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The Impact of Implementing Role Play Activities in Oral Classes to Develop EFL Learners' Speaking Skill:

The Case of First Year LMD Students of English at SALHI Ahmed University Centre in Naama

Dissertation Submitted to the Department of Foreign Languages as a Partial Fulfillme of the Requirement for the Degree of Master in Linguistics.

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Abstract

People from all over the world tend to learn foreign languages especially English language, since it has become a lingua franca for the sake of communication with other users of English. Therefore EFL teachers sought to provide EFL learners with great opportunities to improve their speaking skill through the application of several and enjoyable activities that give life and vitality to oral classes that is generally found boring and theoretical. Moreover, EFL teachers should select tasks that can be helpful to reduce the difficulties which prevent EFL learners from expressing and participating in oral sessions. Among these activities, 'Role Play' can be the most suitable communicative activity that increases learners' motivation and communicative ability. The main objective set out this research is to test the effectiveness of using role play during oral sessions in enhancing EFL learners speaking skill. It deals with first year LMD students at Salhi Ahmed university centre in Naama. The main research tools that are used are a questionnaire submitted to teachers and another questionnaire for students. The gained results have revealed the great importance of role play activities and proved the effectiveness of role play activities in enhancing the learners' fluency and speaking proficiency.

Dedication

My dedication is for my parents, who gave me their trust, support and encouragement. Especially my mom who is always praying for my success.

My dedication is for my older brother Mohammed Amine and my dear brother Sofiane for their support and help whenever I was in need.

Special dedication goes to my little brothers:

Mohanned Chamse Eddine, Yacine Alae Eddine and Adem.

To the memory of my friend Saadi Assia, who I wish she is here with us.

To all my friends and my classmates, with whom I shared beautiful and unforgotten memories.

To all those who love me.

ACKNOWLEDGEMENTS

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General Introduction

Teaching English as a foreign language becomes a difficult challenge and a big responsibility due to the importance of English language. Nowadays, English is the language of communication and technologies; the matter that requires an active interaction of both teachers and learners to reach a high level of English language proficiency. Therefore, mastering English language is about mastering its four skills. Speaking is one of those skills that learners aim to develop the most for the sake of being able to communicate effectively and successfully. However, EFL learners view speaking a hard task for various reasons ; that is why EFL teachers try to provide opportunities for those learners to practice and exposure to language through adopting suitable and helpful communicative activities.

Role play is considered one of the useful tasks to teach speaking skill because it offers an enjoyable and comfortable learning atmosphere as well as increasing learners' motivation and break their psychological barriers for better practicing the language.

In this regard, this research attempts to shed light on the importance and the effectiveness of applying role play activities in EFL oral classes as it seeks also to investigate the difficulties that learners face during oral sessions. Additionally, this research aims to answer the following main research questions:

1- What are the difficulties that prevent EFL learners from improving their speaking skill?
2- What are the effects of using Role play activities on EFL learners' speaking skill?
3- How can Role play activities contribute to enhance EFL learners speaking skill?

The hypotheses that may answer the above research questions are as follows:

1- The difficulties may refer to many factors as anxiety, the fear of making mistakes, poor vocabulary and wrong use of grammar rules etc.
2- If EFL teachers implement role play in their oral classes, then the learners' motivation and degree of fluency may be increased, it may also encourage the students to remove the speaking impediments.

3- Role play brings real life situation into the class so that it may help the student to discuss and speak about different topics that may upgrade their ability to communicate fluently and accurately in their real life.

This research work is conducted to test the validity of the above hypotheses. The aims behind conducting this research are first of all to see the impact of using role play during oral session on developing EFL learners' speaking skill, .

The present research consists of two parts. Theoretical one, which constitutes the literature review of the study. Thus, the first chapter is devoted to the speaking skill, its definition, its difficulties, its relationship with listening skill and how it is taught in addition to its importance in the learning process. Moreover, this part is also concerned with connecting teaching speaking with role play by focusing on role play definition, reasons of adopting it, how it is conducted and ending with mentioning role play advantages and disadvantages. While the second chapter is totally practical because it deals with the research methodology, research participants, research tools that are used to conduct this work as the questionnaires for both teachers and learners, and also deals with data collection which will be analyzed both quantitatively and qualitatively, then it will be interpreted. Hence, this chapter seeks to answer the research questions by confirming or disconfirming the proposed hypotheses and it concludes with providing some suggestion and recommendations for better use of role play activities.

1.1.   Introduction

The main goal that EFL learners aim to achieve is the ability to easily and successfully communicate with other users of English language as well as expressing fluently. However, most of EFL learners face many difficulties in speaking. To this regard, EFL teachers try to provide authentic materials to teach speaking skill and create a comfortable atmosphere during oral expression sessions and also help the learners to break the psychological barriers and encourage them to engage in the learning process. Besides, teachers look for activities that raise students' motivation and make the speaking lesson more enjoyable so that all learners will be involved and have equal chance to practice the language; that is why role play can be considered as the most effective speaking activity. In this respect, the following chapter is devoted to the theoretical part of the research work, that present the main previous views which deal with using role play activities in teaching speaking skill.

1.2. Speaking Skill

In order to define speaking skill it is needed to understand first what is meant by the term 'Speaking'.

1.2.1. Speaking Definition

Speaking has several meanings; it is generally the ability to communicate orally by uttering sounds. Up to Oxford Advanced Dictionary definition, speaking is to express or communicate opinions, feelings, ideas, by or as talking and it involves the activities   in the part of the speaker as psychological (articulator) and physical (acoustic) stage. Besides this, Widdowson (1978:58) stated that **"Speaking has two meanings, first it refers to the manner in which language is manifested, and second, it refers to the manner in which language is realized as communication"**. Many other educators and experts defined speaking in different ways. Some of them are cited as follows:

According to Chany (1997:42) **"speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols in variety of context"**. Likewise Burms and Loyce (1997:42) describe speaking as **"An interactive process of**

constructing meaning that involves producing and receiving and processing information". In the same vein, Suwandi (2009:08) added that **"It is a form of oral correspondence between the speaker and the hearer in transforming ideas for reaching the goal of communication".**

To sum up all the previous views, speaking is a means by which the speaker can convey messages and express his/her thought, feelings and perspectives in forms of verbal items and sounds.

1.2.2. Speaking as a Productive Skill

Speaking is one of the four language skills; listening, speaking, reading and writing. Widdowson (1978:57) classified speaking as a productive skill besides writing, because it involves language production. To go deeper, Nunan (2003: 64) views that **"Speaking is a productive oral skill. It consists of producing systematic verbal utterances to convey meaning and it is the way in which we express or exchange thought and feelings through using language".**

From the above definitions, it can be said that speaking is an important skill that EFL learners should master since it is considered as the key for effective and successful communication. Though, it seems to be the most difficult skill student may learn because it requires sufficient practice.

1.2.   Difficulties of Learning Speaking Skill

There are many obstacles which cause learners' failure in speaking as much as hinder them from progressing in their speaking level. According to Brown and Yule (1983:25) **"Learning to talk in the foreign language is often considered as one of the most difficult aspects of language learning"**. Thus, EFL learners find speaking a hard task for the following listed reasons.

1.3.1. Shyness, Anxiety and Low Self-confidence

Many students have doubts about their abilities and competences due to the wrong believe that they have a low level. This can be called as low self-esteem or low self-

confidence, which is considered one of the factors that causes speaking inhibition, besides the fear of making mistakes and being criticized by classmates or even by the teacher. Moreover, shyness and anxiety are among the psychological barriers that complicate the learning process in general. According to Harmer (2007:345**) "students are reluctant to speak because they feel shy and not able to express themselves in front of their classmates mainly when the teacher asks them to talk about their personal experience and opinion".**

1.3.2. Poor Vocabulary

Nation (2001:129) stated that **"If receptive vocabulary is rather limited learners can hardly put receptive vocabulary knowledge into use"**. In other terms, learners who have inadequate English vocabulary list will certainly face problems in engaging in oral communications.

1.3.3. Grammar Mistakes and the Wrong Use of Grammar Rules

This point mainly related to the linguistic interference which can results either in a correct language production called 'Positive Transfer' or errors known as 'Negative Transfer' which occurs when the speaker transfers items and structures that are not similar in both first language and second language. For Larsen (2001:34:41**) "It is rather difficult for EFL learners to transfer the correct grammar to their speaking"**.

1.3.4. Thinking in the Mother Tongue

In this case, learners try to use some expressions of the target language in accordance with norms and culture of their mother tongue. Labo (1957:02) indicated that **"Individual tends to transfer the forms and meaning and the distribution of forms and meaning of their native language and culture to the foreign language and culture"**.

The preceding points summarize the most known barriers that consequence EFL learners' hesitation towards speaking.

1.4. The Characteristics of the Good Speaker

There are some features that determine the degree of speaking proficiency which EFL teachers should take it into consideration before deciding the favorable techniques and methods to be applied for a successful teaching process. Those features can be ranged as follows:

1.4.1. Fluency

It is generally known as the ability to talk freely and in a flexible way without hesitating or stopping. Hedge (2000:54) indicated that **"Fluency means; speaking easily, smoothly, naturally and reasonably quickly without lot of pauses and stops"**. In a similar manner, Richard et al (2016:36) added that **"Fluency is a range of features that gives the speech the characteristics of normality and naturality, such as native like use of pausing, rhythm, intonation, stress, rate of speaking and the use of interjection and interruption"**.

1.4.2. Accuracy

According to Yuan and Ellis (2003:02) **"Accuracy in speaking is the extent to which the language produced conforms to the target language norms"**. In other words, accuracy is about the degree of correctness of grammar rules, grammar usage, pronunciation and the appropriate use of words (vocabulary). So, it is mainly related to the know-how to use language rules in a conversation without committing mistakes.

1.4.3. Grammar

Referring to Hughes views (2002 cited in belhabib, 2015:15) **"Grammatical accuracy refers to the ability to use the grammatical structures in appropriate way and situation"**. This means that learner should be aware not just of grammar rules but also of the right usage of them depending on the meaning needed to be conveyed and the case used in it.

1.4.4. Vocabulary Range and Selection

As the title implies, it is the knowledge of huge list of word and their meanings. As it is necessary to be capable to select the suitable word appropriately to the nature of the topic, the audience and the setting in which the discourse takes place. Wilkins (1972:111:112) stated that **"Without grammar very little can be conveyed, without vocabulary nothing can be conveyed"**, i.e. having a sufficient vocabulary range is the key element of communication. Lewis (1997:89) argued **"Lexis is the core or heart of language"**.

1.4.5. Pronunciation

In Oxford Learners' Pocket Dictionary, pronunciation refers to the way in which a language or a particular word is spoken. In addition, Zhiqin (2013:111) warned that **"Mispronouncing a single sound causes listener's misunderstanding"**. So it is necessary for learners to be aware of the right pronunciation of words before using them because it may influence the meaning of the word.

In short, developing speaking proficiency means developing all these five components; fluency, accuracy, grammar, vocabulary range and selection and pronunciation.

