

Mohamed Khider University of Biskra

Faculty of Letters and Languages

Department of Foreign Languages



## **MASTER THESIS**

Letters and Foreign Languages

English Language

Sciences of the language

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Submitted by:

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### **The Effect of Role Play Technique on English Foreign Language Learners' Speaking Skill**

**Case Study of Third-Year LMD Learners at Biskra University**

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**Academic Year: 2019-2020**

## **Declaration**

I, MANSEUR Asma, do hereby solemnly declare that the work I am going to present is my own, and has not been already accepted in substance for any degree.

This work was carried out and completed at MOHAMED KHEIDER University of BISKRA

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## **Dedication**

To the memory of my grand-father "BOUBIDI  
Mohamed El Madani" to whom I owe a lot

To My dearest parents "BOUBIDI Malika" and "Houd"

To my dear brother **Oussama** and lovely sisters  
**Oumaima** and **Aroua**

To my dear husband "KELALA Omar" and the apple of  
my eye, my son "Arib"

To my second mother **Saida**, my grand-mothers and all  
my aunts and uncles

To my parents, sisters and brothers in law

To All my friends

I dedicate this humble work and I sincerely say to all of  
them "thank you very much"

## **Acknowledgements**

After my thanks to Allah the Almighty for granting me the energy and power to continue my efforts to prepare this work, I am sincerely indebted to my supervisor **Mrs. MESSAIBI Samira** who was a source of guidance and wisdom throughout this work.

I would like to show my sincere thanks to the board of examiners **Dr. LAALA Youcef** and **Dr. SLIMANI Said** for taking the time to read and evaluate this work.

Special thanks go to **MANSEUR Oumaima** and **Dr. KELALA Omar** who guided me to develop my study from the very beginning.

I would like to express my deep appreciation to **Dr. BOUBIDI Nada** for her cooperation.

I am grateful to LMD third-year learners for their participation and cooperation.

Finally, my appreciations go also to all my teachers from my very first day in school until now.

## Abstract

The present study aims at exploring the effectiveness of Role play on improving learners' speaking skill. The focus of learners on developing their speaking skill –among some other skills- pushed us to investigate the impact of such a technique putting a hypothesis that Role play may be an effective strategy that has an impact in enhancing EFL learners' speaking abilities ,as well as breaking some barriers that hinder learners' speaking level from being ameliorated. A qualitative study was carried out utilizing two questionnaires both administered to third year learners of English and the teachers of Oral Expression at the Department of English at Mohamed Kheidher University of Biskra. Later, the obtained results were analyzed and interpreted; they confirmed that Role play hugely serves learners' fluency, accuracy and building confidence. It, to a certain degree, serves cultural orientation, empathy and motivation. At the end, some recommendations are suggested in order to raise teachers' awareness about the great benefit they would get if they use Role play as a means of betterment of speaking achievement, for instance, they should accomplish their roles as feedback providers.

**Key words:** Role play; Speaking Skill.

## **List of Abbreviations**

**EFL:** English as a Foreign Language

**ESL:** English as a Second Language

**IELTS:** International English Language Testing System

**L1:** First Language

**L2:** Second Language

**LMD:** License Master Doctorate

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## **General Introduction**

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## **Introduction**

Learning a foreign language is one of the important tasks learners are concerned with even those of other fields. To fruitfully be a competent English Language learner, it is crucial to manage the four skills which are speaking, writing, listening and reading. Eventually, the speaking skill is considered as one of the most interesting features that reflect the ability of the learner to manage and control his oral fluency. Many techniques can be assigned in order to develop the speaking skill in EFL classes. One of the most accurate ones is « Role play » whose impact on EFL learners' speaking skill will be deeply discussed throughout this work.

### **1. Statement of the problem**

Being able to speak English fluently is one of the major goals EFL classes seek to achieve .Due to that fact, speaking skill should be given priority among the other skills , for instance , writing , reading and listening ,since fluency and accuracy are considered as a main pillar in learning English .However, the actual situation of learning English in Algeria still has a deficiency in this field that is why Algerian EFL learners face many obstacles when communicating or practicing spoken English.

To overcome this problem, a great attention should be shifted towards the speaking skill; this could not be accomplished unless effective strategies are used to give learners the opportunity to express themselves in a correct manner and to keep them in touch with several practices that lead to more proficiency and competency. In this respect, the use of Role play is suggested, throughout this study; as a tool teachers can rely on to improve EFL learners' speaking abilities.

## **2. Significance of the Study**

Regarding the problems EFL Learners face in developing their fluency, the current study was carried out to delve into the importance of managing speaking as a tool for better qualification learners need in order to upgrade their competencies. Also, this study is meant to give credit to Role play as a credible technique that proves its usefulness in enhancing EFL learners' speaking abilities.

## **3. Aims of the Study**

This work seeks to show the effect of Role play on EFL learners' speaking competences

The study intends to focus on:

- 1- The importance of managing speaking skill in order to get better fluency and accuracy.
- 2- The effectiveness of using some oral practices during oral expression sessions.
- 3- The usefulness of integrating Role play as a means of betterment of EFL learners' speaking skill.

## **4. Research questions**

This work relies on the following questions:

- 1- Why is speaking skill considered an essential feature in learning English?
- 2- What are the benefits of the use of Role play in EFL classes?
- 3- To what extent does Role play improve the EFL learners' speaking skill?

## **5. Hypothesis**

Replying to the previous questions, we hypothesize that among a lot of practices, Role play may be an effective strategy that has an impact in enhancing EFL learners' speaking abilities.

## **6. Methodology**

### **6.1. Research method**

In the present study, two variables are interrelated. The independent variable is Role play and the dependent one is EFL learners' speaking skill.

This study will, effectively, be a descriptive prospective research that calls for a qualitative method.

### **6.2. Population**

The population chosen to work on through this research is third year LMD learners of English of the year (2019/2020) at Mohamed Kheider University of Biskra and the teachers of English at the same university.

## **7. Sample of the Study**

To follow up this work, we have decided to choose respondents among teachers and learners from the same section .The sample of this study will be made up of 10 teachers of oral expression from the whole population of 50 teachers. As for the second sample, 30 learners from the whole population of 300 learners of third year will help us to accomplish this work.

## **8. Research instruments**

Following the nature of our study, the instruments that are to be used to accomplish this work will be two questionnaires for both learners and teachers .These questionnaires seem to be necessary in collecting data.

## **9. Limitation of the Study**

The present study seems to have several limitations:

- The data collection was confined to only one group among the whole population.

Therefore, results cannot be generalized within that population.

- The limited duration of the study that is an unavoidable criticism of the study.
- The present study has relied largely on qualitative methodology of data collection and is therefore restrictive. However, more of quantitative methodology of data collection should be undertaken to provide wider perspective.

## **10. Structure of the Study**

The current work is purposefully done into two connected parts: One is theoretical, the other is practical. The theoretical part is made up of two chapters. Chapter one is devoted to the speaking skill, in which we focused on its definition, importance, and teaching speaking skill. Chapter two tackles Role play, within which we discuss its description, advantages, types and the role of both learners and teachers in Role play. The practical part has only one chapter that is devoted to the analysis of the data collected through the questionnaires.

This chapter aims to answer the research questions by confirming or disconfirming the research hypothesis, and then it concludes with the interpretation of the results of this research.

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## **Introduction**

All the aspects of learning English as a foreign language seem to be interrelated. However, it can be assumed that speaking skill is deemed the most important skill since it is the core of the communication. Due to this fact, speaking skill needs to be thoroughly discussed. In this chapter, light will be shed on the major aspects of speaking. The first part will be devoted to the description of speaking skill including its concept, importance and its several functions, while the second part will be devoted to teaching speaking including the different difficulties that hinder learners from speaking effectively, as well as many suggested activities to encounter those difficulties.

### **1. Definition of Speaking**

Speaking is considered to be the core element of building a language. It is being capable of orally expressing opinions, thoughts, facts and feelings to other people, animals and even to oneself (Gani, Fajrina & Hanifa, 2015, p. 20).

On one hand, speaking is not only an ability, but also an elaborate process, and that is what Chaney (1998) stressed through his claim: "Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts." (p.13). Also, Burns & Joyce, 1997 emphasized that Speaking is the process of producing and receiving information to deliver a specific meaning (p.63).

On the other hand, speaking could be seen as a competence that needs to be developed, Metzler Verlag (2018) said that speaking is a competence that relies on the knowledge of other language features such as, the mastery of the sub-skills of speaking which would consequently lead to better communication. (p.110)

As well as being an action that requires a great deal of background knowledge, speaking is also a skill. Pakkala (2017) stated that: “According to Johnson (2001:269) speaking is one of the four language skills, the others being reading, writing, and listening. The skill-nature of speaking has also been noted by Dalton-Puffer (2006:188) who claims that speaking, as well as other skills, needs repetition.” (p. 6)

Moreover, Ampa et al. (2013, p. 174) claimed that having speaking skills helps in mastering the communicative competence of a language.

From the preceding, it can be noticed that for an inexperienced eye, speaking is seen as an ability. However, from an advanced perspective, speaking is a complex process that creates a competence; the different interrelated competences are the main components of the skill.

## 2. Areas of Speaking

According to Bygate (1987) classified the speaking skills into two main areas: ‘motor-receptive skills’ and ‘interaction skills’.

- **Motor-receptive skills:** are based on the structural and aural aspects of the language.
- **Interaction skills:** are about deciding on what and how to speak in certain situations to match the language context. (Ampa et al ,2013,p.172)

Whereas Шпаковская, et al (2015, p.2) elaborated further that :

Language learners need to recognize that speaking involves three main areas:

- **Mechanics (pronunciation, grammar, and vocabulary):** It is about respecting the appropriate words, structure and phonology of the language.
- **Functions (transaction and interaction):** It is about knowing when the clarity of the message is essential (transaction/information exchange) and when understanding is not necessarily required (interaction/relationship building).

