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Developing Students' Speaking Skill through Role Play: The Case of First Year Students at the Department of English, Mouloud Mammeri University of Tizi Ouzou

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Dedication

To my beloved ones!

Smail

To my Family in general; especially my adorable mother who was my source of inspiration, courage, and motivation to achieve this work.

To all my friends at Mouloud Mammeri University of Tizi Ouzou, Department of English!!

To all the people who were present with me in tough times and believed in me.

I dedicate this research to you!!

khellaf

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Abstract

The present study is intended to examine the impact of role play teaching/learning technique in improving students speaking abilities and their engagement during oral sessions. This research has set three main objectives. First, it studies whether role-play as a teaching technique can lead first year students in the Department of English at Mouloud Mammeri University of Tizi-ouzou to develop their speaking skill. Second, it strives to explore students' and teachers' perceptions concerning the use of role play activities during oral sessions. Third, this study seeks to reveal how teachers implement role play to promote their students' speaking skill. To reach these aims, the mixed methods approach was adopted using both qualitative and quantitative method either for collecting or analyzing data. For the collection of data, we opted for the use of three instruments; a questionnaire administrated to 110 first-year students, 8 classroom observations with a check list of 10 items and a structured interview conducted with 9 teachers of those students. This study is build around the theoretical framework of Ladousse (1987).The findings of students' questionnaire have shown that students have positive attitudes toward using role play activities to promote speaking skill. In addition, the results of the teachers' interview have revealed that teachers provide their students with an interactive atmosphere (either in pairs or in groups) which allows them to overcome their speaking difficulties such as shyness and fear of embarrassment. Furthermore, the findings of the classroom observations have also shown that role play activities enhance students' motivation, participation and self-confidence.

Key words: Role play, speaking ability, motivation, participation, self-confidence. Ladoussse (1987).

List of Abbreviations **BMD:**

Bachelor, Master, Doctorate **EFL:**

English as a Foreign Language **H:**

Hypotheses

IELTS: International English Language Testing System

MMUTO: Mouloud Mammeri University of Tizi Ouzou

QCA: Qualitative Content Analysis

Q: Question

List of Symbols

%: Percentage

X: The Calculated Percentage

Z*:* The Value of the Answers

Y: The Total Number

=: Equal

x: Multiply

+: Plus

÷: Division

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General Introduction

1. Statement of the Problem

Learning English as a foreign language (EFL) is generally done for two main reasons; for business and academic matters. The latter is reserved for scholars and students who want to get access to knowledge around the world. This is the case of the English language nowadays which has an international status, since thousands of books and articles are translated into this language.

Acquiring and developing English as a Foreign Language is a difficulty faced by many students in order to achieve mastery of that language. To attain such a goal, learners must develop the four language skills which are reading, writing, listening and speaking. These skills are very important in the learning and teaching process because they are the necessary tools by which an individual, who is a non native speaker, can communicate and exchange with the members of society speaking that language. However, the focus of the following study is about the speaking skill; more specifically, about improving the speaking skill through role play.

The focus of teaching speaking is to improve the communicative competence of the students (Widdowson, 1978:105). Therefore, language teaching activities should aim at increasing students' language use (Haozhang, 1997). In other words, EFL teachers must design speaking activities which maximize the opportunities for students to experience the learned language as it is used in real-life context. However, Ur (2000:111) argues that EFL teachers may encounter some difficulties while teaching speaking such as *'inhibition'*, "*nothing to say*" and *"mother tongue use"*. To overcome such obstacles, teachers should provide their students with materials and techniques such as role play which create a suitable environment where students feel more comfortable and speak freely without any fear or anxiety.

Previous studies such as the work of Kaddour khaoula (2015) reported that the majority of EFL students are aware of the importance of speaking skill even if they face many difficulties

when they use it during oral sessions. To master the speaking skill, students have to be familiar with the use of English in oral communication by using it in their everyday life conversations. Ladousse (1987:6) argues that developing fluency is one of the main elements of communicative ability. Students need classroom activities such as discussion and information gap which enable them to improve their skills and participate in oral communication.The purpose of the speaking skill is to be able to perform fluently and accurately in any given situation, using the appropriate language form and function in the suitable context. So the role of teachers is to provide students with the contexts that allow them to express themselves and interact in the target language; by doing so, students experience situations of everyday English and acquire the necessary knowledge in a stimulating way.

However, the amount of focus regarding speaking skill is neglected comparing to others. Such conclusion was attained in the previous research of Omaria Fatima-zohra(2015) in the Oranian context. In addition, students also face obstacles such as shyness, nervousness and fear of embarrassment to speak in front of others. The reasons behind such impediments are perhaps the fact that English is not their native language and the lack of the required vocabulary to use language in an appropriate way; thus, they are afraid of making mistakes. To bring solutions to such awkward situations which make the students lose their self-confidence, some techniques are provided to ensure a better learning process in which students feel confident and at ease during oral sessions; among them there is a well-known technique called role play.

Role play, as its name suggests, is a method of acting out particular ways of behaving or pretending to think and feel like someone else. In other words, role play allows students to replicate characters which differ from their own identities. Accordingly, Heinrich (2018:3) in his book entitled *When Role Play Comes Alive* states that *"role play works because it stimulates, that is, creates an illusion of real life"*. That is to say, role play is an interesting technique

because it brings into existence a "*virtual world*" which encourages students to improvise scenarios from daily life events and perform them inside the classroom..

Incorporating role play in classes is a refreshing technique which is out of habitual and differs from the traditional techniques used in classroom. It draws the students' attention and willingness to participate since role play permits the students to perform undercover rather than their own identities. They find this method entertaining because they feel like actors. The purpose of such simulation is to promote their speaking abilities by creating scenarios where they feel at ease; this would enhance their speaking skill in an effective way.

As far as this dissertation is concerned, it tries to shed light on the development of the speaking skill in the Department of English at Mouloud Mammeri University of Tizi Ouzou (MMUTO) through role play. Indeed, speaking fluently in the target language appears to be the aim of many EFL students.

Many works have been conducted about the topic of speaking skill at the Department of English in different ways and facets. As the work of Ms Fatma Mellak and Ms Celia Menad (2015) which is entitled *"Developing the Speaking Skill through Classroom Interaction: The case of Third Year Students at MMUTO"*. A second work in the same academic year under the name of *"Investigating the Use of Group Work in the Oral Module: The case of First Year BMD Students in the Department of English at MMUTO*" conducted by Ms Chekroune Lila and Ms Saal Ouerdia. However, developing speaking skill regarding the use of role play as a teaching technique has never been conducted in MMUTO context. This under-investigated area is going to be the purpose of this study.

2. Aims and Significance of the Study

The aim of this study is to explore the effectiveness of using of role play as a technique to improve students' speaking skill during oral sessions. This research is conducted in the

Department of English at MMUTO; more specifically with 1st year BMD students and some first year teachers of the same Department. The research is conducted in the academic year 2017/2018. The purpose of this study is to investigate whether role-play as a teaching technique can lead first year students in the Department of English at Mouloud Mammeri University of Tizi-ouzou to develop their speaking skill. In addition, it gathers the students' and teachers' perceptions and attitudes toward the use of role play technique to develop speaking skill. Finally it explores how teachers implement role play as a teaching/learning technique to promote students' speaking skill and perform better during oral sessions.

3. Research Questions and Hypotheses

To achieve the purpose of our study, we aim at finding answers to the following research questions:

Q1. What are the perceptions and attitudes of first year students and their teachers toward the use of role play technique to promote speaking skill in the Department of English at MMUTO?

Q2. What impact does role play technique has on students' involvement and engagement to develop speaking skill?

Q3. How first year oral teachers implement role play as a teaching/learning technique to develop students speaking skill?

Hypotheses

In the light of the above mentioned research questions, our hypotheses are as following:

H1. Both teachers' and learners' perceptions and attitudes on the use of role play as a teaching/learning technique to promote speaking skill are positive.

H2. Role play is an effective technique which involves and engages learners to participate in the performance and improvement of their speaking skill.

H3. First year teachers follow the guidelines and principles of role play.

1. Research Techniques and Methodology

To conduct this investigation, we have opted for a mixed methods approach which combines both qualitative and quantitative methods for data collection mainly using three instruments. For quantitative data, the questionnaire issued to obtain numerical data from the 110 BMD students. For qualitative data, classroom observations are carried out in eight different classes for 90 minutes each one. Finally, nine oral teachers of first year BMD of English are also interviewed to obtain their views on the use of role play activities for speaking skill.

2. Structure of the Dissertation

The following dissertation follows the traditional complex model. It consists of a General Introduction, four chapters and a General Conclusion. *The General Introduction* introduces the field and the subject of the study. It includes the statement of the problem, research questions and hypotheses, aim and significance of the study, the methodological design and which form or which structure does it follows; that is to say, structure of the dissertation. The first chapter is *The Review of the Literature*; it accounts first for the key concepts related to the speaking skill; second it explains in details the theoretical framework of Ladousse (1987). The second chapter is entitled *Research Design*, it presents and describes the participants involved in the study (first year teachers and their students),and the procedures used to collect data (questionnaires for students, interviews for teachers and a series of classroom observations) and analyze the data (rule of three for the quantitative data and the QCA regarding the qualitative data). The third chapter which is *The Presentation of the Findings* exhibits the results

of the study in form of pie charts, tables and diagrams regarding the quantitative data. Concerning the open-ended questions, Qualitative Content Analysis is used to analyze the soft data. The last chapter goes under the name of *Discussion of the Findings*. It considers the interpretation of the results by discussing them in details relying on the Review's concepts and the theoretical framework of Ladousse (1987) and then it brings answers to the research questions and the hypotheses by either confirming or refuting them. Finally, *The General Conclusion* restates the main findings and conclusions that have been reached throughout the study. It also includes the limitations faced; as well as possible suggestions for further research on the topic.

Review of the Literature

Introduction

This chapter aims at reviewing key elements related to our research. It begins with some definitions regarding the speaking skill, functions of speaking, elements of speaking, and aspects of speaking skill (fluency/accuracy), the main difficulties encountered by EFL learners and the widely used speaking activities proposed by Harmer (2008). Second, it discusses in details the theoretical framework of this study (Ladousse,1987).

I. Speaking Skill in EFL Classes

1. Definitions of Speaking

Speaking is one skill among the four language skills which are listening, speaking, reading and writing. One of the main features of speaking is being a productive and active skill. Brown *et al*. (1994:19) clearly describe speaking as "*an interactive process of constructing meaning that involves producing and receiving and processing information*". In other words, speaking is an oral skill; it requires the use of language effectively through producing systematic verbal utterances to communicate, express ideas and convey meaning. Similarly, Harmer (2001:283) points out that speaking as a skill "*describes activities where students are practicing real speaking events then just using speaking to practice specific language points*". It means that the major reason behind teaching speaking is to develop students' capacity to communicate successfully in different situations and to use the learned language in native speakers settings rather than just to practice forms of language.

