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**The Use of Role Play as Teaching Technique to Enhance  
Learners' Speaking Skill. Case of First year Learners' at  
Meftahi High School Sidi Bel Abass**

**Dissertation submitted to the Department of English as a partial Fulfillment of  
the requirements for the Master's Degree in Didactics and Assessment in English  
Language Education**

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***Dedication***

*To my dearest mother and my beloved father*

*To my Husband*

*To my teachers*

*To my sisters and brothers.*

## ***Abstract***

*The research at hand aims to investigate developing student's speaking skill through the use of role play as teaching technique. The main problem behind this research is that most EFL learners may face many difficulties. Therefore, researchers believe that there are a number of ways through which teachers can help their students to improve their speaking skill ability. The present study aims at shedding light on improving learners' oral proficiency by acting role play as a good model for real life situation into the classroom. The researcher adopts a mixed methodology which is both qualitative and quantitative using two instruments of research: a questionnaire and an interview. The questionnaire was administered to students in high school while, the interview was directed to EFL teachers .The findings show that teachers and students hold favorable attitudes towards using role play techniques and that role play is an effective tool to improve student's speaking abilities. Thus, the study confirmed the hypotheses that role play is effective tool to enhance learners' speaking skill. Generally speaking, learners' need to be taught with an appropriate technique to develop their speaking skill and to create suitable situation where they can use language without hesitation.*

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## *List of Acronyms*

EFL: English Foreign Language

IN: Intrinsic Motivation

EX: Extrinsic Motivation

SL: Second Language

# **General Introduction**

### **1.1 Introduction**

In teaching English a foreign language, the initial part that most of EFL teachers focus on is speaking skill because it becomes increasingly important in EFL setting. English has gained a lot of attention in many countries. Therefore, English is becoming a key factor of the development of nations globally. It is the idea that the world becomes unified with no culture and social conflict. As a matter of fact, it has become paramount for anyone seeking employment in business, industry or technology. Accordingly, the main aim of teaching English in schools is to enable pupils to communicate in English. Besides, it will be interesting to study the difficulties of EFL learners in speaking skill.

Developing good quality teaching is one of the conditions required for second language learning. Teachers play significant role in employing teaching techniques that motivate pupils to speak or use language in actual situation one technique that can be seen effective to arouse speaking skill is role play.

Learners may face many problems in learning English such as the inability to master the speaking skill which negatively affects learning achievement and motivation towards learning a foreign language. Learners cannot convey a message in English. There are several reasons for this problem related to the learners, teachers' methods of instruction, and the instructional material might be a reason for this problem. So, it is important to find a technique to help teachers and learners to overcome this problem. This study attempts to investigate the use of role as teaching technique to develop EFL oral proficiency.

Through this research, the researcher aims at understanding the relationship between the oral and role playing. Thus; believe that this study will provide the students with an affective technique to develop their skills. In order to help students break the barriers between the knowledge they acquire in the classroom and its implementation in the real life situation to be more fluent and accurate in the speaking. On the other hand, in this thesis we will explore how teachers make effective use of role play in their classroom.

To explore the work, the researcher thought of two research questions. They are as follows:

## **General Introduction**

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- 1- To what extent does role play help to improve EFL speaking ?
- 2- How can EFL teachers make effective use of role play in their classroom teaching?

To these research questions two hypotheses are suggested

- 1- If teachers apply their role effectively in EFL classroom, role play will increase pupils' communicative ability.
- 2- Teachers using appropriate activities, attractive tools and interesting topics can make of role play an effective teaching technique.

In the first theoretical part of the current study work, the researcher includes two parts. The first chapter includes a general overview of speaking skill and the use of role play as an appropriate teaching technique. The chapter will present the main aim of study the importance of role play as teaching technique to enhance pupils speaking skill. The second chapter is divided into two parts. The first one deals with a theoretical description of the research methodology and the second one with the interpretation and the analysis of the main results.

# **Chapter one**

# **Literature Review**

## **Chapter One :Literature Review**

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### **Chapter One: Literature Review**

- 1.1. Introduction
- 1.2 Definition of Speaking
- 1.3 components of Speaking
  - 1.3.1. Comprehension
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  - 1.3.3 Vocabulary
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- 1.6. Definition of Role play
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  - 1.11.1. Controller
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  - 1.11.4. Facilitator
- Conclusion

### **1.1 Introduction**

Nowadays, learning English language is to communicate, in the central goal, with many people all over the world. Learners have to acquire English speaking skill to establish their abilities to receive and produce that language. For these reasons teachers emphasise on teaching speaking to help their learners' to overcome difficulties in speaking skill.

In this present chapter, light will be shed on speaking definitions in order to make it more understandable. The components of speaking, the importance of teaching speaking and difficulties that face learners. The second part it talks about role play as a teaching technique. Definitions of role play, steps of role play then types of role play, the last part is considered advantages and disadvantages of role play. Therefore, in this chapter we have two variables speaking skill and role play.

### **1.2 Definition of Speaking**

Speaking is a part of daily life. People produce thousands of words a day, although some people as auctioneers or politicians may produce more than that. Speaking enables to participate in social situation and interaction with other people every day. Speaking is considered as one of the basic skills in language. A.L. Chaney views speaking as 'a process of building and sharing meaning through the use of verbal and non verbal symbols in variety of contexts.' (1998: 13). In the same vein Brown (1994), Burns and Joyce (1997) cited in M.A.C.Florez (1994:1) regard speaking as 'an interactive process of contrasting meaning that involves producing and receiving and processing information.'

## **Chapter One :Literature Review**

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Speaking has been defined as the primary source of learning, to the extent that minimizes the classroom talk may handicap the learners processing knowledge. In other terms, speaking is a complex process; it is a very complicated task for learners how to speak and to enhance their competence in community.

