhance the English level as a foreign language, there is role play which is to perform a situation by playing a role. Hence, this research tries to suggest an idea which is the use of role plays in middle schools to help pupils improve their English level.

2. Aims of the study

The general purpose of this research is to demonstrate the role play technique and to describe how it can give learners the opportunity to enhance their level of learning. Besides, this study can be categorized into some specific objectives:

- To increase pupils' English language level in Middle Schools.

- To give them the chance to express themselves freely.

- To make an enjoyable learning environment and to avoid the routine in class.

- To enhance pupils' motivation and to increase their interest and interaction.

- To encourage cooperative learning and collaboration.

3. Significance of the Study

Role playing plays an important role in the development of students' learning a foreign language. It has many aims; one of them is to improve learners' level. The present study calls for suggesting an idea for middle school pupils to express themselves by increasing opportunities for talking, knowing new words, exchanging ideas and improvising.

4. Research Questions

- How can teachers promote their middle school pupils' level?

- How can role playing be an effective technique to teach pupils English and develop their language skills, mainly speaking?

- What is really meant by role play?

- How role plays are used in middle school English classes?

- What are the benefits of using role plays in middle schools?

5. Hypothesis

We hypothesize that the use of role plays in middle schools can enhance pupils' motivation to learn the FL and increase their language level.

6. Limitation of the Study

This research is limited in terms of participants as it is represented by only a representative sample of third year pupils in Mahmoud Houhou Middle school as well as by a limited numbers of teachers of English to investigate the benefits of using role plays.

7. Research Methodology

7.1 Research Method

The research intends to use the descriptive method in order to describe how the role play technique is used in the classroom and what benefits it may have on improving pupils 'level and enhancing their motivation to learn English.

7.2 Data Gathering Tools

In this research, two questionnaires were prepared for teachers and pupils to know their opinion about the use of role plays in middle schools.

7.3 Sample of the Study

Third year pupils in Mahmoud Houhou Middle School have been chosen as the population for this study; they are about (111). However, only a sample of sixty (60) pupils was randomly selected to represent the whole population.

Furthermore, three (3) teachers of English (in the same middle school) were chosen to help us with opinions and attitudes about the topic under investigation.

8. Structure of the Dissertation

This work is divided into three chapters. The first and the second chapters are about the theoretical part. However, the third chapter contains the practical part of the present research. The first chapter gives an overview about learning methods and approaches, and it deals also with the subject of role plays technique and how it can enhance the English learning level of learners. Moreover, the second chapter sheds light the motivation (types and models) and establishes its relation with role plays. The last chapter contains data analysis of both questionnaires; it allows us to see whether the results confirms or disconfirms our hypothesis

Chapter One: Learning and Role Plays

Introduction

English language has recently been considered as a tool of communication all over the world. It is used in many fields of development such as technology, commerce, and tourism. Learning has been a great subject of discussion, and it can be viewed as a process that does not happen all at once; it is built rather upon previous knowledge. It occurs as a part of human education personal development. Moreover, there are many kinds of learning and there is no scientific basis yet for an ideal learning methodology, but we can observe teachers and pupils in class and take notes of strategies and approaches that seem to be more beneficial more than others. Indeed observing pupils how they work, and which strategies or techniques are suitable to them as well as the atmosphere that must be created in class are all indicators of how learning should be.

English is a difficult task which has led many teachers to ask themselves before starting teaching about how to the following question: how can I prepare the appropriate lessons, or how to improve pupils' ability to be more competent in learning EFL? Therefore a good number of strategies (dialogues, plays, discussion, and group work) are need in class. Many researchers have developed some methods and techniques that can be used to enhance pupils' level. One of the techniques that should be applied in the classroom is role-play activity which helps teachers to manage their classes and help pupils to increase their English level. Hence In this chapter, we will investigate the application of role-play in middle school classes and how it can enhance pupils' English level.

1. Definition of Learning

The word learning has many definitions depending on different sources and perspectives. Most people think of "Learning" as what they do in school, or to what study for tests.

More precisely, learning is defined as "knowing, of understanding, of being in the world of knowledge are infinitely more important for the freeing of human aspiration than the inventories of rationalized, organized and technologically aligned types of knowledge" (Roberto Carneiro, 2013).

Moreover, according to Oxford Dictionary (2006, p. 1289), learning is "the acquisition of knowledge or skills through study experience, or being taught."

According to Wikipedia (2005), learning is the act of acquiring new, or modifying and reinforcing, existing knowledge, behaviors, skills, values or performance and involves synthesizing different types of information. Thus, it is the fact of learning, modifying, changing, and improving new behaviors. In other words, learning is to acquire or modifying new knowledge and its like a new changing from something old to something new.

Furthermore, many researchers have defined learning. Behaviorists such as Lachman (1997, pp. 477-88) defined learning as "a change in behavior that is due to experience." For these researchers, learning is the fact of changing our behavior through experience and new knowledge acquired based on environmental conditions. Indeed, many researchers asserted that the changing of the behavior is refers to the experience and environmental conditions.

Also, it is *"the activity or process of gaining knowledge or skill by studying, practicing, being taught, or experiencing something: the activity of someone who learns"* (Merriam-Webster). Therefore, Learning is the action of grasping knowledge by studying.

"Learning is a process of active engagement with experience" It means that learning is a collective process with experience.

2. Methods and Approaches of Learning

There are many methods and techniques that one can follow or use, and each individual chooses a different method that he finds the most suitable to fulfill his needs and objectives

Furthermore, the methods of learning used for instruction comport various principles. Learning methods may include class, participation, recitation, memorization or a combination of skills being taught, and it may also be influenced by the aptitude and enthusiasm of learners.

2.1. Grammar Translation Method

It is also called the 'Prussian Method' (PM) in USA, and it came between 1840s and 1940s. It is the product of the German scholar: Seidenstucker, Plotz, Ollendort, and Mendengh. It is a method of learning foreign languages derived from the classical (sometimes called traditional) method of learning Greek and Latin. (Cited in Wikipedia, 2015).

In grammar translation classes, learners learn grammatical rules and then apply them by translating sentences between the target language and the native language. Advanced pupils may be required to translate whole texts word-for-word. It has two main goals; the first is to enable learners to read and translate literature written in the target language for further general intellectual development. The basic approach is to analyze and study the

grammatical rules of the language, usually in an order roughly matching the traditional order of the grammar of Latin. The second goal is to practice manipulating grammatical structures through the means of translation both into and from the mother tongue.

2.1 The Direct Method

It is sometimes called the 'Natural Method'. It is often about learning foreign languages and focuses on the students' use of the target language.

It was established in German and France around 1900s and contrasts with the Grammar Translation Method and others approaches. Indeed it discourages translation between first and second language, emphasizing grammatical rules. Rivers (1968, p.18) summarizes the characteristics of the Direct Method stating, "Students learn to understand a language by listening to a great deal of it and that they learn to speak it associating speech with appropriate action." Furthermore, Larsen-Freeman (2000) states that language is primarily speech. In the Direct Method, language is learnt for communication. The Direct Method will enable pupils to understand the language and to use it with ease. Moreover, as L1 is allowed, pupils learn the language through demonstration and conversation which will lead them to acquire fluency.

2.3. The Audio Lingual Method

The Audio Lingual Method, Army Method or New Key are all similar to the Direct Method. It began to replace the Grammar Translation Method in Western schools in the mid 1950s. It is based on the Behaviorist Theory which affirmed that certain ways or traits of living could be trained through a system of reinforcement. The correct use of these traits would receive feedback while incorrect ones would get a negative one. It is based on the habit formation through repetition and memorization and is used to avoid errors. (Wikipedia, 2015)

This method was developed from principles that "a language is first of all a system of sounds for social communication." The purpose of the Audio Lingual method is to use the target language communicatively.

2.4. Total Physical Response

Total physical response (TPR) is a language learning method developed by James Asher, a professor emeritus of psychology at San José State University. It is based on the coordination of language and physical movement. In TPR, instructors give commands to pupils in the target language, and pupils respond with whole-body actions. It allows them not to think so much so, feel comfortable in a new environment (Asher, 1969, p.2).

In this method, learners have the primary role of listeners and performers. They listen attentively then respond physically to commands given by the teacher who must follow the imperative-based format for lessons. Moreover, learners monitor and evaluate their own progress. They are encouraged to speak when they feel ready to (ibid).

2.5. Competency-Based Approach

Competency-based approach was applied first in USA. This approach as its names indicates aims to create competencies in learners, and to permit them to put into practice what they have acquired in school. Learners must relate school life to the real life. It consists of finding pupils real needs, everything (grammar and vocabulary) is determined according to these pupils' needs.

Moreover, It referrers to an educational movement that advocated defining educational goals in terms of precise measurable description of the knowledge, skills, and behaviors pupils should possess at the end of a course of study (Guskey, 2005).

To conclude, there is no specific and effective method of learning. All these methods are effective but they depend on the learners' needs. It is the work of the teacher to know all the methods and how to put them into practice in class as well as to know his pupils' needs to choose the best method.

3. Techniques and Activities in Foreign Language Learners

Techniques are very important in learning a language to permit learners to develop their oral skill. Here are some activities that help teachers in class.

3.1. Use of Videos

Videos are some series of images in the form of a movie, television show, or documentary that have been recorded on a video cassette, DVD, etc. so that they can be watched on a television or a computer screen. (Scrivener, 2005).

Teachers focus a lot on helping pupils to use various strategies such as predicting, summarizing, questioning, evaluating . They can use videos to give pupils further opportunities to practise these strategies in an engaging way. For example, pupils could practise predicting on what will happen next, and then summarize what actually happened in the videos.

The use of videos is important and useful in learning a foreign language; that is why, Thoman (2003) argues that media literacy has an influencing role in educational programs, including second language learning. It can be integrated into language lessons in a variety of ways by developing activities based on television shows and videos.

The video helps pupils to relate lessons to their real life and understand easily the lessons. It is an attractive and motivating tool because pupils like to learn through what they can see and hear. Cundell (2008, p. 17) notes, "One of the most powerful ways that

videos can be integrated into courses is for the visual representation they provide for learners on otherwise abstract concepts".

3.2. Use of Songs

 Some people may not like art dancing, reading, or watching movies, but almost everyone likes one kind of music or another. learners who were taught in a funny, creative and relaxing way love attending class. Using music in the classroom is a good way for teachers to achieve success with foreign language learners. Studies have shown that music improves concentration, memory, brings a sense of community to a group, motivates learning, relaxes people who are stressed, and makes learning fun and help people absorb material. (Retrieved from http://www.englishclub.com/.../**music**-clssroom.htm).

 Lo&Li (1998) offer similar suggestions saying that songs provide a break from classroom routine and that learning English through songs develops a non- threatening classroom atmosphere in which the four language skills can be enhanced.

3.3 Training

 Training is learning or developing oneself or others any skills and knowledge that relate to specific useful competencies. (Retrieved from en.wikipedia.org/wiki/training).

 In role training, people rehearse situations to prepare for a future performance and improve their abilities within a specific role. The common examples are occupational training role-plays, educational role-play exercises, and certain military warm games. (ibid).

 The teacher may use training activities in his class to improve pupils' capacities as well as to develop their activities, productivity and performance in using the target language.

3.4. Simulation

It is the act or the process of simulating, imitating or examining a problem often not subject to direct experimentation by means of a simulation device. (Wikipedia 2015).

Simulations are kind of dramatic as well as communicative activities that require from the students to solve and to explain a problem and an issue. The situation and nature of problem may closely simulate an experience that learners may face similar to kind of problem in daily life. Simulation requires from them to work cooperatively in order to achieve an agreement to solve the main problem. In simulations, learners are expecting to bring their own thoughts to the table of their discussion and represent their own "motivations" and their "attitudes" about the problem (Livingstone, 1983; Via, 1987).

This can prepare learners to cope with future roles, it provides practice in a safe environment with no risk to learners, critical thinking and decision making, and it permits to use the equipments.

3.4. Role Play

In language learning, teachers use many techniques that they think or find suitable to the pupils, who enjoy when practicing it. One of these techniques is role play, this technique is very important for pupils because it helps them feel comfortable when practicing the language as well as it improves their abilities.

4. The Use of Role Play in Improving learners' Level

4.1. Definition of Role Plays

According to Dictionary.Com (2015), 'to role play' is to assume the attitudes, actions and discourse, especially in a make believe situation in an effort to understand a differing point of view or social interaction Moreover, role play, as defined by Livingstone (1983), is a classroom activity which gives the learners the opportunity to practise the language they may need outside the classroom. It is an activity which improves communicative competence and provides practice in contexts which simulate real-life experience. My learners of English are children who have limited oral ability in using English. Their oral contributions in class involve mainly repeating what the teacher says or answering the teacher's questions. They have some knowledge of grammar and vocabulary but cannot use this in oral production.

Livingstone (1983) said that role play is the chance for the learner to develop his/her language outside the classroom. This makes him/her competent to practise the language based on the life experience.

Ments (1999) argued that role play involves "asking someone to imagine that they are either themselves or another person in a particular situation". They may take the role of real people or themselves. Al-Mutawa & Kailani (1989) describe role play as a technique that affords an opportunity to practise a new structure in the context of natural communicative usage.

Role-playing is generally seen as an additional activity of simulation where a group of learners are asked to perform in different persons (i.e., an actor's portrayal of someone in a play) other than themselves with motivations and attitudes corresponding to those original

personas. In role-playing, "each student would be given particular information about his role" (Livingstone, 1983; p. 1)

According to Ments (1999, p. 6), the word 'Role' came from "the word that was used to describe the role of parchment on which an actor's part was written." He is also added, "The concept of role acts as a short hand way of identifying and labeling a set of appearances and behaviors on the assumptions that these appearances and behaviors are characteristics of a particular person and predictable within a given situation." (ibid).

According to Qing (2001, p. 37), "Role play is defined as the projection of real life situations with social activities." Ments (1999) added, "In a role play each player act as a part of the social environment of the others and provides a framework in which they can test out their repertoire of behaviors or study the interacting behavior of the group." (p. 5).

4.2. Procedures of Role Play use

It is not enough to provide pupils with opportunities to use English, teachers have to encourage them to speak in different situations, and to help them learn with confidence. The ideal would be to travel to different locations and carry out different tasks; however, pupils can just play those situations in a classroom.

The effective use of role-plays can add variety to the kinds of activities that pupils are asked to perform in class. It encourages thinking and creativity, lets pupils develop and practice new language and behavioral skills in a relatively safe setting, and can create the motivation and involvement necessary for real learning to occur. (Retrieved from

http://serc.careton.edu/introgeo/roleplaying/howto.html).

Role-playing exercises can be a hard work for teachers, both in preparation and in execution, but the work tends to pay off in terms of pupils' motivation and

accomplishment. As any kind of activity, role playing has to be well prepared and its procedure follows specific steps. These steps are summarized in the following points. (ibid).

4.2.1 Organizing Role Play

Like any learning activity, it should be "appropriate for the children's age and social-cultural experience" (Cameron, 2001:30). The activity should give learners opportunities to use language they know and should start with simple dialogues before moving on to more advanced interactions. Additionally, the role play should be interesting, exciting and motivating. Furthermore, role plays should create a context where learners pay more attention to the message than to the accuracy of their language.

In preparation for role play, learners may need to be introduced to key vocabulary and expressions they will be able to use. Role cards or cue cards, as Bygate (1987) suggests, can also be provided to learners to explain the roles they will be taking on. Then learners should be given "enough time to read any necessary information and to formulate their ideas" (Lucantoni, 2002, p.51). During role plays, teachers should encourage learners and reassure them that no penalties will be imposed on them for hesitations or mistakes (Al-Saadat & Afifi, 1997).

4.2.2. Defining Objectives

Before doing a role play activity, teachers must think about what they want to cover, and about what they want pupils to make a research. Teachers must think about the topic and give some instructions to permit pupils to follow the path.

The next objective concerns time. The time allocated to do the research depends on the difficulty and the topic the teacher wants to cover. Teachers have to think about the time

that every pupil has when presenting his findings and the time given to prepare the research.

It is to make relation about what they are acting and the real life or the topic being taught. Here teachers must define the objectives, what must be in the research, the findings, what the teacher really wants to see an information, and when they are playing a role.

Finally the teacher decides if he wants pupils to work in group or separately. He must take into account whether the research and the work need to be performed in pairs, in groups or individually. (Retrieved from http://secr.carleton.edu/introgeo/roleplaying/howto.html)

4.2.3. Choosing Context and Roles

In order to prepare for the exercise, the teacher has to decide on a problem related to the topic; he has to choose alone or with his pupils. Moreover he has to choose a setting for the characters. This setting has to look realistic, but not necessarily real. Then, the topic is well discussed and enough information is gathered for every pupil to know about it. After that, each pupil is assigned a role which he has to prepare well.

4.2.4. Introducing the Exercise

It is necessary to engage pupils in the scenario by describing well the setting and the problem. Pupils have to be accustomed with the problem to deal with their own role in order to be committed to the goals set. The teacher should show what he expects from his pupils to do and to learn.

4.2.5. Pupils' Preparation/Research

Pupils need to look over their characters and to get into their roles for the exercise. Teachers need some methods from their part in order to understand how they should behave according to the role assigned.

4.2.6. The Role Play

This step consists of the pupils performing their roles. They interact with each other and improvising when necessary.

4.2.7. Concluding Discussion

Like any kind of activity, the role play has to be discussed and debriefed to determine the mistakes, weaknesses and to praise the performances also. The marks are discussed with the whole class in order to state the teachers' point of view.

4.2.8. Assessing the Performance

Generally, grades are given for written projects associated with the role-play, but presentations and even involvement in interactive exercises can be graded as well.

4.3. Role-Play Performance

Role-play normally involves students playing imaginary people in an imaginary situation. Byrne (Byrne 1986: 119-22), describes some of the ways of providing a framework for the practice of role-play. Open-ended dialogues provide a frame for starting the role-play, with students free to decide how to develop the dialogues further. Mapped dialogues give students a sort of chart telling them which functions they must use when they are interacting. By having the 'functional' cues for each speaker on

separate cards, an information gap is created. The following example concerns two friends:

<u>A</u>	<u>B</u>
1) Invite B to go out with you	1) Decline
2) Suggest another possibility	2) Accept
3) Confirm arrangements	3) Agree

Role Play Example

Role instructions describe a situation and tell the participants how to interact. The next example contains the key element of unpredictability, a feature of genuine language discourse. The purpose here is to practise inviting and responding to invitations (Dougill 1987, pp.18-19). A is told to call B to invite B to the cinema tonight. A is also told on the same card that before he or she brings up, A must decide on the choice of film. B is then told on a separate card that he or she has nothing to do tonight; however, B only wants to go to the cinema if the film is the one B would like to see, and this is the element of unpredictability. Scenarios outline the sequence of events without giving any of the words used. The events could be presented through a series of pictures; the main point is that they should be concerned with realistic everyday. (TESL CANADA JOURNAL/REVUE TESL DU CANADA VOL. 8, NO.1, NOVEMBER 1990.

