

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



***Adopting Role Play as a Teaching Technique  
to Develop Students' Speaking Skill.***

**Case study: First year LMD Students at the Department of English, University of  
Bejaia**

A dissertation submitted in part fulfillment of the requirements for a degree of Master of Arts in Applied Linguistics and ELT at the University of Bejaia

**The candidate:**

Miss. Assia ZIDOUNI

**Members of the Jury:**

**Chair:** Mr. Chafa OUALI

**Supervisor:** Mrs.Sonia YAHMI-IMERZOUKENE

**Examiner 1:** Mrs. Fadila KACI

**Invited member:** Mrs. Houria HALIL

**Academic Year 2014/2015**

*Adopting Role Play as a Teaching Technique  
to Develop Students' Speaking Skill.*

**Case study: First year LMD Students at the Department of English, University of Bejaia**

A dissertation submitted in part fulfillment of the requirements for a degree of Master of Arts in Applied Linguistics and ELT at the University of Bejaia

**The candidate:**

*Miss. Assia ZIDOUNI*

**Members of the Jury:**

**Chair:** Mr. Chafa OUALI

**Supervisor:** Mrs. Sonia YAHMI-IMERZOUKENE

**Examiner 1:** Mrs. Fadila KACI

**Invited member:** Mrs. Houria HALIL

**Academic Year 2014/2015**

## Dedication

*I dictate this work to:*

*My Mother and my Father*

*My Brothers and Sisters*

*My Niece and Nephews*

*\* Iman, Youcef, Samy, Rayan & Amine \*\**

*My Brothers and Sisters in Law*

*My Handsome Francé Fares*

*All the extended Family and Friends*

*All the members of ALC&ELT Group*

*Asia*

*"I never dreamed about success. I worked for it."  
-Estee Lauder-*

*"In order to succeed, we must first believe that we CAN."  
-Nikos Kazantzakis-*

## Acknowledgements

*I would like to express my sincere gratitude to my supervisor, Mrs. Sonia Yahmi Imerzoukène, for being kind enough to accept directing this work with all her academic engagements.*

*I would also like to thank her for the valuable advice, precious suggestions and for her patience with me throughout the stages of the research.*

*I address my special thanks and gratitude to the members of the Jury who accepted to examine my work.*

*I should express my deepest gratitude to Dr. Nadia Idri Thouari for accepting me to be a member of AL@ELT group and for being there with us and for us all along the Master degree.*

*I should also record my sincere thanks to the head of the English department Mrs. Fadila Kaci for her kindness, encouragements and help.*

*I am also grateful to my teachers at the department of English, namely Mrs. Yahmi Imerzoukene, Mrs. Khenoune, Miss. Amari, Miss. Saji, Miss. Idir, Miss Boughani, Mr. Mameri, Mr. Quali and Mr. Outamzabet for their encouragements and help.*

*Special thanks to all First year Licence Students who assisted me to collect much of the data especially group Four (04) with whom I have made the experiment.*

*Without their help and participation this study might have not been completed.*

*Finally, I respectfully and thankfully acknowledge the frequent emotional support given by my parents. I could never acknowledge or thank my parents enough.*

## **Abstract**

The present study aims at exploring the effectiveness of role play on improving students' speaking skill. Subjects are first year LMD students at the Department of English at the University of Bejaia. The method of this research work is a descriptive one. That is, it aims at describing the two variables: Role play as the independent variable and its role in developing students' speaking skill as the dependent variable. To achieve our aim, data are collected through a mixed methodology based on qualitative and quantitative methods. We adopted classroom observation as a qualitative method and students' questionnaire as the quantitative one. The results of this study are significantly improving that Role play is an effective teaching technique to teach speaking and promote students to speak and communicate in English. On the basis of these results, our hypothesis is confirmed. That is, students need to be taught with an appropriate technique to develop their speaking skill and to create suitable situations where they can use the language without hesitation.

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

## **Table of Contents**

Dedication .....	I
Acknowledgements.....	II
Abstract.....	III
Table of Contents.....	IV
List of Figures.....	IX
List of Tables.....	IX
Glossary of Terms.....	XI
List of Abbreviations.....	XII

## **General Introduction**

I. Aim of the Study .....	01
II. Statement of the Problem.....	02
III. Research Questions.....	02
IV. Hypothesis .....	02
V. Structure of the Study.....	03

## **Theoretical Chapter**

<b>Introduction.....</b>	<b>04</b>
--------------------------	-----------

### **Section One: Speaking Skill in EFL Classroom**

Introduction.....	04
1.1. Definition of Speaking.....	05
1.2. Functions of Speaking .....	05
1.3. Micro-Skills of Speaking.....	06
1.4. Elements of Speaking.....	07
1.4.1. Language Features.....	08

1.4.2. Mental/ Social Processing.....	08
1.5. Speaking and Other Skills.....	08
1.5.1. The Relationship between Speaking Skill and Listening Skill.....	09
1.5.2. The Differences between Speaking Skill and Writing Skill.....	10
1.6. Communicative Competence in Oral Presentation.....	11
1.6.1. Grammatical Competence.....	11
1.6.2. Socio-linguistic Competence.....	11
1.6.3. Discourse Competence.....	11
1.6.4. Strategic Competence.....	11
1.7. Classroom Communicative Activities.....	12
1.8. Students' Reluctance and Difficulties to Speak.....	13
1.8.1. Students' Reluctance.....	13
1.8.2. Students' Difficulties.....	14
1.9. Learners' Speaking Strategies.....	14
Conclusion.....	17

## **Section Two: Role playing as a Teaching Technique**

Introduction.....	18
2.1. Definition of Role Play.....	18
2.2. Types of Role Play.....	19
2.3. Role Play as Part of Simulation.....	19
2.4. Role Play Technique.....	20
2.4.1. Stages of Role Play.....	21
2.5. Reasons for Role Play Use.....	22
2.6. Advantages and Disadvantages of Role Play.....	23
2.6.1. Advantages of Role Play .....	23

2.6.2. Disadvantages of Role Play.....	24
2.7. The Relation between Role Play and Speaking Skill.....	25
Conclusion.....	28
<b>Conclusion</b> .....	29

## **Practical Chapter**

<b>Introduction</b> .....	30
---------------------------	----

### **Section One: Research Design and Data Collection Procedures**

Introduction.....	30
1.1. Research Variables.....	30
1.2. Research Design.....	31
1.3. Population and Sample.....	31
1.4. Research Instruments and Data Collection Procedures.....	31
1.4.1. Classroom Observation	
1.4.1.1. Aim of the Classroom Observation.....	32
1.4.1.2. Description of the Classroom Observation .....	32
1.4.2. Students' Questionnaire	
1.4.2.1. Aim of the Students' Questionnaire.....	33
1.4.2.2. Administration of the Questionnaire .....	33
1.4.2.3. Description of the Questionnaire .....	33
Conclusion .....	34

### **Section Two: Data Interpretation and Analysis**

Introduction.....	35
2.1. Interpretation Analysis of Students' Questionnaire	
<b>2.1.1. Personal information</b> .....	35
2.1.1.1. Students' Sex.....	35

2.1.1.2.Students’ English Language Choice.....	36
<b>2.1.2.Speaking Skill.....</b>	<b>36</b>
2.1.2.1. Students’ Attitudes towards of English Language.....	36
2.1.2.2. Students’ Needs in Learning the Skills .....	37
2.1.2.3.Students’ Ability for Oral Expression .....	38
2.1.2.4. Improvement of Students’ Oral Performance in Oral Sessions.....	39
2.1.2.5. Students’ Participation in Oral Expression Class.....	40
2.1.2.6. Causes of Students’ unwilling to communicate.....	41
2.1.2.7. Students’ Practice Preferences.....	41
2.1.2.8. Students’ Communication Strategies.....	42
<b>2.1.3. Role Play Technique.....</b>	<b>43</b>
2.1.3.1. Students’ knowledge about Role Play.....	43
2.1.3.2. Opportunities to Perform Role Play .....	43
2.1.3.3. Students’ Working Preference.....	44
2.1.3.4 Students’ Opinion about the helpfulness of Role Play in Improving their Speaking Skill.....	45
2.1.3.5. Students’ Opinion about Role Play.....	45
2.1.3.6. Students’ Perception about Learning and Experiencing New Attitudes.....	46
2.1.3.7.Students’ Benefits from Role Play.....	47
<b>2.1.4. Speaking and Role play.....</b>	<b>47</b>
2.1.4.1. Students’ Attitudes toward Role play and Speaking.....	47
2.2. Presentation and Analysis of Observation sheets	
2.2.1. Observation Sheet (01).....	49
2.2.2. Observation Sheet (02).....	50
2.2.3. Observation Sheet (03).....	52

2.2.4. Observation Sheet (04).....	54
2.2.5. Observation Sheet (05).....	55
2.2.1. Observation Sheet (06).....	57
2.2.1. Observation Sheet (07).....	59
Conclusion.....	61

### **Section Three: Limitations, Implications and Suggestions for Further Research**

Introduction.....	62
3.1. Research Findings.....	62
3.2. Pedagogical implications.....	63
3.3. Limitations of the Study.....	63
3.4. Suggestions for Further Research.....	64
Conclusion.....	65
<b>Conclusion.....</b>	<b>66</b>
 <b>General Conclusion.....</b>	 <b>67</b>

## List of Figures

Figure 01: Widdowson’s “The Four Language Skills” .....	09
---	----

## List of Tables

Table 01: Students’ Sex.....	35
Table 02: Students’ English Language Choice.....	36
Table 03: Students’ Attitudes towards English Language.....	36
Table 04: Skills Students Feel they Need Most.....	37
Table 05: Students’ Ability for Oral Expression.....	38
Table 06: Improvement of Students’ Oral Performance in Oral Sessions.....	39
Table 07: Students’ Participation in Oral Expression Class.....	40
Table 08: Causes of Students’ Unwilling to Communicate.....	41
Table 09: Students’ Practice Preferences.....	41
Table 10: Students’ Communication Strategies.....	42
Table 11: Students’ Knowledge about Role Play.....	43
Table 12: Teacher’s Allow Role Play Performance.....	43
Table 13: Students’ Working Preference.....	44
Table 14: Students’ Opinion about the Helpfulness of Role Play in Improving their Speaking Skill.....	45
Table 15: Students’ Opinion about Role Play.....	45
Table 16: Students’ Perception about Learning and Experiencing New Attitudes.....	46
Table 17: Students’ Benefits from Role Play.....	47
Table 18: Observation Sheet (01).....	49
Table 19: Observation Sheet (02).....	51
Table 20: Observation Sheet (03).....	52

Table 21: Observation Sheet (04).....	54
Table 22: Observation Sheet (05).....	56
Table 23: Observation Sheet (06).....	58
Table 24: Observation Sheet (07).....	60

## Glossary of terms

**Speaking skill:** it is one of the four language skills. It is an active productive skill.

**Role-play** also **Role playing:** in language teaching drama-like classroom activities in which students take the roles of different participants in a situation and act out what might typically happen in that situation. For example, to practise how to express complaints and apologies in a foreign language, students might have to role-play a situation in which a customer in a shop returns a faulty article to a salesperson.

(Richards and Schmidt, 2002: 460)

**Turn-taking:** in conversation, the roles of speaker and listener change constantly. The person who speaks first becomes a listener as soon as the person addressed takes his or her turn in the conversation by beginning to speak.

(Richards and Schmidt, 2002: 566)

**Competence:** the implicit system of rules that constitutes a person's knowledge of a language.

(Richards and Schmidt, 2002: 93)

**Performance:** a person's actual use of language. A difference is made between a person's knowledge of a language (competence) and how a person uses this knowledge in producing and understanding sentences (performance).

(Richards and Schmidt, 2002: 392)

## List of abbreviations

C.C: Communicative Competence

E.F.L: English as Foreign Language

F.L: Foreign Language

L.M.D: Licence, Master, Doctorate

%: Percentage

# **General Introduction**

## **General Introduction**

I. Aim of the Study .....	01
II. Statement of the Problem.....	02
III. Research Questions.....	02
IV. Hypothesis.....	02
V. Structure of the Study.....	03

## **General Introduction**

Teaching and learning English as a Foreign Language (EFL) is to teach and to acquire its skills, both spoken and written in order to be able to use the target language efficiently and to become successful language learners. Therefore, Speaking is among the four language skills that learners aim to develop when learning a Foreign Language (FL) to communicate effectively. Speaking as a productive skill is viewed as a not easy task for learners to attain; students must be given some opportunities to practice their competence. For that reason, Brown and Yule (1983, p.25) claim that “*learning to talk in the foreign language is often considered to be one of the most difficult aspects of language learning...*” Hence, EFL teachers implement different communicative activities such as: information gap, games, problem-solving, and Role-playing in their oral classes to help their students communicate. Additionally, T. Hedge (n.d) supported this idea that discussion and role-playing are useful activities to teach speaking skill (Cited in Thanyalak Oradee, 2012). For that reason our study aims at adopting Role Playing as a technique to develop students’ speaking skill.

### **I. Aim of the study**

Through this research, we aim at studying the relationship between the oral skill and role playing among first year LMD students at the University of Bejaia during oral expression sessions. Thus, we believe that this study will provide the students with an effective technique to develop their oral skill. In addition, it aims to adopt Role Play as a teaching technique to build up and promote students’ speaking skill and perform better in oral sessions.

## **II. Statement of the Problem**

The ability to speak and communicate spontaneously is among the main objectives that EFL learners aim to achieve. However, we observed that EFL learners have difficulties in communicating in English. There are many obstacles students encounter involving them not to build up the speaking skill.

Teaching English in Algeria requires from teachers to take into consideration that English can be taught and practiced most in the classroom only. In fact, the classroom is the primary place where learners have the chance to use the Foreign Language. To overcome the obstacles that learners face in their oral production, teachers have to provide learners with a technique which raises other opportunities of language use. Hence, implementing role play in the oral expression classes is one of the methods to provide learners with wide-ranging oral production and communication.

## **III. Research Questions**

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

- To what extent does role play help to improve EFL learners speaking ability?
- How can oral skill be improved through role playing activities?
- What effects does role play have on students' speaking skill?

## **IV. Hypothesis**

In the light of the above research questions, our supposition is as following:

*« If English teachers of First year Licence Students at Bejaia University adopt role play as a teaching technique in oral session, the students will develop their speaking ability better. »*

## V. Structure of the study

The present research is divided into two main chapters. The first chapter is Theoretical; it involves two sections which are concerned with the related literature review. Chapter two which is practical; covers research design and the analysis of the results obtained from the students' observation and questionnaire.

The first section of chapter one is entitled "**Speaking Skill in EFL Classroom**" and includes definition of speaking, activities for oral practice, teaching techniques for oral performance, learners strategies and learners reluctance to communicate. Whereas the second section is under the title: "**Role Playing as a Teaching Technique**" and it outlines different definitions of role playing, types of role play, role play as part of simulation, role play as a technique, advantages and disadvantages of role play and the relation between role play and speaking skill. The second chapter is divided into three sections. The first section is entitled research design and data collection procedures. It is concerned with describing the population and sample, data collection procedures as well as a detailed description of all the research tools used (observation and questionnaire). The second section is entitled interpretation and analysis of the results. It deals with interpreting and examining the interpreted results by making reference to theory. This discussion permits to examine the degree to which our results validate the theoretical background on which we have built our research work. The third and last section which is entitled limitations, implications and suggestions for further research is concerned with providing the findings obtained from the analysis, presenting the obstacles encountered by the researcher and elucidating some implications and recommendations for future researchers.

