

People's Democratic Republic of Algeria
Ministry Of Higher Education and Scientific Research
Abderrahmane Mira University of Bejaia
Faculty of Letters and Languages
Department of English



***Exploring Teachers' and Students' Perceptions on the Use of Role-Play to
Enhance EFL Learners' Speaking Skills***

**A Case of Third Year Students and Teachers at Abderrahmane Mira University,
Bejaia**

**A Dissertation Submitted in Practical Fulfilment of the Requirement of Master Degree
of Arts in Linguistics**

Submitted by:

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Examiner: Dr. AZIRI Thiziri

2024 / 2025

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Abstract

This current study explores the views of EFL teachers and students about the use of Role-Play as a drama-based activity to enhance learners' speaking skills. The aim of this research is to understand and discover the advantages, potential challenges, and the conditions that allow for an effective Role-Play implementation in the classroom; with third year EFL oral expression teachers and students at the department of English at Abderrahmane Mira University of Bejaia. To collect data, a mixed method was opted for, students' questionnaire, teachers' questionnaire, and students' focus group interview. The obtained results were analysed using a descriptive statistics. The results indicate that both teachers and learners have positive attitudes towards the integration of Role-Play in oral sessions. Despite both of them claimed that this technique has also a negative side, recognizing some of their challenges, and emphasizing the necessary conditions that lead to create an effective Role-Play inside oral expression classes. The study findings reveal that taking into account both teachers' and students' views are important for acquiring Role-Play's integration in teaching and learning English as a foreign language.

Key Words: advantages, conditions, challenges, role-play technique, speaking skills, teaching and learning a foreign language, third-year EFL teachers' and students' views.

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Dedications

In the name of God, I dedicate this dissertation to my parents ‘Nacer’ and ‘Sakina’, who are the source of my success, who give me their love and their support to realise my dream.

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List of Figures

Figure 1: Number of Teachers' Questionnaires Handed and Returned	44
Figure 2: Teachers' Gender.....	45
Figure 3: Teachers' Academic Standing.....	45
Figure 4: Teachers' Experiences in Teaching English as a Foreign Language.....	46
Figure 5: The Main Important Skill in Teaching and Learning Foreign Language	47
Figure 6: The Frequency of Learners' Engagement in Oral Sessions.....	48
Figure 7: Teachers' Comfort level Use of Drama-Based Activities.....	49
Figure 8: Teachers' Usage of Role-Play Technique in Oral Sessions.....	49
Figure 9: The Ways in Which Role-Play Can be Helpful	50
Figure 10: Role-Plays' Potential Advantages.....	51
Figure 11: The Effectiveness of Role-Play in Enhancing Learners' Fluency.....	52
Figure 12: Whether Role-Play Technique contains Challenges.....	53
Figure 13: Challenges of Role-Play Technique	53
Figure 14: Students' Production of Ungrammatical Language While Performing Role-Play	54
Figure 15: Correcting Students' Errors.....	55
Figure 16: Extra Used Techniques	56
Figure 17: Conditions for Designing an Effective Role-Play	57
Figure 18: The Effectiveness Degree of the Following-up Activity.....	58
Figure 19: Number of the Students' Questionnaires Handed and Returned.....	62
Figure 20: Gender Variation.....	62
Figure 21: Students' Age.....	63

Figure 22: Students' Choice of English Language	64
Figure 23: Students' Participation during Oral Sessions.....	64
Figure 24: The Most Important Skill.....	65
Figure 25: Teachers' Usage of Role-Play Technique.....	66
Figure 26: Whether Role-Play Enhances Students' Speaking Skills.....	67
Figure 27: The Benefits of Role-Playing Technique.....	68
Figure 28: Enhancing Students' Fluency through Role-Play.....	69
Figure 29: Aspects in Which Role-Play Can be Helpful.....	70
Figure 30: Students' Attitudes towards Role-Play Challenges.....	71
Figure 31: Challenges of Using Role-Play.....	71
Figure 32: Whether Role-Play is Time Consuming.....	72
Figure 33: Students' Opinions on Correcting Their Errors When Performing Role-Play.....	73
Figure 34: Conditions for Designing an Effective Role-Playing.....	74
Figure 35: The Effectiveness of Playing in Pairs.....	75
Figure 36: The Impact of Integrating Role-Play in EFL Teaching and Learning.....	76
Figure 37: Whether Role-Play makes Language Learning Enjoyable.....	76

General Introduction.....	1
I. Statement of the problem.....	3
II. The Significance of the Study.....	3
III. Research Questions.....	4
IV. The Aim of the Study.....	4
V. Research Methodology	4
VI. Description of the Study.....	5

Chapter One. Theoretical Background

Section one. Overview about Speaking Skills.

1. Definition of Speaking Skills	7
2. Nature of Speaking Skills.....	8
3. Types of Speaking Skills.....	9
3.1. Imitative.....	9
3.2. Intensive.....	9
3.3. Extensive.....	9
3.4. Responsive.....	10
3.5. Interactive.....	10
4. Challenges of Learning Speaking Skills.....	10
4.1. Inhibition.....	10
4.2. Lack of Topic Knowledge.....	10
4.3. Lack of Confidence.....	11
4.4. Students' Use of Mother Tongue.....	11
5. Speaking Skills Competencies.....	11
5.1. Fluency.....	12
5.2. Accuracy.....	12
6. The Importance of Speaking Skills.....	12
7. Advantages of Speaking Skills.....	13
8. Teaching Speaking Skills.....	14
8.1. Speaking Skills Activities.....	14
8.1.1. Debate.....	14
8.1.2. Oral Presentation.....	15
8.1.3. Storytelling.....	15
8.1.4. Information-Gap.....	15
8.1.5. Role-Play.....	16
9. The Goal of Teaching Speaking Skills.....	16
10. Listening and Speaking Skills' Relationship.....	17

Section Two. Role-Play Technique, Teachers' and Students' Views.

1.	Definition of Role-Play.....	18
2.	Role-Play in Teaching and Learning.....	19
2.1.	Role-Play in Teaching.....	19
2.2.	Role-Play in Learning.....	19
3.	Types of Role-Play.....	20
3.1.	Scripted Role-Play.....	20
3.2.	Unscripted Role-Play.....	20
4.	The Importance of Role-Play Technique.....	20
5.	Advantages and Challenges of Implementing Role-Play in EFL Classes.....	21
5.1.	Advantages.....	21
5.2.	Challenges.....	23
6.	Role-Play to Develop Communicative Competence.....	25
6.1.	Sociolinguistic Competence.....	25
6.2.	Linguistic Competence.....	26
6.3.	Discourse Competence.....	26
6.4.	Strategic Competence.....	27
6.5.	Pragmatic Competence.....	27
7.	Contributing Elements for an Effective Role-Play in EFL classroom.....	27
8.	Dealing with Error Correction during the Performance of Role-Play.....	30
9.	Importance of Views in Teaching and Learning.....	31
10.	Students' and Teachers' Views on the Use of Role-Play in Speaking classes.....	32
Section Three. Literature Review.....		34

Chapter Two. Research Design, Data Analysis, and Discussion of the Results.

Section One. Research Design and Methodological Procedures.

1. Mixed Method.....	38
2. The Population and the Sample of the Study.....	39
2.1. The Population.....	39
2.2. The Sample.....	39
2.2.1. Convenience Sampling.....	39
3. The Aim of the Study.....	40
4. Research Questions.....	40
5. Data Collection Tools and Procedures.....	40
5.1.The Questionnaire.....	40
5.1.1. The Students' Questionnaire.....	41
5.1.2. The Aim of the Students' Questionnaire.....	41
5.1.3. Description of the Students' Questionnaire.....	41
5.1.4. Piloting and Validation of the Students' Questionnaire.....	41
5.2. The Teachers' Questionnaire.....	42
5.2.1. The Aim of the Teachers' Questionnaire.....	42
5.2.2. Description of the Teachers' Questionnaire.....	42
5.2.3. Piloting and Validation of the Teachers' Questionnaire.....	42
5.3. Focus Group Interview.....	43
5.3.1. The Students' Focus Group Interview.....	43
5.3.2. The Aim of the Students' Focus Group Interview.....	43
5.3.3. Description of the Students' Focus Group Interview.....	43

Section Two. Analysis and Discussion of the Results.

1. Analysis of the Teachers' Questionnaire Results.....	44
2. Discussion of the Teachers' Questionnaire Results.....	59
3. Analysis of the Students' Questionnaire Results.....	62
4. Discussion of the Students' Questionnaire Results.....	78
5. Analysis of the Students' Focus Group Interview Results.....	80
6. Discussion of the Students' Focus Group Interview Results.....	83

Section Three. Limitations, Implications and suggestions for further research.

1. Limitations.....	85
2. Implications.....	85
3. Suggestion for Further Research.....	87

General Conclusion.....	88
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List of References.....	90
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Appendices

Résumé

General Introduction

It is crucial in language education to understand the views and opinions of both teachers and learners regarding the implementation of drama-based activities such as games, in teaching and learning English as a foreign language EFL. Business and Academic fields are the two main important reasons why English as a foreign language EFL has become more demanding to be learned, since millions of books and even articles are translated into the English Language.

Developing proficiency in English as a foreign language EFL is a common problem faced by many students. In addition, in order to solve this issue, learners need to develop their four language skills (reading, speaking, listening, and writing), because these skills are very important in the teaching and learning process, and they are the necessary tools by which people can exchange, and communicate easily with language. Speaking in a particular way was regarded as the most important and difficult skill that EFL learners must acquire. Ur (1996: 75) in her book titled “A Course in Language Teaching” states that:

Of all four skills (listening, speaking, reading, and writing), Speaking seems intuitively the most important: people who know a language are referred to “Speakers” of that language, as if speaking included all other kinds of knowing; and many if not most foreign languages learners are primarily interested in learning to speak .

Moreover, Brown (2001) defined speaking as a process of interacting with the meaning that involves producing, receiving, and processing information. Another point of view by Rees (2004) is that speaking is a fundamental aspect that complicates the process of communication skills since these skills cannot stand alone; they involve a variety of aspects.

Moving on, Oyabu (1999) stated that drama-based games, including simulation, role-play, improvisation, and mime, are worthy of making a successful environment in which the learners can speak naturally and fluently. Brown (2004: 174), “Role Play is a popular pedagogical technique in communicative language-teaching classes”. It makes the students free to play a part in a specific situation. The word “Role” comes from the word that was used to describe the role of parchment on which an actor’s part was written. Heinrich (2018: 3), in his book entitled “When role play comes Alive”, said that: “Role Play is an important technique because it encourages learners to assume a given scenario from daily life and play or perform them inside the class”.

As a result, based on the background given above; we were interested in conducting this study under the title: “Exploring Teachers’ and Students’ Perceptions on the Use of Role-Play to Enhance EFL Learners’ Speaking Skills”; taking the case of third year EFL Teachers and their Students in the department of English at the University of Abderrahmane Mira / Bejaia.

I. Statement of the Problem

In recent years, the focus of English as a foreign language EFL instruction has shifted from a purely structural approach to more communicative methods; this shift reflects a growing recognition that real-world language use requires more than just knowledge of rules. Students must develop their communication ability, taking into consideration different social contexts. Speaking Proficiency has emerged as one of the most difficult skills of EFL learners as it directly impacts their ability to engage in a given conversation. Jones (1989: 14) provides this definition: “Speaking is a form of communication”, that is to say, how you speak and say something can be very important as to what you say to get the meaning.

Besides, the use of Role-Play activity has generated a lot of discussion and interest in teaching and learning speaking skills. Stren (1983: 213) suggested that “Role Play helps individuals to become more flexible and develop a sense of mastery in many situations”.

As a consequence, there was a big absence of knowledge of the views and the beliefs of both teachers and students regarding the integration of the Role-Playing technique as a teaching tool in oral expression classes. So, the aim of this study is to explore and gather different attitudes from EFL teachers as well as students about the advantages, challenges, and the conditions that lead to having an effective role-play.

II. The Significance of the Study

This investigation sheds light on the use of Role-Play as a teaching tool during oral expression sessions. This study explores both teachers’ and students’ perceptions on the use of Role-play to enhance EFL learners’ speaking skills. The findings of this research will likely benefit EFL teachers and students of English at the University of Bejaia in term of having a better understanding of the advantages and the challenges of integrating Role-Play technique in oral sessions. As well as the classroom conditions that contributes to create an effective implementation of this technique.

III. Research Questions

Question one: What are the advantages of Role-Play technique for teachers and students?

Question two: Are there challenges when using Role-Playing for teachers and students?

Question three: What are the conditions under which Role-Play can be effectively implemented in EFL classes?

IV. The Aim of the Study

The present research seeks to understand and gather evidence data on the attitudes and perspectives of third-year EFL teachers and students toward the use of Role-Play to enhance learners' speaking skills. Furthermore, it also aims at identifying both advantages and challenges of this drama-based technique, as well as the conditions which contribute to its effective implementation in teaching and learning speaking ability.

V. Research Methodology

To achieve the aim of our study, we opted to use a mixed-methods approach, which combines both qualitative and quantitative methods. First, a questionnaire will be addressed to third-year English students and their oral expression teachers to explore their linguistic knowledge, and their opinions toward the integration of Role-Play in learning English as a foreign language EFL. Secondly, a focus group interview for a small group of third-year EFL students in order to gain more nuanced and natural data. Participants will be randomly selected; forty (40) students and two (2) teachers of oral expression in the department of English at Abderrahmane Mira University of Bejaia; during the academic year 2024 / 2025. We opt for a questionnaire and focus group interview to obtain a variety of teachers' and students' views and attitudes about the research problem.

VI. Description of the Study

A general introduction, followed by a general conclusion, makes up this present study. It consists of two main chapters; one chapter is theoretical and the other is practical.

The first chapter provides a theoretical background; it is divided into three main sections. The first section is devoted to introducing the speaking skills, its types, and its importance for EFL classes and its highlights the activities used to teach a foreign language. Moreover, this section also tackles the difficulties faced by the students when they speak. The second section deals with the integration of the Role-Play technique in EFL classrooms, its types, its importance and highlighting its advantages and challenges. Additionally, it also deals with the elements that lead to effective Role-Playing, ending with the teachers' and students' views about the use of this technique to enhance learners' speaking skills. The last section provides us with a literature review highlighting the major studies.

The second chapter is also divided into three main sections. The first one is concerned with the research design and the methodological procedures to fulfil this investigation, including the population and the sample. The second section focuses on analysing and discussing the results obtained from both the questionnaire and the focus group interview. The third section highlights the limitations, the research implications as well suggestions for further studies.

Chapter One

Theoretical Background

Section One. An Overview on the Speaking Skills .

The most important goal of EFL learners is being able to communicate and interact fluently with others. Besides, most of them face many difficulties when they speak because speaking is regarded as an essential skill that should be acquired, since it is a combination of fluency, which means the ability to speak without hesitation, and accuracy, which deals with the correct use of grammar and vocabulary. In this respect, this first section is devoted to reviewing the key elements of speaking skills and their importance in EFL classrooms.

1. Definition of Speaking Skills

Khotimah (2014), speaking plays a crucial role in everyday life, that is to convey thoughts explicitly; also, speaking impact on someone's output in many diverse angles, such as: social, political, business, and education. In speech, the words you select influence your comprehensibility; the effect you create and people's reaction to your presence. McWhorter (1986) and Munawar (2015) defined speaking as a human means of communication that uses verbal sounds to share ideas and express emotions and sentiments. According to Tarigan (1986), speaking can be considered as a tool of transmitting ideas to the receiver, whether he understands or not. There are many factors that oblige students to learn speaking during class. The first is that students can communicate with others in a smooth and adequate way. Next, speaking is expressing ideas orally; in other words, speaking helps individuals express what they have in mind and what they feel in a direct way. Speaking is a fundamental skill in language learning; it is considered to be the most essential skill of all four skills (listening, speaking, and reading), because people who master a language are usually referred to as speakers of that language. Speaking has become an interesting theme to discuss in learning the English language, since speaking depends on oral communication, it plays an essential role in creating better communication and interaction. According to Burkart (1998), in Argawati (2014), speaking is a task that covers knowledge and is associated with elements such as pronunciation, grammar, and vocabulary. In other words, people come up with ideas based on speaking as well as a conversation or discussion with someone. Speaking is

considered a communicative event that includes the use of verbal and nonverbal language to convey meaning. Speaking is a task of saying something in the form of words and sentences orally in order to interact with individuals. (Irawati) cited in (Zuhriyah 2017) .

In addition, Harmer (2001: 283) states that speaking as a skill “describes activities where students are practicing real speaking events, then just using speaking to practice specific language points”. It means that the principal reason for teaching the speaking skill is to enhance learners’ communication in different situations.

2. Nature of Speaking skills

Speaking skills is the capacities that are required to engage in a discussion. Speaking English is a complex task as talkers are expected to be familiar with many important elements like pronunciation, intonation, fluency, and grammar. The basic aims of speaking or communication in English is the fact that being able to describe objects, people, and places orally, as well as put our ideas into words, perspectives, views, emotions, and sentiments and to motivate ourselves to speak with others (Rhahayn 2015). According to Homby (1995) speaking comes from the word speak that means to talk or say the words since when learning English; speaking skills is needed in order to interact with people. Speaking is an interactive system of structuring the meaning that requires producing, receiving, and sharing knowledge (Brown 1994).

Scott and Ytreberg (2010) said that when teachers teach, they may prefer speaking skills compared to other skills. Besides, in language teaching and learning, speaking viewed as a competence to be trained and perfected; similarly, Nunan (2003: 48) “speaking is the productive oral skill. It consists of producing systematic verbal utterance to convey meaning”.

3. Types of Speaking skills

Speaking is not limited to a single form. It varies depending on the speaker's purpose and requirements, as well as the context, timing, and circumstances in which it occurs. Brown (2004: 141,142) identified five basic types of speaking:

3.1. Imitative

Imitative speaking is a form of speaking skill where an individual repeats simply what they have just heard. In other words, it involves copying or reproducing another speaker's words, phrases, or even speeches. In this type, the person imitating is not required to engage in a conversation, convey meaning, or even comprehend what they are repeating. As a result, imitative speaking remains limited to the phonetic aspects of oral production without progressing to meaningful communication.

3.2. Intensive

Intensive is the following type of speaking usually utilized in assessment contexts, in the creation of small sections of spoken language planned to show proficiency in a limited set of grammatical, phrasal, lexical, or phonological correlations, such as intonation, stress, and rhythm. The speaker is required to be conscious of semantic features of language to be capable of answering; however, discussion and interaction with the speaker are minimal and sometimes not needed.

3.3. Extensive (monologue)

Extensive speaking incorporates speeches, oral presentations, and storytelling tasks. In such a type of speaking, the speaker speaks all along time without any kind of disruption or interruption from the listener due to the lack of opportunity for interaction. In this case, listeners can answer only using nonverbal responses. In extensive speaking, the speech is generally organized in a formal way, but this does not mean eliminating informal monologues, such as casually delivered speech.

3.4. Responsive

In this type, the speaker needs to comprehend the message and be able to retain at best concise, limited conversation, official salutation, quick talk, easy request, and remarks. In responsive speaking, the students generally receive true spoken prompts with one or two questions to answer.

3.5. Interactive

In interactive speaking, the speaker represents one member in a large group of interacting members. In this situation, interaction is possible in two forms. Firstly, in the form of transactional language, where the speakers point at interchanging special information. Secondly, in the form of interpersonal exchanges, where speakers point out keeping their social relationships. In the second type of interaction, discussion might be pragmatically challenging due to the use of casual register and colloquial language like ellipsis, slang, and other sociolinguistic patterns. These characteristics make interactive speaking distinctive from responsive speaking.

4. Challenges of Learning Speaking Skills

According to Ur (2000), there are four main problems that students encounter when speaking in a Foreign Language during oral classes:

4.1. Inhibition

Many students, when they are participating in the classroom, face many troubles and challenges, one of which is inhibition, which is due to several issues, such as shyness and fear of making mistakes. At this point, Ur (2000: 121) declares that “learners are often inhibited about trying to say things in a foreign language in the classroom. Worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts”.

4.2. Lack of Topic Knowledge

When students are required to express their ideas and opinions, or speak about a specific topic which is unfamiliar for them, they could struggle to generate and recognize their thoughts. This lack of topic knowledge limits their ability to engage

in conversation and answerer to questions effectively. According to Nation and Newton (2009), containing huge amounts information on a subject matter, lead to an effective interaction.

4.3. Lack of Confidence

During classroom discussions, many students do not participate for many reasons, including a lack of self-confidence. Some students have a preference to keep silent rather than talking and committing mistakes, because they think that if they speak, their speech will not be understandable by others. Nunan (1999) announced that students who are not confident in themselves or in their use of the English language often have trouble understanding others when communicating, and what causes the lack of confidence is the low ability to speak English. Thus, teachers must create a safe environment in which students will feel comfortable when talking in oral discussions.

4.4. The Use of Mother Tongue

When two students share the same mother tongue, they are expected to use it as it is easier, and they do not feel embarrassed or shy when speaking it together. According to Baker and Westirup (2003: 12) “barriers to learning can accrue if students knowingly or unknowingly transfer the culture rules from their mother tongue to foreign language”, this shows when students have the same mother tongue they prefer to use it because it easier and they feel more comfortable and less shy, but learning a foreign language they might accidentally bring in habits or cultural rules from their own language; these habits might not feel well with the new language and can make learning more difficult. This can create barriers in learning new language properly.

5. Speaking Skills Competencies

In EFL teaching and learning there are two main components of speaking:

5.1. Fluency

According to Nation (2009), fluent language use requires the ability to process language in real-time. Learners exhibit fluency when they engage in meaning-focused activities and communicate smoothly and effortlessly without disrupting the flow of conversation. There are specific indicators that can be used to assess improvements in fluency, including speech rate, the frequency of noticeable pauses such as “um”, “uh”, and “ah”. Hedge (2000: 54) says that “the term fluency relates to the production and it is normally reserved for speech. It is the ability to link units of speech together with facility and without strain or inappropriate shyness, or undue hesitation”.

5.2. Accuracy

Today, the majority of language teachers highlighted the concept of accuracy in their teaching because students make efforts to be fluent, and they lose track of being accurate. Free from the structure of the accurate speech, speakers will be unclear and confusing, and they will stop caring about others whenever they announce something untrue. Hence, learners should take into account spoken word collections, mainly the grammatical structure, vocabulary, and pronunciation. In this case, it is crucial to understand the language rules and how to use them in a sentence. According to Yuan and Ellis (2003: 2), “accuracy in speaking is the extent to which the language produced conforms to target language norms. So it means knowing how to use grammar, vocabulary, and pronunciation in the right way”.

6. The Importance of Speaking Skills

Speaking skills are recognized by many linguists as an essential component of language, particularly for EFL learners in the academic field. Siddiqui (2014) claimed that speaking is not an isolated skill, but it is closely linked to the development of other language skills like listening, reading, and writing. Based on this interconnection, Ahmed and Abdurahman (2017) encourage the use of Communication Language Teaching, which pushes learners to engage in real communicative tasks. These tasks not only improve fluency but also boost confidence and spontaneity in daily-life conversations. Similarly, Rivers (1987)

affirms the significance of interactive language teaching, where learners have the opportunity to participate in purposeful communication to develop linguistic competence. This notion goes with Ellis's (2003) by his task-based learning approach, proposing that real-world speaking activities provide meaningful language use and deeper acquisition. Therefore, by speaking, students can improve their writing skill; develop their vocabulary, and grammar.

In addition, a good speaker needs a good listener to improve his/her oral skills. For instance, EFL learners can express themselves, argue, give opinions, and do other language functions. So far, speaking is very important inside and outside the classroom. An effective speaker can gain the attention of the audience and hold it till the completion of the message. As Nunan (1991:39) claims, "To most people, mastering the art of speaking is the single most important factor of learning a second or foreign language and success is measured in terms of the ability to carry out a conversation in the language".

7. Advantages of Speaking Skills

Speaking is widely recognized by many linguists as a fundamental skill in language learning due to its numerous advantages. Brown (2001) describes speaking as an interactive process that enables individuals to convey ideas, emotions, and intentions effectively, making it essential for communication in both social and academic contexts. In addition, Thornbury (2005) emphasizes that speaking activities help learners improve fluency and accuracy, as they require real-time language processing and output.

Furthermore, Richards and Rodgers (2001) highlight that speaking fosters cognitive development, allowing learners to engage in critical thinking, argumentation, and decision-making during discussion. Relating this with Ur (1996), who says that speaking boosts learners' confidence and motivation, it provides opportunities for success and visible progress in language use. Additionally, Nunan (2003) asserts that speaking encourages social interaction and collaboration throughout pairs and group work, which not only enhances communication skills but also promotes peer learning. These advantages make speaking an indispensable skill in language acquisition and everyday communication.