### **1.3 Components of Speaking**

The ability to speak a foreign language is the most pressed skill, because someone who can speak a language will also be able to understand it. There are some components that should be recognized by learners in learning speaking, namely: comprehension, grammar, vocabulary, pronunciation, fluency and accuracy.

#### **1.3.1 Speaking Comprehension**

Speaking comprehension means the ability to use the language and process the information from it precisely according to Brown:

‘Speaking comprehension is the ability to use normal communication, intonation, grammatical structure, and vocabulary of language to express meanings so that other people can make sense of them and it can be directly and empirically observed.’(Brown 2004:140)

Therefore, comprehension refers to understanding of language including what the speaker says. For oral communication, it requires someone to respond the speech if someone cannot understand and comprehend someone he or she cannot respond what other speaker says.

#### **1.3.2Grammar**

A center feature of the knowledge about language is knowledge about grammar. Grammar refers to the language resources used to organized words into structural patterns. In any language grammar is a collection of rules that govern how people use a language. According to Harmer (1987:1) stated that: ‘the grammar of a language is what they become plural or negative, or what words order is used when we make questions or join two clauses to make one sentence.’ this means that grammar is the way in which words change themselves to make sentences.



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Obviously, without grammar a language wouldn't work, because people couldn't communicate correctly.

### **1.3.3 Vocabulary**

Vocabulary is considered as one of the basic components for learners acquiring a language, Schmitt (2000:55) emphasizes that 'lexical knowledge is central to communicative competence and to acquisition of a second language.' However, vocabulary is new items to express new ideas. Vocabulary is the total number of words that are needed to communicate ideas and express the speakers meaningful that is the reason why it is important. Sedita (2005:01) pointed 'Students with limited or no English knowledge of English, those who do not use English outside school with inadequate English vocabulary will certainly face problems in delivering verbal discourse or in engaging in oral communication'.

Researchers realized that the acquisition of vocabulary is essential for successful second language (SL) use and plays an important role in the formation of complete spoken and writing texts. The author emphasises on the importance of vocabulary in and Out of School to increase vocabulary knowledge.

### **1.3.4 Pronunciation**

Pronunciation is a necessary part of speaking; it involves making correct sound of language. It may be defined as ‘the way a certain sound or sounds are produced. ‘Longman Dictionary (2002:429).In the same vein Goh (2007:129) stated that ‘pronunciation play an important role in integibility’.This means that, pronunciation helps student to speak, produce words to communicate correctly with the others.

### **1.3.5 Fluency**

Fluency is a specific feature characterizing the level of speaking. According to Riddle (2001:118) ‘fluency is the ability to talk freely without much stopping or hesitating.’ However, fluency is the ability to talk in incoherent, reasoned and semantically dense sentence, showing a mastery of the semantic and grammatical resources of languages. Fluency pays more attention to meaning context and less concerned with grammatical errors. Teachers who concentrate on fluency help their students to express themselves in English.

### **1.3.6 Accuracy**

Accuracy refers to the ability of learners to produce grammatically correct sentences. Harmer (2001:104) pointed that ‘accuracy involves the correct use of vocabulary, grammar and pronunciation’. It means that, accuracy is how to use language system, including grammar, vocabulary and pronunciation, but pronunciation was excluded because it is quite difficult to correct pronunciation due the variety of accents. While accuracy emphasises on precision and exactness and it’s often emphasized in formal instruction.

### **1.4 The Importance of Speaking Skill**

Today, teaching a foreign language becomes necessary in the Algerian educational system, without the ability to communicate in different languages the world simply could not have been able to function that is why developing speaking skills should be one of great importance in schools. Dakouska (2005:231) claims that ‘speaking is now the most emphasized skills in the field of foreign language teaching.’ Now days, teachers pay more attention to teaching speaking skill to help their student to express themselves and share their thoughts with their mates via speaking. Ur showed the importance of speaking when stating that ‘(...) of all the four skills (listening, speaking, reading and writing) seems intuitively the most important: people who know a language are referred to as speakers of that language, as if speaking included all other kinds of known and many if not Foreign languages learners are primarily interested in learning to speak’. (Ur, 1996:120)

The author of these words emphasizes on the importance of speaking. Moreover, the ability to speak a foreign language is synonymous with knowing that language because speech is for them the basic means of human communication.

### **1.5 Difficulties in Speaking**

The majority of language learners are interested in learning to speak. While, students may face some problems to develop their speaking skill, they cannot produce a sentence or even a word. Some of students are shy; others suffer from anxiety and some others fear to make mistakes. In addition, one of the major problems is lack of motivation and self - confidence.

#### **1.5.1 Shyness**

Shyness is viewed as an emotional state, the word shy derives from the proto- Germanic skeuk (w) az, which means « afraid ». Shyness is one of the problems that face the student in learning especially in speaking. Shy learners speak less. In this case, learners will be unwilling to interact with peers; they also feel anxious when interacting with the others. In addition, Baldwin (2011) further explains that speaking in front of people is one of the more common phobias that students encounter and feeling of shyness makes their mind go blank or that will forget what to say. As he says their inability to show their ability in speaking is also influenced much by their feeling of shyness.

### **1.5.2 Anxiety:**

Anxiety is a feeling of tension, apprehension and nervousness associated with the situation of learning a foreign language ( Horwitz *etal* cited in Nascente,2001).in addition , Horwitz (1991) as cited in Sylvia and Tianno (2004). They believe that anxiety about speaking can affect student's performance. It can influence the quality of oral production.