- **Social and cultural rules and norms:** From a Pragmatics perspective, it is about understanding who is speaking to whom, in what circumstances, about what, and for what reason.

### 3. Functions of Speaking

Richards (2008, p. 22) classified the functions of speaking in the human language interaction as follows:

#### 3.1. Talk as Interaction

EFL learners have to be familiar with “interaction” as it is the most common form of speaking. It refers to what we normally mean by “conversation”. The focus in this function is more on the speakers than on the message.

He claimed that interaction is characterized by the following features:

- It has a primarily social function.
- It reflects role relationships.
- It reflects speaker’s identity.
- It may be formal or casual.
- It reflects degrees of politeness.

#### 3.2. Talk as Transaction

The central focus in this function is more on what is said or done (the message) than the speakers and how they socially interact.

As cited in (Richards, *ibid*, p.26), according to Burns (1998), two different types of “talk as transaction” are distinguished. The first type involves situations where the focus is on exchanging information. The second type is transactions that focus on benefitting from certain services, such as buying goods or ordering food.

### 3.3. Talk as Performance

For Richards (ibid), “talk as performance” refers to any speech delivered in front of an audience, such as giving a speech of welcome or giving a lecture. Unlike the first two types of talk, “talk as performance” focuses on message and audience without neglecting language structure and accuracy. It tends to be monological in nature as it affects the audience. (p.27)

As cited in (Abd EL Fattah Torky, p.38), to analyze speaking functions more precisely, Kingen (2000 , p.218) combined both the transactional and interactional functions of speaking into an extensive list of twelve categories as follows:

- **Personal:** expressing personal feelings, opinions, beliefs and concepts.
- **Descriptive:** describing someone or something.
- **Narrative:** creating and telling stories or historically sequenced events.
- **Instructive:** giving instructions or providing directions serving a certain purpose.
- **Questioning:** asking questions to seek information.
- **Comparative:** comparing two or more objects, people, ideas, or opinions to reach conclusions.
- **Imaginative:** drawing mental images of people, places, events, and objects.
- **Predictive:** anticipating possible future events.
- **Interpretative:** exploring meanings, creating hypothetical deductions, and considering inferences.
- **Persuasive:** changing others’ opinions, attitudes, or points of view, or influencing the behavior of others in some way.
- **Explanatory:** explaining, clarifying, and supporting ideas and opinions.
- **Informative:** sharing information with others.

#### 4. The Importance of Speaking Skill

Cole et al (2007, p. 2) stated that speaking is the most frequently used skill inside the classroom. It is a means of communication and interaction. Any gap in communication may cause misunderstandings. Therefore, it is important to have a successful oral communication. People with good communication skills:

- Can relate well to others.
- Are able to obtain information they need from others.
- Can explain things clearly and contribute to discussions.
- Are more successful in their careers.
- Have more positive and productive relationships with others.

Also, foreign language learners give the speaking skill priority in their learning process because if they master the target language then they will be considered fluent. Celce-Murcia (2001) argued that being able to speak a language is to know a language because speech is the basis of communication.. (p.103).

#### 5. Components of Speaking Skill

Speaking is relatively difficult when compared to other skills like, reading or listening.

Hui (2011, p. 22-23) illustrated five components:

- **Comprehension:** oral communication requires a subject to be understood and discussed.
- **Grammar:** it is needed to arrange a correct sentence in a transaction.
- **Vocabulary:** To be able to speak fluently and accurately, speakers of a foreign language should gather enough vocabulary to use appropriately according to the context.
- **Pronunciation:** the way learners utter clearer language when they speak.

- **Fluency:** it is the correct and articulate speech, Harris and Hodges (1995, p.14) also said that fluency is the ability to speak instantly and automatically.

While Hui stated the five components mentioned previously, Metzler-Verlag (2018) had a different point of view towards those components, he claimed that the key features of learner speech are as follows: (p.117)

	Definition	Focus
<b>Fluency</b>	speech where message is communicated coherently with few pauses and hesitations, causing minimal comprehension difficulties	meaning
<b>Accuracy</b>	speech where the message is communicated using correct grammar, lexis and pronunciation	form
<b>Complexity</b>	speech where the message is communicated precisely and appropriately to the context and the partners in communication, using more advanced grammatical forms and differentiated lexis	meaning and form

Figure 1: Components of Speaking Skills (Metzler-Verlag, 2018, p.117)

## 6. Phases of Speech Planning and Production

Goh (2016) stated that “according to Bygate (1998), there are three broad interrelated phases of speech planning and production” (p.13)

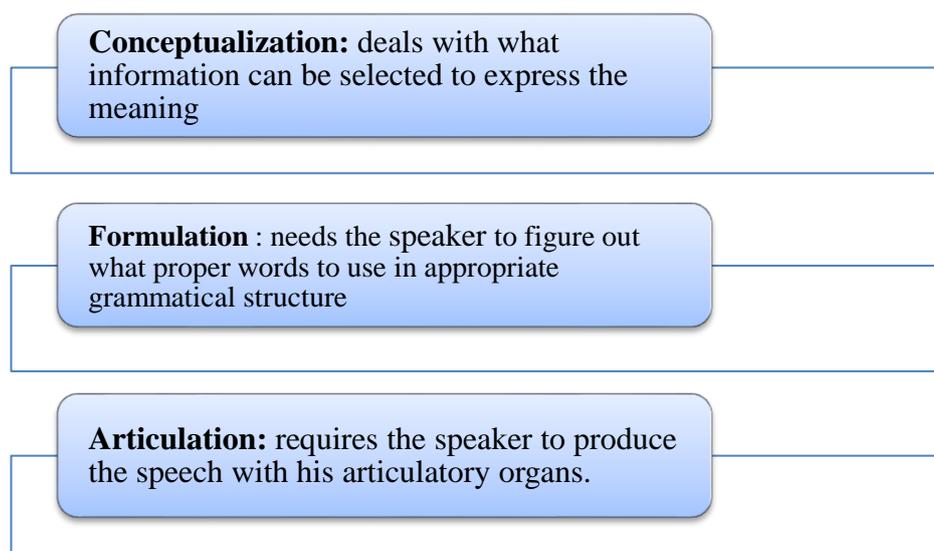


Figure 2: Phases of Speech Planning and Production (Goh, 2016, p. 13)

## **7. Teaching Speaking Skill**

EFL classes' teachers focus on teaching oral production with high quality, for it the main aim learners want to achieve. Leading learners to acquire the correct communicative and collaborative skills is highly essential in the teaching and learning processes, rather than using only memorization techniques.

Shrouf (n.d) said that many linguists and ESL teachers agree that most learners learn to speak in the second language by “interacting” with each other or with native speakers. By using this method in ESL classes, learners will have the opportunity to communicate with one other in the target language. (p.10).

The main goal of teaching speaking skills is communicative efficiency. Learners should be able to make themselves comprehended; they should try to avoid ambiguity in their speech due to faulty pronunciation, grammar, or vocabulary. They should also observe the social and cultural norms that apply in each communication situation.

## **8. Barriers of Speaking English with High Professionalism**

Some of EFL learners face the problem of poor speaking ability because of many circumstances, Littlewood (1981, p. 17) claimed that the atmosphere which makes learners feel secure and valuable as individuals is the one needed in our classes; however, learners often face inevitable problems. Many reasons hinder these learners from achieving their full speaking efficiencies.

Richards (n.d) illustrated them as follows:

- Speaking skills are not emphasized in the curriculum.
- Teachers have a limited English proficiency.
- Classroom environment does not accommodate oral activities.
- Learners do not practice speaking outside of the classroom.

- Examination system does not give importance to testing oral skills

To become a professional speaker of English, one has to overcome several obstacles. Mohammed Ashour (2014, p. 44-50) stated them in his study:

### **8.1.Cultural Differences**

Social roles and rules have strong effect on speakers' interest, ability, level of professionalism to learn, speak or discuss with others. It is very common that people's social status, gender, age and level of education affect the language they use when they speak. The barriers will appear either when learners transfer cultural rules from their mother-tongue language into the target language or when their fear of transfer when speaking makes them unwilling to speak.

### **8.2. Personal Differences**

Teachers categorize learners into different types. Some learn easily and are able to use the new learnt new item. Others find it more difficult to learn and can hardly remember what they learnt. The first type learners break all fear barriers easily but those of the second type need more time to overcome the problems.

### **8.3. Interest in the Topic**

Learners find it hard to have a conversation, debate or any other type of speaking activity on a topic that they know little about. They prefer to discuss familiar topics that simulate their real-life experiences of speaking in the target language.

### **8.4. Inhibition**

When learners want to participate in the classroom, many of them experience restraining feelings which has many causes such as shyness and fear of making mistakes .Ur (1981, p. 121) claimed 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. Thus, failure in speaking can be because of different factors, including both limited vocabulary and poor grammar. Some learners are unable to find the right words when speaking and struggle to make their speeches more accurate to avoid making embarrassing errors.

### **8.5. Nothing to Say**

Learners often complain that they cannot think of anything to say because they have no motive to express themselves. Baker and Westrup (2003) stated that “it is difficult for many learners to respond when the teachers ask them to say something in a foreign language because they might have little ideas about what to say” (p.28)

### **8.6. Mother Tongue Use**

The majority of learners tend to resort to using their mother tongue because it seems easy for them. In this regard, Lado (1957) indicated that “individuals tend to transfer the forms and meanings and the distribution of forms and meanings of their native language and cultures to the foreign language and culture.”(p.02). Hence, the lack of vocabulary in the target language leads the learners to face some challenges in using it correctly which encourages them to keep on relying on the forms and meanings of their mother tongue.