8. Teaching Speaking Skills

Nowadays, training students to use and speak the language fluently is one of the major problems in teaching and learning a foreign language, since the rules of grammar and vocabulary are important aspects that help to learn a language. Richards (2008: 19) claimed that “the mastery of speaking skills in English is a priority for many second-language or foreign-language learners. Consequently, learners often evaluate their success in language as well as the effectiveness of their English course on the basis of how much they feel that they have improved in their spoken language proficiency”.

8.1. Speaking Skills Activities

The main goal of oral expression teachers is to enhance the speaking and the performance of their learners during their course. Moreover, many activities can be used in order to motivate and get the learners active inside the classroom.

8.1.1. Debate

Debates are a frequent game used by EFL teachers to enhance students' speaking ability. According to Krieger (2005: 25), “debate is an excellent activity for language learning because it engages students in a variety of cognitive and linguistic ways. In addition to providing meaningful listening, speaking, and writing processes, debate is also highly effective for developing argumentation skills for persuasive speech and writing”. In other words debates are useful for language learning since it helps students think, speak, listen and write effectively. It also builds their skills in argumentation and persuasion.

Using debate as a teaching activity in oral classes can help the students to develop their speaking proficiency, their critical thinking, and increase learners' engagement with a given issue. As Zare and Othman (2013) confirmed that debates are beneficial to develop speaking skills, because they require a high amount of oral practice and verbal discussions.

8.1.2. Oral Presentation

Oral presentation is a sub-skill of oral communication skills, in which the presenter shows their interest in particular topics. King (2002: 402) states that “oral presentations have been shown to help bridge the gap between language study and language use; that presentations require students to use all four language skills in a naturally integrated way; and that presentations have been shown to encourage students to become active and autonomous”. So, it is important for language teachers to encourage their learners to do presentations since it provides them with realistic language tasks, improves their motivation, and also develops their four language skills.

8.1.3. Storytelling

In the earliest period, storytelling emerged as a source of communication since it created a magical sense of the world. According to Sanchez (2014), storytelling is the optimal way to guide learners to learn a foreign language as their mother tongue. By using this type of activity, learners can discover new vocabulary, develop their oral communication, develop positive beliefs on learning a foreign language, and build learners' confidence and imagination (Ellis & Brewster, .1991).

8.1.4. Information-Gap

Information Gap is an activity of language teaching and learning, where the learners participate in a real-world context by exploring the four language skills (Writing, Speaking, Listening, and Reading). “Information gap activities involves a transfer of given information from one person to another –or from one form to another, or from one place to another – generally calling for the decoding or encoding of information from or into language” (Prabhu, 1987: 46). Defrioka (2009) acknowledged that, the use of this game increases and enhances students' speaking skills, because every learner has the opportunity to speak fluently with the use of the target language, as well as it aids them to solve the problem and to complete the gap.

8.1.5. Role-Play

Role-play is another technique used to enhance speaking ability. As Ments argued that " role-play is motivational and effective because it involves activity" (1999: 13). In other words, role-play is a communicative teaching tool that enables the students to talk and use language naturally and spontaneously. At the same time, it helps them to increase their motivation and develop their speaking proficiency. Besides, Cornett (1999) said that students' fluency improved through the use of language during face-to-face conversation and through engaging in Role-Play scenarios.

9. The Goal of Teaching Speaking Skills

The primary objective of teaching speaking skills is to encourage learners to communicate effectively, confidently, and appropriately in diverse real-world contexts. Speaking is a fundamental aspect of language learning, as it allows individuals to express ideas, exchange information, and build social relationships. According to Richards (2008), communicative competence goes beyond linguistic accuracy; it also involves the ability to use language appropriately in different social and cultural settings. Therefore, teaching speaking should focus on both fluency and accuracy, making sure that learners can convey their thoughts clearly while maintaining grammatical correctness. Furthermore, Burns (2012) highlights that speaking skills help learners develop interactive competence, which is essential for participating in meaningful conversations. Effective speaking skills instruction should integrate pronunciation, vocabulary, grammar, and discourse strategies to minimize misunderstandings and enhance communication efficiency.

Additionally, Harmer (2015) emphasizes the role of confidence in speaking practice, stating that learners should be encouraged to use their current proficiency to the fullest while improving their communicative abilities. Integrating communicative activities in teaching oral expression, such as role-plays, discussions, debates, information-gap, and storytelling, allows students to practice real-life speaking scenarios and develop conversational skills. Additionally, Nation and Newton (2009) suggest that teachers should create an interactive and supportive

learning setting where students feel comfortable taking risks and expressing themselves really.

10. Speaking and Listening Skills' Relationship

Listening and speaking have traditionally, been viewed as separate skills, but in fact, they rely on each other and are closely interconnected this is supported by (Bahns 1995) quoted in (Lynch 2009: 110) he said that “As the main aim of teaching listening is to prepare the students for real life social interaction. It is imperative that developing listening is seen in combination with developing speaking”. According to Lynch (2009), there are several reasons for linking speaking and listening skills, which he categorized into three research-based principles. The first principle states that good listeners become better speakers. He supported this with a Scottish study where secondary students engaged in transactional paired communication tasks. Their strong speaking performance, he argued, was not due to extensive speaking practice but rather their prior experience as attentive listeners in pairs. The second principle, as cited by Brown, Anderson, Shillcock, and Yule (1984) in Lynch (2009), emphasizes that listeners influence what speakers say. In face-to-face communication, speakers must adjust and simplify their speech to ensure effective understanding. The third principle highlights that conversation inherently involves both listening and speaking; without this interaction, it cannot be considered a true conversation. During a conversation, turn-taking occurs, where listeners actively contribute as speakers by providing verbal responses and feedback indicating their comprehension, while speakers also function as engaged listeners.

This first section sheds light on the speaking skills. We have tried to review some of the definitions, their types, and the importance of this skill in EFL teaching and learning. Speaking skills, which are a productive skill that should be acquired, many students face problems; in this respect, we have discussed some of these troubles, as well as how to teach this skill in order to help the learners develop their speaking proficiency and decrease the problems faced. Ending by the components of speaking skills including fluency and accuracy, the advantages, and the goal of teaching speaking skills.

Section Two. Role-Play Technique , Teachers' and Students' Views.

The goal of an EFL teacher is to teach speaking in a foreign language, and the demand for English communication skills is rising in both Business and Educational sectors. Oyabu (1999) stressed that drama-based games are worthy of creating a successful environment in which learners can naturally and fluently speak rather than keep silent. The meaning of games-based activity emphasizes that it is a type of game play that defines the learners' needs (Shaffer et al 2005). Drama-based activity can be defined in various ways; in general terms, it is an umbrella which covers "A wide range of oral activity that has elements of creativity" (Hubbard et al, 1986: 317). It includes Simulation, Role-Play, Improvisation, and Mime.

1. Definition of Role-Play

Role-Play is a technique that contains explicit situations given to the students to play specific roles and understand their 'Character'. Role-play activity is a strategy used to teach speaking skills by engaging the students in real communication. Byrne (1986) classifies role-play as a part of drama activity.

To get started, Fry et al (1999 as cited in Morga, 2012: 06), "Role-Play is a planned learning activity where participants take on the role of individuals representing different perspectives to meet specific learning objectives". Scrivener (2005: 155) also said that "In role-play, learners are usually given some information about a 'role' (e.g, a person or job title). These are often printed in a 'role-card'. Learners take a little preparation time and then meet up to act a scene using their ideas, as well as any ideas and information from the role-card". Similarly, Ladousse (1987: 3), stats that "Role-Play activities range from highly controlled guided conversation at one end of the scale, to improvised drama activities at the other; from simple rehearsed dialogue, to highly complex stimulated scenario". In the same way, Ladousse (1987: 7) claim that "When students assume a 'role', they play as a part (either their own or somebody else) in a specific situation". That means Role-play is to act (imagining) someone else's place in a given situation.

In addition, because Role-Play assists learners to imitate real-life events; Harmer (2007: 125), share his definition saying that "Role-Play stimulate the real world in the same kind of way, but the students are given particular roles, they are

told who they are and often what they think about a certain subject. They have to speak and act from their new character's point of view". Role-play simulation allows students to experience different new ideas and feelings. Another point of view offered by Brown (2004: 174) is, "Role-Play is a popular pedagogical activity in communicative language-teaching classes". In the same line with Brown, Nunan (2003) argues that Role-Play activities are very essential in teaching and learning speaking, since they offer various opportunities to practice communication in a variety of social contexts and target language.

From the different views and views given above, the scholars argue that drama-based activity, Role-Play in particular, is a great tool to improve students' speaking skills, and it can be a tool in the teachers' hands.

2. Role-Play in Teaching and Learning

2.1. Role-Play in Teaching

Role-play in the teaching process is a strategy that offers a variety of benefits. Many researchers argue that learning happens by doing which means that students learn by having experiences and engaging in activities that allow them to apply and practice various skills. Henneman and Cunningham (2005) confirmed that applying role-play in teaching permits students to exchange their knowledge and learn an instrument to improve their confidence, reduce shyness, encourage learning and engagement, and develop their communicative competence.

Consequently, in this case, the teacher acts as a guide to support, and to help the students during the activity and their performance.

2.2. Role-Play in Learning

Role-Play in learning is an interactive method where students perform roles and scenarios to enhance different skills in real-world situations. Aklin and Christie (2002) say that teachers who utilize Role-Play inside classes help to reduce the fear and shyness of their learners. Supporting this idea with Kolb's theory (1984), who says that Role-Play technique support the learning process by going through real experiences, experimental and observation; as it encourages deeper understanding where students can better understand different opinions.

3. Types of Role-Play

Byrne (1986: 115) categorizes Role-Play techniques into two types: Scripted and Unscripted Role-Play.

3.1. Scripted Role-play

This type refers to converting and interpreting textbooks or reading text in a form of speech style, it is a type where the players follow a pre-written script. Harmer (2001: 271) explained that learners act out roles based on the script dialogue, following the words without improvisation.

3.2. Unscripted Role-Play

In opposition to the first type, unscripted Role-Play refers to free Role-play, or even improvisation, which is a kind that does not rely on written dialogues. Unscripted Role-Playing allows learners to decide on the language that they will use and how to communicate (Byrne 1986). To clarify more, Spolin (1999) states that this type of Role-Playing is used more in theatre, which focuses on spontaneity, playfulness, and creativity.

4. The Importance of Role-Play Technique

Role-Play activity has emerged as an effective game in the teaching process and learning speaking competence, especially in teaching English as a foreign language. Ur (2007: 09) claimed that “The use of role-play has added a tremendous number of possibilities for communication practice”. It means that Role-Play enables the learners to practice more of their skills by asking, understanding, and responding. In addition, Role-Play is a reason to increase students’ motivation and make them more talkative; in Sabry's (2016: 112) words, “These roles provide students with authentic situations which make their interest alive and enable them to be better listeners”.

Moreover, Anderson (2017) summarizes the importance of using Role-Play in the following points:

- Role-play provides the opportunity for the EFL teachers to take their learners out of the classroom into the real world language.
- It allows students to be free and play someone else's role, as it encourages them to get rid of their worries.
- Role-Play takes the learners to play and enjoy their lessons, and develop communication between students.

5. Advantages and Challenges of Implementing Role-Play in EFL Classes

5.1. Advantages

It has been mentioned before that the implementation of Role-Play in EFL classes is important, since it leads to promote the speaking ability of the learner. It is a dynamic and fun game that makes the teaching and the learning process more enjoyable and interesting. Role-play has some advantages:

a. Enhance Learning

The process of learning is a difficult task, since it requires students to think, understand, memorize, and use new knowledge in various situations. By adapting the Role-Play technique, the learners can rapidly overcome this issue, be actively engaged, and remain interested to learn. (Wright, Betteridge, & Buckby, 2006; Lee, 1986).

b. Improve Communication Skills

Kenneth (2008: 5) states that “Role-Play improves communicative skills, creativity, increases social awareness, independent thinking, verbalization of opinions, development of values and appreciation of the art of drama”, which means that Role-Playing allows students to develop their oral proficiency and practice their behavioural skills.

c. Increase Self-Confidence

By asking the learners to play different roles and be someone else in different situations, this boosts self-confidence and helps the students to be free and comfortable. As Ladousse (1987: 10) words, “Role-Play is a means of increasing

students' motivation, engagement and confidence". Similarly with Mustadi (2012) said that the aim of using Role-Play is to offer real experiences for the learners in which will boost self-confidence.

d. Team Working

Role-play encourages learners' group cohesiveness. W.R. Lee (1986) argues that games encourage cooperation between students and even between teachers and students. Therefore, integrating Role-Play helps learners to share their ideas and their opinions between them.

e. Fluency Development

Ladousse (1987: 7) pointed out that "Role-Play is one of the whole gamut of communication techniques which develop fluency, which promote interaction in the classroom and which increase motivation". Since Role-Playing is a fluency-based task, it enables EFL learners to speak freely and fluently. As Negara (2021) words, learners will develop their fluency by allowing them to practice Role-Play, since in such activities students must play a role without looking at the written speech.

f. Boost students' Motivation

Ments (1999: 13) comments that Role-Play is "motivational and effective because it involves activity". This means that Role-Play is approved to be a technique for getting the learners involved and motivated in a certain conversation; by providing an interactive and engaging learning environment.

g. Decrease students' shyness.

Ur (2000) argues that Role-Play allows learners to wear a mask and to be another person. Many students are shy and afraid to speak in front of a public audience or in front of their peers. So, in this respect, Role-Play is a great opportunity for such students, since it creates a supportive and safe environment.

h. Engaging actively in the learning process

In the same words as Ladousse (2004), using Role-Play guides the learners to attain their goals, objectives, and engage actively in the process of learning, since it is a fun game that creates an enjoyable learning and teaching setting. As (Arham,

Yassi, & Arafah, 2016) argued that Role-Play enables students to be more active and fluent in using language and facilitates their conversation.

i. Positive Student-Teacher relationship

Adapting Role-Play technique leads to strengthening student-teacher relationship; through this game, learners can talk and express their ideas, feelings, and thoughts, which promote them to openly communicate with their teachers and strengthen their relationship. Kusnierek (2015) confirmed that Role-Play is a set of communication tools that push students to be active and participate in the classroom, and share their duties with their teachers. Supporting this idea with Larsson (2004: 245), argument is that Role-Play leads to “more relaxed relations between teacher and pupils”.

J. Develop Cultural Awareness

Through Drama activities, especially Role-Play, students can develop their cultural awareness and this by immersing themselves in diverse cultural practices. Poter Ladousse (1987: 6) stressed that “the overall aim of Role-Play is to train students to deal with the unpredictable nature of language”.

k. Foster Students’ Imagination

Role-Play as a communicative tool is very helpful in fostering students’ imagination, since it lets them be another person in various situations. This drama-based activity pushes learners to think in a creative and imaginative way. Heathcote and Bolton (1995), asserted that Role-Play gives students the freedom to live through their imaginative experiences.

5.2. Challenges

Besides, even though all the benefits discussed above regarding the use of Role-Play. This technique has also challenges. Rogers (2007: 210) said that Role-Play is not an effective method to be used inside the classroom since:

a. Time Consuming

Role-play activities take significant time. Livingstone (1983) and Ladousse (1987) stressed that a good and successful preparation and implementation of role-play can be time-consuming, especially when used in large classes.

b. Losing Teachers' control and attention

When applying Role-Play technique, teachers may lose their control and attention during the lesson. "In Malaysian classrooms, learners might choose to use their mother tongue for discussion purposes, thus failing the objectives of using Role-Plays in developing speaking skills" (Shangeetha & Saravanan, 2010: 16). More than that, there are learners who refuse to participate and act a given role; so it's difficult to make sure all the learners engage in this activity.

c. Lack of Authenticity

Scenarios of Role-Play do not always reflect real-life situations, as they can limit the development of the four skills learned (Livingstone, 1983; Kao & O' Neill, 1998). Moreover, it involves scripted interaction and a controlled environment.

d. Anxiety

Ladousse (1987) and Blatner (2002) believe that when learners play a specific role, they may feel anxious and even shy to perform in front of others and their peers, which leads to impacts their ability to be and act naturally.

e. Cultural Barriers

Cultural barriers can be one of the drawbacks of implementing Role-Play, since the participants may have different cultures, a variety of communication styles, and social norms, which lead to misunderstanding or limit the importance of these drama games (Fauziati, 2015; Cohyono & Widiati, 2011).

f. Lack of Purpose

Role-Play technique can be challenging in terms of purpose Ur (2000: 10), explain that when using Role-Play, students act and play without a clear objective or aim; and “this lack of specific direction and purpose sometimes results rather in confusion and uncertainty about what to do next”. It means having no clear instructions or purpose can make the integration of Role-Playing difficult.

g. Classroom Managements

Applying Role-Play in large classes can be challenging and difficult, because it creates some problems, such as the teacher may struggle with arranging this type of activity, as well as having an elevated amount of noise, which leads to disorganized attention and the interest of the learners. Barathy (2013: 19) notes that assessing role-play in large classes is very difficult since it ends with a “chaotic mess”.

6. Role-Play to Develop Communicative Competence

Huff (2012) argues that Role-Play as a communicative approach involves tasks that mimic the language in real life, leading the learners to enhance the components of Communicative competence. According to Nunan (1989: 212), communicative competence is “the ability to deploy linguistic, interpersonal and socio-cultural knowledge effectively for communicative purposes”. Similarly, Canale & Swain (1980) and Canale (1983) explain that communicative competence refers to a synthesis of knowledge and skills that are important for communication.

Accordingly, Role-Play as an interactive game helps the EFL learners to develop these competencies, including linguistic competence, sociolinguistic competence, strategic competence, discourse competence, and pragmatic competence.

6.1. Sociolinguistic Competence

It is a competence that encompasses the learners’ ability to use, interpret, and understand language used in multiple contexts. In other words, it refers to knowing how to deal differently with speech acts like making a request, asking for an apology, or thanks. Sociolinguistic competence is the learning of cultural and socio-cultural norms in social context (J.C. Richard & R. Schmidt 2002). Making a

relation with Role-Play, this later can develop the nuances of sociolinguistic competence by acting different scenarios, which aids the learners to have new experiences and adopt different social roles (Canale & Swain, 1980; Yule, 2010). More than this, by introducing cultural differences, Role-Play can help EFL students to understand how language differs from one context to another, depending on formality and relationships (Scollon & Scollon, 2001).

6.2. Linguistic Competence

Linguistic competence refers to the understanding and mastering the system of language, such as phonology, vocabulary, syntax, and learning how to build correct sentences grammatically. Ficher (1984: 35) states that “linguistic competence may be thought of as the learners’ knowledge of the structures and vocabulary of the language and their ability to produce and comprehend well-formed sentences in the language”. In term of language games Role-Play can be beneficial in improving and enhancing learners’ linguistic competence and this by providing tasks and activities to use new words and checking their grammar rules, also allowing the learners to practice their language in different context, leading to raise this competence as well as their confidence (Wright, Betteridge, & Buckby, 2006).

6.3. Discourse Competence

As it was represented by Canale (1983) in his model of communicative competence, discourse competence is the ability to join language structures with functions to get coherent and cohesive texts. Similarly, Brown (2007) suggests that the key components of discourse competence involve the use of cohesive devices such as adverbs, pronouns, ellipsis, and references, along with the ability to maintain the structure of the discourse. Additionally, discourse competence with the use of Role-Playing technique can be developed by engaging learners in realistic scenarios in which they can use discourse markers and different speech styles (Brown & Yule, 1983; Gumperz, 1982). Role-Play also gives students the opportunity to practice their errors and negotiate meaning. Role-Playing enables the learners to think about the structure of their discourse and whether their performance is clear and organized.

6.4. Strategic Competence

Canale and Swain (1980: 30) define strategic competence as the “verbal and non-verbal communication strategies that may be called into action to compensate for breakdowns in communication due to performance variables or insufficient competence”. In the context of drama-based activities, Role-Play is an effective technique to enhance strategic competence by helping learners to practice their communication skills. Also, by employing techniques such as asking for more details and explanation or even reformulating when there is a gap (Dörnyei & Thurrell, 1991). Saying more Role-Play immerses EFL learners in realistic situations that require problem-solving and critical thinking.

6.5. Pragmatic Competence

According to Crystal (1985: 240), this competence is “The study of language from the point of views of the users, especially of the chooses they make, the constraints they encounter in using language in social interaction, and the effects their use of language has on the other participants in an act of communication”. Moreover, enhancing pragmatics competence in the context of the target language requires an effective and appropriate tool or input; various researchers have stressed that role-play as a pedagogical tool can improve the pragmatic competence. (Dyke & Acton, 2021), claimed that Role-Play encourages meta-pragmatic discussion, in which the learners analyze their communication, interactions, receive corrective feedback, and develop their understanding of context. Clarifying more (Kasper & Rose, 2002), argue that adapting Role-Play can positively enhance the pragmatic competence, by providing the learners with the opportunity to practice their language, which aids them to answer various pragmatic situations.

7. Contributing Elements for an Effective Use of Role-Play in EFL Classrooms

In the last few years, many studies have argued that implementing Role-Play activity is an operant tool in teaching and learning the speaking skill in EFL classrooms. According to Killen (2007: 280), Role-Playing “can be used in many different ways, ranging from whole class activities to small group work; it can be

used with learners of all ages”. In addition, using Role-Play in the classroom assists in creating a dynamic educational setting, which involves following some guidelines to make it effective.

Starting with Ladousse guidelines (1987: 12), she suggested that when teachers design a Role-Play session, they must consider and contribute these elements:

- **Peaceful setting.** The teacher must manage and control the noise inside the class in order to have a calm environment that guides the Role-Play.
- **Playing with pairs rather than the group.** When students are indirect (meaning face-to-face communication) without looking at others, this guides them to perform their roles effectively, and it enhances confidence.
- **Design a short and simple role-play.** Teacher should use and provide their students with clear and short topics, in order to make them more enjoyable.
- **Understanding the situation before starting.** Teachers should prepare students by providing them with the scripted scenarios and check whether they have understood the meaning and the purpose of this Role-Play.
- **Escape the difficult situations.** It would be better if the teacher avoids hard roles, because when learners find difficulties in their scenarios, they may switch to use their native language.
- **Finish with the following up activity.** After students had finished acting the roles, the teacher would give them a follow-up activity in order to get their opinions toward the integration of this activity (Ladousse, 1987: 12).

On the other hand, in Kodotchigova (2002) point of view, Role-Play can be designed and productive if the teacher contributes and takes into consideration these elements:

➤ **A Role-Play situation**

Selecting a situation for role-play must be based on the needs of the whole classroom. Teachers must choose and select situations where the learners can practice their vocabulary and pronunciation. At the same time, these situations must touch their experience in real life. Livingstone (1983) maintained that teachers should design situations for Role-Play that reflect students' needs and interests (As cited in Kodotchigova, 2002).

➤ **Role-Play outline and design**

After deciding and having the context, teachers should design the Role-Play for the students in order to figure out and have ideas on how may develop this situation. The students will try to improve their communicative competence.

➤ **Students' preparation and training**

In this phase, the students should prepare and train their plays. In addition, when the teacher explains the roles, it is preferable if he/she use the second person 'You' so as to facilitate and attract the attention of the learners (Kodotchigova, 2002). This preparation includes linguistic preparation at the level of language need, as well as factual preparation at the level of having clear and simple roles, for the purpose of performing with confidence (Livingstone, 1983).

➤ **Performance and following-up activity**

Once the preparation time is over, students should start performing and playing their roles and lay the groundwork with their imagination. At the same time teacher can move around the class, observe, and note the learners' mistakes and errors by taking into account the aim of the activity (Ladousse, 1987). Over and above that, when the performance of the roles is finished, the teacher will try to correct some of the students' mistakes. In Ladousse (1987: 16), the words "when correcting the mistakes start by mentioning the good remarks and insisting on them, then move to the mistakes by giving their correct form, this will give students much self-satisfying

and confidence”. A follow-up activity may be applied at the end of the session, with the interest to get students’ attitude and views about this based-game activity, and discuss what has happened during the Role-Play.

8. Dealing with Error Correction during the Performance of Role-Play Technique

Being able to learn and master a language is a complex process, especially for a foreign language, because many students make errors when they speak and produce orally. In this context, the concept of errors has been discussed by various scholars; errors are the natural and essential part of the learning process. Consequently, Songxaba & Sincuba (2019: 2) claim that errors are “a systematic deviation when a learner has not learnt something and consistently gets it wrong”. George (1972: 2) elaborates on this idea, saying that error is “an unwanted form, specifically, a form which a particular course designer or teacher does not want”. It means that errors refer to the mistakes made by learners, frequently due to an insufficient understanding.

Additionally, Error correction is the feedback given by the teachers to students. It is a concept that has been debated since learners are in the trial-and-error approach. Besides, today’s researchers argued that the basic issue is not determining why and when a student makes errors, but the issue is to know how to deal with these errors when implementing dram-based activities such as Role-Play.

In Ur’s (1996) view, correcting learners’ errors can be challenging in some cases, she stressed that in fluency tasks it is preferable that teachers avoid correcting their students in the middle of speech since this can discourage them and they will be fear to engage. Also, she said that EFL teachers should be selective, which means that he/she should focus only on important errors and correct them tactfully, as in his words “on the whole, of course we should go for encouraging tactful correction” (Ur, 1996: 248).