1.5. The Relationship between Speaking Skill and Listening Skill

The teacher should not neglect that there is a correlation between listening and speaking skill since speaking appropriately depends on a comprehending spoken input. Brown (2001:267) pointed out that **"From a communicative, pragmatic view of the language classroom, speaking and listening are closely intertwined. More often, curricula that treat oral communication skill will be simply relabeled as a listening /speaking courses"**. Harmer (2007:46) stated that **"Human communication is a complex process. People use the language when they want to express or inform someone about something and it is necessary for them to be listeners and speakers for effective communication"**, i.e. being a good speaker of a language is to be primarily a good listener.

1.6. Teaching Speaking Skill

Many linguists and EFL educators believe that 'interaction' is the effective way of learning speaking. Communicative language teaching is the most successful approach to reach that objective since its emphasis is not only on the linguistic competence but rather on the communicative competence, and what EFL learners need the most to know is how to communicate using the adequate social language. CLT focuses on real-life situation that requires communication. According to Allen and Widdowson (1978:123) **"There is a need for new approach to language teaching which will shift the focus of attention from grammatical to the communicative properties of language in order to show the student how language system is used to express scientific facts and concepts".**

1.6.1. Overview of Communicative Language Teaching Approach

According to Lindsay and Knight (2006:20), Communicative Language Teaching (CLT) traced back to the 1960's.It is an approach of language teaching that sees language more than as a system of rules, rather than as a resource for making meaning. According to this approach, learning a language is mainly to learn how to use language correctly and appropriately during communication in real life situations. Moreover, as Richards and Rodgers (2001:155) stated, CLT puts much emphasis on communicative competence, and it attempts to enhance the teaching process of the four skills. In addition, Larsen-Freeman (2000:126) added that in CLT, the focus is put on communication rather than the mastery of the structure of language.

1.7. The Goal of Teaching Speaking Skill

The main goal of teaching speaking skill is to help students reach a high level of communicative proficiency and efficiency. Meanwhile, for Harmer (2007:123) **"The main purpose for getting student to speak in the classroom is to enable them to produce the language automatically as well as to make them autonomous users of the target language"**. In other words, through the continuous practicing of speaking activities, students will become able to speak and communicate accurately and   fluently without very much conscious thought and without any difficulties.

1.8. The Importance of Teaching Speaking Skill

As it is mentioned before, speaking is a means of communication and interaction and it is also a way of conveying meaning. Rivers (1968:120) point out that **"Through talk, student explore and come to understand ideas and concepts, identify and solve problems, organize their experience and knowledge and express and clarify their thought, feelings and opinions"**. Otherwise, Harmer (2007:167) argued **that "It is very important to keep using and practicing the target language in classroom in order to ameliorate the students' capability of using it not only while learning but rather outside the classrooms"**.

1.9. Role Play

EFL learners may encounter many difficulties in speaking due to the lack of practicing. As a solution to this problem, the teacher tries to choose and imply various communicative activities that give learners the chance to better practicing the language. Hence, role play is considered one of the helpful communicative activities used in teaching foreign languages for the purpose of developing EFL learners' speaking skill.

1.9.1. Role Play Definition

According to Oxford Dictionary, 'Role play' is acting out of the part of a particular person or character; for example, as a technique in training and psychotherapy. Many educators and experts defined role play in various manners. Beginning with Fry, Kitteridge and Marshall (1999 as cited in Morga, 2012:06) **"Role play is a planned learning activity where participants take on the role of individuals representing different perspectives to meet specific learning objective"**. Ur (2000:131) also said that **"Role play includes all sorts of activities where learners imagine themselves in a situation outside the classroom, sometimes playing a role of someone other than themselves and using language appropriate to this new context"**. With similar ideas Ladousse (1987:3) stated that **"Role play activities range from highly controlled guided conversations at one end of the scale , to improvised drama activities at the**

other; from simple rehearsed dialogue , to highly complex simulated scenario”. From Hyland (1993:16) point of view, **“Role plays are often set up to practice particular language function in a highly controlled context and are relatively simple and short”**. Another definition is proposed by Scrivener (2005:155) **“In role-play, learners are usually given some information about a ‘role’ (e.g. a person or a job title). These are often printed in ‘role card’ .learners take a little preparation time and then meet up to act out a scene using their own ideas, as well as any ideas and information from the role card”**

To sum up all the previous perspectives, it is needed to say that role play is an activity used in oral sessions ,where students are required to perform different roles following a written dialogue about several topics and situations similar to what the learners may experiences in his/her daily life

1.9.2. Types of Roles in Role Play

Depending on Laddouse (1997:13) view, there are two main types of roles in role play:

a. Real Roles: are roles which correspond to a real need in the students’ lives, this category involves such roles as doctor dealing with patients , a television journalist, problem solving and also it tackles issues related to society, education, culture …etc.

b. Fantasy Roles: or as it named surreal roles which are fictitious and imaginary such as acting out a scenario of a fiction stories.

1.10. Reasons for Choosing Role Play

Role play is chosen as one of the effective tasks in teaching speaking for the next reasons:

- Role play enable student to practice communication skills. Ur (2007:09) stated that **“The use of role play has added a tremendous number of possibilities for communication practice’’**

- It is an enjoyable as well as an effective teaching strategy. Ladousse (1987:7) argued that **"Perhaps the most important reason for using role play is that it is fun"**. Thus Salandanan (2008:85) declares that **"Role play is one of the teaching strategies that are action filled and fun guaranteed"**.

- It is a suitable technique to encourage shy learners to speak. Ladousse (1987:7) stated that **"Role play helps many shy students by providing them with masks"**.

- Role play is a technique that gives students a positive power to interact with the other classmates and learn. Tamber and Mester (2007:85) claimed that **"Role play is such a vivid and enriching instructional tool, unlike the other traditional methods used to teach speaking, role play makes student more active"**.

- By role play activities EFL learners can experience conversations in different situations that may be encountered outside the class walls. Laddouse (1997:6-7) stated that **"A very wide variety of experience can be brought into classroom through role play"**. Though this way a bridge can be built to connect what learners accomplish in the classrooms and what they hope to do with their target language either in their life or their careers.

- Role play increases learners' motivation and makes them more interested to listen, as Sabry (2016:112) argued **"These roles provides students with authentic situations in which make their interest alive and enable them to be better listeners"**.

- Role play is the best example of the collaborative work because it involves at least two students, according to Harmer (2007:116) **"Through collaborative work, students learn to share responsibility and such a classroom interaction patterns promotes cooperation which help the classroom to be a more likeable place"**

- Role play supports the group-based learning which promotes interaction among the students and minimizes the teacher's talking time as Harmer (2007:117) said **"group-based learning changes the interactional dynamics in the classroom and increase the students' talking time"**.

1.11. How to Implement Role Play

Role play is an activity that provides students with a variety of social roles ,in which the teacher puts learners in a particular social context giving them information about who and what they are pretended to do. Hence teacher may support them with some relevant vocabulary that help them act better, here the teacher may ask a student to act a given scenario, conversation or dialogue; for example, the teacher asks one student to play the role of a police officer while asking another student to do the role of a citizen who wants to file a complaint about a theft in a police station. According to Gaudart .H (1990:238) **"The most common form of role play is to select a dialogue, often an extract for listening comprehension, assign parts to the students and get them to read the dialogue aloud with the teacher's correction of pronunciation errors"** .

1.12. Steps of Conducting Role Play Activity

Chesler and Fox (1966:51, 52) suggested five main steps for the implementation of role play in oral class, which can be summarized as follows:

a. **Warming up:** Teacher gets his/her students ready to participate in a role play. Teachers take into account their students' background knowledge to prepare the stage for a successful lesson delivery. Bransford, et al. (1999: 10) warned that **"If a student's initial ideas and beliefs are ignored, the understandings that they develop can be very different from what the teacher intends"**

b. **Defining the situation:** Teacher select the topic and explain the situation that role play will handle. Rivers (1968:134 cited in Belehbib, 2015: 15) recommended that **"Teachers select appropriate, interesting and attractive topics which are related to their students' real-life situations to stimulate them to participate and to get rid of boredom"**. Beside this, the topic chosen should be relevant to the learners' needs and interests so that it will be their first motive to participate.

c. **Explaining the participants' roles:** Teacher gives the students a dialogue or scenario written on role cards, to get red then choose their parts depending on their tendency and interests.as Ur (2000:132) suggested **"Participants are given a**

situation plus problem or task as in simulation, but they are allotted individual roles, which may be written out on cards". Here the role of the teacher is to control the learners' work by giving them relevant information and direction and equipping them with the needed materials.

d. **Explaining the audience role:** The class members who do not have parts in the activity are asked by teacher to observe how the participants are acting and take notes that can include faults, grammar mistakes and pronunciation errors.

e. **Performance:** Learners act out the scenario and each student has the opportunity to perform his/her role following the given script, and the teacher guidance.

f. **Discussion:** This stage is a meeting or forum for both participant and audience to discuss and find solution for problems and difficulties.

g. **Evaluation:** This is considered as the most important stage where the learners can give feedback ,remarks and comments about the performance and also suggestions can be accepted .Role play activity can be concluded by a test for students .So that the teacher can evaluate his/her students' understanding about what has been done in the performance.

1.13. Advantages of Using Role Playing Activities in Teaching Speaking

- Role play imitates real-life situations and this consequently widens the range of language functions used by learners. As well as it gives a great opportunity for EFL learners to practice the target language. Hattingh (1998:307) argued that **"Role play can stimulate a conversation situation in which students find themselves and give opportunity to practice"**. Likewise, Ladousse (1987:6) stated that **"The overall aim of role play is to deal with the unpredictable nature of language"**.

- Role play improves students' discourse fluency and promotes students' interaction. According to Ladousse in Allan Makey (1987:7) **"Role play is one of the whole gamut of communication techniques which develop fluency, which promote interaction in the classroom and which increases motivation"**.

- It builds self-confidence as Laddouse (1987:10) declared **"Role play is a means of increasing students' motivation, engagement and confidence"**.

- Role play enhance student vocabulary range and grammar rules usage, according to leoplod and Shapiro (2012) **"Students improve the acquisition of vocabulary and grammar structures and promote natural language use via role play"**.

- Kenneth (2008:05) added some of the positive impacts of role play on EFL learners**; "Role play improves communicative skill, creativity, increase social awareness, independent thinking, verbalization of opinions, development of values and appreciation of the art of drama"**, i.e. role play allows the learners to develop and practice new behavioral skills because it is a sort of drama.

- Role play as a technique shifts the teaching and learning process from teacher-centered to learners-centered.

1.14. Disadvantages of Misusing Role Play

Despite all the above-mentioned advantages of the use of role play activities; this latter has some drawbacks in case of misuse. VenMents (1999) stated that **"A successful role play technique depends on the quality of tutor and the student"**, that is to say; teacher should not forget that the main objective of role play is to enable student to use the language in their real life so they should select topics that reflect the real issues and situations and guide learners while they are designing the role play script and make sure that will be realistic to avoid performing a surreal play due to the imagination of learners.

1.15. Conclusion

This chapter was devoted to the theoretical ground of this research. It provides an overview about the impacts of using and integrating of 'role play' in EFL classrooms. It reviews speaking skill, its relation with listening and the difficulties that encounter students during oral session in addition to the main characteristics of the successful speaker and it also tackled the definition of role play from different perspectives. It also highlighted the reasons behind using role play activities in oral expression classes in addition to the way of implementing role play activity within the lessons and its types. It

presented also the advantages and disadvantages of the misuse of role play in EFL classrooms. The next chapter will tackled the practical part of this research work, where data will be gathered through the use of two different questionnaires addressed to both teachers and students. Then the obtained data will be analyzed and the result will be discussed and interpreted in order to draw clear conclusions about the impact of using role play activities on enhancing EFL learners' speaking skill.

