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DEPARTMENT OF ENGLISH

**Investigating Students' and Teachers' attitudes towards The Use Of Role Play To
Improve Students Speaking Skills In EFL Classes
The Case Of Second Year EFL Students at Khenchela
University**

Dissertation Submitted to the Department of English in Fulfillment of the Requirements for
the Degree of Master in Language and Culture

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Dedication

I dedicate this work respect and appreciate the following :

To the light of my life my father **Djamai** you are my pillar in life .

To the great women who gave me life, my mother who encouraged me and prayed for me
thank you four every thing .

To my dear sisters **Hadil, Amina, Malak** and, To my lovely brother **Chams Eddine** who
were always by my side .

To my beloved friends **Dhikra, Rayen, Fatma** who always believed in me .

And to God, all thanks and praise

Asma Sellaoui

Dedications

In the name of Allah, most gracious, most merciful.

With deep love, I dedicate this work to:

My beloved mother ' Rahila ' who encouraged me to study and never give up, and surrounded me with inspiration, care and love.

My beloved father ' Abdellah ', who was always by my side and supporting me throughout my academic journey.

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Abstract

This present study aimed to investigate students' and teachers' attitude toward using role play as an authentic material in EFL classes to enhance students' Speaking Proficiency at the English department of Khanchela University. The common issue that second year learners' are facing several problems during Speaking especially lack of linguistics and cultural back grounds. Thus, teachers trying to make efforts to solve this issue. role play as a teaching tool might help students' improving their Speaking skills by which they become more fluent and accurate. Moreover, this research was done by using Mixed Method; Qualitative and Quantitative designs with a simple Descriptive design this approaches were used to collect data .furthermore, the data were collected from 40 Second year students using a Questionnaires and, an interview with Six oral Module teachers at the English department of khenchela University. Additionally, the gained results provide that the majority of students and teachers are more interested in oral courses.it also confirmed that both EFL learners and instructors have positive attitudes towards using role play to improve students' Speaking proficiency. Hence, role play as an authentic material has a positive effect on EFL students' pronunciation, fluency and accuracy. Finally the research questions are successfully answered and the hypothesis are effectively proved.

Key words:

EFL English as a Foreign language.

Role Play

Speaking skill

EFL Students

EFLTeachers

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Students' Questionnaire	Erreur ! Signet non défini.
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List of Abbreviations

EFL: English as a Foreign Language .

General Introduction

Introduction

It is known that language and culture are two sides of the same coin, because understanding a language requires understanding its' cultural context they are intertwined you can not separate them. In the present global world communication plays a crucial role especially in students' lives .and the main key tool for this process is language, which is considered as an effective mean through which people will be able to share and exchange ideas with others from different cultural backgrounds. People all over the world learn foreign languages like English ,German ,Spanish and Chinese... not only for the sake of their studies ,because there are several popular reasons such as traveling ,working or even living in countries where these languages are spoken .However, this does not mean that someone who does not have any intention to travel around the world does not have to learn a second or a third language .In contrary, learning a new language gives learner's the ability to deal with people who use that language

It is not surprising that culture is a set of beliefs, values, norms.... Which represents the way of living of a specific group of people in a particular community, and each country has its own language that distinguishes it from the other ones .As separate language from culture . this means that you can not acquire a new culture without learning it's language because this will hinder the way of communication especially in EFL classes .

Learning a new language is not easy especially in EFL classes , In which the teacher focus more on developing learners oral performance and their four skills such as, listening,writing,reading and particularly speaking which is the skill that need a lot of practices to be developed, and through its development students will be able to communicate fluently and accurately .Teachers must use some effective techniques the or authentic materials for such as podcasts ,songs, role playetc. .The role play is an effective authentic material which has a pivotal role in developing student's proficiency and correctness . Through the incorporation of this technique In EFL classes learners will hit two birds with one stone acquiring both language and culture. The majority of students in the oral expression sessions face serval problems like lack of cultural background ,lack of self-confidence and the fear of committing mistakes while speaking especially grammar mistakes which are related to their lack of cultural backgrounds. The only way to help them getting rid of these challenges and stepping out of their comfort zone is the use the role play technique .

2. Background of the study :

The goal behind integrating the authentic materials in EFL classes is not based only on improving vocabulary and Grammar but, also focusing more on how people communicate and understand each other .It can not be denied that English language is the most learnt language in the world .EFL teachers should adopt a new authentic material which is the role play in order to facilitate the teaching process .This tool seems to be the best effective technique which gives student the opportunity to improve both the communicative and the linguistic competences .Through the development of the communicative and the linguistics competences student will be able to communicate fluently this may help them understanding different cultural behaviors. In addition to that ,they will have the ability to convey ideas, messages in a successful way by which they will understand others effectively .Role play has a big impact on improving learners linguistic competence were they will be able to communicate accurately ,through applying vocabulary and grammar in a meaningful conversation .As a concluding point, EFL teachers need to maintain using this dynamic, alternative tool of the teaching process with Second year student at the University of Abbes Laghrour in khenchela

Generally, the oral expression sessions need to be more enjoyable that 's why teachers must aim to enable students expressing their ideas and speak English fluently and accurately inside and outside the classroom as native speakers do .However ,at department of English at university of Abbes Laghrour Khenchela student's show poor oral performance while communicating because of their lack of cultural back ground , also their fear of making mistakes while speaking or even interacting with their teachers and this is related to their poor linguistic back ground .speaking skills activities especially role play can help students to communicate in different contexts intelligently .The main aim of this research is to explore the effect and the importance of the use of role play as a teaching technique to improve student's speaking skills and how it can help learners to speak and communicate efficiently and comfortably .