In addition, Harmer (2001) is one of the researchers who focus more on fluency rather than on accuracy. He claimed that error correction in communicative tasks should be done carefully to avoid interrupting the communication process. He

explains that “Everything depends upon our tact and the appropriacy of the feedback we give in particular situations” (Harmer 2001: 384). He addressed EFL oral teachers to use delayed correction, which means that they should deal with correction after the activity is done in order to allow the students to focus more on their communication. Consequently, Thornbury confirmed Harmer’s idea, saying that delayed correction is the best strategy to correct students’ errors in such activities. Thornbury (2005: 91) points out that “teachers need to postpone their feedback in order not to disrupt the flow of talk, but deal with the error one later”. That is to say, teachers should allow their learners to focus, flow, and express their ideas without interrupting them, and postponing the correction.

9. The Importance of Views in Teaching and Learning

The teaching and learning process can be defined as the message transformation between teachers and their students inside the classroom, aiming to achieve certain objectives. Morrison & Dewey (1934) say that teaching is learning from selling to buying.

In the context of EFL, views represent the beliefs and the opinions held by both teachers and students. Albret Wolters (2005) states that a view is a thought of individuals’ basic beliefs about various things. Incorporating and taking different views allow and help to improve feedback and assessments, boost personal growth, develop deeper empathy, and help to better understand and view things in various situations (Edwards, 2021). Consequently, it is essential to examine both teachers’ and students’ views about the use of the Role-Play technique to enhance students’ speaking skills.

10. Students' and Teachers' Views on the Use of Role-Play in Speaking Classes

Learners generally have positive views towards the use of Role-Play in teaching speaking skills. According to Mulyana (2020) students confirmed that role-play can be a technique of learning that helps them to practice their speaking skills. Mulyana (2020: 6) says that “Role-Play use has positive impact in improving students’ speaking skills, because using this method students can increase their confidence and try new things like different situations in their daily lives”. In addition, this technique makes the “students more active and fun in the teaching and learning process, their vocabulary increases, and their pronunciation becomes better. Students build harmony with other friends, and they can interact well with other groups”, which means that Role-Playing perceived to create comfortable, fun and interesting atmosphere for the learner.

Moreover, Trianasari et al (2022: 62) stated that “Even though Role-Play have some challenges and students’ face some difficulties such as feel nervous, and do not memorize, but it is a quite interesting technique that can be used in speaking class, because students’ can be more attractive and creative to prepare well and learn new expression to acting even though it is different with the students’ character in normal or real life”.

On the other hand, Le Truong (2024: 7) says that teachers held positive perceptions regarding the advantages of role-playing technique. The participants agree that “students were provided with real-life situations in role-playing, it allowed for an increase in students’ speaking time, which encourages them to express their ideas”. “Role-Playing technique increase students’ interaction while students were engaged in this activity; as well as it enhances students’ chance to practice English speaking skills”. It means that when learners practiced role-play they get more chances to interact and speak in English. Adding to the teachers’ positive views, they also acknowledge some challenges of the Role-Play technique. According to Truong (2024: 9), the participants agreed that “one of the challenges of applying Role-Playing technique is the time commitment and somewhat time-consuming to prepare Role-Playing activities. Teachers perceived the Role-Playing technique as somewhat presented difficult than tasks in the textbook”. Participants

find this technique more difficult to be organized since it needs lot of time and efforts.

This section explains the Role-Play activity in general and its integration in EFL teaching and learning, providing the reader with its advantages and challenges. Moving to determine the elements that create an effective Role-Play; and teachers' and students' views about the use of Role-Play Technique. Finally ending with a literature review which provides significant investigations conducted previously regarding this theme.

Section Three. Literature Review

Various empirical studies have been conducted. To start a previous study was conducted by Zakia titled “ The Effect of Role play Technique on improving EFL Learners’ Speaking Skill” , taking the case of 2nd year LMD students at Biskra university academic years (2015) . The aim of this study is to investigate whether role play is an effective tool to improve students’ communication ability ; applying a quantitative method using a questionnaire as in instrument addressed for second year students , and asking some teachers of oral expression . The result shows that role play is a powerful technique to increase students’ desire to use language; also most of the learner’s even teachers say that role play is considered as their favourite activity in the oral expression sessions that enable them to develop their speaking ability.

Subsequently, another study explored “Students’ perspectives of Using Role-Play to develop Speaking Skill” done by Almira (2020). Aiming to know how speaking ability can be enhanced through games, based on the learners’ perspectives, and what effect they felt from this method after learned it. To search this aim, Almira opt for a questionnaire, an interview, and observation; which were administrated to 60 students from education majoring English. After analyzing the data collected; the results reported that more than 80 % of students accept that role play technique can be an effective and fun method of learning and teaching to improve students’ speaking aspect. They confirmed that this type of game has a positive impact on their communication which leads to increase vocabulary, pronunciation, and even to be more active and interactive inside the classroom.

In the same context, Arifiana et al (2021) investigate a study on “Students’ Perception on The Use of Role-Play to improve Students’ Communicative Competence”. This research aimed to determine the opinions and beliefs of EFL students toward the implementation of role play to enhance the communicative competence. The study involved 108 fifth-Semester students from English education department at university Ahmad Dahlan. For the data collection, the researchers relied on the use of questionnaires and interviews, which were analysed by using SPSS model 17.0. Based on the findings and the discussion, it was argue that role play method significantly improved students’ communicative competence including vocabulary, creating a dynamic and enjoyable environment inside the classroom, as well as providing practical experiences that lead to rich students’ knowledge.

Another study was conducted by Hidayat (2023), examined “Developing Speaking skill Through Role Play Activities”. An investigation of first year Senior high school students in

Indonesia. A mixed method used in this research, through implementing an observation checklists and speaking test (pre-test and post-test) over two cycles. The first step in cycle 1 is that teacher's gives to their learners pre-test to assess their speaking skill by giving them a script role play to be practiced. The second step the learners act the role at the same time the teacher make his observation than there will be a post-test at the end; the 2 cycle was also done following the same steps. The findings show that role play activity improves students speaking skill and make the learning process more enjoyable and even challenging. With indicating that role pay technique affect positively student's motivation and enthusiasm. The results also highlight that many students were more active during the implementation of role play rather than keep silent , with the score of pre-test (65,74) and the post-test was (70,31).

Adding, "EFL Teachers' Perception of The use of Role Play in Speaking Class", this study published in the journal "Ilmiah Spectral" by Yenni and Irma (June, 2023) Conducted in Yogyakarta, Indonesia; the two researchers examines and explains how role-play enhances the oral communication among EFL students. To gather the data this research used a descriptive qualitative design as well as thematic analysis, aiming to describe two English teachers' perceptions regarding their experience in using role play to facilitate speaking skill, this data were collected basing on interviews and classroom observation. The findings obtained that teachers perceive the activity of role play as an effective technique for improving students' fluency, confidence, and real-life communication skills; also it helps in creating an interactive learning environment that promotes active learners participation. Even though, this study highlights some challenges of implementing role play such as shyness, anxiety. Concluding the success of this game depends on addressing those challenges by providing adequate support during implementation.

To conclude, Emilizar and Sylvia made a research ender the title " The Impact of Interactive Role Playing on EFL Learners' Willingness to Speak " Indonesia (2024 / 2025), examining the effectiveness of role-playing techniques in developing speaking skills among 7th_grade EFL students at MTsN 3 Padang Pariaman. Employing a quantitative classroom action research (CAR) method choosing 32 students from class VII.1. Using observation, interviews, tests, and documentation. The result showed the improvement in students' speaking skill from the score of pre-test (70.67) to the post-test (86.67). The study confirmed the positive influence of role playing on learners' vocabulary, grammar, and pronunciation; also its increase learners' confidence and willingness to participate in class. Additionally, the authors emphasize the

importance of teacher's guidance and constructive feedback in adapting role play method for EFL teaching.

The last section is the review of literature which provides the major and the significant investigations conducted previously about the two research variable. The review highlights the relevance and the importance of this present study.

Chapter Two

**Research design, Methodology, Data Analysis, and
Discussion of the Results.**

Introduction

This study investigates teachers' and students' views on the use of Role-Play as a tool in enhancing learners' speaking skills in English as foreign language EFL classrooms. The purpose of this current study is to investigate their views and opinions toward Role-Play's advantages, the challenges encountered by both teachers and students, and the conditions under its implementation. This chapter contains two sections; the first section outlines the methodological procedures, materials, providing more details about the population, the sampling method, and the tools used to acquire data at the Department of English at Abderrahmane Mira University of Bejaia. The second section focuses on interpreting, analysing, and discussing the results that we have obtained from the Students' and the Teachers' Questionnaires and Students' Focus Group Interview. Finally, this study concludes by highlighting the limitations and suggestions for further research.

Section One. Research design and Methodological Procedures

A detailed explanation of the research design and the methodology used can be found in this primary section. It describes the steps followed to get and examine data; as well as the research participants.

1. Mixed Method

To obtain a deeper understanding of this research, we have and relied on using a mixed method, which is a combination of both Qualitative and Quantitative methods. Tashakkori and Creswell (2007: 4) define mixed methods as "research in which the investigator collects and analyzes data, integrates the findings and draws inferences using both qualitative and quantitative approaches in a single study". This method offers the researchers an opportunity to use several tools rather than focusing on one. Moreover, applying mixed methods is desirable since the qualitative design provides a deep understanding and investigation of the research problem; however, the quantitative data provides more specific, valid data. Even though these two approaches have different strengths, they are used to achieve the same aim and purpose (Paul, 2007; Maxwell, 2004; Maxwell & Loomis, 2002).

2. The Population and Sample of the Study

2.1. The Population

In a research the word population does not represent the population of a country, but it refers to the whole individuals, objects, events, or activities in which the researchers focus on in order to acquire new knowledge and information (Brynard & Hanekom 1997: 43). Similarly, Babbie (1998) defined the concept of population refers to the entire group of elements or individuals that a study aims to investigate based on theoretical elements.

The population of this study was concerned with the third-year EFL teachers and students at Abderrahmane Mira University of Bejaia. There are ninety-eight (98) students divided into four (4) groups, and two (2) oral expression teachers.

2.2. The Sample

A sample represents a subdivision from the whole population that is chosen specifically to obtain a statistical data and draw a conclusion for a given study. The benefit of using a sample is that it helps the researcher to focus on studying only a smaller group, rather than a large population (Andrede, 2020).

2.2.1. Convenience Sampling

Convenience sampling is a type of sampling that is used to describe the collection of data from the population (Rahi, 2017). This type of sampling method allows the researchers to consume less effort in collecting their participants, as well as the researchers minimize time spent since the sample chosen from the whole participants is most convenient and instantly accessible. As Dörnyei (2007) explains, the participants are selected to meet a given practical criterion, like availability, proximity, or having the willingness to participate.

This present study deals with a sample that contains 40 students (males and females), that represents 40, 81%, and the two Oral expression teachers that represent 100%.

3. The Aim of the Study

The present research seeks to understand and gather evidence data on the views of third-year EFL teachers and students toward the use of Role-Play to enhance learners' speaking skills. Furthermore, it also aims at identifying both advantages and Challenges of this drama-based technique, as well as the conditions which contribute to its effective implementation in teaching and learning speaking ability.

4. Research Questions

Question one: What are the advantages of Role-Play technique for teachers and students?

Question two: Are there Challenges when using Role-Playing for teachers and students?

Question three: What are the conditions under which Role-Play can be effectively implemented in EFL classes?

5. Data Collection Tools and Procedure

To investigate teachers' and students' views on the use of Role-Play technique to enhance learners' speaking skills, a mixed data tools will be used, mainly Questionnaires and a Focus Group Interview.

5.1. The Questionnaire

A questionnaire is a research tool that contains a collection of questions used to gather data in a short period of time. According to Dörnyei (2010: 1), "the popularity of questionnaires is due to the fact that they are easy to construct, extremely versatile, and uniquely capable of gathering a large amount of information quickly in a form that is readily process-able".

A questionnaire is a mixture of two types of questions close-ended and open-ended questions, which enables the researcher to gather and assess opinions, personal views, or gain insights from participants (Bhat, 2023).

5.1.1 The Students' Questionnaire

5.1.2 The Aim of the Students' Questionnaire

The Students' Questionnaire aims to collect a large amount of data about their beliefs and thoughts regarding the advantages, the challenges and the conditions of integrating Role-Play technique in oral sessions.

5.1.3 Description of the Students' Questionnaire

In order to explore students' views concerning the use of Role-Play to improve their speaking ability, we opted for a questionnaire, it includes nineteen (19) questions administered to forty (40) students, they are a mixture of close-ended and open-ended questions administered to third-year LMD students in the Department of English at Abderrahmane Mira University of Bejaia. The aim under this variation is to see how the data are collected to fulfil our investigation.

The questionnaire was collected between the period of 16th and 18th of March. It is fragmented into five (5) main parts. The first part deals with the students' personal information. The second part is about speaking proficiency. The third part determines the advantages of Role-Play technique. The fourth part talks about the challenges that students may face when practicing Role-Play, and the fifth part which is the last one tackled the conditions for an effective Role-Playing.

5.1.4 Piloting and Validation of the Students' Questionnaire

Pilot study is a preliminary stage conducted before the large investigation. It helps to test and identify the confusing and the difficult questions. In the pilot study the researcher chose between four and five learners randomly from the population, aimed at testing and discussing the questionnaire.

In this study, the students' questionnaires have been piloted in the 13th of March 2024, the questionnaire were distributed for five students' (Male and Female) of third year LMD students. The piloting stage helped as to correct and add some questions to make it more understandable.

5.2.The Teachers' Questionnaire

5.2.1. The Aim of The Teachers' Questionnaire

The aim of the teachers' questionnaire is to comprehend teachers' views on integrating Role-Play technique in EFL oral classes. This questionnaire seeks to explore the advantages and the challenges that the teachers may face when implementing this teaching tool. Additionally, it also aims to identify the conditions under which Role-Play can be effectively implemented.

5.2.2. Description of The Teachers' Questionnaire

To investigate and get insights the teachers' views on the use of Role-Play technique to enhance students' speaking proficiency, we opted to use a questionnaire administrated to two (2) teachers of oral expression in the Department of English at Abderrahmane Mira University of Bejaia.

The questionnaire is a mixture of open-ended and close-ended questions, made up of nineteen (19) questions divided into five (5) main parts. The first part deals with the teachers' personal information. The second part is about speaking skills. The third part determines the advantages or the benefits of using Role-Play in their oral expression sessions. The fourth part aims to explore the challenges faced by the teacher when they integrate Role-Playing technique, and the fifth part seeks to identify the conditions that could optimized the use of this game to enhance learners' speaking proficiency. We collected the teachers' questionnaire in the 18th of March 2025.

5.2.3 The Piloting and Validation of the Teachers' Questionnaire

Before the validation, the teachers' questionnaire was piloted with one teacher of oral expression selected randomly from the population at the Department of English Bejaia University. The piloting stage was conducted in the 16th of March 2025. It was done in order to check and verify the clarity of the questions.

5.3. Focus Group Interview

The Focus Group Interview is a valuable tool for gathering qualitative data that deals with small group of participants. According to Denscombe (2007: 115), “focus group interview consists of a small group of people, usually between six and nine in number, who are brought together by a trained moderator (the researcher) to explore attitudes and perspectives, feelings and ideas about a topic”. Using focus group interview helps the participants to agree or disagree in a given issues, as well it helps the researchers to get insights why and how a group of individuals thinks about this issue. Krueger and Casey (2014) argued that focus group interview is useful more than individuals’ interview in term of time and cost. In this ongoing investigation, we used a focus group interview as a second tool to the questionnaire in order to collect data about teachers’ and students’ attitudes on the use of Role-Play technique to develop learners’ speaking skills.

5.3.1. The Students’ Focus Group Interview

5.3.2. The Aim of The Students’ Focus Group Interview

Students’ Focus Group Interview aims to collect in-depth qualitative information about their views on the use of Role-Play as a teaching and learning technique to improve their speaking ability. This focus Group Interview enables the researchers to obtain more detailed feedback on how this technique is beneficial, the challenges faced, and also how Role-Play can be effectively implemented in EFL classrooms.

We opted to use this type of interview, since it aids the participants to express their thought freely and engage with others’ ideas, as well as because of the time limited.

5.3.3. Description of The Students’ Focus Group interview

In this current study, we conducted a focus group interview on March 18th, 2025. It contains six (5) questions, with six (6) students, level of third year in the Department of English at Bejaia University. Additionally, in order to capture and transcribe the students’ answers, a note taking and an audio methods was used, the discussion took 25minutes.

This first section, described the methodology used to carry out our investigation. First, the study begins with the description the participants (population and sample). Following by a detailed research design and justifying the tools that we have chosen; which are a questionnaire and a focus group interview.

Section Two. Analysis and Discussion of the Results.

The second section reports the results of this current study. It deals with the analysis and discussion of the teachers' and students' questionnaires; as well as the students' focus group interview.

1. Analysis of the Teachers' Questionnaire Results

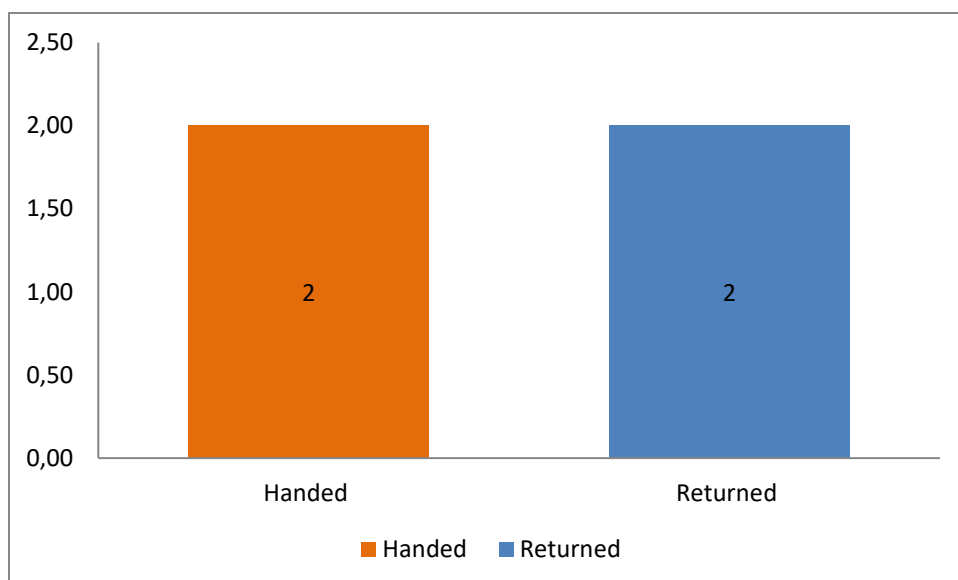


Figure1. Number of Teachers' Questionnaires Handed and Returned

This figure shows that 2 questionnaires were handed to third year EFL oral expression' teachers and the both were returned.

Question 1: What is your gender?

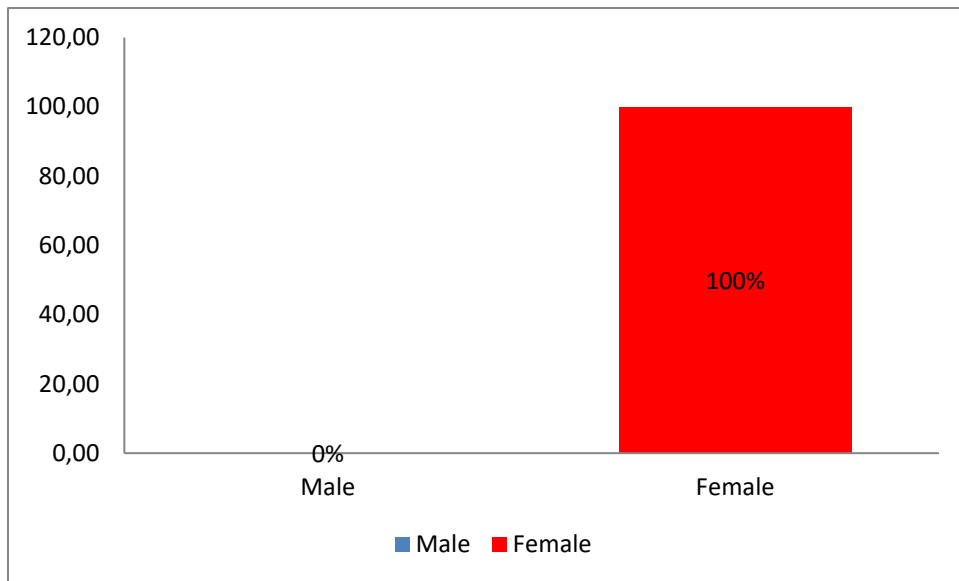


Figure2. Teachers' Gender

The figure above presents the gender of the teachers who participated in this study. As displayed, the totality of the sample are females with (100%), however there were no males (0%).

Question 2: What is your Academic Standing (degree of classification)?

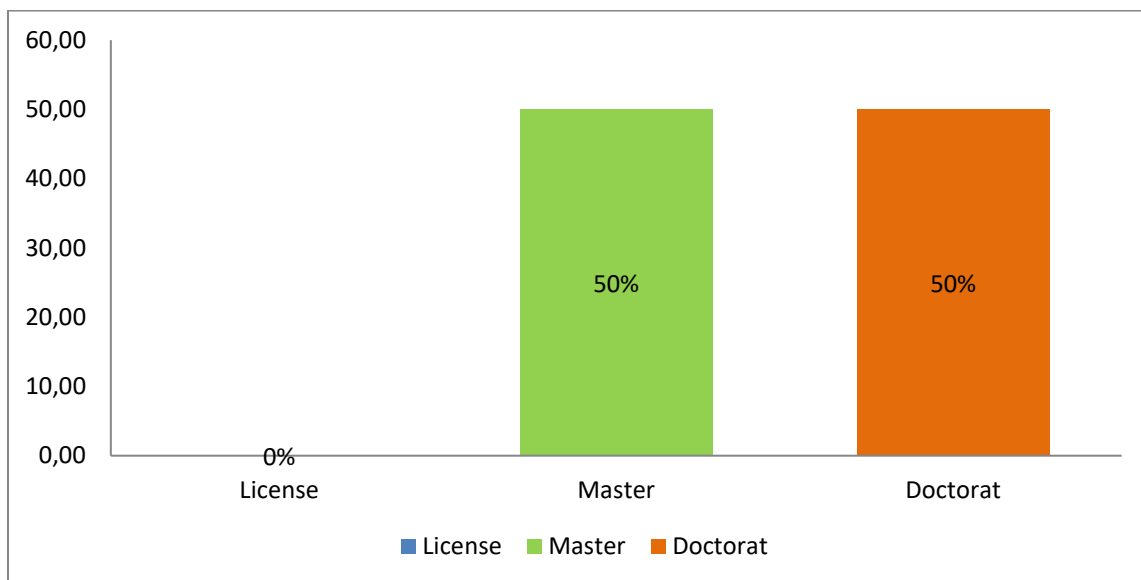


Figure3. Teachers' Academic Standing

The results obtained from this graph showed that (50%) of the participants are master's degree; however, the rest (50%) of the participants holds a doctorate's degree.

Question 03: How long have you been teaching oral expression?

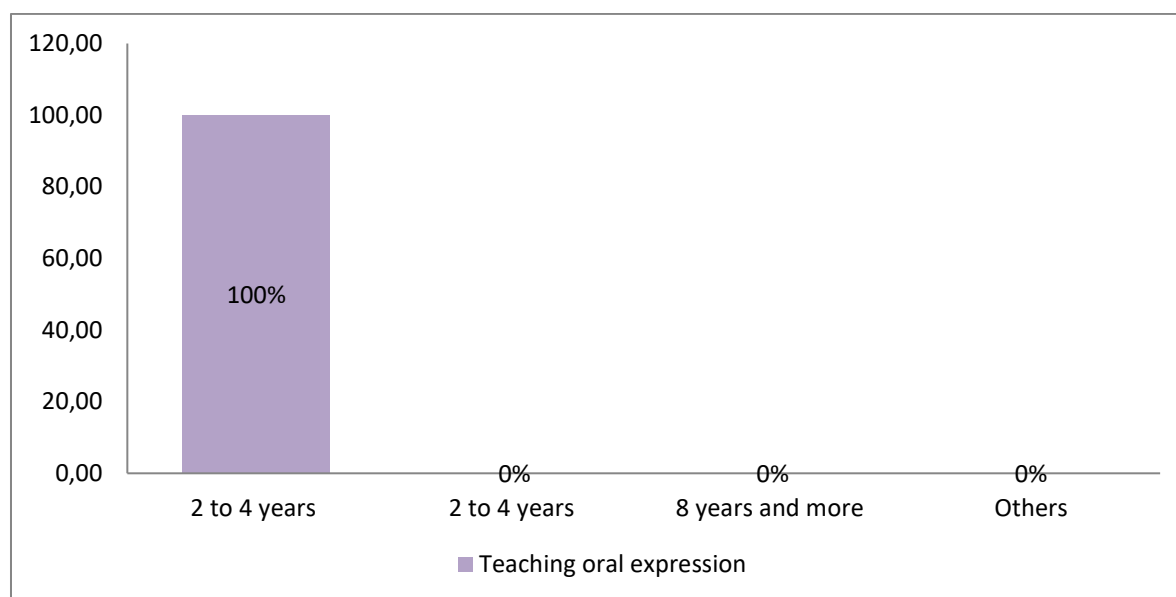


Figure4. Teachers' Experiences in Teaching English as a Foreign Language

The Graph given above showed that (100%) of the sample have been teaching oral expression from 2 to 4 years. Whereas, no one of them has the experience of 4 to 8 years, and 8 years and more. This means there is no variation of experiences in teaching oral expression module.