2.1. Introduction

The previous chapter dealt with the theoretical part of this research work which presented a review of related literatures to role play and speaking skill. On one hand, the first chapter tackled speaking as a productive skill, including some definitions of speaking. Then, it dealt with the main difficulties that cause learners' hesitation towards speaking as well as it identified the main characteristics of the competent speaker. It also described the relationship between speaking skill and listening skill and the way of teaching speaking skill. In addition, it shows the goal of teaching speaking and its importance. On the other hand, the first chapter addressed role play activities, its definitions and its types. Then it highlighted some reasons behind implementing role play activities in teaching speaking, in addition to the benefits of using role play to build up learners' communicative ability. Finally it cited the consequences of misusing role play activities. This chapter will deal with the practical part of this research paper. It is devoted to the discribtion of the research instruments and the informants' profilesin addition to the analysis and the interpretation of data collected through questionnaire submitted to teachers and another questionnaire to learners .Then it shedlights on the main conclusions and results, and it concluded by providing some suggesttions and Recommendations .

2.2. Research Design

The main concern of the current research work is to investigate the constraints which imped EFL learners from developing their speaking skill. Moreover, the study attempts to explore the effects of using role play activities on efl learners speaking skill as well as it aims to explore the way through which role play can contribute to enhance EFL learners' speaking proficiency .Therfore, an exploratory case study were adopted.

2.3. The Sample population

This research work deals with first year LMD students at Salhi Ahmed university centre in Naama in the academic year of 2018/2019. As a matter of fact, the informants have been randomly chosen from about ninety (90) students to respond to the research instrument addressed to them sinse it is not possible to study the whole population. The

selected sample includes fifty (50) students, they represent the whole population and they are the reflection of EFL learners in Salhi Ahmed university centre . In addition. This study involves 4 teachers, all of them are teaching oral expression module at Salhi Ahmed university centre.

2.3.1. Teachers' Profile

The study involves four (04) teachers of oral expression module, all of them are females and they were selected depending on their period of experience in teaching , since the majority of them are teaching oral expression for eight years in Ahmed Salhi university centre. In addition, the teachers have been chosen to respond to the questionnaire because they have already dealt with teaching speaking skill and also applied different communicative activities including role play activity.

2.3.2. Students' Profile

The participants in this study were first LMD students at Salhi Ahmed university centre in Naama in the academic year of 2018/2019. They are fifty (50) students from two different groups contain thirty seven (37) females and thirteen (13) males. Their ages varies between 18 years old and 21 years old. The reason behid choosing first year LMD students is that they are in the level where role play activities are adopted in oral classes. Hence, they are mindful about the difficulties encountred in oral expression sessions so they can provide adequate information through expressing their opinions and atittudes towards the use of role play activities for improving their speaking skills.

2.4. The Research Instruments

The present work was conducted through the use of questionnaires addressed to both first year LMD students and EFL teachers in Salhi Ahmed university centre in Naama .The questionnaire is a common tool used by researchers to collect information concisely and precisely. It is a collection of numerous questions which can be closed, open and multiple choice questions. Brown (2001:06 cited in Dornyei, Z. 2007: 101) defined questionnaire as **"any written instrument that present the respondents with a series of questions and statements in which they are to react either by writing out**

their answers or selecting from among existing answers". The collected data from the two questionnaires will be analyzed both quantitatively and qualitatively then it will be interpreted.

2.5. Teachers' Questionnaire

Concerning teachers' questionnaire, it is handed to four (04) teachers who are teaching oral expression module at English language department in Ahmed Salhi university center, attempting to reveal their point of view of the speaking problems of learners and also to see if teachers are using English role play activities within their oral lessons and also to know how can role play activities contribute in raising leaners' motivation and developing speaking proficiency. The questionnaire is divided into two parts; part one which is concerned with general information about the participants, and part two which is composed of ten questions including; close ended questions, open ended questions were spaces were left for their perspectives and things associated to their teaching experiences, and then multiple choice questions. The results of the questionnaire will be analyzed qualitatively and quantitatively.

2.6. Students' Questionnaire

The questionnaire is designed for first year LMD student at the English language departement in Ahmed Salhi university centre, in order to obtain data concerning students opinions about the learning situationa and their attitudes towards the application of role play in EFL oral classes. The questionnaire is devided into two parts; part one concerned with personal information of the respondents,and part two consistes of mainly three types of questions; closed ended questions, multiple choices questions and also open ended questions to give the learners the chance to say their opinions and express themselves.

2.7. Data Analysis of Teachers' Questionnaire

The questionnaire is used for the sake of collecting data from the answers of the teachers. After the collection of data from the answers of the questionnaire, the analysis will be as follow:

- **Part One: General Information**

Question One: Teachers' Gender

Teachers were asked about their gender in order to differentiate between males teachers and females teachers.
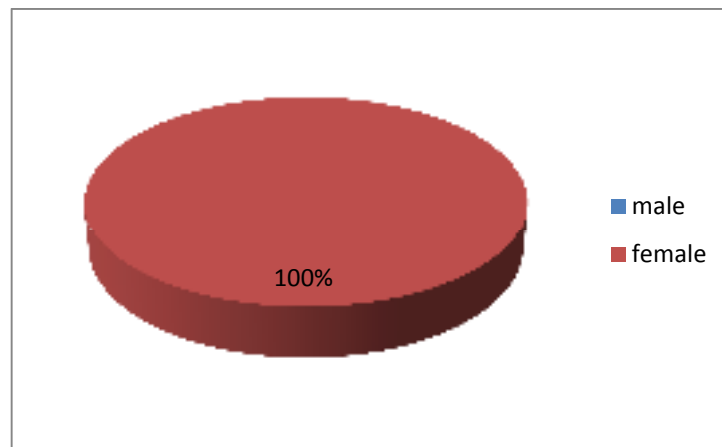
Pie-Chart 2.1. Teachers' Gender

As the pie-chart shows, 100 % of the teachers that were asked are females.

Question Two: Teachers' Period of Teaching Oral Expression Module

In the second question teachers were asked about the period during which they are teaching oral expression module. The aim of this question is to differentiate between experienced and less experienced teachers.

Bar-Graph 2.1.Teachers' Experience in Teaching Oral Expression Module

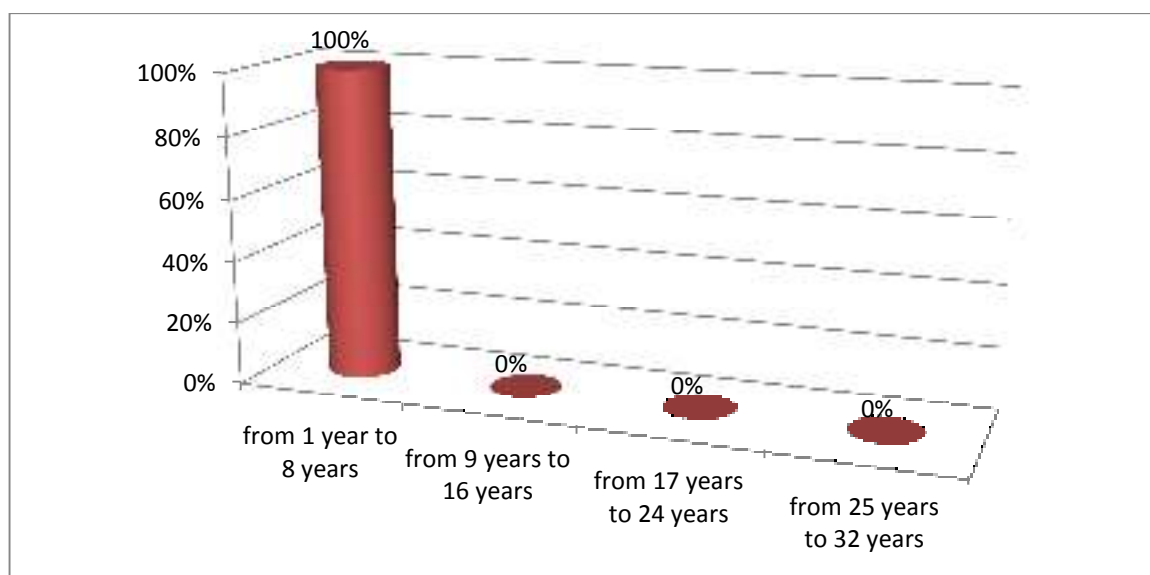As it is shown in the bar-graph above, 100% of teachers are teaching oral expression from 01 year to 08 years.

Question Three: Teachers' Agreement on the Speaking Skill Importance for EFL Learners

The third question is a multiple choice one, in which the teachers were asked if they agree or disagree with the idea that speaking skill is the most needed skill for EFL learners which they should work on and develop it. This question seeks to show the importance of speaking skill for EFL learners and to reveal that EFL learners must pay attention to this skill and put much emphasis on it besides the other skills of language in order to improve their oral performance.
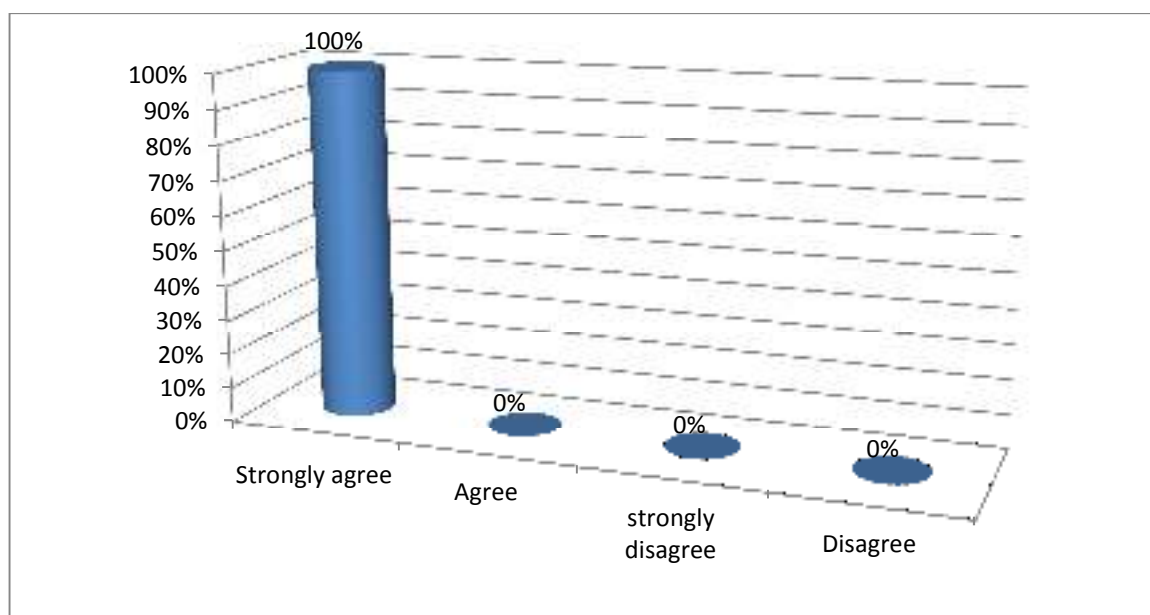
Bar-Graph 2.2. Teachers' Agreement on the Speaking Skill Importance for EFL Learners

As it is noticed in the previous bar-graph, all teachers answered alike. They totally agreed that speaking is the most needed skill for EFL students to be developed.