3. research questions :

The main questions of this study are :

1 /what are the causes behind students speaking problems ?

2/How can teaching speaking skill through the use of role play during the oral expression sessions help student's being able to speak fluently and accurately ?

4. Hypothesis :

As an attempt to give a solution to the problem we hypothesize the following :

*The student speaking skill can be improved through role play .

*If student's apply role play technique during oral courses they will be able to speak fluently and accurately .

5. objectives :

The objectives of our research are :

*To find the main factors effecting student's speaking performance .

*To explain how using role play (teaching culture)can improve students speaking skill .

6. Limitation :

Our research is limited only on the use of role play as a technique to improve students speaking skill within second year student's English LMD at university of Abbes Laghrour khenchela in 2023/2024 academic year .

7. Research methodology and design (descriptive Design) :

7-1 choice of the method :

In this study we opted for mixed method (Quantitative and Qualitative tools) in order to investigate students attitudes towards the use of role play as a technique to improve student speaking skill .

Population:

- second year English student at the department of English at university of Abbes Laghrour .

- Teachers of oral expression module in the department of English at kenchela university
Abbes Laghour .

7.3 Data gathering tools :

-Questionnaire for students of second year at Abbes Laghour university .

-Interview with teachers of oral expression at Abbes laghour university.

Chapter One :
The Relationship between
language
and Culture

Chapter One : The Relationship between language and Culture

Introduction :

The center of interest behind learning a new language is communicating effectively .However , the process of communication can not be achieved without referring to the cultural aspects of that foreign language .Since language and culture are two sides of the same paper ,language is considered as a mirror of its culture .In addition to that ,EFL teachers should not focus only on teaching only grammar and vocabulary ,but they have to make their student able to communicate fluently and accurately .Language is a window from which we see the world from different cultural perspectives .

This chapter shed light on some important elements related to the relationship between language and culture ,the topics covered in this chapter are crucial for enhancing our theoretical section it presents what is Language, what is culture, characteristics of culture ,types of culture ,then the relationship between language and culture .

1.What is language?

Scholars and linguists does not gave a precise definition for language ,because each one defined it from his own perspective. Language is a key for communication, and without it people can not communicate effectively. A renowned linguist and anthropologist called Edward Sapir(1921) stated that "Language is a purely human and non -instinctive method of communicating ideas ,emotions and desires by means of a system of voluntarily produced symbols "(p.8).Sapir defined language as method of communication ,or a system of symbols that is used to transmit meaning between individuals or groups .

Ferdinand De Saussure a renowned linguists in (1916)said "Language is a system of sings that express ideas "(p.20). DE Saussure in his definition of Language argues that language is a mixture of science, which are bound together in order to create an accurate sentences by which people communicate effectively .

Ludwig Wittgenstein (1922) suggests a strong relationship between language and people's understanding of reality .language is the key to understanding the world, it shapes people's thoughts, and allows them to navigate the complexities of the world .

2.What is culture :

The term "culture " has two main sources .First ,it comes from the Latin term "cultus" which means to grow or take care ,and from the verb "colere "which means to till .The term culture in its beginning was used in the field of agriculture in order to describe the act of caring crops and animals .In the early 1960 the meaning developed , and culture produced new connotations in the art generally (Atamna&Krikou ,2020).

Culture is not concerned only with people's way of life because, in the recent world culture is found everywhere and it is a tool which drives the people lives. It includes the way of thinking, behaving and how people interact with each other. Culture is the mirror which reflect any countries identity. It helps people discovering the world from different perspective through exchanging their believes, ideas with others. From this point scholars and scientists look at culture from deferent views, they did not agree on one single definition. Some scholars see culture as people's way of life, while others gave it a specific or a reliable definition .This does not means that each definition is better then the other because, they all together conveys the same meaning .The most quoted definition is that of sir Tylor (1871)" culture is that complex whole which includes knowledge, belief, art, morals, low, custom, and any other capabilities and habits acquiring by man as a member of society"(p.1).According to him culture is a phenomena which shapes all the human activities acquired by a group of people in a specific community.

Clifford Geertz(1973) defines culture as "an integrated system of shared symbols and actions which constitute a distinctive way of life far a people "(p.89).Geertz in his definition of culture focus on the idea of making mechanisms which may help culture being more ordered and coherent .

Additionally, culture is a window from which people look at the world differently, it guides the member's behaviors and their way of interacting with individuals from the same group or with others belonging to various cultures . A Japanese proverb states that "one culture a thousand gardens, this proverb celebrates the richness and variety within a sing culture. This means that culture is not made up with one single element, but it consists of various elements such as, norms, values and beliefs.

Hofstede (1994) see culture as a learned system of shared believes, values that shape how a group of people perceive the world and interact with each other is not biological ,but rather instilled through upbringing and experiences within a particular social environment.

Some researchers consider culture as a social knowledge for instance Yule (2006) who defines it as a social information it is not something people born with it ,but rather something they learn from society.it is constructing presumptions about real-world objects and people.

Another definition is suggested by Goodenough (1964) "...an organization of many things such people, things , emotions and even behaviors in addition to things, people have in mind and how they perceive ,relate and interpret them".(as cited in Juliane ,2007,p.9).