There are several causes which make students anxious to speak such as : lack of motivation lead student to be silent all the time ,lack of preparation ,if a student is well prepared ,he will be more ready to engage in classroom communication, if not student feel anxious and fear .Moreover , researchers mentioned other reasons why most of learners feel anxious in speaking skill for these many causes, Harmer (2007) proposes, to reduce this anxiety feeling, teachers need to pay attention to each student's strengths and weaknesses. So, that they can create a learning method which accommodates all students in the classroom.

### **1.5.3 Lack of Confidence**

Pupils who lack confidence about themselves, their English necessarily suffer from communication apprehension Tsui cited in Nuann (199). This shows that building student's confidence is an important part of teacher's focus attention. This means that the teacher should learn from both theories and practical experience or how to build the students' confidence. In this case, many students think that their English is bad and feel that they cannot speak English well. The other cause, of students lack of confidence also deals with the lack of encouragement (Brown, 2001) adds, students find the learning demotivating rather than motivating.

### **1.5.4 Motivation**

One of the difficulties that face learners in speaking skill is low motivation. When students have low confidence and low self esteem, higher anxiety and inhibition, their level of motivation is destroyed. In this case, teachers' duty is to encourage their student to speak up and expressing their ideas in front of their classmates. Motivation is considered as emotional aspect that leads to conscious decision to an act. Harmer defined motivation as some kind of internal drive which pushes someone to do things in order to achieve something. i.e., motivation gives energy to pupils to do something.

The concept of motivation has two orientations among learners in learning second language intrinsic motivation and extrinsic motivation.

### **□ Intrinsic motivation**

Intrinsic motivation (IN) refers to engagement in behavior that inherently satisfying or enjoyable.(IN) it is no instrumental in nature ,Ryan and Deci (2000,56) define it as :’the doing of an activity for its inherent satisfaction rather than some separable consequence ,when intrinsically motivated ,a person is moved to act for the fun or challenge entailed rather than because of external products, pressures or reward.’ that is, intrinsic motivation is a natural human tendency. In other words, people will actively strive toward doing the things they find interesting.

### **□ Extrinsic motivation**

Extrinsic motivation (EM) is an outside source that is driving the learners to do something. Teachers use extrinsic motivation to stimulate learning or encourage students to perform in particular way. In other term, extrinsic motivation is a desire to perform a behavior to obtain an external reward or avoid punishment example: I will study for this exam because if I don’t I will receive a fail grade.

## **1.6 Definition of Role play**

Role play is a cultural phenomenon that is connected to the present progress in popular culture. The term role came from rolled up script actor used to use over two thousand years ago in ancient Greece. In the 1970s, it was widely used as a part of behavior therapy for certain training and social skills training. It has been known as a method of education.

## **1.7 Role plays as a teaching technique**

Role play has spread too much and variant forms of education from the elementary school. According to Qing (2011:37) role play is defined as ‘the projection in real life situations with social activities’. In the same vein Ments (1999:5) stated that ‘in role play each player acts as a part of the social environment of the others and provides a framework in which they can test out their repertoire of behaviors or study the interacting behavior of the group.’ The idea of role play is to give learners opportunities to practice

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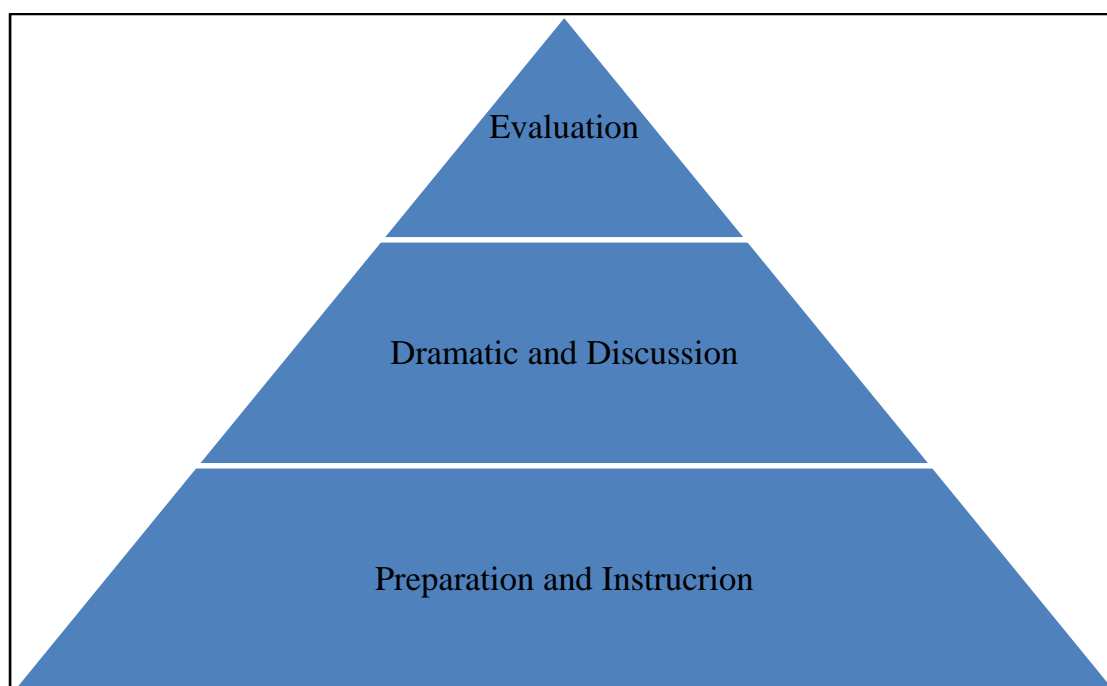
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interacting with the others. It helps them to acquire speaking skills and oral fluency which help to boost their confidence.

All in all, role play can be a very successful tool in the teacher's hands. Its prime goal is to boost student interaction in the classroom.