Question Four: The Factors That Could Make Speaking a Hard Task for Most of EFL Learners

The fourth question is an open ended question, in which teachers were asked about the factors that could make speaking a hard task for most of EFL learners. This question is designed to identify the difficulties that EFL learners may encounter during speaking, and also to discover the obstacles that impede the speaking process for most of EFL learners.

From the results obtained, teachers have noted several problems that may hinder EFL learners from speaking, which is categorized as follow:

> ➢ Linguistic problems (lack of linguistic competence), such as lack of vocabulary ,low flow of ideas, grammar mistakes , pronunciation difficulties and also difficulties in understanding the target language.
> ➢ Problems related to behavior and psychology, such as fear of making mistakes, fear of criticism and fear of talking in front of audiences . It is

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mainly related to stress, shyness, anxiety, low self-confidence, self-deprecation, hesitation and also to the difficulty to work in groups and interact with the others.

➢ Problems related to strategies and techniques used by the teacher such as adopting useless tasks and activities, inappropriate selection of topics for discussion and uninterested subjects, not forgetting the fact that EFL learner are insufficiently exposed to the target language besides the lack of practicing and training.

Question Five: Teachers' Frequency of Using Role Play Activities in Their Oral Classes

For the question number five, it is a multiple choices one, in which teachers were asked about the frequency of using role play activities in their lessons by providing them with four possibilities that are as follow: often, always, sometimes, or rarely. The aim of this question is to observe the awareness and the interest of the teachers in applying role play activity and the frequency of using it.
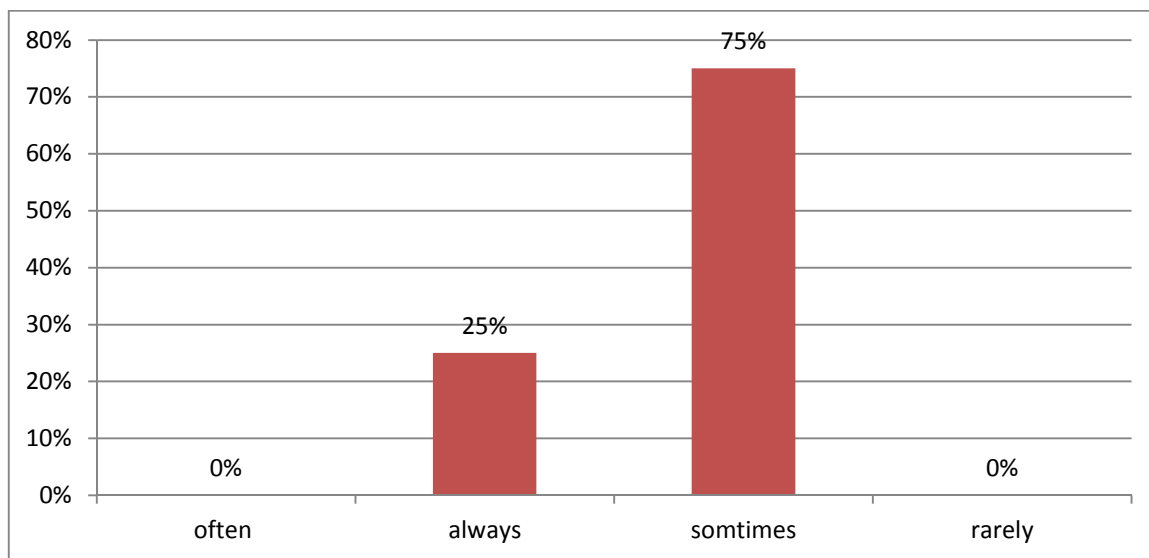

Bar-Graph 2.3. Teachers' Frequency of Using Role Play Activities in Their Oral Classes

As the bar graph shows 75% of the teachers replied and picked up the possibility "sometimes", whereas 25% of teachers said that they are always using role play in their lessons, and for the two other possibilities they were ignored.

Question Six: The Teachers' Agreement on the Role Play Effectiveness in Improving ELL Learners' Speaking Skill

Moving to the sixth question, it is a close ended question which seeks to know the effectiveness of role play activities in helping EFL learners to improve their speaking skill and oral performance.
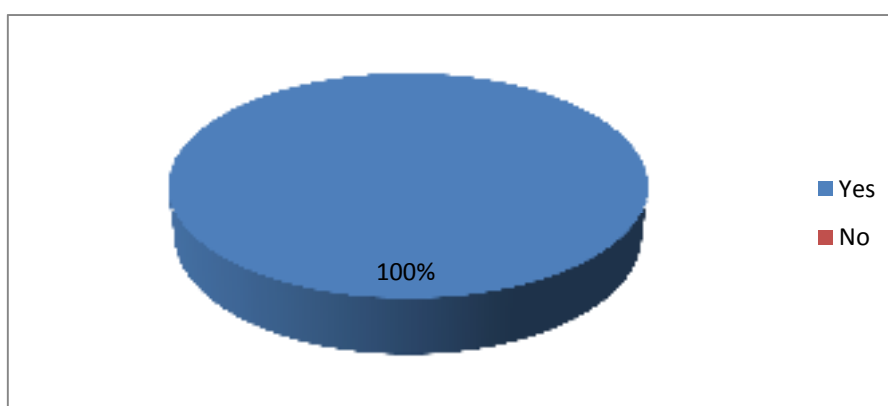
Pie-Chart 2.2 The Teachers' Agreement on the Role Play Effectiveness in Improving ELL Learners' Speaking Skill

As it is shown in the pie-chart above all the teachers agreed on the effectiveness of using role play activities in developing EFL learners' speaking skill because teachers are aware of the importance of role play activities. Thus, no one of them denies its importance in improving learners' communicative ability.

Question Seven: The Teachers' Agreement on the Motivation of Learners due to the Use of role Play activities

Concerning the question number seven which is close ended question .The purpose behind this questions is to know if role play activities make learners motivated or less motivated during the lessons.

Pie-chart 2.3 The Teachers' Agreement on the Motivation of Learners due to the Use of role Play activities

The result drawn in the pie-chart shows that all the teachers (100%) answered by yes, and agree that role play make learners motivated and no one denies the assistance of role play activities in increasing motivation level among learners and inviting them in a delightful atmosphere that pushes them to learn in a helpful way.

Question Eight: The Teachers' Agreement on the Great Opportunity Provided Through Role Play Activities to Teach EFL Learners How to Use English in Real Life

Question number eight is a closed ended question in which teachers were asked about their opinion about the idea that role play activities provides the learners with the opportunity to learn how to use English in real life. The objective of this question is to know to what degree teachers are aware about the main principle of using role play activities which is enabling learners to monitor their language .So that they can communicate and to use the target language proficiently and appropriately in their real life and not just in the classroom.
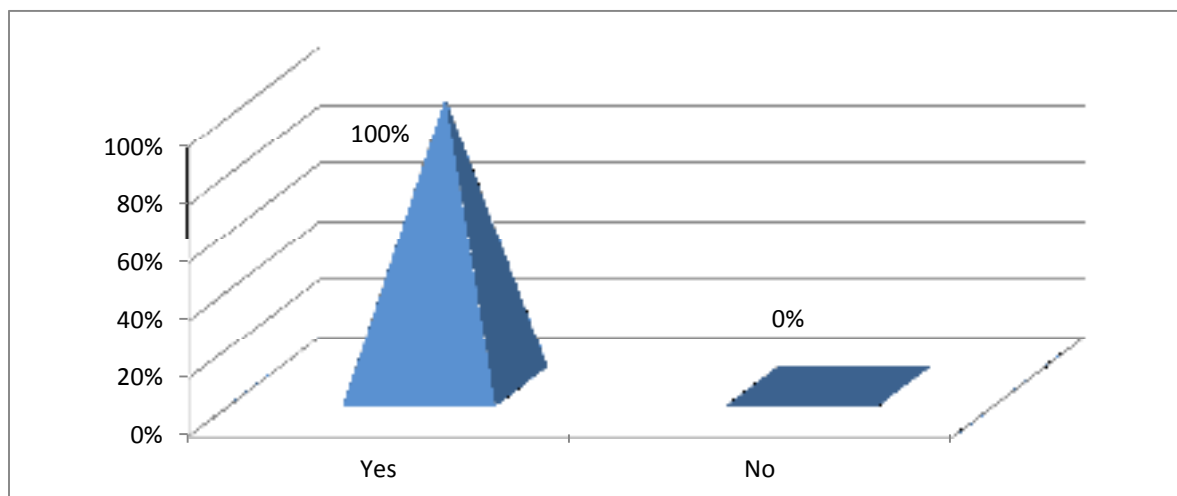
Pyramid-chart 2.1. The Teachers' Agreement on the Great Opportunity Provided through Role Play Activities .

The findings of the pyramid-chart above are straightforward; all of the teachers 100% are totally agree that role play activities grant a great opportunity for learners to practice the target language in real life situations so they will be able to use it successfully outside the classroom.

Question nine: The Influence of Role Play on Promoting Learners' Interaction

The question number nine is a multiple choices one that contains four possibilities; strongly agree, agree, disagree and strongly disagree. In which teachers were asked about their views; whether if role play activities promote students' interaction with each other or not. The main objective behind asking this question is to know the influence of role play activities on the improvement of learners' interaction in the classroom.
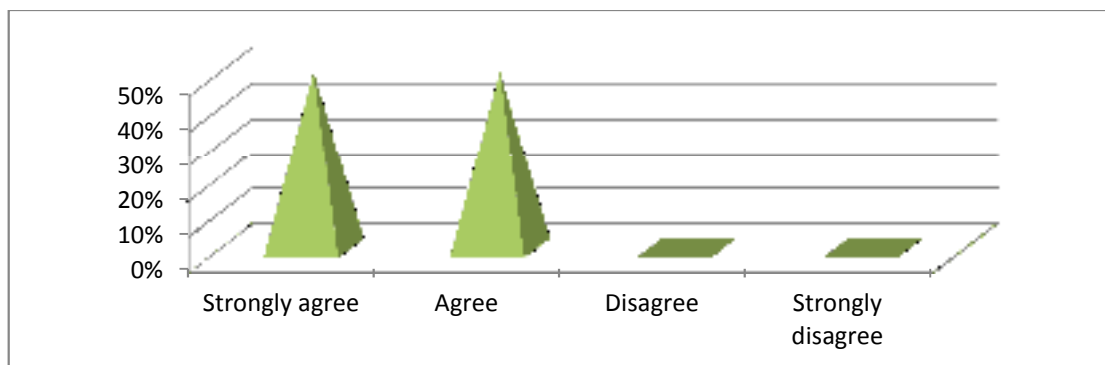
Pyramid-Chart 2.2. The Influence of Role Play on Promoting Learners' Interaction

The result recorded in the above pyramid-chart shows that; 50% of teachers are strongly agree on the idea that role play activities promote learners' interacction in the classroom, while the rest of teachers 50% are agree with the same idea whereas the other two possibilities were neglected.