## **9. Solutions to Overcome Speaking Barriers**

Teachers are aware of the impact of those barriers on learners’ speaking quality. That is, they suggest some solutions for the sake of overcoming such obstacles. Ur (1981) proposed some solutions as follows (p.122)



*Figure 3: Solutions to overcome speaking barriers (Ur, 1981, p. 122)*

## 10. Testing Speaking Skill

Hui (2011, p.18.19) stated that the speaking test is used to test speaking proficiency. When we test learners' speaking, we want to assess the following:

- How accurately and appropriately the learner uses the language (grammar and vocabulary).
- How well learners hold conversations and organize their ideas.
- How fluently they speak.
- How comprehensible their pronunciation is.

## 11. Types of Classroom Speaking Performances

In English classroom, learners are expected to practice their English speaking. The following are the kinds of oral production that learners are expected to carry out in the classroom proposed by Brown (2001, p.271)

### 11.1. Imitative

A specific amount of the speaking time in the classroom should be dedicated to simulating native-like speech, where learners practice a certain vowel to correctly pronounce from then

on. This kind of imitation is practiced for the sake of focusing on language structure rather than delivering a meaningful message. (p.271)

### **11.2. Intensive**

As well as imitative, intensive speaking includes more speaking performances that are solely dedicated to practice some aspects of the language. Intensive speaking can be formed intrinsically or it can be extrinsically resulted from some pair work activity, where learners are revising certain forms of language. (p. 273)

### **11.3. Responsive**

A good amount of learner speech in the classroom is responsive: short comments replies to the teacher questions. Since these replies do not extend into dialogues, they are sufficient to create a vital atmosphere in the classroom. (p.273)

### **11.4. Transactional**

Transactional language is carried out to convey a message or exchange information. It is the extended form of responsive language. (p. 273)

### **11.5. Interpersonal (dialogue)**

The other form of conversation is interpersonal dialogue; it is carried out to maintain social relationships rather than for the transmission of facts and information. (p. 274)

### **11.6. Extensive (monologue)**

Finally, learners at average to advanced levels are asked to give extended oral monologues as reports or summaries. In this case, the register is more formal. These monologues can be planned or improvised. (p. 274)

## **12. Activities Used in Class to Test and Promote Speaking Skill**

Nowadays, it is of great importance to assess some activities to help promoting speaking in a way or another. Several scholars agreed on the fact that teachers and learners focus more on implementing activities that enhance the speaking aspect rather than any other language skill.

Ur (1981) claimed that “Classrooms activities that develop learners’ ability to express themselves through speech would therefore seem an important component of a language course.” (p.120)

“While communicative language is concerned with all the skills and their use in a naturally integrated manner, the recent emphasis on communication has focused particular attention on ways of promoting speaking” (Sheils, 1993, p.139)

### **12.1. Discussion**

Guettal (2008, p. 47) said that “discussion” is one of the common speaking enhancing techniques. It generally helps EFL learners to develop their communicative competencies as well as their abilities to orally express ideas accurately and give them the chance to clarify or modify ideas, resolve differences and find a common interest because through classroom discussion. Learners can benefit each other through their personal experiences.

Ampa et al (2013, p.174) added other activities to help learners develop their speaking skill:

### **12.2. Interviews**

Interviews are a set of questions asked to obtain information. Conducting interviews with people gives learners an opportunity to practice their speaking and social skills, not only in class but also outside0.

### **12.3. Presentation**

Presentation develops speaking skills; teachers may give the learners opportunities to present information in front of the class, for instance, hold an informal “show and tell” day where everyone brings something from home to share with the class. Giving the class notice enables them to prepare and practice ahead of time. It can also boost learners’ self-confidence which in result motivates them to participate more.

Zemmouri (2010, p. 46) added another activity:

### **12.4. Information–gap Activity**

He claimed that pair work is the basis of this kind of controlled oral practice activity. Learners are given different pieces of information and are asked to question one another in order to find out the missing information. Since this activity has a requirement for information exchange, it fosters learners’ output over time.

## **Conclusion**

As it is known, the speaking skill makes one of the most interesting skills that should be promoted. Due to its significance, this chapter tackled its main functions, aspects and components besides devoting a part to teaching speaking and suggesting solutions to some difficulties.

It is deduced that the speaking skill is indeed prominent in EFL classes as it is given more value than other skills; however, this does not prevent teachers from trying to improve it by implementing several techniques which one of them will be thoroughly discussed in chapter two.

## CHAPTER TWO: Role play

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## Introduction

As it is widely common, a lot of communicative techniques may be assigned to alleviate the monotonous atmosphere of the classroom by motivating learners and keeping their attention to the learning process. In order to achieve this aim, teachers tend to use drama like activities which prove their positive impact on learners' competencies. The most common one is Role play, a technique that we are going to shed the light on all along this chapter. We will discuss its definition, types, advantages and disadvantages, its categories, and both teachers and learners' roles.

### 1. Definition of Role play

To illustrate what Role play is, a variety of conceptions were elaborated by many scholars and researchers:

Role play, is defined by Livingston (1983) as an activity where a language learner has to act out a character, such as a boss, teacher, doctor or store clerk.( as cited in Werth, 2018, p.1)

Furthermore, Van Ments describes Role playing as the idea of impersonating a character in a particular situation and trying to act how this character would behave in realistic contexts. (As cited in Byers and Crocco, 2016 ,p. 102)

Salies and Gastao (1995) said that role playing is proposed as an ideal technique to teach language because it helps learners develop the ability to improvise in real-life situations. It also teaches appropriate language use, and boosts self-confidence (p.01)

Also, learners need to imagine a role, a context, or both and improvise a conversation. The context is usually chosen, but learners improvise the dialogue as they proceed (Doff, 1988, p.232). Whereas Thornbury (2005) said that "The Role play should not require sophisticated performance skills or a lot of imagination. Situations grounded in everyday reality are best." (p.126)

According to Yardley-Matwiejczuk (1997) “Role play as a term describes a range of activities characterized by involving participants in ‘as-if’ or ‘simulated’ actions and circumstances.” (p. 01)

McSharry and Jones (2000) stated that the key to Role play, and the reason why Role play can help learners (children) to learn anything, is that it is based on ‘play’(p.73).

Porter-Ladousse (1987) stated that “Role play activities range from highly-controlled guided conversations at one end of the scale, to improvised drama activities at the other; from simple rehearsed dialogue performance, to highly complex simulated scenarios.”(p.3)

To sum up, Role play practices are about acting out personas either imaginary or realistic. This activity requires a simple set of skills because simple situations are more relatable to learners. Also, learners can prepare or improvise the dialogues as they go.

## **2. Advantages of Role play**

Among all the drama activities, RP has proven to have tremendous benefits on language practice. Chesler and Fox (1966) stressed that “Role playing Methods in the Classroom is about a technique that has proved highly useful to many teachers for dealing with a variety of classroom problems and reaching certain learning objectives”(p.vii).

In addition, Joyce and Weil (1972) stated that Role playing process provides an immersive experience that serves as a vehicle for learners to:

- Explore their feelings.
- Gain insights into their attitudes, values, and perceptions.
- Develop their problem-solving skills and attitudes.
- Explore subject matter in varied ways (p.22).

According to Oduke (2014), we can summarize the main advantages in the following chart (p.73):



*Figure 4: Advantages of Role play. (Oduke, 2014, p. 73)*

By reviewing all these features, we could understand why Role play might be the best teaching method to employ when helping to develop learners' language competence and therefore help improve their social skills.

### **3. Disadvantages of Role play**

Like every tool used in EFL classes, RP has many downsides. Van Ments (1999) offers the following list of the potential drawbacks of the usage of Role play:

- Teacher loses control over what is learnt and the order in which it is learnt.
- Simplifications can mislead.

- Uses a large amount of time.
- May be seen as too entertaining or frivolous.
- May depend too heavily on what learners already know (p.16).

Other inconvenient that Van Ments had not pointed out may be listed as follows:

- 1) Embarrassment and loss of spontaneity
- 2) Committing mistakes

#### **4. Types of Role playing**

Mainly, Role play can be classified into four types which are:

##### **4.1. Dialogues**

It can be viewed as a common tool teachers utilize; Dobson (1996) defined dialogue as “a language model of a short conversation between two persons.” What makes dialogues useful is what they provide in terms of effectiveness, for instance, Ampa et al (2013) claimed that a dialogue helps the learners practice all aspects of phonology including pronunciation, intonation, and stress. In ‘dialogue’, the learners aim to learn, rather than to make points or to confirm their own assumptions (p174).

Hence, Byrne (1986, p. 23) suggested some criteria that have to be present in a “successful” dialogue:

a-The language should be relevant and appropriate.

b-The situations should be realistic.

d-The structural and lexical items should be limited.

f-The dialogue should be interesting and concise. (as cited in Zemmouri, 2010)

## **4.2. Improvisations**

Stain (2016) gave a simple definition of improvisation as a free Role play that does not depend on textbooks, in other words, it is an unscripted Role play. (p. 214)

Lavery (n.d) claimed that improvisations encourage learners to:

- Get practice in instigating communication from nothing.
- Focus on getting the message across rather than on repeating dialogues parrot fashion.
- Use their imagination.
- Imagine themselves using the language in real-life situations.
- Be creative with language.

Even though dialogue is not always planned and can include a part of imagination, improvisation is always pure fabrication of situations.

## **4.3.Plays**

A play is a piece of work usually written by a playwright that almost always consists of dialogues between fictional characters. A play is a 'story' performed on a stage. Instead of reading a script and being told about what already happened, in a play we see and hear what is happening. Actors pretend they are the people in the story; they talk according to what the playwright (or the teacher) gives them to say, and do what the playwright (or the teacher) tells them to do.

## **4.4.Simulations**

A simulation can be considered an imitation or a mimic of a certain situation or process:

Didmitrova and Ivanov (2005) stated that “Simulation is an imitation playing pattern of interrelation between the characters in an imaginary situation.” (p.19)

As cited in Zemmouri (2010, p. 65), even though Role play and simulation are related, according to what Thornbury (2005:98) says: A distinction can be made between role-plays and simulations. The former involve the adoption of another 'persona' .... In simulation, on the other hand, learners 'play' themselves in a simulated situation. Also, Shrouf (n.d) said that in simulations, learners can bring materials that are necessary to accomplish creating a realistic environment. (p. 15)

## **5. Categories of Role play**

In addition to the types of Role play previously listed, there are other classifications that might be considered categorical:

### **5.1. According to the number of participants**

Werth (2018, p. 13) mentioned that there are two types need to be presented:

- **Small group Role plays:** they are performed in groups of two to five learners. In other words, they are limited in terms of the number of participants.
- **Large group Role plays** are typically conducted with the entire class acting out a scene together.