### **1.8 Steps of Role Playing:**

Role playing in the classroom follow a step for a logical ordering and development of role playing session. Teachers should follow these steps to enhance their student's skill. They are represented in the following figure. Adapted from role playing methods in the classroom



**Figure 1.1: Steps of Role Play**

#### **1.8.1 Preparation and Instruction:**

The first stage is problem selection which includes problem selection and warm up, general and specific instruction to participants and audience. It involves the selection by teacher after selection the problem, teacher needs to warm up or relax the students and give them practice. The explanation of the general problem situation should make clear the educational purposes of the drama and the relevance of the issue or problem for an entire class. The final step in this stage is to delineate the roles of the audience, the students who

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are not acting out the dramatic roles. These students can observe the general interaction of actors or they can be charged to watch for specific events.

### **1.8.2 Dramatic Action and Discussion:**

The second major stage covers both the role playing itself and the subsequent discussion and interpretation of the action. Sufficient time should be allowed during the improvisation for students to become thoroughly immersed in the problem situation. At the conclusion of the drama it is important to bring the class back to everyday reality, to dissociate the actors clearly from the role they played. This is important so that critics and other students can concentrate on the role behavior and not on the actions or person of the actors.

### **1.8.3 Evaluation:**

Evaluation is the final stage ,in this stage teachers and pupils review the success and the failures of their role playing experience .The teacher will certainly want to make a personal evaluation of the experience and to show what a student have learned from the experience.

### **1.9 Types of Role Plays:**

Role play may differ in length and difficulty. According to Al-Arishi (2004) cited in Kusriennek (2004) there are two main types **real** and **surreal play**.

A role play activity which is a rehearsal for real world is called real play. Therefore, the learner will be trained to know how to deal with different situations which present a series of problems that the learners may encounter in real life. Moreover, real playing fits the desire for realism because it gives students the chance to practice in real life such as:

Ordering food, greeting ,travel agency ect.Thanks to this kinds of role playing learners have possibility to rehears ,these activities ,then in the future they may have fewer problems because they have practice in the classroom.

In sharp contrast, a surreal play encourages imaginative inner in students mind. In this type learner intend to explore feeling and attitude. Surreal play is also called imaginative role play.

### **1.10 Advantages and disadvantages of role play**

Role play as a teaching technique has its benefit, Kowalska (1991:113) believes that role playing develops learner's fluency in speaking. Therefore, through role playing teachers may train their student's to speaking skill. Authors view that role playing has the possibility to develop the language necessary in social relationship. For such learners role play is helpful it is not only about acquire phrases, but to learn how to interact with variety of circumstances.

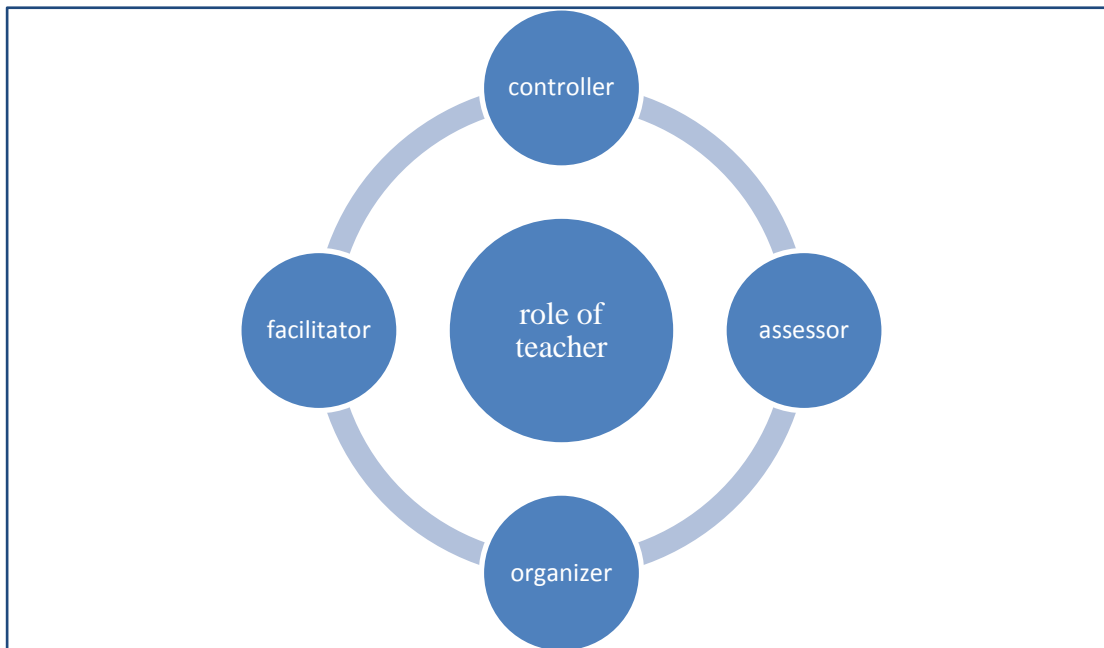
Another advantage of role plays is that it helps learners to develop self- esteem, confidence then it is a way of developing interactive knowledge and skill.

However role plays have disadvantages, Rogers (2007:210) pointed out that sometimes role play is not an appropriate method to be used; he added that role plays have some disadvantages. First, sometimes students cannot be familiar to such activities and they cannot understand. Another disadvantage is that teacher's loss of control because it can be too much fun and noisy, the classroom turn into chaos. A further disadvantage is that not all learners enjoy in group work they would prefer to be focus of the teacher's interest rather than work with their classmate. Thornbury (2005:96-98) adds that role play involves bodily movements (climbing, jumping, rolling, beding etc.), as a result accidents may occur in the process.