Finally we summarize our research work with a general conclusion. It provides the reader with important elements related to our study.

# **Theoretical Chapter**

<b>Introduction</b> .....	04
---------------------------	----

## **Section One: Speaking Skill in EFL Classroom**

Introduction.....	04
1.1. Definition of Speaking.....	05
1.2. Functions of Speaking .....	05
1.3. Micro-Skills of Speaking.....	06
1.4. Elements of Speaking.....	07
1.4.1. Language Features.....	08
1.4.2. Mental/ Social Processing.....	08
1.5. Speaking and Other Skills.....	08
1.5.1. The Relationship between Speaking Skill and Listening Skill.....	09
1.5.2. The Differences between Speaking Skill and Writing Skill.....	10
1.6. Communicative Competence in Oral Presentation.....	11
1.6.1. Grammatical Competence.....	11
1.6.2. Socio-linguistic Competence.....	11
1.6.3. Discourse Competence.....	11
1.6.4. Strategic Competence.....	11
1.7. Classroom Communicative Activities.....	12
1.8. Students' Reluctance and Difficulties to Speak.....	13
1.8.1. Students' Reluctance.....	13
1.8.2. Students' Difficulties.....	14
1.9. Learners' Speaking Strategies.....	14
Conclusion .....	17

## **Introduction**

The present work aims at providing an insight to our main problem. Particularly, we aim to find out the effect of role play technique on students' speaking skill development. Hence, in this study, we have two main variables: role play and speaking skill. Therefore, it is important to understand these two research variables and the elements that we related to each one. So, this theoretical chapter intends at exploring the literature review of these variables.

### **Section One: Speaking Skill in EFL Classroom**

#### **Introduction**

Current views on speaking consider it as among the four language skills EFL students aim to achieve; it is not an easy task for an EFL learner to acquire this skill than it seems. For that reason, Luoma (2004) claims that: *“speaking in a foreign language is very difficult and competence in speaking takes a long time to develop”* (p.ix). In fact, this skill demands an effort for both teachers and learners since it is considered as the most important one. Ur (2012) declares that *“Of all the four skills (listening, speaking, reading and writing), speaking seems intuitively the most important: people who know a language are referred to as ‘speakers’ of that language; as if speaking included all other kinds of knowing”* (p.117). In other words, EFL learners give importance to speaking because if they are good at this skill then they will be considered as if they have achieved all the other skills.

In this section, we have dealt with different subjects related to speaking; definition of speaking, its functions and its micro-skills. Then, we have discussed the relation between speaking and other skills (listening and writing) and we have considered the communicative competence and communicative activities in oral performance. Finally, we have dealt learners' strategies to communicate in oral expression.

## 1.1. Definition of Speaking

In order to define speaking, it is important to recognize that this skill is one of the four language skills, a productive and active skill. According to H.G Widdowson (1978), “*Speaking is active or productive and makes use of oral medium*” (p.58). For that reason, speaking skill deserves attention in language learning (Bygate, 1987). In addition, Thornbury (2005) argues that “*speaking is much more complex than it involves both a command of certain skills and several different types of knowledge*” (p.1). Hence, speaking is a complex ability and it has a relation with other language skills (*listening*) and language aspects (*vocabulary*) that must be acquired. Consequently, Nunan (2003) states “*speaking is a productive oral skill, it consists of producing systematic verbal utterances to convey meaning and it is the way in which we express or exchange thoughts and feelings through using language*”(as cited in Bipin Bihari Dash,2013, p.67). In other words, speaking requires the use of language effectively through the production of meaningful utterances to express ideas and convey meaning. Similarly, Harmer (2001) points out that speaking as a skill “*describes activities where students are practicing real speaking events rather than just using speaking to practice specific language points*” (p.283). It means that, the reason behind teaching speaking is training the students how to use language to communicate successfully in different situations. Moreover, students must speak confidently in order to succeed their communication because speaking is the skill by which they are usually assessed (Bygate, 1987).

## 1.2. Functions of Speaking

Brown and Yule (1983) make an important distinction between two basic functions of spoken language: the interactional function and the transactional function. The aim of the

speaker in the interactional function is the maintenance of social relationships and it is listener-oriented because the information is shared between the speaker and the listener (*as an example: a telephone conversation between a mother and her son*), whereas the purpose of the speaker in the transactional function is the transference of information and it is message-oriented since the speaker believes that less knowledge is shared with the listener (*for instance: the teacher and the students*). In addition to the two functions discussed by Brown and Yule (1983), Bruder and Tillitt (1985) add a third function of speaking which is formal and informal use. The former is used with strangers and people of higher status; whereas, the latter is used with family, friends and colleagues.

### **1.3. Micro-skills of Speaking**

Brown (2001, p.272) presents plenty micro-skills for oral communication and they are as following:

- Produce chunks of language of different lengths.
- Orally produce differences among the English phonemes and allophonic variants.
- Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonational contours.
- Produce reduced forms of words and phrases.
- Use an adequate number of lexical units (words) in order to accomplish pragmatic purposes.
- Produce fluent speech at different rates of delivery.
- Monitor your own oral production and use various strategic devices-pauses, fillers, self-corrections, backtracking- to enhance the clarity of the message.
- Use grammatical word classes (nouns, verbs, etc.), systems ( e.g., tense, agreement, pluralization), word order, patterns, rules, and elliptical forms.

- Produce speech in natural constituents – in appropriate phrases, pause groups, breath groups, and sentences.
- Express a particular meaning in different grammatical forms.
- Use cohesive devices in spoken discourse.
- Accomplish appropriately communicative functions according to situations, participants and goals.
- Use appropriate registers, implicature, pragmatic conventions, and other sociolinguistic features in face-to-face conversations.
- Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- Use facial features, kinesics, body language, and other nonverbal cues along with verbal language to convey meanings.
- Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.

In fact, EFL learners may not have the opportunity to acquire these micro-skills; however, they need instructions to practice them. Students are trained for these different micro-skills in oral classes so as to produce accurate verbal communication to achieve their communication purposes. These micro-skills are important for language learners so as to develop their speaking ability.

#### **1.4. Elements of speaking**

According to Harmer (2001) the ability to speak smoothly demands the ability to process information and language ‘on the spot’ in addition to the use of different characteristics of

language. For that reason, Harmer (2001: 269-271) provides us with effective elements of communication:

#### **1.4.1. Language features:**

- Connected Speech: learners use connected speech to produce fluent expression. In fact, sounds in connected speech are modified, omitted, added or weakened. As in saying *I would have gone* also to use fluent ‘connected speech’ as in *I’d have gone* (*the example is extracted from: Harmer, 2001, p. 269*).
- Expressive Devices: Students of English change the stress of particular parts of expressions, vary volume and speed by non- verbal means to show how they are feeling. *For example, to use facial expressions to show happiness.*
- Lexis and Grammar: the use of frequent lexical phrases especially in the presentation of certain language functions. *As in: Can you help me, please?*
- Negotiation and Language: it is used in speaking to seek clarification and to show the structure of what we are saying. For example, *could you explain that again, please?* (*This example is taken from: Harmer, 2001, p. 270*).

#### **1.4.2. Mental/ Social processing:**

- Language processing: a speaker needs to be able to retrieve information in order to convey the intended meanings.
- Interacting with others: interaction is the core of speaking, we speak in order to interact with one or more participants.
- Information processing on the spot: the participant needs to be able to process the information received the moment he gets it.

### **1.5. Speaking and other Skills**

Teaching a foreign language is not restricted to teach one element of its. Thus, the aim behind teaching language is related in terms of its four language skills: speaking, listening

(understanding), reading and writing. For example, the teacher focuses on speaking when the module is about oral expression and attention is paid more on writing when it is written expression and so on. The diagram below represents how the four skills are related:

	Productive/ active	Receptive/ passive
Aural medium	speaking	Listening
Visual medium	Writing	Reading

Diagram 1: the four skills (Widdowson. 1978, p.57)

From the table, we can understand that: first, both speaking and writing are active or productive skills also like listening, reading is passive or receptive skill. Second, both speaking and listening are referred to as spoken Language; while writing and reading demonstrate the written language.

### 1.5.1. The relationship between the Speaking Skill and the Listening Skill

Brown (2001) points out *“from a communicative, pragmatic view of the language classroom, listening and speaking skills are closely intertwined, more often than not curricula that treat oral communication skills will simply be labelled as “Listening/ Speaking” courses (p.267).”* In other words, there is a close relation between the two skills that curricula may refer to as spoken language courses. For that reason, many interactive techniques that involve speaking will certainly include listening. Hence, as teachers and students are perhaps focusing on speaking objectives, listening objectives may naturally incorporate (Brown, 2001).

### 1.5.2. The difference between the Speaking Skill and the Writing Skill

Brown and Yule (1983) make a distinction between spoken and written language. In fact, for most of its history: language teaching highlights the study of the written language which is characterised by the well-known and well-described rules of producing sentences; it rejects the spoken language which has been considered as a subject for language teaching after the end of the Second World War. In addition, unlike the spoken language, in written language, we use modifiers, complex and subordinating syntax to write complex passage.

Brown (2001) makes four relevant distinctions between speaking and writing. The first difference is **permanence**. The oral production is fleeting and momentary and it vanishes as one finishes communicating; whereas, the written language is permanent and enduring, therefore the reader has an opportunity to return read what was written previously. The second difference is **orthography**. In speaking, we have phonemes, stress, intonation, pauses, volume and nonverbal cues; however, in writing, we have graphemes, that are punctuation, pictures and charts. The third difference is **complexity**. Both speaking and writing represent modes of complexity, and the difference between the two is in the nature of clauses. In the spoken language, the speaker produces short sentences connected with coordinate conjunctions while in the written language, the writer writes longer subordinating sentences. The fourth and last difference is **vocabulary**, the speakers use a simple and limited vocabulary in everyday life because it is easy to understand each other. Differently, writers write complicated vocabulary and variety of lexical items; the learners utilize dictionaries to clarify unknown words.

## 1.6. Communicative competence in oral presentation

According to Savignon (n.d), Communicative Competence (CC) refers to the ability of the language learners to interact with other speakers, to make meaning (As cited in Nunan, 2015 , p.52). In other words, it is to have the ability to use language in fluent, correct and appropriate manner.

Canale (1980), Richards and Schmidt (2002) and Nunan (2015) argue that CC includes four areas of knowledge and skill:

- 1.6.1. Grammatical competence:** this type of competence is concerned with mastery of the language code itself. Hence, they are features and rules of the language such as sounds, pronunciation, vocabulary, and grammar. Such competence focuses on the knowledge and skill required to understand and express accurately the exact meaning of utterances.
- 1.6.2. Sociolinguistic competence:** it deals with the ability of students to use language appropriately in the social context. It includes the degree of formality and informality, the style, and the choice of appropriate words and the use of politeness strategies.
- 1.6.3. Discourse competence:** it concerns the ability of students to know how to combine between the different pieces of language forms and meanings so as to speak confidently without fear in front of people. *As an example, the use of substitutions.*
- 1.6.4. Strategic competence:** it is the ability of students to use communication strategies (verbal and non-verbal) to compensate for gaps in knowledge to keep communication going. *For instance, the student uses fillers ('err' or 'um') to gain time and think about what to say.*

It means that CC is the ability to function accurately and appropriately in a communicative environment and it develops four competences: Linguistic, Discourse, Sociolinguistic and Strategic competence. Hence, EFL Students acquire the target language and obtain the four competences that build their speaking ability so as to communicate effectively and properly.

### **1.7. Classroom Communicative Activities :**

Harmer (2001, p.271-274) lists some of the most widely-used communicative activities which facilitate the development of learners' oral production.

- Acting from a script: in this activity, the teacher asks the students to act out scenes from plays, their course-books or dialogues they have written on their own and perform them in the front of the class.
- Communication game: this activity depends on an information gap activity. So, one student has to talk to his partner in order to solve a puzzle, draw a picture, put things in the right order, or find similarities and differences between pictures.
- Discussion: in this activity, the teacher should provide activities which encourage discussion and force the students to attain a decision or an agreement.
- Prepared talks: in this activity, the students present a prepared topic of their own choice and it is preferable that students speak from notes rather than from a script.
- Questionnaires: they are helpful since they ensure that both questioner and respondent have something to communicate to each other. Students can prepare questionnaires on any appropriate topic and the teacher can be a resource for them. Then, the results obtained from questionnaires can form the basis of a discussion or prepared talk.
- Simulation and role-play: these activities are beneficial for students. in simulation, students simulate real life situations as if they were doing so in real world. While in Role play, the participants are given information about who they are and what they

think and feel. Thus, it can be used to encourage general oral fluency or to train students for specific situations.

These activities are useful for classroom's communication. Hence, in our research, we have opted for Role play as a teaching technique in oral sessions to develop students' speaking skill and to observe its effectiveness.

## **1.8. Students' Reluctance and Difficulties to Speak**

Some EFL students are unwilling and find problems to speak the target language and participate in oral sessions and this reluctance is due to various factors such as teachers' negative feedback, learner's lack of vocabulary and self confidence and learners' low language proficiency.

### **1.8.1. Students' Reluctance**

According to Harmer (2011), students are reluctant to speak because they feel shy and not able to express themselves in front of their classmates mainly when the teacher asks them to talk about their personal experiences and opinions.

In addition, Hamouda (2013) conducts an explorative study about students' reluctance to communicate in EFL classroom. He finds that there are different factors that affect EFL learners to participate in the classroom; we have summarized them as follows:

- Fear of speaking in front of peers.
- Lack of preparation
- Fear of making mistakes and being laughed at.
- Fear of negative teacher's evaluation and correction.
- Lack of confidence and low self-esteem.
- Poor pronunciation, lack of vocabulary and Grammar.

### **1.8.2. Students' Difficulties**

According to Ur (2012: 118), students find some problems or difficulties to talk in the classroom. These difficulties are presented as follows:

- **Shyness and inhibition:** Speaking skill requires more attention than other skills. In fact students are often introverted to say things in the classroom because they are anxious about making mistakes, afraid of criticism or losing face.
- **Finding things to say:** students sometimes complain that they don't have something to say though the teacher provides them with interesting topics. In fact, students need to feel that they have something appropriate and new as to contribute to the conversation.
- **Low participation of individuals:** one student has a given time to speak in oral class but in large groups, each student has a very short time to talk. Another problem is that some students have the habit to dominate participation in the classroom while other students speak inadequately.
- **The use of first language:** students may have the habit to use their first language to speak because they feel more comfortable to interact with each other. Therefore, the abuse of the first language diminishes the development of student's speaking skill.

We adopt Role play as a technique to teach the oral expression module in order to remedy and avoid the difficulties that students may face. In addition, it is said that Role play is used to reduce students' unwillingness to communicate and participate during the oral performance.