### **5.2. According to the previous preparation**

Chotirat and Sinwongsuwat (2011) believed that “Role plays are generally of two types: scripted Role play and unscripted Role plays. (p.1-2)

#### ***5.2.1. Scripted Role plays***

Scripted Role plays are a more popular choice among teachers to improve their learners' oral production in interactive classes. They require the learners to work in pairs or small groups. This type of Role plays puts learners at ease as they usually have enough time to prepare it beforehand. Werth (2018, p.12) said that “in a scripted Role play the learners will have time in advance to plan and possibly write out the dialogue”

### 5.2.2. *Non-scripted Role plays*

Unlike scripted Role plays, non-scripted Role plays seem to be more challenging, for learners have to improvise what to say on the spot. Chotirat and Sinwongsuwat (2011) also claimed that unscripted Role plays are less frequently used, most likely because they are more complex, unrehearsed and spontaneous. Moreover, they put a lot of pressure on the learners, requiring them to improvise conversations immediately with little preparation.

### 5.3. According to its relation with reality

There are two types: Real and Surreal Role plays. Kuśnierek (2015) said “**real-playing** fits in the desire for realism because it gives learners the chance to practice typical activities they will probably perform in real life. (p. 82)

Due to the usability of this type, learners find themselves more able to face the future problems because they already dealt with in their classrooms.

While real-play considers the classroom as an atmosphere in which a real world could be generated, **surreal-playing** calls for promoting an expression of thoughts and feelings of each learners mind. Such an activity is also called imaginative Role playing. As stated by Doff (1988), not only children fantasize, but also teenagers and adults often imagine themselves in different situations. (p.240)

## 6. Stages in the Role playing Sequence

Role playing in the classroom works best when there is an attempt to follow a definite sequence of steps. The sequence outlined below allows for a logical ordering and development of the Role playing session.

Chesler and Fox (1996) sated that there are three main steps that may be clarified as follows:

### **6.1. Preparation and instruction**

The first stage, which is also called **the briefing stage** covers, as a first step, the problem selection, warm-up, and general or specific instructions to participants and audience.

The second step is the use of a **Checklist**, it is useful to ensure that learners understand how the Role play will work, especially how they will interact with other players within the group. After selecting the problem, the teacher needs to prepare learners and make them comfortable in public performance and expression. The teacher is now ready to brief the actors, to explain in detail the exact role each of them will play.

### **6.2. Dramatic action and discussion**

The second major stage, also known as **the forum stage** covers both the Role playing itself “interaction” and the subsequent discussion and interpretation of the action. It engages the participants in direct interaction involving all of them.

### **6.3. Evaluation**

The final stage, which is called **the debriefing stage**, must follow the enactment and discussion of the Role playing situation. Afterwards, the teacher and learners review the successes and failures of their Role playing experience. It is considered the most important element of the Role play. In this stage, the learners are given the opportunity to discuss what has taken place in the presentation in order to give feedback (remarks, reactions and comments) for the future Role plays. (p. 22-23)

## **7. Learners’ Roles in Role playing Exercises**

Learners should be able to freely express their desire to select themes and topics about which Role playing will take place.

Criollo-Eraza (2018) claimed that “learners act as communicators and active or direct participants of the language learning process”(p.33).

Learners are able to adapt to play any given role following the appropriate context suggested by their peers or by the teacher. Mugglestone (1977) stated that each learner in Role play comes under one of the following factual four categories:

- That of acting out a role he has performed in his L1 and will need to perform in English, i.e. being a guest or host at a party;
- That of acting out a role he has performed in his L1 but is unlikely to need in English, for example, being a husband or wife;
- That of acting out a role he has not performed in his L1 but will need to perform in English, such as, being a learner about to become a postgraduate at a British university and needing to participate in tutorials and seminars; and
- That of acting out a role he has not performed in his L1 and is unlikely to need in English, i.e. being a policeman. (p. 14)

## **8. Teachers' Role in Developing Role playing Exercises**

In the learning process many factors contribute together to guarantee a suitable environment in which learning occurs. The teacher is supposed to guide and motivate learners. Consequently, it is crucial for the teacher to focus on his role or more precisely 'his roles'. As Mahboobeh (2017) said, "For the instructor, Role play is a multipurpose activity. In that, it can be based on authentic listening passages, readings, or videos" (p.148)

Chesler and fox (1996) said that learners cannot practice successfully in private; interaction with other persons is needed to develop skills and confidence in the technique. Many teachers might be reluctant to try Role playing without a clear idea of what their purpose is and without a series of rehearsals. (p. 20)

Byrne (1986) gave a list of obstacles that teachers have to cope with:

- The size of the class (often thirty or more learners.)

- The arrangement of the classroom (which rarely favours communication.)
- The number of hours available.
- The syllabus itself, which may discourage us from giving adequate attention to the spoken language.

Teachers can overcome those problems by embracing and practicing their roles in the classroom; some of these roles are illustrated by Harmer (2007, p. 67-68) in Figure5:

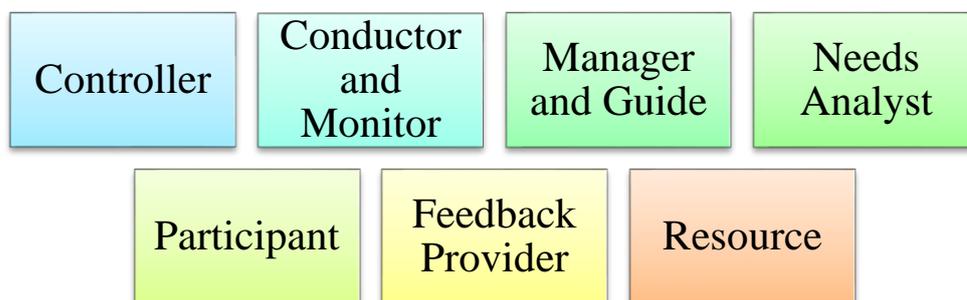


Figure 5: Teachers roles in developing Role playing exercises. (Harmer, 2007, p. 67-68)

## 9. The Relation between Role play and Speaking Skill

To finish with this chapter we would like to highlight the relation and the effect of implementing Role play in learning a foreign language to reinforce the speaking skill of the learners, we refer to some studies done by many researchers. Therefore, here are two academic articles:

- Aliakbari and Jamalvandi (2010) conducted a research on Role play as a technique of task-based language teaching to boost EFL learners speaking ability. The objective of this study was to show the effect of Role play as a task-based technique on developing the learners' speaking skill. In order to achieve this aim, the researchers sought to answer the following research question: "Does task-based language teaching Role play make any noticeable change in the learners' speaking ability in the experimental group

compared to the control group?” After the analysis of the obtained data from the IELTS speaking test, the comparison’s results showed the positive effect of Role play technique on learners’ speaking ability. Hence, it is concluded that adopting Role play technique for two months significantly improved the results. The participants in the experimental group performed better than those in the control group and the findings proved that Role playing tasks boost the speaking ability among the Iranian learners.

- On the other hand, Kamerade (2012) implemented Role play as a method to facilitate peer to peer interaction in large group of Master’s learners. The aim of this project work was to examine how successful Role play technique could be in enhancing communication among the learners and to consider its effective learning benefits.. After the analysis of the findings, the researcher came with a conclusion that “Role play provides opportunities for and encourages learners to engage in communication with each other”. In addition, the learners found the Role play informative, helpful in their learning.

## Conclusion

In this chapter, we have discussed the second element of our study which is “**Role play**” by highlighting its different definitions, types, advantages and disadvantages. Furthermore, we tried to give a general idea about how the Role play could be designed and well organized by clarifying its main steps besides the role of both learners and teachers who are considered the main director of this crucial activity.

By the end, and to pave the way to the practical part, we have chosen to conduct some studies reinforcing what we have deduced about the fact that Role play remains an ideal technique to be assessed in order to upgrade learners’ speaking skill.

## CHAPTER THREE: The Field Work

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## **Introduction**

This chapter is devoted to the practical part of this study which is conducted to investigate the development of learners' speaking skill through using Role play. Following the nature of this work, two questionnaires are administered for both teachers and learners at the Department of English at Biskra University in order to collect data. As a first step, we are going to introduce the research design and methodology then we will tackle the research variables, after that, we will move to the population of the research. Second, we are going to describe, analyze and interpret the questionnaire's results and finally present our research findings about the effect of Role play on EFL learners' speaking skill.

### **1. Design and Methodology**

Many methods can be used for one single subject. To prefer one method to another should be based on its adequacy to the subject under investigation. Since the objective of the present study is to predict and find the relation that exists between Role play and speaking skill, the descriptive method is considered the most suitable one.

### **2. Research Variables**

This study is based on two research variables: The first variable is the independent variable which is Role play. The second one is the dependent variable which is Speaking Skill. The objective through this study is to illustrate the relationship between the two variables. In other words, we attempt to prove that Role play has a positive effect on learners' speaking skill.

### **3. Population**

#### **3.1. Learners**

Third year learners of English at the University of Biskra are the whole population. We will deal with thirty (30) learners chosen randomly out of the total population which is about 200 learners. The reason behind choosing third year learners is that they have already

experienced Role play as a technique in their oral sessions. So, they will be more helpful in conducting this study.

### **3.2. Teachers**

Teachers of English language at Biskra University are the total population. We will deal with the sample of ten (10) teachers. They will be selected randomly from the whole population of about seventy (70) teachers. All the participants are teachers of oral expression, they are chosen because they are the ones who can provide us with the different views about Role play and whether they consider it as an effective method to upgrade learners speaking skill or not.

