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Developing EFL Learners' Oral Proficiency Through the Use of Role Technique: Perspectives on the Issue.

A Case of First Year Students, Department of English, Guelma University

A Dissertation Submitted to the Department of Letters and English Language in Partial Fulfilment of the Requirements for the Degree of Master in Language and Culture

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Dedication

I dedicate this   work firstly   to the memory of my brother.

To my mother, for her support, love, encouragement, and patience.

To my father, for his financial support to achieve my dream.

It would be also to my sisters and my brothers: Yassmina, Lamia, Asma, Mouhya Eddine, and Bilel.

To my nephews and nieces: Hammouda, Alla, Takie, Amani, Ranim, Nour, Janah, Serine, and Elline.

To my friends: Nadjoua, Ikram   for the marvelous days we spent together.

To all teachers of English at 08 Mai 1945, Geulma University.

To all those who stand beside me even by smile

Acknowledgment

Abstract

The present study is intended to investigate teachers' and students' attitudes towards the use of role play technique in developing students' oral proficiency at the department of English, at Guelma University. Speaking is considered as a crucial skill that needs attention and interest among learners and teachers as well, as English language students still face difficulties while speaking and with different causes. In to explore the issue of this work, two different questionnaires were administered to eighty students of first year License and fifteen teachers of oral expression module. The analysis of the results from the two questionnaires demonstrated that both teachers and students showed positive attitudes towards the significance of role play technique not only in developing their students' oral proficiency, but also in raising their self-confidence, practicing the language as in real world context, and in reducing their reluctance to speak. Accordingly, it is recommended to intensively use role play technique and other similar types of activities to reach the aim of speaking clear, accurate and fluent language.

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List of Abbreviations

EFL   **English as a Foreign Language**

FL   **Foreign Language**

LMD   **Licence, Master, Doctorate**

Q   **Question**

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CHAPTER TWO: ROLE PLAY TECHNIQUE

General Introduction

The status of English language, among other languages, pushes people to show the necessity to learn it for different aims and reasons. Yet, learning it is not an easy task since learning any language requires mastering its skills. Among those skills is the speaking skill; which is considered as a fundamental skill in the interaction process.

Years ago, language teaching methods used to focus on developing the linguistic competence like grammar and language structure. The shift then turned toward promoting the communicative competence, which takes into account both the fluency and accuracy of the use of the language. This leads foreign language (FL) teachers to concentrate on developing their students' oral proficiency. As Richard (2009) stated that "the mastery of speaking skills in English is a priority for many second-language or foreign- language learners" (p.1).

Despite the fact that effective interaction in the classroom is highly required, it has been established beyond the shadow of the doubt that most of English as foreign language learners (EFL) encounter great difficulties to learn the speaking skill and communicate effectively hesitation, the absence of performance and lack of practice in real life context, lack of motivation, low self esteem, and anxiety.

To improve the student's oral proficiency, it is important to find the effective technique to teach the speaking skill, among those techniques is role play which helps learners to be flexible in a new situation and encourages them to speak spontaneously, boost their self confidence, raise their motivation and more importantly is that it helps learners to develop their communicative skills. In other word, the implementations of role play technique inside the classroom, helps the FL learners overcome the speaking' obstacles.

2. Statement of the Problem

In EFL classes, the speaking competency is one of the major areas that EFL teachers tend to focus on and provide much more interest to it; moreover students' ability to speak fluently and proficiently in the target language can be used as a signal to higher academic achievement. However, it has been noticed that EFL learners face a serious problem when it comes to communicating and interacting. Furthermore, problems of speaking can be clearly noticed from the students' communication with each other inside the classroom, like, lack of vocabulary, lack of grammars' knowledge, and the inability to produce correct and accurate sentences. Also, students' oral proficiency is affected by some of the psychological problems such as; lack of self-confidence, low self-esteem, shyness, and anxiety. This latter might be resulted from many factors, one of them can be the lack of varied activities that enable learners to perform and practice English as in real life situations.

3. Aims of the Study

Several aims were planned to work out as a guiding vehicle for this study, they are as follows:

1. The present study tries to stress the importance of speaking skill in FL learning.

2. It attempts to shed lights on the factors that influence learners' speaking skill.

3. It endeavors to show the relationship between role play technique and oral proficiency.

4. It attempts to raise teachers and students awareness towards the use of role play technique.

4. Research Questions

This study addresses following questions:

1. Can role play technique develop students' oral proficiency?

2. Is it an effective way to teach speaking through the use of role play technique?

4. Are teachers and students aware about the impact of role play technique and speaking competency?

5. Research Hypothesises

The hypotheses of this research are as follows:

-There is a teachers' positive attitude toward developing EFL learner's speaking skill through role play technique.

-There is a students' positive attitude toward developing there speaking skill through the use of role play technique.

6. Data Gathering Tools

Since the chief aims of the present study is to explore teachers' and students' attitudes toward the impact of role play technique on oral proficiency are to shed lights on the crucial importance of EFL learners' speaking ability. To this end, we followed the descriptive quantitative method as a suitable and appropriate method that enabled us to have reliable results, and put the research aims and questions into study.

6.1 Population of the Study

Due to the fact that the present study focuses on the learning as well as the teaching process, both students' and teachers' point of view were needed. For that reason, we have directed a questionnaire to 80 first year Li (L,M,D) students and 15 oral expression teachers at the University of 08 Mai 1945-Guelma, Faculty of Letters and Languages, at English Department in order to check their awareness and attitude toward using role play technique in teaching speaking skill.

7. Structure of the Dissertation

This research is composed of two parts, the first part is a theoretical background of the research, consisting of two chapters. Each chapter tackles a different variable of the study.

The first chapter is a theoretical overview of speaking skill, different definitions, classroom speaking activities, types of speaking. Moreover it discusses the major characteristics of

speaking skill, elements of the speaking, factors affecting speaking performance, function of speaking and finally assessing speaking skill.

The second chapter is devoted to role play; it definition, stages of role play technique and its activities. Also, it deals with the major differences between role play and simulation. At the end, it discusses the relationship between role play technique and speaking skill.

The second part is oriented towards the practical part that deals with a research method and tools, descriptions and analysis of the results. It also provided some recommendations for further study as well as limitations of the current study.

CHPTER ONE: SPEAKING SKILL

Introduction

As far as speaking is concerned, improving students' oral proficiency is seen as a must not as a need, through which learners can express their thoughts, feelings, lacks and needs in an appropriate and correct way. However, this cannot be easily realised since speaking is a complex and challenging skill for many teachers in refer to its spontaneous and direct features.

This chapter provide the speaking skill with various definitions, its types, and classroom speaking activities. Furthermore, the major factors that affect speaking performance. Also it deals with characteristics and elements of speaking skill as well, the major factors that affect speaking performance and in final, the assessment of speaking skill.

1.1 Definition of the Speaking Skill

Speaking is the ability of constructing words and phrases in a way that conveys certain meaning; it is the core of human relationship building and understanding and the backbone of communication. Moreover, people judge persons' knowledge and mastery of a certain language through their ability to speak that language. In fact, speaking can be concerned as a primary skill that needs to be mastered among English as foreign language (EFL) learners.

Many researchers in the field of language teaching and learning defined speaking skill. Oxford advanced dictionary (1990) defined it as skill to convey or communicate views, feelings, ideas, etc through or as talking (p.58). In other words, speaking is a tool of communication and negotiation, by which one can express his thoughts, ideas and feelings. Cole et al (1993, p.12) added that, "speaking skill is essential a collaborative and interactive process, it is an exchange. We may finish each other's comments, interrupt, disagree with or extend what is said". That is, through speaking people tend to exchange ideas and give comment through oral production of words, also it helps people to interact and integrate in

society. Palmer and Cooper added that "the vast majority of our communication skill is oral" (2010, p.106).

Speaking exist everywhere and any time; that is to say that people exposure to speaking as a skill is higher in comparison to other skill like writing and listening. (Thorbury, 2005. p. 1). Gebhard (1996, p.169) reported that "speaking is one of two productive skills in language teaching. It is a process of building and sharing meaning through the use of verbal or oral form". In other words speaking as a process of interaction is performed verbally that is represented in the words and phrases that humans produce, and nonverbally like facial expressions, gestures…….etc. In addition, this competency requires a wide range of knowledge and thoughts and this makes it considered as the most difficult skill to develop in foreign language (FL) classes.

Talking about speaking skill, many researchers and studies insisted on its vital role as a needed ability in daily life activities and as a part of human nature. Speaking is a tool through which people interact, make new relationships, exchange thoughts, ideas and discover new information. Insisting on the importance of speaking, Cele-Murcia (2001, p.103) stated that, foremost people, the competency to speak a language are to the knowledge possed about that language since speech is the vehicle of human interaction.

In FL teaching and learning, the current implemented teaching method (communicative competence) emphasises on developing students' speaking skill. Ur (2000), saw that in addition to the other three skills (listening, writing, reading), speaking is the most significant skill because knowing a language requires the ability to speak it fluently and correctly. (p.12). Being able to speak a certain language can open all the doors of success and chance of employment, as Westrup (2003) "a student who can speak English well may have greater chance for further education of finding employments and gaining promotions" (p.5). Moreover, Hedge (2000) argued that people judge a persons' mastery of a language with how

fluent they are (p.261). In the same view, Bygate (1978) claimed that speaking is "the vehicle par excellence of social solidarity, of social ranking of professional advancement and of business" (p.vii).

1.2 Classroom Speaking Activities

What makes speaking a most difficult skill to teach and learn among EFL learners, is the lack of practice. In this context, Scrivener stated, "A key teaching skills is to successfully prepare, set up and run a single classroom activity or tasks" (p.41). The classroom is the only place where teaching and improving students' speaking skill is highly emphasized. In classroom speaking activities, teachers are supposed to put much focus on real life situations, promote speaking, and engage learners to communicate. The chief aim is to help learners overcome gaps, become more motivated and willing to engage in any act of interaction, and practice the language easily, correctly and adequately as well. Furthermore, such activities boost students' confidence, hence become risk takers.

Harmer (2001, p.271-275) provided a set of activities taught inside classroom. Those activities are presented as follows:

1.2.2 Acting from the Script

Teachers ask students to write a dialogue and then perform it in front of their colleagues. Teachers at that time should concentrate on the appropriate stress, intonation, and speed. Harmer (2001:271) assures that: "by giving students practice in these things before they give their final performances, we ensure that acting out is both learning and language producing activity".

1.2.3 Communication Games

In a peer work, students are asked to draw a picture or solve a puzzle. Such games involve students to communicate through asking questions and picking up the differences, also it tries to push students to talk as possible as it is

1.2.4 Discussion

Most of the time, EFL learners feel stressed and unable to participate or to answer a question in front of the whole class. Accordingly, in a group work the teacher provides his students with a given topic to be discussed. This activity can help them to overcome reluctance, anxiety and boost their confidence, as Thornbury argued (1998, p.120) that "many teachers would agree that that the best discussions in class are those that arise spontaneously either because of something personal that a leaner reports or because a topic or text in the course book triggers some debates".

1.2.5 Prepared Talks

In this activity, the teacher gives his students enough time to prepare a presentation about any topic, and then, they present it in front of the whole class.

1.2.6 Questionnaire

This task is about designing questions that contain answers about a certain topic, and students are supposed to answer it giving them opportunities to exchange ideas and express opinions and point of views. Harmer (2000) viewed that as "a way of provoking conversation and opinion exchange" (p.89). For example, what is pollution, what are the causes of pollution………..etc.