### **1.9. Learners' speaking strategies:**

Learners tend to employ some strategies when facing obstacles when speaking. According to Harmer (2001: 249), the following strategies are useful for an EFL student to resolve the difficulty he/she encounters:

- Improvising: it is when the student says any word or sentence to keep on communication within the hope that it is in the appropriate context.
- Discarding: students sometimes do not find the appropriate words to speak about something; they abandon the idea which they cannot express.
- Foreignising: it is when students select a word in a language they are familiar with and 'foreignise' it wishing that it will be similar to the sense they hope to convey in the foreign language.
- Paraphrasing: students tend to paraphrase when they do not know the word to say. This strategy gets the speaker out of trouble and makes the communication longer.

These strategies are used in order to keep communication going on. In fact, they are included in the strategic competence which represents student's ability to interact and maintain communication. So, if the student uses them it means that he/ she has acquired the strategic competence.

In addition to the strategies given by Harmer (2001), Brown (2001, p. 276) provides us with specific strategies used by EFL learners in order to develop their strategic competence and accomplish their oral communicative purposes. These strategies are:

- Asking for clarification (*what*).
- Asking someone to repeat something (*Huh? Excuse me?*).
- Using fillers (*Uh, I mean, Well*) in order to gain time to process.
- Using conversation maintenance cues (*Uh Huh, Right, Yeah, Okey, Hm*).
- Getting someone attention (*Hey, Say, So*).
- Using paraphrases for structures one can't produce.
- Appealing for assistance from the interlocutor (to get a word or phrase, for example).
- Using formulaic expressions (at the survival stage) (*how much does \_\_\_ cost? How do you get to the \_\_\_?*).

- Using mime and nonverbal expressions to convey meaning.

In other words, EFL students utilize the above strategies (clarifying, repeating, paraphrasing ...etc) in EFL classes as to remedy their lacks and communicate naturally.

Similarly, Bygate (1987:42-47) discusses and identifies two types of communication strategies: achievement strategies and reduction strategies that aim to compensate for a difficulty of expression.

- **Achievement strategies:** By achievement strategies, Bygate means that the student will try to compensate for his language gap by proposing a substitute.

This involves attempting to find a way of conveying his message through:

- *Guessing strategy:* it is divided into four sub-strategies: foreignize, borrow, translation and coin. The student pronounces a word or expression which his interlocutor may identify and know.
- *Paraphrase strategy:* the student searches his knowledge of the foreign language vocabulary to find a substitute for the expression that he needs.
- *Co-operation strategies:* In this strategy, the learner asks for help. For example, he may ask for the translation of the word that he doesn't understand to his mother-tongue.

- **Reduction strategies:** means that the student diminishes his communicative objective using avoidance strategies.

- *Avoidance strategy:* the student tends to change his communication in order to exclude out of the problem or to make his speech more manageable to keep his communication.

## **Conclusion**

All along this section, we have presented the literature related to speaking skill. We have defined speaking. We have also explained the three functions of speaking and listed its micro-skills. Furthermore, we have dealt with the relation that exists between speaking and other skills. In addition, we have defined communicative competence and review its four components. Moreover, we have considered the different communicative activities that teachers use in oral sessions to help the students communicate in the target language. Finally, we have dealt with the different communication strategies used by EFL learners to avoid difficulties and to carry on communication.

## Section Two: Role playing as a Teaching Technique

Introduction.....	18
2.1. Definition of Role Play.....	18
2.2. Types of Role Play.....	19
2.3. Role Play as Part of Simulation.....	19
2.4. Role Play Technique.....	20
2.4.1. Stages of Role Play .....	21
2.5. Reasons for Role Play Use.....	22
2.6. Advantages and Disadvantages of Role Play.....	23
2.6.1. Advantages of Role Play .....	23
2.6.2. Disadvantages of Role Play.....	24
2.7. The Relation between Role Play and Speaking Skill.....	25
Conclusion.....	28
<b>Conclusion</b> .....	29

## **Section Two: Role Playing as a Teaching Technique**

### **Introduction**

Role play (RP) is considered as one of the communicative techniques used to teach and learn the foreign language. In fact, it provides the students with a variety of opportunities that help them to become speakers of the EFL. For that reason, Sogunros (2004) defines role play as an educational activity in which the learners perform a set of defined behaviours with the purpose of acquiring the wanted knowledge (as cited in U. Westrup and A. Planander, 2013).

In this second section, we have discussed the definitions and types of role play. In addition, we have dealt with role play as a part of simulation and role play as a technique. Moreover, we have presented the effectiveness of using role play, advantages and disadvantages of role play. Furthermore, we have considered the relation between role play and speaking skill. All these elements are important in implementing RP in EFL classroom.

### **2.1. Definitions of Role play**

According to Yardley-Matwiejczuk (1997, p. 01) “*role play ... describes a range of activities characterized by involving participants in ‘as-if’ or ‘simulated’ actions and circumstances.*” Therefore, Role play is an activity that takes situations from real life and invites students to speak through an unreal identity in an imagined situation to present someone’s perspective. Additionally, Larsen-Freeman (n.d) points out that “*role-plays are very important in the communicative approach because they give students an opportunity to practice communicating in different social contexts and in different social roles*” (as cited in Huang, 2008, p. 01). Hence, Role-play is a significant communicative activity since it gives chances to almost students to speak. Furthermore, Brown (2001) claims that role play includes giving a role to one student or more and designing an objective to be realized by

the participants. Accordingly, Van Ments (1999, p.04) states that *“the idea of role-play, in its simplest form, is that of asking someone to imagine that they are either themselves or another person in a particular situation. They are then asked to behave exactly as they feel that person would.”*

## **2.2. Types of role play**

Van Ments (1999) and Nickerson (2007) distinguish two types of role play. The first type deals with **the skills development**: the learner will be trained to know how to deal with different situations which present a series of problems that may the learner encounter in real life ones. So, the learner will develop his communicative skill as well as his problem solving skill. According to Armstrong (2003) and Ruhanen (2005), role-playing gives students diverse sets of skills for future employment (as cited in U. Westrup & A. Planander, 2013). Furthermore, the participants are given situation plus problem or task to solve in role play activity (Ur, 1999).

The second type intends to explore **feelings and attitudes**. The learner will understand the way in which people behave in different situations. He will be able to comprehend their attitudes and feelings in several circumstances. The structure of the role-play will allow the learners to engage themselves and use their own personalities and experiences. For that reason, Siddiqui (2008, p. 63) states that *“in role play students learn through active involvement and therefore personal experience. They also have the opportunity to reflect on this experience.”*

## **2.3. Role play as a part of simulation**

Jones (1995) looks at *“simulation as an event in which the participants have roles, duties and sufficient key information about the problems to carry these duties without play acting or inventing key facts (p.18)”*. In addition, Jones (1995) states that *“the participants*

*keep their own personalities but take on a job, duties, responsibilities and do the best they can in the situation in which they find themselves ( p. 18)*". In other words, simulation simulates real life situations, the participants should have a maximum of background information about the situation that they reproduce and they should keep their characters. In addition, Saunders (1996) views simulations with the idea of being 'beyond' reality, providing a kind of idealized version of events to understand complex situations.

In addition, Van Ments (1999, p 04) claims that "*Role play is the name given to one particular type of simulation that focuses attention on the interaction of people with one another.*" It is termed simulation which allows students to take on different and authentic roles (Knight, 2002). For that reason, Ladousse (1987) views simulation as a broader concept than role playing. That is to say, simulation is complex, lengthy and relatively inflexible, but role play is brief, flexible and simple in structure. Similarly, Siddiqui (2008) argues that Role playing is an ordinary means for learning and it is considered as a less complicated technique of simulation. In addition, Scarcella and Oxford (1992) argue that in role play, students represent and experience some characters known in everyday life whereas they simulate real life situations in simulation. Furthermore, Van Ments (1999, p.04) states that "*A revolution has been taking place in the use of simulation and gaming as teaching techniques; in particular there has been a quiet burgeoning in the use of role-play as flexible, cheap and easy device for instruction.*" Hence, Role play is considered as an inexpensive, easy and effortless technique compared to simulation.

#### **2.4. Role play as a Technique**

It is said that Role play as an educational technique has proved to be very powerful. It provides students with the opportunity to practice real world or imaginary situations (Van Ments, 1999). In addition, Role play is mainly a useful strategy to teach students with

(Killen, 2007). For that reason, Salandanan. G (2008, p.85) declares that “*Role play is one of the teaching strategies that is action filled and fun-guaranteed.*” It means that role play is an enjoyable and effective teaching method. Tauber and Mester (2007, p.85) claim that “*Role play is such a vivid and enriching instructional tool; however, it merits the effort.*” Hence, it assists students to practice and acquire new attitudes. Moreover, Ladousse (1987, p.9) argues that “*Role play belongs to that category of language learning techniques sometimes referred to as low input- high output.*” This is to mean that Role play as a technique encourages learning centeredness, students are asked to provide high language production in the classroom.

#### **2.4.1. Stages of Role play**

Songco (2002) and Siddiqui (2008) affirm that there are five steps for teachers to follow in order to organize and implement Role play in oral classroom so as to enhance students’ oral communication production. The stages are presented as following: the first stage is the **Briefing stage**; it deals with the selection of the situation. In fact, the participants should clearly understand their roles and what the situation is about. The second stage is the use of a **Checklist**, it is useful to ensure students understand how the role play will work, especially how they will interact with other players within the group. The third stage is the **Interaction stage**; it is an opportunity for the students to assume and perform their parts. It should reflect the development of the real life situation. The fourth stage is the **Forum stage**; it engages the participants in direct interaction involving all stakeholders. The aim is for negotiation to take place with the purpose of reaching a solution. The fifth stage is the **Debriefing stage** which may be refer to as evaluation; it is considered as the most important element of the role play. In this stage, the students are given the opportunity to discuss what has taken place in the presentation in order to give remarks, reactions and comments.

## 2.5. Reasons for Role Play use

Chesler and Fox (1966) give four reasons for using Role play in the classroom. First, they believe that students can act out their true feelings without hesitations. Second, when students are role playing, they will be acquainted with real life and imaginative situations. Third, students utilize their intellectual potential through role playing; understand themselves and the others. Finally, role play is an active technique that enhances the learners' learning-centeredness.

Moreover, Ladousse (1987) provides us with six special reasons for using role play. To begin, Ladousse (1987, p.6) argues that "*A very wide variety of experience can be brought into the classroom through role play.*" He adds that "*through role play we can train our students in speaking skills in any situation.*" In other words, role play is a training speaking activity that allows to students experience different circumstances.

Subsequently, he claims that "*Role play puts students in situations in which they are required to use and develop those phatic forms of language which are so necessary in oiling the works of social relationship*" (Ladousse,1987, p.6). Indeed , role play permits to students to practice how to use language socially appropriately through real life experiences.

Then, he adds that "*Role play enables students not just to acquire set phrases, but to learn how interaction might take place in a variety of situations*" (Ladousse, 1987, p.7). This means that role play is a useful technique for students who want to learn English for specific purposes. It provides them with the opportunity to practice specific roles in specific situations.

After that, Ladousse states that "*Role play helps many shy students by providing them with a mask*" (Ladousse, 1987, p.7). That is to say , role play assists shy students to speak and participate in acting roles with unreal identity. In addition, Ladousse affirms that "*Perhaps the most important reason for using role play is that it is fun*" (Ladousse, 1987,

p.7). Subsequently, when the student recognizes what is estimated of him/ her from the role play, he/ she goes beyond his/ her imagination and acts his/her role as if it is his/hers.

Finally, Ladousse declares that “*Role play is one of the whole gamut of communicative techniques which develop fluency in language students, which promote interaction in the Classroom, and which increase motivation*” (Ladousse, 1987, p.7). Accordingly, role play is an important communicative technique. It motivates the students to speak, accomplish a variety of needs and activate them.

## **2.6. Advantages and Disadvantages of Role Play**

Similar to all the processes of teaching and learning, Role play as a teaching and learning technique has its benefits and drawbacks which we cite in what follows:

### **2.6.1. Advantages of Role play**

In language teaching and learning, Role play is said to be extremely motivating and gives students simple, shortest and quick reaction on the effects of their actions (Van Ments, 1999). For that reason, Role play is a means of increasing students’ motivation, engagement and confidence (Ladousse, 1987). In addition, students improve the acquisition of vocabulary and grammar structures and promote natural language use via role play (Leopold and Shapiro, 2012). In fact, Role play is a way of strengthening interaction and relationships between the students (Mogra, 2012). This technique is a beneficial teaching tool since the students develop their understanding and attitudes; in addition, it develops practical professional skills as well as academic knowledge among the students ( Siddiqui , 2008).

Jarvis, Odell and Troiano (2002) state the educational advantages of using Role play in teaching and learning which include the following:

- It encourages individuals to reflect upon their knowledge of a subject.

- Individuals are required to use appropriate concepts and arguments to define their role. Hence, the students appreciate the relevance of diverse opinion, and how it is formed.
- Participation helps embed concepts. The importance of creating an active learning environment is well recognized if the objective is one of deep rather than surface learning. Role-playing can make a valuable contribution in this process.
- It can encourage students to identify the position and feelings of others and act upon.

In other words, Role play as a technique shifts the teaching and learning process from teacher-centered to learner-centered. Hence, it motivates the student to practice various types of behavioral forms and to communicate spontaneously among classmates. Moreover, Role play provides rapid feedback on students' learning and develops students' ability to interact.

### **2.6.2. Disadvantages of Role Play**

Al- Arishi (1994) writes an article about role play and its negative aspect on communication and learning. Among the drawbacks attributed to role play, Al-Arishi (1994) asks the question "Is role play gradually 'losing its role' in Communication Language Teaching CLT?" (P.337). In fact, Arishi claims that there are reasons why role playing is 'losing its role' in CLT; if not at the methodological level, at least at the classroom level. Moreover, Role play fallouts in 'surreal-play' rather than 'real-play' (Arishi, 1994). On one hand, role playing is referred to as 'real play' when the activities reproduce the real world; on the other hand, it is referred to role play as 'surreal-play' when the students create imaginative situations of the real word.

According to Van Ments (1999), the use of role play in the classroom may provoke some weaknesses. In fact, the teacher loses control over what is learnt and the order in which it is learnt and it is time consuming. In addition, a successful role play technique depends on the

quality of the tutor and the students; it may be seen as too amusing or playful as it may depend on what students already know.

Although the shortcomings attributed to the Role play technique, an EFL teacher can change those disadvantages so as to be beneficial for maximizing students' speaking skill and not minimizing it and avoid their effects on teaching and learning processes.

## **2.7. The Relation between Role Play and Speaking Skill**

In order to highlight the relation and the effect of implementing role play in learning a foreign language to build up the speaking skill of the students, we refer to a variety of related studies done by many researchers. Therefore, the researcher analyzes four academic articles.

Aliakbari and Jamalvandi (2010) conducted a study on role play as a technique of task based language teaching to boost EFL learners speaking ability. The purpose of this research was to show the effect of role play as a task-based technique on developing the students' oral skill. In order to achieve this aim, the researchers sought to answer the following research question: *“Does task based language teaching oriented role play make any considerable change in the subjects' speaking ability in the experimental group compared with that of the control group?”* In fact, the participants of this study were sixty (60) Iranian students at the University of Ilam in Iran divided into two groups: experimental and control. In the experimental group, the students worked with role play cards which were based on tasks whereas the students in the control group received *“the traditional methods”* of teaching a foreign language. In addition, the experiment took two months. In order to measure the speaking ability of the students, the researchers employed an IELTS (*International English Language Testing System*) speaking test for pre-test and post-test.