## **4. Description of the questionnaires**

Generally, the questionnaire is a widely used tool for obtaining more evidence and information on the research work in a short time. In this study, the researcher tends to use two questionnaires one for learners and another for teachers. The questionnaires contain multiple choice questions where the participants have to tick the best answer.

### **4.1. Learners' questionnaire**

The learners' questionnaire is composed of (25) questions and it consists of three (03) parts. The first part deals with learners' personal attitudes toward English. The second part deals with speaking skill, in other words, the problems faced by learners and the different activities that are assigned to overcome those problems. The third part is about Role play. It contains questions about the classroom atmosphere and the types of activities that are used in the classroom to teach speaking skill. Furthermore, it provides a general idea about the advantages of Role play according to what learners think as they already experienced it.

#### **4.2. Teachers' questionnaire**

The teachers' questionnaire is composed of (15) questions and it consists of three (03) parts. The first section is devoted to the back ground information of the teachers. The second section is devoted to speaking skill in terms of problems and solutions. The third section is about Role play .Moreover, the last part shows the different roles of teachers when learners are playing roles, also, their attitudes toward using this technique to upgrade their learners' level of speaking.

### **5. The administration of the questionnaires**

#### **5.1. Learners**

As we have mentioned before, thirty (30) learners were selected randomly for this study since it is difficult to work with the whole population. The learners were given some explanations and instructions before they complete the questionnaire and it took them almost 15 minutes to complete the questionnaire because it was at the end of a session.

#### **5.2. Teachers**

Teachers' questionnaire was administered to ten (10) teachers, some of them have taught oral expression and others still teach it. And it took almost 2 hours to hand the questionnaires back.

## The Analysis of Learners' questionnaire

### Part one: Personal Attitude toward English

#### Q1. Do you like English language?

Options	Very much	Somehow	Not much
Number	23	06	01
Percentage	76.67%	20%	3.33%

*Table 1: Do you like English language?*

A quick look at the table above reveals that most of the participants tend to like English very much, while 20% said that they somehow do. Also, it can be noticed that only 1 learner does not like English. The aim of this question is to know the learners' motivation toward learning English. From these results, it can be concluded that because the majority of the asked learners like English, they will evidently be interested in all the activities that promote their learning process, also improving their levels in all language features.

#### Q2. Which skill do you think should be given more importance?

Options	Listening	Speaking	Writing	Reading
Number	03	14	11	14
Percentage	10%	46.67%	36.67%	46.67%

*Table 2: Which skill do you think should be given more importance?*

According to what is shown in the previous table, the majority of the informants said that speaking and reading should be given more importance. A percentage of 36.67% said that writing should be given more importance whereas only three learners claimed that listening is the skill to be given more importance. These results prove that all what the learners want to be capable of is to orally communicate and read with a high proficiency.

## Part two: Speaking Skill

### Q3. To what extent do you think speaking is interesting?

Options	Very much	Somehow	Not much
Number	23	07	00
Percentage	76.67%	23.33%	00%

*Table 3: To what extent do you think speaking is interesting?*

This question acts as a support to the previous one and shows the high awareness of learners towards the importance of speaking in studying English. A quick glimpse at the table above reveals that almost 77% of learners think that speaking is very interesting, while the remaining 23.33% think that it is somehow interesting. No one of the informants neglected speaking as a crucial element that should be given more attention. This result goes hand in hand with the previous one, this means that speaking is of a great importance in the process of learning from the point of view of the majority of learners.

### Q4. Evaluation of learners' level in speaking

Options	Excellent	Good	Average	Bad
Number	01	13	16	00
Percentage	3.33%	43.33%	53.33%	00%

*Table 4: Evaluation of learners' level in speaking*

It can be noticed through the table above that most of the asked learners are of an average level of speaking, while 43.33% are of a good one. Only one learner claimed that he is excellent in speaking. The obtained results assume the necessity of implementing several activities since the majority is of an average level in order to higher the level of learners in terms of speaking.

**Q5. Frequency of practising speaking in class**

Options	Always	Sometimes	Rarely
Number	06	17	07
Percentage	20%	56.67%	23.33%

*Table 5: Frequency of practising speaking in class*

This question seeks to know the frequency of learners' participation in the classroom and if they take risks participating and using the target language. More than half of the informants (56.67%) sometimes practise speaking in their classes while 20% always do. The 23.33% remaining informants claimed that they rarely practise speaking in their classes, this may be caused by many reasons such as the lack of motivation or the learners are not risk takers. Besides, oral sessions do not shed the light only on speaking, but also on other skills.

**Q6. Is the atmosphere in your class suitable for such practice?**

Options	Yes	No
Number	21	09
Percentage	70%	30%

*Table 6: Is the atmosphere in your class suitable for such practice?*

Generally, practising speaking requires a very suitable atmosphere in the classroom, the suitable atmosphere motivates learners to interact and show better their capacities. The table above reveals that a large number of respondents who represent 70% said that the atmosphere of the class is suitable for practising speaking without any obstacles that might hamper them while 30% said that it is not. The aim of this question is to know if there are some factors that may affect negatively the practice of speaking.

**If no, say why.**

The different reasons mentioned by those who responded with "No" are as follows:

- Critics.
- Noise and crowds.
- Not all teachers give the chance to practice.
- The fear of speaking in front of people.
- Only the teacher who practises speaking in class.
- Shyness
- Inability to talk in front of strange people.
- Lack of vocabulary.

**Two** learners out of the **9** who responded with “No” did not mention any justification for their answer.

**Q7. What are the most common barriers do you face when speaking?**

Options	The lack of vocabulary and fluency	The lack of confidence.	The mother tongue use.	The fear of speaking in front of people
Number	14	05	01	12
Percentage	46.67%	16.67%	3.33%	40%

*Table 7: What are the most common barriers do you face when speaking?*

Practising speaking in Algerian Oral classes has many deficiencies from the point of view of learners. As we see, most of the respondents said that the lack of vocabulary and fluency are the most common barrier faced when practising speaking; this problem could not be solved unless many techniques are assigned in other modules like Grammar and Written expression. A proportion of 40% said that the fear of speaking in front of people is considered to be the most faced one and this is may be due to the low self-esteem of those learners. A percentage of 16.67% claimed that the lack of confidence is the most common problem may be because of

the fear of those learners to be the central topic of their classmates if they commit mistakes when speaking .Only 1 learner mentioned the mother tongue use as the essential one.

**Q8. Do you find your teacher helpful to overcome the previous problems?**

Options	Yes	No
Number	20	10
Percentage	66.67%	33.33%

*Table 8: Do you find your teacher helpful to overcome the previous problems?*

The teacher, generally speaking, is of a great role especially when his/her learners need correction of the errors they commit while the process of learning and this is what is shown through the table above. A proportion of 66.67% of learners find his/her teacher helpful to overcome the previously mentioned problems. This help has many aspects that were mentioned without any further illustrations:

- Motivating and encouraging us.
- Giving pieces of advice
- Enriching vocabulary.
- Correcting mistakes.
- Facilitating hard tasks.
- Helping by giving the synonym in Arabic.

Ten learners, who make 33.33% of them, do not find their teacher helpful.

**Six** learners out of the **20** who responded with “Yes” did not mention any justification for their answers.

**Q9. What activities are mostly assigned by your teacher to better practise speaking?**

Options	Language games	Open discussions	Presentations	Role play	Others
Number	02	15	22	07	01
Percentage	6.66%	50%	73.33%	23.33%	3.33%

*Table 9: What activities are mostly assigned by your teacher to better practise speaking?*

The results presented in the table above show that the mostly assigned activity is “Presentation” which was the choice of 73.33% of the respondents; may be because it is previously prepared that teachers usually assign to make learners feel at ease when speaking. 50% chose “Open discussion” by which learners can freely discuss different topics without any hesitation. Role play came thirdly with a percentage of 23.33%, this was unexpected especially that Role play has many advantages to be chosen as the most used technique as the following question illustrated. Language games made only 6.66% of the responses whereas one learner (3.33%) added making videos as a practice to better speaking.

**Q10. Which of the previous techniques do you prefer more? Why?**

Options	Language games	Open discussions	Presentations	Role play	Others
Number	04	06	06	09	00
Percentage	13.33%	20%	20%	30%	00 %

*Table 10: Which of the previous techniques do you prefer more? Why?*

This question seeks to know which of the previous technique is the most preferable. The highest percentage goes to Role play with 30%. Learners may prefer Role play because of some specific advantages like overcoming fear, as well as the advantages that are common with other techniques. Presentations and Open discussions came secondly with 20% of the respondents

while only 13.33% of learners prefer Language games. These results show the awareness of learners towards using Role play as a means of betterment of speaking skill. **Six** learners out of the **30** respondents did not answer this question. It means 20% did not respond.

#### Q11. Reasons for choosing each technique

Techniques	Reasons
Language Games	<ul style="list-style-type: none"> <li>• Overcoming shyness.</li> <li>• Limited relation between teacher and learner.</li> <li>• Funny and beneficial at the same time.</li> </ul>
Open Discussion	<ul style="list-style-type: none"> <li>• Gaining new knowledge.</li> <li>• The one can freely express himself.</li> <li>• More chance to speak.</li> </ul>
Role play	<ul style="list-style-type: none"> <li>• Building confidence</li> <li>• Acting and enjoying comedian roles</li> <li>• Overcoming fear.</li> <li>• Overcoming shyness.</li> <li>• Gaining courage</li> </ul>
Presentation	<ul style="list-style-type: none"> <li>• Developing research.</li> <li>• Enhancing fluency.</li> <li>• Gaining knowledge.</li> <li>• Developing vocabulary.</li> <li>• Overcoming shyness and anxiety.</li> </ul>

	<ul style="list-style-type: none"> <li>• Gaining confidence.</li> </ul>
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*Table 11: Reasons for choosing each technique*

It seems to the reader that Presentation should be classified as the most preferable technique due to the highest number of reasons that learners gave justifying their choice, but actually the ones who chose presentation gave a set of reasons unlike those who chose Role play, Open Discussion and Language Games who were brief in listing their reasons.