### **1.11 The Role of Teacher**

It is well known that the teacher is one of the basic components of teaching process. Moreover, the teacher is someone who can provide knowledge to his/her learners. Teachers' play important roles in the classroom they can be controller, assessor, corrector, organizer, and facilitator.





**Figure 1.2: Different Roles of a Teacher**

### 1.11.1 Controller

The teacher is in complete charge of the class, the teacher is mostly the center of focus. ‘The teacher acts as a controller of everything that goes on the classroom. ‘Harmer (2001).when he/she stands in front of the class and stipulates to the learners orders as what to do, when to speak here the teacher is acting as a controller. Talking to students and giving instructions, Harmer (1991,236) points out that ‘teacher fulfilling this role,... control not only what the students do, but also when they speak and what language they use.’

### 1.11.2 Assessor

A teacher wears many hats throughout the day, week, and school years. One of the important hats is that of an assessor, the role as an assessor means assessing the students’ level of learning; giving feedback and grading them. Teachers offer the help if students do not understand something, they give feedback over their activities and also grade them in different ways. In this context Harmer (2001:60) said that:

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when act as assessors (whether in the matter of instant correction or more drawn-out grade giving) we must always be sensitive to the students' possible reaction .A bad grade in bad grade, however it is communicated but it can be made for acceptable if it is given with sensitivity and support.

### **1.11.3 Organizer**

The most important and difficult role of the teacher has to play is as organizer. Meanwhile organization means that students are in their proper time, the teacher is ready with effective lessons without a good organization. One more of these items can become faulty.

Organizing learners to do diverse activities is the most important and difficult to be performed by the teacher.

Organizing students to do various activities such as:

- Give them information
- Demonstrating what is going happen to happen
- Guiding them in the performance of the activities
- Grouping students

All in all, a good organization is a key factor in planning a syllabus, lessons that make a successful educator and class.

### **1.11. 4 Facilitator**

In the globe era the role of the teacher is changing, teachers should understand and concentrate on four pillars of education i.e. learning to live, learning to know, learning to do and learning to be. Now the teacher as a facilitator

- ✓ Encourages active learning
- ✓ Clears the barriers in learning
- ✓ Promotes students interaction

### **Conclusion**

All through this theoretical chapter, the researcher provided a related data about two variables which have been separated into two sections. In the first section, the researcher dealt with the notion of speaking with different components. In the second, the researcher introduces the main concepts related to the role play. Moreover, role play is said to be a technique that EFL teachers adopt in their class to help their students to speak.

Today, it is essential to improve students' achievement and preparing them as professionals in the global economy and develops students 'speaking skill.

# **Chapter two**

## **Data Collection and Analysis**

**Chapter Two: Data Analysis and interpretation**

2.1. Introduction

2.2. Research Methodology

2.2.1. Sampling

2.2.1.1. Puplis' profle

2.2.1.2. Teachers' Profile

2.2.2. Research Design

2.2.3. Data Collection

2.2.1. Definition Questionnaire

2.2.2. Definition of Interview

2.2.3. Description of Questionnaire

2.2.4. Description of Interview

2.5. Data Analysis

2.5.1. Analysis of Students' Questionnaire

2.5.2. Analysis of Teacher Interview

2.6. Research Findings

2.7. Recommendation and Suggestion

Conclusion

## **Chapter Two : Data collection and interpretation**

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### **2.1. Introduction**

The current chapter is devoted to give a general idea about the research methodology followed in the present work. It consists of two sections; theoretical section which studies the main description of the research setting, case study and the selection of target sample. It eventually presents the two research tools are used (pupils' questionnaire, teachers' interview). On the other hand the second part is practical which encompasses quantitatively and qualitatively.

### **2.2 .The sample**

The study was conducted with Middle school pupils and teachers from the same school, Meftahi at Sidi Bel Abass, during the academic year 2018/2019.it is randomly chosen 40males and females; the aim of the sampling is to know the impact of role play on enhancing speaking skill of these learners.

#### **2.3.2 Pupils' profile**

The sample size was 40 learners whose average age 15 years old the oldest one were 18 years old. There were 22 female pupils and 18 males. The participants in this work were chosen randomly to respond to a questionnaire to obtain information. Thier experience in learning English differs from one to another; it varies from 5to 6 years

#### **2.3.3 Teachers' Profile**

Additionally, the researcher selected 5 teachers of English language in the secondary school and their age ranges from 30 to 50 years old. All teachers have license degree and their experience of teaching between 27, 22,17,5 years.

### **2.4 Research Design**

To conduct the present study the researcher opted for a case study which dealt with first-year pupils in secondary school. The case study seems to be the examination of the target situation where conducting a research as it is identified by Yin (1994:13) as 'an

## **Chapter Two : Data collection and interpretation**

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empirical inquiry that investigates a contemporary within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident.’ This means that the case study shows the encounter complication in a work place.

The aim of the case study is to be able to study from close the impact of a role play on learners’ improvement in the speaking skill.

### **2.5. Data collection instruments**

Research instruments are designed tools that aid the collection of data for the purpose of analysis to check the validity of the research hypothesis. It has several types for gathering information including: questionnaire, interview, classroom observation and psychological tests. In this research two instruments are used to investigate: a questionnaire and interview. These two tools are described in the following part.

#### **2.5.1 Definition of Questionnaire**

A questionnaire is one of the mostly used tools in research it helps the researcher to collect data in a shorter time. Richard (2001:60) indicates the employment of this instrument by stating: ‘Questionnaires are one the most common instruments used.They are relatively easy to prepare, they can be used with large number of subjects, and they obtain information that is relatively to tabulate and analyze’.