After the analysis of the obtained data from the IELTS speaking test, the results showed the difference between the two groups and the positive effect of role play technique on students' speaking ability. Hence, it is concluded that adopting role play technique for two months generated significantly the results. The subjects in the experimental group performed better than those in the control group and the findings proved the positive effect of role playing tasks on boosting the speaking ability among the Iranian students.

In another research, Rahimy and Safarpour (2012) investigated the effectiveness of role play as a classroom activity on Iranian EFL learners' speaking ability too. The main objective of this study was to answer the following question: "*Does the application of role play in teaching speaking lead to more acceptable speaking ability in Iranian EFL learners?*" In order to answer this question, the two researchers applied the experiment on sixty (60) Iranian EFL learners who were divided into equal groups of thirty students (30) for an experimental and a control group. The speaking skill in the experimental group was taught with role playing activities while in the control group was taught with "*the existing methods*". Moreover, the researchers have used material for proficiency test, material for the pretest, materials for the treatment and materials for the posttest of the study in their investigation. In addition, they have analyzed the obtained data from the different materials with a T-test and ANCOVA statistical methods.

After the analysis of the results, the researchers deduced that using role play tasks as classroom activities enhance the speaking performance among Iranian EFL students; the students in the experimental group succeeded in performing the role playing activities and working in groups for the same aims, this strengthens their aptitude to speak with and comprehend each other. Furthermore, Rahimy and Safarpour concluded that role play provided the students with an agreeable environment to flourish in; the students had a better

attention in learning which motivated them to act upon the different role play activities. In addition, the students played the role of different personality that helps them to discover and apply the foreign language for daily communication.

On the other hand, Kamerade (2012) implemented Role play as a method to facilitate peer to peer interaction in large group of master students. The aim of this project work was to examine how successful role play technique could be in enhancing communication among the students and to consider its effective learning benefits. The participants were forty (40) Master students at the University of Salford. Moreover, the researcher opted for action research as a research technique; she collected her data through the use of a mini-survey with open-ended questions as a qualitative method. This was in order to collect students' perception of the effects of role play on their communication and learning process. After the analysis of the findings, the researcher came with a conclusion that "*Role play provides opportunities for and encourages students to engage in communication with each other*". In addition, the students found the role play informative, helpful in their learning.

In addition, Mendoza (2014) carried out a study based on the implementation of Role playing teaching technique to enhance the English speaking skill of the students. This study was an action research which took three months in order to determine to what extent the role play technique enhanced the English speaking skill of students at the University of Amazonia. The participants of this study were twenty five (25) EFL students. Furthermore, the researcher employed a variety of research instruments (Diaries, observation, structured questionnaire, tests and semi-structured interviews) to collect and analyze the data attained.

Consequently, the researcher accomplished important findings which confirmed the efficacy of employing role play in EFL classes to improve the communication skill of the students. The results are summarized as follows:

- Role play as a teaching technique has a positive effect on students' speaking as students feel self confident and speak without fear.
- Role play reduces anxiety and humiliation when speaking up in front of classmates and it helps the students to develop the micro and the macro skills of language.
- Adopting Role play as a teaching technique in the teaching and learning process of English learners encourages these students to learn, achieve, explore and simulate their creativity, imagination and personal likes.

## **Conclusion**

The analysis of the four articles shows that role play has a positive effect on the improvement of the students' speaking skill. Considering all these results, we claim the adoption of Role Play as a teaching technique to enhance learners' oral skills in our context.

To put it in a nutshell, Role play as a communicative technique is used to promote students' speaking skill. It provides the students with opportunities to learn and practice the foreign language. Furthermore, it allows students to learn new attitudes and perspectives in different situations.

## Conclusion

All through this theoretical chapter, we have provided a related data about our variables. The two variables have been separated into two sections. In the first section, we have dealt with different components of speaking skill. In the second section, we have introduced the main concepts related to Role play. Moreover, Role play is said to be a technique that EFL teachers adopt in their classes to help their students to speak. Finally, we have discussed the relationship between Role play and Speaking Skill in some works done in different settings. Hence, we have showed the positive effect of Role Play on students' development in their oral ability. Van Ments (1999, p.10) says that *"...when we want to teach subjects which involve interpersonal behaviour we should turn to role-playing as a potent teaching technique. It can be used at different levels to teach simple skills of communication to show how people interact."*

# **Practical Chapter**

**Introduction .....30**

**Section One: Research Design and Data Collection Procedures**

Introduction.....30

1.1. Research Variables.....30

1.2. Research Design.....31

1.3. Population and Sample.....31

1.4. Research Instruments and Data Collection Procedures.....31

1.4.1. Classroom Observation

1.4.1.1. Aim of the Classroom Observation.....32

1.4.1.2. Description of the Classroom Observation .....32

1.4.2. Students’ Questionnaire

1.4.2.1. Aim of the Students’ Questionnaire.....33

1.4.2.2. Administration of the Questionnaire .....33

1.4.2.3. Description of the Questionnaire.....33

Conclusion.....34

## **Introduction**

This study aims at examining the effectiveness of Role Play technique on developing learners' speaking skill. More precisely, this study attempts to find out the relationship that exists between the two research variables: Role play and Speaking Skill. Thus, this second chapter aims at finding an answer to our research questions and hypothesis. For this purpose, this practical chapter is divided into three sections entitled as following: the first is about research design and data collection procedures, the second provides the interpretation and the analysis of data and the third section is about the limitations, implications of the study and suggestions for future research.

### **Section One**

#### **Research Design and Data Collection Procedures**

## **Introduction**

This first section is concerned with describing in details our research methodology, research instruments as well as the population and sample. This description contains the content, data collection procedures and aims.

### **1.1. Research Variables**

This study is based on two research variables: The first variable is the independent variable which is Role Playing. The second is the dependent variable which is Speaking Skill. Our objective is to discover the relationship between the two variables. In other words, we attempt to prove that Role play as a technique contributes in improving learners' speaking skill.

## **1.2. Research Design**

Since the objective of our study is to predict and find the relation that exists between role play ( independent variable ) and speaking skill ( dependent variable ), we consider the descriptive method as the most suitable one. We have applied an observation in order to describe and observe learners' performance during oral sessions and their actual state of learning. We have administered a questionnaire to strengthen the relationship that exists between the two variables.

## **1.3. Population and Sample**

The population of this study is the first year LMD English students of the department of English at the university of Bejaia. The total number of students is one hundred and two (102) divided into four (04) groups.

The sample of our work is restricted to one group of 26 students which represents 25, 49% of the whole population. The reasons behind selecting this population is that first year students are novice at university in which teaching and learning are totally different from the process they used to study with in secondary school. In addition, the first year of study at university is considered as the base of studies. Furthermore, first year students come up to university with the idea that their main concern in learning English is to have the ability to communicate and speak the English language.

## **1.4. Research Instruments and Data Collection Procedures**

The present study examines the implementation of Role Play as a teaching technique to develop English speaking skill among first year students, the usefulness of such a technique in improving the communication ability of students as well as the relation that each variable has

to another. For that reason, we use a classroom observation as a qualitative method and a questionnaire as a quantitative method.

### **1.4.1. Classroom Observation**

#### **1.4.1.1. Aim of the Classroom Observation**

We have adopted an Observation in order to view first year LMD students' behaviour acting upon different roles. The observation is adopted to observe learners' attitude toward Role playing technique, to examine learners' improvement in speaking ability through performing different roles as well as to see the helpfulness of role play in increasing learners' communication skills. According to Mackey and M. Gass (2005,p.187) "*Observations are a useful means for gathering in-depth information about such phenomena as the types of language, activities, interactions, instruction, and events that occur in second and foreign language classrooms.*" In addition, Blaxter, Hughes and Tight (2006) argue that observation technique engages the researcher in observing and analysing his/ her interested events and attitudes.

#### **1.4.1.2. Description of the Classroom Observation**

The observation started on Tuesday, December 16<sup>th</sup>, 2014 and ended on Tuesday, April 28<sup>th</sup>, 2015. We made a checklist in order to observe the different behaviours of learners as well as to examine the different ways learners use in order to perform the Role Play and what this latter contributes to the students' oral skill development.

The observation checklist (Appendix A, p.75) is prepared by the researcher after consulting different online Role play checklists. It includes twelve items mainly related to learners' behaviours, language use and rate of speech so as to examine learners' improvement in all points. In addition, the different items are scored as follows: Excellent, Good, Average and Poor.

## **1.4.2. Students' questionnaire**

### **1.4.2.1. Aim of the Students' questionnaire**

The questionnaire is perhaps the most widely used for obtaining more evidence and information on the research work in a short time. According to Dornyei (2010, p.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*". In this study, the students' questionnaire is designed for inviting them to give information on their actual state of learning in terms of the use of Role Play in Oral sessions. In addition, it is designed to diagnose the students' evaluation of their skill and the use of Role play in English language learning.

### **1.4.2.2. Administration of the questionnaire**

The population of our study is first year LMD students and we have restricted the distribution of the questionnaire to fifty (50) students who represent approximately 49, 01% of the whole population because of the time limitations.

The questionnaire is handed to fifty (50) students after three (03) sessions of the classroom observation. Forty six (46) questionnaires are handed back, they represent 92%.

### **1.4.2.3. Description of the questionnaire**

The students' questionnaire is composed of eighteen (18) questions composed of four parts. The first part deals with learners' personal information and it includes two (02) questions. The second part is about students' speaking skill and it contains eight (08) questions. The third part is about students' reaction to role play performance and it consists of seven (07) questions. The fourth and last part includes one (01) question; it is about students' points of view about Role play and Speaking Skill(Appendix B , p. 76 ).

## **Conclusion**

To conclude, we have adopted a mixed method in order to carry out this study. The observation is used in studying language use and learners' behavior in performing different Role Plays. A questionnaire is used since it is practical and provides the researcher with numerical data which present the evidence about the effectiveness of Role Play in teaching speaking.

## Section Two: Data Interpretation and Analysis

Introduction.....	35
2.1. Interpretation Analysis of Students' Questionnaire	
<b>2.1.1. Personal information.....</b>	<b>35</b>
2.1.1.1. Students' Sex.....	35
2.1.1.2. Students' English Language Choice.....	36
<b>2.1.2. Speaking Skill.....</b>	<b>36</b>
2.1.2.1. Students' Attitudes towards of English Language.....	36
2.1.2.2. Students' Needs in Learning the Skills .....	37
2.1.2.3. Students' Ability for Oral Expression .....	38
2.1.2.4. Improvement of Students' Oral Performance in Oral Sessions.....	39
2.1.2.5. Students' Participation in Oral Expression Class.....	40
2.1.2.6. Causes of Students' unwilling to communicate.....	41
2.1.2.7. Students' Practice Preferences.....	41
2.1.2.8. Students' Communication Strategies.....	42
<b>2.1.3. Role Play Technique.....</b>	<b>43</b>
2.1.3.1. Students' knowledge about Role Play.....	43
2.1.3.2. Opportunities to Perform Role Play .....	43
2.1.3.3. Students' Working Preference.....	44
2.1.3.4 Students' Opinion about the helpfulness of Role Play in Improving their Speaking Skill.....	45
2.1.3.5. Students' Opinion about Role Play.....	45
2.1.3.6. Students' Perception about Learning and Experiencing New Attitudes.....	46
2.1.3.7. Students' Benefits from Role Play.....	47
<b>2.1.4. Speaking and Role play.....</b>	<b>47</b>

2.1.4.1. Students' Attitudes toward Role play and Speaking.....	47
2.2. Presentation and Analysis of Observation sheets	
2.2.1. Observation Sheet (01).....	49
2.2.2. Observation Sheet (02).....	50
2.2.3. Observation Sheet (03).....	52
2.2.4. Observation Sheet (04).....	54
2.2.5. Observation Sheet (05).....	55
2.2.1. Observation Sheet (06).....	57
2.2.1. Observation Sheet (07).....	59
Conclusion.....	61

## Section Two

### Data Interpretation and Analysis

#### Introduction

In this section, we interpret and discuss all the data collected through the two research instruments ( classroom observation and students' questionnaire ). The results are represented and interpreted in tables.

The questionnaire is analyzed by expressing the responses by percentages and representing them under tables. The observation checklists are analyzed by interpreting and describing in details the criteria of the students' behaviour and language use.

#### 2.1. Interpretation and Analysis of Students' Questionnaire

##### 2.1.1. Personal information

###### 2.1.1.1. Students' Sex :

Table 01: Students' Sex

<b>Sex</b>	<b>Subjects</b>	<b>Percentages (%)</b>
<b>Male</b>	06	13,04
<b>Female</b>	40	86,96
<b>Total</b>	<b>46</b>	<b>100</b>

A quick glimpse at this table reveals that female students outnumber male ones. In fact, we have recorded forty 40 female subjects who represent 86,96% out of total forty six 46, whereas the male's number was six 06 representing 13,04%. This adds nothing except to know the sex of the students.

### 2.1.1.2. Students' English Language Choice

**The question:** *Was English your first choice?*

Table 02: Students' English Language Choice

<b>Options</b>	<b>Subjects</b>	<b>Percentages (%)</b>
<b>Yes</b>	45	97,83
<b>No</b>	01	2,17
<b>Total</b>	<b>46</b>	<b>100</b>

In this table, we notice that for forty five students making up 97,83%, English language was the first choice. While one 01 participant answers "No" which stands for 2,17%. We assume that the majority of first year English students want to learn the English language.

## 2.1.2. Section One: Speaking Skill

### 2.1.2.1. Students' Attitudes towards English Language

**The question:** *Do you like English language?*

Table 03: Students' Attitudes towards English Language

<b>Options</b>	<b>Subjects</b>	<b>Percentages (%)</b>
<b>Very Much</b>	40	86,96
<b>I Like it Somehow</b>	5	10,87
<b>Not Much</b>	1	2,17
<b>Total</b>	<b>46</b>	<b>100</b>

From the above table, forty 40 students who represent 86, 96%, confirm that they like English “very much”. Five 05 students who represent 10, 87% declare that they like English “somehow”. Only one 01 participant (2, 17%) answers that s/he does not like English much. In fact this question confirms the choice of the language since the majority of the students have positive attitudes towards the English language.

### 2.1.2.2. Students’ Needs in Learning the Skills

**The question:** *Pick the most important skill that you need to develop most?*

Table 04: Skills Students feel they need most.

<b>Options</b>	<b>Subjects</b>	<b>Percentages (%)</b>
<b>Speaking</b>	28	60,87
<b>Listening</b>	7	15,21
<b>Writing</b>	6	13,05
<b>Reading</b>	5	10,87
<b>Total</b>	<b>46</b>	<b>100</b>

The result presented in the table above shows that twenty eight (28) students reply that they need to develop “the speaking skill” (60, 87%). Then, it is followed by “listening”(15, 21%), “writing” (13, 05%) and “reading” (10, 87%).