Question 4: Do you think that speaking skill is the main important skill in teaching and d learning a foreign language?

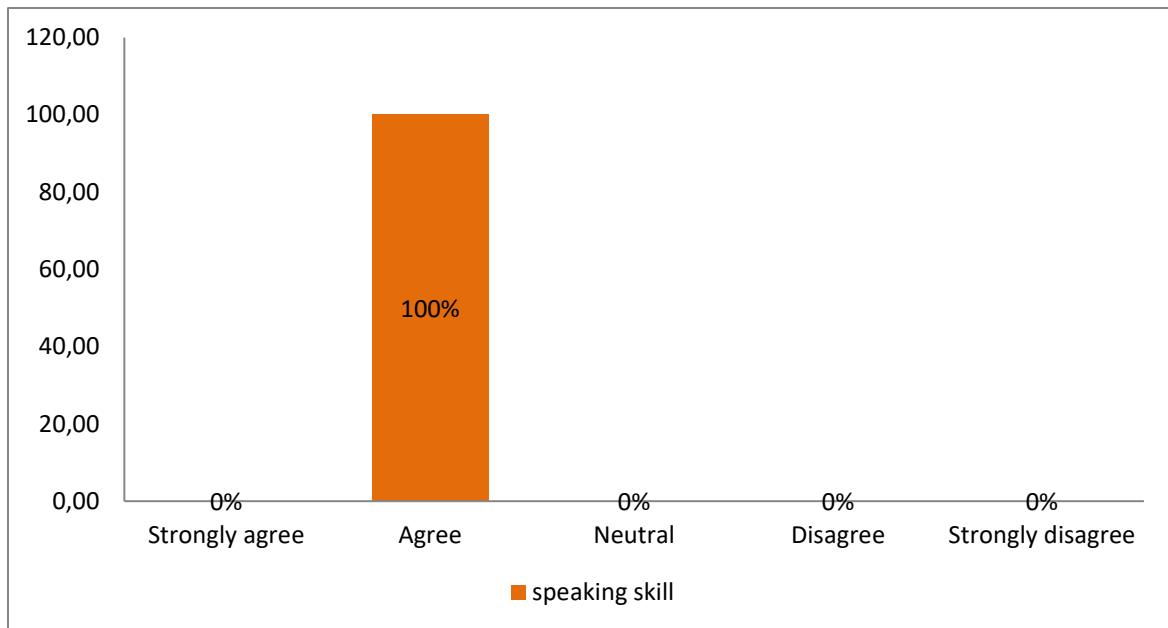


Figure5. The Main Important Skill in Teaching and Learning a Foreign Language

The data obtained above, showed that (100%) of the participants agreed that speaking is the main important skill in teaching and learning a foreign language. This confirms the importance of mastering the speaking skills.

Question 5: How often do your learners' engage in your oral sessions?

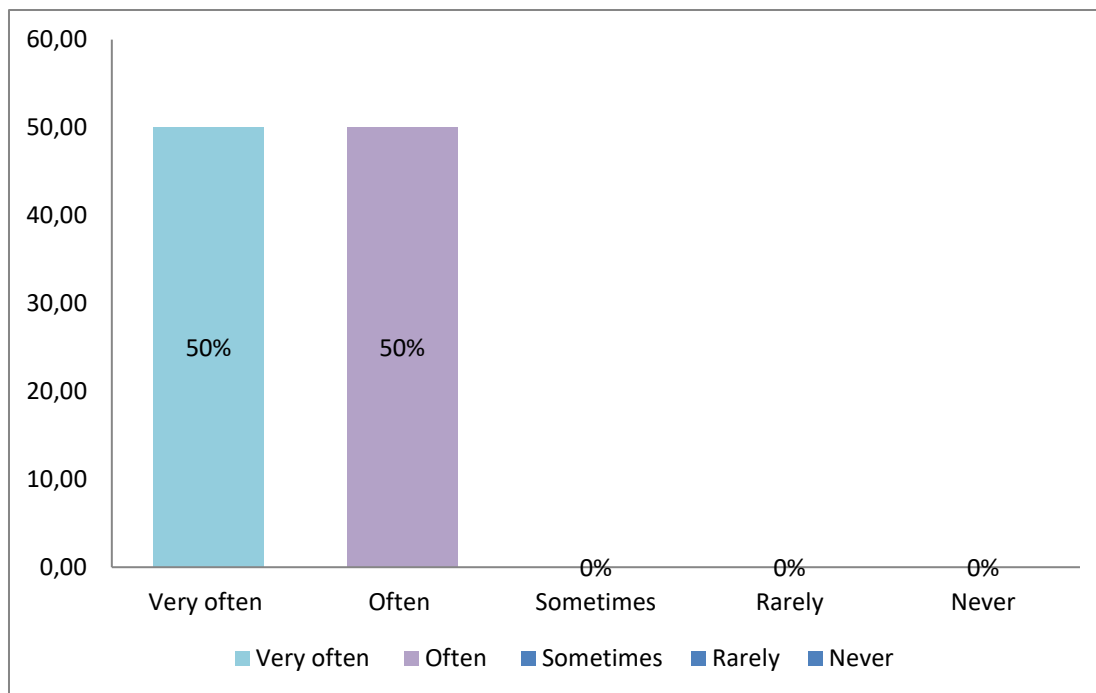


Figure6. The Frequency of Learners' Engagements in Oral Sessions

The teachers' frequency towards students' engagements during oral sessions is described in the graph above. As it seems, that (50%) of the teachers stated that they very often engage and participate in the classroom. While, the rest (50%) of them asserted that they often do so.

Question 6: How comfortable are you when using Drama-Based activities in your teaching?

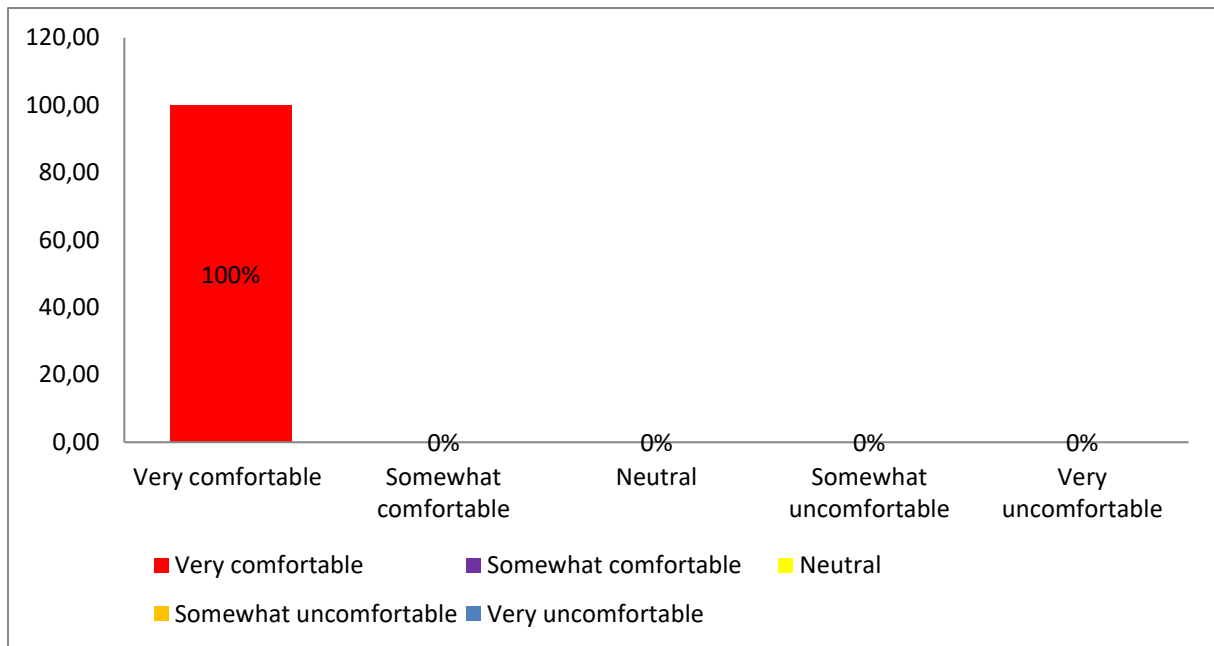


Figure7. Teachers' Comfort Level Using Drama-Based Activities

The data obtained shows how comfortable are teachers using drama-based activities in their teaching. The total of the participants which represents (100%) were very comfortable in using this activities in their teaching. While, none of them choose the other options. This indicates that drama-based are effective activities.

Question 7: Do you use Role-Playing technique in oral sessions?

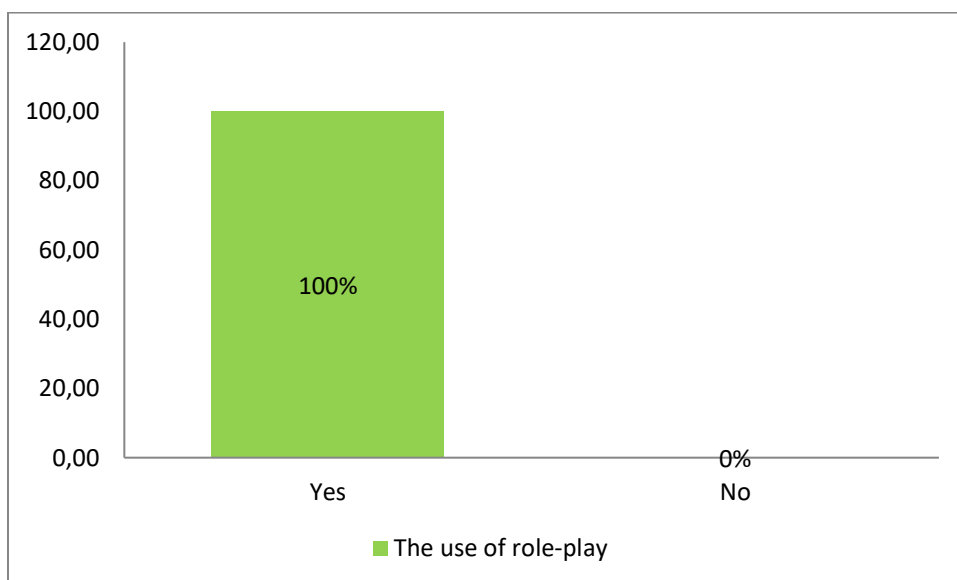


Figure8. Teachers' Usage of Role-Play Technique in Oral Sessions

This graph shows whether the teachers use role-play technique in their oral sessions or not, the results prove the totality (100%) of the teachers using it. This means that the teachers have many objectives of using it and this will be more clarified in the following question.

Question 8: What are the ways in which Role-Play can be helpful?

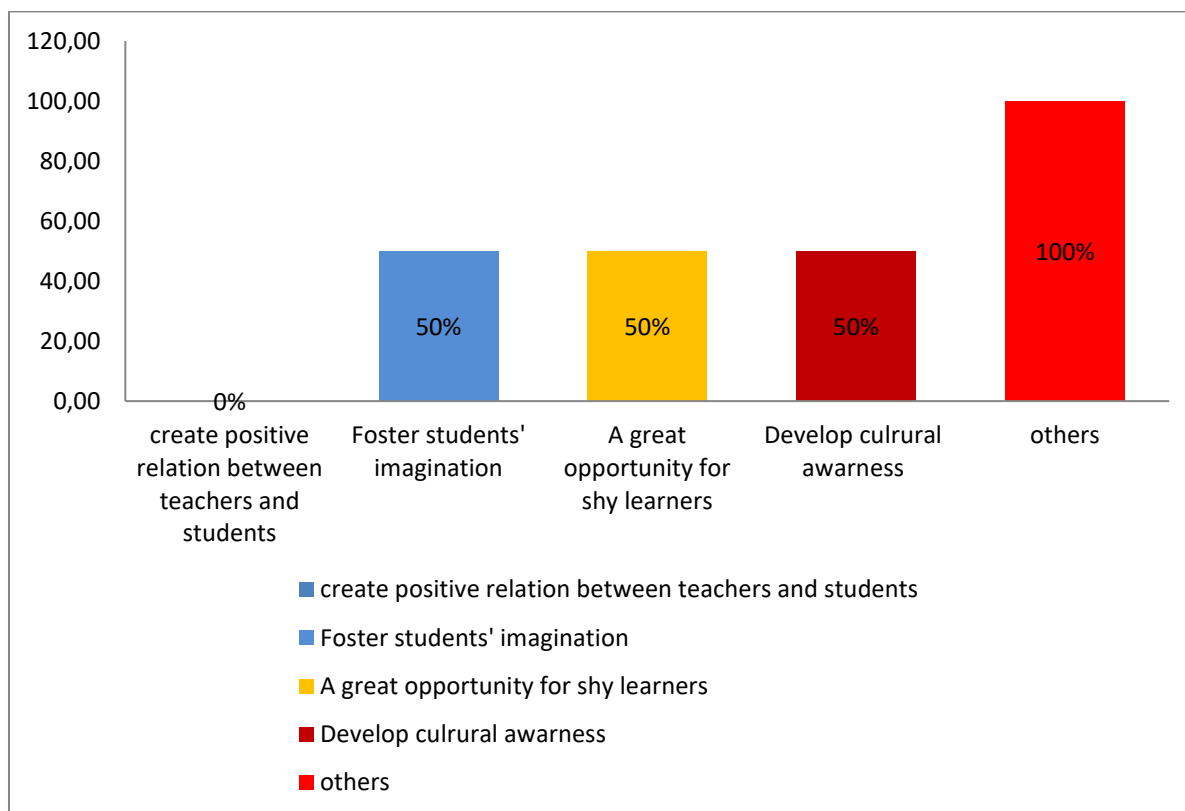


Figure9. The ways in which Role-Play can be helpful

In this question the teachers were asked to select the appropriate options in which Role-Play can be helpful. (50%) of the participants choose the second option which is foster students' imagination, whereas the other (50%) support two ideas that this technique is a great opportunity for shy learners' and it develops a cultural awareness. Additionally, both participants (100%) added other suggestions such as: learn how to improvise, it helps in learning new vocabulary and fosters long-term memory.

Question 9: What do you think are the potential advantages of using role-play in enhancing students' speaking skill?

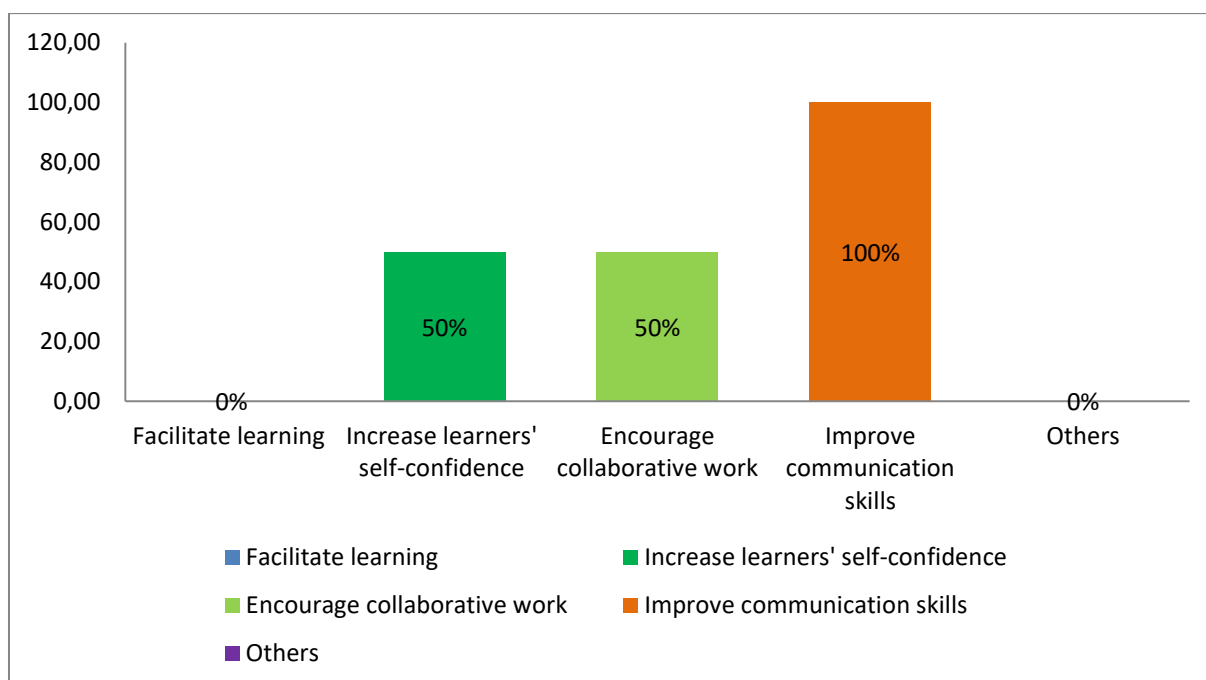


Figure10. Role-Plays' Potential Advantages

The obtained results reveal that (50%) of the respondents think that Role-Playing is beneficial because it increases learners' self-confidence. The others (50%), believe that it encourages collaborative work; and both of them (100%) agreed that this technique improves communication skills.

Question 10: How effective that the use of Role-Play is in enhancing learner fluency?

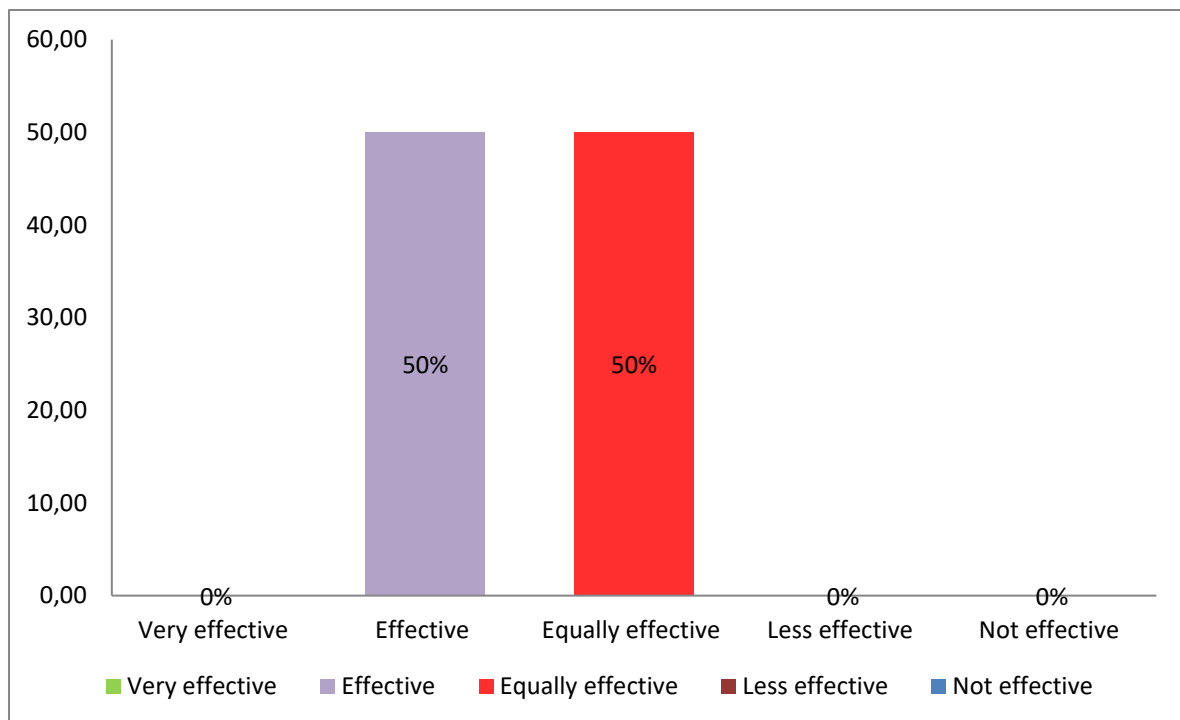


Figure11. The Effectiveness of Role-Play in Enhancing Learners’ Fluency

The results demonstrate that (50%) of the participants find that Role-Play technique is effective in developing students’ fluency. However, the rest of the respondents (50%) were equally effective with the integration with this technique.

Question 11: According to your experience, does the use of Role-Play technique in speaking sessions have some challenges?

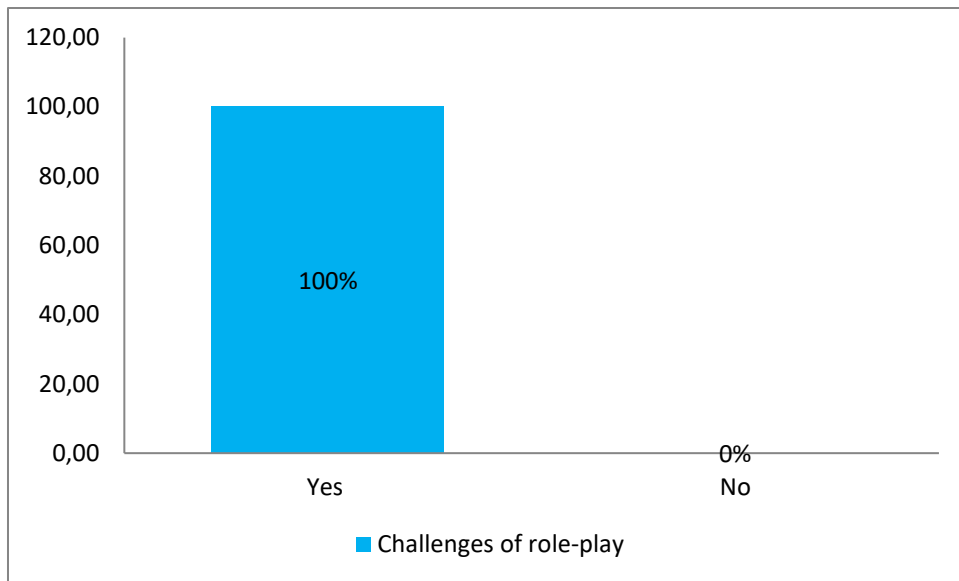


Figure12. Whether Role-Play Technique Contains Challenges

This figure shows that all the participants (100%) agreed that integrating Role-Play in speaking class contains some challenges. However, no one says no.

Question 12: What are the ways in which the use of Role-Play can be challenging?

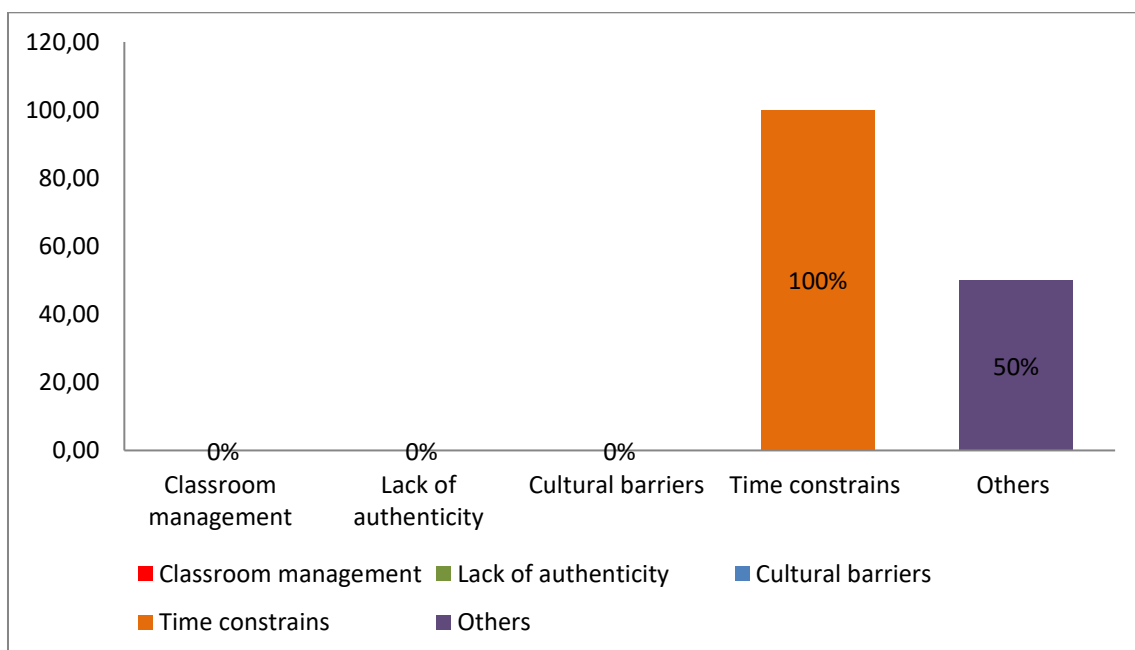


Figure13. Role-Play's Potential Challenges

The Graph above highlights the challenges of using Role-Play technique. The totality of the teachers which presents (100%) confirm that this technique is time

constrains. Whereas, (50%) of them added a new idea which is, role-playing demotivate the students' engagement.