This means that the questionnaire is quantities data focus on statistical techniques employed for the description and analysis of information. It involves the use of description and analysis of descriptive statistics which include frequencies which refer to numerical data, number, percentages, tabulation and graphic which gives the work more scientific direction

### **2.5.2. Definition of Interview**

An interview is a conversation for gathering information; it can be defined as a qualitative research technique which involves conducting intensive individual interviews with small numbers of respondents to explore their prescriptive on particular idea, programs or situations. In this context Schostack (2006:10) states

The interview can be described in terms of individuals directing their attention towards each other with the purpose of opening up the possibility of gaining an insight into the experiences, concerns ,interest, beliefs, value, knowledge and ways of seeing thinking and acting of the others.

It is an unusual method in that gathering method in that it involves the gathering of data through direct verbal interaction between individuals. In this sense it differs from questionnaire where the respondent is required to

Record in some way her responses to set questions.

### **2.4.3 Description of the Questionnaire:**

The students' questionnaire is designed to obtain information concerning the students' opinion about their attitude towards studying English using role plays. The questionnaire consists of 12 questions divided into three sections. The types of questions are mainly closed ended (yes/no) questions or multiple choice questions. They are described in what follows (see Appendix1).

- ❖ Section one: from Q1 to Q5; it gathers data about pupils' personal characteristics.
- ❖ Section two: from Q6 to Q8; this seeks information about, learner's abilities in speaking and the main activities used by teachers to teach
- ❖ Section three: from Q9 to Q12; this section seeks information about the impact of role play activities on pupils' improvement in speaking



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The main objectives of the questions are described below:

### **Section one: Pupils' Profile**

#### **Q1: Gender**

The aim of this question is to know the gender of the participant

#### **Q2: Age**

This question is asked in the aim of knowing the limitation of participants' age as it useful to be put in the learning profile

#### **Q3: Do you like English?**

The objective of this question is to know learners attitude towards english language

#### **Q4: How long have you studied English**

This question aims at finding out the learning experience of pupils in English language

#### **Q5: How do you find your speaking skill in English**

The goal of this question is to know learners' opinions about their level of speaking proficiency

### **Section two: Speaking Skill**

#### **Q6: Why you cannot express yourself easily?**

The objective of this question is to know the difficulties that face learners in oral communication whether it is because of shynees, anxiety or lack of confidence

#### **Q7: Do you have the opportunity to speak each session?**

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This question aims at having a look at the opportunity to extended to which talk in every oral session production

**Q8:** Which activities do you like most?

This question sheds light on the main activities that are used by the teachers and are appreciated by the learners

### **Section Three: Role Play**

**Q9:** Do you know what a role play is?

The goal of this question is to know if students know the meaning of role play

**Q10:** Do you think that role plays can help you to

Raise your motivation

Gives opportunities to monitor your language

The objective of this question is to investigate learners' opinions about the impact of role play on their motivation and giving them opportunities to monitor their language.

**Q11:** To present a role play how do you find it easy or difficult ?

The aim of this question is to know if student can play their role easy or difficult.

**Q12:** Do you think that role play is helpful for students to enhance their speaking skill?

The objective of this question is to know if a role play is helpful for learners to enhance their speaking skill.

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### **2.4.4 Description of the Interview**

Teachers' interview is designed to obtain information concerning the teacher's opinion about their teaching methods in EFL classrooms. The interviews include 6 questions (see Appendix 2). The questions are described below.

**Q1:** How long have you been teaching English?

Knowing the experience of teachers in teaching English

**Q2:** Some students struggle to express themselves verbally. In your opinion, is it anxiety or there are other reasons?

The objective of this question is to see the different reasons that students have during speaking

**Q3:** What are the successful teaching techniques you use?

Knowing the kind of activities used in speaking skill to improve pupils oral communication

**Q4:** Do you use role play when teaching speaking?

The objective of this question is to know how many teacher use role play

**Q5:** What kind of difficulties do you face when you use role play in teaching English?

This questions aims at knowing the difficulties and obstacles that the teacher may face during the use of role play in teaching English

### **2.5 Data Analysis**

Data analysis is very important in the field of research. It helps to collect information in an organized way which helps the reader to understand better the purpose of your

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research. Data analysis is an important step in reporting the research findings; it may be qualitative or quantitative depending on the type of data collected by the researcher.

### 2.5.1 Analyzis of Students' Questionnaire

The designed questionnaire is divided into three sections, after the process of collecting data; the results of questions have been analyzed quantitatively and qualitatively in the following part.

#### Section One: Student Profile

**Q1to Q2:** these questions reveal that female learners' outnumber males one, their age ranges between 15and 18 years old .according to the responses. It can be understood that some levels repeated studying years.

**Q3:** Do you like English?

Option	Participant	Percentages
Yes	26	65%
No	2	5%
Little	12	30%
Total	40	100%

**Table 2.1:** Pupils' attitude towards studying English.

Students were asked to choose the appropriate answer about how much they like English language. Around 65% like English, while 5% of learners their answer was 'no 'and 12 % said a little. The reveal that the majority of learners like English

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Q4: How long have been you studied English?

Options	Participants	Percentages
Years	5	7
Number	33	7
%	82,5%	17,5 %

**Table 2.2:** pupils' accumulated years of studying English

The table shows that the majority of students have been studying English for five years up to the current year, which represent 33%. Then, 17, 5% (7) participants stated that they have studied English for 7 year

Q5: How do you find your speaking skill in English?

Option	Participants	Percentages
Weak	2	5%
Average	24	60%
Good	14	35%
Total	40	100%

**Table 2.3:** students' opinions about their level in English

This result showed that the level of students in English varies 60% which represent 24 participants believe that their level is average while 35% (14) pupils found their English capacity is good, whereas the remaining 5% (2) students found their speaking skill weak.