4.4. The Role of the Teacher in Role Play Activity

Inside the classroom, the teacher might change from one activity to another and from one stage to another. According to Harmer (2001; p. 56)," teachers use many metaphors to describe what they do; sometimes they s like actors we are always on the stage others think they are like orchestral because I direct conversation and set the place and tone yet others like gardeners 'because we plant the seeds and then watch them grow."

There are many roles that can be attributed to teachers when working the role play technique. They are summarized in the following points:

4.3.1. Promoter

According to Harmer (2001; p. 60), when learners are performing a play, they might get lost and they cannot think or find something to say next when they forget the words. Here, the teacher "hold back" and let them work by themselves because if s/he helps them this will make them count on him/her in every situation. The role of the teacher in this case is to encourage the learners to speak and to produce a language as well as to promote their proficiency.

4.3.2. Participant

The usual view about teachers when their learners practise speaking activities such as discussion, performing a play, or group decision-making activities is by standing back and letting them involve in and engage in it. The teacher might intervene later in order to offer feedback and correct mistakes. However, there are times to practice and to join in an activity and to act as a participant. The role of the teacher is to introduce new ideas and thoughts for helping learners to go along. Though, in this case the teacher should be careful of participating too much. (ibid; pp. 60-61).

4.3.3 Organizer

Harmer (2001) points out that, "One of the most important roles that teachers have to perform is that of organizing students to do various activities" (pp. 60-61). The role of the teacher here is to provide learners with a variety of activities in order to involve them to give them ideas and information, to tell them how they are going to do the activity, and to putt them into pairs or groups. Teachers should explain when learners do not understand.

In conclusion, the most essential role of the teacher is to act as an assessor in

order to indicate whether or not learners are getting their English correct .

4.5. The Positive Effect of Role Play on Learners' FLL Achievement

According to Lucantoni (2002), role play can be very enjoyable for learners and provide excellent opportunities for using language in real life situations. It is a communicative activity where the learners can use spontaneous language. It also helps learners to develop real life speaking skills. Ments (1999) and Livingstone (1983) agree that role play increases learners' motivation and involvement in the learning process. Ments (1999) adds that role play lends itself well to mixed ability groups and that it provides learners with opportunities to practise and to develop communication strategies. Role play can also require the learners to use their imagination, background knowledge and communications skills. Larsen-Freeman (1986) and Edwards (1999) point out that role plays, whether structured or less structured, are important in the communicative approach because they give learners an opportunity to practise communicating in different social contexts through different social roles.

Moreover, plays have a significant role in improving learners' level, Kao and O'Neill (1998) state that plays help to generate information in-class conversations; they say, "for many language learners, is their major source of learning to use the target language". (p. 78). Role play enables pupils to enjoy the experience of using the target language in real life situations as to develop their communicative proficiency.

It is also a motivational tool for pupils to get involved in the task. Indeed, motivation is very important in learning a language. When pupils have a good attitude and are motivated for an activity, they will succeed in doing it.

Another effect of role play is the discovery of new vocabulary in context. Teachers use new words in class to provide new vocabularies to pupils. Role play permits pupils to include words that are used in the class. In addition, role play gives pupils the capacity to express themselves in English.

Wessels (1987; p.10) states the benefits of using drama in EFL classroom as follows:

. The acquisition of meaningful, fluent interaction in the target language.

. The assimilation of a whole range of pronunciation and prosodic features in a fully contextualized and interactional manner.

. The fully contextualized acquisition of new vocabulary and structure.

. An improved sense of confidence in the student in his or her ability to learn the target language.

Role play appeals also for the accuracy of grammar application. When learning a language, grammar is one of the foundations. Therefore, role play permits pupils to practice grammatical lessons and rules.

Moreover, role play encourages accuracy of pronunciation. Pronunciation is very difficult when learning another language. In role playing activity, pupils are obliged to speak, so they have to care about how they will use words in their presentation. If the pupil does not pronounce words correctly, the teacher should correct the mistakes. Therefore, role play permits pupils to have good pronunciation and to know how words are pronounced.

Role play enhances pupils' confidence. If some pupils do not feel confident, they do not trust on what they are doing and are afraid of being laughed at. Role play activity helps them to be confident. When they remark that other pupils are listening to what they are saying, they will develop a certain confidence and will push themselves to do their best.

Another benefit of role play is that it overcomes shyness. Some pupils are timid, they are not comfortable when facing people; the fact of practicing the role play activity will help them to hide and dominate this shyness. In long terms, they will develop certain self-confidence and will feel comfortable when speaking in front of group and this is called the improvisation. (Retrieved from: http://journals.plos.org/plosbiology/article?id=10.1371/journal.pbio.1002276)

When the teacher gives a situation to play a role, pupils have to think about the appropriate language that they use to express their views and thoughts. Role play activity improves pupils' oral fluency and confidence level.

To sum up, role play is an effective activity. It gives pupils the opportunity to demonstrate their creativity and acquire a certain fluency in the target language. In role play, the topic given by the teacher and the selection of words will increase the language' level.

4.5. Disadvantages of Role Play

Role play has also certain potential disadvantages. Ments (1999) notes that discipline may be hard to maintain during role play and the teacher could lose control of the class. He adds that role play can be time-consuming and can also make demands on space and other resources. Thornbury (2005) also notes that "there are learners who feel self conscious performing in front of their peer and care has to be exercised in choosing and setting up such activities". Teachers must be careful during role play, then, not to make any learners feel embarrassed.

Conclusion

To conclude, role play is one of the most effective techniques which should be used by teachers to enhance their pupils' learning level. The use of plays in EFL classrooms is important because of its positive impact on the pupils' proficiency level. We mentioned in this chapter the definition of learning and role plays as well as the procedures of role play use. Therefore, we presented the role of the teacher in role play activity. Finally, we focused on the effect of role play in enhancing pupils' level.

Chapter Two: Motivation

Introduction

Motivation is the most used concept for explaining the failure or success of a learner. Dörnyei (1998) claimed that motivation is a key to learning. It is an inner source, desire, emotion, reason, need, impulse or purpose that moves a person to a particular action. Motivation has been regarded as one of the main factors that influence the speed and amount of success of foreign language learners. The original impetus in second/foreign (L2) motivation research comes from the social psychology since learning the language of another community simply cannot be separated from the learners' social dispositions towards the speech community in question (Moiinvaziri, 2008, p.126). Lambert (1963) has proposed a social psychological model in which he has emphasized cognitive factors such as language aptitudes and intelligence as well as affective factors such as attitudes. This chapter, however, will focus on the motivation's definitions, types and elements of motivation.

1. Definition of Motivation

Many researchers realized the concept of motivation; they have showed a remarkable interest in analyzing deeply motivation's meaning for better understanding and to illustrate its perspectives.

Generally, the concept of motivation is very difficult instrument to be defined; but it comes through a set of stimulus response to achieve a goal or desire and it has been conducted as the major internal force behind a great achievement. Elizabeth F. Barkley. point out motivation as "it is a feeling of interest or enthusiasm that makes somebody want to do something "

Harmer (2001, p.51) argues with Elizabeth F. Loftus. to define motivation as ''some kind of drive which pushes someone to do things in order to achieve something.'' In addition to Ellis (1994) who states that " motivation affect the extent to which individual learners persevere in learning the L2, the kinds of learning behaviors they employ and their actual achievement''(p.36). Saville Troike (2006) found that there has been "a consistently high correlation between reported strength of motivation and level of L2 achievement which make it seem quite likely that the connection is indeed significant'' (p.86). (Cited in https://prezi.com/.../it-is-some-kind-internal-drive-whi).

 Harmer and Elizabeth F. Loftus stated that motivation is the encouragement of doing something, in other words is the learners 'desire to succeed.

  Dornyei (2001) asserts that motivation «is related to one of the most basic aspects of human mind and most teachers and researchers would agree that it has a very important role in determine success or failure in any learning situation''(p.2). Gardner (1979)agree with Dornyei claiming that '' those affective characteristics which orient the student to try to acquire elements of the second language, and include desire the student have for achieving a goal and the amount   of effort he expends in this direction ''(Khouni ,2011, p.42).

  When the learners feel at ease (confident) towards their learning process, they like to be motivated and experience success which means that motivation is the combination between success and failure. However, motivation is psychological behavior used by the learner and reacted by a challenge and anticipated sense of success. According to Brophy. (1987, p.3) motivation is a theoretical construct used to explain the initiation, intensity, persistence and quality of behavior. In other words being motivated is being engaged in a particular behavior in order to accomplish an achievement such as learning.

Despite the unchallenged position of motivation in learning additional languages, there is, in fact, no agreement on the exact definition of motivation (Oxford & Shearin, 1994). Dörnyei, (1998,p.117) comments, "Although 'motivation' is a term frequently used in both educational and research contexts, it is rather surprising how little agreement there is in the literature with regard to the exact meaning of the concept". Researchers still do not agree on its components and the different roles that these components play individual different situational differences, social and cultural factors, and cognition (Renchler, 1992; Belmechri & Hummel, 1998).

McDonough (1981, p.143) refers to the term ironically, calling it a dustbin that is used to 'include a number of possibly distinct components, each of which may have different origins and different effects and require different classroom treatment. Dornyei (2001,p.7), though less ironical but equally sharp, maintains that researchers disagree about everything that relates to the concept of motivation; viewing it as no more than an obsolete umbrella that hosts a wide range of concepts that do not have much in common. "The complexity of motivation can be more appreciated if one takes into consideration that it is intended to explain nothing less than the reasons for human behavior". (Dörnyei, Csizér, & Németh, 06-20).

2. Motivation in the Classroom

One of the most difficult aspects of becoming a teacher is learning how to motivate pupils who are not motivated. Those pupils will not learn effectively. They won't retain information, they won't participate and some of them may even become disruptive. The pupils may be unmotivated for a variety of reasons. They may feel that they have no interest in the subject, find the teacher's methods un-engaging or are distracted by external forces. It may even come to light that a pupil who appeared unmotivated actually has

difficulty in learning and he/she is in special attention. While motivating pupils can be a difficult task, the rewards are more than worthy. In other words, motivated pupils are more excited to learn and participate. Teaching a class full of motivated pupils is enjoyable for teachers and learners alike. Some pupils are self-motivated, with a natural love of learning. But even with the pupils who do not have this natural drive, a great teacher can make learning fun and inspire them to reach their full potential. (Retrieved from http://teach.com/what/teachers-change-lives/teachers-motivate)

Here are five effective ways to get your pupils excited about learning (http://teach.com/what/teachers-change-lives/teachers-motivate).

2.1. Encourage Pupils

Pupils look to teachers for approval and positive reinforcement, and are more likely to be enthusiastic about learning if they feel their work is recognized and valued. The teacher should make learners that they are important and they have a free thinking. Also he/she should enthusiastic, praise pupils often, and recognize them for their contributions. Moreover, if your classroom is a friendly place where pupils feel heard and respected, they will be more eager to learn. (http://teach.com/what/teachers-change-lives/teachers-motivate).

2.2. Get Pupils Involved

One way to encourage pupils and teach them responsibility is to get them involved in the classroom. The teacher can participate by giving each pupil a work to do, give them the responsibility of tidying up or decorating the classroom, assign a pupils to erase the blackboard or pass out materials. If the teacher is going over a reading in class, he can ask pupils to take turns reading sections out loud, make them work in groups and assign each a

task or role. Indeed, giving pupils a sense of ownership allows them to feel accomplished and encourages active participation in class. (ibid)

2.3. Offer Incentives

Setting expectations and making reasonable demands encourage learners to participate, but sometimes pupils need an extra push in the right direction. Incentives means to give learners the desire to be more motivated. Offering pupils small incentives makes learning fun and motivates them to push themselves. Incentive can range from small to large one giving a special privilege to an exemplary pupil, to a class pizza party if the average test score rises. Rewards give pupils a sense of accomplishment and encourage them to work with a goal in mind. (ibid)

2.4. Get Creative

The teacher can avoid in class monotony by changing around its structure. Teaching, through games and discussions instead of lectures, encourage pupils to debate and enrich the subject matter with visual aids, like colorful charts, diagrams and videos. The teacher can even show a movie that effectively illustrates a topic or theme. Your physical classroom should never be boring. Therefore using posters, models, learners' projects and seasonal themes to decorate the classroom, and create a warm, stimulating environment. (ibid)

2.5. Draw Connections to Real Life

"When will I ever need this?" This question, too often heard in the classroom, indicates that a pupil is not engaged. If pupils do not believe that what they are learning is important, they won't want to learn, so it is important to demonstrate how the subject relates to them. When teaching algebra, for example taking some time to research how it is utilized practically, in engineering for instance can be halpful with his pupils. Really the teacher

has to amaze pupils by telling them that they may use it in their career, showing them that a subject is used every day by "real" people who give it new importance. They may never be excited about algebra, but if they see how it applies to them, they may be motivated to learn it attentively. (ibid)

- [Know your pupils' names](#) and use their names as often as possible

- Pay attention to the strengths and limitations of each of learners. Reward their strengths and strengthen their weaknesses.

- Vary the instructional strategies; use lectures, demonstrations, discussions, case studies, groups, and more.

- Move around the room.

- Encourage pupils to share their ideas and comments, even if they are incorrect. You'll never know what pupils do not understand unless asking them.

- Provide opportunities for pupils to speak to the class.

● Make sure that exams are current, valid, and reliable. Tie an assessment to the course

objectives.

●Involve pupils in your teaching. Ask for feedback.

3. Motivation Models

In the literature on motivation, the focus is what specific factors work together to create motivation. Ellis (1994), in an overview of research on motivation, simply asserted that motivation affects the extent to which language learners persevere in learning, what kinds of behavior they exert, and their actual achievement. Wlodwoski (1985) explained motivation as "the processes that can arouse and instigate behavior, give direction or purpose to behavior, continue to allow behavior to persist, and lead to choosing or preferring a particular behavior" (p. 2). The two models of motivation discussed in this literature review also concentrate on specific factors that influence motivation.

3.1. Gardner's Model

Gardner (1985) was one of the pioneering researchers in second language acquisition (SLA) to focus on motivation. He chooses to define motivation by specifying four aspects of motivation: a goal, effortful behavior to reach the goal, a desire to attain the goal, positive attitudes toward the goal. (p.50).

Gardner's model goal was not necessarily a measurable component of motivation. Instead, a goal was a stimulus that gave rise to motivation. Gardner focused on the

classification of reasons for second language study, which he then identified as orientations (1985, p. 54). He found two main orientations through his research.

3.1.1. Integrative Motivation

It is favorable attitude toward the target language community; possibly a wish to integrate and adapt to a new target culture through use of the language.

3.1.2. Instrumental Motivational

A more functional reason for learning the target language, such as job promotion or a language requirement.

Gardner specifically delineated the difference between these orientations and actual motivation (1985), Motivation "refers to a complex of three characteristics which may or may not be related to any particular orientation. These characteristics are attitudes toward learning the language, desire to learn the language, and motivational intensity" (p.54). For example, an integrative orientation was a class of reasons suggesting why a person might undertake language study, including a desire to integrate with a target language community. By itself, this simply reflected a goal which might or might not lack motivational power. On the other hand, an integrative motive included this orientation, plus the motivation, which included desire, motivational intensity, and a number of other attitudes involving the target language community.

Gardner's socio-educational model of motivation focused on the integrative motive. Motivation was the central concept of the model, but there were also some factors which affected this, such as integrativeness and attitudes. These were other factors that influenced individual differences, and were seen as complex variables. (www.carla.umn.edu)

Integrativeness

(can include an integrative orientation)

Motivation

• desire to learn

• intensity

• attitudes

Attitudes (can include an evaluation of a language teacher or course)
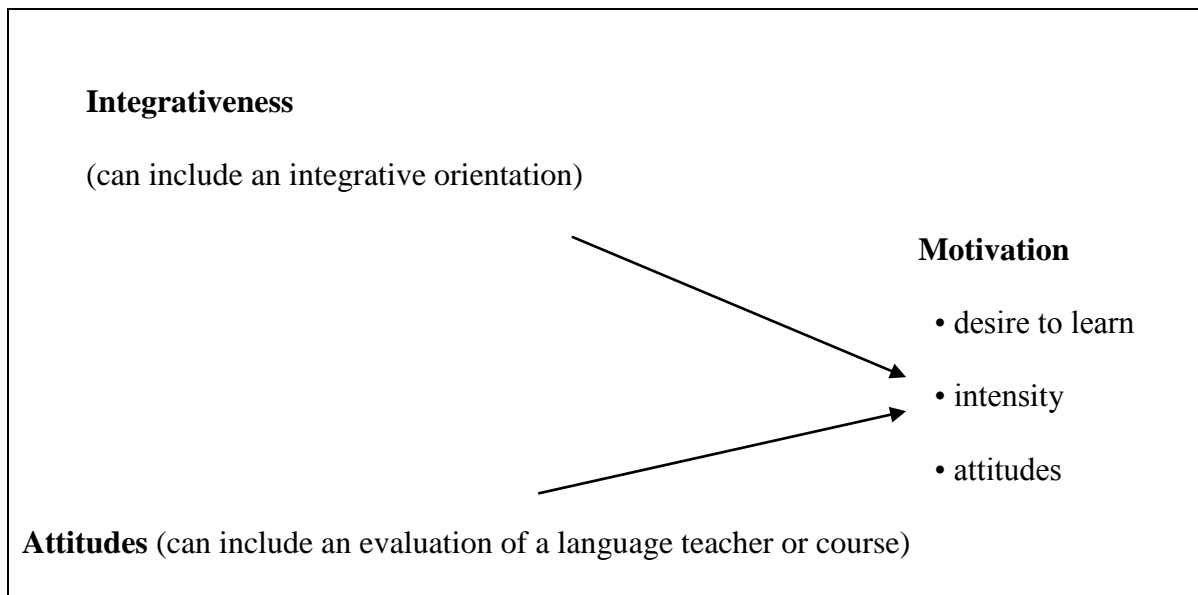
Figure 2: Gardner's Socio-Educational Model of Motivation

Within the field of language learning, the typical model is the division made between integrative and instrumental motivation (Gardner & Lambert, 1972). If a person learns a language primarily for a purpose like getting a job or fulfilling an academic requirement, s/he is affected by instrumental motivation. In other words, instrumental motivation refers to the motivation to acquire a language as means of achieving goals such as promoting a career or job or reading technical texts while integrative motivation has to do with wanting to be accepted by another community. Integrative motivation means integrating oneself within a culture to become a part of that society. Gardner and MacIntyre (1993) have referred to these two types of motivation as motivation orientations and mentioned that depending on learner's orientation (either career/academic-related 'instrumental" or socially/culturally-related "integrative") different needs must be fulfilled in Foreign Language Teaching (FLT). (Adapted from Dörnyei1994). Modern Language Journal, 78, p. 517).