3.Characteristics of culture.

Human societies are built on their culture .It encompasses all that a group of people creates, shares, learns ,and engages in.For better understanding to it's nature ,scholars gave various characteristics of culture .Culture is a human product This means that it is made by humans and it is not a God gift . Kimball young (1939)maintains that our society is shaped by our journey to understand and interact with the world we live in encompassing both nature and our own beings .

Culture is acquired through social learning , not biological inheritance .It is a product of civilization , forming and growing through social interactions , shared by all members of a society .It can be said that culture is shared especially through the process of social interaction ,People interact with each other and share their own ideas in order to share their culture . culture is not something can be possessed by individual it is something shared by specific people in a particular community . Dorfman and House (2004) argues that the term culture refers to the sharedness of cultural indicators among members of a collective. Some scholars regarded sharedness as a crucial element in the definition of culture .what is not shared may be excluded from the concept .Fischer (2009)said "culture is typically defined as a collective phenomena that is approximately shared among members of a culture "(p.29).

Another characteristic is that culture is heterogeneous .In this account, it is also important to note that culture is varied ,because it is made up of several subcultures (age, social status , origin).The same situation may inspire different reactions .each person has unique characteristics that distinguish him or her from others . In addition, integration is one

of the most important characteristics of culture .All its parts are combine together in order to create a cohesive unit ,it is like a recipe and its ingredients are (values, behaviors and believes) . Haviland (1990) observed that when an anthropologist examines one aspect of a culture ,they inevitably find it necessary to also examine other aspects .This interconnectedness of various phenomena within a given culture is known among anthropologists as "integration".

Furthermore, culture is transmitted. As Boas (1911) said that "culture consists of patterns of behavior and ideas that are learned and transmitted from generation to generation through a non -genetic process "(p.18). He emphasize on the idea that this phenomena (culture) is not innate but learned and transmitted from one generation to the other. Moving beyond Boas analysis, Margret Mead (1940) stated that " culture ...is learned behavior, not instinctive or inherited. It is transmitted through a process of enculturation, by which each generation learned from the one above it the patterns of behavior characteristics of the particular society" (p.88). Culture characterized by symbolic ,it is a symbols of combined symbols such as behaviors, objects, ideas that carry meaning within a particular culture as it is mentioned by Geertz(1973) in his quote " culture is symbolically transmitted pattern of meanings embodied in symbols, a system of inherited conceptions expressed in symbolic forms by means of which men communicate, perpetuate and develop their knowledge about and attitudes about life "(p.89).Geertz emphasize on the idea that culture is a symbols of inherited symbols .

4. types of culture :

Culture have two main basic types, big 'c' culture and small 'c' culture.

4.1 Big "c" (material culture)

Material culture is the tangible essence of a society, which surrounds us it is more than just physical objects. From the clothes we wear to the tools we use .Studding this type of culture allows people to understand what's going on the society(Atamna&Krikou ,2020) . According to Peterson(2004), large 'c' culture encompasses the culture related to grand themes, which include the following subjects geography,architecteure, literature, classical music, politics, society's standards, legal. The foundation includes essential values, past events, and mental processes.

According to Brooks (1968, referenced in Ait Aissa, 2020, p.27), large 'c' culture refers to the best aspects of human existence that are reserved for elites. Wintergerst and McVeigh (2010, as referenced in Ait Aissa, 2020, p.27) agree with Brooks and argue that big 'c' culture is the domain of highly educated individuals who have the ability to comprehend complex 'c' concepts through intellectual effort. Material culture is a window into the soul of a society, a reflection of its values and beliefs. As Lee (2009) points out that large 'c' culture is "the culture which represents a set of facts and statistics relating to the target speech community's arts, history, geography, business, education, festivals, and customs".

4.2 Small "c" (Non-material culture)

Non-material culture delves into the invisible aspects that shape its identity. It is the blue print that guides behaviors, fosters connection and transmits values across generations. According to Lafayette (1997, as cited in Ait Aissa, 2020), small 'c' culture refers to the everyday, active cultural patterns that people engage in, such as eating, shopping, and greeting. Lee (2009) describes this type of culture as the "invisible and deeper sense of a target culture", encompassing attitudes, beliefs and assumptions. As well as Peterson (2004, as cited in Ait Aissa, 2020) defines small "c" culture as focusing on common or minor cultural themes. This includes opinions, viewpoints, preferences, tastes, gestures, body language, clothing style, food, hobbies, popular music, current issues and certain types of knowledge.

Small "c" culture shapes how people in a society live their everyday lives. It's not exclusive to any social group and applies to everyone. By understanding cultural aspects, people can learn to use language in a way that's considered proper and polite within that society.

5. The Relationship between Language and Culture

"If there is no culture, language will be like water without a source or a tree without roots". This statement indicates that there is a strong relationship between language and culture. Language and culture are interrelated and complement each other. A culture's views, values and conventions are mostly communicated through its language. Similarly, language is shaped by culture. When teaching foreign languages, it's important to consider the relationship between language and culture. The goal of learning a language is to learn customs and traditions of the community, as well as to communicate with native speakers. Kuang (2007) wrote "Language is the carrier of culture and culture is the content of

language"(p.75).This means that language shapes and contains culture. It serves as a blueprint which arranges our lives at the familiar and the national levels and the key mean of communication is language.