Question Ten: Classroom Management While Using Role Play Activities

The question number ten is a closed ended question , in which teachers were asked whether if they face difficulties in clasroom mannagement during using role play activities and what are those defficulties if they existed. This question attempt to know if role play cause any problem that make classroom mannagement hard for teachersand try also to discover the classroom mannagement problems during applying role play activities.
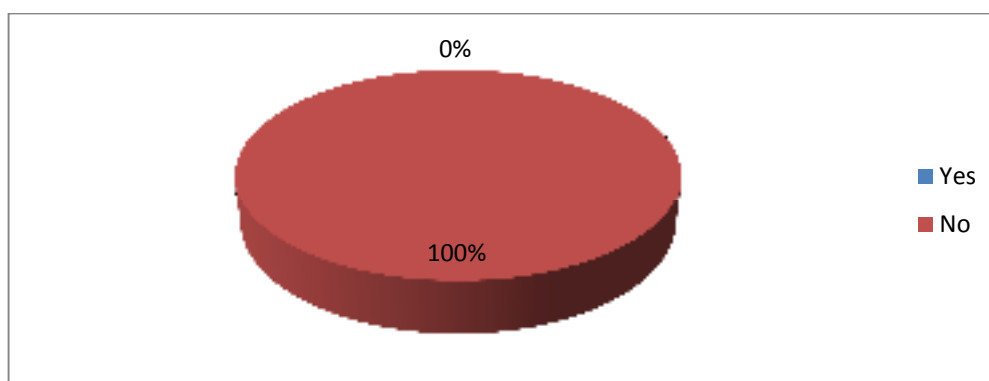
Pie-chart 2.4. Classroom Management While Using Role Play Activities

Depending on the pie-shard it is clear that (0%) non of the teachers face any sort of hardness in classroom mannagement while adopting role play activities in their oral classes.

Question Eleven: Teacher's Role While Adopting Role Play Activities in Oral Classes

Concerning question number eleven it is a multiple choice question which requires to select one answer from four given choices, in this question teachers were asked about the role they act during role play activities to ensure its possitive impacts on learners' speaking skill. This question seeks to know the appropiate role that the teacher should conduct to guarantee the effectivness of role play activities on building up students'speaking level and how the teacher deal with his/her student to achieve successful oral session.
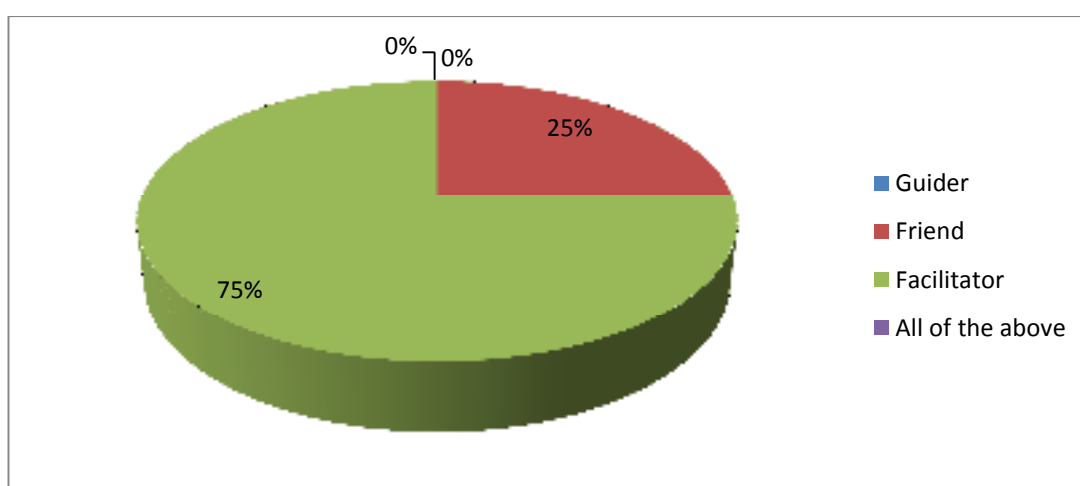
Pie-Chart 2.5. Teacher Role While Adopting Role Play Activities in Oral Classes

According to the results obtained in the pie-shard above , it is noticed that the majority of teachers 75% indicated that they act as a facilitator during role play activitities whereas 25% of the teachers see that it is better to deal with student as a friend.

Question Twelve: Role Play Contribution   in Enhencing the Learners Speaking Skill

The last question which number is twelve. It is an open ended question, in which teachers were asked about the way in which role play activities is contributed in enhencing learners speaking skill. The aim of this question is to display the benefits of role play activities and how they play a big role in increasing learners' speaking proficiency.

Concerning this question, teachers provide various answers, but all were of same meaning. Most teachers stated that role play activities would change the classroom atmosphere and encourage learners to get strongly motivated and like that they would be involved and interact as active members. In addition, they mentioned also that role play activities increase the learners willingness to participate and to practice the language in oral session so that they can amiliorate their speaking skill level. Another teacher confessed that role play activities seems to be the most suitable method thet build learners' self-confidence and reduce the feeling of anxiety the matter that push learners to speak and allow them to practice English language so that through time they can acquire and wider their list of vocabulary, correct their pronunciation and learn how to use grammar rule correctly and appropriately . Teachers also added that role play help learners to relax and enjoy collaborative work where learners can exchange ideas , knowledge, attitudes and also correct mistakes and pronunciation to each other, that is lead to achieve the main purpose of group work which is interaction which is concidered as the best way to teach speaking skill in order to increase student communicative ability.

2.8. Data Analysis of Students'Questionnaire

Student questionnaire is used for the sake of collecting data from students' answers.After the collection of data the analysis will be as follows.

- **Part One : General Information**

Question One: Students Age

students were asked about their age in order to know about the age range .
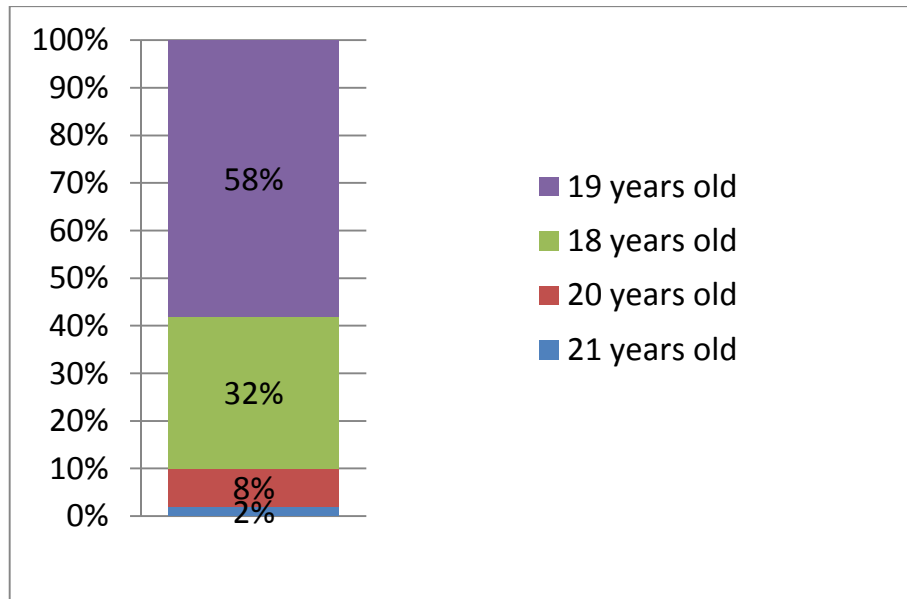
Bar-Graph 2.4. Students' Age

As the above bar graph shows, 58% of students are 19 years old, while 8% of them have 18 years old. Yet just 8% of learners are 20years and the rest 2% are 21 years old.

Question Two: Students' Gender

Students were asked about their gender in order to differentiate between male students and female ones .
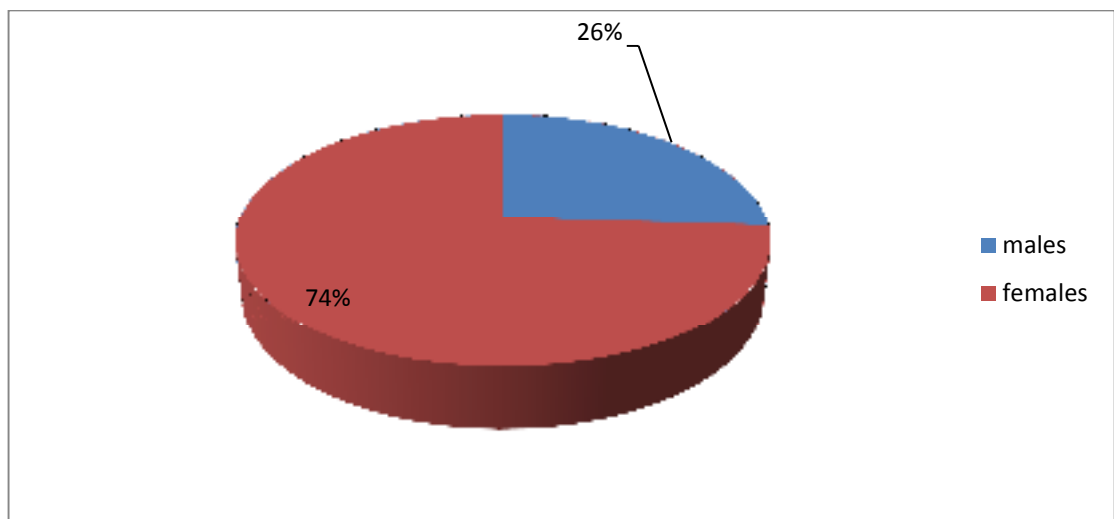
Pie-Chart 2.6. Students' gender

As the pie-chart shows 74 % of the students are female , and 26 % represents the male students .

- **Part Two:**

Question Three: Students Participation in Oral Session

Concerning the third question which is a closed ended question , students were asked whethere they enjoy speaking and participationg in oral session. This question is asked to know whether if students find it hard to speak and participate or they really find it an easy and enjoyable task.
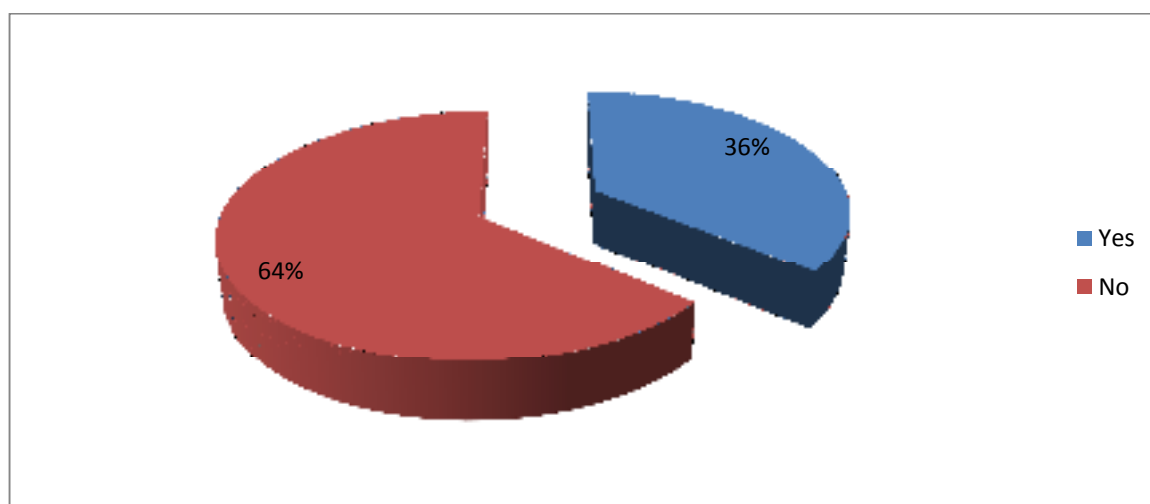
Pie-Chart 2.7. Students Participation in Oral Session

As it is appears in the pie-chart, 64% of the student enjoy participating and speaking in oral session, in contrust to the 36% of the students who do not enjoy participating in oral session .