3.2. Dornyei's Model

Dörnyei (1994) was also concerned with expanding the model of motivation beyond two orientations, specifically in a FL setting. He stated that "the exact nature of the social and pragmatic dimensions of second language motivation is always dependent on who learns what languages where" (p. 275). Contrary to Gardner's focus on integrativeness, Dornyei asserted that in a FL setting instrumental orientation would have a greater influence on language learners.

He created a model of FL learning motivation that could account for and include some of the expanding views of motivation. Three different levels of factors were included, which not only allowed for the inclusion of orientations but also for specific situations that involved the learner and the surrounding context. The first level in Dornyei's model is the language level, which encompasses both integrative and instrumental motivational subsystems focusing on reactions and attitudes toward the target language. The second level is the learner level, which focuses on the individual's reaction to the language and the learning situation. At this level, different cognitive theories of motivation are included.

Cognitive theories of motivation view motivation as a function of someone's thoughts, not as an instinct, need, drive, or state. The source of action, then, is when information is encoded and transformed into a belief (Dörnyei, 1994, p. 276). Different factors of cognitive theories, such as learned helplessness (Weiner, 1992), a resigned, pessimistic state which develops when someone feels success is impossible, could be added to this model. The third level is the learning situation level, which takes into account specific motivational factors connected with the teacher, the course, and the group of language learners with which an individual interacts. This level consists of extrinsic and intrinsic motives in different areas.

Extrinsic motivation consists of doing "something because of an external reward that may be obtained, while intrinsic motivation is demonstrated when we do something because we get rewards enough from the activity itself" (Schmidt et al., 1996, p.14). These two motives are not necessarily mutually antagonistic. However, extrinsic motivation can undermine intrinsic motivation. Traditional school settings often cultivate extrinsic motivation (Brown, 1990, p. 388), but under certain circumstances classroom rewards can be combined with or lead to intrinsic motivation. Dörnyei (1996) specified that each of these different levels, language, learner and learning situation, seem to have an effect independent of the others. He agrees with each of the three levels of motivation exert their influence independently of the others and have enough power to nullify the effects of the motives associated with the other two levels" (p. 78). However, in regard to his framework, he also said that "many of its components have been verified by very little or no empirical research in the L2 field" (1994, p. 283).

4. Types of Motivation

In one hand, Intrinsic and extrinsic types of motivation have been widely studied, and the distinction between them has shed important light on both developmental and educational practices. In other hand integrative and instrumental motivation are important types that define the real

4.1. Extrinsic vs. Intrinsic Motivation

Extrinsic/intrinsic motivation refers to whether the motivation is more inside a person or outside him/her. Intrinsic motivation refers to the motivation which is originated inside a person. There is no reward except the activity itself. It means that the essence of motivated action that is, autonomy and the desire is self-initiating and self-regulating while in extrinsic motivation there is an anticipation of reward from outside and a person is

motivated from an outside source rather than the self. (Oxford, R. L. & Shearin, J. (1996).
Language learning motivation in a new key. In R. L. Oxford (Ed.). Language learning
motivation: Pathways to the new century (pp. 121-144). Honolulu: University of Hawai'i,
Second Language Teaching & Curriculum Center. (Davis, F. D., Bagozzi, R. P., &
Warshaw, P. R, 1992, pp.1111-1132).

Toshalis and J. Nakkaula (2012) claim that extrinsic motivators primarily have been
understood within a behaviorist framework into stimulus response (e.g. rewards,
punishment) are conditions to produce specific predictable outcomes. In education, the
shift away from behaviorist explanations of human behavior toward more constructivist
ones coincides with the growth in the belief in which motivators are intrinsic to the student.
They state also the distinction between intrinsic and extrinsic forms of motivation is often
unclear to the learner and may be meaningless if one considers the number of internal
processes or we may say that is not very useful to the teacher.

Intrinsic students are those who are likely doing something for pleasure and enjoyment.
However, extrinsic learners are doing something in order to receive a reward or avoid
punishment.

Being motivated student is typically related to a psychological state where he finds
the appropriate atmosphere for learning at EFL classes and in which may reflect on the
behavior persisted intrinsically or extrinsically. Dornyei (2015) stated that:

> Intrinsic motivation has been traditionally considered as more important to
> language learning success than the extrinsic motivation because in the
> classroom, a student who learns a foreign language in order to pass an exam, to
> gain the teacher's appraises or parent's appreciation is extrinsically motivated.
> However, a student who exhibits a notable interest and a large excitement when
> learning the target language (p.11).

Otherwise, affective motivational experiences lead to be enhanced successfully. (Dörnyei, Z. (2015). Teaching and researching motivation. Essex: Pearson Education

4.2. Integrative Motivation V.s. Instrumental.

Crookes and Schmidt in 1991 identified that motivation is grounded by the learners' orientation based on the goal set in language learning. When a person likes to speak English like English people and wishes to integrate and be identified as one of the member of the targeted language, Falk (1978) refers this to as integrative motivation. In the EFL context, Japanese living in Sao Paulo, Brazil, there was a need for the Japanese to acquire the communicative competence to speak Portuguese to socially operate among the society and be its member. Therefore, it is understood that integrative motivation lies heavily within the society and the community.

On the contrary, instrumental motivation referred to as learning languages for pragmatic gains and practical purposes. Pragmatic gains such as getting a job, climbing up the social hierarchy, fulfilling a requirement in order to graduate and so forth subtract the idea of integrating with the society unlike integrative motivation. In spite of that, a large and growing body of literature suggested integrative motivation as a stronger form of motivation in sustaining the success for language studying (Taylor,1977; Crookes et al ,1991;Ellis 1997). Prior to that, Lambert and Gardener (1985) argues that integrative motivation is crucial in a structured learning setting. However, recent evidence (Liu, 2007) may have suggested that instrumental motivation propelled Chinese students in learning English. Nonetheless, integrative and instrumental orientations have been found that both components do not function exclusively and are not opposite ends of continuums

Learning the target language (2015, p.11).Otherwise, affective motivational experiences lead to be enhanced successfully.

The impact of motivation on learners' behavior allowed for many researchers to find out the difference between Extrinsic and Intrinsic, Integrative and instrumental motivation to accomplish the success of students' motivation towards their learning in TEFL situation.

Within the field of language learning, the typical model is the division made between integrative and instrumental motivation (Gardner & Lambert, 1972). If a person learns a language primarily for a purpose like getting a job or fulfilling an academic requirement, s/he is affected by instrumental motivation. In other words, instrumental motivation refers to the motivation to acquire a language as means of achieving goals such as promoting a career or job or reading technical texts while integrative motivation has to do with wanting to be accepted by another community. Integrative motivation means integrating oneself within a culture to become a part of that society. Gardner and MacIntyre (1993) have referred to these two types of motivation as motivation orientations and mentioned that depending on learner's orientation (either career/academic-related 'instrumental" or socially/culturally-related "integrative") different needs must be fulfilled in Foreign Language Teaching (FLT).

5. Motivation by Role Plays

Learning means to attract learners to learn in a suitable atmosphere by avoiding anything can make him feeling boring. And one of the intelligent methods that used by the teacher is role play. In a learning environment role play is an effective tool.

Role play is one of the effective techniques that are used by the teacher to enhance the pupils' level; in other words, the teacher can motivate them by using role plays. Using role plays in classroom can give an enjoyable environment and good relationship between the teacher and his pupils. It means that these small performances are alike a motivated technique to avoid the routine of learning methods, to take a new way of grasping ideas

and data and to make the pupil has the desire to learn more the foreign language. Role play is an important technique which gives the learner a good base and background by motivating him to learn new words, vocabularies and making eager to acquire more.

Many studies confirmed that, learners whom enjoyed performing role plays are motivated more than others because they working on this performance very well.

Role play helps learners to build their English base by improving the communication and pronunciation. It makes the learner able to use the language in correct way.

Conclusion

Motivation is an importance concept discussed by many researchers who classified it as the major factor of the success or the failure of learners, because motivated learner is a learner has the desire to learn whatever he wants. In this chapter we have seen the motivation definitions and and its meaning. Moreover, we have discussed the motivation in the classroom and how the teacher can make his ppils motivated then we have moved to the motivation models (Garden's and Dornyei's). We have searched also about the motivation types (intrinsic extrinsic and instrumental, integrative) and we ended by pointing to the relationship between role plays and motivation.

Chapter Three: Analysis and Evaluation of Data

Introduction

1. Research Methodology

   1.1. Research Method

   1.2. Sample of the asatudy

2. Pupils' questionnaire

   2.1. Aim of the Questionnaire

   2.2. Administration of the questionnaire.

   2.3. Description of the questionnaire.

   2.4. Analysis of the results.

3. Teachers' questionnaire

   3.1. Aim of the Questionnaire

   3.1. Administration of the questionnaire.

   3.2. Description of the questionnaire.

   3.3. Analysis of the questionnaire.

4. Conclusion

Introduction

In the theoretical part « chapter one and two » we have presented some ideas about the learning process and its techniques especially role plays and motivation. Now we are going to pass to the practical part. The purpose of this study is to show the data collected of both questionnaires « teachers and pupils » and analyze it.

This chapter is concentrated on the analysis of the questionnaire results and gives our research finding about the importance of using role plays in middle school to enhance the English learning level.

1. Research Methodology

1.1. Research Method

The research intends to use the descriptive method to describe how can the role play enhance the English language learning.

1.2. Sample of the Study

The whole population concerns third year pupils at the middle school « Mahmoud Houhou» in Biskra during the academic year 2015/2016. We select 60 pupils were selected randomly from the whole population which consists 111 pupils divided into three classes. The selection of such a sample is based on the consideration that third year pupils are more able to perform a role play.

The second sample of the study concerns teachers of English at Mahmoud Houhou Middle School. They are (03) teachers. Those teachers were the recourse that helped us to investigate our research.

1.3. Data Gathering Tool

In this research two questionnaires have been prepared for teachers and pupils to know their opinion about the use of role plays in the Middle School.

2. Pupils' Questionnaire

2.1. Aim of the Questionnaire

The main aim of this questionnaire is to know pupils' opinion about the use of role plays in middle school and its benefits.

2.2. Administration of the Questionnaire

The questionnaire was guided by clear instructions and explanations that helped them answer. It is necessary to precise that the questionnaire handed in March 2016 in Mahmoud Houhou Middle School. Pupils have taken 15 minutes to complete it. All questions were translated in Arabic to facilitate their understanding. Moreover, necessary explanation and clarification were provided.

2.3 Description of the Questionnaire

The questionnaire consists of fourteen (14). They mainly comprise Yes/No questions with a concise justification wherever it is recommended. The questionnaire was arranged into three sections, each seeking for specific data.

Section One: Personal Information (Q1-Q4)

This section is dedicated to pupils' personal information. Pupils were asked to state their age (in Q1). Their gender (in Q2). In Q3 they were asked to say whether it is important to learn English or not, and finally about their English' level in (Q4)

Section Two: The Use of Role Play in the English Class (Q5-Q8)

This section requires opinions about the use of role plays in the English classes. Pupils were asked to say if they like English courses or not (in Q5). In (Q6), they were asked to answer by "yes″ or "no″ about their participation in the classroom with a brief explanation in case of negative response. Then in Q7 pupils have been asked about the use of role play in classes. Finally, this section ended by Q8 in which pupils were asked about their attitude towards their technique.

Section Three: Role Play Benefits in Enhancing Pupils' level in English (Q9-Q14)

The first question of this section seeks information about the benefits of role plays. In Q10 pupils were asked to say if role play motivates. In Q11, pupils had to give their opinion about the role play technique and its effectiveness. In Q12 pupils had to report if they learn new vocabularies or not. Q13 was about their pronunciation' level. The section ended by Q14 which seeks to show if pupils like to work together or individually.

2.2 Analysis of the Results

Section one: General Information of the Pupils

Q1. Pupils' Distribution

Age	11	12	13	14	15	16	Total
participants	1	1	15	28	7	7	60
percentage	2 ٪	2 ٪	25	47 ٪	12 ٪	12 ٪	100 ٪

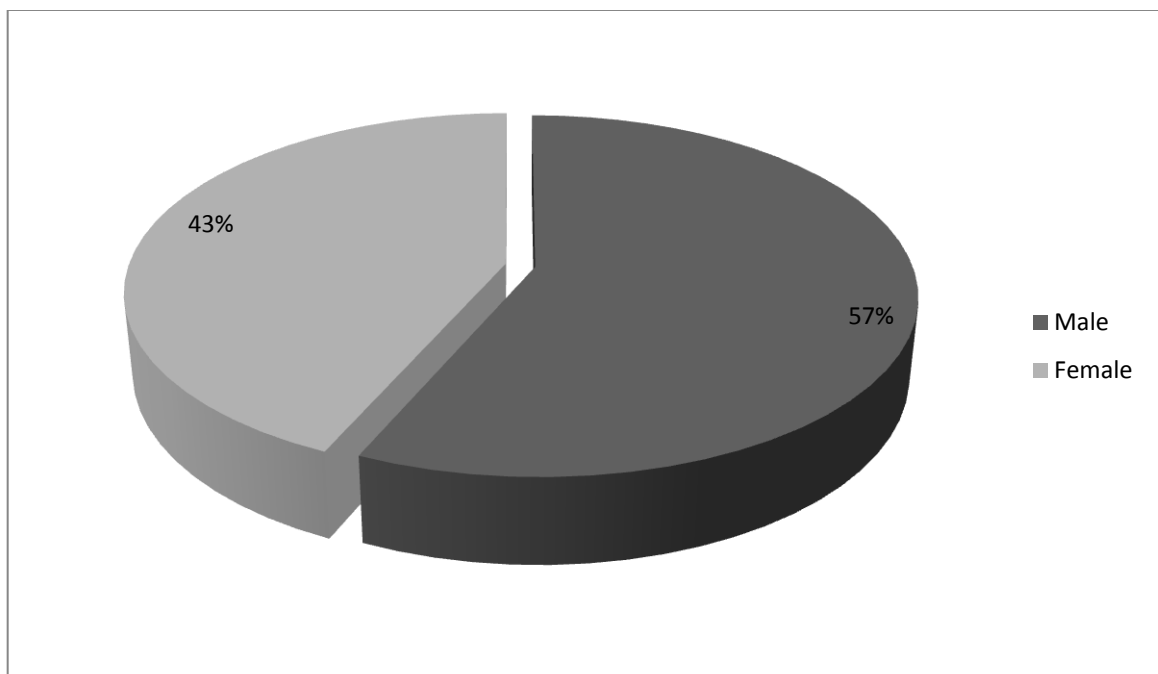**Table01: Pupils' Distribution**
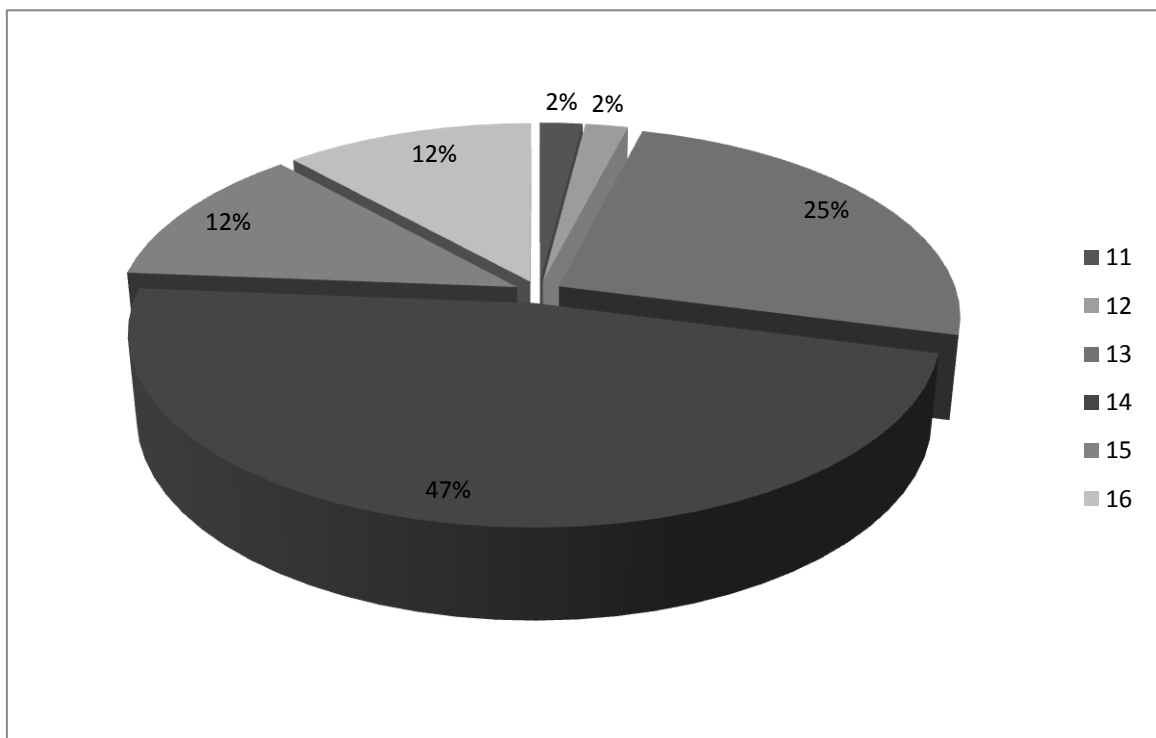
Figure3: Pupils' Distribution

Table 01 reveals 6 age groups in the sample. Pupils' age vary between « 11» and « 16 » years old. Only one participant (2 ⁒) was 11 years old and just another who is in 12 years old. This means they started early their primary education than others. 13 years old participants represent (25 ⁒) of the sample, and 14 years old pupils represent the majority with (47 ⁒).