There is a symbolic relationship between language and culture because one can not exist without the other .This means that a person must be able to communicate with others in order to inherit or acquire knowledge, ideas. Language and culture are distinct human capabilities.

Language influenced by culture and it is the means by which people acquire their own culture and also transfer other cultures to one another, culture has a significant influence on language.

Language has a variety of cultural effects and gives individuals from different cultures a window into comprehending cultures that are different from their own .From this point humans acquire their native tongue through cultural transition rather than formal education. According to(Kranser,1999) in other words studying a language is incomplete without studying its culture .Since the two are intertwined and dependent upon one another. Therefore, teaching a language should encompass more than just grammar and vocabulary, it should also delve deeply into the language's cultural facts.

Language and culture are intricately linked, they can not be split part without losing their meaning .knowing a culture is similar to knowing a language and without language communication would be severely limited .

6.Methods of teaching culture in EFL classes.

There are several methods for integrating culture into language teaching .

A-The self awareness :

The self-awareness technique (Chastain 1988: 311) aims to increase students' understanding of fundamental ideas that influence their values, attitudes, and behaviors.Teachers could employ sensitivity exercises, self-assessment surveys, and problem-solving and checklists for value orientations. According to Chastain, the way people

express themselves in a second language reflects how they organize reality. Teachers can examine these links in class .

B-The cultural capsule :

The cultural capsule is a brief explanation of one feature of the other culture, followed by a discussion of the contrasts. It was first proposed by Taylor and Sorensen in 1961 and has since been mentioned by Chastain 1988: 310, Stern 1992: 224–25, Seely 1993: 174–177, and Henrichsen 1998. With this method, the teacher delivers the material verbally rather than having the students read the description like they would with the culture assimilator. Another option is for pupils to create a culture capsule at home and display it in class. Realia, images, and a series of questions are frequently used in oral presentations in order to encourage conversation. It shouldn't take longer than ten minutes to take one capsule.

C-The Colton :

Chastain (1988: 312) and Henrichsen (1998) describe the cultoon as a mechanism for the assimilation of visual culture. The teacher presents students with a cartoon strip (typically four pictures) depicting a mistake. The scenarios are also mentioned. The teacher will speak, or the pupils will read the supporting written descriptions. Students can be asked if they think the reactions of the characters in the cartoons appear Determine whether it is suitable or not, and attempt to arrive at the correct interpretation. Cultoons generally promote awareness of cultural facts and some insight, but they rarely provide real Understanding the emotions involved in cultural misconceptions.

D-Creating an authentic environment :

Creating an authentic atmosphere. Chastain (1988: 313) and Stern (1992: 224) identify this as a technique, but it might also be referred to as an environment for more remembered learning. Displays, posters, bulletin boards, maps, and realia can provide a visual representation of another culture, particularly when teaching language and culture in a remote location.

E-The culture Quest :

Culture Quest is another online activity. The Center for School Development of the School of Education at The City College of the City University of New York established it.

The Culture Quest engages students in inquiry-based classroom projects, the purpose is to investigate different people and cultures. The program aims to enhance students' understanding and appreciation of diverse cultures, improve their inquiry, research, and reading abilities, and equip them with technology skills.

F-The slice-of life technique :

The slice-of-life technique (first proposed by Taylor in 1972; also discussed by Chastain 1988: 309–10, Stern 1992: 224) is a technique in which the teacher selects a small portion of life among other parts of culture and often introduce it to learners at the beginning of the course. For example, this short item could be a song related to the topic or a recording of a news story. The advantage of this technique is that it attracts learners' attention and arouses their interest. It doesn't take up much valuable study time.

The drama :

Drama, as a pedagogical tool, has been extensively utilized in teaching culture and is recognized for its effectiveness in addressing cross-cultural misunderstandings. Scholars like Stern (1992: 227, 241) and Fleming (1998) have supported the use of drama in this context. Byram and Fleming (1998: 143) argue that when drama is taught correctly it is an "ideal context for exploration of cultural values ,both one's own and other people's" .Drama incorporates role-play, simulation, and encourages learners to paraphrase and interpret cultural elements. Through engaging in dramatic activities, learners can immerse themselves in different cultural scenarios, adopt various roles, and gain a deeper understanding of cultural perspectives. This immersive experience allows learners to explore and reflect upon their own cultural values while also developing empathy and understanding for the values of other cultures. The interactive nature of drama encourages learners to actively participate and engage with the material, fostering a deeper connection and appreciation for cultural diversity. By assuming different roles and perspectives, learners can gain insight into how cultural values shape behaviors, beliefs, and interactions. Moreover, drama provides opportunities for learners to practice paraphrasing and interpreting cultural content, enhancing their language skills and intercultural competence.

The micrology :

The micro Logue is a method where language learning is intended to center upon culture (see, for instance, Chastain 1988: 312–322). A cultural passage that can be read aloud in class is selected by the teacher. Pupils pay attention, respond to the questions, summarize orally, and then Write the text down in a dictated manner. Chastain claims that the benefit of this method is that it requires very little time and the teacher does not require any particular cultural experience .