2. Functions of Speaking

Brown and Yule (1983) make an important distinction between two basic functions of spoken language: the first one is called "*interactional function"* and the second distinction called "*transactional function*". The purpose of the speaker in the interactional function is to keep

social relationship between the members of society by interaction, and it is "*listener-oriented*" because the information is shared between the speaker and the listener (as an example: a telephone conversation between a sister and her brother). However, the aim of the speaker in transactional function is sharing the information and it is message oriented since the speaker believes that less knowledge is shared with the listener (for instance: the teacher and his students). A third function added by Bruder and Tilitt (1985) which is the formal and informal use. The first form is used with the people of higher status; whereas, the latter is used with family, classmates, colleagues and friends.

3. Elements of Speaking

Harmer (2001:269-271) provides us with the effective elements of communication.

3.1 Language Features

3.1.1 Connected Speech

Learners use connected speech to produce fluent expressions. In connected speech sounds are modified (assimilation), omitted (elision), added (linking), or weakened (through contraction and stress patterning). As in saying "*I would have gone*" also to use fluent 'connected speech' as in "*I'd have gone*" (the example is extracted from: Harmer, 2001: 269).

3.1.2 Expressive Devices

Students of English change the stress of particular parts of utterances, vary volume and speed, and show by other physical and non-verbal means to show how they are feeling, for example, using facial expression to show happiness or sadness (Harmer, 2001:269).

3.1.3 Lexis and Grammar

Learners use the same lexical structures when producing some language functions. Therefore supply a variety of phrases for different functions such as agreeing, disagreeing, expressing surprises, shock or approval (ibid).

3.1.4 Negotiation Grammar

It is used in speaking to seek clarification and to show the structure of what we are saying. So, the speakers use negotiation language to show the structure of their discourse especially when they can see that the other interlocutors did not understand them (ibid).

3.2. Mental/Social Processing

3.2.1 Language Processing

A speaker needs to be able to retrieve (process) information in order to convey the final meanings (Harmer, 2008:271)

3.2.2 Interacting with Others

Oral interaction has long been considered as an important element in the field of foreign language acquisitions. So, we speak in order to interact with one or more participants.

3.2.3 Information Processing

According to Harmer (2008:271) the ability to wage oral communication is necessary that the participant process knowledge of language features and the ability to process information and language on the spot. It means that, the participant needs to be able to process the information received the moment he gets it.

4. Aspects of Speaking

These characteristics are the goal behind a successful language inquiry that is why EFL students need opportunities to enhance and develop these criteria.

4.1. Fluency

In the process of teaching the speaking skill, teachers always target the goal of oral fluency. Hedge, T (2000:54) argues that fluency is the ability to know how to put words, sentences and ideas effectively together in an appropriate way as he said *"The term fluency relates to the production and it is normally reserved for speech. It is the ability to link units of*

speech together with facility and without strain or inappropriate shyness, or undue hesitation." According to Hughes (2002), fluency is achieved when learners are able to express themselves in a clear and reasonable way in order to be understood without hesitation. If the fluency is in the speech, the students understand and thus are attracted to listen; while if the speech is not fluent and accurate, students get bored and lose interest and the will to listen.

It is assumed by the majority of EFL learners that being fluent in speaking is that you need to speak quickly without pauses. Similarly, Thorbuny (2005) does not neglect the idea that speed is an important factor in fluency; however, he also focuses on the importance of pauses while speaking because speakers need to take breath and to let the listeners get the idea because pauses are the punctuation of speaking.

4.2. Accuracy

Nowadays; most EFL teachers emphasize the term accuracy in their teaching because learners seek more to be fluent and they forget about being accurate. Accordingly, Hedge (2000:61) points that: "*the communicative approach somehow excuses teachers and learners from a consideration of how to develop high levels of accuracy in the use of grammar, pronunciation and vocabulary."* Thus, students need to pay attention to the grammatical structure, vocabulary and pronunciation in order to perform correct and comprehensive language. In other words, without accuracy, the speaker will produce incorrect utterance during oral performance and he/she will not be understood by the listener so this latter will lose interest because the message has not been transmitted successfully.

5. Speaking Difficulties Encountered by EFL Learners

EFL learners often encounter some difficulties such as shyness and fear of embarrassment when they deal with speaking skill, even those who have a clear idea about the language system

face the same problems. According to Ur (2000), there are four main problems in getting students speak in the foreign language in the classroom.

5.1 Inhibition

When students want to participate in the classroom, many of them experience inhibition which is caused by many issues such as shyness and fear of making mistakes. In this perspective Ur (2000:121) states that:*"Learners are often inhibited about trying to say things in a foreign language in the classroom. Worried about, making mistakes, fearful of criticism or loosing face, or simply shy of the attention that their speech attracts."*

5.2. Nothing to Say

When students are obliged to share their thoughts and talk about a given topic, some of them prefer to keep silent while others might say "I have no idea" or "No comment". These expressions are due to several factors like the lack of motivation in expressing themselves on the chosen topic or may be the above mentioned element (ibid).

5.3. Low or Uneven Participation

Some students tend to dominate and take the place of others who prefer to keep silent or they are uncertain whether what they say is correct or not. So, classroom interaction is dominated by a minority of talkative students while others speak inadequately (ibid).

5.4. Mother Tongue Use

In cases where the majority if not all the students share the same mother tongue, they prefer to use it outside and even inside the classroom rather than the target language since they feel more at ease. In addition, sometimes they can not transmit the message clearly as they do in their mother tongue. The ideas in their mind are clear but to get it out is difficult since they do not have a large knowledge about the target language as they do in their native language (ibid).

6. Classroom Speaking Activities

Learners need to practice the target language inside the classroom to develop their speaking abilities through engaging in different activities. Teachers should implement a wide range of activities in classroom to support learners' interaction. There are many activities that teachers may use inside the classroom. Harmer (2008) proposed the most used ones: Acting from a script, communication games, discussion, prepared talks, questionnaires and simulation and role play.

6.1. Acting from a Script

In this activity, teachers ask the students to perform scenes from their course-books or dialogues that they have written on their own and act them in front of the class (Harmer, 2008:271).

6.2. Communication Games

Communication games designed to encourage communication between students often depends on an information gap in which one student has to speak to a partner to solve a puzzle, put things in the right order or find likeness and differences between pictures (Harmer,2008:272)

6.3. Discussion

In this activity, teachers should provide their students with activities which motivate discussion, debates and push students to participate by attaining a decision or an agreement (Harmer, 2008:272).

6.4. Prepared Talks

In this activity, students present a prepared talk topic on their own choice and it is preferable that students speak from notes rather than from a script. The development of the talk from original ideas to finished work will be of vital importance (Harmer, 2008:274)

6.5. Questionnaires

Questionnaires are effective since they ensure that both questioner and respondent have something to communicate to each other. Learners can prepare questionnaires on any appropriate topic and the teacher can be a resource of guidance for them. Then, the obtained results from questionnaires can form the basis of a discussion or prepared talk.(Harmer, 2008:274)

6.6. Simulation and Role Play

These activities are beneficial for students. In simulation, students stimulate real life situations as if they were doing so in real world. While in role play, students are given information about who they are and what they think and feel. Thus, it can be used to encourage oral fluency or to train student for specific situation (Harmer: 2008:274-275).

II. Theoretical Framework: Role Play in EFL Classes

1. Definitions of Role Play

According to Brown (2004:174), "*role play is a popular pedagogical activity in communicative language teaching classes*". It makes the students free to be someone else based on their use of language in a creative way. In line with Brown, Nunan (2003:57) also states that role play activities are important in teaching speaking because they give the students an opportunity to practise the target language in different social contexts such as in the restaurant or in the airport.

According to Harmer (2008:274) many students obtain great benefit from role-play since they stimulate a real- life encounter as if they were doing it in real world. This simulation allows them to play characters different from themselves and with emotions and ideas that they do not necessary share. Ladousse (1987:5) claim that *"when students assume a 'role', they play as a part (either their own or somebody else) in a specific situation"*. That is to say, role play is the act of imagining yourself in someone else' place in a given situation. She adds that students do

not take risks of real world communication. Thus the activity does not threaten the students' personality since they are just acting roles which differ from their own identities. Accordingly, Ladousse (1987:6) states that the major aim of role play activities is to train students how to deal with the unpredictable nature of language. That is, when students play roles, they gain a variety of new vocabulary which allows them to face any real-life situation.

Qing (2011:37), defines role-play as "*the projection in real life situation with social activities*". This means that in role play students are assigned roles and put into situations that they may eventually encounter outside the classroom. Because role play helps students to imitate real-life events. Harmer (1998 : 92) , offers this definition, " *role play activities are those where students are asked to imagine tat they are in different situations and act accordingly*". Similarly, Harmer (2007:125), points out "*Role Plays simulate the real world in the same kind of way, but the students are given particular roles they are told who they are and often what they think about a certain subject. They have to speak and act from their new character's point of view*". It means that students imitate the behaviour of someone who is different from themselves and act in the character's way. This simulation allows students to experience a wide range of new ideas and emotions.

2. Ladousse's Principles and Guidelines of Role Play

According to Ladousse (1987:12), teachers dislike unruly classroom, and role play like any other pair work or group work activity can lead to a total disorder if it is not properly organized. To overcome such difficulty and design an effective role play activity, Ladousse lists the following guidelines which permit teachers to design an effective role play activity.

1. *Begin with pair work rather than group work.* It is very easy to speak to one person in front of you without disturbing the whole class. In addition, if students are in direct (that is to say, face-

to-face) communication with no one looking on them, this would not shake their self-confidence, hence will perform the task effectively

2. *Keep the activity short*. The teacher should not provide students with long and complex activities until they get used to the role play technique.

3. *Make sure your role play can be used with different numbers of students*. The role play assigned by the teacher must fit the number of the students. That is to say, if the role play has seven characters in it, the students in it must be seven not more not less.

4. *Make sure that your students have understood the situation before you start*. The teacher should check if his students have understood the intended meaning of role scenarios.

5. *Avoid difficult situations*. The teachers have to avoid awkward or too emotionally loaded situations until the students are used to this activity.

6. *If your students break into their native language, set up the task more progressively*. Teachers should start with pair work and easy information gap activity. In addition, if this does not work, they probably have to develop the learners' motivation to learn English as a foreign language.

7. *Always provide your students with a follow up activity*. The teacher should propose follow-up activities for the students who finished the role play performance before others (Ladousse, 1987:12).