Q2. Pupils' Distribution

Gender	participants	Percentage ⁒
Male	**34**	**57 ⁒**
Female	**26**	**43 ⁒**
Total	**60**	**100⁒**

**Table 02: Pupils' Distribution**

Figure 04: Pupils' Distribution

As a brief summary about the table above, we observe that males are more numerous than females. Indeed we have listed «34» males (57 ٪), and « 26» females (43٪). These two questions reveal a mixture of ages and gender in all classes. These two elements may have an effect on pupils' attitudes and interests concerning role plays.

Q3: English Importance for Pupils

| Option	Response	Percentage ٪
Very important	28	47 ٪
Important	28	47 ٪
Not so important	04	6٪
Total	60	100 ٪

Table 03: English Importance for Pupils
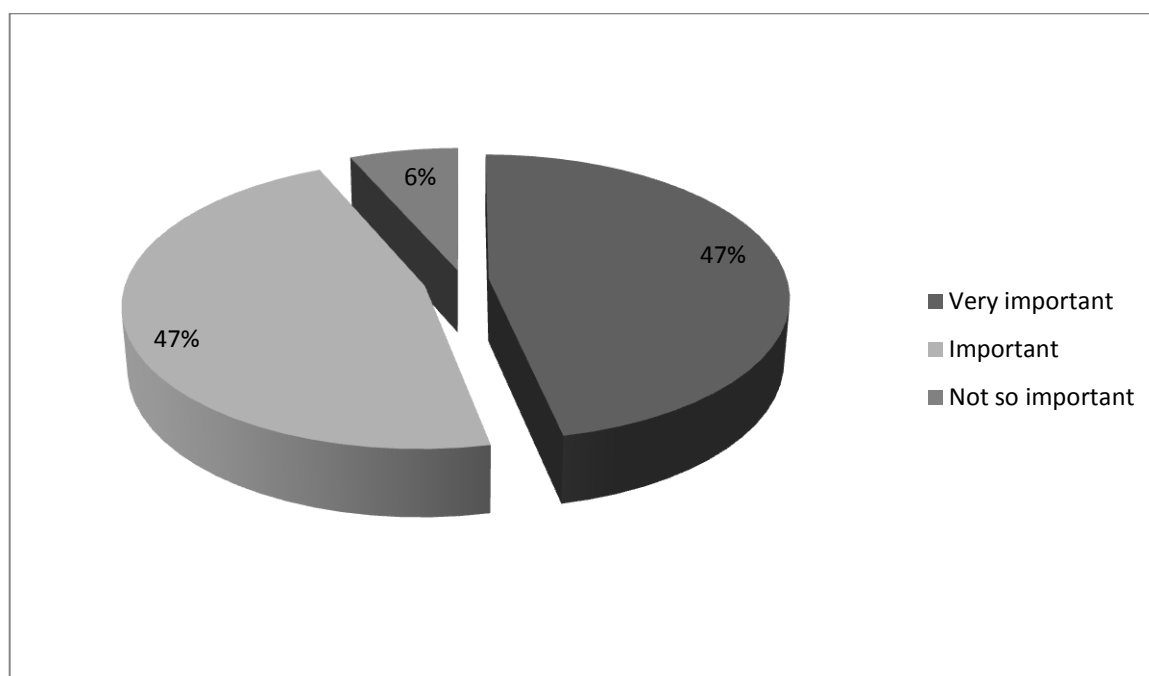
Figure 05: English importance For Pupils

The table shows that only « 04 » pupils (6٪) said that the English language is not important, however, 28 participants (47٪) said that it's very important. An equal number of pupils reported that they consider learning English is important and this confirm that they are interested and motivated to learn the FL. In fact, pupils' perception of the importance of learning English determines their willingness to make efforts and achieve good results. It also makes them be open to different kinds of activities like role plays.

Q4: Pupils' Evaluation of their level in English

Option	Response	Percentage ٪
Very good	07	12 ٪
Good	36	60 ٪
Poor	17	28 ٪
Total	60	100 ٪

Table 04: Pupils' Evaluation of their level in English
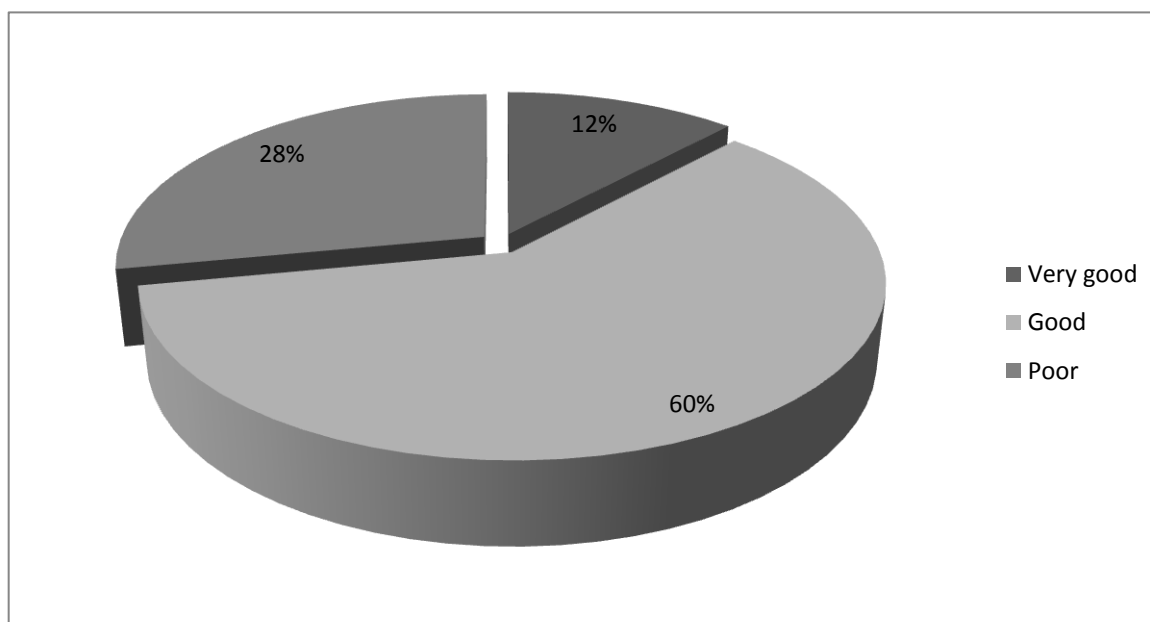
**Figure 06: Pupils' Evaluation of their level in English**

It is clear from the graph that only « 7» participants (12 ٪) consider to have a very good level but the majority of them (60 ٪) evaluate themselves to be good in the English' language, and (28 ٪) feel that their level is poor. These results indicate that most pupils are satisfied with their level. This is, in fact, a good indicator of their high motivation as well as then self-confidence about their abilities to learn the target language.

Section One: The Use of Role plays in the English Classes

Q5: Pupils' Opinion about English Courses

Option	Response	Percentage ٪
Yes	55	92 ٪
No	5	8 ٪
Total	60	100 ٪

**Table05: Pupils' Opinion about English Courses**
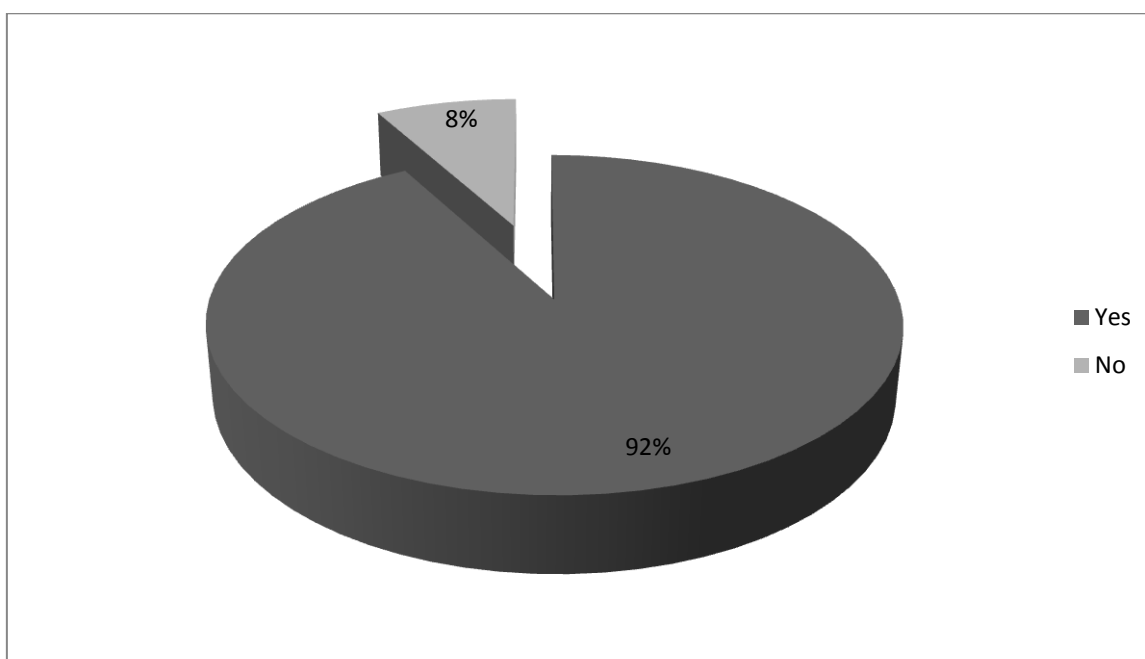
Figure 07: Pupils' Opinion about English Courses

The results show that the majority of pupils (92 ٪) like the English course, but (8٪) they do not like be because of internal and external factors. In fact, it is necessary for learners to have a positive attitude towards a subject/module in order to feel comfortable when learning and to reduce anxiety and fear. Moreover, there are many factors that shape a positive attitude such as interesting activities, a relaxed atmosphere or a good interaction.

Q6:Pupils' participation in English Classes

Option	Participants	Percentage ٪
Yes	45	75 ٪
No	15	25 ٪
Total	60	100 ٪

Table 06: Pupils' participation in English Classes
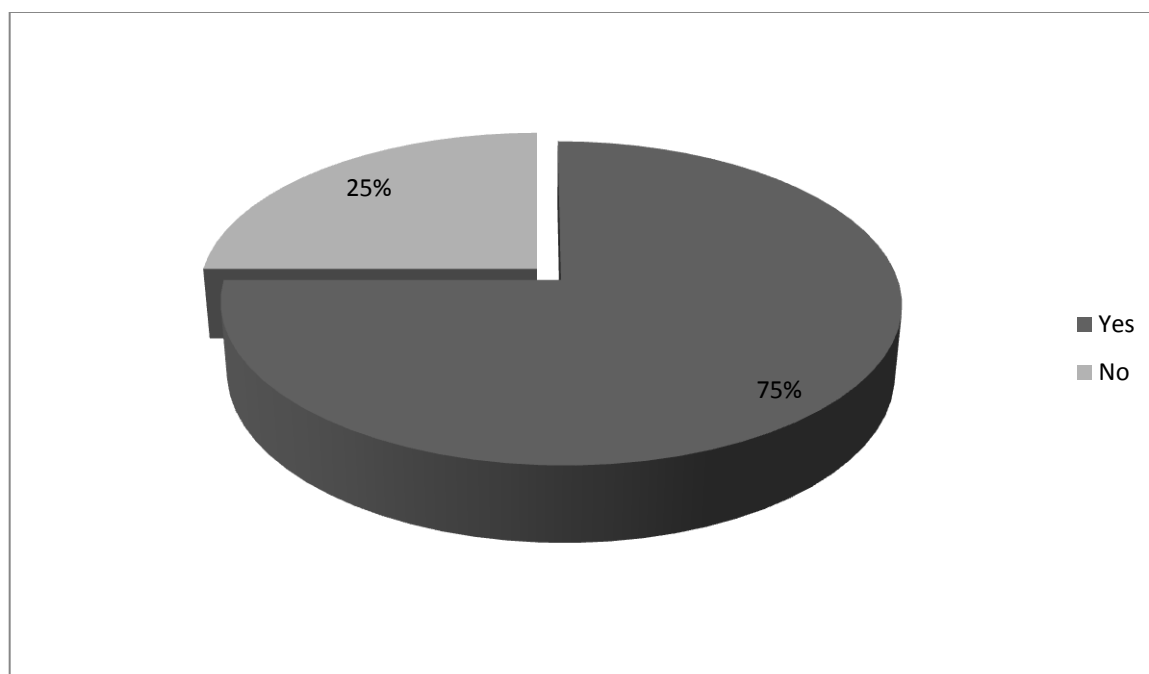
Figure 08: Pupils' participation in English Classes

These results show that the majority of pupils (75 ٪) participate in the English course, whereas (25٪) confessed that they do not need to participate this may be referred to many causes such as: shyness, lack of confidence, anxiety, or lack of vocabulary. Here, comes the role of the teacher to motivate reluctant members by using effective motivational strategies to reduce their anxiety and increase them will to interact and share opinions.

Q7: The Use of Role Plays in the Classroom

Option	Participants	Percentage ٪
Yes	19	32 ٪
No	41	68 ٪
Total	60	100 ٪

Table 07: The Use of Role Plays in the classroom
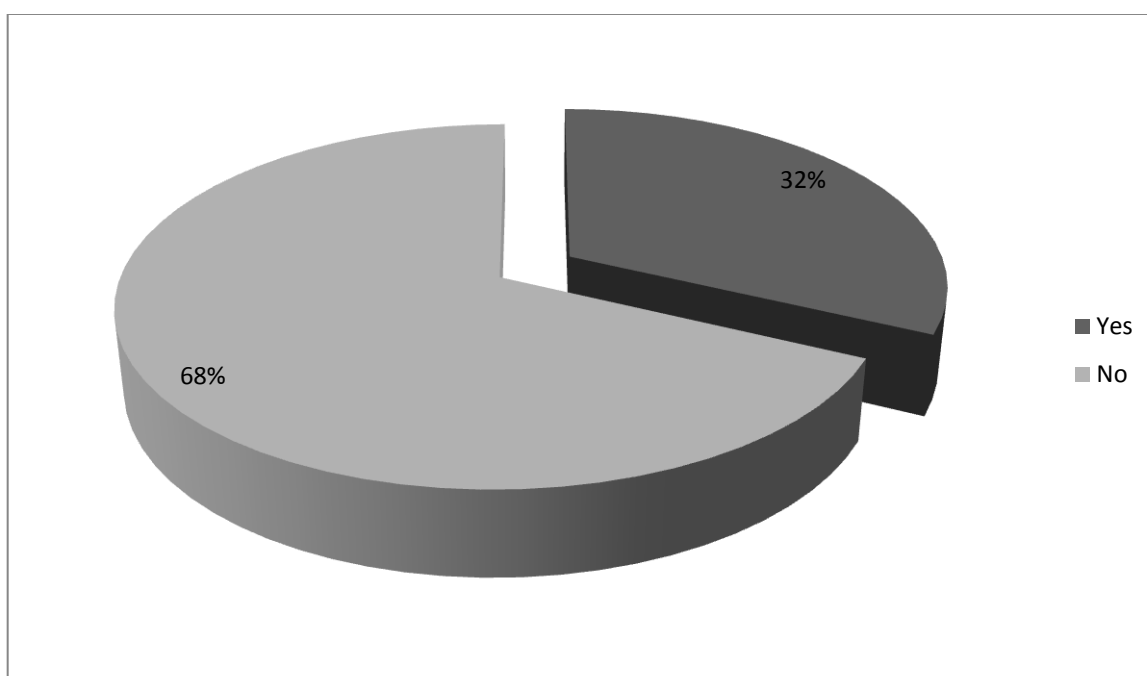
Figure 09: The Use of Role Plays in the Classroom

A quick look at the table above reveals that the majority of teachers (68٪) do not use role play in the classroom. (32٪) of the sample, however, reported that role play is one of the activities they do in class by different teachers; each one uses his/her own technique.

Q8: The Pupils Opinion about Role Plays

Option	Participants	Percentage ٪
Yes	50	83 ٪
No	10	17 ٪
Total	60	100 ٪

Table 08: The Pupils Opinion about Role plays
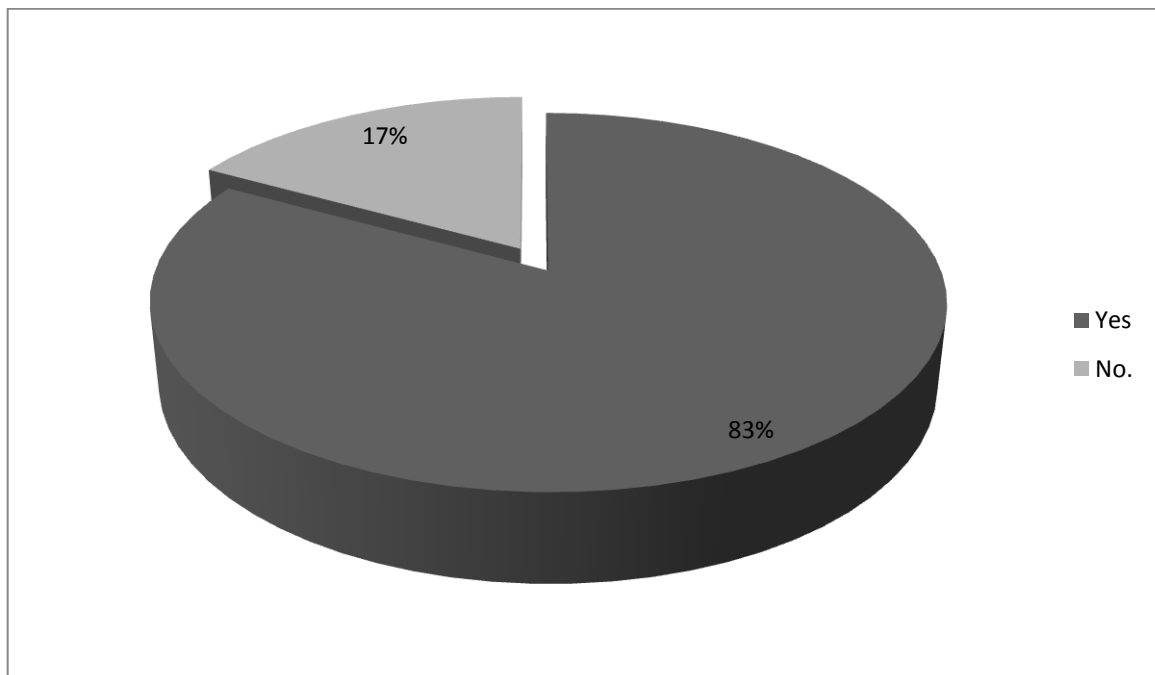
Figure 10: The Pupils Opinion about Role Plays

The findings reveal that (83 ％) of the sample like the role play technique. However, (17％) do not like role plays, and they have given their justification such as:

- Role play is a waste of time.