Student research :

According to Stern (1992: 229), Seelye (1993: 149-159), and Cullen (2000), student research is an effective method for engaging advanced students by incorporating their interests into classroom activities. For starters, Teachers can assign students to research any part of the target culture that piques their interest on the internet or at the library. In the following lesson, students present their findings and answer questions from their group. This can result in poster sessions or extended projects. Some learners may develop a long-term interest in the target culture through activities such as writing a course paper. According to Stern (1992), research methodologies allow students to learn independently and approach unfamiliar societies with an open mind. According to Seelye, research skills are retained by students even after they graduate. He also says that they are easy to construct due to the abundance of knowledge available for logical inquiry. His 'founts' comprise books, newspapers, periodicals, printed materials, videos, audio, photos, and personal information.

Cultural aside :

Stern (1992: 224), Chastain (1988: 309), and Henrichsen (1998) define a cultural aside as a teacher's inclusion of cultural material in the text. It's frequently an unplanned and quick cultural commentary. (Nostrand (1974: 298) describes the procedure as an (Incidental comment). It provides cultural context for linguistic elements and encourages learners to form mental associations comparable to native speakers. The drawback is that cultural knowledge offered to students may be disorganized and incomplete .

7. The importance of teaching culture in EFL classes

Teaching culture is a crucial aspect of teaching languages. Without understanding the culture, one cannot understand the language. For the past 200 years, researchers have been concentrating on the intimate connection between language . According to Wang (2008,3)

"teaching foreign languages is teaching foreign cultures and teaching foreign cultures is teaching foreign languages" . Language teachers recognize that language is inextricably linked to culture and that understanding culture is essential for language comprehension. learning the language without culture appears to be incomplete. L2 students may find it ineffective to study a language without understanding its native speakers. Learning a new language involves more just understanding the linguistic system. Knowing a language involves knowing it's culture as well(Haddad,2012) .

Several authors, such as Stainer (1971), believe that studying the target culture gives students a reason to learn the language and makes the study more meaningful. From the learner's perspective, understanding the target culture helps create a clear picture of real-life situations, as the illustrations in grammar books may be hard to conceptualize without that cultural background knowledge. Providing access to the cultural aspects of the language also allows learners to better relate the abstract language system to real people and places, as Chastain (1971) argues. In terms of motivation, culture-based activities like singing, dancing, role-playing, and researching countries can greatly increase students' interest and motivation to learn the target language. Cook (1970) suggests that studying the target culture might enhance learner's overall education by teaching them about geography, history, arts, and other aspects of the culture. Most people today recognize the importance of cultural awareness to avoid making racist assumptions due to a lack of understanding about another culture. This lead to significant problems when encountering someone from a different cultural background (kramsch,2001). According to McKay (2003), culture influences language education in two ways linguistically and pedagogically. Pedagogically ,it determines the selection of teaching materials. In other words when selecting language materials for the class room, it's important to evaluate their cultural content and technique .this impacts levels of the language. Teaching culture can help learners distinguish between their own culture and the target culture (Choudhury,2013) .

Chapter Two :

The use of role play To teach EFL

Students Speaking Skill

CHAPTER TWO : The use of role play To teach EFL Students Speaking Skill

introduction

Learning a foreign language required reaching the four main language skills, reading, writing, speaking and listening . especially the later one which is considered as the common interest of EFL teachers .In EFL classrooms teachers focus more on enhancing the speaking competence ,in order to make their students be able to communicate fluently and accurately either inside the classroom or with native speakers .Speaking ability is difficult to improve because of its interdisciplinary nature. The appropriate solution of making students developing their speaking skill is the integration of authentic materials especially role play which is a safe technique to practice addressing situations and scenarios. The integration of role play into the EFL classes motivate students and allow them to be come more fluent and accurate also it helps learners develop linguistic and socio-cultural understanding .

This chapter shed light on some important elements related to teaching speaking in EFL classes. The first section looks at the definition of speaking ,teaching speaking in EFL classroom ,the importance of teaching speaking in EFL classes then students problems in speaking .however, in the second section we are going to deal with one of the most important authentic materials in teaching speaking which is Role play :Definition of role play ,types of role play ,procedures of role play and reasons to use role play in the EFL classroom

1.Definition of speaking

Speaking is a vital ability that requires more attention and practice in teaching and learning, particularly in the setting of second and foreign languages . Learning to speak a new language, especially one that is not your native tongue, is a challenging process that demands significant effort and consistent practice. Luoma (2004) stated "speaking in a foreign language is very difficult and competence in speaking takes a long time to develop"(p.1).

Speaking is the most commonly used of the four language abilities (listening, reading, writing, and speaking) in all settings. It serves as a means for humans to transfer and maintain information .Communicating and expressing thoughts, feelings, hopes, and goals fosters social interactions(Harroug, 2021). According to Leong and Ahmadi (2017) "speaking is used twice as much as reading and writing combined "(p.35). Individuals who understand a

language are known as its speakers. According to Burkart and Sheppard (2004), conversing in the target language indicates progress in language learning .

The concept of speaking can be understood in various ways ,depending on the perspective of different authors.Baygate (1987) argues that speaking proficiency involves making correct

both the speaker and the audience .All in all speaking is an open -ended interaction where individuals produce and receive information within a specific context.

language choices, using the appropriate sequence of language forms, imitating native speakers' communication skills, and conveying meanings that are understandable to the audience. Consequently, speaking is considered a crucial skill for students to effectively communicate in the classroom.