1.2.7 Role-play and Simulation

On the one hand role play is an effective teaching activity where learners are asked to perform the role as it is played in real life context. Harmer (1998) pointed out that "role-play is more than just play-acting: it offers chances for rehearsal and engagement that some other activities fail to give" (p.94). Such activities develop learners' ability to adapt with a new situation, as well as enlarge their imagination. Doff (1988, p.240) stated that role play provide an opportunity to use language in new situation and for new subject […….], because they are

performing a situation. Role play supports learners to apply natural phrases and intonations, as well as gesture.

On the other hand simulation is a carefully planned activity that requires students' creativity. The learner imagines that the classroom is a real environment for his task. For example, he can pretend that he is singer in a stadium. Scrivener (2005) suggested that "simulation is really a large-scale role-play" (p.159). Unlike role play activity, simulation includes all the aspects of the person or the situation that is going to be imitated including feelings, emotions, and ideologies.

1.3. Types of the Speaking Skill

Since the current used language teaching method's major focus is develop and enhance the students' interaction skill. Thus, the goal of interaction may different from one person to another, so teachers inside the classroom have to put such concerns into consideration when teaching speaking skill. In this context, Brown (2000) argued that learners inside classroom are supposed to perform six types of spoken language according to the speakers' intentions:

1.3.1. Imitative

Students are asked first to listen to particular words and utterances then they repeat them, such type of performance is carried out inside classroom to practice specific language forms such as pronunciation and intonation not repeating of what has been said, as an attempt to help learners to be more comprehensible.

1.3.2. Intensive

It is more concerned with the grammatical and phonological features of language;
It appears in students pair works activity, dialogues, paragraphs reading and other tasks.

1.3.3. Responsive

This type of speaking is presented through short replies to questions and comments, short dialogues, and simple conversation in a sufficient and meaningful manner.

1.3.4. Transactional

Unlike the responsive type of speaking, transactional speaking is longer aimed at exchanging ideas and express information, facts.

1.3.5. Interpersonal (dialogue)

It is done to maintain social relationships and interact with each other, through the use of colloquial language, ellipsis, slang and so on.

1.3.6. Extensive

It is an advanced type of speaking performance, at the level of long paragraphs, oral presentation and storytelling using more formal and deliberative language.

1.4. Characteristics of the Speaking Skill

Like the other learning skills, speaking has some characteristics which make it different form the other skills, fluency and accuracy are the main features of speaking. Possessing those characteristics make the language learner a successful and effective communicator.

1.4.1. Fluency

"The term fluency relates to the production and it is normally reserved for speech. It is the ability to link units of speech together with facility and without strain or inappropriate" (Hedge, 2000, p. 54). That is to say, fluency is attributed to ability of producing linked and appropriates units of speech without pauses or hesitation. By achieving fluency our communication will be more adequate and appropriate and that what the communicative competence aims to. Furthermore, "it is the know-how to arrange words, sentences and ideas appropriately together[…] It is the ability to link units of speech together with facility and without strain or inappropriate showiness, or undue hesitation" (Hedge, 2000, p.54). That is to say, fluency is the ability to speak without hesitation or redundancy, or make a lot of pauses that distribute the listeners and lead to the failure of the communication. Hence, in EFL

teaching, fluency is highly emphasized mainly with the over use of communicative competence as an efficient teaching method all over the world.

1.4.2. Accuracy

Accuracy in FL teaching and learning is always about the correct use of grammar and vocabulary. It was the main principal of linguistic competence teaching method. In this latter, learners' success and performances is determined by the correct use grammar, vocabulary and pronunciation. Ellis and Barkhuizen (2005, p. 139) define accuracy as referring "to how well the target language is produced in relation to the rule system of the target language". In other word, knowing the rules of oral production such as, forms of grammar, pronunciation is required to realize a higher level of speaking accuracy.

1.5. Elements of the Speaking

Since teaching speaking is not an easy task to do, discovering its major components is very crucial in EFL teaching and learning. Teachers' aims are to achieve accuracy and fluency and these aims cannot be realised unless they develop the speaking elements According to Harmer (201, p. 269-271), there are two main elements of speaking and each element is divided into sub- components, which are:

1.5.1 Language Features:

To have a meaningful speech, many sub-elements are needed. These are:

a. Connected speech

In spoken language, the individuals are required to produce sound and words linked to each other. This connection of sounds can be modified, omitted, added or weakened.

b. Expressive Devices

Producing a speech using common and various lexical phrases in different functions is essential for EFL learners to become spontaneous and fluent speakers. As a result teachers must teach students various phrases that are used in different situations and contexts such as agreeing or disagreeing, expressing surprise, shock, and approval.

c. Negotiation Language

It is presented through clarification and simplification of the speech for the purpose of better understanding.EFL teachers must train students to practice this aspect of language by offering them expressions such as I am sorry, I did not quite catch that, I do not understand, would you explain please?.

1.5.2 Mental/Social Processing

Having only knowledge about language skills in speech production is not enough, because success depends also on the rapid processing skill of the speech.

a. Language Processing

It is a mental activity of recalling words and phrases from the memory and putting it into coherent meaningful and comprehensible order.

b. Interacting with others

The main purpose of speaking is to make human interact with each other. To achieve effective and successful interaction there are condition that must be set. First, students need to be good listeners, second understanding others' feelings and emotions, and finally, respecting the turn taking of each person.

c. Information Processing

It is the process of analyzing information at the same time it has been told by the speaker. This latter must be rapid to make the listener able to respond immediately; however, reacting is restricted to specific context.

1.6. Factors Affecting Speaking Performance

Before trying to look for ways and methods that can encourage and improve student' oral proficiency, it is important to figure out first what are the factors that affect students' speaking performance.

The success or failure in the process of teaching speaking skill is highly attributed and influenced by many factors. Thornbury (2005, p.25) classified the affecting factors of speaking skill into three categories:

1.6.1 Cognitive Factor

It is related to the knowledge of subject matter. When students have background knowledge about the topic under discussion, they find no difficulties to speak about it. Also, in terms of genre, if the student is not familiar with the genre of delivering, he can encounter serious obstacles. Furthermore, most of the time, talking with strange people may hander the success of the communication due to many reasons, such as: hesitation, anxiety, and stress. Moreover, complex mental processing of speaking demands illustration to avoid complexity and misunderstanding.

1.6.2 Affective Factor

Brown (2000, p. 143) declared that "the affective domain is the emotional side of human behaviours and it may be juxtaposed to cognitive side". The affective factor is related to the emotional side of the learner such as feeling towards the topic and the participants as well, self consciousness. According to Oxford (1990), the affective factor determines the success or failure of language learning (p.140). Inside the classroom, teachers need to take into account their learners' individual differences and capacities for an effective teaching and learning process and academic achievements as well.

1.6.3 Performance Factors

This category involves many sub factor including the way of interaction, degree of collaboration, discourse control planning and rehearsal time, time pressure, and environmental conditions.

In another view, Brown (2010, p.70) added that anxiety is one of the major obstacles of speaking resulted from the fear of saying wrong, nonsense, and non understandable words, as

well as being judged by the listener. Hence, the speaker prefers to keep silent all the time. Moreover, the interactive characteristics of speaking like negotiation of the meaning in conversation makes the learner reluctant and hesitant thinking of what to say and how to say it.

1.7. Functions of the speaking skill

Talking about the function of speaking in human interaction, many studies tried to classify it into different categories .Brown and Yule (1983) (as cited in Richards, 2008, p.22) distinguished between two functions of speaking, the interactional function which is about maintaining and establishing social relationship, and the transactional function that is mainly for exchanging information among each other.

Similarly, Richard (2008, p.22) provided another classification of the function of speaking as follows:

1.7.1 Talk as Interaction:

I t comes in a form of conversation, which is done for the purpose of social relations, like making new friends and interacting; putting less emphasis on the speakers' message to each other, whether formal or informal. According to Brown and Yule (1983) (as cited in Richards, 2008, p.22), the talk as interaction is characterized by:

It has a primarily social function

It reflects role relationship

It reflects speakers' identity

It may be formal or casual

It uses conversational conversation

It reflects degrees of politeness

It employs many generic words

It uses conversational register

It is jointly constructed

1.7.2 Talk as Transaction

The major concern of the speech is the message conveyed by the speaker which, needs to be understood, clear, and accurate. For example, teachers' explanation of the lesson, role plays.

1.7.3 Talk as Performance

It is a speech delivered in public. It takes the form of monolog rather than dialogue; focuses on the message delivery, as well as its impact on the audience. It is usually evaluated in terms of its effectiveness, accuracy clarity, and organization, in addition to the use of correct grammar and good pronunciation.

1.8. Assessing Speaking Skill

Assessing students' speaking skill is of vital importance in the teaching and learning processes. As Long et al (2001) declared, "Clearly, without any assessment, teaching would become a rather unfocused activity as teachers would be unable to determine that their pupils had learned and what they needed to learn" (p.51). Based on the assessment results, the teacher can judge to what extent his teaching method is successful and effective, and whether it matches his goals and objectives. In addition, assessment helps the teacher to gather data and information about students' strengths and lacks. Yet, the assessment of speaking mainly in second or foreign language learning is recognized as the most difficult skill to be assessed. (Luoma, 2004). Therefore, Providing students with feedback after the assessment process is the major goal of assessment, as Cameron (2001) argued that "it would seem reasonable to require assessment to serve teaching by providing feedback on pupil's learning that would make the rest teaching event more effective, in a positive upward direction" (p.216).

Brown (1997, p. 4) suggested five components of testing speaking skills these are:

- Comprehension

Gert and Hans (2008, p. 221) reported that the awareness and proficiency employed in language performance have a vital role in the comprehension of language. So , in the process of assessing speaking skill, the subject under discussion must be comprehensive and clear for students; not vague.

- Grammar

Grammar is simply defined as the appropriate placement of terms jointly to form proper statements (Ur, 1996, p.75). In other word, Using appropriate tense and correct language structure is highly emphasized in FL learning. Possessing this ability, FL learners will become experts in both oral and written forms of language.

- Vocabulary

Vocabulary is defined as "a list of words with their meaning especially in a book for learning a foreign language" (Oxford Learners' Pocket Dictionary, 2008: 495). The more students use different and appropriate words, the more the interaction will be successful and effective.

- Pronunciation

It is more linked to the phonological process and variation of sounds and language patterns; it is the correct production of sounds, and it is defined by Oxford Learners pocket dictionary as "The way in which a language or a particular word is spoken". The pronunciation of the learners plays a great role in the assessment process, as Kelly (2000, p.11) claimed that " a consideration of the learners' pronunciation errors and how this can inhibit successful communication is a useful basis on which to assess why it is important to deal with pronunciation in classroom".

- Fluency

Being a fluent speaker is the whish and desire of all FL learners. Fluency is presented in the way of speaking vastly with less mistakes and few number of pauses. In addition, fluency is " the features which give speech the qualities of being natural and normal, including native-like use pausing, rhythm, intonation, stress, rate of speaking, and use of interjections and interruptions" (Richards, Platt & Weber, 1985, p. 109). Furthermore, Harmer sated that possessing the knowledge of language dichotomies is not enough for accurate speech production, but also requires the competency of processing the information and language at the same time.