Question Four: The Degree of Speaking Importance from Learners' Point of View

Moving to the forth question which is amultiple chose question attached to four posibilities. in which the participants were asked about the the extent to which speaking skill can help them to be good users of English language in comparision to the other skills. The purpose behind this question is to know the degree of students' conciousness

about the the importance of masterig speaking skill in order to become competent users of English language.
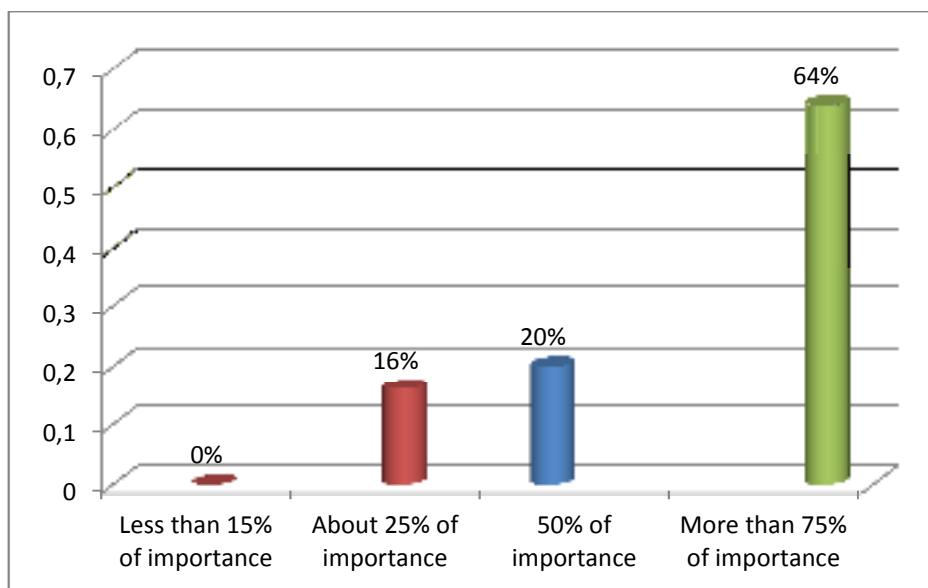
Bar-Chart 2.5. The Degree of Speaking Importance from Learners' Point of Views

As it is noticed in the previous bar-graph, 64% of the respondents estimated its importance of 75%, and 20 others of 50% . Whereas only 16% estimated its importance of 25%, while no one conceded it to be less than 15%.

Question Five: Students' Opportunity of Participation

The fifth question is a closed ended one, in which students were asked if they have the opportunity to express in oral session by asking the to justify their aswers. ThIS question is designed to see sheck if stdents are provided with equal opportunity to practice the speaking skill, and what are the factors that prevent them from having the chance to participate.
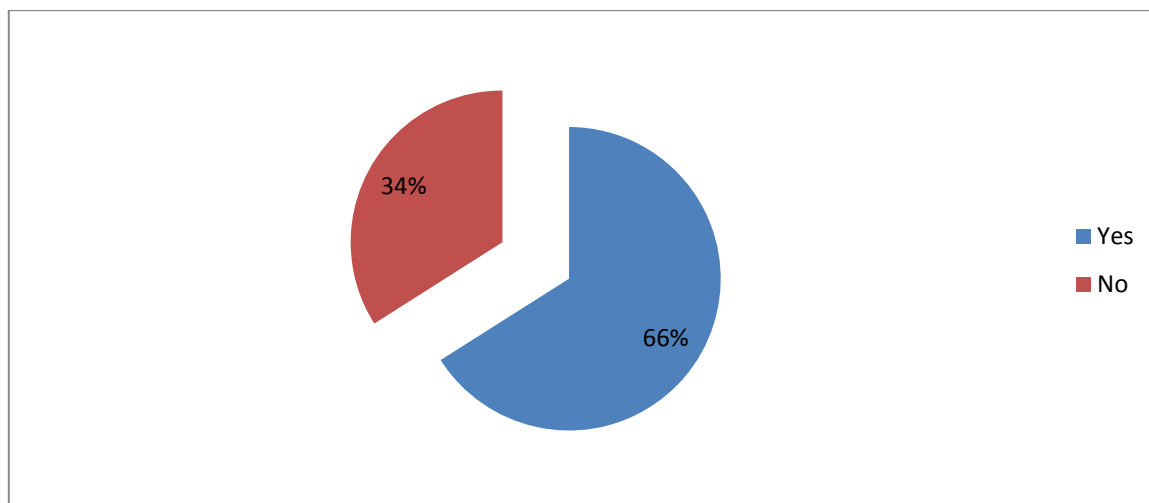
Pie-Chart 2.8. Students' opportunity of participation

As the pie-chart above shows, 66% of students stated that they have the opportunity to to express in oral session,whereas 34% of them clamied that they do not have the opportunity and refer this to the insufficient time devoted to oral expression session specillay during activities that requires individual participation, large group number and the teacher time of speaking that exceed the students time of speaking.

Question Six: Frequency of practicing role play activities

The sixth question is a multiple choice question, in which students were asked about the frequency of practicing role play activities in oral class. This question is designed to to see if role play activities are adopted in oral sessions.
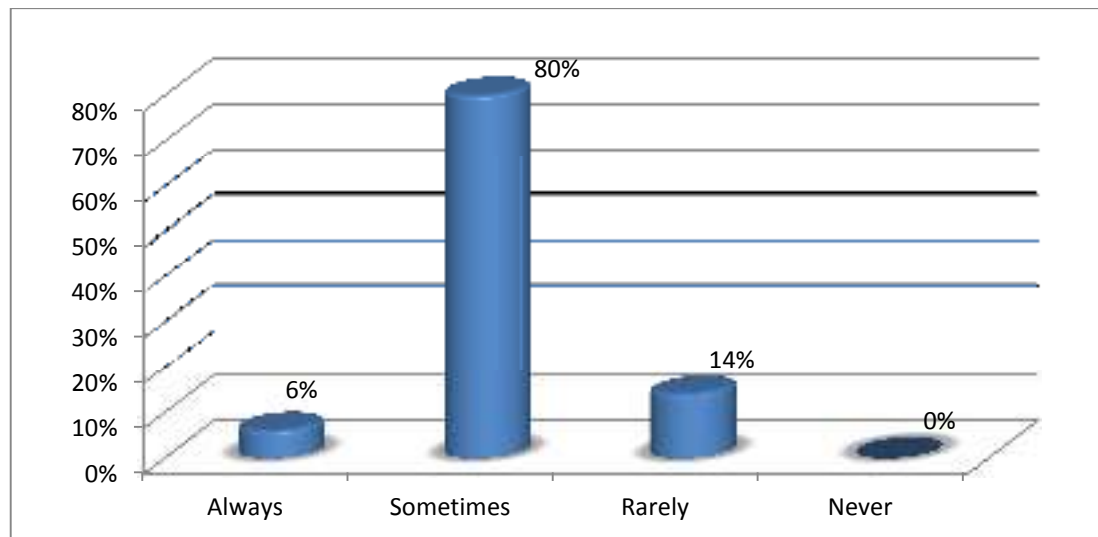
Bar-Graph 2.6. Frequency of practicing Role Play Activities

As it is appearse in the bar graph, 80% of the students responsed 'sometimes'with , while 14% of them select 'rarely' and the rest 6 % stated that they practice role play always and no one markted the last possibility.

Question Sven: Students Motivation While Practicing Role Play Activities

Question number seven is a closed ended question, in which students were questionned if they feel motivated during practicing role play actitities. The aim of this question is to investigate if role play is a motivational activity.
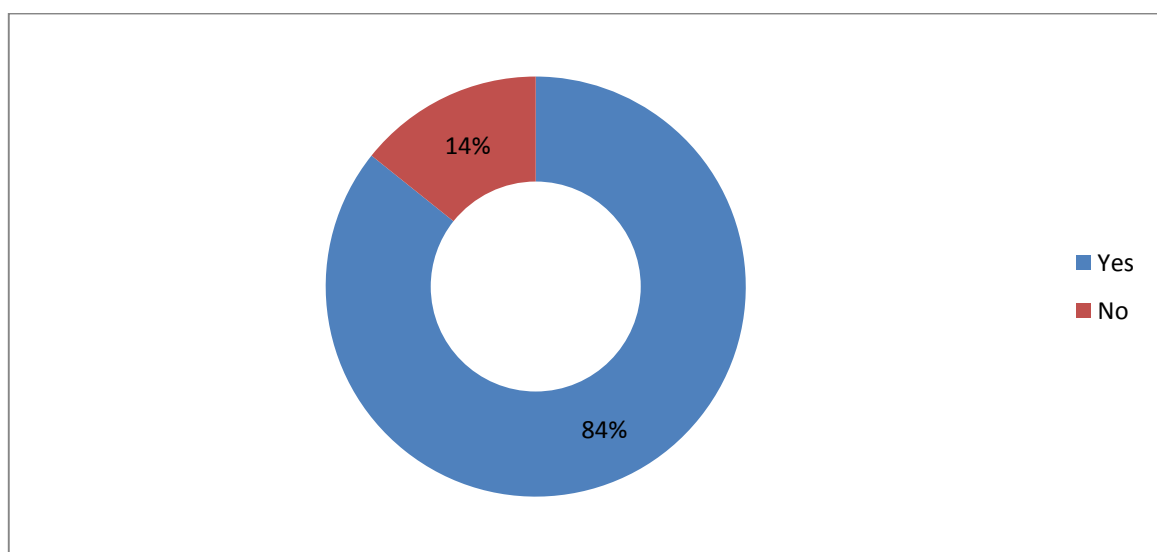
Pie-Chart 2.9. Students Motivation While Practicing Role Play Activities

As it is noticed in the above pie-chart , 86% of students feel that theu are motivated during practicing role play activities in contrast to the rest 14% of them that they do not feel interested in practicing role play activities.