Also, the most common reason for choosing any of the previous techniques are: overcoming shyness, gaining confidence and developing fluency and vocabulary.

### **Part three: Role play**

#### **Q12. Have you practised Role play in your oral session before?**

Options	Yes	No
Number	27	01
Percentage	90%	3.33%

*Table 12: Have you practised Role play in your oral session before?*

A quick look at the table above shows that except 1 learner, all informants “90%” have already practiced Role play. This confirms that Role play is widely used by teachers.

**Two** learners out of the **30** respondents did not answer this question. It means 6.66% of the whole sample.

**Q13. If yes, how often?**

Options	Usually	Sometimes	Rarely
Number	08	15	04
Percentage	29.63%	55.55%	14.81%

*Table 13: If yes, how often?*

This question aims to know how often Role play is practised. The results presented in the table show that 55.55% of the learners sometimes practise Role play and this shows that Role play is periodically assigned besides other techniques in oral sessions. A portion of 29.63% of the informants usually practise it. Only 14.81% claimed that they rarely do.

**Q14. Which type do you practise more?**

Options	Scripted Role play	Unscripted Role play
Number	24	04
Percentage	80%	13.33%

*Table 14: Which type do you practise more?*

As it is presented in this table, over 80% of the learners tend to practise Scripted Role play in most cases. This result is logical and predictable because scripted Role play serves more in overcoming several problems such as anxiety, committing mistakes and shyness than the unscripted Role plays which was the choice of 13.33% of the respondents.

**Two** learners out of the **30** respondents did not answer this question. It means 6.66% of the whole sample.

**Q15. To what extent does previous preparation help in Role play achievement?**

Options	Very much	Somehow	Not much
Number	17	11	00

Percentage	56.66%	36.66 %	00%
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*Table 15: To what extent does previous preparation help in Role play achievement?*

According to the obtained results, 17 informants who represent 56.66% think that previous preparation helps very much in Role play achievement, this result goes hand in hand with the previous one and this reflects the awareness of the learners about the importance of previous preparation in Role play achievement. The remaining 11 learners who represent 36.66 % think that it somehow does.

**Two** learners out of the **30** respondents did not answer this question. It means 6.66% of the whole sample.

#### **Q16. When realizing a Role play, do you find all the materials you need in your work?**

Options	Always	Sometimes	Rarely
Number	01	24	03
Percentage	3.33%	80%	10%

*Table 16: When realizing a Role play, do you find all the materials you need in your work?*

By asking such a question, we want to know the availability of the indispensable materials in Role play sessions. The results shown in the table reveal that in the majority of the cases, materials like: Microphones, Loudspeakers are sometimes found and this lessens, in a way or another, the effectiveness of Role play. In 10% of the cases they are rarely found. Only in 3.33% of the cases materials are always found.

**Two** learners out of the **30** respondents did not answer this question. It means 6.66% of the whole sample.

**Q17. How much does the attention of learners to the Role player help in Role play achievement?**

Options	Very much	Somehow	Not much
Number	14	11	03
Percentage	46.66%	36.66 %	10%

*Table 17: How much does the attention of learners to the Role player help in Role play achievement?*

As we can see, the majority of the informants think that the attention of the learners to the Role player help very much in Role play achievement since the benefits of Role play do not concern only the performer, but also the audience. A portion of 36.66% of learners think that it somehow does. Only 3 learners think that it does not help much in Role play achievement.

**Two** learners out of the **30** respondents did not answer this question. It means 6.66% of the whole sample.

**Q18. While Role playing ,your teacher is more**

Options	Manager and Guide	Spectator	Feedback Provider	Participant
Number	13	05	07	02
Percentage	43.33%	16.66%	23.33%	6.66%

*Table 18: While Role playing, your teacher is more*

The majority of learners clearly demonstrated that their teacher is much more a Manager and Guide and this is considered to be a convenience since it impedes and confuses the performer. A percentage of 23.33% said that the teacher is a Feedback Provider it means he gives his/her remarks when his/her learners finish their performances. Only 16.66% of the informants claimed that the teacher is much more a Spectator which means s/he is just watching the performances without any interruption whereas 6.66% of them said that the teacher is a

Participant it means s/he is a part of the performance itself, this helps very much in achieving Role play because the teacher here is a “company” of his/her learners and this gives them more confidence and comfort.

**Four** learners out of the **30** respondents did not answer this question. It means 13.33% of the whole sample.

**Q19. How much does Role play help in giving cultural orientation?**

Options	Very much	To some extent	Not much
Number	08	17	03
Percentage	26.66%	56.66 %	10%

*Table 19: How much does Role play help in giving cultural orientation?*

In this question, 17 learners “56.66%” think that Role play helps somehow in giving cultural orientation may be because they think the topics they managed to perform do not provide any actualities in terms of cultural diversity since they emerged from their own socio-culture. A proportion of “26.66” of them think that it very much does while only “10%” think that it does not help much. Two learners out of the 30 respondents did not answer this question. It means 6.66% of the whole sample.

**Q20. To what degree does Role play affect learners fluency?**

Options	Very much	Somehow	Not much
Number	16	12	01
Percentage	53.33%	40 %	3.33%

*Table 20: To what degree does Role play affect learners fluency?*

As it is known , fluency is one of the crucial elements either learners or teachers seek to develop by assigning a set of techniques , that is why more than half of the informants think

that Role play affects very much learners' fluency since the one cannot be considered to be a good speaker unless he is already fluent. A percentage of "40%" of them think that it somehow does whereas only one learner thinks that it does not affect much.

**One** learner out of the **30** respondents did not answer this question. It means 3.33% of the whole sample.

**Q21. In your opinion, could accuracy be developed through Role play?**

Options	Yes, very much	To some extent	No, not much
Number	14	12	02
Percentage	46.66%	40 %	6.66%

*Table 21: In your opinion, could accuracy be developed through Role play?*

According to the obtained results, most of the learners stated that Role play helps very much in developing accuracy due to the fact that accuracy goes hand in hand with fluency; they have almost the same importance in the process of learning. A proportion of 40% said that it somehow does while only two learners claimed that Role play does not help much in developing accuracy. **Two** learners out of the **30** respondents did not answer this question. It means 6.66% of the whole sample.

**Q22. "Role play raises motivation"**

Options	I strongly agree	I agree	I do not know	I disagree
Number	06	17	04	02
Percentage	20%	56.66%	13.33%	6.66%

*Table 22: "Role play raises motivation"*

As it was expected, the majority of the learners agree that Role play raises motivation; they may avoid choosing "I strongly agree" just to give the impression that the other advantages of

Role plays are considered of a greater usefulness than motivation. A percentage of 20% strongly agree, 13.33% of them do not know whereas only 6.66 % disagree.

**One** learner out of the **30** respondents did not answer this question. It means 3.33% of the whole sample.

**Q23. To what extent does Role play help in building confidence?**

Options	Very much	Somehow	Not much
Number	19	09	1
Percentage	63.33%	30 %	3.33%

*Table 23: To what extent does Role play help in building confidence?*

The obtained data reveals that the majority of the respondents assume that Role play helps very much in building confidence. This means that Role play is an essential pillar in overcoming shyness; anxiety and the fear of speaking in front of people, a percentage of 30% think that it somehow does. Only one learner stated that it does not help much.

**One** learner out of the **30** respondents did not answer this question; it means 3.33% of the whole sample.

**Q24. Role play develops empathy**

Options	I strongly agree	I agree	I do not know	I disagree
Number	07	14	07	00
Percentage	23.33%	46.66%	23.33%	00%

*Table 24: To what extent does Role play help in building confidence?*

A quick glimpse to the data presented in the table shows that the majority of the respondents agree that Role play develops empathy. This means that learners need collective works to better their capacities in speaking by developing empathy. An equal proportion of 23.33% goes to both respondents who strongly agree and those who do not know.

Two learners out of the 30 respondents did not answer this question. It means 6.66% of the whole sample.

## The Analysis of Teachers' Questionnaire

### Part one: Background Information and Language Skills

#### Q25. How long have you been teaching English at university?

Options	One to five years	Five to ten years	More than ten years
Number	02	04	04
Percentage	20%	40%	40%

*Table 25: How long have you been teaching English at university?*

The obtained data shows that 80% of the teachers have been teaching for more than five years and this reveals that the experience of those teachers affects positively the management of Role play performance. Only 20% of them have been teaching one to five years.

#### Q26. According to you, which of the four skills is given much more importance in the branch of English?

Options	Listening	Speaking	Writing	Reading
Number	02	02	06	02
Percentage	20%	20%	60%	20%

*Table 26: According to you, which of the four skills is given much more importance in the branch of English?*

A quick glimpse at the table above reveals that the majority of teachers “60%” claimed that Writing, which can be practised through several activities, is the most skill to be given more importance; this position leads to the neglect of the other activities that serve the other skills,

for instance, speaking skill which is of a great importance. Celce-Murcia (2001) argued that for most people the ability to speak a language is synonymous with knowing that language since speech is the most basic means of human communication (p. 103). A percentage of 20% goes equally to Listening, Speaking and Reading.

## Part two: Speaking Skill

- **How many hours per week are allotted to the oral-expression module?**

All of the informants assert that the time allotted to oral expression is 03 hours, which is the equivalent of two sessions per week and this is not sufficient when compared with the usefulness of Role play. Nevertheless, the oral session is not always devoted to performing Role play and this lessens noticeably its impact since there are other techniques to be held all over the oral sessions.