3. Reasons for Using Role Play

According to Ladousse (1987:6), the main reason for learning a language is to use it in real life communication. She mentions an example of a student who had finished his studies and went to England in order to practice his acquired knowledge during school period. She states *"only to find he never needed those beautifully formulated sentences to ask for half a pound of bananas"*(ibid). In fact, the linguistic structures and functions did not help the student to manage

with the situation as ladousse says *"but he was completely floored at the checkout when the cashier said, with a friendly smile, 'Got the 5p, have you dear?"(*ibid). This example clearly shows that students need to be trained how to deal with real communication environment which is not the case of traditional teaching techniques. In this case role play provides students with an opportunity to practice language in external situations and trains them how to face unpredictable *"nature of linguistic communication"* (ibid). Accordingly, Ladousse (1987:6-7) lists the main reasons for using role play.

1. *A very wide variety of experience can be brought into the classroom through role play*. Role play provides students with many real life situations where they can practice the linguistic structures and functions they have already learnt. This means that through role play, teachers can train their students' speaking skill to face any unpredictable communication situations (Ladousse, 1987:6).

2. *Role play puts students in situations in which they are required to use and develop those phatic forms of language.* Role play engages students in situation where they have to implement the language structures in their performance. This allows them to enhance their language use and to reinforce their social skills since they perform roles based on social situations.

3. *Some people are learning English to prepare for specific roles.* In such situation, role play trains students how to be able to deal with real life roles. In addition, it enables them how to communicate effectively in any given situation.

4. *Role play helps many students by providing them with a mask.* Some students become nervous and uncomfortable when they perform in front of their classmates. However, in role play, students overcome such difficulties by providing them with role situations where their experiences, feeling and ideas are not included since they are just like actors (Ladousse, 1987:6).

5. *Perhaps the most important reason for using role play is that it is fun*. Performing real life roles inside the classroom provide students with an entertaining atmosphere since they enjoy using their own imagination and improvisation. By providing students with daily life situations, they become more interested since their needs and interests are included. (Ladousse,1987:6).

6. *Role play develops fluency, promotes interaction and increases motivation.* The use of role play technique in the classroom improve the students' ability to express their thoughts and feelings more easily and clearly. In addition, role play encourages learners to Interact since they prepare and perform the characters in pairs or in groups. Furthermore, role play increases students' willingness (motivation) to study English by providing them with situations that are simulating and challenging to the students. By providing them with such opportunities, it appears logical that they become more attracted; thus motivated (ibid).

4. Types of Role play Activities

Through role play, teachers can motivate their students to experiment and innovate with the language, based on their imagination and creativity. Role play makes a joyful atmosphere to the student which allows them to speak without fear of embarrassment when they make mistake. This may improve their self esteem and self confidence to speak English.

According to Ladousse (1987:13), there are several types of role play activities.

-The first type is a role play activity which provides learners with many opportunities to experience the target language in real life situations. For instance, it involves such roles as doctors dealing with patients or salesmen travelling abroad.

-The second is a role play activity which is in some various situations that happen in the daily life but the students may or may not have a direct experience. For example students who give information to tourist about the direction of the place Ladousse (1987:13).

-The third the type of a role play activity that the students never experienced themselves before, but it is easy to play because the teacher gives many indirect examples to give additional information about it. For example a manager of a tourism agent who gives explanation to tourists Ladousse (1987:13).

-The last type is role play that requires the students' fantasy. This type of role play is fictions, imaginary, and possible even absurd such as an astronaut in the moon (ibid)

5. The Kinds of Role Play Forms

According to Byrne (1986:115), role play can be divided into two forms; scripted and unscripted role play.

5.1. Scripted Role Play

Scripted role play involves interpreting either the text book dialogue or reading text in form of speech. The main function of the text is to convey the meaning of language items in a memorably way (Byrne, 1986:122). Similarly, Harmer (2001:271) states that the students perform a role based on the dialogue in the script. It is a written script followed word by word without any improvisation

5.2 Unscripted Role Play

In contrast to "scripted role play"; the situations of unscripted role play do not depend on textbooks. It is famous as free role play or improvisation. The students have to decide what language to use and how the conversation should develop based on their will and competencies. Through unscripted role play, teachers ask their students to choose the appropriate language to be used in the play. For instance, students are going to practice about asking for direction. After both the students and teacher decide the language use, the teacher asks the students to practice in front of the class (Byrne, 1986).

6. The Relationship between Role Play and Speaking Skill

Livingstone (1986) defines role play as *"a classroom activity which gives the students the opportunity to practice the language, the aspect of roles he may actually meet outside the classroom"*. The implementation of role play technique in learning a foreign language enhances the speaking skill of students. Larsen Freeman (2000:68) explains that role play is important in the communicative approach because they give learners an opportunity to practice English as a foreign language in different social contexts and different social roles. So it gives them the impression as they are native speakers of the English language. In role play, students are assigned roles and put into situations that they eventually encounter outside the classroom. Because role players imitate real life, the range of language functions that they may be used increase considerably, Also role play is a highly flexible learning activity, which has a wide scope for variation and imagination(ibid) .

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

Alaikbari and Jamalvandi (2010) conducted a study on role play technique of task based language teaching to improve EFL learners speaking ability. The aim of the study was to show the effects of role play as a task based technique on developing the students' speaking skill. In order to achieve this aim, the researchers sought to answer the following question: *"Does task based language teaching oriented role play make any considerable change in the subjects' speaking ability in the experimental group compared with that of the control group?"* in fact, the

participants of this study were (60) Iranian students at the university of Ilam in Iran divided into two groups: experimental and control. In the experimental group, the students worked with role-play cards, which were based on tasks; whereas, the students in the control group received "*the traditional methods*" of teaching a foreign language. In addition, the experiment took group two months. In order to measure the speaking ability of students, the researchers used an IELTS (International English Language Testing System) speaking test for pre-test and post-test.

After the analysis of the obtained data from the IELTS speaking test, the results showed the difference between the two groups and the positive effect of role play technique on students' speaking ability. Hence, it is concluded that adopting technique for two months generated significantly the results seemed to be positive. The subjects in the experimental group performed better than those in the control group and the findings proved the positive effect of role play tasks on improving the speaking ability among the Iranian students. As a result, the researchers accomplished important findings which confirmed the efficacy of employing role play in EFL classes to improve the communication skill of the students. The results are summarized as follows:

- Role play as a teaching technique has a positive effect on students' speaking skill since the students feel more confident and speak without fear.

- Role play reduces anxiety when speaking up in front of classmates and it helps the students to develop the micro and the macro skills of language.

- Adopting Role play as a teaching technique in the teaching and learning processes motivates students to learn, achieve, explore and simulate their creativity and imagination.

Conclusion

This chapter has reviewed notions and concepts we saw essential to conduct this study. It first introduced the speaking skill and the main elements related to it. Then, it has presented in details the types of role play activities and the theoretical framework of Ladousse (1987) role play reasons, guidelines and principles of role play which allow teachers to use it effectively during oral sessions. At the end, it has reported a previous study where role play was used in Iranian context to see whether it has a positive impact on students' speaking skill.

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Research Design

Introduction

This chapter is methodological; it comprises the research tools and the participants underlying this study. It is divided into two sections: the procedures of data collection and the procedures of data analysis. The former mentions the tools for gathering data. The latter mentions the methods used to analyze the data gathered through the tools. Before tackling the above mentioned parts, the context and the participants under investigation are going to be acknowledged.

1. Setting and Participants

The investigation has taken place in the Department of English at Mouloud MAAMRI Mammeri University of Tizi Ouzo, during the academic year 2018 in a period of four months. The population of the study consists of a representative sample of first-year students and their teachers of speaking module at the Department of English. We opted for this degree because first year student are not familiar with the oral module yet. Thus, they need effective techniques to improve their speaking skill. Because of their huge number (661), we could not deal with all of them; therefore, we have distributed our questionnaires randomly on the 20th of May, 2018. A second research instrument (classroom observation) was used to reinforce the validity of findings. Therefore, we observed teachers' and students' behaviours and attitudes in eight different sessions. Finally, concerning the teachers' interview, nine teachers of the oral module were asked to participate and give their personal opinions towards this issue.

2. Sampling Method

The total number of first year students is six hundred and sixty one (661) divided into three sections, eighteen (18) groups. The sample of our work is restricted to six (06) groups of 220 students which represents 32.28% of the whole population. In addition to nine (09) teachers

of oral module were picked as participants, they were selected randomly to answer the questionnaire and the interview.

Random sampling is one of the simplest ways of collecting data from the total population. In which each sample has an equal probability of being chosen. A sample chosen randomly is meant to be an unbiased representation of the total participants.

3. Data Collection Procedures

In order to gather data for our research, we have relied on three instruments which are: questionnaire, classroom observation and a structured interview. The questionnair was addressed to first year students, classroom observations as a qualitative data collection tool is made during oral sessions for students and teachers and an interview conducted with nine teachers in the department of English at MMUTO.

3.1 Description of the Students' Questionnaire

A questionnaire is defined by Brown (2001:6, cited in Dornyei 2003:6) as *"any written instrument that presents respondents with a series of questions or statements to which they are react by writing out their own answers or selecting from among existing answers*.". The questionnaire is perhaps the most widely used data collection tool for obtaining more evidence and information on the research work. The vast majority of research projects in the behavioural and social sciences involve at one stage or another collecting some sort of questionnaire data (Dornyei, 2003:10). We adopted the questionnaire for the following reasons: its efficacy in terms of researcher time (less time consuming), lack of financial recourses, *"collecting a huge amount of data in a short period of time"* (Dornyei, 2003:9).

For constructing the questionnaire we have relied on a set of principles offered by different authors such as Ladousse (1987), Harmer (2001) and Ur (2000). And for its reliability it has been piloted with five students of the Department of English. According to Dornyei (2003:63), the purpose of piloting the questionnaire is to collect feedback about how the

instrument works and whether it performs the job it has been designed for. The questions were clear for the piloted sample so we did not revise them. Thus, the final questionnaire is distributed right after.

3.2.Description of Classroom Observation

According to Bell (2005:184), classroom observation is *a "technique that can reveal characteristics of groups or individuals which would have been impossible to discover by other means"*. This research instrument allows us to investigate and observe the students and how teachers implement role play during oral sessions. This shows the importance of observation and its usefulness in finding information about what really happens inside classrooms. So our observations started on Sunday may 20th, 2018and ended on Tuesday, May 29th, 2018(eight sessions). We made a checklist in order to observe the different behaviours of learners as well as to examine how teachers use of role play technique and its impact on students' oral skill development. The checklist contains ten (10) items, it is divided into two sections, the items of the first section are mainly related to students' behaviour and involvement during role play sessions; the second section aim to identify how teachers implement role play while teaching speaking.

3.3. Description of the Teachers' Interviews

The third instrument that we have used is an interview for teachers. During this study, we have conducted nine structured interviews with first year oral teachers between 10th may 2018 until 20th may 2018 in the Department of English at MMUTO. The interview comprises seven open-ended questions to obtain the teachers' view on the use of role play technique in speaking skill and the difficulties that they face when they teach speaking. The interview allowed us to have the teachers' opinion since the questionnaire was with students. As it asserted by Richards (2001)*"interviews allow for more in depth exploration of issues than is possible with*

questionnaire, though they take longer to administer and are only feasible for smaller groups". For designing the interview we relied on a set of principles proposed by different authors such as Ladousse (1987) and Ur(2000).