Question 13: Does the use of Role-Playing technique lead the students to produce ungrammatical language?

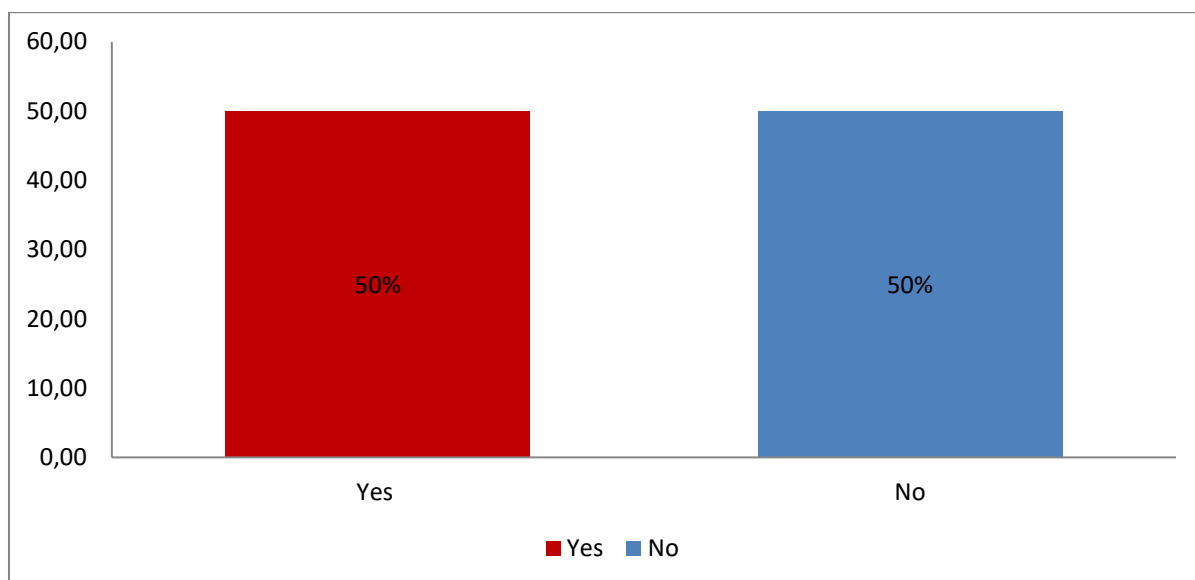


Figure14. Students' Production of Ungrammatical Language While Performing Role-Play

The data obtained shows that there are two different positions. (50%) of the respondents agreed saying (yes) to the idea that Role-Play technique leads the students to produce ungrammatical language. While, others (50%) disagree by saying (no).

Question 14: Do you think that correcting students' error which they produce while performing Role-Play is:

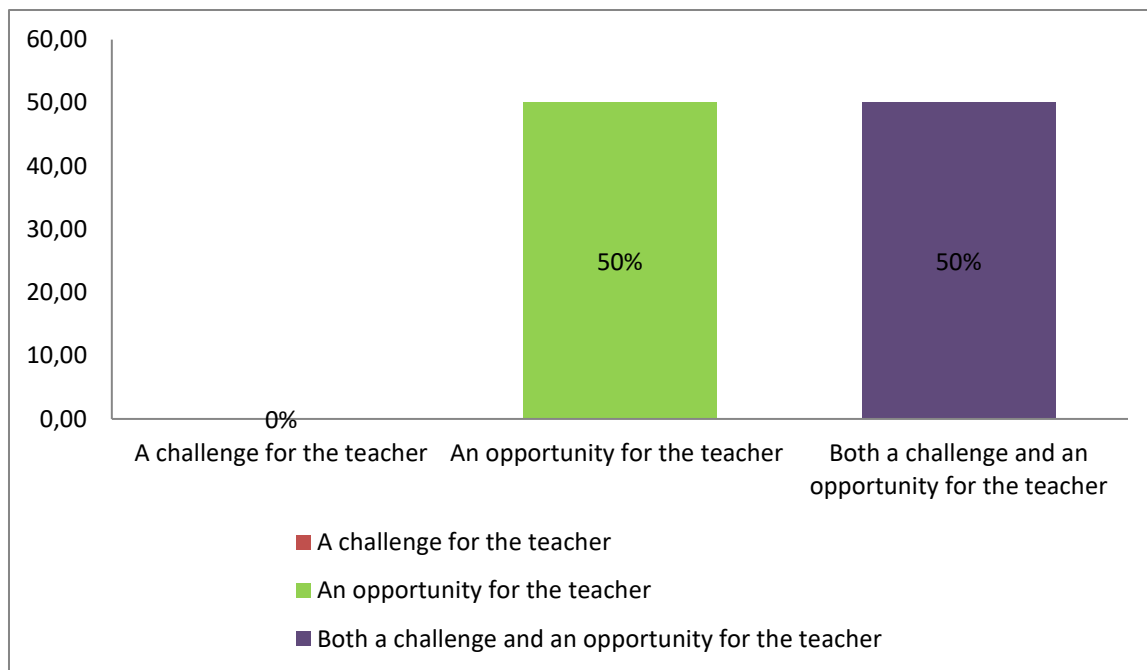


Figure15. Correcting Students’ Error

Figure (15) represents that half of the sample (50%) state that correcting students’ errors while performing Role-Play is an opportunity for the teacher because it helps them to identify the problem so that to work on it. Unlike, (50%) of the respondents find it not only an opportunity, but both an opportunity and a challenge for the teachers. First, an opportunity because it fosters students’ learning by remembering and understanding the correction of their mistakes. Second, it is a challenge because, when the teacher stopped their students and correct them can break their flow and make them feel less confident.

Question 15: In addition to Role-Play technique, what are the other techniques do you use?

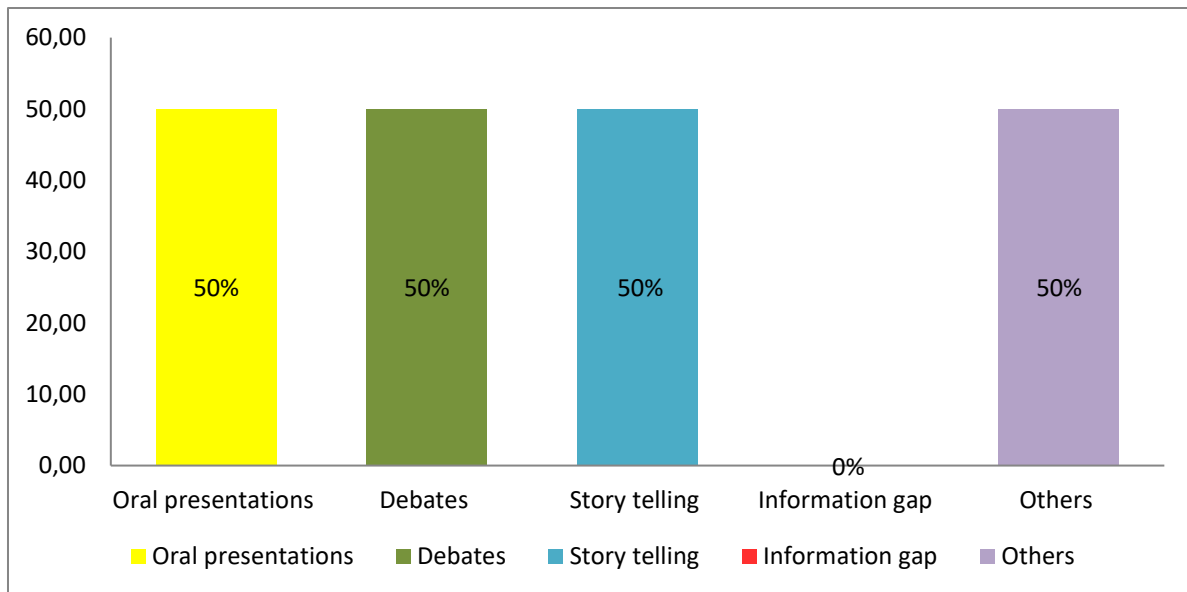


Figure16. Extra Used Techniques

This question was asked in order to know which are the other techniques used by oral expression teachers. (50%) of the respondents had chosen the technique of Oral presentations. In contrast to others (50%); had selected both Story-telling and Debates. Also, they expressed other technique which are; improvisation, games of guessing and giving speeches.

Question 16: As an oral expression teacher, which of the following conditions that you need in order to design an effective Role-Play?

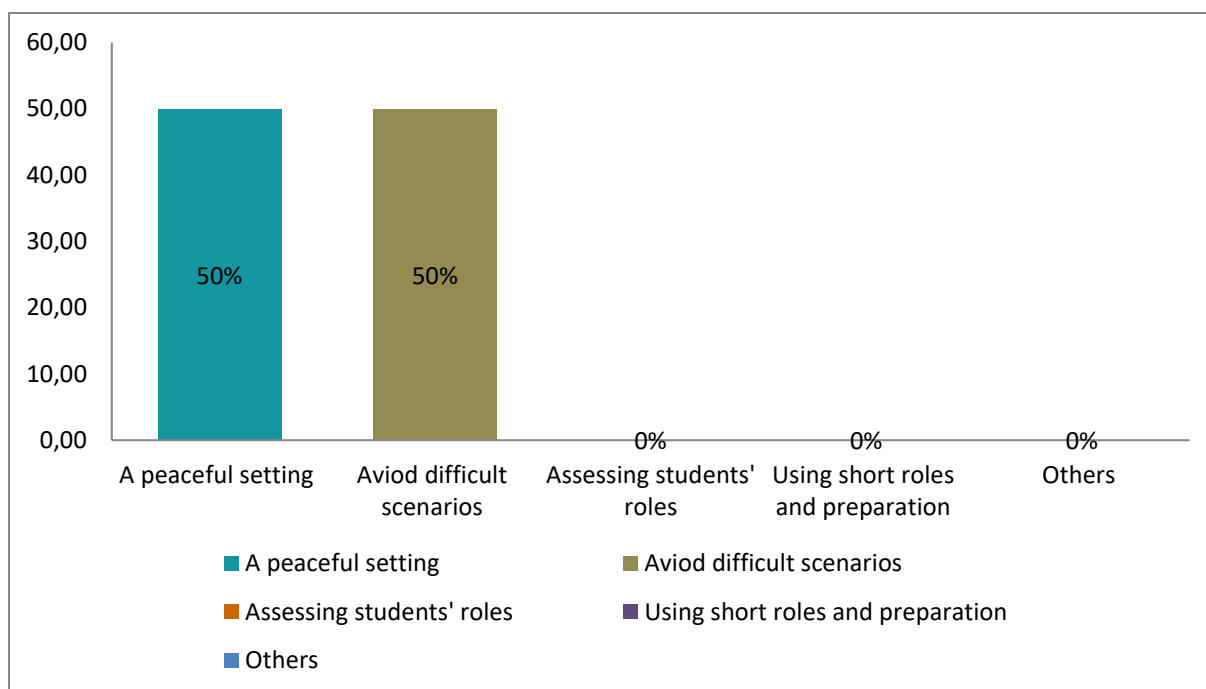


Figure17. Conditions for Designing an Effective Role-Playing

The result obtained demonstrates that (50%) of the participants agreed that having a peaceful setting is one of the main conditions for designing an effective role-play. The rest which represent (50%) share a common point of view saying that teachers should avoid difficult scenarios. In other words, when proving students by simple scenarios this helps them to focus and practice their speaking ability and enjoy the activity.

Question 17: How effective do you find a following-up activity after performing the Role-Play?

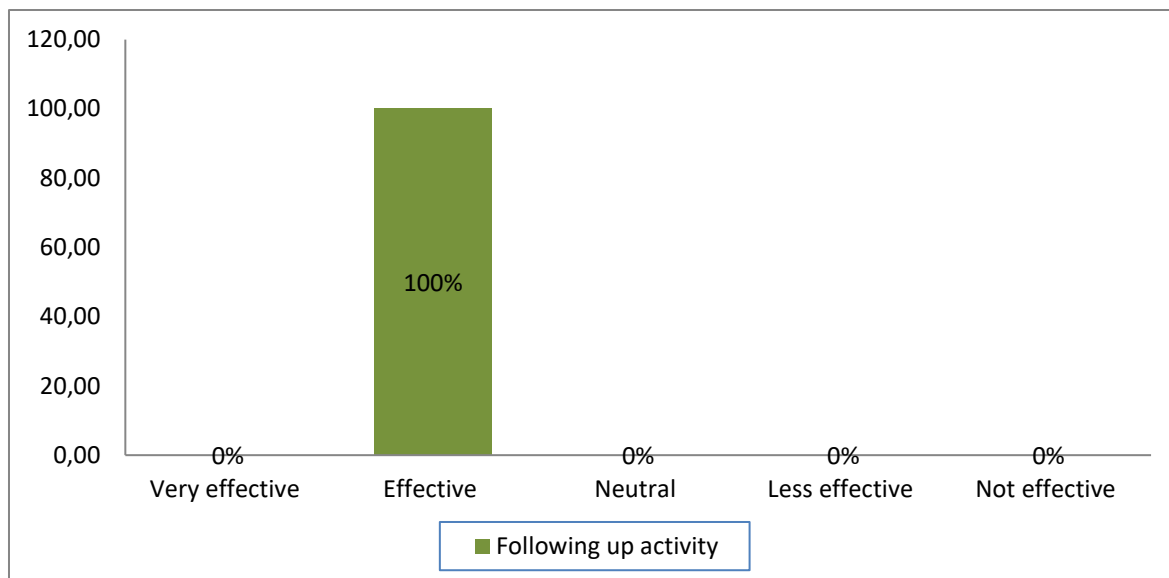


Figure18. The Effectiveness degree of the Following-up Activity

The above table clarifies how effective is the following-up activity after performing Role-Play technique. The totality of the respondents (100%) agreed that this activity is effective after the end of acting the role.

Question 18: From your perspective, how would you address the challenges that a teacher can face when using Role-Play?

In this question, the participants were asked to address the challenges that an oral teacher can face when designing a Role-Play. So they gave some pieces of advices such as:

- _ Using interventions at the end of the play
- _ Taking notes of learners' mistakes.
- _ Students' reflection on their own and others' performance.
- _ Using short and simple roles
- _ learners suggestion of topics based on their interests.

Question 19: What do you suggest in order to make the integration of Role-Play technique more fruitful for learners?

In this question, the participants were asked to give suggestion in order to make the use of Role-Play in EFL classes more fruitful for the students. Hence, they provided various answers including:

- _ Providing students with a heads up and a brief introductions.
- _ Giving the chance to students to add their own words.
- _ Defining the context and the aim of each task.

2. Discussion of The Teachers' Questionnaire Results

According the data obtained from the teacher's questionnaire, the analysis of the results provides us with a clear perception of the respondents' views and attitudes about the use of Role-Play technique in teaching and learning the speaking skills. The first part of the questionnaire offers details about the teachers' gender (**Figure 2**), their academic standing (**figure 3**) and teachers' experience in teaching oral expression (**figure 4**).

The second section of the questionnaires' findings uncovers information about teaching speaking skills with the use of drama-based activities, especially Role-Play technique. Therefore; the (**figure 5**) demonstrates the agreements of the teachers towards the importance of speaking skills in teaching and learning a Foreign Language. The totality of the participants (100%) asserts this idea. Following the (**figure 7**) which shows how teachers are comfortable using drama-based activities. All the respondents (100%) are very comfortable using it.

The third part of the questionnaires highlights the teachers' views about the use of Role-Play in EFL oral expression session, as well as; advantages, potential challenges and the conditions that help to have an effective Role-play. It appears from the data obtained after answering the question seven; that (100%) of the teachers rely on this technique to enhance students' speaking proficiency. Additionally, the results that we opted from the question eight, declares similar percentage, (50%) which have different options, first, fostering students'

imagination, next, is considered as a great opportunity for shy learners. This result is related to the idea of Budden (2007) who states that Role-Play allows students to nurture their imagination and to put their self into imaginary situations; and Ur (2000) says that through practicing Role-Play, shy students can successfully express themselves with confidence since they hide behind a 'mask'. Finally, it develops a cultural awareness. These findings are related to the findings of Ladousse (1987) and Hofsted & Minkov (2010) who argued that the overall aim of Role-Play technique is to offer learners the opportunity to practice their intercultural interaction which promotes deeper cultural insight. On the other hand, (100%) of the teachers expressed their ideas claiming that this based-game helps them learn how to improvise, and how to learning new vocabulary and to foster long-term memory.

The findings of the question nine determine the benefits of using Role-Play in oral sessions. The totality of the participants (100%) believes that it is beneficial since it improves communication skills. Therefore, this game gives learners a huge opportunity to practice their speaking and improve their language. As Kenneth (2005) findings who explained that through Role-Play students can develop their communication skills; since it allows them to practice their accent and to interact in real-life situations. (50%) of them think that it increases learners' self-confidence. Similarly, (50%) others, are agree that Role-Play encourages the collaborative work. Moreover, the results obtained from the question ten confirm that (50%) of the participants state that Role-Playing is an effective technique to enhance learners' fluency. While, (50%) are equally effective.

The fourth section of the Teachers' Questionnaire; indicates the challenges of using Role-Play technique in oral sessions. The Figure twelve declares that all the teachers which represent (100%) agree that this technique is challenging. (100%) of the participants think that time consuming is the main challenges of integrating Role-Play in oral sessions. These findings are related to Livingstone (1983) and Ladousse (1987) results who claimed that for designing a good and well organized Role-Playing, lot of time is needed; because the teacher must assess learners' roles, and the scenarios must be adapted according to the needs of the participants. However, (50%) only of them suggest other answers, that this game demotivate students' engagement. The question thirteen was asked to know if the production of ungrammatical language caused by Role-Play technique or not. The figure fourteen,

indicates that (50%) of the participants agreed with this concept. Whereas, the others (50%) disagree. Hence, Wan (1997) stated that learners when they act their roles, they produce incorrect grammatical language; because the immediate correction is unmotivated. Therefore, the respondents were asked to answer how they address the challenges of this technique in EFL oral expression sessions. The teachers provide us with list of advices in order not to face them such as: the necessity of using sort roles in order to attract the students' participation, the obligation of students of to take notes when committing mistakes.

The last section of Teachers' Questionnaire, underline the conditions of creating an effective Role-Play in EFL oral sessions. The figure seventeen answers the question how this game can be effectively implemented in oral sessions. (50%) of the respondents believe that a peaceful setting is one of the conditions that should be taken into account. As Ladousse (1987) stated that this condition helps the teacher to control the noise and to create a safe environment in the class. Similarly; (50%) others state a different circumstance which is avoiding difficult scenarios. Moreover, the figure eighteen shows the effectiveness of practicing a following-up activity after accomplishing the students' task. The totality (100%) of the participants confirms that this activity is effective. This results confirms the findings of Kodotchigova (2002) in which he stated that doing a following-up activity right after the Role-Play session is essential since it offers learners an opportunity to think about the evaluation of their experiences, this allows them review what they have learned, express their emotional reactions to this technique, and share their personal views regarding the effectiveness of Role-Play.

The last question of the questionnaire, the respondents were asked to suggest what to do in order to make the integration of Role-Playing more fruitful for the learners, so, they provide us with different suggestions, opinions and views.

3. Analysis of the Students' Questionnaire Results.

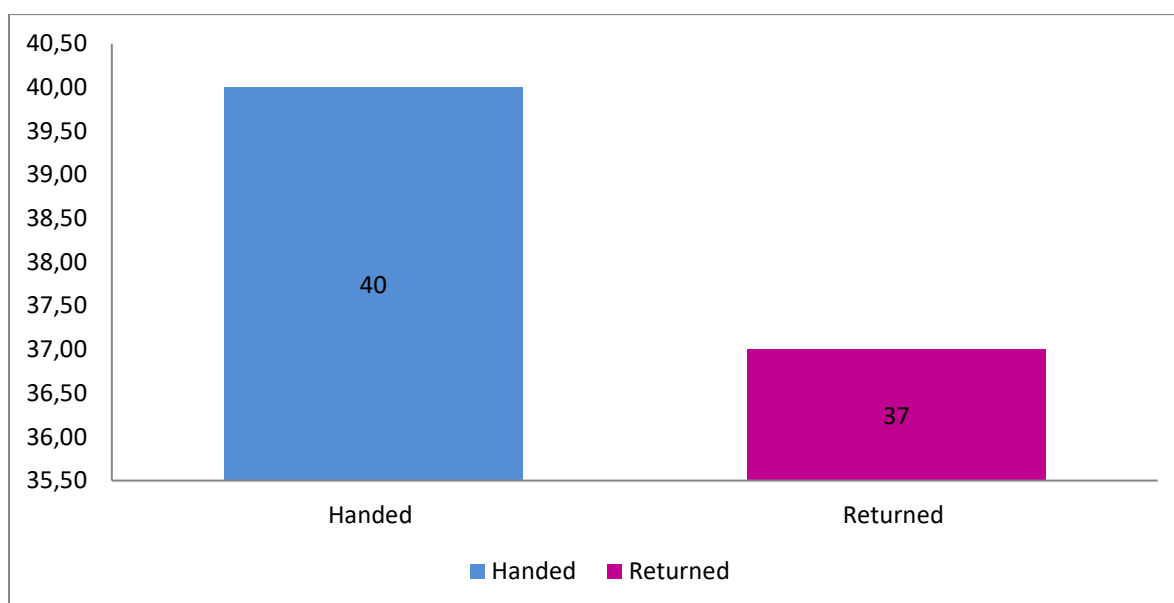


Figure 19. Number of Students' Questionnaires Handed and Returned

The figure (19) shows that 40 questionnaires were handed to Third year EFL students. However, 37 questionnaires were returned.

Question 1: What is your Gender?

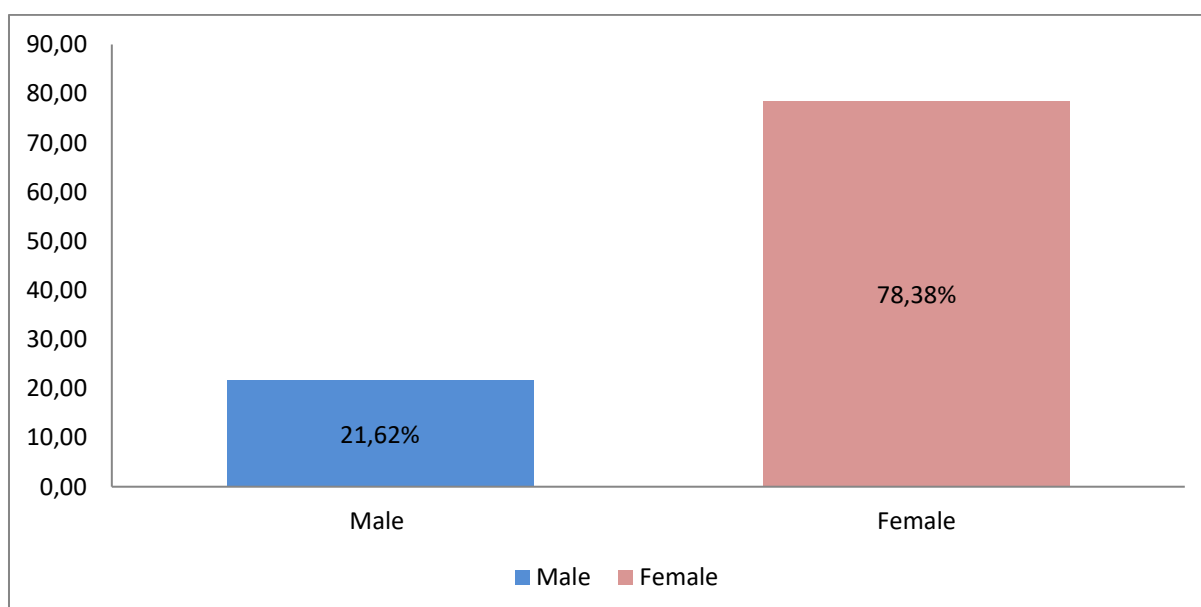


Figure20. Gender Variation

The graph above represents the variation of the participants according to their gender. The majority were females with (78%); while, the rest (21%) were males.

Question 2: What is your age?