Question Eight: Role Play Contribution in Sefl-confidence Building

Question number Eight is also a closed ended question , in which leaners were asked if they think that role play activities build self confidence, in order to know to what extent role play activities can contibute in builing learners self confidence.
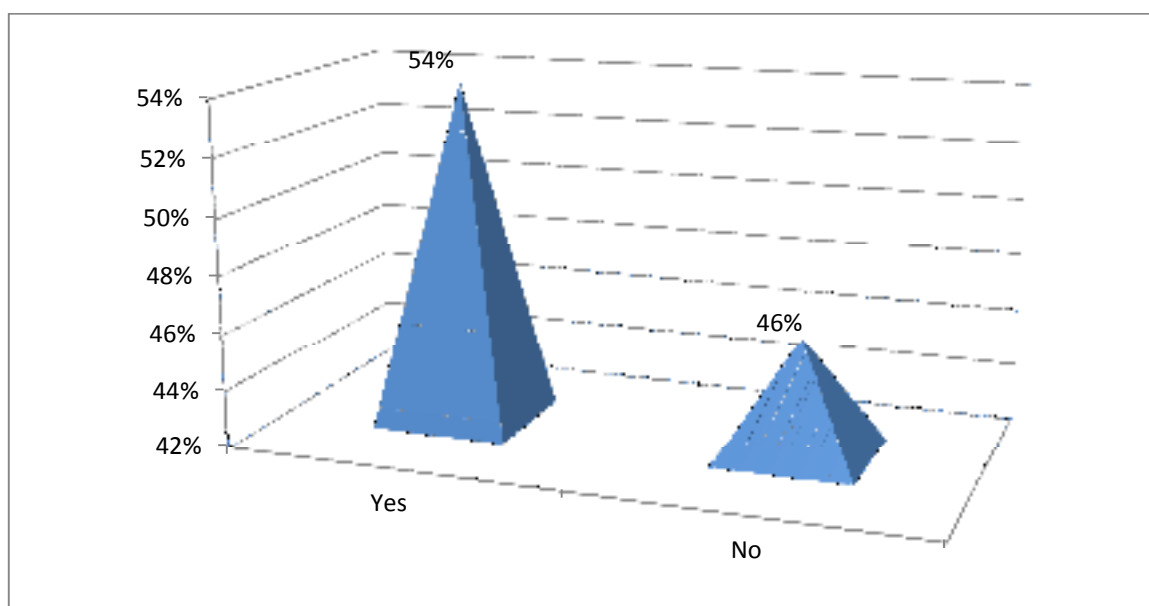
Pyramid-Chart 2.3. Role Play Contribution in Sefl-confidence Building

As it is shown in the piramid chart, 54% of the students think that role play activities build self confidence in contrast to 46% of students who answered by 'No'.

Question Nine: Students Attitudes Towards Role Play Activivties

Concerning question number nine, which is a closed ended question, students were asked if they that role play activities improve their speaking performance, it seeks to discover the students' attitudes toward role play activities.
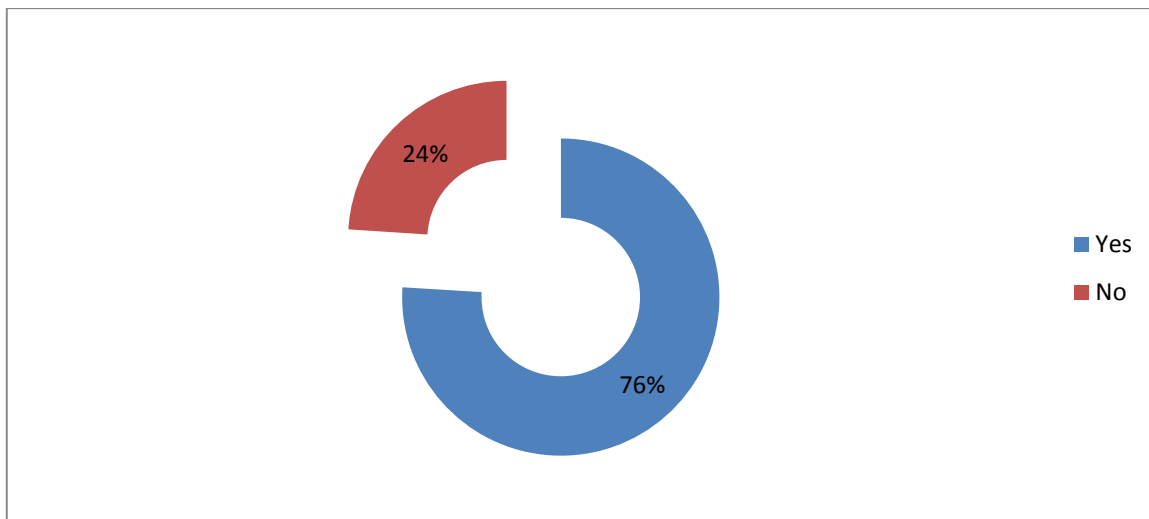
Pie-Chart 2.10. Students Attitudes Towards Role Play Activities

As the pie chart shows, 76% of the respondents feel that role play activities improve their speaking performance. However 24% of them do not.

Question Ten: The Effect of Role Play Activities on Students' Fluency Level

Moving to question number ten, which is the last closed ended question, in which learners were asked if role play activities effect their fluency level. This question aims to reveal that role play activities influence the learners' fluency level.
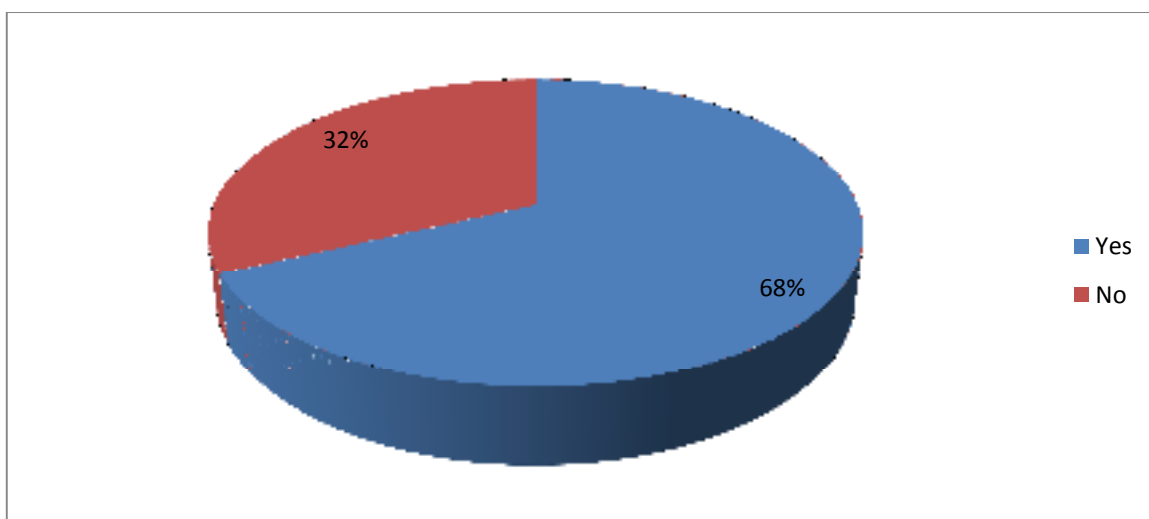
Pie-Chart 2.11. The Effect of Role Play Activities on Students' Fluency Level

Question Eleven: Students Agreement on the Helpfulnees of Role play Activities for Shy Students

Question number eleven is a multiple choice question , in which students were asked about their agreement on the idea that role play activities help shy students to express them selves freely. This question is designed to know if role play activities can help shy student to reflect their linguistic competence freely.
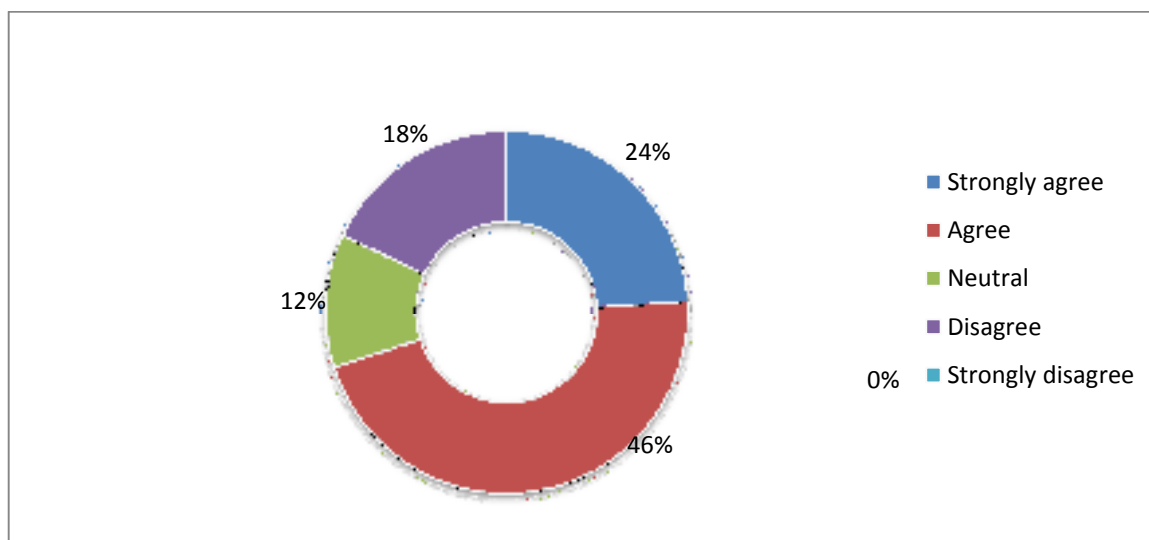
Pie-Chart 2.12. Students Agreement on the Helpfulness of Role play Activities for Shy Students

As the above pie chart shows 46% of the students agreed that role play activities help students to express freelywhereas 24% of them strongly agreed while 18% disagreed and the rest 12% are neurtal.

Question Twelve: Difficulties that Face Ftudents in Oral Sessions

Question number twelve is an open ended question , in which students were asked about the difficulties that they encounter in oral session. The aim of this question is to know the obstacles that cause student hesitation towads speaking in oral sessions. The majority of student said that the main difficulties that face them in oral session are shyness, stress, anxiety, fear from making mistakes and pronunciation difficulties, and few of them stated that they have problems in using grammar rules while speaking and that they have poor vocabulary.

Question Thirteen: the way in which role play activities may improve the students' speaking competence

The last question is also an open ended question, it is about the way in which role play activities may improve the students' speaking competence. Concerning this questions, most of the students agree that Role Play activities increase their fluency and helps them to communicate easily in and outside the classroom and develops their ability of speaking about any topic or any field in addition , they find it enjoyable and funny to act different roles in different sittuations , however few of them see that it is not an effective way to develop thier speaking skill.

2.9. Data Interpretation of Teachers' Questionnaire

As far as the teachers' questionnaire interpretation is concerned, the results of data analysis reveals the teachers agreement on the great importance of developing speaking skill for EFL learners and it is clear that they focuses and work on building up learners' speaking skill. Hence the results recorded from the teachers' answers reflect the image of teachers' awareness about the difficulties and the barriers that disturb learners' speaking process and it reveals that teachers have great insight about their learners' needs.

Moreover, the answers of the teachers indicate their deep consciousness towards the usefulness of role play activities and that they are really using it and implementing these activities within their oral lessons. Furthermore, it seems that teachers find role play activities a successful method to develop student speaking skill and reach the intended results.by this means , all the teachers agreed that role play activities increase the learners' motivation during oral sessions which are most of time very boring for the majority of learners.

It is considerable to state that teachers acknowledge that role play activities is a chance for EFL learners to learn how to communicate with other users of English in real situations because it tackled many topics and subjects related to the daily life. As well as they confess that role play activities promote learners interaction, because role play encourage the collaborative work and it create a situation where learners are expected to help each other , to assess and correct their pronunciation.