### Section two: Speaking Skill

Q6: Why cannot you express yourself in English?

Options	Participant	Percentages
Anxiety	20	50%
Shyness	20	50%

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Total	40	100%
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**Table2.4:** student's feeling during speaking skill

Learners' feeling in speaking skill differs from one question to another. This question was formulated to know whether learner's emotion have an impact on their speaking skill. As it is shown in the table half of the learners affirmed that they feel anxious when they speak. To their other half feel shy. This may be related with personality.

**Q7:** Do you have the opportunity to speak each session?

Option	Participants	Percentages
Yes	17	42,5%
No	23	57,5%
Total	40	100%

**Table2.5:** learners' opportunity to speak in the classroom

Giving students an opportunity to talk in EFL classroom will increase learner's ability to participate more in several activities. Therefore, as it is mentioned above the majority of students 57, 5% said "no" they were not given a chance from their teacher to speak , while 42, 5% stated that they were given an opportunity from their teachers to speak English in classroom.

**Q8:** Which activities do you like most?

Option	Participant	Percentages
Discussion	14	35%
Role play	14	35%
Photograph	12	30%
Total	40	100%

**Table 2.6:** learner's Preference of Activities.

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It is very important from teacher's procedures to use different materials in English classroom. The result revealed that most of the participants 35% appreciated Discussion they many believe that role play between role play and are useful techniques which enable them to discuss share their ideas with mates to talk fluently. The rest of 30% showed that photograph is an enjoyable activity to develop their speaking skill

### Section Three: Role Play

**Q9:** Do you know what role play is?

Option	Participant	Percentages
Yes	29	72,5%
No	11	27,5%
Total	40	100%

**Table2.7:** Students' knowledge about role play

As the result showed in the above table, the majority of pupils know what role play technique is, this is due to its frequent use by the students. In fact 27, (5%) have no idea about role play.

**Q10:**Do you know what is role play?

Options	Participant	Percentages
Raise motivation	19	47,5%
Gives opportunities to monitor your language	18	45%
Both	3	7,5%

**Table2.8:** student's opinion about role play

The above table reveals that 19 students (47, 5%) answers that it raises their motivation, 18 students (45%) respond that role play gives them opportunities to monitor their language and use it appropriately in a context. While only 7, 5% (3) students respond "both". Consequently, the students obtain from role play technique a lot of benefits.

**Q11:** To present a role play how do you find it?

Options	Participant	Percentages
Difficult	17	42,5%
Easy	23	57,5%
Total	40	100%

**Table 2.9:** Students' opinions about role play

This table shows that 42, 5% (17) of our participants claimed that they have difficulties in practising role play in the classroom, may be because they shy or anxious, lack of confidence. But the majority of them 57, 5% (23) said that they can perform easily.

**Q12:** Do you think that role plays are helpful to enhance your speaking skill?

Option	Participants	Percentages
Yes	38	95%
No	2	5%
Total	40	100%

**Table 2.10:** Students' opinion about role plays to enhance their speaking skills

The results from the previous table show that the majority of pupils 95% opted for “yes” because they think that role play allows them to perform different roles they need in real life. It gives them opportunities to practise English and know how to deal with people in different situations. The majority have positive attitude towards role play which help them to develop more their speaking skill. Whereas only 5% reply “no” because they don't like role play.



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### **2.5.2 Teachers' Interview:**

The interview (semi-structured interview) which was conducted with the target teachers is analyzed below.

**Q1:** How long have you been teaching English?

This question was asked to EFL teacher to know the experience of the teacher it may differ from one to another it ranges from 5 to 27 years.

**Q2:** Some students struggle to express themselves verbally. In your opinion, is it anxiety or there are other reasons?

From this question teachers try to give the main reasons that make students worried about speaking skill. The reasons are listed as follow:

- They considered English as SL and pupils speak English only in the classroom.
- Lack of the basic element in speaking and even in writing.
- Making mistakes in pronunciation, grammar.

**Q3:** what are the successful teaching techniques you use?

The teachers responded that they use materials; they use videos, photos, discussion, and gap filling...etc. One of the teachers prefers to give listening and speaking activities. Such as: listening comprehension, quizzes and role play or sometimes he brings videos and asks his learners to make them participate.

**Q4:** Do you use role play when teaching speaking?

The majority of teachers answer yes, some of them they respond that they use different activities during teaching speaking.

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**Q5:** Do you think that the use of role play as a technique helps your students to overcome their problem in speaking?

Via this question teachers give their opinions about the use of role play. The result is that the majority of teachers agreed that role play is interesting. It helps students to speak and share ideas with the others. It can break the barriers of fear. Role play make student motivated for that reason they like to do it and to speak a Foreign Language (FL).

**Q6:** what kind of difficulties do you face when you use role play in teaching English?

When asking this question it was found that all these teachers face a lot of difficulties in which one of them said to manage a large number of learners' in only one group. So it is time consuming and effort demanding. This causes a psychological pressure on the part of teacher and even on the part of learners. Another interviewee find difficulties how to ask questions and to choose an appropriate topic.

**Q7:** What are the main roles of teachers?

Teachers' have different roles in teaching English as a foreign language and these roles are necessary to achieve learners' goals. Teachers indicate that they use many roles in classroom to measure learners' need. While one of the teachers stated that the role of teachers is the one who can control, assess, organize and facilitate.

### **2.6. Discussion and Interpretation of the Main Results**

In this part of the work, the researcher provides a discussion of the main results. The pre-mentioned hypotheses at the beginning of this research work have been investigated by using two research instruments (questionnaire and interview) for collecting data from both EFL learners and teachers in order to explore their validity.