In addition to that, Cora and Knight (2000) define speaking as the act of using spoken language to convey a message in various contexts (p. 261).This means that speaking is an essential ability for communication ,responding to conversation and navigating daily situations. Littlewoods (1981) argues that speaking skill is “an important part of the curriculum in language teaching and this makes it an important object of assessment as well.(p.1). Moreover, according to Nazara(2011), speaking is essentially for social goals and circumstances. This means that speaking is a process involving

2.Teaching speaking skill

English language teachers have traditionally focused on drills and memorizing of dialogues to teach speaking skills. In today's society, teaching speaking mostly focuses on improving students' communication abilities. To succeed in this process, it's important to understand not only grammar rules and pronunciation, but also the social and cultural conventions that apply to various communication circumstances(Benlagha,2014) . Richards (2006: 16) identified three types of practice for teaching speaking in language classrooms: mechanical, meaningful and communicative practice.

2.1 Mechanical practice

Controlled exercises allow learners to practice efficiently even without knowing the language. These exercises need repetition and substitution drills, as well as sentence completion with grammar activities, but do not provide opportunities for genuine language

negotiation. These activities practice specific grammatical items, focusing on the form rather than the meaning (Benlaha, 2014).

2.2 Meaningful practice

Language-controlled activities require learners to make decisions regarding their language use during practice. Students can practice good manners and etiquette by using language like requesting, apologizing, and congratulating, and responding appropriately to social settings.

2.3 Communicative practice

Communicative Practice refers to activities that involve unrestricted language use and are not entirely predictable. Students can freely communicate their thoughts, intentions, and emotions without the teacher's interference. At this level, meaning is negotiated in real-world circumstances, leading to more authentic and spontaneous. In summary, students should first go through a controlled practice procedure before reaching a certain level of free language practice in order to build communicative competence.

In real-life situations, language learners are mainly graded on their ability to speak, which is one of four basic language skills. Teaching speaking is crucial and requires teachers to pay close attention to detail. According to Kayi (2006), "interaction" is an effective way to teach speaking since it provides a framework for practice, interchange, and retention of authentic information. Speaking activities must produce accurate linguistic output, both structurally and communicatively.

3. The importance of teaching speaking

In the past, language learning often focused on reading and writing, neglecting speaking and listening. Today, the focus has shifted towards developing communication skills. This means teachers are using more conversational methods to help students become better at speaking and understanding the spoken language. Speaking, in particular, has become a more important part of language learning. . Ur (2000) said that "Of all the four skills (listening, speaking, reading, and writing), speaking seems intuitively the most important: people who know a language are referred to as 'speakers' of the language, as if speaking included all other kinds of knowing" (p.12). Many learners prioritize speaking over reading, writing, and listening. They often equate speaking fluency with language mastery itself, believing that learning the language simply means learning to speak it. According to Nunan (1991), the

ability to have a conversation in a foreign language is a key indicator of learning progress and success in that language.

Lastly, because speaking and the other abilities are connected, improving speaking also improves the other talents. The ensuing employment, educational, and travel prospects are among the main benefits of increased communicative skill; it is frequently an asset to be able to interact with others.

4. Students problems in speaking

EFL learners often struggle with speaking, hindering their ability to communicate effectively in the target language. Common difficulties include lack of motivation, fear of making mistakes, low self-confidence and others.

4.1 .Lack of motivation

This issue might arise when there is a bad relationship between the teacher and the students or when the students themselves are afraid to speak up for fear of making phonological or grammatical errors. Ur (1984) claimed that “Learners are often inhibited about trying to say things in a foreign language in the classroom; worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts”(p.121). They prefer to remain mute due to a fear of making mistakes when speaking. Fear of the teacher may also cause learners to keep silent, despite their interest, when the teacher dissatisfies the learners. For this reason, the greatest method to get over students' lack of confidence and fear of making mistakes is to create a welcoming environment where they feel comfortable with their teacher and with each other.

4.2. The use of the mother tongue

When two learners speak the same mother tongue, they are more likely to use it since it is simpler and they feel less awkward speaking it together. According to Baker and Westrup (2003, 12) “barriers to learning can accrue if students knowingly or unknowingly transfer the culture rules from their mother tongue to foreign language”. This indicates that using one's mother tongue in the classroom hinders students' ability to communicate with one another, and learners who are impacted by it will find it difficult to use the foreign language correctly since they will not have enough vocabulary in the target language.

4.3 Nothing to say

Sometimes students find it difficult to express their perspectives in order to build result sentences. Some would rather remain mute, while others describe their lack of knowledge as "I have no ideas (Belbekouch & Kaddour,2018)." This is often the result of their lack of interest to debate or engage in conversation about the chosen topics .Rivers (1968,192) say that: "the teacher may have chosen a topic which is uncongenial to him or about which he knows very little, and as a result he has nothing to express, wither in the native language or the foreign language".

4.4 Lack of self confidence

Many EFL learners struggle with a lack of confidence, particularly when beginning to produce the language. Learners that have negative self-image may struggle to obtain excellent learning outcomes due to their low self-esteem, despite their visible qualities(Benlagha,2014). According to MacIntyre (1999), self-confidence and anxiety are inversely associated to language learning. High self-confidence leads to lower anxiety, and vice versa. Thus, it is evident that when students lose faith in themselves, they will completely fail to participate in the class, and they their attitude toward engaging and taking part in class activities.