4. Data Analysis Procedures

As a research based on a mixed-methods approach of gathering data, we use two techniques in the analysis of our results: statistical and qualitative content analysis. We have chosen these two techniques because of the fact that our research findings are both quantitative and qualitative.

4.1. Quantitative Data

The quantitative analysis of the data collected from the students' questionnaire obtained using statistics and percentages. In fact, for better readability of the results, different visuals are used such as tables, diagrams, and pie-charts as for the calculation of the percentages, the rule of three has been used which is applied as follow: $X= \frac{Z \times 100}{Y}$

X is the calculated percentage, Z is the value of the answers, and Y is the total number of the participants.

4.2. Qualitative Data

Qualitative Content Analysis (QCA) is a method that is used in this study to analyze the open-ended questions of students' questionnaire, teachers' interview and classroom observation. Hsieh and Shannon, (2005:1278) defined QCA as "*a research method for subjective interpretation of the content of the text data through systematic classification process of coding and identifying themes or patterns»*.). Krippendorf (2004: 18) provided another definition as "*a research technique for making replicable and valid inferences from texts (or other meaningful matter).*In other words, it gathers the soft data obtained from the participants and classify them into themes (categories).

Conclusion

This chapter described the methodology used to carry out this study. It, first, presented the participants and the context in which this study was done, followed by the procedures of data collection; in this part, we described and justified the tools we have chosen for conducting this investigation; which are questionnaire, classroom observation and the interview. Finally, we described the procedures of data analysis which are statistical analysis (for quantitative data) and Qualitative Content Analysis (for the qualitative data).

Presentation of the findings

Introduction

This chapter presents the results reached while conducting this investigation using three instruments (students' questionnaire, classroom observation and teachers' interview). The results are presented in percentages, showed in tables, and histograms. The section is divided into three main subsections, the first presents the results collected from the questionnaire addressed to first year students, the second is devoted to the presentation of the results obtained from the classroom observation and the last subsection, deals with the results obtained from teachers' interview which has taken place in the department of English at UMMTO.

I. Presentation of the Students' Questionnaire Results

Q1-How long have you been studying English?

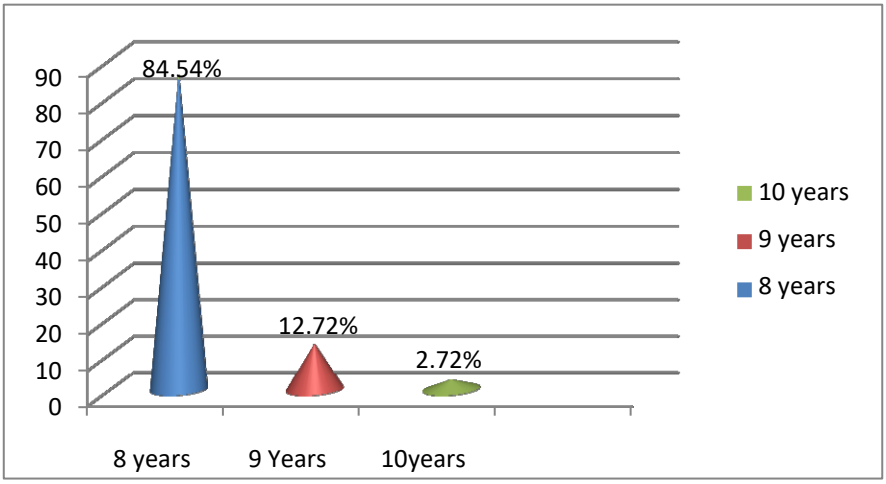

Diagram 01: Students' Experience in English Language

In this diagram (01) the majority of students (84.54%) stated that they have been studying English for 8 years. It means that this is the normal number to reach out their academic years. Those who claimed that they have been studying English for 9 years (12.72%) and 10 years (2.72%) may have repeated one level or more several times.

Q2-Was English your first choice?

Options	Participants	Percentages
Yes	108	98.18%
No	02	1.81%
Total	110	**100%**

Table 01: English Language as First Year Students' Choice

This table (02) shows that the majority of students making up (98.18%) responded that English was their first choice (that is to say 'yes'). Whereas only (1.81%) of the participants have answered by 'no'.

Q3-How do you perceive your level in English?

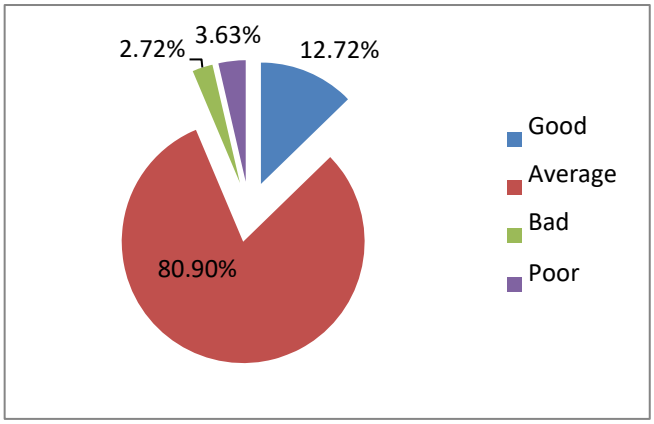

Diagram 02: Students' Level of English

The above diagram represents the students' perception towards their level in English language. As it is shown in this diagram the majority of participants 80.90% have answered that their level in English language is average; about 12.72% said that their level is good. In contrast with the minority of students (2.72%+3.63%) (6.35%) asserted that their level is bad or poor.

Q4-How much you like speaking English?

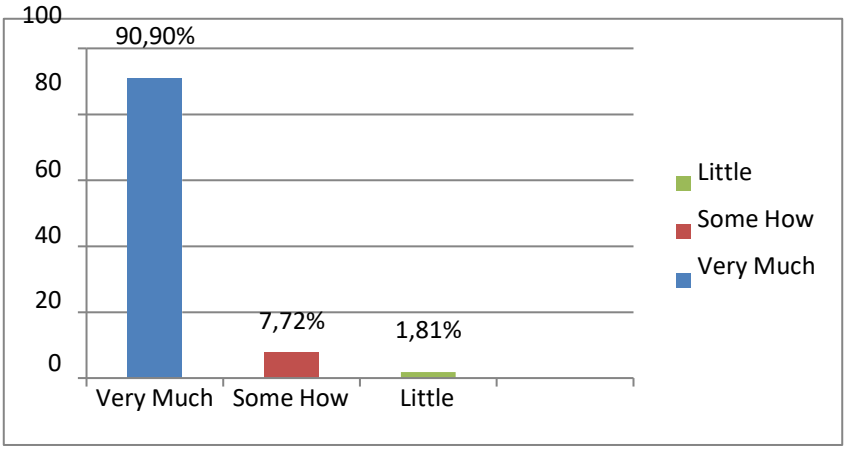

Diagram 03: Students' Preference of Speaking English

As it is depicted in the diagram above, a considerable amount of students (90.90%), asserted that they like English "very much". However, (7.72%) of students claimed that they like English "some how". The rest of participants (1.81%) declared that they like English a "little".

Q5-According to you what is the most difficult skill to Study EFL?

Options	Participants	Percentages
Speaking	49	44.54%
Listening	38	34.54%
Writing	16	14.54%
Reading	7	6.36%
Total	**110**	**100%**

Table 02: Students' Most Difficult Skill to Learn in EFL

The results show clearly that (44.54%) need to improve their speaking skill, followed by (34.54%) who found difficulties to develop their listening skill. Then (14.54%) of students replied that they have to revise their writing skill. Finally, (6.36%) of participants claim that reading skill is more difficult to learn.

Q6- How do you assess your level in speaking?

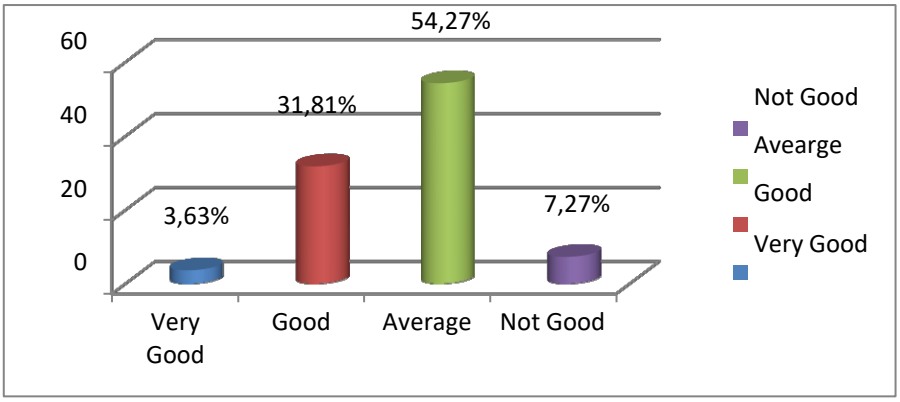

Diagram 04: Students' Attitude toward their Speaking Level

The diagram indicates that (3.63%) of the respondents consider that their level in speaking is very good, about (31.81%) of students asserted that their level of speaking is good. However, the majority of students pinpointed that their level is average which represents (54.27%). Finally we have (7.27%) of the respondents who said that their level is not good.

Q7-How often you participate in the oral expression session?

Option	Participants	Percentages
Always	21	19.09%
Often	25	22.72%
Sometimes	50	45.45%
Rarely	10	9.09%
Never	04	3.63%
Total	**110**	**100%**

Table 03: Frequency of Students' Participation in Oral Session

The table above represents the students' participations in the oral expression session using the English language. In fact, (19.09%) of respondents claimed that they participate always inside classroom, while 22.72% asserted that their participation inside classroom is often. (45.45%) who are the majority part said that they participate sometimes, and about 9.09%

students picked that they participate rarely. Finally (3.63%) who represent the lower part answer that they did not participate that is to say never.

Q8-Which activity do you like most to practice your speaking skill inside classroom?