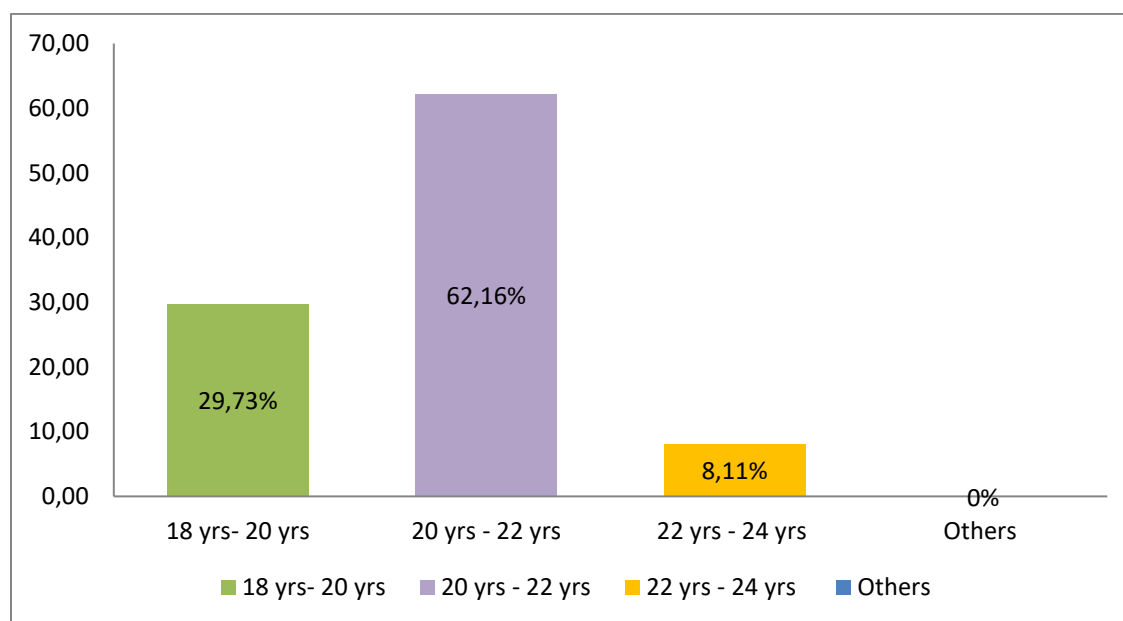


Figure21. Students' Age

The data obtained declares respondents' age. It shows that the age 18-20 years old represents (29%), is different with the age of 20-22 years old with (62%). Whereas, the age of 22-24 years old was only (8%).

Question 3: Was English your primary choice?

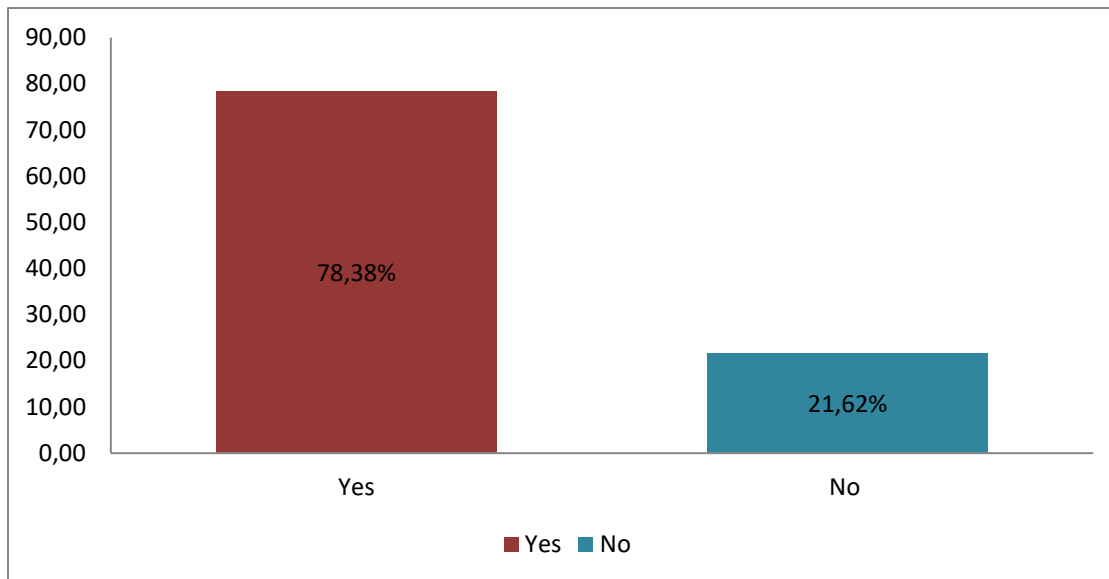


Figure22. Students' Choice of English Language

The results obtained from the questionnaires indicate that (78%) of the students had chosen English as a first choice. Unlike, the rest (21%) had not.

Question 4: Do you like speaking and participating during the oral expression sessions?

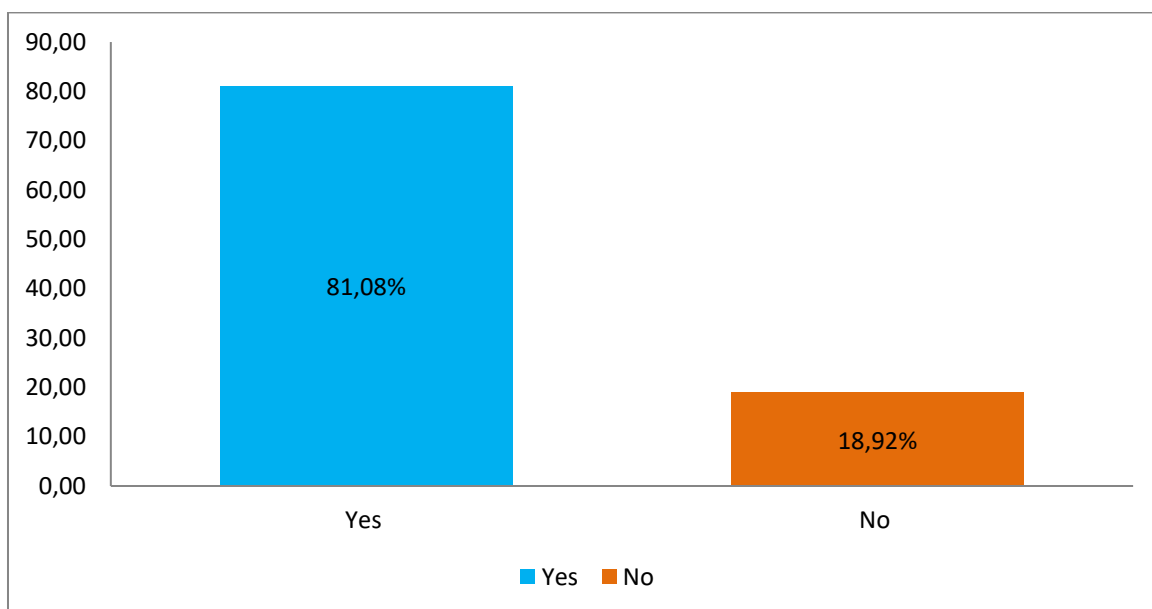


Figure23. Students' Participation during Oral Sessions

This question was asked in order to know whether the students like to engage and communicate in the oral sessions or not. So, we opted for this result; (81%) prefers to be part in the discussion, while the others (18%) prefer keeping silent.

Question 5: Which of the following skills are the most important in a foreign language?

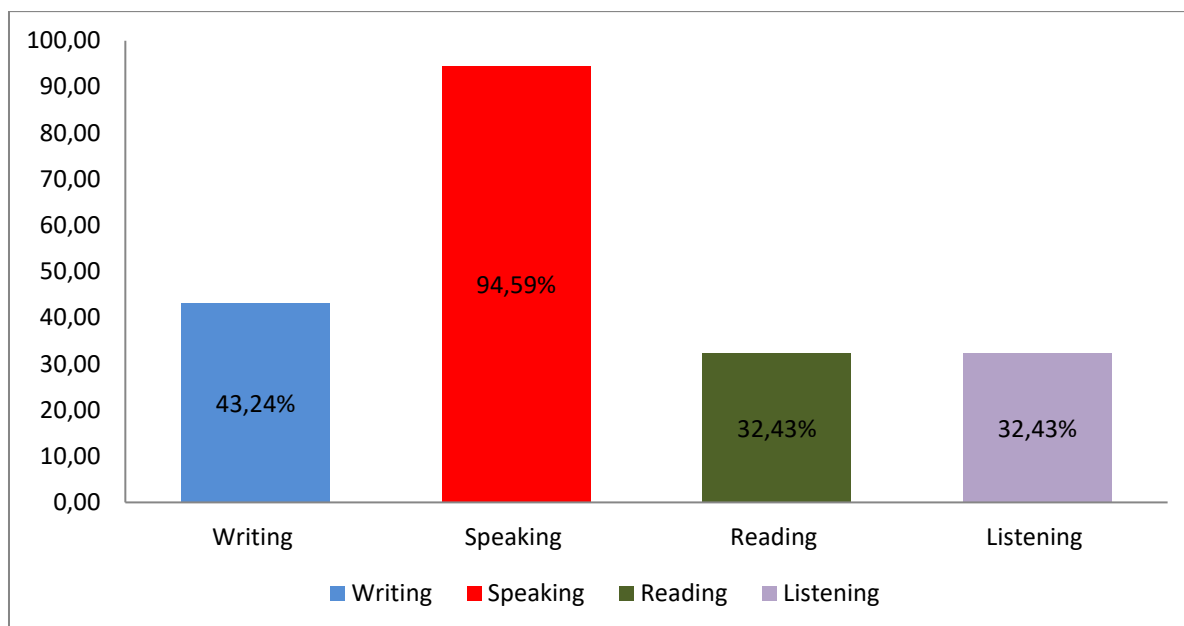


Figure24. The Most Important Skill

The data demonstrate that the majority of the respondents (94%) have selected speaking as the main important skill in teaching and learning a foreign language. However, (43%) of the participants have selected writing skill. In addition, reading skill with (32%) is similar to listening skill with (32%).

Question 6: Does your teacher use Role-play technique in the oral sessions?

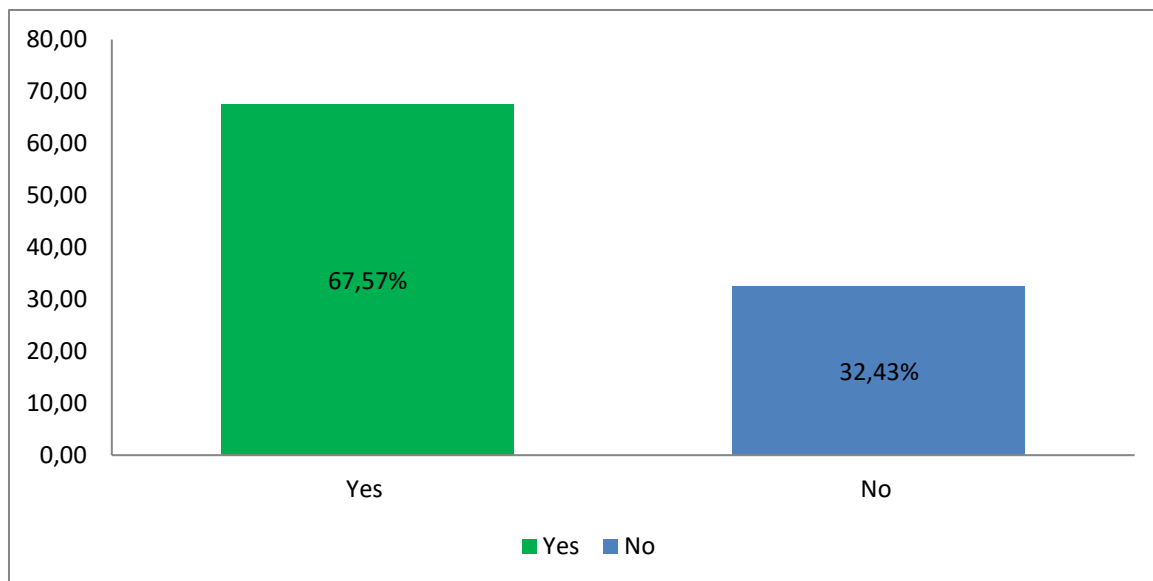


Figure25. Teachers' Usage of Role-Play Technique

The findings that we have opted from the question (06) confirm the use of Role-Playing which stand for (67%), whereas, (32%) disconfirm the use of this technique during oral session.

- If yes, do you agree that the use of this technique helps you to enhance your speaking skill?

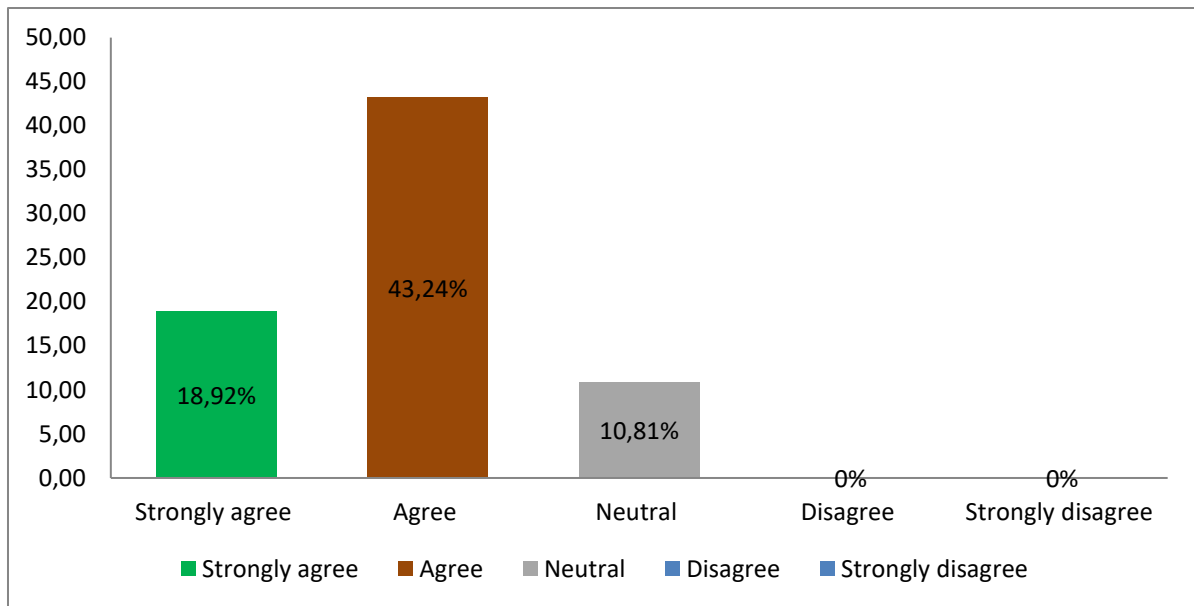


Figure26. Whether Role-Play Enhance Students' Speaking Skills

The graph represent that (43%) of the students agreed that Role-Playing is considered as mean which foster their speaking skill; Furthermore, (18%) were strongly agree. While (10%) neutral.

Question 7: According to you in which way do you find Role-Play technique advantageous?

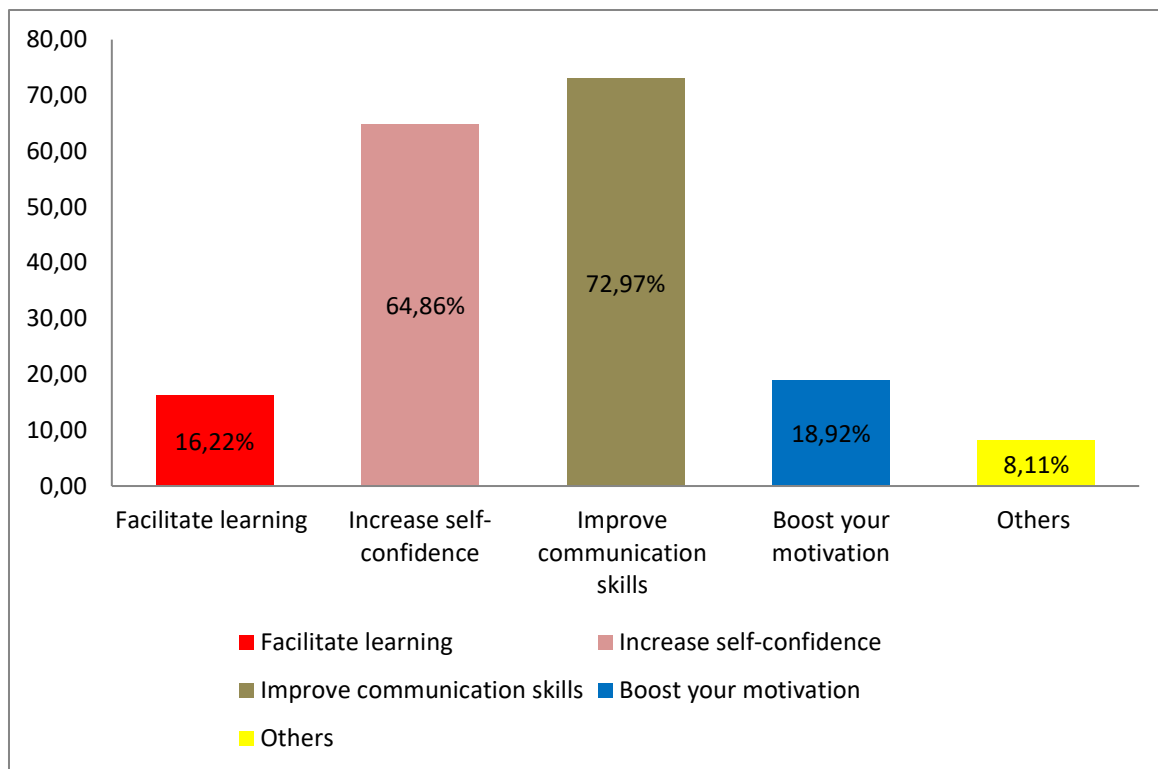


Figure27. The Benefits of Role-Play Technique

The findings indicate that the majority (72%) of the sample believe that Role-Play is beneficial because it improves communication skills. And (64%) claim that this technique increases self-confidence. As well as, (18%) state that it boosts students' motivation. Whereas, (16%) announced that it facilitates learning. In addition, only (8%) of the respondents expressed that Role-Play helps the learner to practise their accent, and increase the use of new vocabulary terms.

Question 8: Does the use of Role-Play technique enhance your fluency?

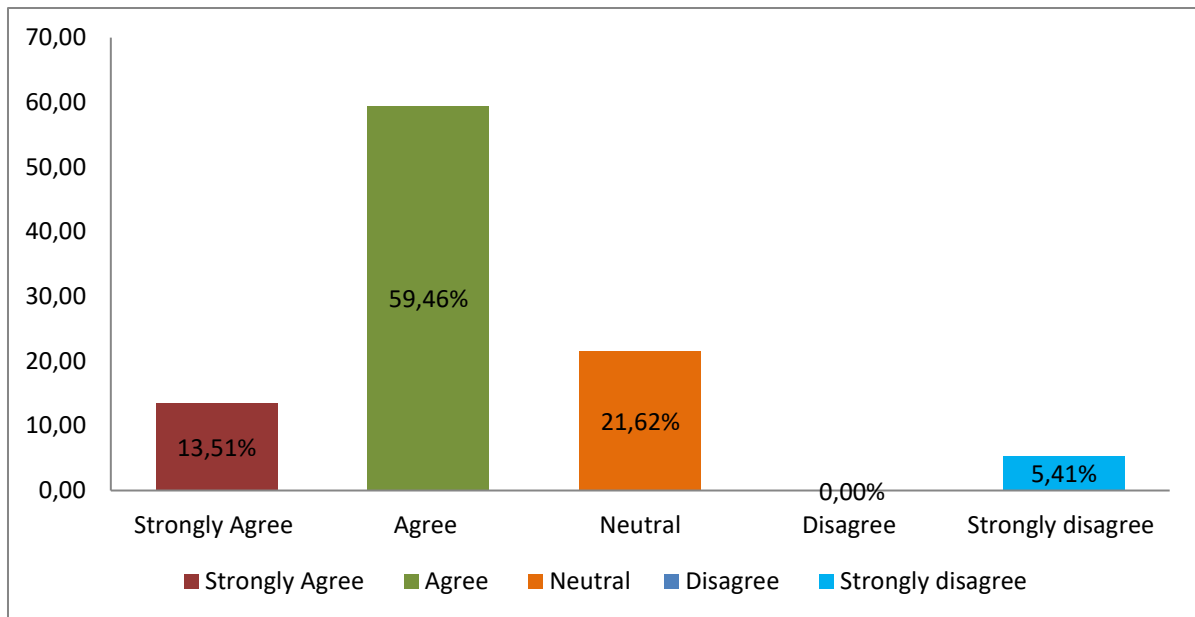


Figure28. Enhancing Students' Fluency through Role-Play

This question was asked in the goal of knowing whether this technique enhance students' fluency or not. The majority (59%) of the students agreed that Role-Playing enhance their fluency. (21%) are neutral. On the other hand, (13%) of the respondents strongly agree. However; only (5%) strongly disagree.

Question 9: Which of the following aspects do you think that Role-Play is very helpful in?

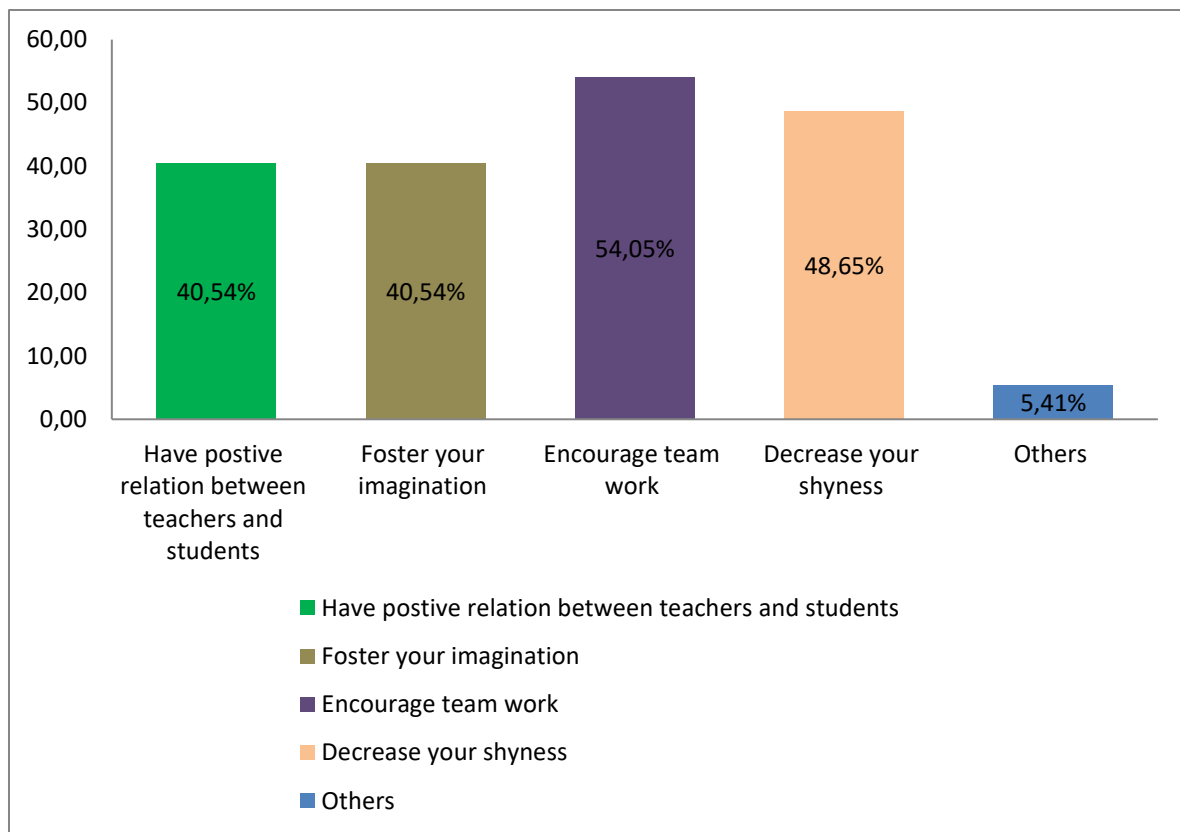


Figure29. Aspects in Which Role-Play can be Helpful

The results obtained from the table above (09), shows that the majority (54%) think that Role-Playing are helpful since it encourages team-work. (48%) of the students believe that it decreases learners' shyness. Moreover, (40%) claims that this technique helps to have a positive relation-ship between teachers and students; the same percentage (40%) thinks differently, saying that this technique fosters students' imagination. Whereas, only (5%) added that it helps to acquire new vocabulary and put it in use, also it enables the learners to improvise.

Question 10: Did you find Role-Play challenging?