1.8.1 Types of Spoken Test

According to Thorbury (2005, p. 125 the assessment of the speaking skill is seen as the most difficult form of assessment because it includes oral discourse elements, and the complicated characteristics of speaking as well, for that reason he classified the major types of speaking test these are:

a. Interviews

It is an easy way of assessment, mainly, if there is a room apart from the classroom for learners to be interviewed. The teacher calls his students one by one to be interviewed individually. However, during the interview session, students encounter some serious difficulties particularly, because of its formal nature, and speaking style of the interviewer, in addition to his role; as an assessor and as an interviewer. To eliminate such obstacles, the teacher can use pictures or pre-selected topics, giving time to his learners to reflect and mean while reach his pre-settled objectives.

b. **Live Monologue**

It is an informal type of testing aims to reduce learners' stress and anxiety. In this task, the learners record their performance while speaking about topics from their interests, the positive thing in this test is that the assessment process can take place even after the end of the event.

c. Role plays

It is a well known type of testing speaking the ole can be played either by tester himself or another student. Hence, the effect of the interlocutor is not easy to be eliminated or to be put under control. Role play should be as simple as possible, away from a lot of imagination and complication, and an attempt to simulate events from real life situation.

d. Collaborative Tasks and Discussions

Unlike role play type of assessment, collaborative tasks and discussions do not necessitate a role to perform, but simply, to be them as in real life situation. It is apparent that in role plays exercises, the participants are more likely to influence each other, making the students' communicative skill clear and noticeable.

Conclusion

To conclude, it is no surprise that the majority of EFL learners, speaking fluently is the ultimate goal that they really want to achieve. However, some obstacles may encounter may encounter their process of learning. Thus, attempting to overcome such difficulties is one of the responsibilities of the teacher. This chapter is devoted to discuss speaking skill, starting by some definitions that have been provided by different researchers, it dealt with some activities of speaking skill. Next, it introduced major characteristics of the speaking skill, and its types. Moreover, it provided some elements of speaking skill. Moving later, to the affecting factors of speaking performance. Finally, it dealt with ways and types of spoken test.

CHAPTER TWO: ROLE PLAY TECHNIQUE

Introduction

Introduction

Improving students' speaking skill is indispensable in the field of language teaching and learning, as mastering any language implies the ability to speak it effectively. However the majority EFL learners face different challenges when they speak English. As a result EFL, teachers are required to think about ways and use strategies to enhance students' oral proficiency, one of those techniques can role playing.

The current chapter is devoted to role play technique. It tackles its definition, types, shedding lights on main difference between role playing and simulation. Also, the stages of role play technique. By the end, the relationship between role play technique and speaking skill.

2.1 Definition of Role Play Technique

Role play is a communicative activity where students are asked to perform the role of a certain character in a hypothetical situation aiming to reach particular purposes or aims, as Budden (1998, p.45) declared that "Role play is a speaking activity when you either put yourself in somebody else's shoes, or when you stay in your own shoes but you put yourself into an imaginary situation".

In the same view, role play is defined by Ments (1999) as doing or exactly behaving what another person have done or supposed to do in an imaginary context or circumstances. (p.04). Role play most of the time is a teaching technique used by teachers in foreign language classroom to promote interaction and use target language freely without limitation. Similarly, Ladousse (2004) argued that "Role play is one of a whole gamut of communicative techniques which develops fluency in language students, which promotes interaction in the classroom, and which increases motivation".

As a teaching technique and a communicative activity, role play is implemented by EFL teachers inside the classroom for many reasons. Ladousse (1987, p.06) identified six major reasons behind the use of role play exercises inside classroom which are as follows:

-Students can share and witness new experiences inside classroom, acquiring new vocabularies, and enhancing students' speaking skill thanks to role play technique.

-Students tend to use aesthetic form of language which is more important in developing social relationship that is not a part of the teaching syllabuses.

-Role play is also a very useful and effective strategy for ESP learners' as Harmer (2001, p.275) believed, "Simulation and role-play can be used to encourage general oral fluency or to train students for specific situation especially where they are studying ESP."

-It is a gift for shy students who were not able to use language freely.

-It is an enjoyable activity where students exposed to use language freely and effectively using their imagination and interact in different situation.

-Lastly, role play is considered as a communicative activity that contributes to enhance learners' interaction skill, whether at the level of student students or teacher students.

Harmer (1989, p.353) in the other viewed that role play is fun and motivating. Also, it raises students self confidence and it encourages them to express themselves more freely without hesitation. Since role-play tasks simulate real life circumstances and problems, students are more likely able to use various kind of language than task oriented activities.

2.2. Stages of Role Play Activity

Davis (2006, p.229) affirmed that there are eight main steps of role play exercise to be implemented by teachers inside classroom.

2.2.1. Being informal. Starting Simple

In the first place, the activity must be as simple as possible and takes a short period of time i.e. from five to ten munities. The teacher then can move to the next level of complexity if the first was successful, as Nickerson (2007) reported that

> "A role-play needs to be set up carefully. If the
>
> class has never done one before, it is   wise   to
>
> start small and give the activity clear structure:
>
> It will take more time to set up than when the
>
> class has more experience with role-plays".

2.2.2 Making a compelling scenario

Teachers are supposed to create scenarios that contain problems and compelling issues that can be illuminated through discussion and examination. Here, students are into opposing groups to find a solution to the problematic situation.

2.2.3 Determining the major roles

The teacher by himself or with the help of his students gives cues and guidelines to each role in terms of capacities and restrictions, mainly for fresh learners that have never experienced such activities.

2.2.4 Giving assistance to students to be prepared

Before students start performing the play, the teacher id required to give them information, materials, and assignments to be prepared.

2.2.5. Putting ground rules

This stage is about the things that students are allowed and things that are forbidden to do, also it is about the language use.

2.2.6 Keeping open to the change as the action progress

While the students perform their parts, they take the responsibility of the results that reflect their own choices. The teachers in his turn must act as a coach controlling the situation.

2.2.7 Close of the part play at a high point

If the circumstances do not involve agreements in the view points or a solution to the problem, the teacher has to put an end to the play before it fails.

2.2.8 Debating and summarizing

When the role play ends, the teacher can open a discussion through questions and answers or interview the players about their purposes and the attitudes.

2.3 Role-Play and Simulation

Due to the fact that both role play and simulation appear as similar terms, they are used interchangeably. However, there is huge difference between the two.

Simulation is a teaching strategy used among FL classes; it is an exercise where " the participants keeps their own personalities but take on the job, duties, responsibilities and do the best they can in the situation in which they find themselves" (Jones, 1995, p.18). In other word, when doing such activities students are intended to be creative or perform fictional characters; however, they represent their real role in society, experience, point of views, personality.

Harmer (2007) claimed that

> "In simulations, students act as if they were in real life situation…Role play simulated the real world in the same kind of way, but the students are given particular role. They are told who they are and often what they think about certain subject, they have to speak and act from their new character's point of view" (p.123).

In other words, simulation technique does not take the part of another character, i.e. students preserve their own personality and function in the real world environment, but in role play, students' creativity and imagination are highly needed, taking the role of another personality in a certain situation. Similarly Ur (1999) stated that "In simulations the individual participants speak and react as themselves but the group roles, situation and task they are given is an imaginary one" (p.55). In contrast to what has been said about role play Hyland (1993, p.16) argued that in simulation learners are provided with problem oriented tasks in which they are supposed to solve it keeping their prior knowledge of the subject and the situation. Furthermore Ments (1999) declares that role play is a type of simulation activities that put emphasis on the communication of humans with each other. (p.04). Ladousse (1987, p.5) in his turn argued that simulation is a broader concept in comparison to role play technique which is more complex, highly structured, longer, and changeable.

2.4 Role Play activities

Role play technique has a significant role in the process of FL learning; it allows students to improve their oral proficiency develop, their communicative skills in a comfortable atmosphere, and practice the language in real life situations.

What makes role play technique a successful and effective strategy is that it involves a wide variety of activities where learners are supposed to perform inside the classroom. Littlewood (1955, p.48) proposed three major features of role play technique. Firstly, as a communicative activity used among FL learners to promote interaction and negotiation among each others. As Dorathy and Mahalakashmi (2001) indicated that

> "Role play is very important in teaching English because it gives
>
> students an opportunity to practice communication in different
>
> social context and in different social roles. In addition, it also

allows students to be creative and to put themselves in another person's place for a while" (p.02).

Secondly, role play technique gives worth to the non verbal aspects that enhance communication. Thirdly, discussing the subject matter is a crucial medium for developing learners' communicative competence.

Similarly, Little wood (1955, p. 50) listed some of the widely used role play activities that lead to a better exposure to FL and improve learners ability to speak which are as follows:

•**Role playing controlled through cued dialogues**

Students are required to follow the cues that are printed on separate cards pretending as if they are involved in a real interaction following some needed instructions:

-Listening carefully before making response.

-Guessing what others will say

- Thinking about what are the appropriate words that must be used in this context.

The following is an example of a cued dialogue:

Learner A	*Learner B*
You meet B in the street	You meet A in the street
A: Greet B	A:................................
B:	B: greet A
A: ask B where he is going	A: ....
B:	B: say you are going for a walk
A: suggest somewhere to go together	A: ....
B:	B: reject A's suggestion
	make a different suggestion
A: accept B's suggestion	A: ....

1. B: ....   B: express pleasure

-Role playing through cues and information

   In such activity, teachers provide the participants in the role play exercise with the needed information to respond, but what characterizes such kind of activity is that there is no space for students' creativity, since teachers control the situation of the role play.

-Role Playing through situation and goals

   Students are no longer guided by their teachers; they are the only responsible for the success and failure of the communication aiming to reach particular goals.

•Role playing in the form of debate or discussion:

   Students are tended to discuss a given topic in a particular situation sharing adequate knowledge to reach a final decision.

   Likewise, Thornbury (2005, p.98) suggested different activities of role play technique

- Alibis

   it is an interesting traditional game in which learners in pairs act as criminals or police officers. The two accused students have to find serious excuses 'alibis', and when they prepare their alibis, students at the same time should design set of questions for them. The accused should answer the questions differently from one another otherwise they will be regarded as guilty.

-Shopping Around

   Such kind of exercise is constructed from a repetitive element and different ideas. The class is divided into two halves, the customers and the providers, then the two halves are subdivided into pairs. The circumstance of the activity is varied to suit the participants', and any subject is acceptable. The customer can take the role of a parent looking for certain school stuff to his children, when the customer interviews what he is looking, the provider in his turn

shows him what he needs, then all the pairs should do the same thing. Such activities can be done with large size of classes.

-The Inquiry

In this activity the participants collect evidences and different views about wrong justice decision or shopper complaints. In a team of investigators, the teacher selects the situation which can be house area or disastrous package holiday, miss governed village, when the group deliberate the problem the responsible group should think about has been said to make the counter arguments in the mean while two or three students known as ' the panel or arbiters' make decision.

-The Soap

Learners design, work out, and act a part of a soap opera, the signifance of using soap opera is mainly for getting students able to make up a similar play or story that does not necessitate a smart ending, but it demands involving a detailed information of the characters that they are going to play. Learners are required to work on a good pronunciation and follow the rules of drama techniques to end up with a successful performance. By the end, students have the opportunity to ask questions and makes comments about their colleagues.

Ashok, M. A. (2015, p. 7) Suggest for possibilities which are classified as follow

•It can be done through learning a though, lexicon, idea via participation and involvement of the learners

•role play can works through learners' observation, that is to say watching a constructed role-plays

•Thirdly, through evaluation and the examination of the feedback from students and giving ways for improvements.

•By re-enacting the role that is already performed in the classroom.

In the process of organizing role play activity teachers are obliged to take some basic principles and important guidelines that necessarily lead to what such activities aimed to. For that reason, Baily (2005, p.52) proposed some rules which are classified as follows:

- To tell the students that everybody is going to take part in the activity; this step might help them to be less hesitant.

- To the Provide the students with time for reflection, as well as with some cues and signs to what they do in the play, this again can helps the students to listen the pressure of speaking.