The aim of this question is to determine the learners’ needs to skill development by asking them to give the reason behind choosing such a skill.

To begin, the result shows that the majority of students 28 need to develop speaking skill because it is difficult than the other skills, they want to be speakers of English, speak as natives do, be fluent and spontaneous and since English is an international language, they

want to master it. Then, only seven 07 respondents consider that listening is the most needed. These students believe that one should listen carefully so as to understand and produce an oral speech. After that, six 06 students think that writing is the most appropriate skill to develop. For them, they should be able to write correct, coherent and cohesive passages. Finally, only five 05 respondents chose reading skill so as to enrich their vocabulary. These results prove that speaking is the most needed skill to be improved by the students and they give it much more importance than the other skills.

### 2.1.2.3. Students' Ability for Oral Expression

**The question:** *Does your level enable you to express yourself orally?*

Table 05: Students' Ability for Oral Expression

Options	Subjects	Percentages (%)
<b>Yes</b>	30	65,21
<b>No</b>	16	34,79
<b>Total</b>	<b>46</b>	<b>100</b>

This question acts as a support to the previous one. In this question, we have asked the students to inform us whether they are able to express themselves orally or not.

The results above show that thirty 30 students who represent 65, 21% opt for "yes", they are able to express themselves orally because they feel that they are able to communicate in English, they can convey meaningful utterances, they feel comfortable and can keep going communication though sometimes they don't have the right vocabulary. Whereas sixteen 16 students who represent 34, 79% respond with "no" because they don't have enough

vocabulary, they are shy and afraid of making mistakes. For these reasons, we have opted for role play to diminish students' shyness and fear and to promote their speaking ability.

#### 2.1.2.4. Improvement of Students' Oral Performance in Oral Sessions

**The question:** *To what extent did the oral expression courses help you improve your oral performance?*

Table 06: Improvement of Students' Oral Performance in Oral Sessions

Options	Subjects	Percentages (%)
<b>Very much</b>	29	63,04
<b>To some extent</b>	10	21,74
<b>Don't know</b>	02	4,35
<b>Not very much</b>	04	8,70
<b>Not at all</b>	01	2,17
<b>Total</b>	<b>46</b>	<b>100</b>

This question focuses on students' oral improvement in oral classroom. Well, twenty nine 29 students who represent 63, 04% , indicate that the oral expression module helped them "very much" to improve their oral performance. Then, ten 10 students who represent 21, 74% answer that oral sessions helped them "to some extent" to progress their communication skill; followed by 8, 70% who reply that oral sessions do "not really" help them. Then, 4, 35% of students respond that they "do not know". Only one 01 student (2, 17%) finds that the oral sessions "did not help" him/her at all.

### 2.1.2.5. Students' Participation in Oral Expression Class

**The question:** *How often do you participate in the Oral Expression class?*

Table 07: Students' participation in Oral Expression Class

<b>Options</b>	<b>Subjects</b>	<b>Percentages (%)</b>
<b>Frequently</b>	22	47,83
<b>Sometimes</b>	17	36,96
<b>Rarely</b>	07	15,21
<b>Never</b>	0	0
<b>Total</b>	<b>46</b>	<b>100</b>

In this question, we have asked the participants to inform us about the frequency of their participation in the oral expression sessions and to say the reason. Twenty two 22 students who represent 47,83% , answer that they participate in oral sessions “frequently” because the teachers give the opportunity to each member of the classroom to participate, since they learn in sub-groups so everyone can perform several times, they like the lessons and the different topic they discuss. Seventeen 17 students who represent 36,96% respond that they participate “sometimes” because they don’t like the themes. Seven 07 students (15, 21%) answer “rarely” because they did not understand the subject and they are shy. Consequently, the majority of students participate in oral expression module and perform the different activities.

### 2.1.2.6. Causes of Students' unwillingness to communicate

**The question:** *Sometimes, you feel yourself unwilling to communicate. Because of:*

Table 08: Causes of Students' unwilling to communicate

Options	Subjects	Percentages (%)
<b>Making grammatical mistakes</b>	01	2,17
<b>Making pronunciation mistakes</b>	01	2,17
<b>Having poor vocabulary</b>	03	6,52
<b>Lack of self-confidence</b>	02	4,34
<b>Total</b>	<b>07</b>	<b>15.21</b>

In this question, we have asked the students answered in Q7 that they participate “rarely” in oral sessions about their unwillingness to communicate. So, The table above illustrates that three 03 students (6,52%) answer that they are unwilling to communicate because of having “poor vocabulary” while two 02 students who represent 4, 34% reply that it is because of “the lack of self confidence”. In addition, we observe that there is a similarity in the number of students who answer because of “making grammatical mistakes” and “pronunciation mistakes”. Both of them represent (2, 17).

### 2.1.2.7. Students' Practice Preferences

**The question:** *Which activity do you like most?*

Table 09: Students' Practice Preferences

Options	Subjects	Percentages (%)
<b>Discussion</b>	15	32,61
<b>Role- playing</b>	30	65,22
<b>Language games</b>	01	2,17
<b>Total</b>	<b>46</b>	<b>100</b>

The results show that “role playing” is ranked the first one with 65, 22 % so thirty 30 students answer that they like role playing activities; followed by “discussion” with 32, 61% and “language games” with 2, 17%. We notice that there is a major difference in the percentages of role play, discussion and language games. The majority of students like performing role playing activities which means that they know the type of activity they perform in the classroom and it is the activity used frequently.

### 2.1.2.8. Students’ Communication Strategies

**The question:** *Among these strategies, what is the strategy that helps you to communicate more?*

Table 10: Students’ Communication Strategies

<b>Options</b>	<b>Subjects</b>	<b>Percentages (%)</b>
<b>Ask for clarification</b>	29	63,04
<b>Paraphrasing</b>	10	21,74
<b>Synonyms</b>	07	15,22
<b>Total</b>	<b>46</b>	<b>100</b>

This question aims at finding the strategies that students use in oral performance so as to keep on communication. Well, the table illustrates that twenty nine 29 students (63, 04%) select “asking for clarification” as an answer while ten 10 participants answer with “paraphrasing” ( 21,74%) followed by seven 07 participants who opt for “synonyms” (15,22%) as an answer. So, the majority of the students use asking for clarification as a communication strategy.

### 2.1.3. Section Two: Role Play Technique

#### 2.1.3.1. Students' knowledge about Role Play

**The question:** *Do you know what role play is?*

Table 11: Students' knowledge about Role Play

Options	subjects	Percentages (%)
Yes	44	95,65
No	02	4,35
<b>Total</b>	<b>46</b>	<b>100</b>

As the result show in the above table, the majority of students (44) (representing 95, 65%) know what role play is. This knowledge of role play technique is due to its frequent use by the students in the oral sessions as the questionnaire is handed after the implication of the Role Play technique. In fact, 65, 22% of students prefer to perform role play activities as it is illustrated in “the table 09”.

#### 2.1.3.2. Opportunities to Perform Role Play

**The question:** *Does your teacher allow performing role play technique in oral sessions?*

Table 12: Teacher's Allow Role play Performance

Options	Subjects	Percentages (%)
Yes	43	93,48
No	03	6,52
<b>Total</b>	<b>46</b>	<b>100</b>

From the preceding table, we recognize that teachers of oral expression module allow their students to perform role play activity. So, forty three 43 students (93, 48%) answer “yes” whereas only three 03 students ( 6, 52%) opt for “no” as an answer. This question is an emphasis on the previous one. The students know role play technique due to their teachers who give them the opportunity to act role plays in oral sessions. This is during our experiment.

### 2.1.3.3. Students’ Working Preferences

**The question:** *What do you prefer?*

Table 13: Students’ Working Preferences

<b>Options</b>	<b>Subjects</b>	<b>Percentages (%)</b>
<b>Working individually</b>	01	2,17
<b>Working in Pairs</b>	21	45,65
<b>Working in Trios</b>	12	26,09
<b>Working in Groups</b>	12	26,09
<b>Total</b>	<b>46</b>	<b>100</b>

From the above table, we recognize that the majority of students (21) prefer to work “in pairs” (45, 65%) in oral sessions. While, we notice that there is equivalence in the number of the students who answer that they like “working in trios” and “working in groups”. Both of them represent (26, 09%) whereas only one 01 participant opts for working individually (2, 17%). Thus, these answers prove that the students have a preference to act role play activities in pairs, trios or groups.

#### 2.1.3.4. Students' Opinion about the helpfulness of Role Play in Improving their Speaking Skill

**The question:** *Do you think that role playing helps you to improve your speaking skill?*

Table 14: Students' Opinion about the helpfulness of Role Play in Improving their Speaking Skill

Options	Subjects	Percentages (%)
Yes	44	95,65
No	02	4,35
<b>Total</b>	<b>46</b>	<b>100</b>

We have asked the participants to give us their opinions about whether role play assists them to develop their speaking skill or not and to say the reason. The results from the previous table show that the majority of the participants forty four (44) opt for “yes”, because they think that role play allows them to perform different roles they need in real or future life, it gives them opportunities to practice their language and to know how to deal with people in different situations in addition they feel relaxed and motivated to perform and play roles. Hence, the majority of participants have a positive attitude toward role play which helped them to develop more their oral ability. Whereas, only two 02 participants reply with “no” because they do not like role play.

#### 2.1.3.5. Students' Opinions about Role Play

**The question:** *Do you think that role play?*

Table 15: Students' Opinions about Role Play

Options	Subjects	Percentages (%)
<b>Raises your motivation</b>	17	37
<b>Gives you opportunities to monitor your language</b>	10	22

<b>Breaks the ice of fear</b>	19	41
<b>Total</b>	<b>46</b>	<b>100</b>

This question highlights the previous one since it aims at finding what role play provides students with. The above table reveals that Nineteen 19 students reply that Role play breaks the ice of fear (41%) so it reduces anxiety and apprehension among students, seventeen 17 students answer that it raises their motivation ( 37%) and ten 10 students respond that role play gives them opportunities to monitor their language and use it appropriately in a context. Consequently, the students obtain from role play technique lot of benefits. In fact, role play not only reduces anxiety among the students but also stimulates them to speak and take turns in different situations as the students acquire and correct their communication.

#### **2.1.3.6. Students' Perception about Learning and Experiencing New Attitudes**

**The question:** *According to you, to what extent does role play help you to lean and experience new attitudes?*

Table 16: Students' Perception about Learning and Experiencing New Attitudes

<b>Options</b>	<b>subjects</b>	<b>Percentages (%)</b>
<b>Very much</b>	33	71,74
<b>To some extent</b>	11	23,91
<b>Do not know</b>	02	4, 37
<b>Total</b>	<b>46</b>	<b>100</b>

The table above demonstrates that thirty three students 33 answer that role play gives them the opportunity to learn and experience new attitudes very much (71,74%), eleven 11 students respond that it lets them to learn new attitudes to some extent (23,91%), whereas only two 02

students reply with “do not know” (4,37%). The students’ answers raise the importance and the influence of role play as a teaching method.

### 2.1.3.7. Students’ Benefits from Role Play

**The question:** *According to you, role play encourages you to:*

Table 17: Students’ Benefits from Role Play

Options	Subjects	Percentages (%)
<b>Be creative and active learner</b>	09	19,56
<b>Increase your communication skill</b>	08	17,40
<b>Develop your problem solving abilities</b>	03	6,52
<b>All of them</b>	26	56,52
<b>Total</b>	<b>46</b>	<b>100</b>

We have asked this question so as to discover the benefits that students gain from role play technique. The above results show that twenty six 26 students answer with “all of them” (56,52%) which means that role play gives them the opportunity to be active and creative, it increases their communication skill and develops their problem solving abilities. Nine (09) students (19, 56%) answer that role play helps them “be active and creative learner”. Eight 08 students reply that it “increases their communication skill” (17, 40%). The remaining three (03) students answer that it “develops their problem solving abilities” (6, 52%).

## 2.1.4. Section three: Role Play and Speaking Skill

### 2.1.4.1. Students’ Attitudes toward *Role play* and *Speaking*

**The question:** *What can you say about Role play and Speaking?*

We have asked this question in order to find students' attitudes toward role play and speaking skill and their opinions about the two variables. The majority of the students find role play as a good method to develop their speaking skill, they consider speaking as the most important skill to pay attention to and role play seems to be the suitable method that pushes them to speak, build their self confidence, express their ideas about different subjects and learn new vocabulary, attitudes and behaviours for different real life situations.

Well, all these opinions put emphasis on the importance of role play as a teaching technique in oral expression sessions since the students confirm that it allows them not only to perform different real life situations but also, to give them the opportunity to monitor their language, learn new vocabulary and expressions, correct their mistakes and be creative learners in order to be good speakers.

All in all, this students' questionnaire reflects positive findings on implementing role play in oral classes for teaching speaking. Hence, our hypothesis is confirmed. In fact, the majority of the participants have aptitudes and positive attitudes towards role play. They have learned and promoted not only their speaking skill but also the acquisition of new vocabulary, the building of their self confidence and the reduction of the feeling of anxiety as well. In fact, role play is a planned learning activity where participants take on the role of individuals representing different perspectives to meet specific learning objectives (Fry, Ketteridge and Marshall, 1999 as cited in Mogra, 2012, p. 06)

## 2.2. Presentation and Analysis of Observation Sheets

### 2.2.1. Observation Sheet (01): *Socializing* (Appendix C, p. 81)

Date: *Tuesday, December 16<sup>th</sup>, 2014*

Time: *From 01pm to 04 pm*

**The activity:** Work in pairs or groups of three. Take in turns to meet someone at an airport.

Use your own names.

**Table 18: Observation sheet (01)**

**Criteria:**

- 1- Excellent
- 2- Good
- 3- Average
- 4- Poor

Statements	Scores			
	1	2	3	4
1- The students are actively involved in oral performance.		√		
2- The students speak without hesitating.		√		
3- The students use correct grammar and word order.			√	
4- The students participate in the preparation and presentation of the role playing.		√		
5- The students are motivated.		√		
6- The students use Non-Verbal Cues (gestures, eye contact, and signals) to carry meaning.			√	
7- The students use fillers and paraphrasing to keep on communication.			√	
8- The students' speech was clear with appropriate volume and inflection.			√	
9- The students present themselves in the role play with their real identity.		√		

10- The students achieve and sustain the purpose of the role playing effectively.			√	
11- The students learn and experience new attitude through role playing.			√	
12- The students understand the issue from different perspectives through Role playing activities.		√		

From the above observation sheet, we perceive that the “students are actively involved in a *good manner* in the oral performance” and “speak without hesitation” but the “use of correct grammar and word order” is *average*. In fact, Role play permits hesitant students to be direct in their view and attitude (Harmer, 2001). In addition, we notice that “students’ participation in the preparation and presentation of the role playing” is *good* because they are “motivated”. As Harmer (2001) states “*Role play can be good fun and thus motivating*” (p.275). Furthermore, “students’ use of non-verbal cues so as to carry meaning (gestures, eye contact, and signals)” is *average*.