- Role play makes the classroom very noisy.

- Role play has no benefit.

Section Three: The Benefits of Role Plays

Q9: Pupils' Opinion about Role Play Benefits
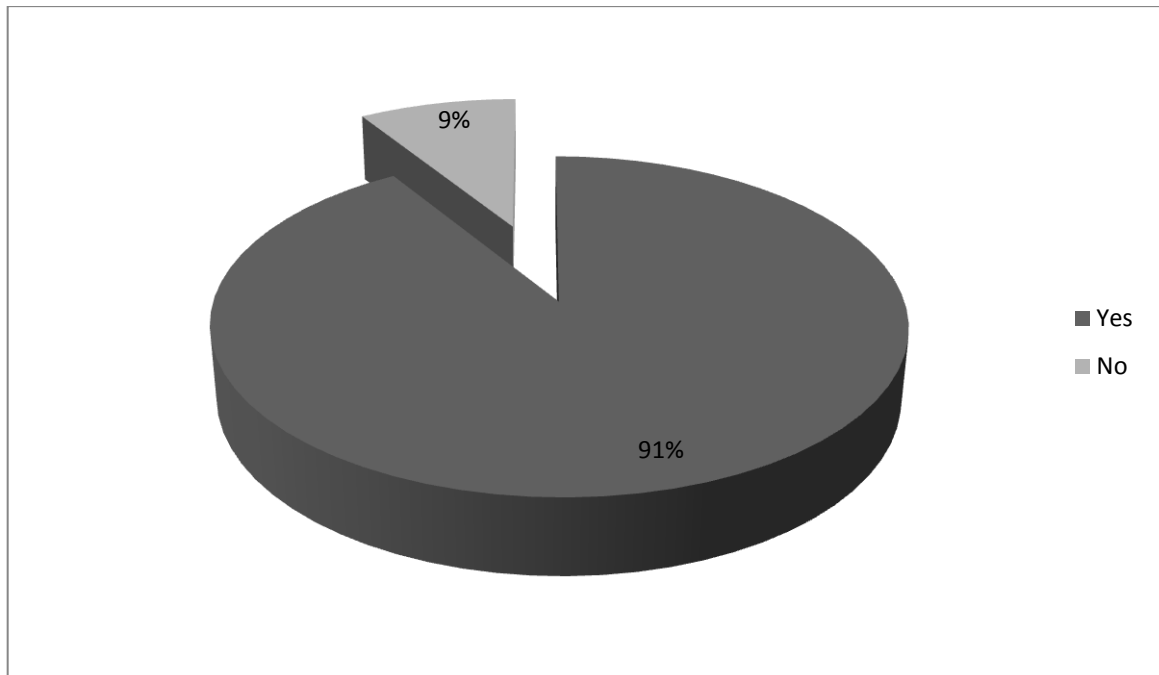
Option	Participants	Percentage
Yes	55	92 ％
No	5	8 ％
Total	60	100 ％

Table09: Pupils' Opinion about Role Play Benefits

Figure 11: Pupils' Opinion about Role Play Benefits

This question seeks to gather pupils' point of view about the beneficial uses of role plays, the great majority of them find this technique working because it teaches them new vocabularies and it creates an enjoyable environment. (9٪) of pupils do not find any positive side to this technique that is why they reported that is not a motivating technique.

Showing a positive or negative attitude towards a learning activity would determine learners' motivation, involvement, and interaction when doing the task. Moreover, it is the role of teacher to engage all pupils by considering first their differences in learning styles and strategies as well as their differences in likes, needs, and difficulties.

Q10: The role play atmosphere

Option	Participants	Percentage ٪
Yes	53	88 ٪
No	7	12 ٪
Total	60	100 ٪

Table 10: The role play atmosphere
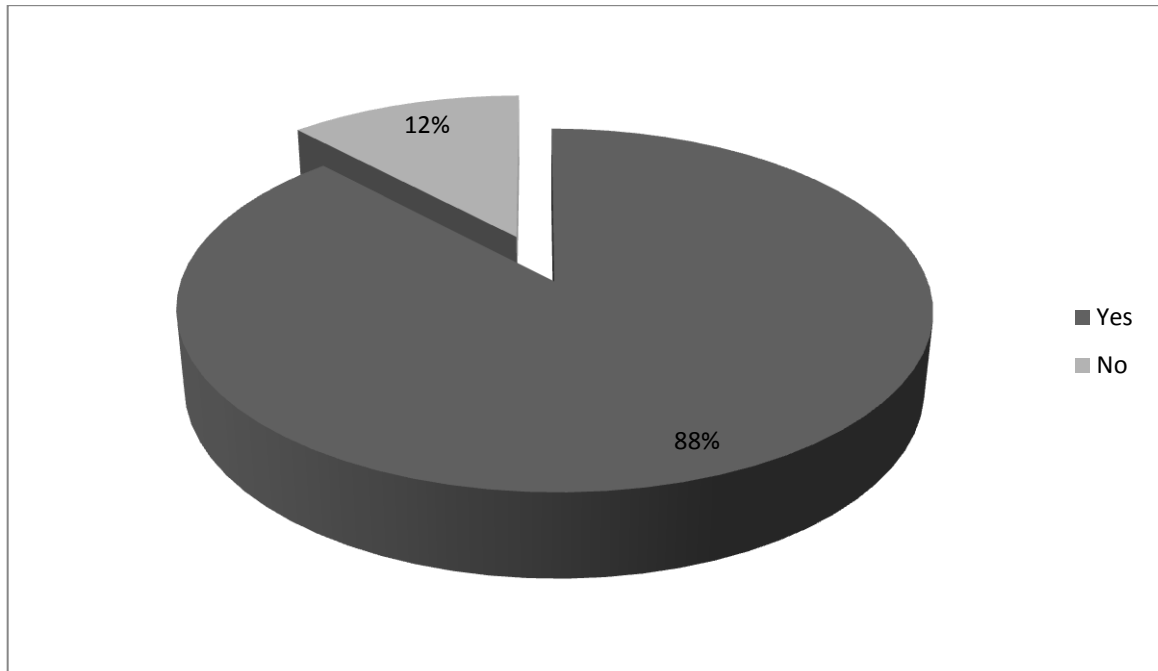
Figure12: The role play atmosphere

This graph shows that the majority of the pupils (88٪) enjoy the role play because it enhances their level. In contrast (12 ٪) are against using such a technique because they are not receptive to its benefits.

Q11: Using Role Plays to Improve Pupils' Level

Option	Participants	Percentage ٪
Yes	49	82 ٪
No	11	18 ٪
Total	60	100 ٪

Table 11: Using Role Plays to Improve Pupils' Level
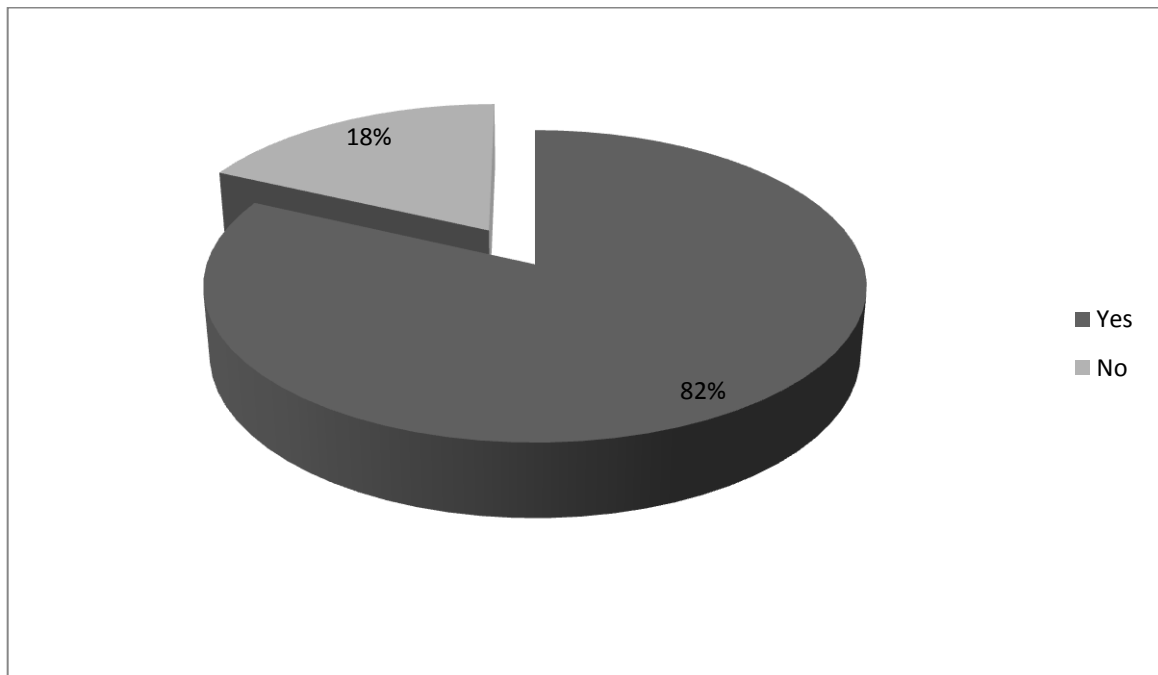
Figure13: Using Role Plays to Improve Pupils' Level

This information represents the majority of pupils (82٪) who observe that their level is improved by using role play. (18٪) are disagree with this idea.

Q 12: Learning Vocabulary with Role Plays

Option	Participants	Percentage
Yes	43	72 ٪
No	17	28 ٪
Total	60	100 ٪

Table 12: Learning Vocabulary with Role Plays
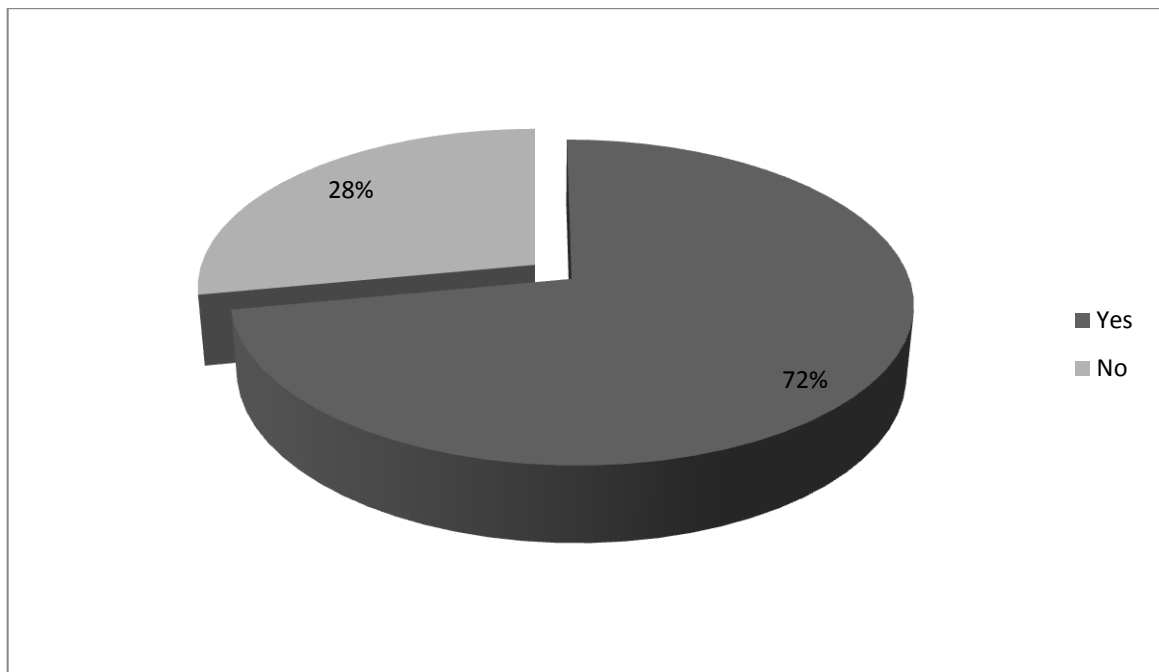
Figure 14: Learning Vocabulary with Role Plays

It is observed from the table that (72٪) have learned new vocabularies after participating in role plays because they were highly motivated and engaged in the task. The rest of the sample (28٪) they are not interested in role plays and do not consider it as a good way to teach them new vocabulary.

In fact, the teacher has to set clear objective when using role play as a teaching technique. Focus should not only be put in training pupils to repeat scripts meaninglessly. Instead, role plays have to develop learners' communicative oral skills, to introduce new vocabulary, to faster interaction, and to increase motivation.

Q13: Using Role Plays to Enhance Pupils' Pronunciation

Option	Participants	Percentage ٪
Yes	58	97 ٪
No	02	03 ٪
Total	60	100 ٪

Table 13: Using Role Plays to Enhance Pupils' Pronunciation
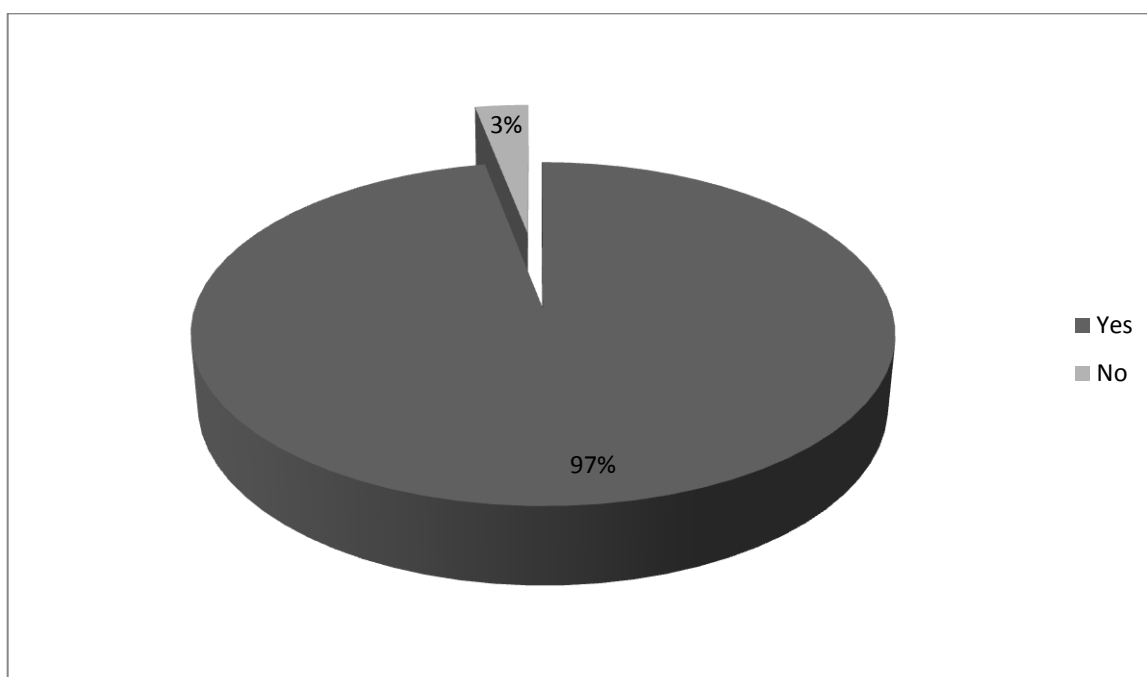
Figure 15: Using Role Plays to Enhance Pupils' Pronunciation

In addition to the previously discovered benefits of role plays, this question seeks to prove their effectiveness in improving pupils' pronunciation.

From the results of the table above, almost all participants (97٪) indicated that role play enhances language pronunciation as they have noticed an improvement in their own pronunciation level after working with this technique. On the other hand, two participants denied this effective use of role plays pointing that their level didn't improve that much.

Q14: Using Role Plays to Improve Cooperative Learning

Option	Participants	Percentage ٪
Yes	50	83 ٪
No	10	17 ٪
Total	60	100 ٪

Table 14: Using Role Plays to Improve Cooperative Learning
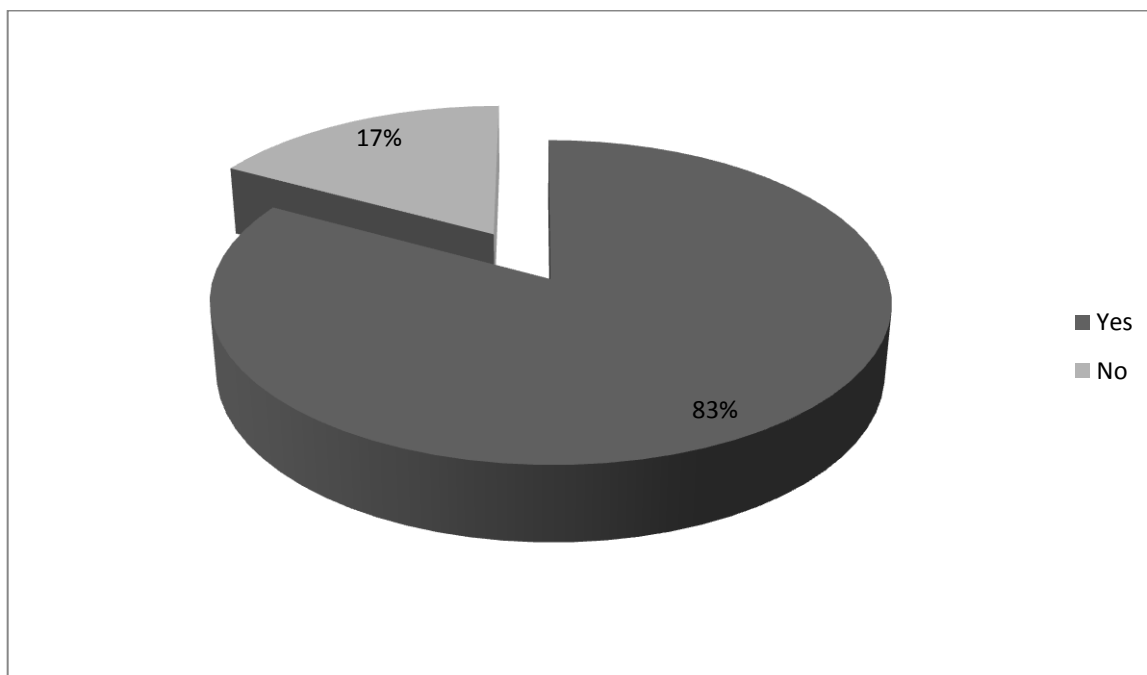

Figure 16: Using Role Plays to Improve Cooperative Learning

At is illustrated in the table, the majority of pupils (83٪) like to work with their classmates in a group work because they can exchange ideas, learn new words, or avoid making mistakes. (17٪) want to work individually because some classmates they haven't the desire to share their ideas with others.