5 Role Play technique

Since the beginning of time, humans have used acting to entertain themselves. The process involves multiple stages, including stage performances, radio readings, and television broadcasts (Guechi&Souilah,2018). Role-playing is a safe way to practice communication and problem-solving skills. EFL teachers employ a variety of strategies and exercises to help students learn and have fun during the process. Role play is a popular strategy employed by EFL teachers since it enhances students' cooperative work, helps them develop communication skills like speaking, and broadens their understanding of the target culture. The goal of this section is to give a general review of role-play technique, covering its definition, types, procedures .Furthermore ,it emphasize the importance of role play in EFL classes.

5.1 Definition of role play

According to the Cambridge International Dictionary of English, role play involves playing out specific behaviors or pretending to be someone else in new situations. It is utilized in psychotherapy and language training programs (ascitedinSara, Meriam, 2018). Additionally, during role-playing exercises, students are given roles and placed in scenarios that they might someday encounter outside of the classroom. Role play extends the range of linguistic functions that can be used because it mimics real life.

there has been no uniform agreement on how to define role play. Role play originated from psychodrama, a therapeutic technique developed by Levy Moreno (Rojas, Villafuerte, & Soto, 2017). Moreno (1987) defines psychodrama as “the science which explores the truth by dramatic methods” (p.13). Nunan (2005:52) defines role-playing as a speaking activity when learners act out the qualities of others, such as age, gender, and occupation. He notes that role play involves a specific communication task, such as negotiating a purchase, fixing an issue, making a reservation, or gathering information. Role play involves copying the character and behavior of someone different from oneself, sometimes for training purposes (Belbekouch & Kaddour, 2018). Role play in the classroom provides variety, a change of pace, and possibilities for language output while also being fun. Harmer (1998, 92) stated "Role-play activities are those where students are asked to imagine that they are in a different situation and act accordingly". In role play, students can act out a scenario or circumstance in which they can play a part, or someone else's, in a classroom that is secure.

Additionally, role play is viewed as a “complete range of communication technique which develops language fluency and promotes student interaction during the class, increasing students’ motivation, encouraging their learning, but also sharing responsibility between teacher-student ” (Kuśnierek, 2015, p. 7). All in all, Role play allows students to interact with others in a controlled atmosphere to gain experience and try out new tactics. Role play involves putting oneself in the shoes of others or seeing yourself in different scenarios.

5.2 Types of role play :

Role-playing is a key tool for language teaching and learning. Role plays are utilized to achieve a variety of goals. Teachers can use this strategy to improve learners' vocabulary and teach certain tenses To help second and foreign language learners better understand the target culture, they should be used appropriately. There are various sorts of role-playing.

Certain scenarios may require a combination of several sorts(Guechi&Souilah,2018). There are Four types of role play conflict role play, cooperative role play, information gape role play and task-based role play.

5.2.1 Conflict role play

In this kind of activity, students pretend to be various parties in a scenario where they must interact with one another and act out possible outcomes. For instance, attempting to get a neighbor to turn off the music is one of those scenarios. For pupils who are mature enough to be tested under pressure and who have faith in their talents, this kind is highly recommended.

5.2.2 Cooperative role-play:

Cooperative role-play: In this kind of role-play, players must cooperate to achieve a common goal. For example, organizing a party or figuring out how to fix a problem. It is advised that timid pupils engage in cooperative role-playing to push people take part in a discussion and to facilitate the development of relationships with group members.

5.2.3 Information gap role play:

Information gap role play : Its main purpose is to cover the gaps in the participants' knowledge. For instance, enquiring about scheduling or questioning a murder victim. As a result, it's a great method for students to experience real-world settings and practice question and answer formats. This type of Setting up a role-play is simple, but creating fictional scenarios could need for more thorough planning .

5.2.4 Task-based role play:

In this type of role-play, players are required to complete a series of tasks, such as directing a lost person or submitting an application for a job at a certain organization. Role-playing like this is beneficial. in using real language practice and developing participants' abilities to perform better in everyday circumstances.

5.3 Procedures of role play

According to House (1997:23), role play involves various procedures. Students read the dialogue and become familiar with the example. We divide the class into pairs, A and B, and assign each one a role. Students are not required to memorize the dialogues for role-playing activities. The teacher will pay attention to the staging, writing notes, and looking at each learn by heat the dialogues, and observing the staging, noting everything, and scrutinizing every little detail. After finishing, the pupils will switch places and continue. These methods are meant to be guidelines only; teachers are free to construct their own, tailored to their specific learners needs.

5.4. Reasons for using role play in the EFL classes

Learners of English as a Foreign Language require strong communication skills across various social circumstances. Role play is a fun and dynamic way to assist students reach their English speaking goals in the classroom, making the teaching-learning process more engaging (Ladousse, 2004). Here are some reasons to use role plays in the classroom.

- Role play improves student motivation by highlighting the task's importance, leading to increased participation and learning.
- Role-playing activities can help students improve their speaking skills in a range of classroom scenarios. According to Ladousse (2004), kids will develop a diverse vocabulary.
- Through role play, students can study and practice English both inside and outside of the classroom. They become active learners who can construct and develop their own environment.
- Role play is an active learning phase that allows students to apply formally taught language in their own context. Role play helps learners develop linguistic and socio-cultural understanding, allowing them to say the correct thing at the appropriate moment.
- Richard (2003) claims that role play is quite popular with kids because it gives them the chance to express their creativity and temporarily put themselves in other people's shoes.
- Role play is an effective communicative method in EFL classes that promotes fluency among learners. According to Ladousse (2004, p. 7), this encourages interaction and promotes motivation to study. Role-playing in EFL lessons helps students develop fluent communication skills in various scenarios.
- Role playing is a fun and engaging way for students to improve their language skills. By taking center stage, students get more speaking practice, which builds fluency and accuracy. Since role plays involve working with others, they encourage interaction and

collaboration. Students can bounce ideas off each other, strengthening their social skills. Most importantly, role plays make the language come alive. By using the language in realistic scenarios, students see its practical value and become more motivated to learn.