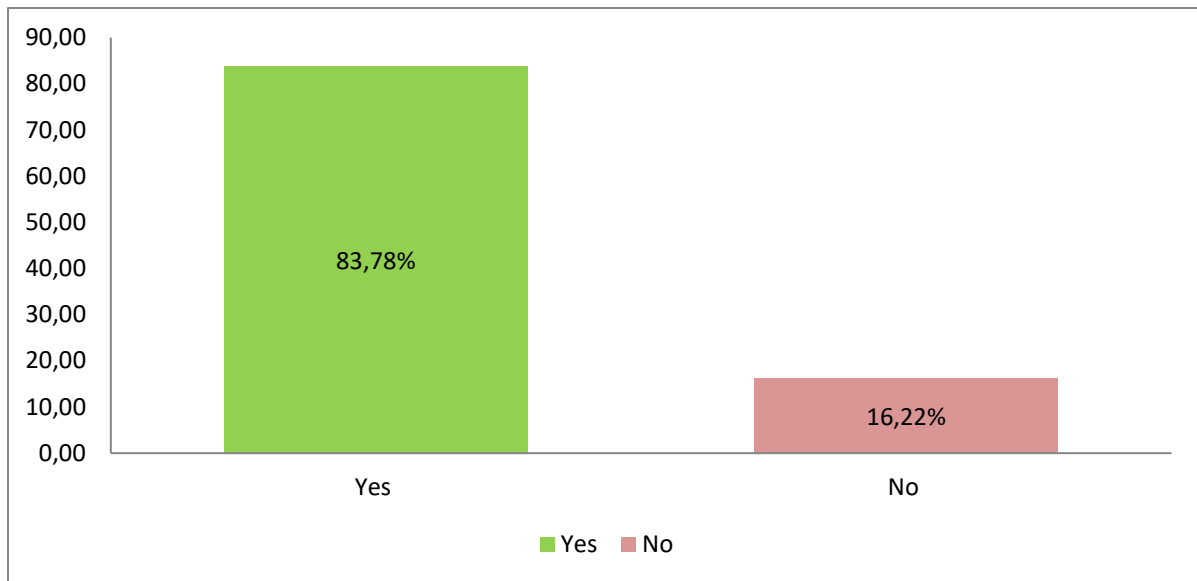


Figure30. Students' Attitude towards Role-Play Challenges

The table above assert that (83%) of the sample find that this technique is challenging, in contrast the others (16%) do not. This indicates the difficulty of this task.

Question 11: What are the ways in which it can be challenging for you?

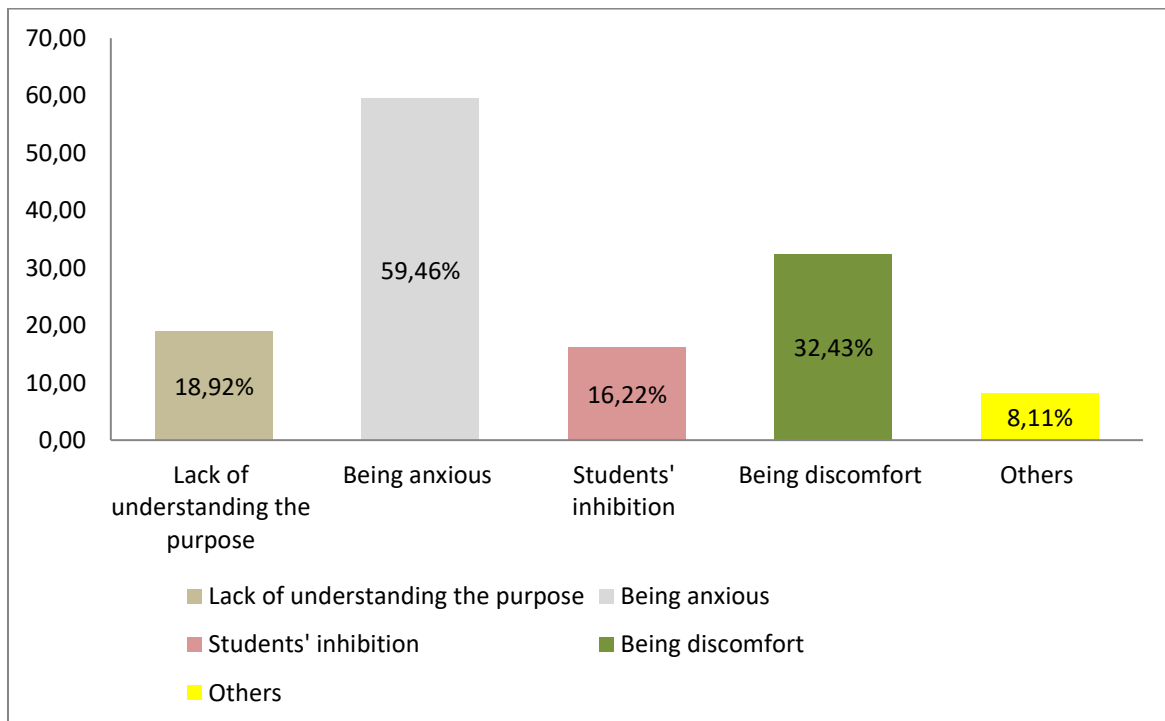


Figure31. Role-Play's Challenges

The findings above highlight the challenges of using role-playing. The obtained data showed that the majority of the learners which represent (59%) are anxious when presenting or acting their roles. And; (32%) affirm that when doing their task, they feel discomfort. While, (18%) think that role-play technique lacks understanding the purpose. Few participants (16%), state that this task causes students' inhibition. While, only (8%) of the respondents suggest role-playing can be challenging since the students may not be familiar with the roles as well as the vocabulary used, they may also forget the words due to the shyness.

Question 12: Do you think that Role-playing is time consuming?

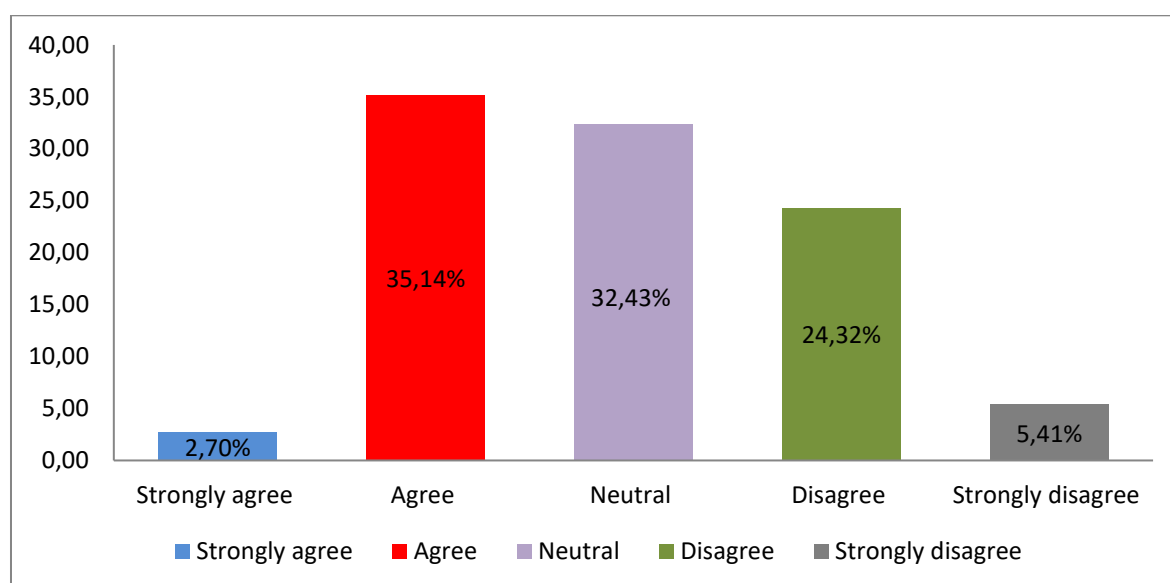


Figure32. Whether Role-Play is Time Consuming

The results obtained from this question indicate that (35%) agreed that this game is time consuming. Whereas; (32%) are neutral about the idea that Role-Playing can take a lot of time. In contrast (24%) of the participants disagree .As well as only (2%) of them strongly agree, and (5%) of the sample who strongly disagree that Role-Playing takes time.

Question 13: Do you think correcting students' errors which they produce while performing Role-Play is:

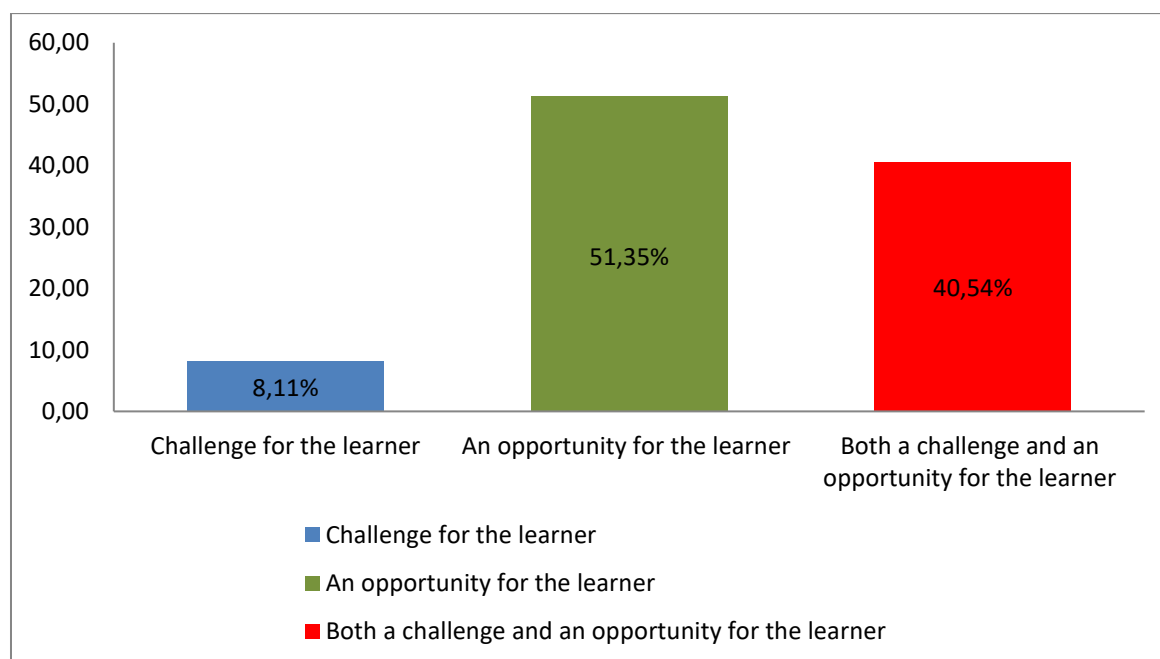


Figure33. Students' Opinions on Correcting Their Error when Performing Role-Play

The majority of the students (51%) think that when the teacher corrects their errors while performing their roles is an opportunity for them since it functions as a reflection to their errors which is an opportunity to improve their gaps. Unlike (40%) see this correction of errors not only an opportunity but, both a challenge for the reason that this correction could interrupt and discourage them; and an opportunity because the learners will learn better. Few of them (8%) consider it as a challenge for the learner, due to the fact that this correction will make the learners feel shy anxious, and reduce their confidence to complete their roles.

Question 14: Which of the following conditions that your teacher should take into consideration, in order to have an effective Role-Play?

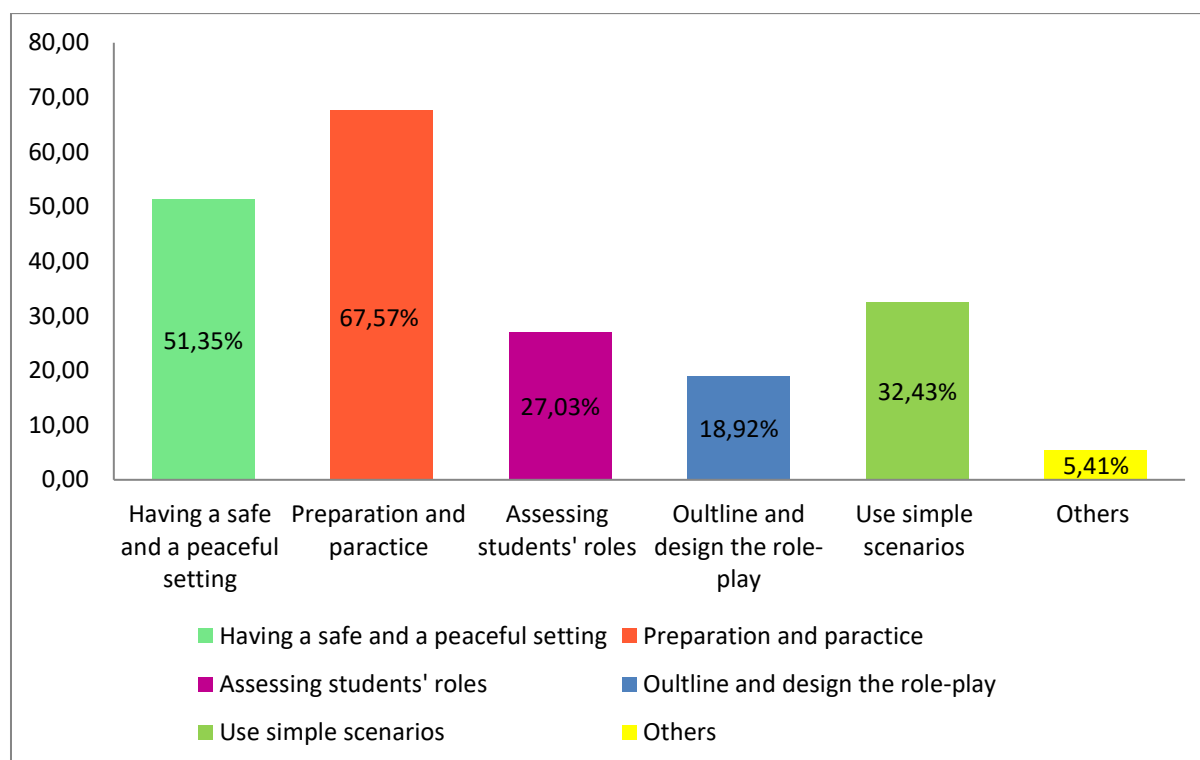


Figure34. Conditions for Designing an Effective Role-Play

The above graph shows that (67%) of the participants say that the main condition that a teacher should take into consideration in order to have an effective Role-Play is preparation and practice. Following with (51%) who consider a safe and peaceful setting as second important condition. (32%) of the respondents have chosen the use of simple scenarios. (27%) of them select the option of assessing students' roles. Whereas, only (18%) of the respondents claimed that outline and design the Role-Play is a condition that can make it effective. While (5%) suggest that the teacher should use interesting topics, and avoiding the difficult one.

Question 15: Do you think that playing in pairs is a key condition that helps to make role-play more effective?

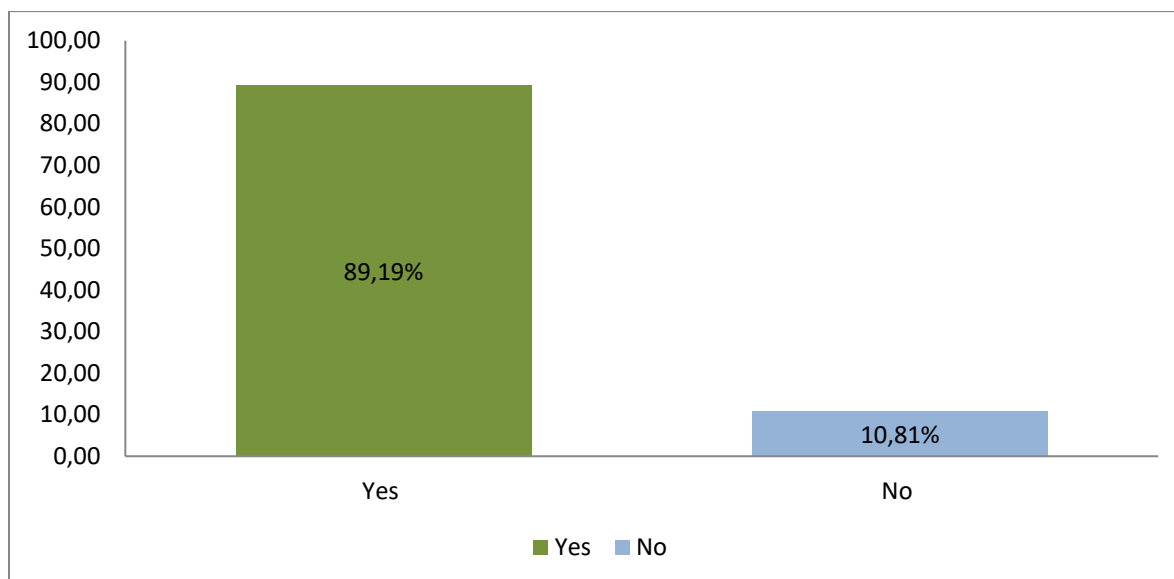


Figure35. The Effectiveness of Playing in Pairs

This question was asked in order to know whether playing in pairs can make Role-Play more effective or not. The majority of the participants (89%) agrees with this idea because it makes the student feel more comfortable and less anxious, it encourages them to be active, creative and more engaged during the task as well it make it enjoyable. whereas (10%) of them reject it saying that some learners may not take this activity seriously since they are with their classmates, and it limits the development of the language.

Question 16: According to you what is the impact of integrating Role-Play in EFL teaching and learning?

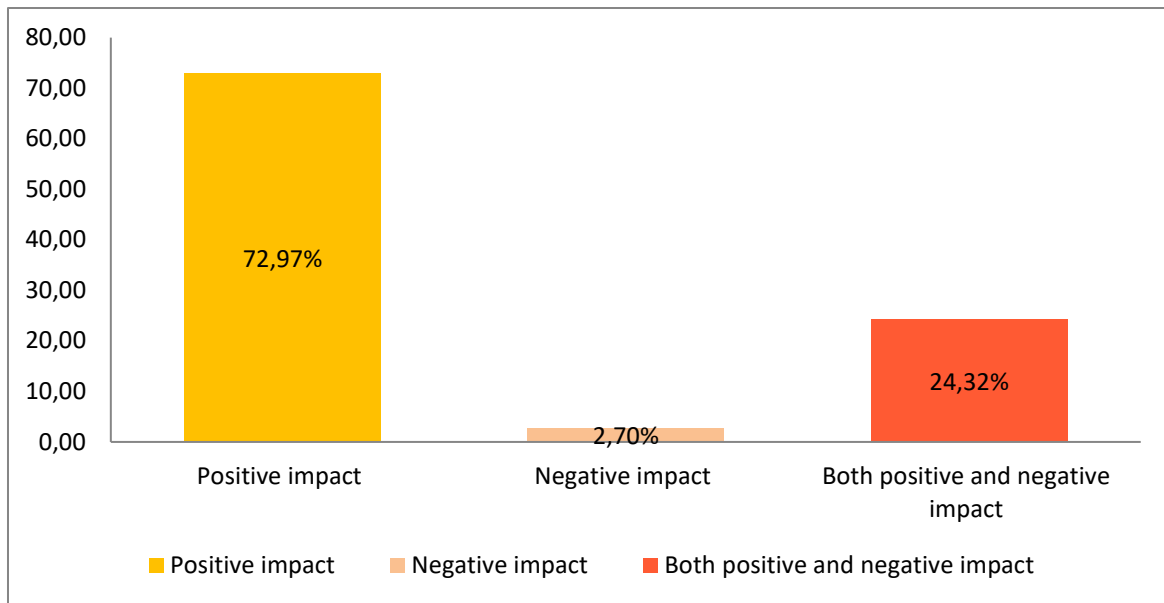


Figure36. The Impact of Integrating Role-Play in EFL Teaching and Learning

This figure indicates the impact of integrating this technique in teaching and learning. (72%) of the sample thinks that it has positive impact. (24%) of them stated that it has both positive and negative impact. However, (2%) believe that it has negative impact.

Question 17: Does role-playing make language learning enjoyable?

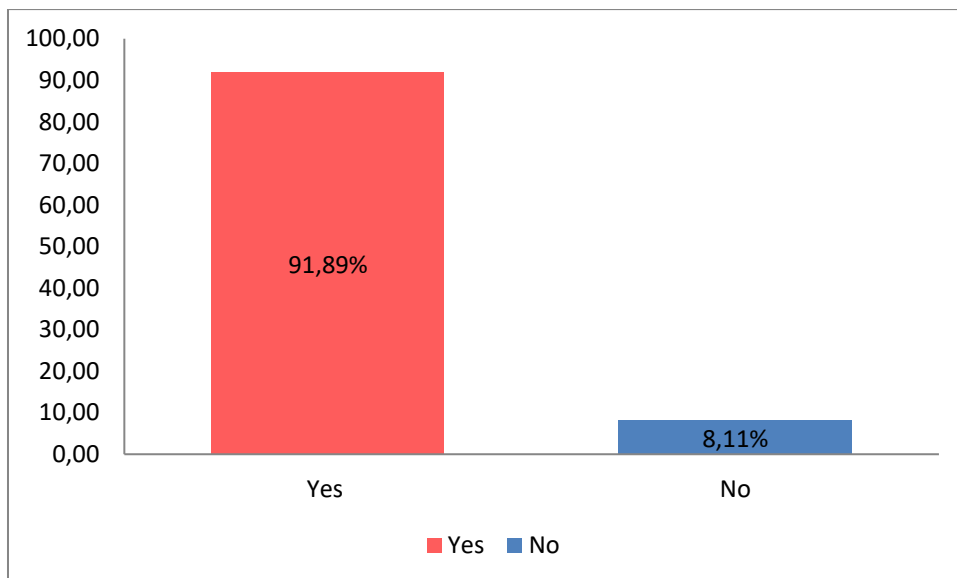


Figure37. Whether Role-Play makes Language Learning Enjoyable

This question was asked in order to know if Role-Playing makes learning enjoyable or not. The majority of the respondents (91%) totally agree with the idea

that thanks to this technique the learning process become a joy .Contrary to few others (8%) who disagree.

Question 18: In your point of view, how would you address the challenges that a learner can face when performing Role-Play?

In this question the participants were asked to give some solutions for the challenges that a learner may face when performing their roles. Different answers were given as follow:

- _ The comfort of students during their mistakes. Like: ‘Not be afraid when making mistakes’
- _ Students’ choice of Role-Play Scenarios.
- _ Learners’ preparation and practice.
- _ Students’ demand and ask for clarification.
- _ Using gestures while forgetting the words to avoid anxiety.
- _ Using key words and reformulating their words to facilitate the performance of the role.

Question 19: What do you suggest for teachers in order to make the use of Role-Play in speaking sessions better for learners?

In this last question the respondents were asked to give suggestions for the oral expression teachers in order to make the use of role-Play in speaking sessions better for learners. So they provided various responses including:

- _ Creating a non-judgmental setting of students’ errors.
- _ Offering time and space to get practiced.
- _ Student’s choice of their own topics and their partners.
- _ Creating a supportive and positive atmosphere.
- _ Providing the students with clarification and explanation the role.

4. Discussion of the Students' Questionnaire Results

According to the acquired data from the students' questionnaire, the result analysis gives us a clear version of the participants' views about the use of Role-Play technique to enhance their speaking proficiency. The first section provides personal information about the students' gender (**figure 20**), students' age (**figure 21**) and students' choice of English (**figure 22**). The second section of the questionnaires' results provides us with information about students' familiarity with the use of Role-Play in oral sessions. Furthermore, the obtained data indicate that the majority of the participants which represents (67%) are familiar with Role-Play technique. While, only (32%) are not familiar with it. Therefore, (43%) of the students agreed that this game is a tool that fosters their speaking skills; (18%) of them were strongly agree. While (10%) of the respondents were neutral about the idea that Role-Play can improve students' speaking skill.

The third section of the students' questionnaire, provide us with their views and attitudes about this technique, its benefits, its potential challenges and its implementation in EFL oral expression sessions. The question seven determines different advantages of Role-Play. The (**figure 27**) shows the majority (72%) of the participants think that this game is beneficial since it improves communication skills, and (64%) believe that it increases self-confidence. (18%) answered that it boosts learners' motivation. These findings are related to the findings of Ruslan (2020) who said that Role-Play boost students' self-confidence, communicative competence, and motivation. However, only (16%) of them claim that Role-Playing facilitate learning. Hence, the results obtained from the question nine provide us with students' views concerning the aspects in which Role-Play can be very helpful. (54%) of the respondents believe that it encourages team-working, as Lee (1986) explained that role-play increase the cooperation between students, understand each other, and develop personal communication. (48%) of them stat that it is resourceful since; it decreases students' shyness. Also, (40%) of the students argue that it fosters students' imagination, similarly with (40%) who believe that this technique creates positive relation-ship between students and teachers. Hence, Larsson (2004) asserted that Role-Play lead to have a "relaxed relations between teachers and pupils". Only few of the participants expressed new concept, saying that it helps them to acquire new vocabulary, and to improvise.