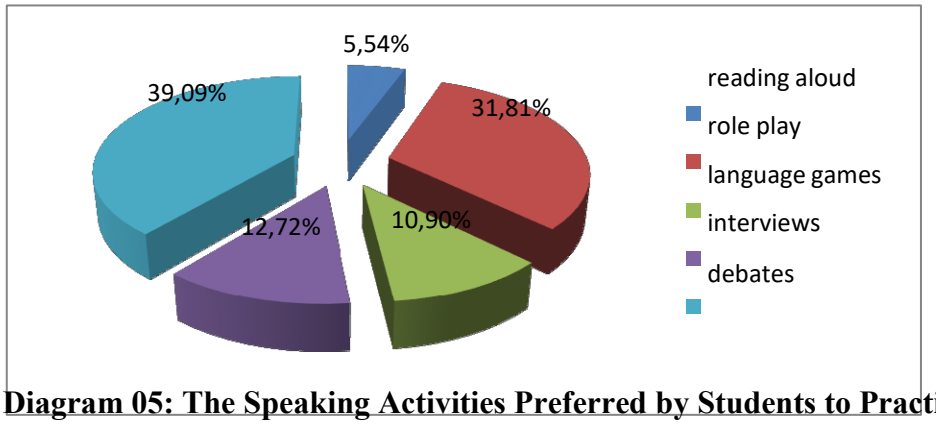

Diagram 05: The Speaking Activities Preferred by Students to Practice their Speaking Skill.

From the results obtained in this diagram (05), (39.09%) of students preferred debates to practice their speaking inside classroom. Followed by (31.81%) of respondents who claimed that they like role play.(12.72%) of them asserted that they prefer to use interviews, in addition, (10.90%) said that they prefer using language games to practice their speaking. However, (5.45%) of participants affirmed that they prefer reading aloud.

Q9-Does your teacher use role play technique in oral session?

Option	Participants	Percentages
Yes	91	82.72%
No	19	17.27%
Total	**110**	**100%**

Table 04: Teachers' Use of Role Play Technique in Oral Session.

This table indicates that the majority of students 82.72% have answered by yes about the question. While only (17.27%) of participants who said that their teachers do not employ role play during oral sessions.

Q10-Which technique do you prefer when using role play inside classroom?

4. **Working in Pairs**
5. **Working in Groups**

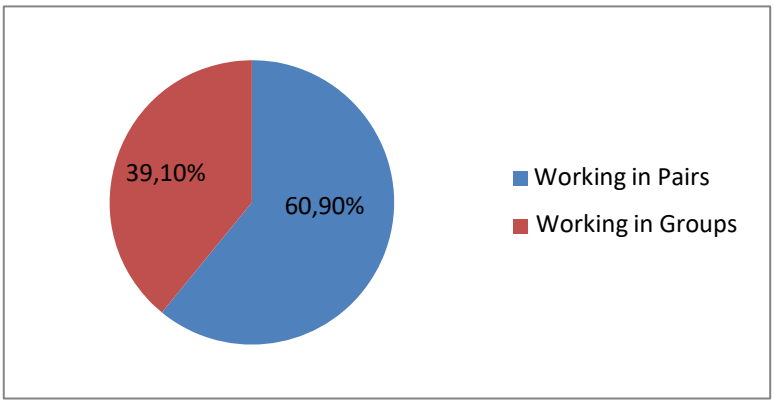

Diagram 06: Students' Preferred Techniques

The diagram shows that working in pairs is ranked the first one with 60.90%, that is to say students have answered that they prefer to work in pairs. Followed by working in groups in which (39.10%) of participants claimed that they like to work in collaboration with other students (in groups).

Q11-Do you think that role play helps you to develop your speaking skill?

Option	Participants	Percentages
Yes	97	88.18%
No	13	11.81%
Total	**110**	**100%**

Table 05: Role Play and the Development of Speaking Skill

The results display that (88.18%) of students said that role play helps them to develop their speaking skill. However (11.81%) of them have responded negatively in which they assert that

role play does not help them to improve their speaking skill. The students who answered by yes justified their answer, they said that by using role play they overcome shyness, they learn to express themselves in a good way and improve their speaking easily.

Q12-Do you think that role play is a funny activity?

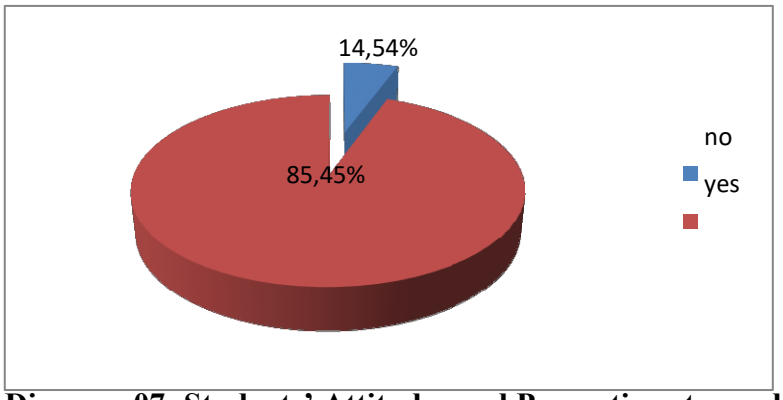

Diagram 07: Students' Attitudes and Perceptions toward Role Play Activities

As it is shown in the diagram (07), (85,45%) of participants claimed that role play is a funny activity which provides them with an entertaining atmosphere. While (14.54%) of them argued that role play is not a funny activity.

Q13-Does role play helps you to improve your communicative abilities inside and outside classroom?

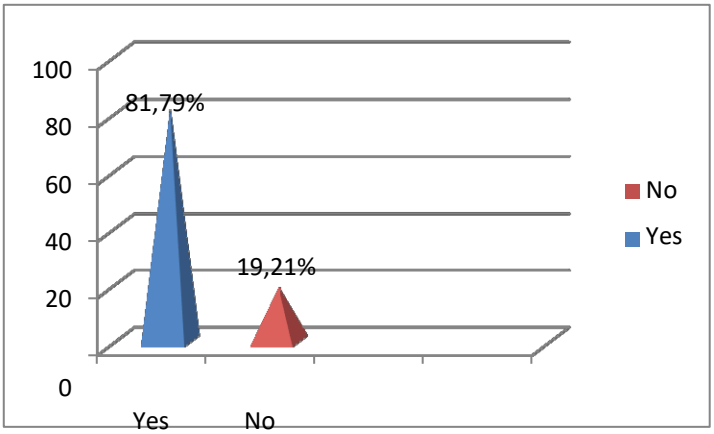

Diagram 08: The Main Reasons for Using Role Play

Our aim in asking this question is to know what students gain from using role play technique. The diagram indicates that 81, 79% of students answer that role play helps them to

communicate better outside the classroom and speak fluently in front of their classmates. However, (19.21%) answer by no.

Q14-what can you say about role play and speaking?

The aim of this question is to find out the students' attitudes toward using role play technique to improve their speaking skill. As we see in the previous questions, the majority of students have a positive view about role play, since they consider role play as an effective technique which allows them to practise and speak spontaneously through imitating characters for example. The participants confirm that role play allows them to build their self confidence, the reduction of the feeling of shyness and anxiety as well.

II-Presentation of the Results of Classroom Observation

Section one: Students' Behaviour and Involvements During Role Play Sessions

This section aims to know how students use role play technique during oral sessions, that is, whether they follow Ladousse's (1987) reasons for using role play or not.

N°	Item	The way of applying the action/frequency				Total session
		Excellent	Good	Average	Poor	
01	the students are actively involved in the oral performance	03	05	00	00	08
02	The students speak without hesitation and shyness	02	04	02	00	08
03	The students are confident and take risks to speak	02	04	02	00	08
04	The students use correct grammar and word order	00	04	04	00	08
05	The students are motivated, and participate in the preparation and presentation of role play activities	02	05	01	00	08

Table 06: Obsevation Sheet 01

During the observatoins, we found that the students were actively involved in an excellent manner during the first three sessions and good in the remaining ones.

We have noticed in four sessions that students speak without hesitation and shyness. However, we observed that in two sessions the criterion is "average".The reasons we concluded

during our intensive observation is due to the lack of intrest of some students with the subject matter because it was a difficult topic so they were not motivated, and they do not have enough vocabulary to express their ideas in an effective way.

In addition, the table above illustrates that in two session from eight which we have attended, the students speak without hesitation and shyness in an excellent way to learn and improve their speaking skill, as well as, in the four other sessions, they are confident and take risks to speak in a good way. Besides, in the rest two sessions, the criterion of this item is average because some students did not have enough knowledge about the subject because it was scientific. In fact, they have a lack of information, appropriate and technical vocabulary about it. So they were afraid of making mistakes.

Furthermore, the obtained results from classrooms observations show that in four sessions, students used correct grammar forms and word order in a good manner, but, in the other half it was average. Even though the majority of students speak fluently, we noticed some grammatical mistakes and errors in word order.

Moreover, it is observed in two sessions that students are motivated and they participate in the preparation and presentation of role play activities in an excellent mode, moreover, we observed in five other sessions that students' motivation , preparation and presentation of role play were good during speaking tasks because the teachers proposed diffrents situations in the topics extracted from real life and went with students' background knowledge. In addition, the role of teachers were very important in the sense that they gave opportunities to speak freely without criticizing or judging them for the mistakes. For instance, when a teacher asked them to peform about job inerview, the majority of students imitated the role in a good way by using the appropriate vocabulary for this situation. On the other hand, we observed in just one session that

some students were not motivated, because they hesitated to perform in front of a group. So the criterion of this session was average.

Section Two: How Teachers Implement Role Play in Oral Sessions

This section aims to know how teachers implement role play technique during speaking sessions, that is, whether they follow Ladousse's (1987) rules and guidelines of an effective role play session or not.

N°	Items	The way of applying the actions/frequency				Total Session
		Excellent	Good	Average	Poor	
01	encourage pair working	04	04	00	00	8
02	Teachers explain clearly the role scenarios and keep the activities short.	03	05	00	00	08
03	plan a role play activity which is appropriate for all classroom numbers	03	05	00	00	08
04	avoid ambiguous role play scenarios	07	00	00	00	08
05	provide follow-up activities	08	00	00	00	08

Table 07 : Observation Sheet 02

The sheet contains five elements that we wanted to observe. First, we noticed in four sessions that the teachers encouraged pair working in an excellent mode, and in a good manner in the other half . Second, we noticed in three sessions that teachers explained clearly the role scenarios and keep the activities short in order to simplify role play situations ,as well as, in the rest five sessions teachers introduced short activities in a good way. For instance in session number 6 the teacher asked the students to perform 'job interview' role situation.

Third, we have observed in three sessions that teachers planed role play situations which are appropriate for all class members in an excellent manner, and in a good way in the five other sessions. For example, in session number 3 the teacher introduced 'in the restaurant' situation which was suitable for all students since the target vocabulary of the scenario was simple. Furthermore, we can notice that in seven sessions , teacher avoided difficult and ambegious role situations in an exellent way. In contrast, in only one session the teacher tested students' self-

confidence with a difficult scenario 'hidden emotions'. In this role play scene, students' hiddend emotions must be guessed.

III. Presentation of the Results of Teachers' Interview

Q1: How long have you been teaching speaking skill?

This question is constructed to deter-mine the teachers' experience with teaching English speaking skill. The results show that the majority of respondents (06 teachers) have taught this skill for more than 4 years. However, only one teacher has just one year of experience

Q2: What are the problems encountered in teaching speaking?