3. Teachers' Questionnaire

3.1. Aim of the Questionnaire

The purpose of this questionnaire is to acquaint the teachers' point of view about the use of role plays in Middle School in order to enhance the English language learning level.

3.2. Administration of the Questionnaire

The teachers' questionnaire was given to three « 03» teachers of English in Mahmoud Houhou Middle School during the academic year 2015/2016. Among the three teachers just two have answered the questionnaire. Indeed, one teacher has refused because she does not work with role plays at all. Therefore, we have considered her participation anyway, and we can counted her refusal as negative response.

3.3. Description of the Questionnaire

The questionnaire consists of twelve « 12» questions which are organized in order. And divided into three sections, they are arranged for teachers to select the appropriate answer, or to choose "yes" or "no" followed by brief justification.

Section One: Background Information (Q1-Q3)

This section is devoted for teachers' background information. The first question was about the gender, then teachers were asked to state the educational degree (license, Magister/master), in (Q3) teachers have been asked to state the number of years that have been teaching English in middle school.

Section Two: Role play Use (Q4-Q8)

This section was about the use of role play. In (Q4) teachers were asked to choose the most difficult activity they face in the classroom. (Q5) was about the use of role play in the classroom, then in (Q6) they said if they like this technique or not. The next question was about the obstacles that they have found in preparing the role play with saying what those obstacles. (Q8) concentrates on the observation of the teacher if his pupils learn new vocabularies or not. Section two ended by the (Q9) where teachers asked to state their opinion if role play can be effective in enhancing the English level or not with additional causes.

Section Three: Role-Plays Benefit (Q10-Q12)

This section is devoted to speak about the advantages of role play. (Q10) was about if teachers see role play as a waste of time. In (Q11), teachers were asked to evaluate their pupils' performance. Finally, in (Q12), they have to evaluate the pupils' pronunciation.

3.4. Analysis of the Results

Section One: Background Information (Q1-Q3)

Q1: Teachers' Distribution

Gender	Participants	Percentage $\%$
Male	00	00 $\%$
Female	03	100 $\%$
Total	03	100 $\%$

Figure15: the Teachers' Distribution
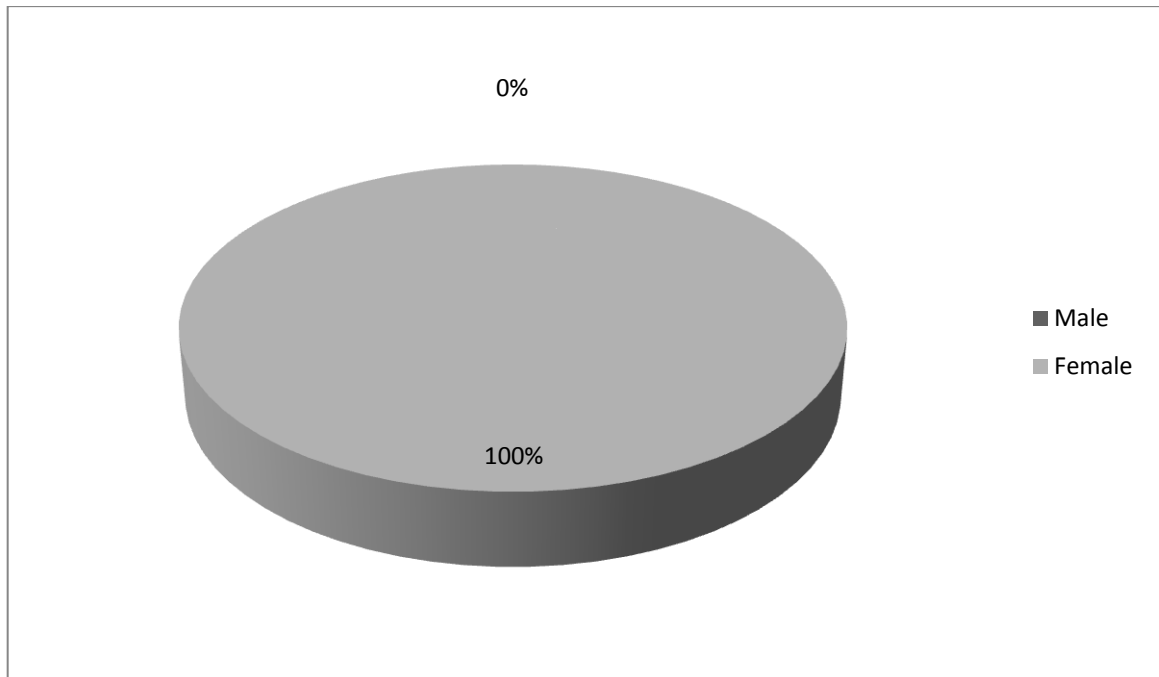
Figure 17: the teachers' Distribution

The figure shows that the whole sample (100٪) is females. Indeed, no male teachers are found in the middle school where we educated our study.

Q2: Teacher' Educational Degree

Option	Response	Percentage ٪
BA (License)	**03**	**100 ٪**
MA (Magister/Master)	**00**	**00 ٪**
Total	**03**	**100 ٪**

Table 16: Teacher' Educational Degree
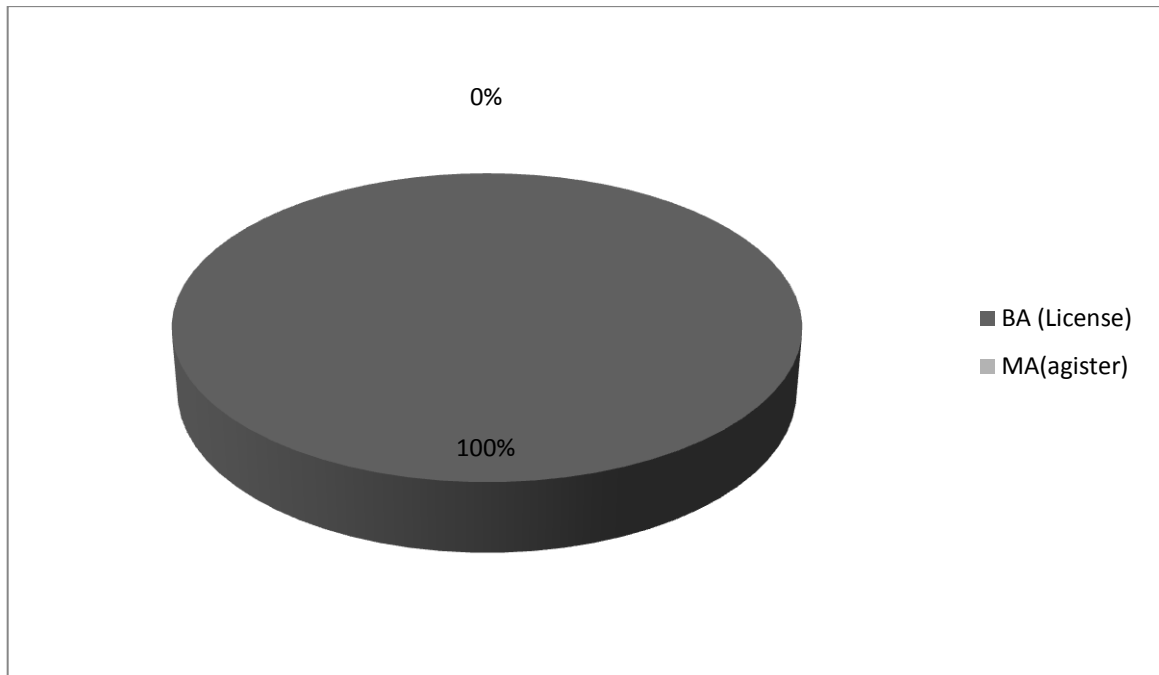
Figure 16: Teacher' Educational Degree

The result shows teachers' educational degree. All teachers have a BA degree. This is the one required in Middle School.

Q3: Teachers' Experience

Year	Participants	Percentage ⁒
5 years	01	33 ⁒
10 years	02	67⁒
Total	03	100⁒

Table 17: Teachers' Experience
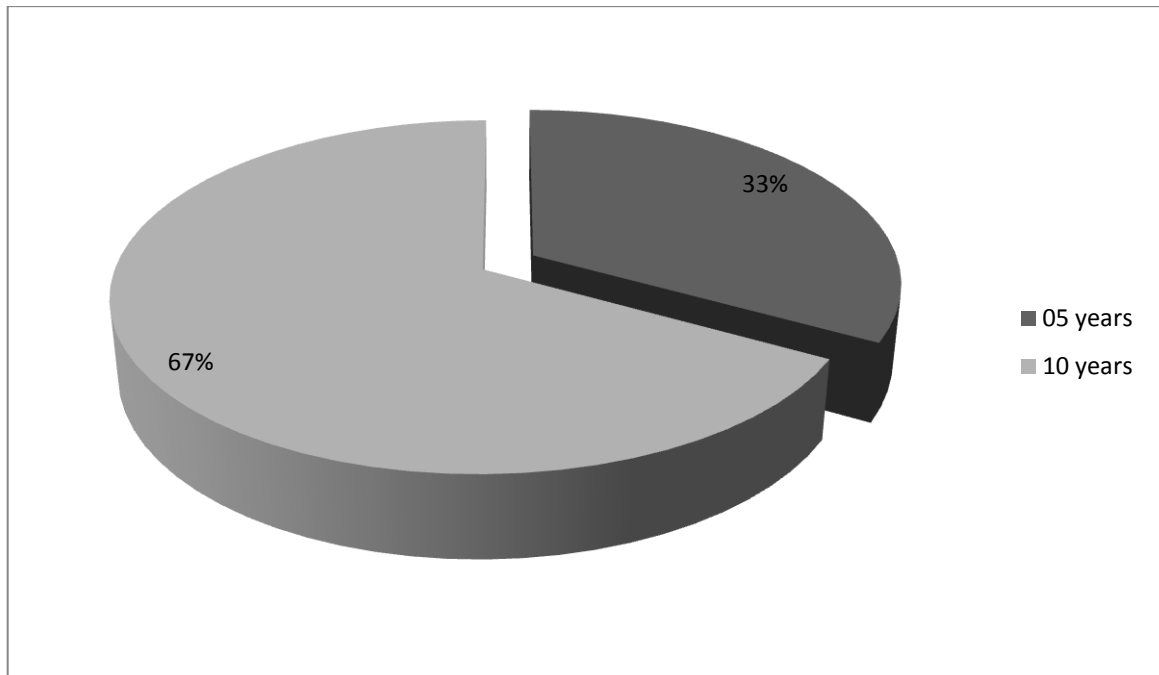
Figure19: Teachers' Experience

The graph shows the teaching experience of each teacher in terms of number of years teaching English. The first teacher said that she has been teaching five « 05», the two other teachers have a long experience in teaching which represents «10» years.

Knowing teachers' experience reveals their degree of mastery in teaching skills. Moreover, more experienced teachers are more acknowledged about the suitable methods, techniques, to use and they could try different achieve to see what fit better with their learners' differences in learning styles and strategies as well as their differences in interests, needs, and difficulties.

Section Two: Role Play Use

Q4: The Most Uses Activities in the Classroom

Option	Responses	Percentage
Story telling	00	00 ٪
Problem solving	02	67 ٪
Role play	01	33 ٪
Total	03	100 ٪

Table 18: The Most Uses Activities in the Classroom
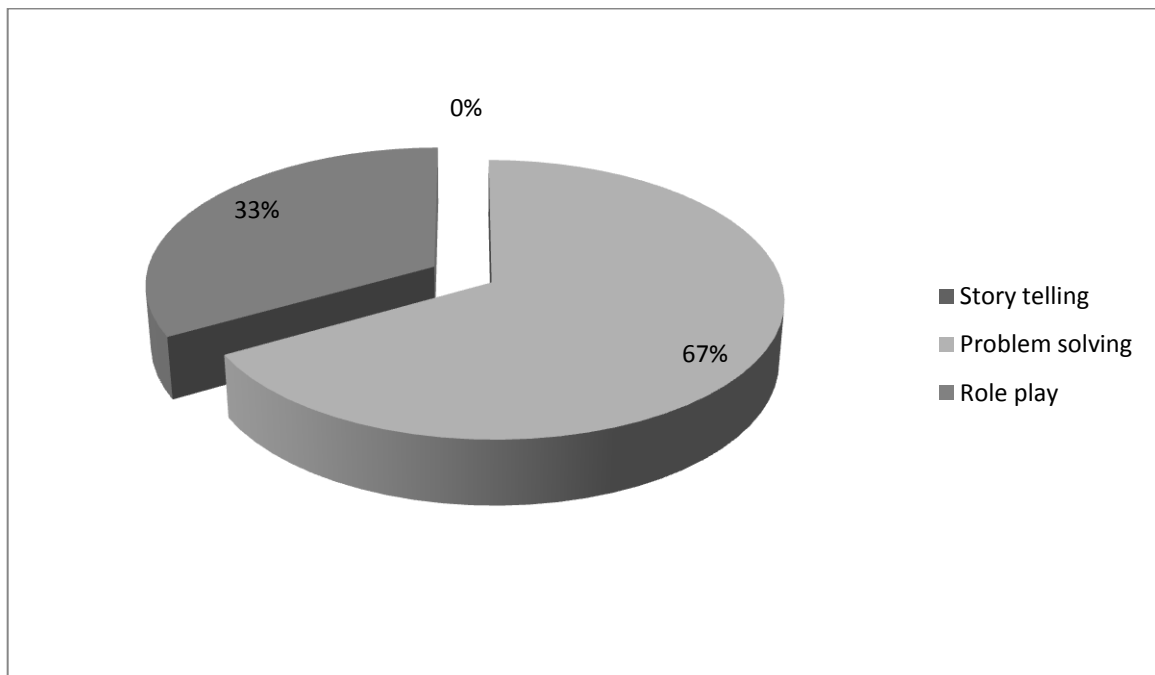
Figure 20: The Most Uses Activities in the Classroom

This question seeks to identify the types of activities that are sample mostly work with in class.

The table explains that two teacher use problem solving activities and only one teacher uses role play technique, to develop her pupils' level.

Q5: The Use of Role Plays in the English Courses

Option	¨Participants	Percentage ٪
Yes	01	33٪
No	02	67٪
Total	03	100 ٪

Table19: The Use of Role Plays in the English Courses
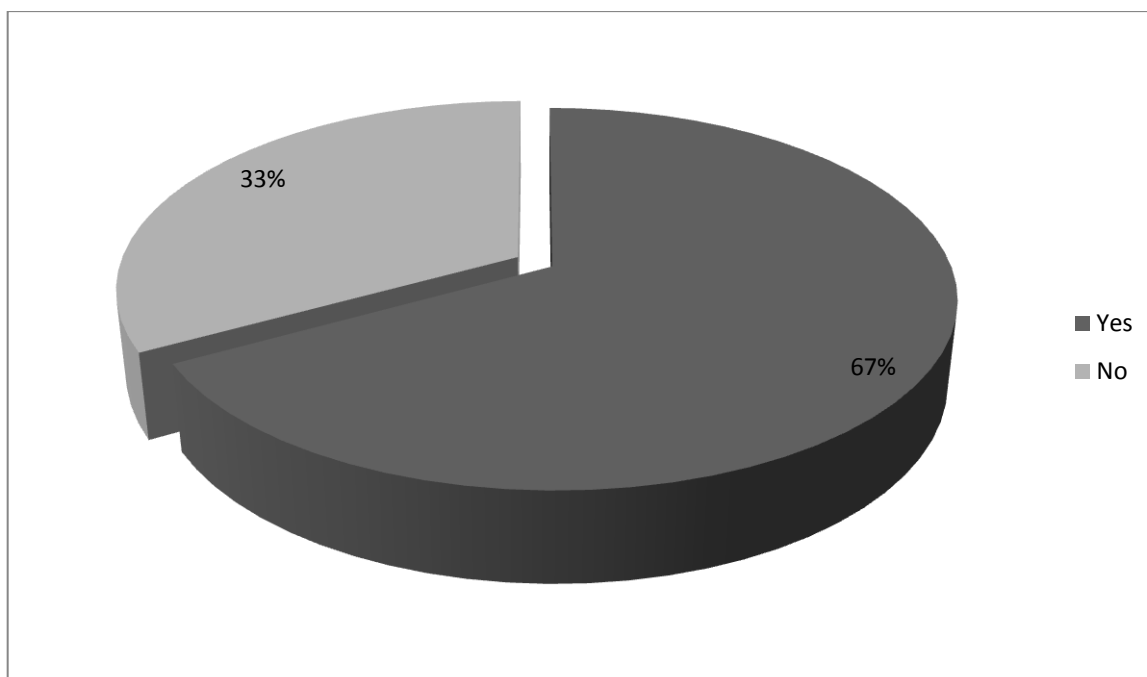
Figure21: The Use of Role Plays in the English Courses

This question was asked to see whether teachers use role plays as an activity to practice English. In fact, the result has already been revealed in the previous question about the kind of activities used in the class. Therefore, these results confirm that only one teacher

reported that she is using role play technique. The other teachers confessed that they do not rely on such a technique and gave some excuses concerning: time, syllabus, class management.