This observation sheet shows that “the use of fillers and paraphrasing by the students to keep on communication” is *average* as “their speech was too with appropriate volume and inflection” is. Also, we observe that “the students present themselves in the role play with their real identity”. However, “students’ achievement of the purpose of the role playing which is to socialize and to meet people and students’ learning of new attitude through role playing” are *average*. Moreover, “students are *good* in understanding the issue from different perspectives through Role playing activities” because the students are familiar with the topic and they live similar situation in everyday life.

### **2.2.2. Observation Sheet (02): *Expressing likes, dislikes and preferences* (Appendix D, p.82)**

Date: *Tuesday, February 10<sup>th</sup>, 2015*

Time: *From 01pm to 04 pm*

**The activity:** Work in pairs, take turns and talk about you, your likes and dislikes.

**Table 19: Observation sheet (02)****Criteria:**

1. Excellent
2. Good
3. Average
4. Poor

Statements	Scores			
	1	2	3	4
1- The students are actively involved in oral performance.		√		
2- The students speak without hesitating.			√	
3- The students use correct grammar and word order.			√	
4- The students participate in the preparation and presentation of the role playing.		√		
5- The students are motivated.		√		
6- The students use Non-Verbal Cues (gestures, eye contact, and signals) to carry meaning.				√
7- The students use fillers and paraphrasing to keep on communication.			√	
8- The students' speech was clear with appropriate volume and inflection.			√	
9- The students present themselves in the role play with their real identity.		√		
10- The students achieve and sustain the purpose of the role playing effectively.		√		
11- The students learn and experience new attitude through role playing.		√		
12- The students understand the issue from different perspectives through Role playing activities.		√		

The second observation sheet reveals that “the students again are actively involved in a *good manner* in the oral performance” while “the students speak without hesitation and use of correct grammar and word order” are *average* seeing that the students are familiar with the topic of the role play. In addition, we notice that “students’ participation in the preparation

and presentation of the role playing” is *good* and “they are motivated too”. Furthermore, students’ use of non-verbal cues so as to carry meaning (gestures, eye contact, and signals)” is *poor* as the students use more verbal communication strategies than the non-verbal ones.

In addition, the observation sheet demonstrates that “the use of fillers and paraphrasing by the students to keep on communication” is *average* as “their speech was too with appropriate volume and inflection”. Furthermore, “students’ performance in the role play with their real identity, students’ achievement of its purpose and learning new attitude through it” are *good* as “their understanding of the issue from different perspectives is. In fact, the topic is about expressing likes and dislikes therefore it is an opportunity for students to talk about their personal likes and dislikes and develop their competences effectively.

### 2.2.3. Observation Sheet (03): *to Give an Advice* (Appendix E, p. 83)

Date: *Tuesday, February 24<sup>th</sup>, 2015*

Time: *From 01pm To 04 pm*

**The activity:** choose one of the different situations and role play either in pairs or groups (see Appendix E)

**Table 20: Observation sheet (03)**

**Criteria:**

- 1- Excellent
- 2- Good
- 3- Average
- 4- Poor

Statements	Scores			
	1	2	3	4
1- The students are actively involved in oral performance.	√			
2- The students speak without hesitating.		√		
3- The students use correct grammar and word order.		√		

4- The students participate in the preparation and presentation of the role playing.		√		
5- The students are motivated.		√		
6- The students use Non-Verbal Cues (gestures, eye contact, and signals) to carry meaning.		√		
7- The students use fillers and paraphrasing to keep on communication.			√	
8- The students' speech was clear with appropriate volume and inflection.		√		
9- The students present themselves in the role play with their real identity.		√		
10- The students achieve and sustain the purpose of the role playing effectively.		√		
11- The students learn and experience new attitude through role playing.		√		
12- The students understand the issue from different perspectives through Role playing activities.		√		

The above table illustrates that “the students are actively involved in an *excellent* mode in the oral performance” because the different situations proposed by the teacher are extracted from real life and goes with the students background knowledge. In addition, “the students speak without hesitation and the use of correct grammar and word order” are *good*. In fact, we notice that “students’ participation in the preparation and presentation of the role playing, students’ motivation and use of non-verbal cues so as to carry meaning (gestures, eye contact, and signals)” are *good* as well. However, “students’ use of fillers and paraphrasing to keep on communication” is once more *average*. Hence, the students use a lot of body language to persist in their conversation.

As it is demonstrated in the table, “students’ speech was clear with appropriate volume and inflection, students’ presentation in the role play with their real identity, students’ achievement of role play’s purpose and learning new attitude through it and students’ understanding of the issue from different perspectives” are all *good* as the role play situations

are fun (Ladousse, 1987), the students act comfortably different circumstances which they are familiar with.

#### 2.2.4. Observation Sheet (04): *Health and medicine* (Appendix F, p. 84)

Date: *Tuesday, March 03<sup>rd</sup>, 2015*

Time: *From 01 pm to 04 pm*

**The activity:** imagine that you are ill and you do not know what to do. You want to ask for a remedy (traditional remedy or new medicine). Play your roles and act the situation. (Appendix F as an example).

**Table 21: Observation sheet (04)**

**Criteria:**

1. Excellent
2. Good
3. Average
4. Poor

Statements	Scores			
	1	2	3	4
1-The students are actively involved in oral performance.		√		
2- The students speak without hesitating.			√	
3-The students use correct grammar and word order.			√	
4-The students participate in the preparation and presentation of the role playing.		√		
5-The students are motivated.		√		
6 -The students use Non-Verbal Cues (gestures, eye contact, and signals) to carry meaning.		√		
7-The students use fillers and paraphrasing to keep on communication.		√		
8-The students' speech was clear with appropriate volume and inflection.			√	

9-The students present themselves in the role play with their real identity.			√	
10-The students achieve and sustain the purpose of the role playing effectively.		√		
11-The students learn and experience new attitude through role playing.		√		
12-The students understand the issue from different perspectives through Role playing activities.		√		

The above observation sheet shows that “the students are actively involved in a *good* way in the oral performance. However, “the students speak without hesitating and the students use of correct grammar and word order” are *average* because the students sometimes do not have the appropriate word to say. Moreover, we detect that “students’ participation in the preparation and presentation of the role playing, students’ motivation, students’ use of non-verbal cues so as to carry meaning (gestures, eye contact, and signals) and students’ use of fillers and paraphrasing to keep on communication” are *good* indeed to overcome the vocabulary lacks.

We perceive that “the students’ speech was clear with appropriate volume and inflection and students’ presentation in the role play with their real identity” are *average*. In addition, “students’ achievement of the role play’s purpose, learning new attitude through the role play and understanding the issue from different perspectives” are all *good too*. In fact, positive outcomes occur since students can simply learn with each other’s learning (Kamerade, 2012).

### 2.2.5. Observation sheet (05): At a Restaurant (Appendix G, p. 85)

Date: *Tuesday, April 14th, 2015*

Time: *From 01 pm to 04 pm*

**The activity:** you have booked a reservation in a restaurant. Take turns. Work in pairs, trios or groups (Appendix G as an example).

**Table 22: Observation sheet (05)****Criteria:**

1. Excellent
2. Good
3. Average
4. Poor

Statements	Scores			
	1	2	3	4
1- The students are actively involved in oral performance.	√			
2- The students speak without hesitating.		√		
3- The students use correct grammar and word order.			√	
4- The students participate in the preparation and presentation of the role playing.		√		
5- The students are motivated.		√		
6- The students use Non-Verbal Cues (gestures, eye contact, and signals) to carry meaning.		√		
7- The students use fillers and paraphrasing to keep on communication.		√		
8- The students' speech was clear with appropriate volume and inflection.			√	
9- The students present themselves in the role play with their real identity.		√		
10- The students achieve and sustain the purpose of the role playing effectively.		√		
11- The students learn and experience new attitude through role playing.		√		
12- The students understand the issue from different perspectives through Role playing activities.		√		

We observe that “students are actively involved in an *excellent manner* in the oral performance”. Hence, “they speak without hesitating but the students’ use of correct grammar and word order” is *average*. Moreover, we notice that “students’ participation in the preparation and presentation of the role playing” is *good*; “students’ motivation, students’ use

of non-verbal cues so as to carry meaning (gestures, eye contact, and signals) and students' use of fillers and paraphrasing to keep on communication" are *good* in fact.

This observation sheet reveals that "although students' speech was average with appropriate volume and inflection; students' presentation of themselves in the role play with their real identity, students' achievement of the role play's purpose, students' learning new attitude through the role play and students' understanding of the issue from different perspectives" are *good*. In fact, the topic is about having dinner at the restaurant, the students seem to be familiar with such situation, they have used related vocabulary to the topic and they vary their behaviour. As Van Ments (1999) states "*Working as part of a group can heighten the individual's understanding of the subject and facilitate the transition from theoretical background to practical application (p.2)*".

#### **2.2.6. Observation sheet (06): Complaining (Appendix H, p.86)**

Date: *Tuesday, April 21th, 2015*

Time: *From 01 pm to 04 pm*

**The activity:** Here are some situations where you could make complains. Play Role in pairs, trios or groups (Appendix H as an example).

- You are at a restaurant, you ordered but you are not yet served when the food finally comes you notice the food is awful.
- It's Saturday night, your neighbour organized a party, it is 1 am and the party is not yet over and the noise is preventing you from sleeping.
- The dog barking all night.

**Table 23: Observation sheet (06)****Criteria:**

1. Excellent
2. Good
3. Average
4. Poor

Statements	Scores			
	1	2	3	4
1. The students are actively involved in oral performance.	√			
2. The students speak without hesitating.		√		
3. The students use correct grammar and word order.		√		
4. The students participate in the preparation and presentation of the role playing.		√		
5. The students are motivated.		√		
6. The students use Non-Verbal Cues (gestures, eye contact, and signals) to carry meaning.		√		
7. The students use fillers and paraphrasing to keep on communication.			√	
8. The students' speech was clear with appropriate volume and inflection.			√	
9. The students present themselves in the role play with their real identity.		√		
10. The students achieve and sustain the purpose of the role playing effectively.		√		
11. The students learn and experience new attitude through role playing.		√		
12. The students understand the issue from different perspectives through Role playing activities.		√		

The above observation shows that “students are again actively involved in *an excellent manner* in the oral performance”. Hence, “they speak without hesitating; students’ use of correct grammar and word order, students’ participation in the preparation and presentation of the role playing” are *good*. Additionally, “students’ motivation and students’ use of non-

verbal cues so as to carry meaning (gestures, eye contact, and signals)” are *good*. However, it demonstrates that “students’ use of fillers and paraphrasing to keep on communication and students’ speech with appropriate volume and inflection” are *average*.

Consequently, “the table reveals that students’ presentation of themselves in the role play with their real identity, students’ achievement of the role play’s purpose, students’ learning new attitude through the role play and students’ understanding of the issue from different perspectives” are *good* similar to the previous sheet. Indeed, the students react to the situation in a way which determines their position, motivation and attitude (Van Ments, 1999).

### **2.2.7. Observation sheet (07): Tourism (Appendix I, p.87)**

Date: *Tuesday, April 28th, 2015*

Time: *From 01 pm to 04 pm*

**The activity:** choose one of the following and act out your roles. Work in groups of two, three or four as you like.

#### **Activiy One :**

*Student A:* You are the tourist information officer. Ask *student B* to get the information you need to make a reservation.

#### **Activity Two:**

*Student A:* You are a tourist and you would like to book an activity.

*Student B:* Answer student’s A questions then does your books and do the role play again.

**Table 24: Observation sheet (07)****Criteria:**

1. Excellent
2. Good
3. Average
4. Poor

Statements	Scores			
	1	2	3	4
1. The students are actively involved in oral performance.	√			
2. The students speak without hesitating.	√			
3. The students use correct grammar and word order.		√		
4. The students participate in the preparation and presentation of the role playing.	√			
5. The students are motivated.	√			
6. The students use Non-Verbal Cues (gestures, eye contact, and signals) to carry meaning.		√		
7. The students use fillers and paraphrasing to keep on communication.		√		
8. The students' speech was clear with appropriate volume and inflection.		√		
9. The students present themselves in the role play with their real identity.		√		
10. The students achieve and sustain the purpose of the role playing effectively.	√			
11. The students learn and experience new attitude through role playing.	√			
12. The students understand the issue from different perspectives through Role playing activities.		√		

As we observe in the table above, the students are good. They achieve all the characteristics in a successful manner. In fact, “the students are actively involved in an *excellent* manner in the oral performance and they speak confidently without hesitating”. Thus, Piaget (1951) finds that “*when play-like activities were used, they made learning much*

*more interesting*” (As cited in Haddad, 2003, p.5) In addition, “ students use correct grammar and word order” in *a good manner*, “students’ participation in the preparation and presentation of the role playing and students’ motivation” are *excellent*.

Moreover, the students utilize the micro skills of speaking skill noticeably which facilitates their communicative production. In fact, “the students use of non-verbal cues so as to carry meaning (gestures, eye contact, and signals), the students use of fillers and paraphrasing to keep on communication, the students’ speech was with appropriate volume and inflection and the students present themselves in the role play with their real identity” are all of them *good*. Furthermore, “the students’ achievement of the role play’s purpose” which is booking a reservation for tourism; students’ learning new attitude (how to book a reservation, how to behave and the useful expressions to use) through the role play” are both *excellent*. Moreover, “the students understand in *a good manner* the issue from different perspectives.

## **Conclusion**

The results acquired from the two research instruments (questionnaire and observation) show that role play as a teaching method has a positive result on developing students’ speaking skill. Thus, these outcomes confirm our supposition.

## **Section Three: Limitations, Implications and Suggestions for Further Research**

Introduction.....	62
3.1. Research Findings.....	62
3.2. Pedagogical implications.....	63
3.3. Limitations of the Study.....	63
3.4. Suggestions for Further Research.....	64
Conclusion.....	65
<b>Conclusion.....</b>	<b>66</b>

## **Section Three**

### **Limitations, Implications and Suggestions for Further Research**

#### **Introduction**

In the present study, we believe that Role play is an effective teaching method to teach and develop the speaking skill among first year LMD students of English at Bejaia University. Our supposition is confirmed and we have reached interesting findings. In fact, we present in this section the research findings and some pedagogical implications. Then, we deal with the limitations that we have faced during the research process and end with some suggestions for further research.

#### **3.1. Research Findings**

All along this study, we have achieved the following important findings:

1. First year students of English have a well understanding of role play technique. They are involved effectively in acting different roles in different situations.
2. The speaking skill of first year students of English is enhanced through the exposure to and the role play of different situations that exist in real life.
3. Role play has a positive effect on developing students' speaking skill. In addition, the students not only acquired new attitudes and behaviours but also reached their vocabulary, learned new expressions to use in their communication and develop their communicative competence.

### **3.2. Pedagogical implications**

This study finds that Role play technique is beneficial and valuable in helping students to develop their speaking skill. The results show that role play allows students to act upon different situations that are extracted from real life. In fact, the students have acquired and experienced new attitudes and perspectives that permit them to speak without hesitation. Teachers should take into consideration that the more students play roles the more they build their self confidence, reduce their shyness and become active students.

Additionally, the results reveal that role play is very effective in helping the students to learn and improve their vocabulary and pronunciation to become fluent. Applying role play in oral expression sessions ensure that students acquire new vocabulary and correct their pronunciation in addition to their speech which becomes clear with appropriate volume and intonation.