This question intends to determine the problems that teachers face while teaching speaking. We have coded all the teachers' answers into three main categories which are: inhibition, shyness, low participation and mother tongue use particular in less disciplined or less motivated classes because learners find it easier to express themselves in their native language.

Q3: According to you, what is role play?

The purpose of this question is to know whether teachers of speaking skill have a deep knowledge about role play or they have just a superficial idea about this technique. The results show that teachers have a sufficient and detailed knowledge about role-play. In addition, they shared the idea that role play is the act of imitating the character and behavior of someone who is different from yourself. In other words, role play allows learners to experience someone else ideas and emotions that they do not necessary share. This helps them to overcome some speaking difficulties such as inhibition.

Q4: Do you apply role play technique while teaching speaking skill? If yes how?

The purpose of this question is to know whether teachers use role play technique during speaking session or not. The majority of them said that they often use it to put students in real

life communication by imagining an external situation. However, one teacher answered by "not really".

Q5: How can role play activities help to solve the problems encountered in teaching speaking?

This question aims to demonstrate the usefulness of role play to solve problems encountered during speaking sessions. All the interviewed teachers agreed that role play is a useful tool in classroom. In addition, they claim that it can help students to learn, to take risks; it reduces students' anxiety and shyness; improves students' non-verbal behavior such as logic, interpersonal relationship and cultural awareness, helps them to feel more confident, encourages and motivates students to participate in speaking tasks. For example, teacher seven said, "*With role play many communication obstacles are eliminated*", another teacher said, "*Role play encourages self expression and motivates students to speak freely about their misunderstanding and surmount their shyness and inhibition*".

Q6: do you encourage students to work in pairs or in groups? Why do you prefer this?

The purpose of this question is to know whether teachers prefer using role play with pairs or groups. The majority of teachers use both of them, according to their answers; their choice depends on the type, the aim and objectives of activities and nature of the topic under discussion. For instance, one teacher said "*sometimes students need to prepare and perform role play scenarios in pairs to practice their knowledge in virtual world situations*". However, three teachers affirmed that they encourage group working because it is an opportunity for learners to exchange ideas and communicate and interact with others. It means that if students were given tasks to do in teams, they would get more motivated to practise their speaking.

Q7: What do you suggest for learners to improve their speaking performance?

The purpose of this question is suggesting other solutions for learners to improve their speaking performance. The respondents propose other classroom communicative activities; for

example, one teacher suggests using communication games; this activity depends on information gap activity. So, one student has to talk to his partner in order to solve a puzzle, draw picture, put things in the right order, or find similarities and differences between two pictures. Another teacher mentioned discussion as an activity, which encourages students to exchange ideas and opinions to attain a decision or an agreement.

Conclusion

This chapter has presented the results obtained from students' questionnaire, classroom observation and teachers' interview of the first year BMD. The results show that role play has an important effect on developing students' speaking skill. Moreover, we collected students' and teachers' attitudes and perceptions toward using role play technique during oral sessions. Finally, the teachers advanced some solutions to overcome obstacles encountered while teaching speaking.

Discussion of the Findings

Introduction

It is worth mentioning that this research was a case study where we used various reliable tools to gather data in order to achieve the objectives as well as to answer the research questions raised in the General Introduction by confirming or refuting the research hypotheses. This chapter is three fold; the first one deals with the discussion of the data resulted from students' questionnaire. The second part analyses the results of the classroom observations carried on eight sessions. The last one analyses the results of the interviews conducted with nine oral teachers of first year level.

1-Discussion of Students' Questionnaire Findings

1.1 Students Perceptions and Attitudes Towards The Importance Of Speaking in EFL Learning:

From analyzing students' answers concerning their attitudes toward the importance of speaking in learning English as a foreign language. In fact, the results of the first three questions clearly show that the majority of students seem to be aware of the importance of speaking skill to master English language since speaking allows them to use the acquired language and practice it in a variety of contexts; thus, students need opportunities which permit them to improve their communicative competence. From the analysis of the fourth question relating to weather first year students like speaking English language or not, it is revealed that 90,90% agree that they like speaking as an effective way to master the English language (see diagram four). This clearly shows that their perception is positive since they like talking in English, thus their attitudes toward the speaking activities are also positive as they know that this enhances their speaking abilities.

According to Scrievener (2005:152), "*The aim of communicative activity in class is to get learners to use the language they are learning to interact in realistic and meaningful ways, usually involving exchanges of information and opinion*". This means that using communicative

activities in the class promote interaction among students and help them to practice their speaking skill in a meaningful way. However, 44, 54% affirmed that speaking skill is difficult compared to other language skills (see table two); thus, much more time should be devoted to it. In addition, 57.27 % of students claim that their level in speaking is average (see diagram 5). According to the results of question seven, this is due to the low participation in speaking activities since 45.45% of them claim that they participate sometimes in the activities devoted to speaking skill. According to Jalongo et al. (1998), participation in the classroom helps students to perform better and they are able to master the course materials. In other words, the mastery of English comes when students do participate and exchange with their classmates.

To overcome such obstacle, we have asked the students which activity they prefer when they practice speaking skill. From the results obtained in question eight (see diagram five), 39.09% of students prefer using debates activities to practise their speaking inside the classroom. Accordingly, Baker and Westrup (2003:5) claim that speaking activities can reinforce the learning of new vocabulary, grammar or functional language. Moreover, use and put into practice the new forms of language. In other words, speaking activities help students to acquire new words, and how to use those words appropriately.

1.1. Students' Attitudes and perceptions toward Using Role-play Activities to Promote Speaking skill

The results illustrated in diagram six demonstrate that the majority (82.72%) of students confirm that their teachers use role play technique in speaking activities. This means that first year students and their teachers seem to be aware of the importance of using role play while they practice speaking. That is, role play is very important in teaching speaking because it gives students with an opportunity to practice communication skills in different social contexts and in different social roles; Accordingly, Livingstone (1983:3) claims that role play gives students

opportunity to practice the language, aspects of role behaviour and the actual role that the student may need outside the classroom. This means that, the use of role play technique inside the classroom prepares students to practise the English language in real life situations as well as using the acquired knowledge in a wide variety of meaningful contexts.

The results of question ten reveal that 60.90% of students prefer preparing their role play situation in pairs rather than in groups (see diagram 6). As mentioned before, role play is an activity that involves at least two students. According to Harmer (2001:116), students learn to share responsibility and such entertainment pattern promotes cooperation, which helps the classroom to be more likeable place. Thus, pair work in these conditions boosts the results more than working individually. Because working in pairs allows the students to interact independently without the teachers' help by exchanging ideas and opinions which permit them to acquire knowledge in an easy way. Group work changes the interactional dynamics in the classroom and increases students' talking time (Harmer, 2001:117). In other words, this kind of classroom interaction is important because it prevents learners from getting bored when working still on their own. Accordingly, Brown, D (2001:178) mentioned, *"small groups provide opportunities for students' initiation, face-to-face give and take, for practice negotiation of meaning, and for extended conversational* exchanges*, and for students' adoption of role that would otherwise be impossible"*. That is, students feel more confident while performing by exchanging and responsibility is divided among group members rather than working alone or in pairs. All in all, either by working in pairs or groups; this result advocates the positive view of students regarding role play as an interactive technique.

We wanted to see if role play is applicable in MMUTO context; and if role play technique helps first year students to develop their speaking skill. Most of participants (88.18%) have a positive view about this (see table 5). Students also argue that role play technique helps them to overcome their fear to speak in front of a group. They are convinced that role play

increases their English level. Similarly, Gardner et al. (2004:3) agree with the fact that language learning in the classroom and in speaking activities help to increase "knowledge, fluency, and familiarity with the language". In fact, role play provides students the opportunity to use the language freely, at the same time they feel more confident to give their opinions and even making mistakes during the performance of role play situation. In addition, many students feel more relaxed when they use role play activities while practising speaking.

Furthermore, the majority of participants (85.45%) claim that role play is a funny activity which provides them with an entertaining atmosphere. From that students believe that role play gives them the opportunity to create an enjoyable environment for practising their speaking skill inside the classroom (see diagram 7). In addition, the results of question thirteen show that 81.79% of participants answer that role play encourages them to communicate better outside the classroom and speak fluently in front of their classmates (see diagram 8). In other words, they adhere to the idea that role play technique gives them the opportunity to practise the language, the nature of role behaviours and the roles that may encounter outside the classroom which enhance their capacities to speak fluently and without hesitation while practising their speaking skill inside classroom. These ideas were confirmed accordingly by Livingstone (1986:6) and Ladousse (1987:7).

The results of the last question demonstrate that the majority of students have a positive view about using role play activities to promote speaking inside the classroom. Since, they consider role play technique as a suitable solution to practice their language through imitating characters. Larsen Freeman (2000:68) explains that role plays are important in the communicative approach because they give learners an opportunity to practice communicating in different social contexts and different roles. She adds, "*A role play is a highly flexible learning activity, which has a wide scope for variation and imagination*". This means that role play

provides students with a variety of external situations which ought to be real life situations, which allows them to practise the new knowledge acquired in meaningful context.

2. Discussion of Classroom Observation

In this section stress is on the discussion of the results of classroom observations. The classroom observations have contributed to bring more details and answers to our research questions and hypotheses, as well as to reinforce the findings reached in the two other data gathering tools (the students' questionnaire and teachers' interview).

2.1. The Impact of Role Play-play Activities on Students' Motivation and Engagement in Speaking Skill.

During the process of observation, we tried to see whether role play activities enhanced students' motivation and engagement during oral sessions and to get a sense of their responses and interaction based on the task given by their teachers. During the observations, we tried to focus on the behaviours and reactions of students while playing roles. This way, it was aimed to demonstrate the impact of role play technique on students' motivation and engagement in speaking skill.

The findings from classroom observations are based on students' motivation, confidence, and participation. The results of the first section of the observation checklist demonstrate that students were more engaged and motivated when given the opportunity to speak in English during role play sessions. For example, when the students were asked to perform roles in a given situation, the role plays dialogues would activate the students' will to speak more frequently and get involved and participate actively in the discussion, as well as the teachers' comments to orient and facilitate the play; they indicated that the students have appreciated the use of role play in a small group of four or five students, they took turn to perform their own part of the play and use their imagination to express the ideas and the feelings of the role character. Then, the students started the discussion of the performance using new words and grammatical structures

freely. In addition, it was observed that the students had the tendency to motivate each other to speak, particularly when one or two group members remained quiet and passive. For instance, we observed that students standing at the back room seemed not to be involved in speaking tasks even when their teachers ask them to do so, but when their classmates encourage passive students; they do react. Moreover, in order to get better comments, the students of the same group learn to cooperate with each other in order to compete with other groups. Therefore, role play can also promote rivalry and competition in class, which stimulates every student to learn, and being active. In addition to these observations, and according to teachers' agreement regarding the fact that role play motivates students to practice speaking skill better than when they call them to respond individually in front of the whole class, these reached results show that the element of engagement was evident during the role play sessions.