Q6: Pupils' Attitude towards Role Plays

Option	Responses	Percentage ٪
Yes	02	67 ٪
No	01	33 ٪
Total	03	100 ٪

Table20: Pupils' Attitude towards Role Plays
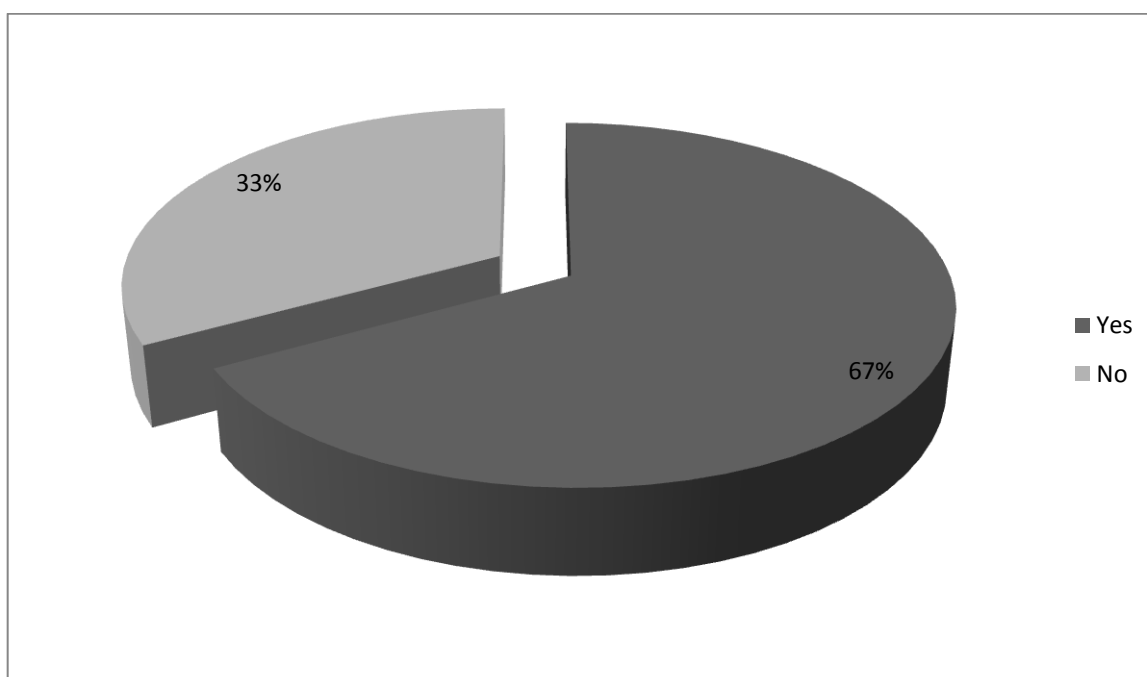
Figure 22: Pupils' Attitude towards Role Plays

As the graph reveals, (67٪) from the whole sample reported that pupils like when performing role play activity because it gives them an enjoyable environment.

Q7: Pupils' Obstacles in the Preparation of Role Plays

Option	Responses	Percentages ٪
Yes	02	67 ٪
No	01	33 ٪
Total	03	100 ٪

Table21: Pupils' Obstacles in the Preparation of Role Plays
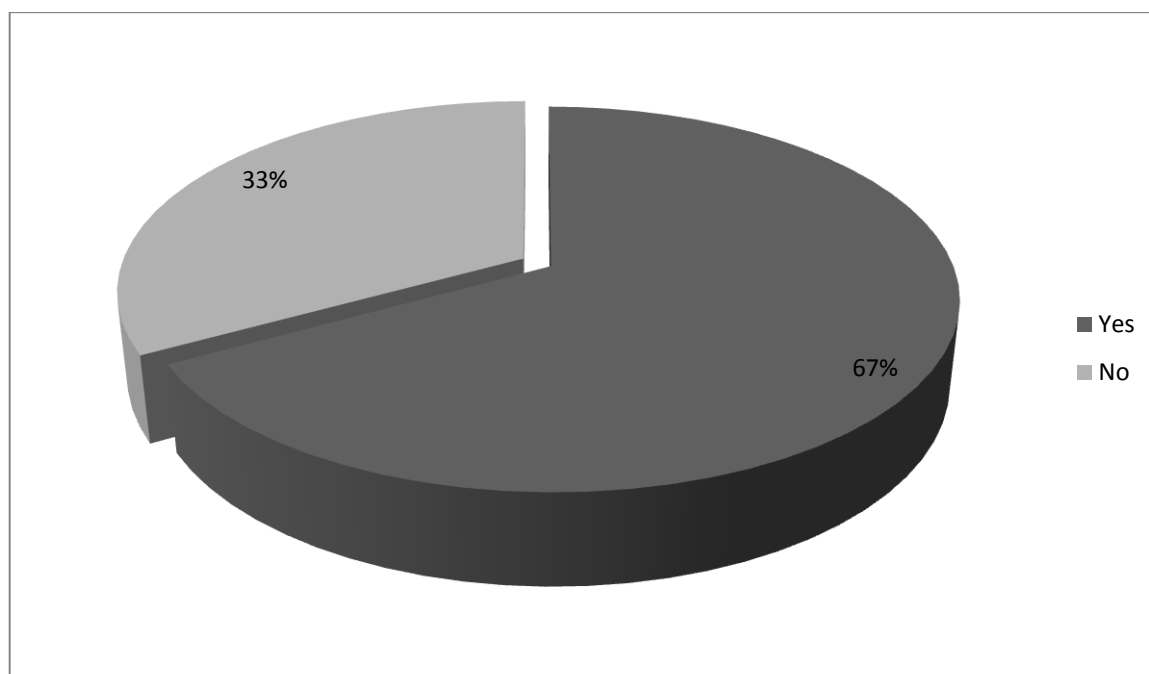
Figure23: Pupils' Obstacles in the Preparation of Role Plays

Two teachers confirmed that they have faced many obstacles in preparing role plays. Indeed, their pupils suffer from problems like: anxiety, lack of confidence, the inability to learn the dialogues by heart, etc. these obstacles prevent them from performing well in the task. Here comes the role of the teacher in providing a relaxed atmosphere and increasing pupils' self confidence by using humor, tolerating mistakes and using praise and encouragement phrases.

Q8: Learning New Vocabularies through Role Play

Option	Responses	Percentages ٪
Yes	02	67 ٪
No	01	33 ٪
Total	03	100 ٪

Table22: Learning New Vocabularies through Role Play
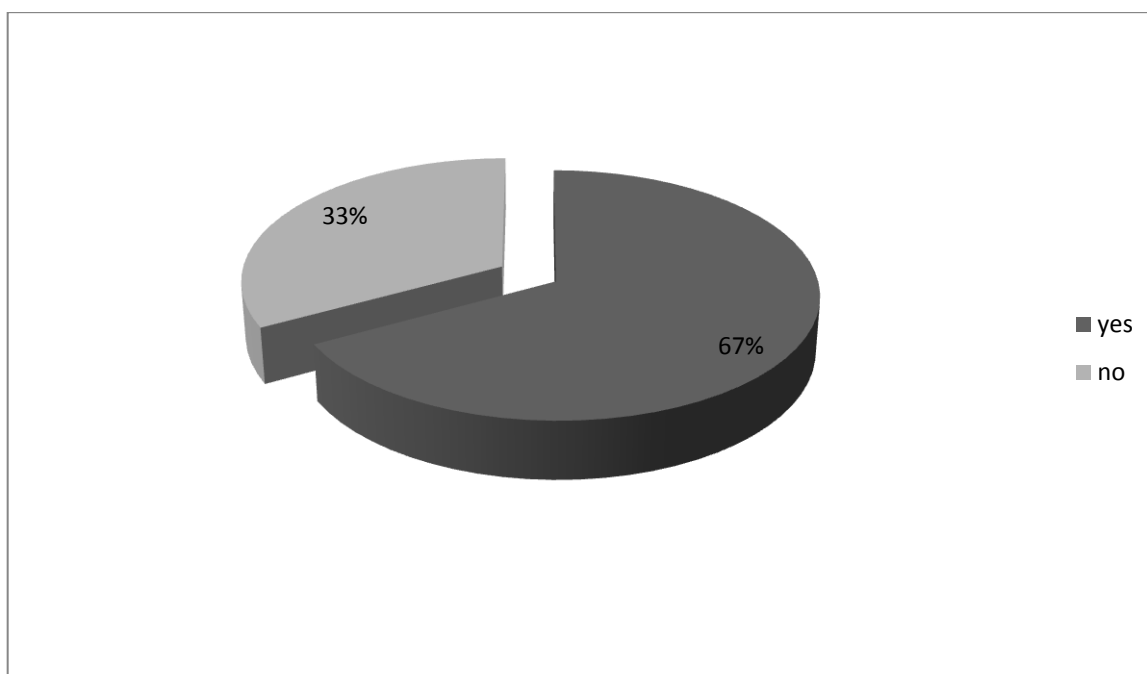
Figure24: Learning New Vocabularies through Role Play

This question seeks to know the effectiveness of using role plays to enhance pupils' learning of new words.

Results reveal that two teachers (67٪) agreed on the fact that role plays help including new vocabulary. Indeed, the process of acquiring new vocabulary would be through repetition (in training), interaction, and improvisation.

However, one teacher answered negatively because she doesn't use role plays in her class.

Q9: The Effectiveness of Role plays in Enhancing Pupils' English Level

Option	participants	Percentages ℅
It increases pupils' motivation	02	67 ℅
It encourages creativity and improvisation	00	00 ℅
It overcomes shyness/anxiety	01	33 ℅
Total	03	100 ℅

Table23: The Effectiveness of Role plays in Enhancing Pupils' English Level
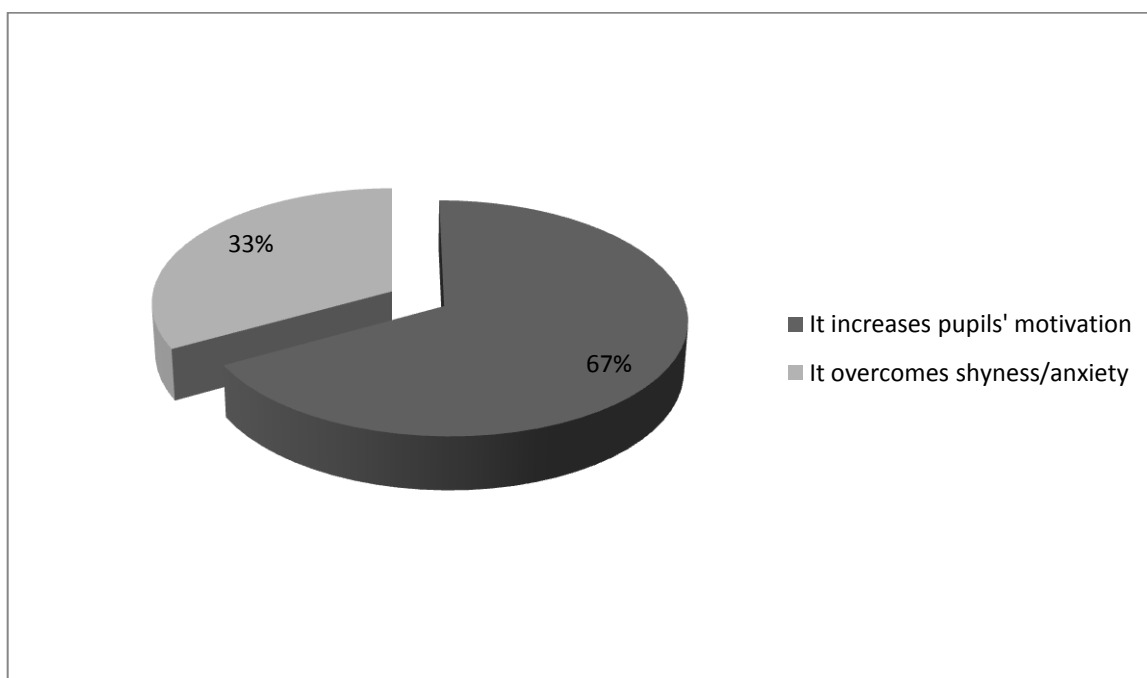
Figure25: The Effectiveness of Role plays in Enhancing Pupils' English Level

This result shows that teachers represent the benefits of using role plays by saying that role plays can increase pupils' motivation and overcomes shyness and anxiety it means that teachers are with using this technique. On the other hand, since pupils have generally a specific script to learn, there is little scope for creativity and improvisation, consequently, of course, this may concern only the middle level; however, in other level, more benefits can be observed.

Section Three: Role Play Benefit

Q10: Disadvantages of using role plays (waste of time)

Option	Responses	Percentages ٪
Yes	01	33 ٪
No	02	67 ٪
Total	03	100 ٪

Table24: Disadvantages of using role plays (waste of time)
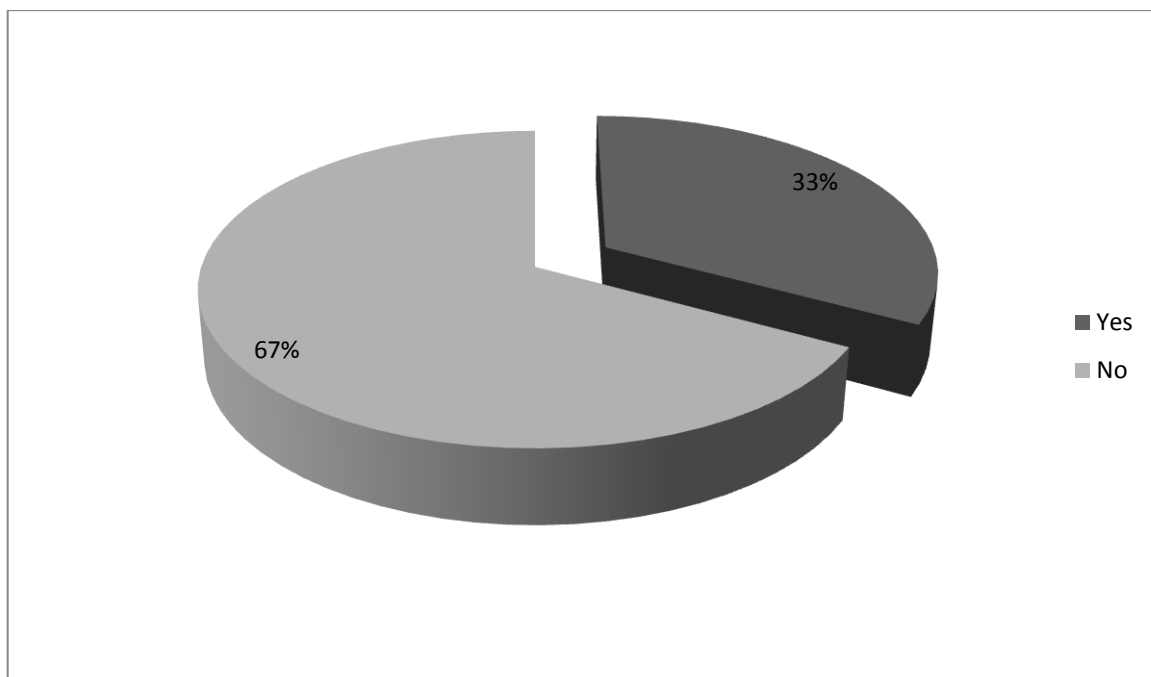
Figure26: Disadvantages of using role plays (waste of time)

The graph shows that just one teacher who has said that the role play technique is a waste of time because of time, the reason that made this teacher avoid using such an activity syllabus and the lack of management inside the classroom, the two other teachers, however, are in favor of using role plays and considered the time spent in this activity is not lost, but it is rather exploited for practising.

Q11: Pupils' Performance

Option	Participants	Percentages
Very good	00	00 ٪
Good	02	67 ٪
Average	00	00 ٪
Poor	01	33 ٪
Total	03	100 ٪

Table25: Pupils' Performance
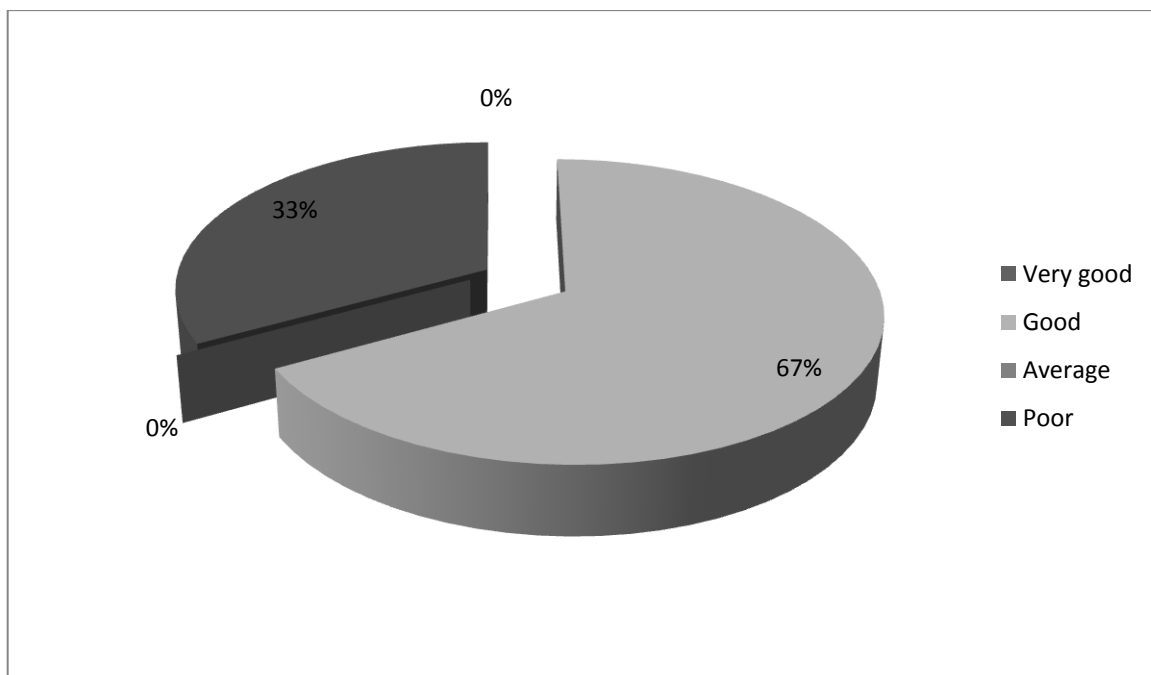
Figure27: Pupils' Performance

From the table we observe that pupils 'performance is good because two teachers have confirmed this. This result can prevue the idea of using role plays in middle schools to enhance the English learning level.