Finally, role play is a motivating technique for the students. It pushes the students to communicate the English language by taking turns and perform in front of their classmates hence it gives them the opportunity to be creative and innovative. Teachers can adopt this technique to create a good atmosphere in the classroom which motivates the students to speak and show their competences.

### **3.3. Limitations of the Study**

Though our findings which show the positive effects of adopting role play technique to develop students' speaking skill, we have encountered some limitations during the completion of this study. These can be summarized in three points. The first limitation was the small number of the participants which is limited to 26 students who represent one group among four groups that constitute first year English LMD students at university of Bejaia. In fact, the

group was being observed for seven sessions to get qualitative data in order to support our supposition. In fact, this limits the generalisation of the findings to the whole population.

The second limitation was the long period of time during which the students did not study because of the strike which took approximately 03 Months. This had an influence on conducting our observation sessions; in fact, the first observation was done on *Tuesday, December 16<sup>th</sup>, 2014* and the second on *Tuesday, February 10<sup>th</sup>, 2015*.

The third limitation was the distribution of the questionnaire. The researcher had distributed the questionnaire to the half of the population because of time limitations and time gaining; among them only 46 were returned back.

### **3.4. Suggestions for Further Research**

Based on the literature review and the research findings obtained from the present study, the researcher suggests the following recommendations for further research:

1. Other researchers can conduct this study on implementing Role play as a technique to motivate students to do better in oral performance. This study finds that the learners are motivated to speak through the different situations they act upon.
2. Research can be done on building students' self confidence and reducing anxiety through role playing during oral sessions. It was found that role play breaks the ice of fear among students because they feel relaxed when they perform in imaginative roles.
3. Future researchers can also carry out a study on implementing role play as a cooperative method to develop students' oral communicative competence. In fact, it is found that role play is a communicative activity to enhance students to speak fluently besides students like working in groups.

4. As this study reveals, the students gain authentic vocabulary and learn new attitudes through role playing situations, Future studies may be done on adopting role play as a training speaking technique to experience new attitude and learn specific vocabulary related to different situations.

## **Conclusion**

In this section, we have dealt with the results of our research and we have focused on its important implications. In addition, we have recognized the obstacles we have encountered in our research process that may influence our findings. Finally, we have offered future researchers with some related themes to our study.

## **Conclusion**

In this Chapter, we have examined the findings of the present work and reached a conclusion that our supposition about the use of role play in oral sessions to develop students' speaking skill is confirmed. We achieved the same results as those discussed in the review of the literature. Hence, Role play proclaims to be an effective teaching technique to develop students' speaking skills. As a consequence, we have listed several pedagogical implications and provided future research on the topic.

## **General Conclusion**

## **General Conclusion**

This research work aims to adopt role play as a teaching technique to develop the speaking skill among first year LMD students at the Department of English at the University of Bejaia. Through this research, we have hypothesised that «if our teachers of oral expression module use role play as a teaching technique, the students' speaking skill will be build up better». We believe on the effectiveness of the implementation of role playing technique in the field of language learning for promoting oral communication among students because it gives them the opportunity to act and create situations so as to learn new attitudes and behaviours in addition to the acquisition of new vocabulary and expressions.

Our work is divided into two chapters. The first chapter is theoretical and it has the aim of reviewing and describing the literature of the two main variables that comprise this study (role play and speaking skill). The second chapter is practical; it has the aim of interpreting and discussing the results obtained from the research tools used in this study. In fact, our study has been based on mixed methodology (qualitative and quantitative) to collect data. We have adopted a classroom observation as a qualitative method; it has the focus on students' role plays, attitudes and communication. In addition, a self-completion questionnaire has been distributed for the students to obtain numerical data and the evidence of the present work.

Consequently, this study shows significant results which emphasize the importance of role play in enhancing the speaking skill of the students. In fact, the students present and engage effectively in the different role play situations and acquire new vocabulary and how to deal in parallel circumstances they may encounter in their everyday life. Additionally, role play reduces shyness and anxiety feeling among the students and raises their motivation to communicate and learn the English language. Furthermore, the students find role play as the appropriate teaching technique to develop their speaking skill and become fluent speakers of the English language.

All in all, the obtained findings from the research instruments confirm our hypothesis that there is a positive relationship between role play and oral ability development. Moreover, role play technique is effective for improving EFL students' speaking skill. For that reason, we have provided future researchers with implications and recommendations to put them in other related studies.

## **REFERENCES**

## References

### Printed Books

- Blaxter,L., Hughes,C.,& Tight,M.(2006). *How to Reseach* ( 3<sup>rd</sup> ed.). New York: USA.
- Brown, G., & Yule,G. (1983). *Teaching the Spoken Language* . New York: Cambridge University Press.
- Brown, H. D. (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy* . San Francisco: Pearson Education.
- Bygate,M .(1987). *Speaking*. Oxford: Oxford University Press.
- Dörnyei, Z.,& Taguchi,T.(2010).*Questionnaires in Second Language Research: Construction, Administrition, and Processing*(2<sup>nd</sup> ed.). Routledge, New York.
- Harmer, J. (2001). *The Practice of English Language Teaching*.(3<sup>rd</sup> ed.) Harlow, UK: Pearson Education.
- Harmer, J. (2011). *The Practice of English Language Teaching*.(4<sup>rd</sup> ed.) Harlow, UK: Pearson Education.
- Canale,M. (1980). *From Communicative Competence to Language Pedagogy*. In Richards,J.C.,& Schmidt,R.W(Ed).(2001).*Language and Communication* (pp.6- 11). UK: Pearson Education.
- Mackey, A., & M. Gass, S.( 2005). *Second Language Research: Methodology and Design* (3<sup>rd</sup> ed.).Lawrence Erlbaum Associates, Inc. New Jersey.
- Richards,J.C.,& Schmidt,R.(2002). *Longman Dictionary of Language and Applied Linguistics*. Third edition, U.K: Pearson Education.
- Thornbury, S (2005). *How to teach speaking*. UK: Pearson Education Limited.

Ur, P. (1999). *A Course in Language Teaching: Practice and theory*. Cambridge: Cambridge University Press.

Widdowson, H. G. (1978). *Teaching Language As Communication*. Oxford: Oxford University Press.

### **Online Books**

Bruder, M.N. and Tillit, B.(1985). *Speaking Naturally Student's Book: Communication Skills in American English*. Cambridge University Press. ( Retrieved on March, 2015 from: [https://books.google.dz/books?id=eslEFsoDatYC&dq=speaking&hl=fr&source=gbs\\_navlinks\\_s](https://books.google.dz/books?id=eslEFsoDatYC&dq=speaking&hl=fr&source=gbs_navlinks_s))

Chesler, M. and Fox, R. (1966). *Role-playing methods in the classroom*. Chicago: Science Research Associates. ( Retrieved on February, 2015 from: <https://www.books.google.dz/books?id=hZE0AAAAMAAJ&q=role-playing+methods+in+the+classroom&dq=role-playing+methods+in+the+classroom&hl=fr&sa=X&ei=DlwfVcODpvhaoY0gdgG&ved=0CBsQ6AEwAA>)

Jones, K. (1995). *Simulations: A handbook for teachers and trainers*. (3<sup>rd</sup> ed.) New York: Nichols Publishing. (Retrieved on April 2015 from: [https://books.google.fr/books?id=wAS9jvBZHwgC&dq=Simulations+in+Language+Teaching&hl=fr&source=gbs\\_navlinks\\_s](https://books.google.fr/books?id=wAS9jvBZHwgC&dq=Simulations+in+Language+Teaching&hl=fr&source=gbs_navlinks_s))

Knight, P. (2002). *Being a Teacher in Higher Education*. Buckingham: Open University Press.( Retrieved on February, 2015 from: [https://www.books.google.dz/books?id=N1toBgAAQBAJ&dq=Being+a+Teacher+in+Higher+Education&hl=fr&source=gbs\\_navlinks\\_s](https://www.books.google.dz/books?id=N1toBgAAQBAJ&dq=Being+a+Teacher+in+Higher+Education&hl=fr&source=gbs_navlinks_s))

Killen, R. (2007). *Teaching Strategies for Outcomes-based Education*. (2<sup>nd</sup> Ed).Cape Town:Shumani printers. (Retrieved on February, 2015 from: [https://www.books.google.dz/books?id=0bxID1QEmI0C&dq=Teaching+Strategies+for+Outcomes-based+Education.&hl=fr&source=gbs\\_navlinks\\_s](https://www.books.google.dz/books?id=0bxID1QEmI0C&dq=Teaching+Strategies+for+Outcomes-based+Education.&hl=fr&source=gbs_navlinks_s))

- Ladousse, G. P. (1987). *Role play*. Oxford: Oxford University Press. (Retrieved on February, 2015 from: [https://books.google.dz/books?id=oS4STyscmp\\_YC&dq=Role+play.&hl=fr&source=gbs\\_navlinks\\_s](https://books.google.dz/books?id=oS4STyscmp_YC&dq=Role+play.&hl=fr&source=gbs_navlinks_s))
- Luoma, S. (2004). *Assessing Speaking*. Cambridge: Cambridge University Press. (Retrieved on March, 2015 from: [https://books.google.dz/books?id=JGaBb7y1ss0C&dq=speaking&hl=fr&source=gbs\\_navlinks\\_s](https://books.google.dz/books?id=JGaBb7y1ss0C&dq=speaking&hl=fr&source=gbs_navlinks_s))
- Nunan, D. (2015). *Teaching English to Speakers of Other Languages: An Introduction*. Routledge publishing. (Retrieved on March, 2015 from: [http://books.google.dz/books?id=X7qgBgAAQBAJ&dq=Nunan+David&hl=fr&source=gbs\\_navlinks\\_s](http://books.google.dz/books?id=X7qgBgAAQBAJ&dq=Nunan+David&hl=fr&source=gbs_navlinks_s))
- Salandan, G.G. (2008). *Teaching Approaches Strategies*. Philippines: KATHA Publishing. (Retrieved on February, 2015 from: [https://books.google.dz/books?id=TnzGbg1Umi\\_YC&dq=Teaching+Approaches+Strategies&hl=fr&source=gbs\\_navlinks\\_s](https://books.google.dz/books?id=TnzGbg1Umi_YC&dq=Teaching+Approaches+Strategies&hl=fr&source=gbs_navlinks_s))
- Scarcella, R. & Oxford, R. L. (1992). *The tapestry of language learning: The individual in the communicative classroom*. Boston: Heinle and Heinle. (Retrieved on February, 2015 from: <https://www.books.google.dz/books?id=iM54AAAAIAAJ&q=The+Tapestry+of+Language+Learning:+The+Individual+in+the+Communicative+Classroom&dq=The+Tapestry+of+Language+Learning:+The+Individual+in+the+Communicative+Classroom&hl=fr&sa=X&ei=yJEbVc-jN4KqaaaAgaAJ&ved=0CBsQ6AEwAA>)
- Siddiqui, M.H. (2008). *Models of Teaching*. Balaji Offset, New Delhi. (Retrieved on February, 2015 from: [https://www.books.google.dz/books?id=-l0fzM8w-isC&dq=Models+of+Teaching&hl=fr&source=gbs\\_navlinks\\_s](https://www.books.google.dz/books?id=-l0fzM8w-isC&dq=Models+of+Teaching&hl=fr&source=gbs_navlinks_s))
- Saunders, D. (1996). *Games and Simulations to Enhance Quality Learning*. Kogan page, London. (Retrieved on April, 2015 from: <https://books.google.dz/books?id=4meA>)

[FnexIMoC&dq=Games+and+Simulations+to+Enhance+Quality+Learning&hl=fr&source=gbs\\_navlinks\\_s\)](#)

Songco, E.A. (2002). *Teaching Strategies II*. Katha Publishing. Quezon City. (Retrieved on April, 2015 from: [https://books.google.dz/books?id=pIHCBZGIGf0C&dq=teaching+strategies+II&hl=fr&source=gbs\\_navlinks\\_s](https://books.google.dz/books?id=pIHCBZGIGf0C&dq=teaching+strategies+II&hl=fr&source=gbs_navlinks_s))

Tauber, R.T. & Mester, C. S. (2007). *Acting Lessons for Teachers: Using Performance Skills in the Classroom*. (2<sup>nd</sup> Ed). USA: Greenwood press. (Retrieved on February, 2015 from: [https://books.google.dz/books?id=xiNfbw\\_5Xs4C&dq=Acting+Lessons+for+Teachers&hl=fr&source=gbs\\_navlinks\\_s](https://books.google.dz/books?id=xiNfbw_5Xs4C&dq=Acting+Lessons+for+Teachers&hl=fr&source=gbs_navlinks_s))

Ur, P. (2012). *A Course in Language Teaching: Practice and Theory*. Cambridge: Cambridge University Press. ((Retrieved on March, 2015 from: [https://books.google.dz/books?id=Wv7E3iE\\_WCkC&dq=the+practice+of+english+language+teaching&hl=fr&source=gbs\\_navlinks\\_s](https://books.google.dz/books?id=Wv7E3iE_WCkC&dq=the+practice+of+english+language+teaching&hl=fr&source=gbs_navlinks_s))

Van Ments, M. (2 Ed., 1999). *The Effective Use of Role Play: Practical Techniques for Improving Learning*. London: Kogan Page. (Retrieved on February, 2015 from [https://books.google.dz/books?id=-3TG81WXegEC&dq=The+Effective+Use+of+Role+Play&hl=fr&source=gbs\\_navlinks\\_s](https://books.google.dz/books?id=-3TG81WXegEC&dq=The+Effective+Use+of+Role+Play&hl=fr&source=gbs_navlinks_s))

Yardley-Matwiejczuk, K. (1997). *Role play: Theory & practice*. London: Sage Publications. (Retrieved on February, 2015 from [https://books.google.dz/books?id=S1VhtpbW8EC&dq=Role+play:+Theory+%26+practice.&hl=fr&source=gbs\\_navlinks\\_s](https://books.google.dz/books?id=S1VhtpbW8EC&dq=Role+play:+Theory+%26+practice.&hl=fr&source=gbs_navlinks_s))

### **Online Articles**

Aliakbari, M. & Jamalvandi, B. (2010). The Impact of 'Role Play' on Fostering EFL Learners' Speaking Ability; a Task-Based Approach. *Journal of Pan-Pacific Association of Applied Linguistics*, 14(1), 15-29. (Retrieved on May, 2015 from : <http://www.files.eric.ed.gov/fulltext/EJ920501.pdf>)