Confidence is the second theme that emerged from the observation. From the continuous observations made in this investigation, it was noticed that the more students participate and get active in class, the more it enhances their level of self-esteem and self-confidence. This case was clearly displayed by the group four and seven; that was required to perform particular situation and to use specific vocabulary. Almost every member took the opportunity to contribute with his knowledge with little or almost no hesitation. In addition, some of them were eager to speak up and add their ideas and give their own vision of things, as well as they seemed to enjoy expressing their ideas in order to discuss and debate the main parts of the role play situation. The students get along with the fact that role play is a very attractive and successful technique that made almost every students participate. We also noticed that students encourage their classmates to speak and add their ideas. Furthermore, we observed that the majority of students take initiative to speak voluntarily and try to contribute by adding their own opinions without hesitation and shyness. In other words, they take risk and express their ideas freely without thinking if it is right or wrong because they know that their teacher will not stop their

performance or punish them for the mistakes that they made while performing. Therefore, role play technique helps to increase the students' level of confidence. Similarly, role play can be used as a strategy to address students' reluctance to speak English more voluntarily through providing the opportunity for students to use their creativity and imagine real life communication situations.

Participation is the third theme that emerged in this observational process of the qualitative data. During eight separate classroom observations, the students while performing role play appeared to be focused on the task and engaged in the group activities. Students from advanced and intermediate level used the spoken language readily to practice their speaking skill. However; it was observed that students from the low proficiency level appeared to remain quiet at the initial stage of the lesson. In fact, we observed that teachers did a great job in persuading these quiet students to participate by giving verbal positive feedback and asking them questions at their cognitive level, this would give students a push in their self-confidence and participate better. Therefore, all the emerged findings during our observational process goes with Ladousse (1987) reasons for using role play inside the classroom in which she states *"Role play develops fluency, promotes interaction and increases motivation*" (Ladousse,1987:7). Thus, the implementation of role play in an effective manner facilitates getting students to be involved, confident, motivated, and then more participating.

2.2. How to Implement Role Play

As far as it is concerned, the findings reached from the second section of the observation checklist answer our third research question about how first year oral teachers implement role play as a teaching/learning technique to develop students' speaking skill. It was found that the majority of them apply role play activities. In addition, during our observational process, we noticed that all teachers follow the great majority of Ladousse's (1987) guidelines and

suggestions, which were outlined for those teachers who might choose role play as a technique to improve the students' oral performances.

Implementing role play technique according some teachers it is better to perform by pair working. Ladousse (1987:12) mentioned, "*It is very easy to talk to one person on either side of you, and to the person in front or behind you without disturbing the layout of the whole class*". In other words, during the first uses of role play technique, teachers encourage pair working to facilitate the learning process. She adds (1987:12), "*If people are in direct one-to-one communication with no one looking on they get on with the task better and are less self- conscious*". This means that students feel more comfortable when they perform in pairs in the first stages of role play usage. Because pair working helps students to overcome being alone and this kind of interaction brings more benefits since it allows them to discuss ideas.

Second, it has been observed that teachers explain clearly the role scenarios before starting role play activity and keep it short to facilitate the roles situations to students. Indeed, Ladousse (1987:12) asserts that teachers should keep the activity short until their students get familiar with the role play technique. In addition, she argues "*it is not good going into the classroom with excellent role play for nine students; which will not work with seven*" (ibid). This means that, teachers should design a role play, which is suitable for classroom numbers, and consider the level of intelligence of their students. Fourth, teachers should avoid using ambiguous roles that could push students to get demotivated. Similarly, Ladousse(1987:12) states that "*do not use role that is too difficult or too emotionally loaded until students are used to this activity*". Furthermore, the teacher in the session seven suggest a solution if students break down to their native language. He proposed to start the activity with easy information-gap role play to introduce the activity and facilitate the play situation understanding. Fifth, Ladousse (1987:12) advised teachers to have a follow-up activity for the group who finished role play before others. The purpose of this follow-up activity is to discuss the vocabulary used in roles

and provides examples to understand it better, and to keep them working instead of doing nothing or other works, which lead these students to get bored. Finally, according to Ladousse (1987:12), teachers should limit the time of role play activity and try to respect the time devoted to that activity. In other words, teachers while using role play should respect time allocated to these activities because in this limited time they stress out quality rather than quantity, which allows students to add many words to their glossary. In this perspective, we noticed that the majority of the observed teachers devote ten minutes for each simulation.

3-Discussion of teachers' Interview

3.1. Teachers' Profile:

The findings demonstrate that teachers' professional experience has no significant differences on their perception and attitudes towards the use of role play as a technique to motivate their students to speak English in classroom. In other words, it seems that the professional experience does not influence in implementing role play in oral sessions. As learners practice role play, they may discover that they lack words and phrases (Budden: 2004). Students may also need new vocabulary to be given by the teacher. This role makes the teacher act as a "walking dictionary", providing them knowledge, evaluating the students' performance and offering them help when it is necessary. However, if rehearsal time is long enough, assisting students may not be required. Sometimes teachers want to become involved in a speaking activity. In this way, they can introduce new information to help the role play along and ensure students' engagement in the speaking (Harmer, 2001:276). Although the educators have to bear in their minds that they should not participate too much, take all the attention to themselves and take control over the activity. His or her task is to watch the play, acts as a spectator and then gives feedbacks and advices at the end of the performances because interrupting students may get them lost (Budden: 2004). That is, teachers should listen to the students talking and taking notes of the mistakes that should be discussed at the end of the simulation (Ladousse 1987:15).

Then, Ladousse adds that after role play, the educator can correct forms from learners by writing them on the board, or by giving them some kind of remedial tasks that he or she had predicted would be needed (ibid).

3.2. Teacher's Point of View About the Problems Encountered in Teaching Speaking:

One of the questions asked to teachers is about the difficulties they face while teaching the speaking skill. Teachers often encounter some difficulties to implement the speaking activities. This is due to students' psychological problems such as inhibition and mother tongue (Ur, 2000). In this perspective, teacher five claims *"I always face some problems when I teach speaking skill; because when students want to speak in the classroom, many of them face inhibition, which is caused by many issues as shyness and fear of making mistakes"*. Accordingly, Ur (2000:111) states that: "learners *are often inhibited about trying to say things in a foreign language in the classroom. Worried about, making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts."* For instance, the forth interviewed teacher senses the stressfulness and the anxiety of his students especially when they ask them to express themselves in English and in front of others. In addition, Teacher three asserts that students do not participate enough while practicing speaking, and low participation is due to time allocated for speaking; there are some of them who tend to be dominant and take the place of others who prefer to keep silent, or they are uncertain whether what they will say is correct or not. In fact, a minority of talkative participants dominates the classroom discussion.

Another problem that teachers face while teaching speaking is the students' use of their native language. Especially in cases where the majority of students share the same mother tongue. They prefer to use it outside and even inside the classroom rather than the target language since they feel more at ease. According to Baker and Westrup (2003:12), *"barriers to learning can occur if students knowingly or unknowingly transfer the cultural rules from their*

mother tongue to a foreign language". In fact, students often find difficulties to use the target language correctly if they keep on borrowing words from their mother tongue, which is due to their vocabulary lacks in the target language. This obstacles were advocated by various scholars among them Ur (2000) in his book entitled *"A Course in Language Teaching: Practice and Theory"* (see review of the literature).

2.3. Teachers' Attitudes and Perceptions Toward Using Role Play in Teaching Speaking:

Role play is the act of imaging yourself in someone else's place, act and feel like him. As it was stated in the first chapter, role play is

> The word 'role' is they play apart (either their own or somebody else's) in a specific situation. The word 'play' means the role is taken on in a safe environment in which students are as inventive and playful as possible. A group of students carrying out a successful role play in a classroom has much in common with a group of children playing school, doctors, and nurses. Ladousse (1987:5)

Therefore, the results displayed for question three show that all the nine teachers define role play as an activity that takes situations from real life and invites students to perform through an unreal identity in an imagined situation to present someone's perspective. In addition, they all state that in implementing role play, judging students' performance should be avoided, all ideas are welcomed; they can imagine as many situations as possible; and they are evaluated only after the performance is over. This implies that they are aware about this technique and its rules of implementing it in an effective way during teaching and learning processes. Simply put, all teachers have a sufficient and detailed knowledge about using role play. As a result, they do not find difficulties in using it effectively. However, they claim that time devoted to practice speaking activities is not sufficient. In fact, they emphasized the importance of speaking in learning English as a foreign language, which needs more time to practice and master this skill. Nation and Newton (2009) suggest that a course should be divided into four broad strands each of them is given approximately equal time. These are meaning-focused input (reading and listening), meaning-focused output (speaking and writing), language-focused learning (grammar,

vocabulary and pronunciation), and fluency development of previously studied items of language through the four skills. This shows that approximately 25 percent of classroom time should be devoted to communicative speaking tasks. Whereas, two hours per week is the amount of time allocated to speaking skill in MMUTO context.

In addition, the majority of teachers' answers show that they implement role-play technique in teaching speaking. According to them, role play enhances students' speaking abilities by giving them chances to experience external and real life communication situations. As well as giving them opportunities to express themselves by giving their ideas, views and opinions freely. So they could gain knowledge and information by the process of exchanging. In this respect, Ladousse (1987:6) claims that many experiences can be bought into classroom with role-play activities. This means that teachers may train their students in speaking skills by simulating real life situation. Accordingly, Matika (1995) states that the uses of different types of role play activities can enable the teacher to provide students with more opportunities to practice the target language in a variety of meaningful contexts. For instance, a teacher said that by practicing the language in different roles, students consolidate and review their knowledge of word order, phrasing and pronunciation. Indeed, by relating the knowledge they get from classrooms to their daily life, they acquire and practice their knowledge. Thus, they can remember the language context long after they have forgotten much of the learning, which they obtained in other way of learning. So role play enables students to simulate in a funny way and undercover (Ladousse, 1987:7).