- To divide the class into pairs or groups that work in the planning phase so that the learning would be more funny and enjoyable till the end of the play.

- In a case the students are exposed to role play for the first time, they should be should be given them an image about what the activity is about.

- To give your students a space to do the play in pairs or group, firstly before performing it in front of the audience.

- To be tolerant with the students' oral mistakes, avoiding negative feedback and judgment.

Furthermore, Harmer (2001. p.57) argued that "within the classroom our role may change from one activity to another or from one stage of an activity to another. If we are fluent at making these changes our effectiveness as teachers is greatly enhances". This means that performing different roles inside the classroom enhance the teachers' and the teaching process. In that regard, teachers have many roles when using role play, for that reason Harmer (ibid) attributed many roles of the teachers when working the role play technique. Firstly, the teacher acts as a controller of the situation by giving students advices to organize the play, reading aloud, and transmitting knowledge. Sometimes the controlling role seems un effective for teachers to adopt, however it becomes so useful mainly after introducing the lesson or in the negotiation session.

Second, the organization of various activities is one of the most significant roles that teachers perform inside the classroom such as, giving students instruction and information

about the activity, dividing them into pairs or groups, and closing when the time is over, for effective classroom management, Harmer identified five major skillful ways for the organization role which are listed as follows:

• engaging students in the activity is the first step to organize something through informing them about the nature of the activity, raising their enthusiasm, via telling them that this activity is enjoyable, and what are supposed to do.

• The teacher informs his students about the time devoted to complete that activity.

• After finishing the activity the part of the teacher comes to provide them with feedbacks.

Third, The assessor role is another important role adopted by the teacher during the role played activities which comes in the form of offering feedbacks on the performance , the teacher should informs his students about the criteria of assessment, for they take into account what they can measure. For performing such roles the teacher needs to be sensitive to the possible reaction of the students.

The promoter, in this role the teacher needs to encourage students to participate in the role play activity, and to promote the learners' speaking proficiency as well as their ability to produce the language. In some activities the roles that are discussed above does not work, for example, in the preparation of the presentation, or piece of writing group. The only role that can be adopted by the teachers is the resource of information. However, almost of the time cannot carry everything in his head, in this case he must support his students to use materials such as dictionaries and to be self –dependent. Furthermore, the may act as tutor or guider in as students' long projects, such as preparation of talk or debate with individual or small groups. This role is about the combination of the two afford mentioned roles "resource and prompter", sometimes acting as tutor in large group work do not succeed because of the animate relationship that is implied in the name. Acting as tutor helps the students to feel supported, as well as it enhances the classroom atmosphere.

Moreover, observing what the students do is really so important mainly in oral communicative activities, however, the observing role need to avoid some attitudes from the part of the teacher, for example, the teacher should not too curious in correcting students' mistakes, or writing each single word all the time. Observing should take the two sides: success and failure. When the teacher observes is not only to provide feedbacks to his students, but also to measure the success of his teaching method, lesson plan, to make some regulation in the future.

Since the aim of role play technique is prepare learners to unpredictable situations which may encounter in real life context, discovering the types of role play technique is regarded as one way to achieve such ends. Lee (2015, p.349) classified role play into three types:

•Role plays in which students act they are in real life students. For example, a student inside the classroom is asked to talk about his summer holiday.

•Role plays that are intended to perform a fictional role of an imaginary character or personality.

•Debate or monologue role plays.

Likewise, Byrne (1986) divided role plays into two types:

• Scripted role play:

In this type of role play, learners are more exposed to the interpretation of textbook dialogue or reading text in the form of speech. The main purpose of this type is to convey the language items' meaning in a memorable way, as Juya (2014) claimed that "in practice scripted role play makes the students braver and more interested in involving themselves in speaking and learning activities, because the shy and confident students are well-mixed in role play activity" (p.64). For better understanding Doff (1998, p.234) provided an example of scripted role play as follows:

Angela: Good morning. I want to send a letter to Singapore.

Clerk: yes, do you want to send it by air mail or ordinary mail?

Angela: I think I will send it by air mail. I want it to get there quickly. How much does it cost?

Clerk: to Singapore? That will be 30 pence, please.

Angela: (give to Clerk 50 pence) here you are.

Clerk: here's your stamp, and here's 20 pence change.

Angela: thank you, where is the post box?

Clerk: you want the air mail box. It is over there, by the door

• **Unscripted Role Play:**

Unlike "scripted role play" which relies mainly on textbooks, unscripted role plays depend more on both students' and teachers' well preparation. The learners have the freedom to decide how the conversation should be and what language to use; this is why it is known as "free role-play or improvisation". As an illustration Doff (1998) in his book provides an example to this type of role play:

- One student has lost a bag, he/ she is at the police station.

- The other student is the police officer, and asks for details.

In order to bring out these ideas the teacher could prepare the whole class by :

-Discussing what the speakers might say (the police officer asks the students how

he / she lost the bag).

-Writing prompt on the board to guide the role-play and any key vocabulary.

5.2. Key Benefits of Role Play in English Language Learning

To raise students' interests and motivation, role play activity can be to do so. Tompkins (2001, p.1) affirmed that role play teaching exercise implemented inside classroom that boosts students' motivation to be active participants in the process of learning English. Furthermore, it is an active technique that makes the classroom environment more vivid, and enjoyable and

useful for students to acquire the language easily and freely. Liu and Ding (2009, p.140) supported that stating that "Role-play is an effective technique to animate the teaching and learning atmosphere, arouse the interests of learners and make the language acquisition impressive". Moreover, this technique offers to shy learners the chance to talk and express who they are as well it prepare them to get ready to solve problems similar to real life issues, and develops their verbal skills mainly negotiation, discussion, and persuasion, as well as non- verbal skill such as: body language, facial expression, eye contact, and posture. Furthermore it encourages dependent students to work collaboratively, and acquire new vocabulary through conversational activities; Alabsi (2016) argued that "the use of role-play activities develops communicative skills and students are encouraged to master and enrich vocabulary learning through conversational activities" (p.228). Similarly, Hrerrel and Jordon (1998,p.160) confirmed that vocabulary role play is a strategy used to encourage learners to make connections among their past experiences, the content currently being studied, and vocabulary being used in an unfamiliar way. Students are introduced to new vocabulary and given an opportunity to discuss and use the vocabulary in context through role play. In the same context, Kaovere and Nbaukua (2018) observed that what makes role play technique proved as a successful strategy is that it raises students' self-confidence and enthusiasm; also it develops students' empathy as well as way of thinking (p.6).
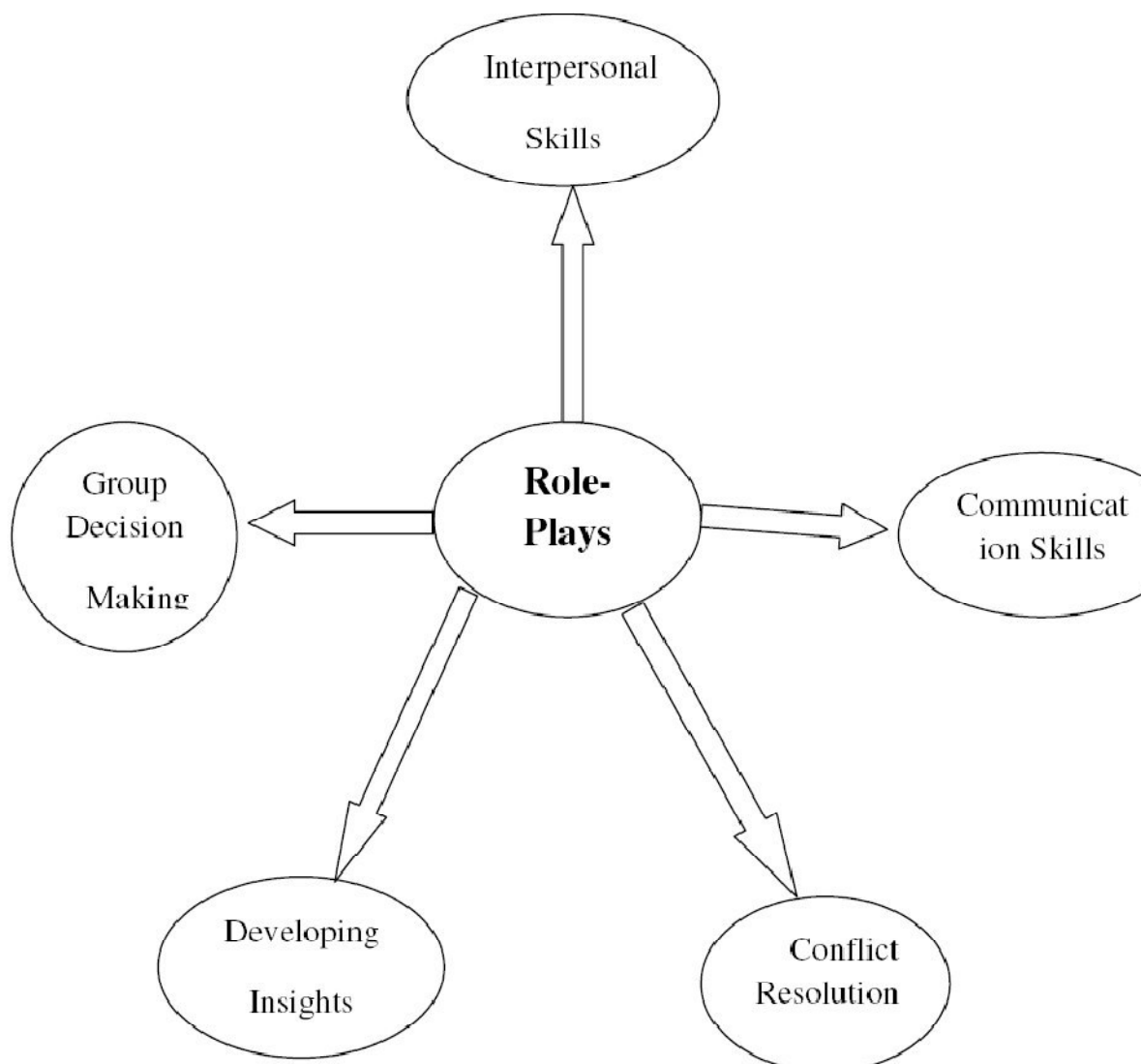
Figure02: Advantages of Role Play

6.2. Relationship between Role-Play and Speaking Skill

Many researchers in the field of language teaching and learning viewed that implementing role play activities inside FL classes enhance learners' oral proficiency, Altun (2015, p.28) supported this view saying that " RPA is useful in that it both enables learners to get exposed to the target language and communicate effectively". That is to say, thanks to role play technique learners are now more able to be involved in the target language and interact with each other successfully. Moreover, via creating speeches in role play activities, students will be trained to speak the target language fluently and develop their ability to communicate

(ibid, p.27). Using role play strategy in oral expression sessions encourages students to perform orally even for those who are unwilling to communicate or interact among each other. Quing (2011) stated that "One technique that can be considered effective to simulate speaking skill is role play. Role play urges students to communicate in a specific context in which students have a role to act" (P.38). This implies that role play is one of the techniques that provide learners with opportunities to interact in a particular situation that is similar to real world circumstances. Taking into account the importance of role play in student's process of learning it urges them to express their emotions and feelings, negotiate the meaning and exchange ideas more freely and confidently facing the stress that usually happens to them when they face the whole class as Ments indicated that "it expresses hidden feelings, students can discuss private issues and problems, enables students to emphasize with others and understand their motivation" (p.13). In addition, role play exercises enrich learners' vocabulary repertoire which they use while discussing a given topic as Herrell and Jordan (1998, p. 160) said that

> "Vocabulary role play is a strategy used to encourage learners to make connections among their past experiences, the content currently being studied, and vocabulary being used in an unfamiliar way. Students are introduced to new vocabulary and given an opportunity to discuss and use the vocabulary in context through role play."