- Al- Arishi, A.Y. (1994). Role-play, real-play, and surreal-play in the ESOL classroom. *ELT Journal* Volume 48/4 October 1994 © Oxford University Press. ( Retrieved on April, 2015 from: <http://203.72.145.166/ELT/files/48-4-5.pdf>)
- Bipin Bihari Dash . (2013). Language Skills: A Study of Improving English Speaking Skills through English Reading Skills. *VSRD International Journal of Technical & Non-Technical Research*, Vol. 4 No. 4, 67-71. (Retrieved on January, 2015 from: <http://www.fr.scribd.com/doc/177568133/A-STUDY-OF-IMPROVING-ENGLISH-SPEAKING-SKILLS-THROUGH-ENGLISH-READING-SKILLS>)
- Haddad,S (2003). The Results of Playing the Game of Social Studies Knowledge in Eight Grade Classroom( a Master's Project for ED 7999, Wayne State University, Detroit, Michigan). (Retrieved on February, 2015 from <http://www.ted.coe.wayne.edu/sse/finding/haddad.doc>)
- Hamouda, A.( 2013). An Exploration of Causes of Saudi Students' Reluctance to Participate in the English Language Classroom. *International Journal of English Language Education*, Vol. 1, No. 1. ( Retrieved on April from: <http://www.free-journal.umm.ac.id/files/file/2652-10348-2-PB.pdf>).
- Huang ,Irene Y(2008). Role Play for ESL/EFL Children in the English Classroom. *The Internet TESL Journal*, Vol. XIV, No. 2, February 2008. ( Retrieved on February, 2015 from:<http://www.iteslj.org/Techniques/Huang-RolePlay.html>.)
- Jarvis, L. Odell, K. & Troiano, M. (2002). Role-Playing as a Teaching Strategy. *Strategies for Application and Presentation Staff Development and Presentation*, April, 2002. (Retrieved on April, 2015 from: <http://imet.csus.edu/imet3/odell/portfolio/grartifacts/Lit%20review.pdf>)
- Kameråde, D. (2012). Group Role-play as a Method of Facilitating Student to Student Interaction and Making Theory Relevant. In *Practice and Evidence of the Scholarship of Teaching*, 6 (3), 173-188. (Retrieved on May, 2015 from: [http://www.usir.salford.ac.uk/17009/1/paper\\_99.pdf](http://www.usir.salford.ac.uk/17009/1/paper_99.pdf))

- Leopold, L & Shapiro, S. (2012). A Critical Role for Role-Playing Pedagogy. *TESL Canada Journal/Revue TESL du Canada* 121 Vol. 29, No 2, Spring 2012. (Retrieved on April, 2015 from: <http://www.teslcanadajournal.ca/index.php/tesl/article/viewFile/1104/923>)
- Mendoza, B. G. ( 2014) . The Use of Role Plays to Enhance English Speaking Skills in an Adult EFL Learners' group. (Retrieved on May, 2015 from : [http://www.academia.edu/12267210/The Use of Role Plays to Enhance English Speaking Skills in an Adult EFL Learners group](http://www.academia.edu/12267210/The_Use_of_Role_Plays_to_Enhance_English_Speaking_Skills_in_an_Adult_EFL_Learners_group))
- Mogra, I.(2012) 'Role play in teacher education: Is there still a place for it?Teacher Education Advancement Network Journal Copyright © 2012 University of Cumbria Vol 4 (3) . (Retrieved on April, 2015 from: <http://194.81.189.19/ojs/index.php/TEAN/article/viewFile/127/243>)
- Nickerson,S.(2007). Role-Play: An Often Misused Active Learning Strategy. *Essays on Teaching Excellence, Toward the Best in the Academy. Vol.19, No. 5* .(Retrieved on February, 2015 from: <http://www.podnetwork.org>.)
- Oradee,T. ( 2012) . Developing Speaking Skills Using Three Communicative Activities ( Discussion, Problem-Solving, and Role playing). *International Journal of Social Science and Humanity, Vol.2, No.6, November 2012*. ( Retrieved on January, 2015 from <http://www.ijssh.org/papers/164-A10036.pdf>)
- Planander,A &Westrup,U.(2013). Role-play as a pedagogical method to prepare students for practice: The students' voice. *Högre utbildning,Vol. 3, Nr. 3, 2013, 199-210*. (Retrieved on February, 2015 from: <http://www.journals.lub.lu.se/index.php/hus/article/download/5609/8155pdf>.)
- Rahimy, R & Safarpour, S. (2012). The Effect of Using Role-Play on Iranian EFL Learners' Speaking Ability. *Asian Journal of Social Sciences & Humanities. Vol. 1. No. 3, August 2012*. (Retrieved on May, 2015 from: <http://www.ajssh.leena-luna.co.jp/AJSSHPDFs/Vol.1%283%29/AJSSH2012%281.3-06%29.pdf>)

## **APPENDICES**

## Appendix (A): Observation checklist

### *Adopting Role Play as a teaching technique to develop*

#### *Students' Speaking Skill*

Date:

Session number:

Time:

#### Criteria:

1. Excellent
2. Good
3. Average
4. Poor

Statements	Scores	1	2	3	4
1. The students are actively involved in oral performance.					
2. The students speak without hesitating.					
3. The students use correct grammar and word order.					
4. The students participate in the preparation and presentation of the role playing.					
5. The students are motivated.					
6. The students use Non-Verbal Cues (gestures, eye contact, and signals) to carry meaning.					
7. The students use fillers and paraphrasing to keep on communication.					
8. The students' speech was clear with appropriate volume and inflection.					
9. The students present themselves in the role play with their real identity.					
10. The students achieve and sustain the purpose of the role playing effectively.					
11. The students learn and experience new attitude through role playing.					
12. The students understand the issue from different perspectives through Role playing activities.					

## Appendix (B) : Students' Questionnaire

*University of Bejaia*  
*Department of English*

### *Students' Questionnaire*

Dear student,

You are gently requested to fill in this questionnaire to express your attitude toward adopting role play as a teaching technique to develop your speaking skill.

Your answer is very important for this research we are undertaken. As such, we hope that you will give us your full attention and interest.

Please, put a tick (✓) in the corresponding box and make full statements whenever necessary.

Thank you very much in advance.

### **Personal information:**

1. Sex:

a- Male       b- Female

2. Was English your first choice?

a- Yes.....

b- No.....

### **Section One: Speaking Skill**

3. Do you like English language?

a- Very much.....

b- I like it somehow.....

c-Not much.....

4. Pick the most important skill that you need to develop most?

a- Speaking .....

b- Listening .....

c- Writing .....

d- Reading .....

*Because* .....

.....

5. Does your level enable you to express yourself orally?

a- Yes.....

b- No.....

If Yes, how do you feel?.....

.....

If No, Why?.....

.....

6. To what extent did the oral expression courses help you improve your oral performance?

a- Very much .....

b- To some extent .....

c- Don't know .....

d- Not very much .....

e- Not at all .....

7. How often do you participate in the Oral Expression class?

a- Frequently.....

b- Sometimes.....

c- Rarely .....

d- Never.....

*Because*.....

.....

8. Sometimes, you feel yourself unwilling to communicate. Because of: ( *this Q is asked for the students who answer " Rarely" in Q7* )

a- Making grammatical mistakes.....

b- Making pronunciation mistakes.....

c- Having poor vocabulary.....

e- Lack of self-confidence.....

9. Which activity do you like most?

a- Discussion.....

b- Role- playing.....

c- Language games.....

10. Among these strategies, what is the strategy that helps you to communicate more?

a- Ask for clarification.....

b- Paraphrasing.....

c- Synonyms.....

## Section Two : Role play Technique

11. Do you know what role play is?

a- Yes.....

b- No.....

12. Does your teacher allow performing role play technique in oral sessions?

a- Yes.....

b- No.....

13. What do you prefer?

- a-Working individually.....
- b- Working in Pairs.....
- c- Working in Trios.....
- d- Working in Groups.....

14. Do you think that role playing helps you to improve your speaking skill?

- a-Yes.....
- b-No.....

*Because* .....

.....

15. Do you think that role play:

- a-Raises your motivation? .....
- b-Gives you opportunities to monitor your language? .....
- c- Breaks the ice of fear? .....

16. According to you, to what extent does role play help you to lean and experience new attitudes?

- a-Very much.....
- b-To some extent .....
- c- Do not know.....

17. According to you, role play encourages you to:

- a- Be creative and active learner.....
- b- Increase your communication skill.....
- c- Develop your problem solving abilities.....
- d- All of them.....

### Section Three: Role Play and Speaking Skill

18. What can you say about *Role play* and *Speaking*?

.....

.....

.....

.....

### Appendix (C): Socializing

**The Activity:** Work in pairs or groups of three. Take in turns to meet someone at an airport.

Use your own names. Do it like this:

1. Approach the person you are meeting	Excuse me , are you...?
2. Introduce your self	My name's...? How do you do.
3. Introduce the person who is with you	May I introduce...?
4. Ask and answer questions about the journey	Did you have a good Journey?
5. Suggest leaving ( you can also offer to help with luggage)	Well, shall we go, then? Now, let me help you with your bags

### Appendix (D): Expressing likes, dislikes and preferences

**The activity:** Work in pairs, take turns and talk about you your likes and dislikes. Use these expressions:

a)- How to express likes	I quite like.... I'm extremely fond of...
b)- How to agree or disagree with person's likes	Are you? / So I am Oh, I don't like... at all
c)- How to express dislikes	I hate/ detest
d)- How to agree or disagree with person's dislikes	No, neither do I. / Yes, so do I. Don't you? I do

## Appendix (E): Giving advice

**The activity:** choose one of the different situations below and role play either in pairs or groups.

### Student A: Son or daughter

You will finish school this year. You haven't yet decided what you want to study in university. But you definitely want to decide for yourself. Explain this to your father.

### Student B: Father

Your son/daughter will finish high school this year. You want him/her to study engineering at Nanjing University. Explain this to him/her.

### Susan

Harry has been offered a very good job in Los Angeles. You think Harry should accept the job, although you will be sad about losing your own job in New York. You think Harry's job is more important than yours.

Start with: "Guess what! Harry has been offered a job in L.A."

### Susan's friend

You don't think Susan should sacrifice her job, just for Harry. She should stay in New York. Give your advice to Susan.

### Friend

Listen to your friend's problem, and give your advice.

Start with "what's the matter?"

### Friend

You have fallen in love! But that person already has a boy/girlfriend. Ask your friend for advice.

### Friend

Your daughter, Sue, works at a restaurant. She enjoys her job because she likes talking to people. But she also wants to get married and have a child. Should you introduce her to your friend's son, Tony? Discuss the situation with your friend.

Start with: "Has your son found a wife yet?"

### Friend

Your son, Tony, is a young doctor who often works long hours at the hospital. He is quite a thoughtful person. Should you introduce him to your friend's daughter, Sue? Discuss the situation with your friend.

**Appendix (F): Health and medicine****Role play : Home remedy**

- **Student A:** Hi! It is been a very long time, how are you?
- **Student B:** Oh! Yes, very long time! I'm fine and you?
- **Student A:** I'm quit fine, just I was sick last night and even now my throat hurts me. I think; I catch flu.
- **Student B:** Did you see a doctor?
- **Student A:** Oh no????!!! I don't like doctors especially drug.
- **Student B:** Me too, I treat myself with natural products and they are effective.
- **Student A:** Oh that's good! Give me your recipe.
- **Student B:** So, to cure sour throat is simple. Take a tablespoon of olive oil mixed it with sugar. Or take a spoon of honey mixed with a few drops of lemon. You do that every day, until you see that you are healthy.
- **Student A:** Oh! Thank you very much. You're so kind, I'm very grateful.
- **Student B:** you are welcome.

## **Appendix (G): At a Restaurant**

**The activity:** you have booked a reservation in a restaurant. Take turns. Work in pairs, trios or groups.

### **Role play**

**The waiter:** Good evening.

**Amel:** Good evening. I booked a table for one person.

**The waiter:** Yes, Madame. What name was it?

**Amel:** I'm Amel.

**The waiter:** Ok. Follow me, please.

**The waiter:** Are you ready to order? What would you like to drink?

**Amel:** I'll have a soda, please.

**The waiter:** Ok and what would you like for starter?

**Amel:** I'll have a mozzarella salad without tomato.

**The waiter:** Here is your tomato and mozzarella salad.

**The waiter:** Are you ready to order your main dish?

**Amel:** Yes, I'll have a medium steak.

**The waiter:** Here is your main.

**The waiter:** What would you like for dessert?

**Amel:** I'll have an ice-cream.

**Amel:** Excuse me, could I have the check, please?

**The waiter:** Your check is 20 Euros.

**Amel:** Thanks.

**The waiter:** Thank you, Good bye.

## **Appendix (H): Complaining**

**The Activity:** It's Saturday night, your neighbour organized a party, it is 1 am and the party is not yet over and the noise is preventing you from sleeping.

### **Role play**

**Assia:** Oh my God! I can't believe that. It is so annoying, I'm tired of telling them the something every day. Okay, I'm going to them!?

**Linda:** oh! Welcome.

**Assia :** what's your welcoming me ? It's 1 am the music is so loud, I'm gonna call the police.

**Linda:** I'm sorry but I didn't see that it is too late.

**Assia:** Oh! Really, so please just make sure to turn the music down. I couldn't sleep.

**Linda:** yes, of course I will. Make sure that this will never happen again.

**Assia:** I hope so.

## **Appendix (I): Tourism**

### **Activiy One :**

Student A : You are the tourist information officer. Ask student B to get the information you need to make a reservation.

### **Role play**

**Student A:** Good morning.

**Student B:** Good morning madam. How can I help you?

**Student A:** I'd like to check on a flight.

**Student B:** Sure! What is your destination?

**Student A :** London, England.

**Student B :** Okey, is it one way or round trip ?

**Student A:** Round trip.

**Student B :** When would you to depart ?

**Student A:** on May 12<sup>th</sup>, coming back on May 26<sup>th</sup>.

**Student B:** Okey! One minute please, do you have an air preference?

**Student A:** No, I'm not picky. Any airline will be fine.

**Student B:** well! There is a flight on the morning 12<sup>th</sup> returning on the 26<sup>th</sup>. The cheapest we have here in 1,400 \$

**Student A:** Ohm! I was hoping to find something cheaper. My dates are flexible. Do you think that you can find a cheaper flight on different dates?

**Student B:** let me check, well there is a flight on the 10<sup>th</sup> , returning on the 25<sup>th</sup> for 968\$.

**Student A:** that's much better.

**Student B:** I just need your full name and your passport number.

**Student A:** okay, here it is.

**Student B:** okay, one moment, it's reserved.

**Student A:** Okay, thank you; you've been very helpful.

## Résumé

La présente étude vise à explorer l'efficacité du jeu de rôle sur l'amélioration de l'habilité des étudiants à parler. Les sujets sont des étudiants de première année LMD au département d'anglais de l'Université de Béjaia. La méthode de ce travail de recherche est descriptive. Autrement dit, il vise à décrire les deux variables: le jeu de rôle comme la variable indépendante et son rôle dans le développement de la compétence du parler des étudiants comme variable dépendante. Pour atteindre notre objectif, les données sont recueillies au moyen d'une méthodologie mixte basée sur des méthodes qualitatives et quantitatives. Nous avons adopté l'observation en classe comme une méthode qualitative et un questionnaire pour les étudiants comme quantitative. Les résultats de cette étude sont significatifs. Le jeu de rôle est une technique d'enseignement efficace pour enseigner le parler et promouvoir les étudiants à parler et à communiquer en anglais. Sur la base de ces résultats, notre hypothèse est confirmée. Autrement dit, les étudiants doivent être formés avec une technique adéquate pour développer leur compétence, parler, et de créer des situations où ils puissent utiliser la langue sans hésitation.

**Mots clés:** jeu de rôle; Savoir parler.