### Q27. Do you think that it is sufficient for EFL classes?

Options	Yes	No
Number	04	06
Percentage	40%	60%

*Table 27: Do you think that it is sufficient for EFL classes?*

This question acts as a support to the previous one. The obtained results confirm what it was mentioned in the analysis of the previous question because most of the teachers “60%” think that the time allotted to the oral expression module is not sufficient and it is considered to be a problem that needs solutions and suggestions. The remaining 40% of them think that it is sufficient.

### If no, what do you suggest?

The different suggestions are:

- Oral / speaking should be taught a lot.

- Learners should practice their speaking.
- More hours and special classrooms for the oral expression class.
- Multiply and vary the quality of tasks.
- Four practical sessions should be devoted to oral expression.
- To develop more the speaking skill within other modules like written expression , literature.

Through the different suggestions, it can be concluded that it is compulsory, according to teachers, to maximize the number of sessions that are devoted to speaking all over oral classes.

**One** teacher out of the **6** who responded with “No” did not give any suggestion.

**Q28. How often do your learners participate in the oral expression?**

Options	Frequently	Sometimes	Rarely	Never
Number	07	03	00	00
Percentage	70%	30%	00%	00%

*Table 28: How often do your learners participate in the oral expression?*

The results presented in the table above show that the majority of teachers claimed that their learners participate frequently in the oral expression session and this indicates that learners are aware of the interest of the participation in gaining higher capacities in speaking; moreover, the effect of several oral activities in motivating learners to participate more. The remaining 30% said that learners sometimes do.

**Q29. What are the most common barriers do your learners face when speaking in oral sessions?**

Options	The lack of vocabulary and fluency	The lack of confidence.	The mother tongue use.	The fear of speaking in front of people
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Number	04	03	00	04
Percentage	40%	30%	0%	40%

*Table 29: What are the most common barriers do your learners face when speaking in oral sessions?*

It can be noticed through the table above that the two most common barriers faced by learners, according to what teachers stated, are: the lack of vocabulary and fluency and the fear of speaking in front of people which represent 40% for each, this result goes hand in hand with what was revealed through learners' questionnaire in questions 21 and 24 which confirm that implementing Role play, as a means for betterment of speaking skill, can overcome those barriers. A percentage of 30% of respondents said that the lack of confidence is the most common one.

**Four** teachers responded by adding a 5<sup>th</sup> choice which is: All of them, it means **40%** of the whole sample.

### **Q30. How often do you help learners overcome their speaking problems?**

Options	Always	When necessary	Sometimes	Never
Number	05	05	00	00
Percentage	50%	50%	00%	00%

*Table 30: How often do you help learners overcome their speaking problems?*

A quick look at the table reveals that percentages are equally divided, "50%" for each, between always helping learners overcoming their speaking barriers and only when it is necessary and this is what learners asserted in question 9 in learners' questionnaire. The help of the teacher is of a crucial importance in achieving oral activities.

### **Q31. What activities do you mostly assign to better practise speaking?**

Options	Language games	Open discussions	Presentations	Role play	Others
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Number	01	06	04	05	02
Percentage	10%	60%	20%	50%	20 %

*Table 31: What activities do you mostly assign to better practice speaking?*

The results presented in the table above show that Role play came as a second choice for the teachers to assign in order to better practicing speaking, in learners' questionnaire it came as a third choice "question 10". In both cases Role play was not the mostly assigned activity to upgrade speaking ability and this confirms that Role play is not given the importance it deserves.

**Three** teachers responded by adding a 5<sup>th</sup> choice, which is: All of them, it means **30%** of the whole sample.

**Other mentioned techniques:** Dialogues, Situations, Creative activities (telling imaginary stories)

### **Part three: Role play**

#### **Q32. Have you assigned Role play as a technique in oral-expression classes?**

Options	Yes	No
Number	09	01
Percentage	90%	10%

*Table 32: Have you assigned Role play as a technique in oral-expression classes?*

A quick look at the table above shows that except one teacher, all informants have already assigned Role play. The obtained result shows that Role play becomes a certified technique to be utilized for the sake of improving speaking skill.

**Q33. If yes, how often do you use it?**

Options	Too often	Sometimes	Often	Rarely
Number	01	04	02	02
Percentage	10%	40%	20%	20%

*Table 33: If yes, how often do you use it?*

As we can see, 40% of the teachers sometimes use Role play and this confirms the fact that Role play is not the only activity used by teachers because it does not enhance all the features of speaking with the same degree. A proportion of 20% goes for both choices “Often” and “Rarely”. Only one teacher claimed that he uses it too often.

**Q34. Is the general atmosphere in your class suitable for using such technique?**

Options	Yes	Somehow	No
Number	01	08	01
Percentage	10%	80%	10%

*Table 34: Is the general atmosphere in your class suitable for using such technique?*

As it was expected, 80% of the informants claimed that the class atmosphere is somehow suitable for practicing such technique that means that the atmosphere is not ideal for achieving such a technique, while 10% said “Yes”, 10% also said “No”.

**Q35. Do you find all the materials which are necessary for realizing Role plays?**

Options	Yes	No
Number	03	06
Percentage	30%	60%

*Table 35: Do you find all the materials which are necessary for realizing Role plays?*

The highest percentage “60%” goes for the unavailability of the indispensable materials or the availability of some of them, which was asserted by learners in question 17. The necessary

materials may involve special classrooms for oral sessions as it was suggested by teachers in question 5, also the absence of a special appendix in which Role play performances take place. A percentage of 30% goes for the availability of the necessary materials.

**One** teacher out of the **10** respondents did not answer this question. It means 10% of the whole sample.

**One** of the teachers said that he/she managed to bring them his/herself or learners do.

**Q36. As a teacher, when your learners are playing roles, you are much more**

Options	A Guide	A corrector	A prompter	A feedback provider
Number	4	00	02	04
Percentage	40%	00%	20%	40%

*Table 36: As a teacher, when your learners are playing roles, you are much more*

According to the obtained results, the respondents are of several roles, some of them are “Guides” through performing Role play, others prefer to delay this guidance till the end of the performance and provide it as a feedback even though guiding learners when performing impedes the progress of Role play, lessens their motivation and confuses the players. 20% said that they are “prompters”

**One** teacher out of the 10 respondents did not answer this question. It means 10% of the whole sample.

**One** of the teachers said that it depends on the situation.

**Q37. What do you think Role play could develop more?**

Options	Accuracy	Fluency	Motivation	Cultural Orientation	Building confidence
Number	01	06	05	01	5
Percentage	10%	60%	50%	10%	50 %

*Table 37: What do you think Role play could develop more?*

A quick look at the table above shows that Role play serves all the features of speaking skill but in varying degrees and that was clearly illustrated through the answers of learners in questions 20, 21, 22, 23, 24 and this justifies the fact that Role play is not the only assigned technique for improving speaking since it serves some features such as cultural orientation and accuracy with a low degree that is why teachers tend to use complementary techniques to cover all the features.

**One** teacher out of the **10** respondents did not answer this question. It means 10% of the whole sample.

- One of the teachers Added:
  - Overcoming shyness / Anxiety.
  - Enhancing interaction/ Cooperative work.

## Discussion

It is known that the extent to which Role play is considered of a great impact on speaking skill should be measured in the perfect circumstances, which is not the case of most of the universities. Also, the recorded lacks in teaching one of speaking features are not necessarily related to the failure of Role play itself but the atmosphere in which this activity takes place.

Furthermore, to measure to what degree does Role play affect speaking skill, it is recommended to study its effect on each of the features of speaking skill such as: fluency, accuracy, motivation, empathy and cultural orientation .As it is mentioned previously, the results of the present study reveal that Role play serves all those features but in different degrees.

A comparison between learners' and teachers' questionnaires reveals that there are some agreements, as well as disagreements, in terms of the effects of Role play on each of the speaking skill features. On one hand, the agreements were on the fact that Role play serves enormously "fluency" and "building confidence" and with a less degree "motivation" whereas it has not a big effect on "cultural orientation". On the other hand, accuracy makes the disagreement between learners and teachers; learners claimed that Role play serves it immensely while teachers do not.

In addition to that, both teachers and learners agree that Role play serves immensely fluency due to the fact that Role play is based usually on life-like situations that are presented through interactional dialogues, also because it gives learners the chance to freely express him/herself. Moreover, the agreement that building confidence is considered to be one of the major feature Role play serves is due to the fact that the Role players tend to perform in front of the audience frequently and this helps them to get over their fear, anxiety and shyness ; consequently, upgrading their self-esteem and confidence. Furthermore, both learners and teachers agree on the fact that Role play has not a huge effect on cultural orientation because the chosen topics to

be tackled are similar in terms of cultural properties between the Algerian and English cultures. Besides, both teachers and learners agree that Role play affects, to some extent, learners' motivation when compared with fluency and building confidence, may be because of the bad choice of topics that might be expanded and boring like: situation in a hospital, airport and taxi.

Nevertheless, teachers and learners do not agree on the fact that Role play serves enormously accuracy. Teachers claimed that it is not served as much as it is meant to be served because they evaluate their learners immediately when they are performing but learners stated that Role play serves hugely the accuracy because they benefit from feedback and correction teachers provide to those who have deficiencies in their accuracy.

Furthermore, the current study shows some positive sides that are deduced from the answers of both learners and teachers such as:

- The big passion of learners towards English language.
- The consciousness of learners of the importance of speaking skill among other skills.
- The general atmosphere of the class is suitable according to what learners stated.
- The teacher is always helpful when his/her learners need feedback or correction.
- Role play is the preferable activity among the other activities that have an objective to upgrade speaking skill.
- This activity gives equal opportunities to all learners to be a part of it.
- Previous preparation is allowed.
- The high awareness of learners of the necessity of giving the Role player a big attention.
- Most of teachers are experts since they have been working for more than five years.
- Learners are frequently involved in the process of Role playing.
- Role play serves hugely fluency, accuracy and building confidence.

Also, many downsides are revealed throughout this work, which are:

- The most skill to be given importance is "Writing".