In addition, depending on the teachers' experiences it is seems that it is easy to manage the classroom while using role play activities. However, the positive result of this usage is depend on the role of teacher in the teaching process in other words teachers prefer to act as a facilitator during role play activities to ensure the effectiveness of these activities

All in all, the previously mentioned findings seem to confirm the three hypotheses of this research work which states that: First, the implementation of role play in oral classes may increase the learners' motivation and degree of fluency as it may also encourage the students to remove the speaking impediment. Second the difficulties that prevent EFL learners from improving their speaking skill may refer to many factors such as anxiety , the fear of making mistakes, poor vocabulary and the wronb use of grammar rules. Third, Role play brings real life situation into the class so that it may help the student to discuss and speak about different topics that may upgrade their ability to communicate fluently and accurately in their real life.

2.10. Data Interpretation of Students' Questionnaire

After dealing with the analysis of the teachers' questionnaire. The data interpretations will be as follow.

The results obtained from the analysis of the learners' answers indicates that the majority of the students affirmed that speaking skill is of a great importance in comparison to the other skill of language and that confirms the students awareness of speaking skill necessity in EFL learning and their willingness to ameliorate their speaking skill although they do not have equal chances to practice this skill in classrooms due to many factors.

In addition, the results of data analysis affirm that role play activities are adopted by teachers to teach the speaking skill and it reveals that the learners have positive attitudes towards role play activities. By this means, almost all the students showed their awareness about the helpfulness of role play activities in promoting their speaking skill.

According to the students answers, it is seems that learners are in need for more enjoyable and useful activities such as role play activities which the big part of them considered it as motivational activities that create a joyful atmosphere and great ambiance in the classroom.

In the same context, it seems that learners strongly believe that role play activities may level up their fluency which is considered one of the main characteristics of the competent speaker of English language. Hence, approximately the majority of student feel that role play activities encourage shy students and push them to participate in the learning process as well as build up their self-confidence

Last but not least, students confess that shyness, anxiety, fear of making pronunciation errors, grammar mistakes and poor vocabulary are the most common obstacles that cause speaking hesitation and prevent them from participating in oral sessions, however role play as a good example of collaborative and cooperative work by which students can remove shyness and stress due to the support of their mates as they can accept the correction from them and benefit from it in contrast to the teacher correction which may cause an Awkwardness and embarrassment for the learner as well as they can exchange vocabularies and learning strategies.

When these results are taken together, it is proved that the first research hypothesis which states that 'the implementation of role play within oral classes may increase learners' motivation and degree of fluency as it may also encourage the students to remove the speaking impediment', In addition to the second hypothesis which states that ' the difficulties which make speaking a hard task may refer to many factors such as anxiety, the fear of making mistakes, poor vocabulary and the wrong use of grammar rule ' are confirmed.

2.11.Suggestion and Recommendations

Some suggestions are provided to help teachers during the implementation of role play activities in EFL classrooms among them:

➢ Teachers should choose the suitable situation and topic that serves the learners need and fit their tendency to make the learning process more interested.

➢ It is advisable for teacher to include all the students in role play activities in order to provide them with the opportunity to get the practic they need.

➢ It is preferable for teachers to reduce their talk time in order to increase the speaking time of the learners. This will help learners to progress as well as help the teachers to observe.

➢ It is better for teachers to act as prompter, participant, feedback provider during role play activities rather than just to deal with the learners as an instructor or controller as hurmer(2007:275) suggested.

➢ Concerning the correction of students mistakes, it is preferable for teacher to avoid correcting the students' mistakes while they are performing their roles .the correction should be set aside for the stage of discussion and evaluation to not disturb the learners while they are acting .

➢ Teacher should prepare the right atmosphere for the students to ptactice such kind of communicative activities .

2.12. Conclusion

Unlike the first chapter, which was totally theoretical and tackled several points of view about role play activities and teaching speaking skill. The second chapter was purely practical and was concerned by collecting data from the questionnaires that was submitted to 4 teachers and the other questionnaire administrated to 50 students of first year at english language departement at Ahmed Salhi university centre in naama. This chapter provided the analysis and interpretations of the results that have been collected from the questionnaires. On the basis of this findings the proposed hypotheses of this research were proved and confirmed.

General Conclusion

Speaking is considered as a fundamental skill in which it displays the proficiency of the target language. Hence, teaching speaking skill needs more experience in addition to suitable tools and strategies that facilitate the processes of teaching and learning. Using role plays in EFL classrooms is said to be a powerful technique that enhances the learning process.

This research work has been devoted to examine the effectiveness of adopting role play activities in EFL classrooms to improve EFL learners' oral production and to see how role play activities can enhance the level of motivation among learners and also to know if they can acquire new vocabulary as well as correct their pronunciation through practicing role play activities

This research work is a total of two chapters. The first specified only for the theoretical ground of this research that presented the previous literature review about this topic. While the second one dealt only with the practical side of this research that presented the sample of population and the instruments used which are a questionnaire that has been handed over to four teachers in addition to another questionnaire that has been submitted to first year LMD students at English department in Salhi Ahmed University Centre of Naama. Then, the data gathered from the analysis of the questionnaires has been analyzed both quantitatively and qualitatively then, it has been interpreted.

From the interpretation of the results, the proposed hypotheses have been proved and confirmed. Therefore, the implementation of role play in oral classes increase the learners' motivation and degree of fluency as well as it encourage students to remove their speaking impediments to be involved in the learning process and this lead them to improve their speaking skill and communicative proficiency.

Finally, it is needed to mention the limitations that have been encountered during the completion of this work. One of the main limitations was the long period of time during which the students did not study because of the strike that lasted more than three months, the matter that prevented the researcher from conducting the observation

sessions and obliged the researcher to replace it by a questionnaire for teachers to accomplish this work and to obtain sufficient data to reach the research aim. Hence, further researches can be conducted to tackle the missing points and elements of this research work.

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Appendix One

Teachers' Questionnaire

Dear teachers,

      This questionnaire is a part of research work that aims at examining the impacts of using role playing activities on EFL learners' speaking skill. It would be a great honor if you could answer the following questions.

- *Part One:*

Gender: Male ☐   Female ☐

2-How long have you been teaching oral expression?

……………………………………………………………………………………

- *Part Two:*

3-Speaking skill is the most needed skill for EFL learners to be developed?

    a. Strongly agree ☐
    b. Agree ☐
    c. Strongly disagree ☐
    d. Disagree ☐

4-Depending on your own experience, what could make speaking a hard task for most of EFL learners?

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……………………….

5-How frequently do you use role play activities in your oral classes?

Often ☐   Always ☐   Sometimes ☐ Rarely ☐

6-Do you find using role play activities an effective way to develop students' speaking skill ?

  Yes ☐   No ☐

7-Do you see that role playing activities makes the students;

  Motivated ☐   Less motivated ☐

8-Do you think that role playing activities provides student with the opportunity to learn how to use English language in real life?

    Yes ☐   No ☐

9-Role play activities promote students' interaction with each other in the classroom?

a- Strongly agree ☐
b- Agree ☐
c- Strongly disagree ☐
d- Disagree ☐

10-Do you face difficulties in classroom management while using role play activities ?

Yes ☐   No ☐

-If yes, cite down those difficulties:

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

11- How do you act during role play activities to ensure its positive impacts on learners' speaking skill?

a- Guider ☐
b- Friend ☐
c- Facilitator ☐
d- All of the above ☐

12-In your opinion, how can role play activities contribute in enhancing the learners' speaking skill?

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……………………………………………………………………………………………………
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Thank you so much for your cooperation in completing this questionnaire

Chapter One: Literature Review

1.1. Introduction

1.2. Speaking Skill

   1.2.1. Speaking Definition

   1.2.2. Speaking as a Productive Skill

1.3. Difficulties of Learning Speaking Skill

   1.3.1. Shyness, Anxiety and Low Self-confidence

   1.3.2. Poor Vocabulary

   1.3.3. Grammar Mistakes and the Wrong Use of Grammar Rules

   1.3.4. Thinking in the Mother Tongue

1.4. The Characteristics of the Good Speaker

   1.4.1. Fluency

   1.4.2. Accuracy

   1.4.3. Grammar

   1.4.4. Vocabulary Range and Selection

   1.4.5. Pronunciation

1.5. The Relationship between Speaking Skill and Listening Skill

1.6. Teaching Speaking Skill

   1.6.1. Overview of Communicative Language Teaching Approach

1.7. The Goal of Teaching Speaking Skill

1.8. The Importance of Speaking

1.9. Role Play

1.9.1. Role Play Definition

1.9.2. Types of Roles in Role Play

1.10. Reasons for Choosing Role Play

1.11. How to Implement Role Play

1.12. Steps of Conducting Role Play Activity

1.13. Advantages of Using Role Playing Activities in Teaching Speaking

1.14. Disadvantages of Misusing Role Play

1.15. Conclusion

Appendix Two

Students' Questionnaire

Dear informants:

-In order to assess the usefulness of role-playing activities in enhancing the learners' speaking skills in a large classroom, the present questionnaire is designed. Would you please answer the following questions by putting a tick (*) on the appropriate answer or expressing your comments where necessary.

Thank you for your collaboration.

Part One

Age : ...

Gender: -female ☐ - male ☐

Part Two

3/ Do you enjoy speaking and participating in oral session ?

-Yes ☐ - No ☐

4/ According to you ,how much can speaking skill be important to help you be a good user of English in comparison to the other skills(listening, reading, writing)?

    a. less than 15% ☐
    b. About 25% ☐
    c. 50% ☐
    d. 75% ☐

5/ Do you have the opportunity to speak and express in oral session ?

-Yes ☐ -No ☐

-If no, why?

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…………………………………………………….

6/ How often do you practice Role-Playing activities in oral class ?

-Always ☐ - Sometimes ☐ - Rarely ☐ - Never ☐

7/ Do you feel motivated while practicing Role-Playing activities ?

  -Yes ☐   - No   ☐

8/ Do you think that Role-Playing activities build self-confidence ?

  - Yes ☐   - No   ☐

9/ Do you feel that Role-Playing method improve your English speaking performance ?

  -Yes ☐   - No   ☐

10/ Does Role-Playing technique affect your fluency level ?

  - Yes ☐   - No   ☐

11/ Playing roles activities help shy students to express themselves freely ?

-Strongly agree   ☐

-Agree   ☐

-Neutral   ☐

-Disagree   ☐

-Strongly disagree ☐

12/ What are the difficulties that face you in oral sessions?

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

13/ In your opinion, how can Role-playing activities improve your speaking competence?

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Chapter Two: Research Design and Data Analysis and Interpretations

2.1. Introduction

2.2. Research Design

2.3. The Sample Population

    2.3.1. Teachers' Profile

    2.3.2. Students' Profile

2.4. The Research Instruments

2.5. Teachers' Questionnaire

2.6. Students' Questionnaire

2.7. Data Analysis of teachers' Questionnaire

2.8. Data Analysis of Students' Questionnaire

2.9. Data Interpretation of Teachers' Questionnaire

2.10. Data interpretation of students' questionnaire

2.11. Suggestion and Recommendations

2.12. Conclusion

Appendices

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General Conclusion

Chapter two
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Data Analysis and Interpretations

Chapter One

Literature Review