The results of question five show that all the nine teachers agree that role play helps students to overcome their speaking difficulties. They claim that role play helps students to improve their speaking abilities by taking risks to learn, improves students' non-verbal behaviour such as facial gestures, encourages and motivates students to be involved in the classroom speaking activities. For example, teacher five suggests that through using role play technique,

students can create a good learning atmosphere characterized by interaction among students. As a result, students may correct the mistakes of each other and discuss words meanings. Another teacher claims that role play allows students to experience external real life communication situations. This is the fundamental goal of learning a foreign language. According to them, this kind of technique is quite different for the students since it allows them to simulate real life situations. All of these results collaborate with Ladousse's point of view in which she states that

> Some people are learning English to prepare for specific roles in their lives: people who are going to work or travel in an international context. It is helpful for these students to have tried out and experimented with the language they will require in the friendly and safe environment of a classroom. For these students, role-play is a very useful dress for real life. It enables them not just to acquire set phrases, but to learn how interaction might take place in a variety of situations. Ladousse (1987:6)

Another interesting view given by teacher nine argues that role play can help student to overcome their fear and shyness to speak in front of a group. That is to say, role play technique motivates students to interact and speak freely without any hesitation. In fact, Ladousse (1987:7) claims that *"role play helps many shy students by providing them with a mask"*. This implies that students imagined that they took someone else role and speak about his or her attitudes and feelings. Thus, being hidden behind a "mask" helps them to perform freely without any hesitation since their personal ideas and emotions are not included. For instance, teacher four argued that his students hated speaking about their personal problems. Therefore, they expressed themselves more easily in role plays because they were just imagined behaviours and they fel hidden behind the characters. For example, teacher three said that while doing role play, the students have an opportunity to interpret their roles in the target language creatively. This means that teachers seldom interfere when the students make mistakes and this will decrease the anxiety of the majority of students.

The results of question six reveal that the majority of teachers encourage both pair working and group working while implementing role play activities. Some teachers (Teacher

one, four and seven) emphasized the importance of pair working in which learners may practice the language and exchange ideas with one individual. In the same thought of line, Ladousse(1987:12) asserts that it is better to begin with pair working rather than group working because it is easier to talk with one person without disturbing the layout of the whole class. In addition to Ladousse, Harmer (2008:116) pair work allows students to share responsibility and such a classroom pattern promotes participation which helps the classroom to be a more pleasant place. In other words, by using pair work, students feel more responsible during the performance of role play situation. Concerning the group work technique, Harmer (2008:117) point out that group work increases the amount of speaking for individual students and promotes learners' autonomy by allowing them to make their own decisions. He adds *"it encourages broader skills of cooperation and negotiation than pair work*" (ibid). Another interesting view has been pinpointed by Teacher two who argues that "*when students work in groups, there is stress in active participation (interaction) that enhances the learning process itself*". This means that group work in role play motivates students to get involved in the communication process inside the classroom; it also creates an environment where students compete with each other which lead them to the improvement of their understanding and learning English.

The findings of the last question reveal that teachers suggest other communicative activities can be incorporated to improve the students' speaking performances. For example, one teacher proposes using discussion activities such as debates to promote speaking. In this thought of line, Bryne (1986:67) provide, "*By discussion is meant by any exchange of ideas and options either as basic, with you, (teacher) the mediator and to some extent as the participator or within the context of group with the student talking among them"*. In fact, discussion is one of communication interaction activities; in which students talk about a given subject and each student share his/her point of view with others.

Teacher six suggests the use of another type of speaking activities, which is an information-gap activity. Information gap is a communicative task that aims to information exchange. Communicative practice imposes some sorts of information gap where one student is having the information and the other does not. According to Davies (2000:43), "this *is when speaker knows the information and the other does not"*. Therefore, information gap activities are interactive activities when students supposed to be working together by having different information that should be shared to get the complete and correct information.

Conclusion

This chapter has discussed the data collected from the students' questionnaire, teachers' interview and classroom observations regarding the importance of using role play technique to develop students' speaking skill. The discussion of findings provides us with clear answers for the research questions. In addition, all hypotheses stated in the general introduction are confirmed

Based on the results above, we can say that the implementation of role play technique during oral sessions have a positive impact on both students and teachers' engagement in the learning and teaching processes. In addition, role play technique provides them with an effective learning atmosphere where the students find opportunities to use their knowledge in the target language by imaging real life situations.

General Conclusion

General Conclusion

This study aimed to explore the importance and the effectiveness of using role play activities in developing the speaking skill among first-year EFL students at MMUTO. It focused on identifying how role play was used by teachers as a teaching/learning technique to promote an active learning and enhancing students' motivation and engagement during oral sessions. Furthermore, the study gathered the students' and teachers' attitudes and perceptions towards the use of role play activities to develop speaking skill.

This investigation was conducted to help both teachers and students to overcome difficulties encountered while teaching/learning English as a foreign language namely speaking. Role play, as a teaching technique, offered first year students at MMUTO with a suitable solution to develop their speaking skill and enhance their motivation to get involved in speaking tasks.

To realize this investigation, we have adopted the Mixed-methods approach ; which combined quantitative and qualitative approaches for data collection and analysis. One hundred and ten (110) first-year EFL students at MMUTO were randomly chosen as participants to respond to a questionnaire. We gathered a large amount of data in a short period of time; and thanks to the policy of the questionnaire (anonymity), we gathered opinions from the participants used for the questionnaire. To reinforce the validity of data gathered from the questionnaire, we used a second tool which was structured interview conducted with nine first-year teachers to get their perceptions toward the effectiveness of using role play activities during oral sessions. To add more credits to the results obtained from the two latter research tools, we also conducted classroom observation in eight first year classes to observe the students' participation in the role playing sessions and to get the sense of their responses and interaction based on the tasks given by their teachers. As well as, the teachers' behaviours and the way they employ role playing

were observed too. For the quantitative data analysis, the role of three was utilized to evaluate statistical data. Concerning the qualitative data, we used Quantitative Content Analysis (QCA) and interpreted the data obtained from the teachers' interview and classroom observations.

Based on the discussion of the results, quantitative data concluded that the majority of students appreciated the benefits and effectiveness of role playing activities in developing their speaking skill. In addition, students confirmed that role play technique helped them to practice their speaking better and it enhanced their motivation and engagement in speaking tasks. Furthermore, the majority of them emphasized that role play improved the collaboration and interaction between students. In addition, it enabled them also to practice their speaking skill more easily in the target language by providing them with real life situations inside the classroom.

The results reached from the teachers' interview revealed that all first-year EFL teachers of speaking skill had a positive attitude toward the use of role play as a teaching/learning technique in oral sessions. In addition, they agree that using role playing strategy help them to get their students motivated and involved in speaking tasks. As well as, it gives them opportunities to set up good relations with their students by establishing an atmosphere which increases the students' self-esteem and self-confidence.

The last major quantitative finding were obtained from classroom observation revealed that role play activities enhanced students' motivation, confidence, and participation as reflected by the positive students' behaviour during classroom observational process.

As a first exploratory research at the level of the department of English at MMUTO, hopefully this work have contributed to increase the awareness about role play as an effective technique to overcome difficulties faced while teaching speaking. The results closely showed

that role play facilitates the learning environment and motivate the students to speak freely, and for teachers to teach speaking and manage easily the class.

However, we cannot deny the fact that this study has encountered some limitations. To begin with, a small number of participants who represented only eight groups among eighteen groups that constituted first-year EFL students at MMUTO. Second, the findings of this investigation cannot be generalized to the remaining levels the students in the department of English at MMUTO; since our participants were only first-year students.

Accordingly, further researches on the same issue, in the same setting with the same or different levels (second, third year) can be conducted. There are theoretical frameworks that are to be taken as a source of analytic for further research in the context of MMUTO such as Van Ments (1999) and Heinrich (2018).In addition, others investigations can be held using experimental method. They would be effective for exploring the importance and effects of role play technique in oral sessions.

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Appendices

Appendix 01: *Students' Questionnaire*

Dear student,

Your are kindly requested to answer this questionnaire to express your attitude toward using role play as a teaching technique to develop your speaking skill inside classroom.

This questionnaire it constitutes an important part of our research. The results of this survey will be used for an academic purpose, so we ensure the anonymity and confidentiality of your answer. So we hope that you will give us your full attention and interest.

Thank you very much in advance for your kind cooperation.

- ***Personal Information***

1.How long have you been studying English ☐

2.Was English your first choice?

Yes ☐

No ☐

3. How do you perceive your level in English?

A- Good ☐

B-Average ☐

C-Bad ☐

D-Poor ☐

- ***speaking skill***

4. Do you like speak English language?

A- Very much ☐

B- I like it some how ☐

C- Not much ☐

5. According to you what is the most difficult to study EFL?

A- Speaking ☐

b- Listening ☐

C- Writing ☐

D- Reading ☐

6. How do you assess your level in speaking?

A- good ☐

B-average ☐

C-bad ☐

7. How often do you participate in the oral expression class?

A- Always ☐

B- Sometimes ☐

C- Rarely ☐

D- Never ☐

8. Which activity do you like most to practice your speaking skill inside classroom?

A- Reading aloud ☐

B- Role playing ☐

D- Language games ☐

C- Interviews ☐

role play as a teaching technique

09. Does your teacher use role play technique in oral sessions?

A-Yes ☐

B-No ☐

10. Which technique do you prefer when using role play inside classroom?

B-Working in pairs ☐

C-Working in groups ☐

11. Do you think that role playing helps you to develop your speaking skill?

A- Yes ☐

B- No ☐

12. Do you think that role play is a funny activity?

A- Yes ☐

B- No ☐

13. Does role play helps you to improve your communicative abilities inside and outside classroom?

A-Yes ☐

B-No ☐

- **speaking and role play**

14--What can you say about speaking and role play?

……

……

……

Appendix 02:Classroom observation

Observation checklist

Adopting role play as a teaching/learning technique to develop students' speaking skill.

Date : Session number :

Time:

Criteria:

1. Excellent

2. Good

3. Average

4. poor

Section one: Student's Behaviour and Involvements during Role Play Sessions

N°	Item	The way of applying the action/frequency				Total session
		Excellent	Good	Average	Poor	
01	the students are actively involved in the oral performance					
02	The students speak without hesitation and shyness					
03	The students are confident and take risks to speak					
04	The students use correct grammar and word order					
05	The students are motivated, and participate in the preparation and presentation of role play activities					

Section Two: How Teachers Implement Role Play in Speaking Sessions

This section aims to know how teachers implement role play technique during speaking sessions, that is, whether they follow Ladousse's (1987) rules and guidelines of an effective role play session or not.

N°	Items	The way of applying the actions/frequency				Total Session
		Excellent	Good	Average	Poor	
01	encourage pair working					
02	keep the activities short to facilitate the role situations					
03	plan a role play activity which is appropriate for all classroom numbers					
04	avoid ambiguous role play scenarios					
05	provide follow-up activities					

Appendix 03: Teachers' Interview

Dear teacher,

The purpose of this interview is to obtain the teacher's view and perceptions about using role play as a teaching technique to develop students' speaking skill inside classroom.

This interview constitutes an important part of our research. The results of this survey will be used for academic purposes. So we ensure the anonymity and confidentiality of your answers.

Thank you very much for your cooperation.

1. How long have you been teaching speaking skill?

2. What are the problems encountered in teaching speaking?

3. According to you what is role play?

4. Do you apply role play technique while teaching speaking skill? If yes how?

5. How can role play activities help to solve the problems encountered in teaching speaking?

6. Do you encourage students to work in pairs or in groups? Why do you prefer this?

7. What do you suggest for learners to improve their speaking performance?