Conclusion

To sum up, introducing role play technique in FL classes can add some kind of enjoyment and pleasure to the learning and teaching atmosphere. Also, implementing role play exercises for teaching English as a FL is in fact very crucial to develop students' oral proficiency and improve their communicative skills.

This chapter we have attempted to shed light on how role play technique can be effective and successful in FL classroom, dealing with its' types, activities, and stages in which teachers must follow. The chapter also tried to clarify the major differences between role play and simulation, and finally we have presented the relationship between role play technique and speaking.

CHAPTER THREE: FIELD OF INVESTIGATION

Introduction

The current research aims to investigate both teachers and students' attitudes towards the impact of role play technique on EFL learners' oral proficiency. To reach this end, first year EFL students and EFL teachers of oral expression course, the department of English at Guelma University have participated to gather their views and preferences concerning the subject under discussion.

This chapter is devoted to what is related to the administration, presentation, discussion, as well as the analysis of the questionnaires' results and findings. The analysis concerns two questionnaires; teachers' and students' questionnaires' that will permit to come to conclusion about the hypotheses of the present study

3.1 Students' Questionnaire

The questionnaire was designed to figure out the perspectives and attitudes of first year LMD students of the Department of English, Guelma University towards the implementation of role play technique in developing EFL learners' oral proficiency.

3.2.1 Population and Sample

The participants of this population are first year students studying EFL at Guelma University during the academic year2018-2019. The whole population consists of 220 students divided into eight groups; however, the sample contains 80 students. This study chose first year LMD students because they are numerous in comparison to the other levels. Furthermore, first year students may have experienced role play technique at a large extinct. Thus, they may provide enough and helpful data.

3.2.2 Administration of the Questionnaire

The questionnaire used in the present study was designed and distributed by the researcher to first year LMD students at the department of English, Guelma University. It was distributed to 80 students. It is worthy to mention that the questionnaire took place in 15 May 2019, and

handed back in the same day. The major obstacles that faced the researcher while distributing the questionnaire was the strikes of university students' because of the political reasons, and the students' careless in answering the questions.

3.2.3 Description of Students' Questionnaire

The questionnaire consists of nineteen questions varied between multiple choice and yes/no questions followed with a concise justification wherever is required, so that, the participants can express their views more freely. The questionnaire is divided into three sections as follows:

Section One: Background Information (Q1 to Q3)

This section seeks to know how many years students have been studying English (Q1), why they chose to study English (Q2), and how they perceive their level in English (Q3).

Section Two: Speaking Skill (Q4 to Q10)

This section aims to identify students' opinions and views regarding the speaking skill. Students were asked to choose their favorite class activity (Q4), whether or not they like speaking, how they find it, and whether or not they participate in oral expression sessions (Q5, Q6 and Q7). In (Q8) students are supposed to say whether they encounter difficulties while speaking or not, and what prevents them from being at ease while speaking in case they respond positively, is there any relationship between the mastery of the language and the ability to speak it, followed by explanation whatever their answer is (Q9), This section ended by (Q10) in which students are asked whether they are motivated to speak English in the classroom, also followed by justification in case they responded negatively.

Section Three: Role Play and Speaking Skill (Q11 to Q19)

Q11 aims to figure out whether students are familiar with role play technique or not. Also, learners are asked about the preferred speaking activities used inside the classroom (Q12), whether their teachers of oral expression use role play, in case they respond positively, how

often (Q13) .In question (14) we requested students to give their opinions in the effectiveness of role play technique. Moreover, (Q15) looks for the learners' opinions towards role play technique and raising students' motivation and self-esteem. Question 16 seeks to figure out the students' preferences during their role play performance, whether they prefer to select the topic by themselves or by their teachers. Question 17 investigates learners' personal attitudes toward the implementation of role play technique in their oral expression sessions, and then they are required to justify their choice. What role played by their teachers during their performance (Q18). Their standpoints about the use role play technique and students' ability to speak (Q19). The last part consists of General Suggestions for students who have something to add, a remark or a comment.

3.2.4. Analysis of the Results

The following sections provide an analysis of the results extracted from the students' questionnaire.

Section One: Back ground Information

Q1: How long have you been studying English?

Table 3.1

Students' Years of Studying English

Options	Number of Students	Percentage
8 years	64	80%
9 years	16	20%
Total	80	100%

Table (3.1) demonstrates that the majority of participants (80%) have been studying English for 8 years. Whereas, (20%) of them responded that they have been studying English

for 12 Years. These results indicate that approximately most of them have succeeded in their academic career without blocking or repeating any year.

Q2: choosing to study English was

a- a personal choice

b- Advised

c- Imposed

Table 3.2

The Students' Choice to Study English

Options	Numbers of Students	Percentage
Personal choice	64	80%
Imposed	8	10%
Advised	8	10%
Total	80	100%

Concerning the students' choice to study English, the majority of them (80%) claimed that studying English at the University was their personal choice, this result can indicate that those students was succeed in studying English. (10%) said that studying English was imposed on them, which may imply that their baccalaureate average does not allow them to choose the field they want. Equally (10%) of the students responded that they were advised to study it.

Q3: Describe your level in English

a- Good

b- Average

c- Less than average

d- I don't know

Table3.3

Students Levels' in English

Options	Numbers of Students	Percentage
Good	43	54%
Average	29	36%
Less than average	8	10%
I don't know	00	00%
Total	80	100%

As it is shown in the table (3.4), the majority of the sample (54%) claimed that they are good in speaking. (36%) said they are average in speaking. Besides, (10%) of the students said that they don't know, and no one (0%) responded that his/her level in speaking is less than average. These results indicate that the majority of the students are satisfied with their level in speaking, which implies that they may practice the language effectively and have opportunities to speak inside the classroom.

Section Two: Speaking Skill

Q4: What is your favorite class activity?

a- Listening   c- Reading

b- Speaking   d- Writing

Table 3.4

Learners' preferences of class activity

Options	Number of Students	Percentage
Listening	20	24%
Speaking	32	40%
Reading	12	15%
Writing	13	16%
a+b	4	5%
Total	80	100%

As shown in table (3.4), (32%) of the participants responded that they prefer speaking activity. This may mean that the activities assigned by the teachers are enjoyable and beneficial, and they practice language effectively via using varied techniques tospeak. (24%) of them replied that they prefer listening activities. Concerning writing activities (16%) of the learners showed their preferences toward the writing activities. Students who chose options (a+b) have an equal percentage of (5%). Only (15%) students chose reading activity, which may imply that those students think that reading activities can be a good vehicle to enrich their vocabulary and widen their imagination (15%).

Q5: do you like speaking?

a- Yes

b- No

Table3.5

Students' Attitudes toward Speaking Skill

Options	Number of Students	Percentage
Yes	62	77%
No	18	23%
Total	80	100%

The response to this question as reflected in table (3.5) reports that (78%) of the sample claimed that they like speaking. This may indicate that speaking can be a way to express their thought, ideas and emotions. However 18, of the respondents representing (23%) indicated that they do not like speaking and this represent the category of introvert students who keep silent most of the time.

Q6: How do you find speaking skill?

a- Easy

b- Difficult

Table3.6

Students' Views about Speaking Skill

Options	Number of Students	Percentage
Easy	62	78%
Difficult	18	22%
Total	80	100%

The table (3.6) shows that the majority of first year students (78%) claimed that they find speaking an easy task. However, those who find speaking difficult represent (22%). From the

results, it is apparent that the majority of the learners find speaking as an easy task, may be because they were motivated to speak, the over use of varied techniques and strategies that encourage speaking and participation, and they have a higher degree of motivation and interst.Hence, the students who viewed speaking a difficult task to do, may be justified by lack of practice, lack of self-confidence, shyness, and hesitation.

Q7: Do you participate in oral Expression session

a- Yes

b- No

Table3.7

Students' participation in Oral Expression Session

Options	Number of Students	Percentage
Yes	62	78%
No	18	22%
Total	80	100%

As far as the results are concerned, the majority of first year students (78%) stated that they participate in oral expression sessions, which may implies the fact they are motivated to speak, because oral expression can more enjoyable session where they can change the routine of other courses. Also, they may feel comfortable to express their thoughts and feelings freely, and it explains that this category of students may not face any obstacles while speaking. (22%) noted that they do not participate in oral expression session and this may have many reasons; those students may not be motivated to speak and participate, may also have low self- esteem.

If no, say why please.

(22%) of the students who said that they do not participate in the oral expression session justified their answers, they are quoted as follow:

"Because am an introvert students".

"Lack of self-confidence".

"Shyness, hesitation".

"I have deficient vocabulary".

"Confusion and stress".

"Am not motivated to speak, non interested topics"

"The fear of making mistakes and teachers' negative feedback".

Q8: Do you face difficulties while speaking

a- Yes

b- No

Table3.8

Students' Difficulties while Speaking

Options	Number of Students	Percentage
Yes	32	40%
No	48	60%
Total	80	100%

The data recorded in table (3.8) revealed that the majority of the respondents (60%) declared that they do not have problems in speaking, which can be explained by their higher motivation and willingness to learn the language, and their mastery to the different aspects of speaking. (40%) of the learners asserted that they do.

If yes, which of the following aspects do you face difficulties in ?

a- Grammar   c- Vocabulary

b- Pronunciation   d- Interference of mother tongue

Table3.9

Students' Aspects of Speaking Difficulties

Options	Number of Students	Percentage
Grammar	8	25%
Pronunciation	2	6%
Vocabulary	10	31%
Interference of the mother tongue	12	38%
Total	32	100%

This question is addressed to the respondents who answered "yes". The results drawn from table (3.9) showed that (6%) of the students' claimed that they find it difficult to speak because of pronunciation Others (31%) face those difficulties because they do not have sufficient vocabulary, so it is hard for them to convey the exact meaning of the message. (25%) of them argued that they encounter difficulties while speaking mainly because they lack grammar knowledge, like using the appropriate tense and important grammar rules. Others (6%) affirmed that they suffer from the interference of the mother tongue like, thinking in Arabic and translating it to English which can be infusing and misleading. The results mean that those students need more practice that enables them to use the language as in real life situations

Q9: do you think that mastering any language is related to the mastery of the speaking skill?

a- Yes

b- N

Table3.10

The Importance of Speaking Skill

Options	Number	Percentage
Yes	46	57%
No	34	43%
Total	80	100%

It is demonstrated that in table (3.10), the majority of the students (57%) indicated that mastering any language is related to the mastery of the speaking skill, and may means that those students are aware about the importance of speaking, and their desire to speak English in a fluent ad accurate manner. Others (43%) affirmed that mastering a language does not necessarily mean that she/he should speak it, may imply their preferences to the other language' skills.

Q10: Are you motivated to speak English in classroom?

a- Yes

b- No

Table3.11

Students' Motivation to Speak inside the Classroom.

Options	Number	Percentage
Yes	46	57%
No	34	43%
Total	80	100%

As it is apparent from the results of the table (3.10), (57%) of the students claimed that they are motivated to speak English inside the classroom, this may be due to the varied

techniques and activities implemented inside the classroom that push them to be to take part in the teaching/ learning process in one hand, and to practice the language in the other hand. Still (43%) of them stated that they are not motivated to speak inside the classroom.

If no, say why please?

(34%) of the students who answered this question have different reasons some of their answers are quoted as follows:

-"because of the crowded classroom"

-"lack of vocabulary"

- "non interesting topics (not up to date)"

-"they are weak in speaking".