The data obtained through the pupils' questionnaire showed that learners face issues in speaking because they are anxious, shy, lack of confidence. One of the activities they prefer is a role play. The majority feel that role play helps them to be active learners and

## **Chapter Two : Data collection and interpretation**

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help them to acquire vocabulary and to enhance their pronunciation. The data revealed certain patterns, about students and their views on role play, the questionnaire offered a good starting point to make sure each participant understood what role play is. Additionally, the result revealed that role play is effective technique to monitor their language.

Through the analysis of the interview, the researcher found out that EFL teachers have several roles which they use in the classroom to develop learners speaking ability. The teacher can be facilitator and controller of the activity. Some teachers view that role play can be a solution to provide a cheap learning but meaningful for learners in developing speaking skill, pupils not only understand they have to act or behave as if they are in real world. Through role play student can get a lot of time to speak.

Based on the results above, the two hypotheses are confirm, the first one is that role play is an effective technique to develop speaking skill. The second one, teachers use appropriate activities and interesting topics can make role play an effective teaching technique.

### **2.7 Recommendations and Suggestions**

The results acquire from the research instruments show that role play as a teaching method has positive results on developing students' speaking skills.

- ✓ The speaking skill of first-year students English is enhanced through the use of role play of different situations that exist in real life.
- ✓ Students should not rely on what they have been taught in the classroom, they should rely on practising and using English in real life situation.
- ✓ Teachers should encourage students to take more responsibility for their learning, and there by result is better learning
- ✓ Teachers are not advisable to correct students pronunciation mistakes very often while they are speaking

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- ✓ Teachers should turn around classroom to ensure those students are on the right track and see whether they need his/her help while they work in group or on pair and provide the beforehand that student need in speaking activities
- ✓ Students should speak and interact in classroom regularly as an attempt to get rid of their shyness and hesitation.

### **Conclusion**

To conclude, in this chapter the researcher highlighted the analysis and interpretation of students' questionnaire and teacher's interview. The data collected from the questionnaire and interview let to investigate great impact of role play techniques on students' achievement. Thus, the results in learners' questionnaire are in the direction of the suggested hypotheses and allowed to notice that role play can really enhance students' speaking level.

# **General Conclusion**

### **General Conclusion**

To close this study which highlighted the difficulties that most EFL learners face in speaking English language as they seem uncomfortable in their speaking performance; So, it is important to investigate the appropriate method that helps teachers to help their learners to be more fluent and accurate.

The present study is a total of two chapters. First, the researcher began with theoretical part and it has the aim of reviewing and describing the literature of the two main variables that comprises this study, namely; speaking skill and role play as a teaching technique. It dealt with the main concepts related to the topic. Speaking is key to communication; it is very important process that helps to evaluate learners' proficiency in the target language. It should be one of the basic curriculum designs of EFL teaching. The development of speaking skill requires learners to make active use of the language that is correct in its grammar and pronunciation that is correct in its grammar and pronunciation that is to say fluency and accuracy are essential aspects to be developed in classroom interaction. Teaching speaking is an important aspect in the field of teaching English. However, learners may face many difficulties in speaking such as: shyness, anxiety, lack of confidence and motivation. So, teaching skill become more effectively when the teacher use different materials as role play technique to make the world which learners' learned concrete. Role play is one of the most adaptable activities for the speaking skill this activity is practical, entertaining. Role play techniques have great importance in the teaching process. After gathering information the researcher moved toward the second chapter where the researchers gather information in practical way through two instruments: questionnaire administered to middle school learners and the interview the teachers in the same school.

All in all, the obtained findings from the research instruments that role play has a positive effect on developing students speaking skill. Additionally, role play reduces shyness and anxiety feeling among the students and raises their motivation to communicate and learn English. Furthermore, the students find role play as the appropriate teaching technique to develop their speaking skill and become fluent speakers

## **General Conclusion**

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of the English language. These results confirm the hypothesis that role play technique is very important in teaching English because it helps to improve speaking skill also it gives opportunities for learners to express themselves freely. Even, the second hypothesis is confirmed; teachers extremely enhance learners to be communicatively competent. For that reasons, the researcher have provided future researchers with implications and recommendations to put them in other to related studies.

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# Appendix

## Appendix (1)

### Student's questionnaire

This questionnaire aims at gathering information about speaking skills and role play in EFL classes. Dear student, I would be grateful if you would read the questions and choose the answer you think is more appropriate.

#### Section one: student s profile

##### 1/ Gender

Male

Female

##### 2 / Age

Your age is

3/ Do you like English. ?

Yes  No  a little

4 / how many years you study English?

1 year      2 years      3 years

5/ How do you find your speaking skill in English?

Weak

Average

Good

#### Section two: speaking skill

6/ why cannot you express yourself in English easily ?

Because of:

Anxiety  shyness

Others .....

7/ Do you have the opportunity to speak each session?

Yes

No

8 / which activities do you like most

Discussion

Role play

Photograph

### **Section three: Role play**

9/ Do you know what is a role play?

Yes

No

10 / Do you think that role plays help you to?

- Raise your motivation
- Gives you opportunities to monitor your language

11/ to present role play how you find it:

Difficult

Easy

12/ Do you think that role plays are helpful to enhance your speaking skills. ?

Yes

No

## **Appendix (2)**

### **Teachers Interview:**

- 1- How long have you been teaching English? ?
- 2- Some students struggle to express themselves verbally. Is it anxiety or there are other reasons?
- 3- What are the successful teaching methods you use?
- 4- Do you the use of role play as when teaching speaking?
- 5- You think that the use of role play as teaching technique help student to overcome their problem in speaking?
- 6- What kind of difficulties do you face when you use role play in teaching English?
- 7- What are the main roles of teacher?