- The time allotted to Oral sessions is insufficient.
- The unavailability of the necessary materials to better perform Role play.
- Teachers are much more “Guides and managers” when learners are performing.
- Role play is not the mostly assigned activity in oral classes.
- Role play, to a certain degree, serves cultural orientation, empathy and motivation.

## **Conclusion**

To conclude this chapter, the collected results from learners’ and teachers’ questionnaires show that both of them gave many similar answers. All of them agree on the fact that learners of English encounter some difficulties that hinder them from getting a better level in English as a whole and in speaking in particular. Moreover, the analysis of learners and teachers questionnaire revealed that both of them praise implementing Role play as a useful technique in Oral sessions to overcome those difficulties and strongly believe in its effectiveness in enhancing learners’ speaking abilities by reducing anxiety, shyness and the fear of making mistakes. It, also, encourages learners’ participation, promotes confidence, and prepares learners for real-life communication. Furthermore, it gives them the opportunity to use the target language freely.

## **Pedagogical Recommendations**

Developing learners' speaking skill can be said to be a fundamental aspect in foreign language teaching. Acquiring an oral competence, in whatever language, is compulsory for any language learner. The obtained results from the conducted research led us to draw the following suggestions and recommendations:

- 1- More consideration and value should be given to the speaking skill in foreign language teaching among the other skills.
- 2- More time should be allotted to the oral expression courses.
- 3- More sessions should be devoted to Role play technique due to its effectiveness.
- 4- The necessary materials should be available at any time whether learners or teachers need them.
- 5- Teachers should accomplish their roles as feedback providers.
- 6- The topics chosen to be tackled should enhance, in a way or another, the cultural side.

As an addition, in many universities, there is a section specialized in Arts, this section is a part of the faculty of letters and languages. So, the foundation of a section of Arts, which consequently means the foundation of a theatre, helps enormously in developing Role plays and this will immensely lead to the betterment of speaking skill.

## General Conclusion

The ability to communicate in a foreign language fluently has a great contribution to the success of learners, the reason for which many methods have been introduced to improve the quality of teaching and learning. Third year learners of English at Biskra University suffer from several problems related to their lack of knowledge about speaking in the foreign language they are studying and its features. We hypothesized that applying the Role play technique with learners in the sessions of Oral Expression would give better results in enhancing those speaking abilities.

In order to confirm or reject the hypothesis, this research was conducted. Following a scientific methodology, the work is divided into two main parts; theoretical and practical. We gathered the maximum information related to this topic from many books, articles, and the research questionnaires.

The questionnaires, of both learners and teachers, revealed after they have been analyzed and compared with each other that Role play helps to some extent in enhancing EFL learners' speaking skill. This final result was deduced from the different obtained sub-results which are:

- The high awareness of learners of the importance of speaking skill among other skills.
- Role play is the preferable activity among the other activities assigned for the betterment of learners' speaking competence.
- Role play serves hugely learners' fluency, accuracy and building confidence.
- Role play, to a certain degree, serves cultural orientation, empathy and motivation.

Finally, it is hopeful that the attempt to contribute in this field and the suggested recommendations will be fruitful, waiting for other works that shed light on using dramatic techniques in order to higher learners speaking achievements.

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## Appendices

### *Learners' questionnaire*

**Dear learner,**

Using this questionnaire, we are conducting a research that aims at demonstrating the effectiveness of the Role-play technique in developing the learner's speaking skill.

Your answers will be of great help and very useful to this work. Be sure that this questionnaire is anonymous and confidential. We appreciate your cooperation.

Please tick ( $\sqrt{\quad}$ ) in the appropriate box or give full answers whenever necessary to express your opinion.

#### *Part one: Personal Attitude toward English*

**1- Do you like English language?**

- A- Very much
- B- Somehow
- C- Not much

**2- Which skill do you think should be given more importance?**

- A- Listening
- B- Speaking
- C- Writing
- D- Reading

#### *Part two: Speaking skill*

**3- To what extent do you think speaking is interesting?**

- A- Very much
- B- Somehow
- C- Not much

**4- How do you evaluate your level in speaking**

- A- Excellent

- B- Good
- C- Average
- D- Bad

**5- How often do you practise speaking in class?**

- A- Always
- B- Sometimes
- C- Rarely

**6- Is the atmosphere in your class suitable for such practice?**

- A- Yes , it is
- B- No, it is not

**7- If no, say why.**

.....

.....

**8- What are the most common barriers do you may face when speaking?**

- A- The lack of vocabulary and fluency
- B- The lack of confidence.
- C- The mother tongue use.
- D- The fear of speaking in front of people

**9- Do you find your teacher helpful to overcome the previous problems?**

- A- Yes, he is.
- B- No , he is not.

**10- If yes, please precise how.**

.....

.....

**11- What activities are mostly assigned by your teacher to better practise speaking?**

- A- language games
- B- Open discussions
- C- Presentations
- D- Role play
- E- Others:

.....

.....

**12- Which of the previous techniques do you prefer more ? why?**

.....  
 .....  
 .....

**Part three: Role play**

**13- Have you practised Role play in your oral session before?**

A- Yes

B- No

**14- If yes, how often?**

A- Usually

B- Sometimes

C- Rarely

**15- Which type do you practise more ?**

A- Scripted or “prepared in advance “Role play

B- Unscripted Role play

**16- To what extent do previous preparation help in Role play achievment?**

A- Very much

B- Somehow

C- Not much

**17- When realizing a Role play, do you find all the materials you need in your work?**

A- Always

B- Sometimes

C- Never

**18- How much does the attention of learner to the Role player help in Role play achievment?**

A- Very much

B- Somehow

C- Not much

**19- While Role playing ,your teacher is more :**

A- Manager and guide

B- Spectator

C- Feedback provider

D- Participant

**20- How much does Role play help in giving cultural orientation?**

A- Very much

B- To some extent

C- Not much

**21- To what degree does Role play affect learners fluency ?**

A- Very much

B- Somehow

C- Not much

**22- In your opinion , could accuracy be developed through Role play?**

A- Yes , very much

B- To some extent

C- No , Not much

**23- “Role play raises motivation”.**

A- I Strongly agree

B- I agree

C- I do not know

D- I disagree

**24- To what extent does Role play help in building confidence?**

A- Very much

B- Somehow

C- Not much

**25- “Role play develops empathy”**

A- I Strongly agree

B- I agree

C- I do not know

D- I disagree

*Thank you very much  
for your cooperation*

## *Teachers' Questionnaire*

**Dear teacher,**

Using this questionnaire, we are conducting a research that aims at demonstrating the effectiveness of the Role-play technique in developing the learner's speaking skill.

We shall be very grateful to you if you take part in this questionnaire which is anonymous and confidential. Your answers will be of great help to this work.

Please tick ( $\sqrt{\quad}$ ) in the appropriate box or give full answers whenever necessary to express your opinion.

### *Part one: Back ground information and language skills*

**1- How long have you been teaching English at university?**

A- One to five years

B- Five to ten years

C- More than ten years

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

A- Listening

B- Speaking

C- Writing

D- Reading

### *Part two: Speaking skill*

**3- How many hours per week are allotted to the oral-expression module**

..... Hours/week

**4- Do you think that it is sufficient for EFL classes?**

A- Yes

B- No

**5- If no, what do you suggest?**

.....  
 .....

**6- How often do your learners participate in the oral expression?**

- A- Frequently
- B- Sometimes
- C- Rarely
- D- Never

**7- What are the most common barriers your learners face when speaking in oral sessions?**

- A- The lack of vocabulary and fluency
- B- The lack of confidence.
- C- The mother tongue use.
- D- The fear of speaking in front of people

**8- How often do you help learners overcome their speaking problems?**

- A- Always
- B- When necessary
- C- Sometimes
- D- Never

**9- What activities do you mostly assign to better practise speaking?**

- A- Language games
- B- Open discussions
- C- Presentations
- D- Role play
- E- Others:

.....  
 .....

**Part three: Role play**

**10- Have you assigned Role-play as a technique in oral-expression classes?**

- A- Yes
- B- No

**11- If yes, how often do you use it?**

- A- Too often
- B- Sometimes
- C- Often

D- Rarely

**12- Is the general atmosphere in your class suitable for using such technique?**

A- Yes

B- Somehow

C- No

**13- Do you find all the materials which are necessary for realizing Role plays?**

A- Yes

B- No

**14- As a teacher , when your learners are playing roles ,you are much more :**

A- A guide

B- A corrector

C- A prompter

D- A feedback provider

**15- What do you think Role play could develop more?**

A- Accuracy

B- Fluency

C- Motivation

D- Cultural orientation

E- Building confidence

*Thank you very much  
for your cooperation*

## Résumé

La présente étude vise à explorer l'intérêt du jeu de rôle sur l'amélioration des compétences orales des apprenants. L'accent mis par les apprenants sur le développement de leurs compétences orales - parmi d'autres compétences - nous a poussé à étudier l'impact d'une telle technique en émettant l'hypothèse que le jeu de rôle peut être une stratégie efficace qui a un impact sur l'amélioration des capacités d'expression orale des étudiants d'Anglais comme une langue étrangère, notamment surmonter certaines barrières qui empêchent la capacité orale des étudiants d'être améliorée. Une étude qualitative a été réalisée en utilisant deux questionnaires administrés à la fois aux étudiants de troisième année d'Anglais et aux professeurs d'expression orale du département d'Anglais de l'Université Mohamed Kheidher de Biskra. Plus tard, les résultats obtenus ont été analysés et interprétés; ils ont confirmé que le jeu de rôle sert énormément l'affluence, la précision et la confiance en soi des apprenants. Cela sert, dans une certaine mesure, l'orientation culturelle, l'empathie et la motivation. À la fin, certaines recommandations sont suggérées afin de sensibiliser les enseignants au grand avantage qu'ils tireraient du jeu de rôle comme moyen d'améliorer la performance orale, par exemple, ils devraient remplir leur rôle comme évaluateurs .

Mots clés: Jeu de rôle; Compétence d'expression orale.