Section Three: Role Play and Speaking Skill

Q11: Are you Familiar with Role Play Technique?

a- Yes

b- No

Table3.12

Students' Familiarity with Role Play

Options	Number	Percentage
Yes	54	77%
No	26	33%
Total	80	100%

The obtained data reveal that the majority of first year students (77%) are familiar with role play technique, so we can deduce that most of the learners are more likely to show positive attitudes towards this technique, Whereas, only (33%) students of the population declared that they are not familiar with role play technique. This may be because they have

not practiced role play technique before, or they practice it and they are not aware about its name.

Q12: Which of the following aspects do you enjoy best?

A- Role-play   c- Free talk   e- Interviews

b- Discussion   d- Group work

Table3.13

Students' Preferred Speaking Activity

Options	Numbers of Students	Percentage
Role play	35	44%
Discussion	15	19%
Free talk	20	25%
Group work	10	12%
Interviews	00	00%
Total	80	100%

Table (3.13) indicates that (44%) student opted for role play, (25%) students have chosen free talks. About (19%) of the participants said that they enjoy discussion, whereas (12%) of the informants' go for group work, and no one opted for interviews. This entails that majority of the students prefer role play technique, because it may help them to have opportunities to practice English in different situations and context. Moreover, it can be more enjoyable in comparison to other activities.

Q13: do your teachers of oral expression use role play technique?

a- Yes   b- No

Table3.14

The Use of Plays in Classroom

Options	Numbers of Students	Percentage
Yes	54	77%
No	26	33%
Total	80	100%

Table (3.14) demonstrates that a large part of the learners (54%) declared that their teachers use role play technique in classroom. These results consolidate the results of (Q11) that students are familiar with role play technique considering it as effective technique to develop students speaking skill. The rest of them (33%) do not. May be their teachers have alternative techniques to promote their students' speaking skill.

If yes, is it:

a- Always   c- Frequently

b- Sometimes   d- Rarely

Table3.15

The Frequency of the Use of Role Play Technique inside Classroom

Options	Number	Percentage
Always	40	50
Frequently	10	12%
Sometimes	18	23%
Rarely	12	15%
Total	80	100%

(40%) of the respondents reported that they perform role plays always, and this may be explained by the efficiency of this technique during oral expression courses that may be represented in raising students motivation to communicate and interact as in real life situation ,and overcoming the famous students' obstacles that hinder their speaking like, shyness, hesitation………etc. (23%) stated that role play technique is used from time to time, may be because the teachers use other techniques such as; dialogues, communicative games. Moreover, (15%) Students responded that teachers rarely use role play, may be because the time allotted to oral expression session is not enough. Finally, (12%) assumed that they use role play frequently.

Q14: how can role play be helpful for learners?

Table3.16

Learners' views about the benefits of role play technique

Options	Number	Percentage
Increase their communication skill	24	30%
Raise students' motivation	8	10%
Raise students' self-confidence	44	55%
Breaks the ice of fear	4	5%
Total	80	100%

The response to this question as reflected in table (3.16) shows that out of 80 students, (55%) of them viewed that the aim behind using role play technique is more related raising students' self-confidence, through alleviating anxiety and fear. Others (30%) claimed that role

play boost student's communication skill, since it is seen as one of the activities that can promote speaking, and give them a chance for collaborative work. (10%) of them believe that role play raises students' motivation. Few learners (5%) have chosen answer (d) stating that role play helps them to break the ice of fear and anxiety.

Q15: does role playing increase your motivation and self-esteem?

a- Yes

b- No

Table3.17

Learners' Views about the Use of Role Play Technique in Increasing Motivation and Self-esteem.

Options	Number	Percentage
Yes	68	85%
No	12	15%
Total	80	100%

It is clear from the table (3.17) above that 68 students representing (85%) agreed that the implementation of role play activity increases their motivation as well as self-esteem. Still 12 students (15%) disagreed on this idea, claiming that such activity does not motivate them. This can indicate that teachers do not use techniques that help and motivate students to speak at the same time.

Q16: during your play performance do you prefer:

a- Choose your topic

b- Your teacher who select the topic

Table3.18

Students' Preferences Concerning the Topic of the Play.

Options	Number	Percentage
Choose your topic	65	80%
Your teacher who select the topic	16	20%
Total	80	100%

Regarding the findings exhibited in the table (3.18), almost all the learners (80%) responded that during their role play performances they prefer to choose topics of their interest, because it gives them time to revise everything, commit few mistakes, feel relaxed, and perform the play very well. Whereas only 16 (20%) learners responded that they prefer to be assigned the role selected by the teacher, may be they prefer to evaluate their ability of speaking, or to be more spontaneous.

Q17: do you think that this technique is appropriate to be used always?

a- Yes

b- No

Table3.19

Students' Views about the Implementation of Role Play Technique

Options	Number	Percentage
Yes	64	80%
No	16	20%
Total	80	100%

Table (3.19) demonstrates that the majority of the learners (80%) agreed that role play is appropriate to be used always in oral expression sessions. This can simply imply that may help them feel at ease, enlarge their imagination, creativity, and bring real life contexts inside the classroom. Yet (35%) of them do not agree, this may mean that it makes them embraced and shy to speak in front of their classmates.

Whatever your answers, say why please

(52-65%) of the students who answered by "yes" justified their answers, and they are quoted as follows:

-"Because it improves students' oral proficiency"

 -"Enjoyable activity"

-"It makes us productive"

-"It gives us more space and freedom to practice the language"

-"It reduces psychological problem of speaking"

(28-35%) of the students who answered by "No" justified their answers by:

-"It creates routines in classroom".

-"Waste of the time"

Q18: during your performance your teacher works as

a- Corrector   c- Monitor

b- Guider   d- Facilitator

Table3.20

Teachers' role during Role-Play performance

Options	Numbers of Students	Percentage
Corrector	10	12%
Guide	40	50%
Monitor	18	23%
Facilitator	12	15%
Total	80	100%

It is seen from the table (3.20) that (40%) of the students said that the teacher acts as a corrector of the students' mistakes, while performing the play. (25%) considered that the role of the teacher is to guiding the students. Also, some of them (20%) indicated that their teacher plays the role of monitor of the plays' performance. Only (15%) of the students stated that their teachers facilitate the process of the learning. This leads to the conclusion that teachers have a great role in the success of learning process in general, and role play performance in particular and a positive impact to make a better academic achievement.

Q19: As an EFL, do you think that the use of role play technique may develop your ability to speak?

a- Yes

b- No

Table3.21

Learners' Opinion about Role Plays Technique on Improving Speaking Skill

Options	Number of Students	Percentage
Yes	64	80%
No	16	20%
Total	80	100%

It is indicated in table (3.21) that the majority of students (84%) assumed that the use of role play technique enhances their speaking skill. Those respondent may think that implementing role play can help them to take part in the activity, create more conformable and enjoyable learning atmosphere, and allow them to practice the language as in real life contexts. Also it may help them to develop and enrich their vocabulary knowledge. Whereas, (16%) claimed negatively, i.e., role play does not enhance their speaking skill. Those who said so, can be introvert, shy students who find it difficult to be involved in any types of speaking activities.

Any further suggestions or points of views are welcome.

Unfortunately, no one answered this question.

Summary of Results and Findings from Students' Questionnaire

The data collected from the questionnaire that is administered to first year students gave clear perception in drawing conclusion about the students' attitudes towards the speaking skill, role play technique, and the impact of the later on developing the former. Thus, it can be said from the students' questionnaire confirms the hypothesis of this work. In section one (background information) indicated that the majority of first year students have chosen to study English at the university, so this may clarify that they have positive attitude towards studying EFL. When students asked about the years they have been studying English, the

majority of the informants (80%) responded that they spent 8 years studying English .However, minority (20%) of the students added that they have 10 years, which clarifies that the majority of first year students, neither repeated nor blocked the year. This may be attributed to the students' interests in learning English

In the second section of the questionnaire (Speaking) students are asked to describe their level in speaking (Q6); the majority of the learners responded that they find it easy. From findings of the analysis, we realized that the majority of the learners are motivated to learn the English language (Q10-54) and this due to many factors such as: creating friendly environment, varied techniques to promote speaking, interesting and up to date topics to be discussed.

In section three, the analysis revealed that most of the first year learners (57%) are familiar with role play technique as it is shown in **question 11.** Furthermore, the majority of students are aware about the effective impact of role play. Most of them agree that role play technique has positive outcomes on developing students' oral proficiency, breaking the ice of fear, anxiety and embracement, practicing the language as in real life situations, enriching vocabulary, raising creativity, imagination, as well as self confidence. This latter indicated that the teacher involvement in the teaching and learning process is vital, and necessarily leads to better results

Finally, the results drawn from the students' questionnaire show that the majority of first year students have a positive attitudes towards the implementation of role play technique, and its role in promoting their speaking skill.

3.2. The Teachers' Questionnaire

The main aim of teachers' questionnaire is to collect data about the attitudes of teachers of oral expression at the department of English, University of Guelma, towards the role of role play technique to develop EFL learners' oral proficiency.

3.2.1 Population and Sample

Teachers of oral expression module (those who are teaching oral expression in the current year as well as those who taught it previously), at the department of Letters and English Language, University of Guelma are chosen to be the second population by the researcher to gather information about the topic under investigation.

3.2.2 Administration of the Questionnaire

The questionnaire used in the present study was designed and distributed by the researcher to teachers of oral expression, at the department of English, Guelma University. It was distributed to 20teachers, and only 15 of them answered it. It is worthy to mention that the distribution questionnaire took place in 15 May 2019, and handed back in the same day. Some of the teacher accepted warmly to answer while others did not hand back the questionnaire that they were given to answer, which was mainly due to work preserve and time constraint. The major obstacles that faced the researcher.

3.2.3 Description of the Teachers' Questionnaire

This questionnaire is divided into three major sections consisting of 16 questions varied between open/ended questions where teachers are kindly asked to provide some justifications or explanations to their answers, and multiple choice questions, in which they which are supposed to tick their choice from a number of choices.

Section One: Background Information (Q1- Q4)

This section is composed of three major question aimed to gather information about the participants' degree, their experience of teaching English language in general and teaching oral expression module in particular. Those questions in Q1, Q2, Q3 respectively.

Section Two: Teaching Speaking Skill (Q5-Q10)

This section involves five questions about speaking skill. It seeks information about teachers' views about their students' level in speaking (Q5), the obstacles that may hinder

students while speaking (Q6), the major aspects of teaching speaking (Q7), whether or not teachers motivate their students to speak (Q8), the type of activities used by the teachers to encourage his students to speak (Q9), and finally, factors affect students performance (Q10).

Section Three: Role Play Technique and Speaking Skill (Q11-Q15)

This last section is the most significant as it provide with a clear picture about teachers' attitudes toward the use of role play technique and its relationship with speaking. It consists of 4 questions about the two variables (role play technique and speaking skill). Q11 permits to figure out teachers' preferences of the activities that they use inside the classroom. Then, in Q12 teachers are asked whether or not role play helps in overcoming students' shyness. The teachers' preferences between the two types of plays "well prepared role", "spontaneous role" (Q 13). Q14 is an open ended question whether teachers are asked about the obstacles they face while using role play technique. Finally, they are asked about the effectiveness of role play; whether it develops students' oral proficiency or not (Q15), then they have to justify their answers.

2.2.4 Analysis of the Teachers' Questionnaire

The following sections provide an analysis of the results extracted from the students' questionnaire.