Q12: Pupils' pronunciation

Option	Participant	Percentages ٪
Very good	00	00 ٪
Good	02	67 ٪
Average	00	00 ٪
Poor	01	33 ٪
Total	03	100 ٪

Table26: Pupils' pronunciation
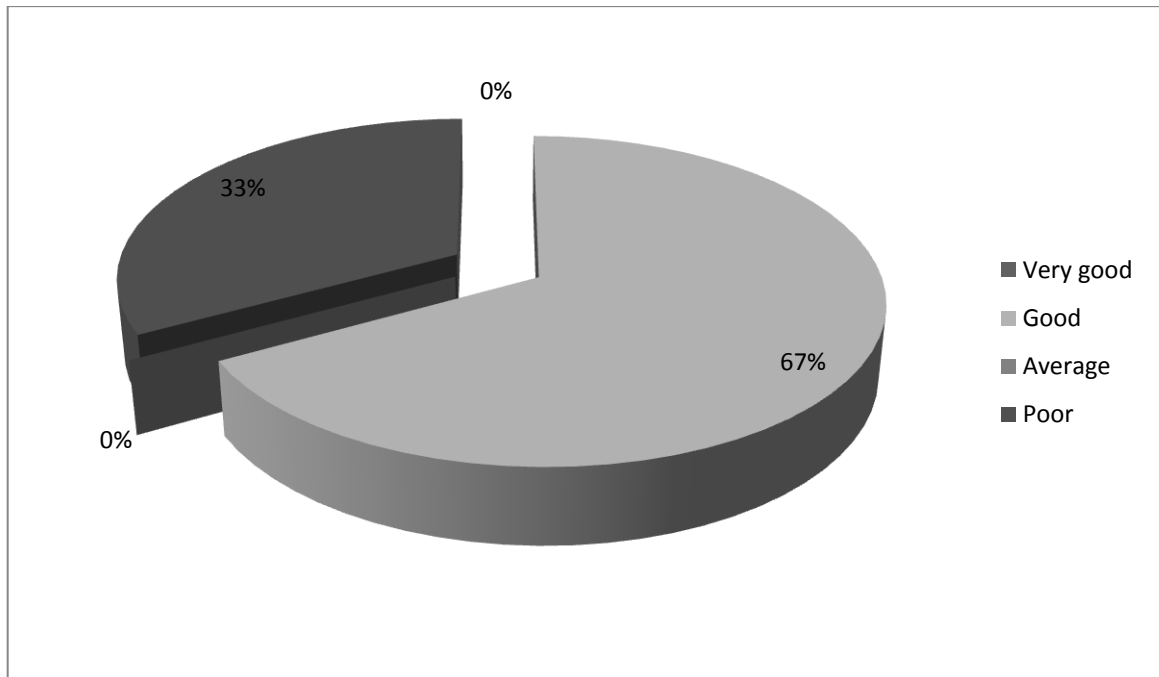
Figure28: Pupils' pronunciation

As it is shown by the graph, pupils' pronunciation is good and teachers have emphasized this idea because they remarked a development in the pupils' pronunciation by using role plays technique.

Conclusion

To sum up this chapter, the collected data from the pupils and teachers' questionnaires show that the use of role plays in middle schools can increase the pupils motivation and overcomes shyness/ anxiety and give them the chance to learn new vocabularies, it can also it makes pupils feel confident in themselves. Role play is one of the techniques which give the pupils the base of a foreign language.

Recommendation and Suggestions

Recommendations for Teachers

- Give your pupils the chance to improve their learning level.

- Ask your pupils to prepare short role play and perform it.

- The majority of pupils enjoy role play performance, so help them to perform it to avoid the routine and make an enjoyable environment.

- Develop pupils' level by change the old learning method.

Recommendations for Pupils

-Try to use the opportunity to enhance your level.

- Participate in the English courses even with making mistakes because mistakes are part of learning process.

- Feel confident in yourself to do the best.

- Ask for an explanation either from your teacher or your classmates to learn more.

- Do not think negatively.

General Conclusion

In language teaching, teachers have the right to select the most successful method. It is a difficult task which needs intelligence, experience, and patience because effective activities of teaching are as learners' pushes to succeed. Moreover, since English is an important language, teachers have to focus on their students' background and to give them some tricks that would increase their learning' engagement and motivation. One of the numerous activities and techniques the teacher may use in class is role plays.

Therefore, the aim of this study is to shed light on the importance of using role plays in middle schools. Furthermore, the current benefit of this research is to show that using role plays in the middle school has effectiveness on the teaching process either on teachers or on pupils. Indeed, role plays develop learners' language learning, improve their oral skills, and increase their motivation and interaction in class.

Throughout this research work, we have talked about the learning methods with its approaches and techniques and how the studies facilitate the learning process by using videos, songs, or role plays. We have focused on the role play technique on the learning process by mentioning its advantages, use, and how this method can be effective in developing learners' level. Then, we have moved to deal with motivation which is one of role plays' benefits. Its types, and effects of language learning have been discussed.

This research followed a descriptive method to investigate the use of role plays and its benefits in developing middle school pupils' language learning and motivation. In addition, two questionnaires were used to gather data. One for a sample of third year pupils at Houhou Mhmoud Middle School, and another one for teachers of English at the same setting.

The analysis of both questionnaires demonstrated that role play makes teachers using new teaching method instead of the classical one by adding an enjoyable environment. It

gives also to learners the chance to avoid mistakes, learn new vocabularies, improve their

pronunciation, and get more self-confidence.

List of References

Al-Mutawa, N. & Kailani, T. (1989). *Methods of Teaching English to Arab Students*

    London: Longman.

Brophy. (1987). *Students Motivation.* An experiment in junior high social studies classes.

    East lancing, Mich: institute for research and testing.

Bygate, M. (1991). *Speaking*. Oxford: University Press.

Byrn, PR. (1986). *Effortful and Automatic Cognitive Processes in Depression.*

Cameron, J. (2001). *Evidence for a Causal Role of Low Energy Availability in the*

    Induction of Menstrual Cycle Disturbances during Strenuous Exercise

    Training. Journal of clinical endocrinology and metabolism 2001

Crookes, G. and Schmidt, R. W. (1991), Motivation: Reopening the Research Agenda.

    Language learning, 41:496-512.

Davis, F. D., Bagozzi, R. P., & Warshaw, P. R. (1992). Extrinsic and intrinsic

    motivation to use computers in the workplace1. *Journal of applied social*

    psychology, 22(14), 1111-1132.

Dorney, Z. (1994). *Interpretation of searches for super symmetry with simplified*

    models. Progress of theoretical physics.

Dorney, Z. (1998). *Language Teaching* /Vol 31/ Issue 03/ July 1998, pp 117-135.Dorney,

Z. (2006). *Learning*. Oxford: Oxford University.

Dorney, Z. (2014). Motivational Dynamics in Language Learning. Change, stability, and

Context freerkien waning, Zoltan. Dorney, Kees De Bot. *The modern language*

Journal.

Dorney. Z. (1996). *Ten Commandments for Motivating Language Learners*.

Paper presented at the TESOL 1996 Convention, Chicago, IL.

Dougill, J. (1987). *Using Role Ply as an Extension of TOFL Test Study Material.*

Elizabeth F, Barkley. (2009). *Students Engagement Techniques.*

Ellis, R. (1994). *Measurement and Analysis Issues with Explanation of Variance in Daily*

Experience Using the Flow Model.

Ellis, R. (1994). *The Study of Second Language Acquisition.*

European Journal and Education, Vol.48, No: 04, 2013.

Falk. (1978). Language, identity and social behaviour-   Gardner and MacIntyre. (1993).

The Discursive Construction of Secod Language Learners Motivation.

Gardner. (1972) .*Attitudes and Motivation in Second-Language Learning.*

*Gardner. (1985). An Instrumental Motivation In Language Study.*Harmer. (2001).

Determining the Motivation of Wellness Travelers.

Thornbury, S. (2005). *How to teach speaking*. Harlow, England: Longman.

International Journal of Academic Research in Business and Social Sciences

November 2013, Vol. 3, No. 11.

James J. Asher: *The Modern Language Journal* Vol.53, Issue1, p 3–17, January 1969.

Kao, S.-M, & O'Neill, C. (1998). *Words into worlds: Learning a second language*

Khouni. (2011). *Motivation in Foreign Language Classrooms "An Overview of*

Motivational Strategies from Gardner to Dornyei.

Liu, Fang Ding, Y (2007). Asian Social Science*: Role play in English Language*

Teaching. Vol. 5(10), p.140. Qingado 26061, China.

Livingston (1983). *Role play*. Oxford: Oxford University.

Livingstone*, C. (1983). Role play in language learning. Singapore: The Print House*

Lucantoni. (2002). *Using Role Play to Promote Oral Fluency.*

O'Neill, C. (1994). From words to worlds: *Language learning through Process Drama*

Ruiz-Casado, M., Alfonseca, E., Castells, P.: *Automatic Assignment of Wikipedia*

Encyclopedic Entries to Wordnet Synsets (2005).

Saville, Troike. (1994).*A Survey Study of Motivation in English Language Learning of*

First Year Undergraduate Students at Sirindhorn International Institute of

Technology.

Shearer, R. (2003). Using Role Plays to Develop Cultural Competence. *Journal of Nursing*

Education. Vol 42 (6), pp. 273-6.

TESOL Journal Vol 11, issue 1, pages 10–17, springs 2002.

Toshalis, E And Nakkula, MG. (2012). *Motivation, engagement, and student*

voice.

Weiner. (1992*). Student motivation in middle school.*

Wessels, C. (1987). *Drama*. Oxford: Oxford University Press.

Wlodwoski. (1985). *Motivation and its Relationship to the Design of Educational Games.*

Chang, Shih-Chuan*. English Language Teaching* 4.2 (Jun 2011): 13-24.

Harmer. (2001). *Describing teachers.*

Livingstone, 1983. *Role play in language learning*: Carol. Harlow: Longman, 94 pp.

The Journal of Psychology: *Interdisciplinary and Applied* Volume 131, Issue 5, 1997

Ments, V. M. (1999). *The effective use of role-play*: practical techniques for improving

learning (2nd ed.). Lo, R. and Li. H.C. (1998). Songs enhance learner involvement.

English Teaching Forum, 36, 8-11, 21.

Al-Saadat, A & Afifi, E. (1997). *Role playing for inhibited students in paternal*

communities. English Teaching Forum, 35(3). Retrieved 24 October 2008 from

GURT `93: Proceedings of the Georgetown University Round Table on

Language andLinguistics. *through process drama*. Stamford, CT: Ablex Publishing

Corporation.

http://journals.plos.org/plosbiology/article?id=10.1371/journal.pbio.1002276.

http://www.amanet.org/training/articles/The-Four-Factors-of-Motivation.aspx

http://teach.com/what/teachers-change-lives/teachers-motivate

http://www.englishclub.com/.../ music-classrom.htm.

 http://tec.sagepub.com/content/29/1/53.short

www.carla.umn.edu.

http://tec.sagepub.com/content/29/1/53.short

https://en.wikipedia.org/wiki/Audio-lingual_method

https://www.literatureandlatte.com/video.php

Appendixes

Appendix A: Pupils Questionnaire

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA

MOHAMED KHEIDER UNIERSITY OF BISKARA

FACULTY OF LETTERS AND LANGUAGES

DEPARTMENT OF FOREINGN LANGUAGES

ENGLISH DIVISION

Pupils' Questionnaire

Dear pupils,

You are kindly requested to fill in this questionnaire to express your attitudes toward the use of role plays in middle school to enhance the English learning level.

Your answers are very important for the validity of the research we are undertaking. As such, we hope that you will give us your full attention and interest.

Please, tick (√) the appropriate box or write full statement whenever it is necessary. Thank you very much in advance.

نرجو منكم التكرم لملء هذا الاستبيان على التعبير عن موافقتكم تجاه استخدام المسرحيات المصغرة في المدرسة المتوسطة لتعزيز مستوى تعلم اللغة الإنجليزية.

إجاباتك مهمة جدا لصحة الأبحاث التي نقوم بها ، نأمل في أن إعطاءنا الانتباه الكامل والاهتمام.

من فضلك، ضع علامة (√) في المربع المناسب أو كتابة البيان الكامل كلما كان ذلك ضروريا. شكرا جزيلا لك مقدما

Section One: Personal Information

الجزء الأول معلومات شخصية

1. Age/السن. ....

2. Gender/ الجنس: Male (ذكر) [____]   Female (أنثى) [____]

3. How important is it for you to learn English? (ما مدى أهمية تعلمك للغة الإنجليزية.)

- Very important (مهم جدا) [____]

-Important (مهم) ☐

- Not so important (ليس مهما جدا) ☐

4. How do you consider your level in English? (كيف تقيم مستواك في اللغة الإنجليزية)

  d. Very good (جيد جدا) ☐

  e. Good (جيد) ☐

  f. Poor (ضعيف) ☐

Section Two: The Use of Role Play in the English Class

الجزء الثاني:تطبيق المسرحيات المصغرة في حصة الانجليزية

1. Do you like English course? (هل تحب حصة اللغة الانجليزية)

  Yes (نعم) ☐   No(لا) ☐

2. Do you participate in the English course? هل تشارك في حصة الانجليزية

  Yes (نعم) ☐   No(لا) ☐

  If 'no' why? (إذا كانت الإجابة "لا" لماذا ؟) ....

....

3. Does your teacher use role plays in class? (هل أستاذك يطبق المسرحيات المصغرة في القسم؟)

  Yes (نعم) ☐   No(لا) ☐

4.Do you like role plays? (هل تحب المسرحيات المصغرة؟)

  Yes (نعم) ☐   No(لا) ☐

Why?(لماذا)...

....

Section three: Why Role Plays Benefits in Enhncing Pupils'level in English? (لماذا المسرحيات المصغرة مفيدة في تطوير المستوى الانجليزي للتلاميذ))

1. Does role plays motivate you? (هل المسرحيات المصغرة تحفزك)

  ☐   ☐

Yes (نعم)   No(لا)

Explain (اشرح)..

2. Do you like this activity? (هل تستمتع بهذه العملية؟)

Yes (نعم) [ ]   No(لا) [ ]

3. Does role plays improve your English level? (هل المسرحيات المصغرة حسنت مستواك في اللغة
الانجليزية)

Yes (نعم) [ ]   No(لا) [ ]

4. Do you learn new vocabularies/words with role plays? (هل تعلمت مصطلحات/كلمات جديدة في
المسرحيات المصغرة ؟)

Yes (نعم) [ ]   No(لا) [ ]

5. Do you improve your pronunciation with role plays? (هل تحسنت طريقة نطقك مع المسرحيات
المصغرة؟)

Yes (نعم) [ ]   No(لا) [ ]

6. Do you like to work with your classmates in role plays? (هل تحب مشاركة زملاءك في
المسرحيات المصغرة ؟)

Yes (نعم) [ ] No(لا) [ ]

Thank you for your cooperative

شكرا لتعاونكم

Appendix B: Teacher

Questionnaire PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA

MOHAMED KHEIDER UNIERSITY OF BISKARA

FACULTY OF LETTERS AND LANGUAGES

DEPARTMENT OF FOREINGN LANGUAGES

ENGLISH DIVISION

Teachers' Questionnaire

Dear Teachers,

We would be thankful if you could answer the following questions for the sake of gathering information about the use of role plays in middle school to enhance the English learning level.

Your answers will be of great help for the completion of this work.

Please, tick the corresponding box and make full statement whenever necessary. Thank you in advance for your collaboration.

Section One: Background Information

1. Gender:

    a. Male   ☐

    b. Female   ☐

2. Age: ☐   Years old.

3. What is the educational degree ?

    a. BA (License)

    b. MA(Magister/Master)

4. How many years have you been teaching English at the Middle School?

…………………………………………………… years.

Section Two: Role Play Use

1. which of the following activities do you most use in the classroom?

a. Story telling ☐

b. Problem solving ☐

c. Role play ☐

d. Other :

………………………………………………………………………………………………

………………………………………………………………………………………

2. Do you use role-plays in English courses?

Yes ☐   No ☐

If no, please say why? ....

………………………………………………………………………………………

3. Do your pupils like/enjoy role play activity?

Yes ☐   No ☐

4. Do your pupils face obstacles in preparing role plays?

Yes ☐   No ☐

If yes explain: ………………………………………………………………………….

………………………………………………………………………………………

5. Do you observe that your pupils learn new vocabularies/words?

Yes ☐   No ☐

6. In your opinion, how role play can be effective in enhancing English level?

   a. It increases pupils' motivation ☐

   b. It encourages creativity and improvisation ☐

   c. It overcomes shyness/anxiety ☐

   d. others:………………………………………………………………..

Section three: Role-Plays Benefit:

1. Do you see that the use of role plays is a waste of time?

   Yes ☐   No ☐

2. How do you evaluate your pupils' performance?

   a. Very good ☐

   b. Good ☐

   c. Average ☐

   d. poor ☐

3. How do you evaluate your pupils' pronunciation?

   a. Very good ☐

   b. Good ☐

   c. Average ☐

   d. poor ☐

4. Does role play motivate middle school pupils?

   Yes ☐   No ☐

 5. Do you think that the use of role plays improve pupils level?

Yes ☐   No ☐

6. To which degree do role plays help your pupils to improve their English level?

a. Much ☐

b. Little ☐

c. Not at all ☐

Thank you for your help.

Resumé

L'objectif de cette thèse est d'étudier l'utilisation des jeux de rôle dans Middle School pour améliorer le niveau d'apprentissage de la langue anglaise. Cette recherche porte sur les avantages de l'utilisation technique des jeux de rôle. Nous croyons que les jeux de rôle peuvent améliorer le niveau d'apprentissage de la langue anglaise et donne aux élèves la possibilité d'avoir l'anglais 'arrière-plan. La recherche a adopté la méthode descriptive et a conçu deux questionnaires qui ont servi comme un outil de collecte de données. Cette étude comprend deux parties: une partie théorique qui est divisé en deux chapitres, le premier est sur la méthode d'apprentissage et des jeux de rôle avec ses avantages. La deuxième partie porte sur la motivation «Types, modèles». La partie pratique qui est le travail sur le terrain de l'étude, nous avons analysé les données obtenues des élèves de troisième année de Mahmoud Houhou CEM, qui a montré que le jeu de rôle a des effets importants sur le niveau d'apprentissage. Par conséquent, la présente thèse vise à rendre les enseignants et les élèves utilisent des jeux de rôle technique pour augmenter le niveau d'anglais.