Even though, the students hold positive opinions concerning the use of this technique. The data obtained from the question ten indicates that the majority which represents (83%) of the respondents agree that Role-Play can have a negative side, in other words it can be challenging. The **(figure 31)** summarizes the challenges into five categories. The first one indicates (59%) of the respondents find anxiety most challenging for them. The second one declares (32%) of the students believe that Role-Play cause their discomfort. These results were confirmed by Blatner (2002), Role-Play let the students feel anxious and discomfort especially for those who are not confident to face the public. The third category which represents (18%) of the participants state that Role-Play lacks understanding the purpose. As Ur (2000) declares when learners do not understand the clear objective of the activity; they may not be engaged well in it. The fourth class demonstrates (16%) of the students who are agree that this technique causes students' inhibition. While, only (5%) expressed new concepts saying that this technique may get the students forget their words due to the shyness.

The **(figure 32)** indicates the agreements and the disagreements of students about the concept that Role-Play is time consuming. (35%) of the students agreed. (32%) of them are neutral about this idea. However, (24%) disagreed. Few of them (5%) strongly disagree.

The last part of the questionnaire deals with the conditions of implementing Role-Playing in oral expression session. The majority of the sample which represents (67%) believes that in order to have an effective Role-Play, students should prepare and practice. Also (51%) of them sate that having a safe and peaceful setting is considered as a crucial condition for designing an effective Role-Play. According to Ladousse (1987) and Kodotchigova (2002) who said that preparation, training, and a safe setting can help to outline and create an effective and an organized Role-Playing. (32%) of the participants agreed that the simplicity of the scenarios help them to act in a grateful way. Besides, the **(figure 35)** answered the question fifteen which is if the condition of team-working creates the effectiveness of this technique or not. The majority which demonstrates (89%) of the sample agreed with the concept above. While, only (10%) disagreed. The question number 16 clarifies the impact of integrating Role-Play in EFL teaching and learning. (72%) of the respondents think that this technique has positive impact. (24%) of them think that it

has both positive and negative impacts. Whereas, only (2%) of them think that Role-Play have negative impact.

5. Analysis of the Students' Focus Group Interview Results

Question One: Have you ever practiced speaking through Role-Play?

The students were asked if they have already practiced speaking through Role-Play technique. This means whether they are familiar with it or not. Five out of six (5/6) of the participants stated that they know role-play and they had a chance to practice their speaking through it. However; one out of six (1/6) of the participants did not experienced this technique previously. This suggests that Role-Play technique is well-known among the respondents since the majority of them are familiar with it.

Question Two: Do you think that Role-Play technique enhances your speaking proficiency?

This question was asked in order to know whether Role-Play technique enhances students' speaking proficiency or not. All the participants which means six out of six (6/6) agreed with the idea that Role-Play develop their speaking proficiency.

Question Three: In your opinion, what are the advantages of Role-Play technique? In other words, how can the use of Role-Play have positive impact in teaching and learning speaking skills?

This question was asked to share students' points of view concerning the advantages of Role-Playing technique, in other words, how can the use of this technique have positive impact in teaching and learning speaking skills.

Six out of six (6/6) of the participants agreed that the main advantage of Role-Play is enhancing learners' self-confidence as well as it gives them the opportunity to face the audience. Additionally, they mentioned that thanks to the participation and the communication their vocabulary enriches, and their pronunciation develops.

Two out of six (2/6) of the students highlighted that Role-Play technique reduces anxiety and stress, which lead them to be more active and engaged in learning

process. Also, this technique helps them to be more attentive in practicing and improving their speaking and listening skills.

One out of six (1/6) of the participants mentioned that Role-Playing encourage team working by dividing them into small groups, where they can exchange their ideas and opinions between them, as well as acquired new and various expressions. Besides, thanks to cohesiveness, teachers' and students' relationship augment positively.

One out of six (1/6) of the respondents suggested that Role-playing boosts students' motivation because it involves activity. This affirms that this technique makes learning active and fun, instead of just listening or reading, students move, act, and speak. This creates a motivational and exciting environment which keeps them all time engaged and active.

Two out of six (2/6) of the learners think that Role-Play technique develops cultural awareness. It gives them a chance to become more aware of various cultures by acting out real-life situations from extra countries. This implies that Role-Play technique train students to manage with unpredictable language.

Question Four: In your opinion, how can the integration of Role-play technique be challenging for you?

This question was asked to determine what the challenges that students face when performing Role-Play are.

Four out of six (4/6) of the respondents agreed that the major obstacle faced when performing Role-Play is anxiety and shyness and this because of many reasons: first of all, many students are afraid of making mistakes which may be laughed at, or even being judged by the audience. Secondly, communication in a foreign language in front of others can be scary, challenging and complicated, especially for shy and introvert learners who do not like being the center of attention. Thirdly, the stress kills the correct way of pronouncing words and it causes the forgetness of the learned words. Some students may feel uncomfortable to act unwanted role and be someone else.

One out of six (1/6) of the students claimed that Role-Play is done unpurposefully and is less creative; since they are just repeating what they had learned without a clear aim or objective. This lack of purpose makes students just trying to finish the task quickly without putting efforts into acting or thinking deeply.

One out of six (1/6) of the participants argue that Role-Play can be challenging in term of cultural barriers; since many students may not understand the costumes, and the behaviors of the culture they are asked to act for. Additionally, if the students are not familiar with these cultural norms, they might feel uncomfortable during the performance of the role.

Question Five: From your perspective, what are the conditions that help to have an effective Role-Play in EFL classes?

This last question was asked to discover what the conditions that lead to create an effective Role-Playing in EFL classrooms are.

Three out of six (3/6) of the students agreed that preparation and practice lead to the creation of an effective Role-Play activity. They emphasized its importance when they get more practiced and prepared so that they feel more confident and less nervous since they know what to do, what to say and what is expected. Furthermore, practice helps them speak more fluently and clearly, as well as to know when to use the correct words and its grammar.

Two out of six (2/6) of the respondents confirmed that when the topics are appropriate to their interest, short, not complicated and clear, this help them to keep using the foreign language and not escaping or switching to their native language. Additionally, if the conditions are applied, the students will feel more enjoyable doing the task and will be more creative and active performing their roles. On the other hand, one of the two participants above (1/2) added the idea that not only the topics which should be interesting, but also the teacher ought to create a safe, calm, and peaceful setting by managing and controlling the noise inside the classroom.

One out of six (1/6) of the students closed the discussion by saying that having a following-up activity provides them with the opportunity to get and share their opinions towards this acting game and review what have already been done and said during the Role-Playing .Also, the teacher needs to correct their students' mistakes

when doing this following-up activity by giving them the correct form, this will allowed students to be more confident in themselves and more satisfied.

6. Discussion of the Students' Focus Group Interview Results

In addition to the students' questionnaire discussion, it is curial to discuss the students' focus group interview results, in order to compare the findings of the two data collection tools together and determine if the respondents of the two tools used, have the same opinions and views about the use of Role-Paying in Teaching and Learning Speaking Skills in Oral Expression Sessions. The data affirmed that third year EFL learners are familiar with this technique; this means that Role-Play is famous.

The interviewees consider Role-Play as an effective game since it enhances and improves their speaking proficiency. The participants stated that this technique boosts learners' confidence as well as it is considered as an opportunity to face the audience. In addition, the majority of the sample agreed that their vocabulary and their pronunciation develop thanks to the participation and the communication through Role-Play. They added that it reduces stress which lets them be more active in the learning process. Similarly, it provides them the improvement of their speaking and listening skills. Role-Play encourages team working which lets them exchange their thoughts and opinions; also it offers the knowledge of various concepts and expressions, it augments the relation-ship between students and teachers, it boosts students' motivation and it develops cultural awareness. Additionally, Role-Playing trains learners with unpredictable language. However, this drama-based activity can have obstacles and negative factors in teaching and learning speaking skills. The interviewees stated that it causes learners anxiety and shyness, it is considered unpurposfully and less creative. They also argued that Role-Play can be challenging in term of cultural barriers, as well as it is time consuming.

In the last question of the students' focus group interview, the interviewees provide some conditions to have an effective Role-Playing. Some of them agreed that preparation and practice lead to the creation of a good Role-Play. Furthermore, the appropriateness, the interests, the clarity and the shortness of topics help them to keep using the foreign language for a long time and not escaping or switching to their native language. Teachers also should create a safe, calm and peaceful setting

in order to manage and control the noise of the learners inside the classroom .Once finishing the performance of the roles, the students suggested another condition that gives them the opportunity to share and exchange their ideas, which called a following up activity. The students' focus group interview findings declare that learners practiced their speaking skills though the use of Role-Play technique. In addition, in both students' focus group interview and students' questionnaire, third year EFL students give positively their opinions about integrating Role-Play in the oral expression sessions. According to (Madarina et al., 2021) learners have positive views towards the integration of Role-Play technique in speaking classes; the results of (Madarina et al., 2021) consist with the results of this study research.

To conclude, throughout the data obtained we find answers to the research questions. The first question is: "What are the advantages of Role-Play technique for teachers and students?" we find that the majority of third EFL teachers considered this technique as a great opportunity for shy learners, it develops cultural awareness, it also fosters students' imagination. While, third year EFL students believe that Role-Play improves their communication skills, it increases their self-confidence, it encourages team work and it decreases students' shyness.

The second question is: "Are there challenges when using Role-Playing for teachers and students?" All EFL teachers agreed that the main challenge is that time-consuming. Additionally, Role-Play demotivates students' engagement in the learning process. However, EFL students think that this technique causes anxiety since it lack understanding the propos.

The third question is: "What are the conditions under which Role-Play can be effectively implemented in EFL classes?" Both EFL teachers and students agreed that preparation, practice, and a peaceful setting are the main important condition for designing an effective Role-Play.

This section provides us with the findings of this study, which deals with the analysis and discussion of the data obtained from the teachers' questionnaire, the students' questionnaire, and the students' focus group interview. The results confirmed that both students and teachers have positive views towards using the Role-Play technique in speaking sessions.

Section Three. Limitations, Implications and Suggestions for further research.

1. Limitations

Despite the results obtained in the present study, it has a number of limitations. First, timing is one of the main challenges and obstacles faced. Secondly, this study and its findings were limited to third-year EFL oral expression teachers in the Department of English at Abderrahmane Mira University of Bejaia, which was a barrier to get more detailed views and work, since there were only two oral teachers at that level. Another problem faced while conducting this research was the learners' preliminary questionnaire, which was distributed to 40 students, but only 37 of them returned. Finally, the data obtained from this study may change over time, since the teaching and the learning process evolve.

2. Implications

Shed lights on the pervious findings, a number of implications can be addressed for both teachers and students in order to benefits the results of this study.

Implications for teachers

- **Using communicative methods:** the positive views and perceptions of the integration of Role-Play technique highlight and proved that EFL oral expression teachers should incorporate and integrate more communicative activities in speaking classrooms. As Role-Play provides an engaging way to practice real-life communication skills.

- **Assessment and feedback:** EFL teachers may be guided to develop and use new ways for assessing speaking ability; which should be focus on participation, creativity, fluency and even accuracy when performing Role-Play tasks rather than focused methods.
- **Creating authentic contexts:** Role-Play as a teaching tool allows creating realistic language use. EFL teacher might be encouraged to use and stimulate real-life situations such as debates, job interviews and storytelling.
- **Improved instructional strategies:** this study highlights and confirmed that teachers perceived Role-Play technique as an effective strategy to promote real-world communication as well as increase learners talk time. This confirms and suggests that teachers should support the integration of role-playing into their teaching practices.

Implications for students

- **Enhanced fluency and build confidence:** generally learners perceive Role-Play as an enjoyable drama-based activity and less stressful way to practice speaking proficiency. This means that Role-Playing can help students to reduce anxiety while speaking and build self-confidence when using English in authentic situations.
- **Collaboration and social learning:** when learners are performing and playing in pairs or group Role-play they engage in cooperative teaching and learning. Learners learn to practice turn-taking, support each other as well foster interactive and inclusive classroom setting, which enhances both linguistics and interpersonal skills.
- **Develop cultural awareness:** when Role-Play scenarios include diverse themes from different cultures, this raises students' intercultural awareness and help to understand how the use of language varies across both cultural

and social setting; which are an essential aspects of communicative competence.

- **Facilitate learners-centred classes:** when doing Role-Play learners take and assume roles in their learning create speeches and interact with their peers, this reduces teachers talk and increases learners talk time. Here teacher must help their students to take responsibilities for their own learning instead of focusing in their teachers.

3. Suggestions for Further Research

Since this present research deals with exploring teachers' and students' perceptions on the use of Role-Play to enhance EFL learners' speaking skills, some recommendations can be set for conducting further studies. Based on this study, we suggest that future researchers will conduct a comparative analysis to compare the effectiveness of the Role-Play technique with extra speaking tasks such as storytelling or debates in enhancing EFL learners' speaking proficiency. In this comparative study, the researchers can have two groups. A Control Group will use a storytelling activity, and an Experimental Group will perform a Role-Play activity. By comparing students' engagement, and motivational level, the improvement of discourse fluency, creativity, imagination, and confidence in speaking; Future researchers can investigate and assess the effectiveness, extra advantages, as well as challenges of the Role-Play technique compared to other speaking activities.

In this third section we have clarified the limitations of this investigation, its implications for both EFL teachers and students in order to make the use of Role-Play more fruitful in speaking classes. Ending with some suggestions for further research.

General Conclusion

Role-play is an effective teaching tool that promotes learners' engagement in classes. It fosters classroom interaction by assigning specific roles and objectives that support the development of critical thinking and contextual understanding (Sartain et al., 2023). The current study was conducted to investigate and explore Teachers' and Students' attitudes about using Role-Play in teaching and learning speaking skills at Bejaia University. The main reason for undertaking this research is to get a deeper understanding of how the Role-Play technique is perceived by both EFL oral expression teachers and their students. Therefore, this dissertation aimed mainly at exploring and reporting teachers' and students' perceptions about the use of Role-Play in enhancing learners' speaking skills; looking at its advantages, potential challenges, as well as the conditions that help to design an effective Role-Play during the oral expression session. To obtain the aim of our study, a mixed method was used in which Questionnaires were administered to 40 EFL students and 2 oral teachers, and a focus group interview with 6 third-year EFL students at Bejaia University during the academic year 2024 / 2025. The findings obtained from the two questionnaires were analyzed and interpreted using Microsoft Excel in the form of percentage (%), then in the form of graphs. In addition to this, the data of the Focus Group Interview were analyzed thematically using qualitative content analysis.

Based on the findings discussed in the second chapter of this research, the research question can be successfully answered. The first question was asked to know what the main advantages of integrating Role-Play in speaking classes are for both teachers and students. Starting with teachers' attitudes, which indicate that the majority of them considered this technique as a great opportunity for shy learners, it develops cultural awareness, it also fosters students' imagination. Following with students' views towards the benefits of Role-Play, some of them believe that it improves their communication skills, it increases their self-confidence, it encourages teamwork, and it decreases students' shyness. The second research question was asked to explore students' and teachers' perceptions on the challenges faced during Role-Play. All teachers agreed that the main challenge is time-consuming, additionally; Role-Play demotivates students' engagement in the learning process.

On the other hand, some of the students believe that this task causes anxiety, since it lacks understanding of the purpose. The third question was asked to determine what are the conditions that create an effective Role-Playing. Teachers' and students' attitudes agreed that preparation, practice, and a peaceful setting are the main important conditions for designing an effective Role-Play.

Based on the results obtained from our thesis, a general conclusion can be written, claiming that both EFL teachers and students have positive views about the use and the integration of the Role-Play technique in speaking classes. In addition, it highlights the challenges and the conditions for its implementation. Finally, the results of this research indicate a high demand for a solution to address the challenges of Role-Playing in teaching and learning speaking skills specifically and in education generally.

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Appendices

Appendix 01:

Teachers' Questionnaire

Dear Teacher,

We would be very thankful if you could answer the following questions. This questionnaire aims at collecting data about Teachers' views on the use of Role-Play to Enhance Learners' Speaking skills. Your collaboration will help us to complete our research.

Please, answer by a tick (✓), and give a full sentence when it is necessary.

Part one: Personal information

Question 01: What is your gender?

- ☐ a. Male
- ☐ b. Female

Question 02: What is your academic standing (degree classification)?

- ☐ a. License
- ☐ b. Master
- ☐ c. Doctorate

Question 03: How long have you been teaching oral expression?

- ☐ a. 2 to 4 years
- ☐ b. 4 to 8 years
- ☐ c. 8 years and more

Other.....

Part Two: Speaking Proficiency

Question 04: Do you think that speaking skill is the main important skill in teaching and learning a foreign language?

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

Question 05: How often do your learners engage in your oral sessions?

- ☐ a. Very often
- ☐ b. Often
- ☐ c. Sometimes
- ☐ d. Rarely
- ☐ e. Never

Question 06: How comfortable are you using drama-based activities in your Teaching?

- ☐ a. Very comfortable
- ☐ b. Somewhat comfortable
- ☐ c. Neutral
- ☐ d. Somewhat uncomfortable
- ☐ e. Very uncomfortable

Part Three: Advantages of Role-Play technique

Question 07: Do you use Role-Playing technique in your oral sessions?

☐ a. Yes

☐ b. No

Question 08: What are the ways in which Role-Play can be helpful?

☐ a. Create positive relation between teachers and students

☐ b. Foster students' imagination

☐ c. A great opportunity for shy learners

☐ d. Develop cultural awareness

Others.....

.....

Question 09: What do you think are the potential advantages of using Role-Play in enhancing students' speaking skills?

☐ a. Facilitate learning

☐ b. Increase learners self-confidence

☐ c. Encourage collaborative work

☐ d. Improve communication skills

Others.....

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Question 10: How effective do you think that the use of Role-Play is in enhancing learners' fluency?

- ☐ a. Very effective
- ☐ b. Effective
- ☐ c. Equally effective
- ☐ d. Less effective
- ☐ e. Not effective

Part Four: Challenges of Role-Play Technique

Question 11: According to your experience, does the use of Role-Play technique in speaking sessions have some challenges?

- ☐ a. Yes
- ☐ b. No

Question 12: What are the ways in which the use of Role-Play can be challenging?

- ☐ a. Classroom management
- ☐ b. Lack of authenticity
- ☐ c. Cultural barriers
- ☐ d. Time constrains

Others.....

Question 13: Does the use of Role-Playing technique lead the students to produce ungrammatical language?

- ☐ a. Yes
- ☐ b. No

Question 14: Do you think that correcting students' errors which they produce while performing Role-Play is:

- ☐ a. Challenge for the teacher
- ☐ b. An opportunity for the teacher
- ☐ c. Both a challenge and an opportunity for the teacher

Why (please justify).....

.....

Part Five: Conditions of role-play technique

Question 15: In addition to Role-Playing technique, what are the other techniques do you use?

- ☐ a. Oral presentations
- ☐ b. Debates
- ☐ c. Story telling
- ☐ d. Information gap

Others.....

Question 16: As an oral expression teacher, which of the following conditions that you need in order to design an effective Role-Play?

- ☐ a. Peaceful setting
- ☐ b. Avoid difficult scenarios
- ☐ c. Assessing students' roles
- ☐ d. Using short roles and preparation

Others.....

Question 17: How effective do you find a following-up activity after performing the Role-Play?

- ☐ a. Very effective
- ☐ b. Effective
- ☐ c. Neutral
- ☐ d. Less effective
- ☐ e. Not effective

Question 18: From your perspective, how would you address the challenges that a teacher can face when using Role-Play?

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Question 19: What do you suggest in order to make the integration of Role-Play technique more fruitful for learners?

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Appendix 02:

Students' Questionnaire

Dear student,

We would be very thankful if you could answer the following questions. This questionnaire aims at collecting data about Students' views on the use of Role-Play (an activity of performing roles) to enhance learners' speaking skills. Your collaboration will help us to complete our research.

Please, answer by a tick (✓), and give a full sentence when it is necessary.

Part One: Personal Information

Question 01: What is your gender?

- ☐ a. Male
- ☐ b. Female

Question 02: What is your age ?

- ☐ a. 18 yrs - 20yrs
- ☐ b. 20 yrs - 22yrs
- ☐ c. 22 yrs – 24yrs

Other.....

Question 03: Was English your primary choice?

- ☐ a. Yes
- ☐ b. No

Part Two: Speaking Proficiency.

Question 04: Do you like speaking and participating during the oral expression sessions?

- ☐ a. Yes
- ☐ b. No

Question 05: Which of the following skills are the most important in a foreign language?

- ☐ a. Writing
- ☐ b. Speaking
- ☐ c. Reading
- ☐ d. Listening

Question 06: Does your teacher use the Role-Play technique in the oral sessions?

- ☐ a. Yes
- ☐ b. No

- If yes, do you agree that the use of this technique helps you to enhance you speaking skills?

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

Part Three: Advantages of Role-Play technique

Question 07: According to you in which way do you find Role-Play technique advantageous?

- ☐ a. Facilitate Learning
- ☐ b. Increase self-confidence
- ☐ c. Improve communication skills
- ☐ d. Boost your motivation

Others.....

Question 08: Does the use of Role-Play technique enhance your fluency?

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

Question 09: Which of the following aspects do you think that Role-Playing is very helpful in?

- ☐ a. Have positive relation between teachers and students
- ☐ b. Foster your imagination
- ☐ c. Encourage team work
- ☐ d. Decrease your Shyness

Others.....

Part Four: Challenges of Role-Play technique

Question 10: Did you find Role-Rlay challenging?

- ☐ a. Yes
- ☐ b. No

Question 11: What are the ways in which it can be challenging for you?

- ☐ a. Lack of understanding the purpose
- ☐ b. Being anxious
- ☐ c. Students inhibition
- ☐ d. Bring discomfort

Others.....

Question 12: Do you agree that Role-Playing is time consuming?

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

Question 13: Do you think that correcting students' errors which they produce while performing Role-Play is:

- ☐ a. Challenge for the learner
- ☐ b. An opportunity for the learner
- ☐ c. Both a challenge and an opportunity for the learner

Please explain.....

Part Five: Conditions of role-play technique

Question 14: Which of the following conditions that your teacher should take into consideration, in order to have an effective Role-Playing?

- ☐ a. Having a safe and a peaceful setting
- ☐ b. Preparation and practice
- ☐ c. Assessing students' roles
- ☐ d. Outline and design the role-play
- ☐ e. Use simple scenarios

Others.....

Question 15: Do you think that playing in pairs is a key condition that helps to make Role-Play more effective?

- ☐ a. Yes
- ☐ b. No

Why (Please justify).....

Question 16: According to you what is the impact of integrating Role-Play in EFL teaching and learning?

- ☐ a. Positive impact
- ☐ b. Negative impact
- ☐ c. Both Positive and negative impact

Question 17: Does Role-Playing make language learning enjoyable?

- ☐ a. Yes
- ☐ b. No

Question 18: In your point of view, how would you address the challenges that a learner can face when performing Role-Play?

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Question 19: What do you suggest for teachers in order to make the use of Role-Play in speaking sessions better for learners?

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Appendix 03:

Students' Focus Group Interview

You are invited to answer the following questions, and to take part in our study entitled “Teachers’ and Students’ views on the use of Role-Play to Enhance Learners’ Speaking skills”. Your collaboration will help us to complete our research.

Question 01: Have you ever practiced speaking through Role-Play?

Question 02: Do you think that Role-Play technique enhances your speaking proficiency?

Question 03: In your opinion, what are the advantages of Role-Play technique? In other words, how can the use of Role-Play have positive impact in teaching and learning speaking skills?

Question 04: In your opinion, how can the integration of Role-Play technique be challenging for you?

Question 05: From your perspective, what are the conditions that help to have an effective Role-Play in EFL classes?

Résumé

Cette étude explore les points de vue et les opinions des enseignants et les étudiants d'anglais comme une longue étrangère, sur l'utilisation de Jeu de rôle comme une activité théâtrale pour favoriser le progrès en communication orales des apprenants. L'objectif de cette recherche est de comprendre et de découvrir les avantages, les défis potentiels, et les conditions qui créent un efficace Jeu de rôle ; parmi les étudiants de 3ème et leur enseignants d'orale au département d'anglaise Université Abderrahmane Mira Bejaia. Pour collecter les données, une méthode Mixte a été utilisée ; un questionnaire pour les étudiants, un questionnaire pour les enseignants, et un entretien de groupe des étudiants. Les résultats obtenus ont été analysés à l'aide de statistique descriptive. Les données montrent que les enseignants et les apprenants ont des attitudes positives envers l'intégration de Jeu de rôle dans les séances orales. De plus, les enseignants ainsi que leur étudiants ont affirmé que cette activité présente également un aspect négatif, reconnaissant certains de leur défis, et soulignant les conditions nécessaires pour créer un efficace Jeu de rôle lors des cours d'expression orale. Les résultats de cette étude révèlent qu'il est vraiment important de prendre en compte les avis des enseignants et des étudiants pour acquérir l'utilisation et l'intégration de Jeu de rôle dans l'enseignement et l'apprentissage de la langue Anglaise en tant que une langue étrangère.

Mots clés : Communication orales, Conditions, Défis potentiels, L'enseignement et l'apprentissage de la langue Anglaise comme une longue étrangère, Jeu de Rôle, Les avantages, Points de vue des enseignants et des étudiants de troisième année licence.