Section One: Background Information

Q1) please indicate your degree:

a- B.A

b- M.A

c- Ph.D

Table3.22

Teachers' Qualification

Options	Number of Teachers	Percentage
B.A	0	0%
M.A	12	80%
Ph.D	3	20%
Total	15	100%

As it is noticed from table (3.23), the majority of the informants being asked have a magister degree (80%). (20%) with PH.D degree and no one responded with B. A degree. This indicates that the teachers are qualified in the field, and can give effective assistance to students to develop and enhance their level

Q2) how long have you been teaching English?

Table3.23

Teaching English Experience

Options	Numbers o Teachers	Percentage
From 5 to 10 years	5	33%
From 10 to 15 years	8	53%
From 15 to 20 years	2	13%
Total	15	100%

It is clear from the table 21 that the majority of the teachers (53%) have been teaching English at the University for 10 to 15 years, which indicates that they have a rich experience and are knowledgeable enough in the domain of teaching and learning, hence, can meet their students' lacks and needs. Five of them have spent from 5 to 10 years teaching English

at the University. However, only (13%) of the participants have experienced with from15 to 20.

Q3) how long have you been teaching oral expression?

Table3.24

Teachers' Experience in Teaching Oral Expression

Option	Number of Teachers	Percentage
From 1 to 5 years	4	27%
From 5 to 10 years	6	40%
From 10 to 15 years	5	33%
Total	15	100%

The results drawn from table show that (40%) of the teachers have taught oral expression module for 5 to 10 years. While the others (33%) selected from 10 to 15 years. However, only (27%) of the teachers declared that they spent from 1 to 5 years teaching oral expression module. This means that the majority of the teachers can deal with this module effectively and have the necessary knowledge about the different techniques, strategies, and methods to teach speaking.

Section Two: Teaching Speaking

Q4) are you satisfied with your students' level in speaking?

a- Yes

b- Somehow

c- No

Table3.25

Teachers Opinions' about their Students' Level in Speaking

Options	Numbers of Teachers	Percentage
Yes	5	33%
Some how	7	47%
No	3	20%
Total	15	100%

When teachers are asked if they are satisfied with their students level in speaking, (47%) of the sample, which means that nearly half of the teachers selected "somehow". (33%) of the participants responded with "Yes", and only (20%) asserted that they are not satisfied with their students' level in speaking. This means that those teachers may face difficulties when dealing with their students.

Q5) do you face any difficulties in teaching speaking?

a- Yes

b- No

Table3.26

Teachers' Encountered Difficulties While Teaching Speaking Skill

Option	Number of Teachers	percentage
Yes	5	33%
No	10	67%
Total	5	100%

According to the results from table (3.26), almost the majority of the teachers (67%) responded that they do not encounter difficulties while teaching speaking. This can be

because of their students' willingness and motivation to learn the language, and the teachers' command in teaching speaking, however, (33%) of the informants said "Yes"

If yes, mention some of them please

This question is in accordance with the precedent question. It was asked to figure out the major obstacles that face the teachers of oral expression module while teaching speaking, their responses are quoted as follows:

-"Students sometimes uninterested in the given topics"

-"The time allotted to oral expression sessions is not enough"

-"Domination of some good students over the whole class"

-"Students capacity, fear, anxiety, low self-confidence, lack of vocabulary, lack of practice"

-"Learners usually show unwillingness to speak; they commit so many mistakes even at high level. For example: grammar, sentence structure."

-"Introvert students."

Q6) what is the major aspect that you concentrate on when teaching speaking?

a- Pronunciation

b- Interactive communication

c- Accuracy

d- Fluency

Table3.27

Major Aspects to Concentrate on when Teaching Speaking

Options	Number of Teachers	Percentage
Pronunciation	3	20%
Interactive communication	6	40%
Accuracy	3	20%
Fluency	1	7%
Accuracy+ Fluency	2	13%
Total	15	100%

As the table indicates, that there is equilibrium of the two aspects of teaching speaking in the teachers' answers which are: pronunciation (20%) and accuracy (20%).only one teacher opted for the accuracy (7%). Two teachers (13%) chose both accuracy and fluency (c+d), while the majority (40%) of the participants' selected interactive communication.

The results imply that the majority of the teachers put more emphasis to teaching interactive communication since it is the major concern in Fl teaching.

Q7) do you motivate your students to speak English inside the classroom?

a- Yes

b- No

Table3.28

Teachers' Motivation to their Students to Speak

Options	Number of Teachers	Percentage
A	15	100%
B	0	0%
Total	15	100%

All teachers without exception (100%) said that they motivate their students to speak English inside the classroom. This motivation can be manifested in using varied speaking activities, positive feedback and tolerance with students' mistakes.

If yes, how do you motivate them?

Teachers provided different answers concerning the way they motivate their students. They are quoted as follows:

- "using songs, pictures cued dialogues".

-"free talks"

-"discussing interesting topic from daily life".

-"Positive feedback and good remarks"

-"creating comfortable classroom atmosphere, engaging them in debates, avoiding overcorrection".

-"Assigning creative classroom performance,opt for games which I consider highly useful to motivate them to speak".

Q8) which of the following encourages your students to speak?

a- Individual work

b- Pair- work

c- Group- work

Table3.29

Teachers' Preferred Activities to Encourage Students to Speak

Options	Number of Teachers	Percentage
Individual work	3	20%
Pair-work	2	13%
Group-work	10	67%
Total	15	100%

The results shown in the table (3.29) are as follows: (67%) of the teachers viewed that working in group encourages the students to speak, where students can exchange ideas and point of views and help each other. (20%) opted for individual work and only (13%) of the teacher chose pair-work. The two last choices may be to ensure effective and precise assessment of the work.

Q9) do your students show interest in your speaking class?

a- Yes

b- No

Table3.30

Students' Interests about the Classroom

Options	Number of Teachers	Parentages
Yes	15	100%
No	00	00%
Total	15	100%

As it is seen from table (3.35), all the teachers (100%) affirmed that their students show interest in their class. This may be attributed to students' motivation to learn a FL,

comfortable classroom environment, teachers' role and desire to use whatever means to enhance their students' performance.

Q10) which of the following factors affect your students speaking performance?

a- Cognitive factors

B- Affective factors

c- Performance factors

Table3.31

Factors Affecting Speaking Performance

Options	Number of Teachers	Percentage
Cognitive Factors	1	6%
Affective Factors	4	26%
Performance Factors	10	70%
Total	15	100%

The responses given by the respondents to question (Q10) as shown in table (3.31) indicated that the majority of the teachers (70%) reported that performance is considered as the main factor that is responsible for their students speaking performance. While (26%) teachers believed that it is the affective factor, which is represented in anxiety, stress and shyness. Finally, only one teacher that viewed that students' cognitive factor hinders students' ability to speak.

Section Three: Role Play Technique and Speaking

Q11) which of the following activities do you prefer to use?

a- communicative games   b- Role plays

c-group- work   d- Information gaps

e- Discussion

Table3.32

Teachers' Preferred Types of Activity

Options	Number of Teachers	Percentage
Communicative Games	6	40%
Role plays	4	27%
Group- work	3	20%
Information gaps	0	00%
Discussion	2	13%
Total	15	100%

The responses given by the respondents to this question as shown in table above (3.32) indicated the majority of the teachers' (40%) preferred communicative game activity. This can be mainly because those games are enjoyable and motivating, hence, urge students to speak. Nevertheless, some teachers (27%) showed preference toward role play activity in teaching speaking, while only (20%) teachers opted group-work activity, then two teachers selected discussion activity. No one of them prefers to use information- gap activity to teach student speaking. This can be interpreted that teachers want to be at ease with their students starting by the simple and then moving to the difficult.

Q12) do you think role play can be "good cure" to overcome shyness?

a-   Yes   b- No

Table3.33

Teachers' views about Role Play as technique to Overcome Shynes

Options	Number of Teachers	Percentage
A	15	100%
B	00	00%
Total	15	100%

All teachers with no exception viewed that role play is a successful technique to cure students' affective problems, mainly shyness. Hence, it can be said that the use of role play technique may give good results in the teaching process specially in speaking class

Q13) which is better for students, to play a:

a- well prepared role

b- Spontaneous role

Table3.34

Teachers' Preferences of the Type of Role Play

Options	Numbers	percentage
A	2	13%
B	13	87%
Total	15	100%

It is apparent from the results obtained from table (3.34) that approximately all the teachers (87%) prefer to use spontaneous role play to encourage students' creativity and enlarge their imagination. Only two teachers (13%) prefer using well prepared role. And this may be attributed to the short time allotted to oral expression session.

Q14) what are the difficulties that you face when you use role play technique?

   As a response to this question the participants provided the following difficulties when they implement role play technique, they are quoted as follow:

-"Large number of the learners, lack of interests, time management".

-"Some psychological barrier like fear, anxiety, shyness, low motivation, lack of self-confidence, low self- esteem, hesitation…………………etc".

-"Choosing "boring/ too serious subjects" this would distract the attention of the audience".

-"Lack of interest in the role".

-"The inability to learn dialogues by heart".

15) Do you think that role play strategy can develop your students' speaking abilities?

a- Yes

b- No

c- Not sure

Table3.35

Teachers' Opinions about the Effectiveness of Role Play Technique

Options	Number of Teachers	Percentage
Yes	100	100%
No	0	00%
Total	15	100%

   As demonstrated in table (3.35), all the teachers (100%) confirmed the effectiveness and the importance of role play technique as a teaching technique in developing learners' oral proficiency. This response can clarify their positive attitude toward role play and its benefits in enhancing students' level of communication and using the language successfully.

Whatever your answer, please provide some justifications

The respondents gave justifications to their answers some of them quoted as follows:

-" Since the student prepares well the text that he should perform, he is going to learn new words and vocabulary, his fluency in speaking will be improved, his communication skill can be improved too".

- "Some practice the learners will get into the role and a situation which makes him forget about his shyness and difficulties and feels compelled to measure up the requirements of the role".

-"It limits the domination of some good students because every student will have a role to play by his/her self".

-"It can be a good remedy for some psychological barrier like, fear, anxiety…………etc".

-"Prepares the learners for the situation that may encounter in real life situation".

-"If a student is assigned a role then he will be obliged to play. This affects positively his performance and he would not stay passive".

-"It enables them to practice the language and allow them to express their ideas and views with each other".

-"Chance for collaboration and be in charge of their learning".

Q16) any further suggestions or opinions are welcome………………………………..

Only four teachers answer this question, their responses are quoted as follows:

-"It would be better not to assign roles, but rather to let the students choose and play the role they like".

-"Teaching English at primary school".

-"Use songs and YouTube videos".

-"The teachers should use varied strategies to promote students' speaking skill, Encourage students to make mistakes and ask questions"

Summary of Results and Finding from Teachers' Questionnaire

From the gathered data which are obtained from the teachers' of oral expression questionnaire, it can said that the majority of them have a rich experience in teaching English in general, and teaching oral expression module in particular. According to the majority most of the teachers confirmed that their students face difficulties while speaking mainly because of their performance factor and some other psychological problems like anxiety, lack of self-confidence, inhibition, hesitation, interference of the mother tongue. Furthermore, all the teachers declared that they encourage their students to speak English inside the classroom through using different strategies like discussing up- to date topics, providing students with positive feedbacks, creating relaxing and friendly classroom environment, and others. Besides, we notice that the teachers' preferred type of activity is communication games in the first position then role play in the second position. From the teachers responses to the questionnaire can be declared deduce that the informants are strongly aware about the effectiveness and the importance of role play as a technique and pedagogical strategy to cure students' shyness, increase their motivation and self- confidence, enrich their vocabulary, practice the language through involving them in different situations which they may encounter in real life environment and finally develop their communicate competence. During the implementation of role play technique the majority of teachers prefer spontaneous role play because they think that it helps students to be more creative and widen their imagination, prepare them to situation which they may encounter in real life context, and enrich their vocabulary.

Also, it is worth noticeable from our sample replies that they encounter some obstacle while implementing role play among them is time constraints , large classes , and introvert students who refuse to perform the play whatever the results was.

Finally, teachers agreed that role play is a chance to improve and develop students' oral proficiency to a large extinct.

Conclusion

To sum up, all the previously mentioned findings of both teachers' and students' questionnaire show that the use of role play technique inside the classroom foster students' oral proficiency, increase their motivation, overcome shyness, fear and develop their communicative competence. Therefore the obtained data helped to strengthen the previous settled hypotheses of this research work that role play is an effective teaching technique to promote speaking skill.

General Conclusion

1. Concluding Remarks

 The current study aims at investigating teachers' and students' attitudes towards the role of role play technique to foster and develop students' oral proficiency. Two questionnaires have been administered, one for the teachers of oral expression module and one for the students of first year L.M.D, at the department of English, at Guelma University. From the finding and results of questionnaires, it has been noticed that speaking is a difficult and that difficulties that encounter students are the results of the lack of practice, lack of self-confidence, and some other psychological problems like anxiety, shyness…. Etc. Also it has been noticed that as a teaching technique and a pedagogical tool, teachers use role plays to promote students' speaking ability, develop their communicative competence, and enlarge their knowledge of vocabulary

2. Pedagogical Implications

To Teachers

1. Teachers need to put much emphasis on improving and developing students speaking ability and communicative competence.

2. Among the other skills, speaking is the most important skill in order to learn and master any FL. According to Nunan (1991), "to most people, mastering the art of speaking is the single most important factor of learning a second or foreign language and success is measured by the ability to carry out a conversation in the language" (p.39).

3.   Teachers should provide their students with a space of freedom to discuss and talk about topics from daily life context.

4. Teachers should use varied techniques that foster their students' oral proficiency like: role plays, discussion activities, communicative games……… etc.

5. When students make mistakes, teachers should tolerate with them, and provide them with positive feedbacks to learn from their mistakes.

6. Teachers need to motivate their students through creating friendly comfortable atmosphere.

7. Teachers should take into consideration their learners' individual differences, and learning style.

8. Teachers should treat their students fairly and equally with no biased, and should involve all of them in the activity.

9. During the implementation of role play, teachers should let the learners free to choose topics from their interests.

10. From time to time the teacher should take an active part in the performance of the play to make his students feel more relaxed.

11. Providing students with more time to study the oral expression course.

To Learners

1. Students should not hesitate when their teachers ask them to answer or speak.

2. Students need to think positively, and not be afraid to commit mistakes because no one is perfect.

3. Students should be highly motivated and believe in themselves and in their abilities, and show interest.

4. Students must not rely on what the teacher uses in the classroom to learn but there are other effective ways like: songs, YouTube videos, games …………etc.

6. They need to take an active role in the teaching process, not only passive observers.

3. Limitations of the Study:

It is obvious that in the process of conducting any research a number of limitations always encounter the researcher. The first is the strikes of the students which lasted about three weeks, this problem hindered in the distribution the questionnaires and the collection of data

for the practical chapter. The second limitation is teachers of oral expression course were not enough to answer the questionnaire. Furthermore, the sample used to answer the questionnaire showed somehow reluctance and answer the questions that need justifications or explanations.

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Appendices

Dear students,

The present questionnaire is designed to collect data for a work, carried out at the department of letters and English language at Souk Ahras University. It aims at investigating the relationship between developing EFL learner's oral proficiency and the use of role play technique. Your answers will be of great help to our work; as such we hope that you give us your attention and interest.

Thanks in advance. Please tick your choice in the corresponding box (es) or write your full statement when it is necessary.

Sonia BELKHIR

Department of Letters and English Language.

Faculty of Letters and Languages.

University of 08 Mai 1945 Guelma.

Section one: General back ground information

Q1) how long have you been studying English?

……….. Years.

Q2) choosing to study English was

a- a personal choice

b- Imposed

c- Advised

Q3) describe your level in English

a- good

b- Average

c- less than average

d- I don't know

Section Two: Speaking Skill

Q4) what is your favorite class activity?

a- listening ☐   c- reading ☐

b- Speaking ☐   d- writing ☐

Q5) do you like speaking

a- Yes ☐

b- No ☐

Q6) how do you find speaking skill?

a- easy ☐

c- Difficult ☐

Q7) Do you participate in oral expression session?

a- yes ☐

b-no ☐

If no, say why please?

……………………………………………………………………………….

Q8) do you face difficulties while speaking?

a- yes ☐

b- No ☐

If no, say which of the following aspects you face difficulties?

a- grammar ☐

☐

b- Pronunciation

c- Vocabulary

d- Interference of the mother tongue

Q9) Do you think that mastering any language is related to the mastery of the speaking skill?

a- yes

b-no

Whatever your answer, please explain?

……………………………………………………………………………………….

Q10) Are you motivated to speak English in class room?

a- yes

b- No

If no please say

Section three: Roles Play and Speaking Skill

Q11) Are you familiar with role play technique?

A-Yes

b- No

Q12) which of the following activities did you enjoy best?

a- role play

 b- Discussion

c- Free talk

 d- Group work

e- Interviews

Q13) do you your teacher of oral expression use role play technique?

a- Yes ☐ b- No ☐

If yes, is it:

a- always ☐ b-frequently ☐

c- Sometimes ☐ c- rarely ☐

Q14) how can role play be helpful for learners?

a- increase their communications skill ☐

b- Raise students' motivations ☐

c- Raise students' self- confidence ☐

d- Breaks the ice of fear ☐

Q15) Does role playing increase your motivation and self-esteem?

a- Yes ☐ b- No ☐

Q16) during your play performance do you prefer:

a- choose your topic ☐

b- Your teacher who select the topic ☐

Q17) Do you think that this technique appropriate to be used always?

a- Yes ☐ b- No ☐

Whatever your answers, say why

please…………………………………………………………………………………….

Q18) during your performance your teacher works as

a- corrector ☐ c- monitor ☐

☐ ☐

b- Guider   d- facilitator

Q19) As an EFL, do you think that the use of role play technique may develop your ability to

speak?

a- Yes
☐

b- No
☐

I f you have any further suggestions or point of views, please write them down………………

……………………………………………………………………………………………………

……………………………………………………………………………………………………..

Teachers' Questionnaire

Dear teachers,

The present questionnaire is designed to gather data for a research work carried out at the department of letters and English language at Guelma University. It aims at exploring your views about the relationship between developing EFL learners' oral proficiency and the use of role play technique. Your answers will be of great help to our work.

Please tick your choice in the corresponding box (es), or give your full answer whenever necessary.

Thank you very much for your collaboration

Sonia BELKHIR

Department of Letters and English Lang

Faculty of Letters and Languages.

University of 08 Mai 1945 Guelma.

Section one: General Information

Q1) Please, indicate your degree:

a- B.A

b- MA

c- Ph.D

Q2) How long have you been teaching English?

.... Years.

Q3) How long have you been teaching oral expression?

....years.

Section Two: Teaching Speaking

Q4) Are you satisfied with your students' level in speaking?

a- Yes

b- Somehow

c- No

Q5) Do you face any difficulties in teaching speaking?

a- Yes

b- No

If yes, mention some of them please

....

....

Q6) What is the major aspect that you concentrate on when teaching speaking?

 a- Pronunciation

 b- Interactive communication

c- Accuracy

d- Fluency

Others, please specify

……………………………………………………………………………………………………

……………………………………………………………………………………………………

Q7) Do you motivate your students to speak English inside the classroom?

a- Yes

b-No

If yes, how do you motivate them?

....

....

....

Q8) Which of the following encourages your students to speak?

a- Individual work ☐

b- Pair-work ☐

c- Group-work ☐

Q9) Do your students show interest in your class?

a- Yes ☐

b- No ☐

If no, what do you think the reasons are?

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

Q10) Which of the following factors affect your students speaking performance?

a- Cognitive factors ☐

b- Affective factors ☐

c- Performance factor ☐

Section Three: Role Play Technique and Speaking

Q11) Which of the following activities do you prefer to use?

a- Communications games ☐

b- Role plays ☐

c- Group work ☐

d- Information gaps ☐

e- Discussion ☐

Others please specify...

....

Q12) Do you think Role-play can be a 'good cure' to overshyness?

a- Yes

b- No

Q13) Which is better for students, to play a:

a- well prepared role.

b- Spontaneous role.

Q14) What are the difficulties that you face when you use Role Play technique?

………………………………………………………………………………………………

………………………………………………………………………………………………

Q15) Do you think that role play strategy can develop your students' speaking abilities?

A-Yes

b-No

c- Not sure

Whatever your answer, please provide some justifications

………………………………………………………………………………………………

………………………………………………………………………………………………

……………………………………………………………………………………………

Q16)   Any   further   suggestions   or   opinions   are

welcome...

....

Résumé

La présente étude a pour objet d'étudier les attitudes des enseignants et des étudiants vis-à-vis de l'utilisation de la technique du jeu de rôle pour développer les compétences orales des étudiants au département d'anglais de l'Université de Guelma. Parler est considéré comme une compétence cruciale qui requiert l'attention et l'intérêt des apprenants et des enseignants également, car les étudiants de langue anglaise rencontrent encore des difficultés lorsqu'ils parlent et ont différentes causes. Afin d'explorer la question de ce travail, deux questionnaires différents ont été administrés à quatre-vingts étudiants de licence de première année et à quinze professeurs de module d'expression orale. L'analyse des résultats des deux questionnaires a montré que les enseignants et les étudiants manifestaient une attitude positive à l'égard de l'importance de la technique du jeu de rôle, non seulement pour développer les compétences orales de leurs étudiants, mais également pour augmenter leur confiance en eux-mêmes, la pratique de la langue comme une réalité. contexte mondial et à réduire leur réticence à parler. En conséquence, il est recommandé d'utiliser de manière intensive la technique du jeu de rôle et d'autres types d'activités similaires pour atteindre l'objectif de parler un langage clair, précis et fluide.

ملخص

تهدف هذه الدراسة إلى دراسة مواقف المعلمين والطلاب من استخدام تقنية لعب الأدوار في تطوير الكفاءة الشفوية لدى الطلاب في قسم اللغة الإنجليزية بجامعة قالمة. تعتبر المحادثة مهارة حاسمة تحتاج إلى اهتمام واهتمام بين المتعلمين والمدرسين أيضًا ، حيث لا يزال طلاب اللغة الإنجليزية يواجهون صعوبات أثناء التحدث وأسباب مختلفة. لاستكشاف مشكلة هذا العمل، تم تقديم استبيانين مختلفين إلى ثمانين طالبًا من رخصة السنة الأولى وخمس عشرة مدرسًا من وحدة التعبير الشفهي. أظهر تحليل نتائج الاستبيانين أن كلا من المعلمين والطلاب أظهروا مواقف إيجابية تجاه أهمية تقنية لعب الأدوار ليس فقط في تطوير الكفاءة الشفوية لدى طلابهم، ولكن أيضًا في زيادة ثقتهم بأنفسهم وممارسة اللغة كما هي في الواقع. السياق العالمي، وفي الحد من ترددهم في الكلام. وفقًا لذلك ، يوصى باستخدام أسلوب لعب الأدوار وأنواع الأنشطة المشابهة بشكل مكثف للوصول إلى هدف التحدث بلغة واضحة ودقيقة وطلاقة.