5.5 The use of role play to improve Students Speaking Skills

Speaking is a two-way communication process in which the listener perceives and responds to the speaker's message through interactive role flipping. Speaking is among the most fundamental abilities that arise in any circumstance. To improve their speaking abilities, language learners should have established good communication skills in everyday contexts.

Furthermore, role-playing enhances students' ability to communicate in any setting and facilitates interaction. Regarding the shy students. Role play facilitates learning by giving students who struggle in Talks are free. It's also enjoyable, and most students would concur that having fun improves learning. As a result, role play has been extensively studied for its impact on speaking ability, and numerous studies have found that the role play method significantly affects students' speaking ability. Because speaking is greatly influenced by role play, role play technique and speaking ability are so closely related(Pahrurrozi,2018) .

Conclusion:

Generally, many researchers consider role-playing an effective audio-visual tool for language learning at various levels, including pronunciation. Based on previous research findings, role-playing can not only enhance EFL students' pronunciation but also contribute to their background cultural knowledge. Additionally, students may unconsciously acquire accents through role-playing. Accordingly, this study will investigate the effectiveness of role playing in improving students 'Speaking proficiency by examining both student and teacher perspectives on the matter.

Chapter Three :

Practical part

Chapter Three : Practical part

Introduction:

The previous chapters represents our theoretical part. In the first chapter entitled the relationship language and culture in EFL classrooms . Thus the second chapter entitled the use of role play to teach EFL students speaking skill which divided into two main sections the first section is a general over view about speaking skill, In the other hand the second section is about role play technique and the use of this authentic material to improve students speaking skill. The present chapter represents our practical part which consists of two main sections: The first section gives details concerning methodology , population and sampling, data gathering tools while the second section is only about data analysis and discussion of the findings in addition to some recommendations for further researches on the topic.

1.Section one: Research Design and Data Collection procedures .

1.1.Methodology

For the purpose of answering the raised questions in the general introduction and for testing what was hypothesized about the main focus on the study. The mixed method approach is the appropriate method for better investigation of this research problem. Depending on one approach may not provide sufficient validity and depth of insight that's why we need to combine both qualitative and quantitative approaches. Given (2008) claims that "the use of both qualitative and quantitative approaches will provide a more complete understanding of the research problem than either approach alone "(p.527).In addition, this method provides also a credible data and exact results concerning the use of role play as an authentic material to improve students' speaking skill. The incorporation of teachers' perspectives' on the topic enhance the research credibility. The qualitative design is for students' opinions and attitudes towards using role play to improve their speaking skill. However, quantitative methodology is used to present both the sample size and numerical data . we administered a questionnaire to students and we conducted interviews with teachers to assess their views on using role play for improving students' speaking proficiency . Finally, our reliance is on depict the learners' point of views about the topic .

1.2. Population and Sampling

According to Rafeedie (2019) a population is a collection of individuals, or things that have common traits and are of interest to research (para.1) .The whole of this current study consists of thirty teachers , and one hundred twenty-four second year students of the English department at Abbes Laghrour Khenchela university. The reason behind chosen Second year is that they are some how experienced and not beginners like First year students and they are aware of the problems that all the students face it during the two years of study particularly fluency and accuracy. Hence that's why is the suitable case study for this research more than the other. Moreover, a group of(41) participants was randomly selected together data, seven oral expression teachers were interviewed to validate the research findings and to prove the results .The chosen of this sample size allows for generalization to the entire population.

1.3. Data Gathering Tools

1.3.1. Questionnaire

According to Brown(2001)"questionnaires are any written instruments that represent respondent with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answer" (p.5). The questionnaire is used in both qualitative and quantitative approaches because, it combines both open- ended question and closed-ended questions. To gather a valid date from the second year students in the department of English at Khenchela university we decided to use the questionnaire which composed of 19 question because there are shy students who don't feel comfortable while conversations that's why it is preferable to use the questionnaire. Also, it doesn't require much time especially the google form .

1.3.2. Interview

The interview is done with oral teachers at the Department of the English University of khenchela , we choose the interview to be done with teachers of oral expression because they will provide us with more details and they are more experienced than students

Section Two: Results, Findings and Discussion.

1. Description of the questionnaire

The process of administrating the questionnaire for 50 students of 2nd year English students at Khenchela university .The date was collected during The period of 20-24 Avril .2024 via the use of free online submission forms which helped us in gathering and analyzing data in a short period of time . The questionnaire consists of 19 question varied from several types namely open- ended and close-ended questions ,the students answers were direct, clear and interesting.

Along the same lines, the questionnaire consists of sections Four main sections each of them is made to approach a certain point related to the focus of the study. The first section is basically about general information age, gender...the second section contains a set of questions addressing speaking proficiency, in the third section we questioned the students' opinions authentic materials. Finally, the last section is the crucial section in the questionnaire which is about students' opinions' toward the effectiveness of role play on their speaking skills by asking deferent open-ended and closed-ended questions.

1.1. Analysis of The Questionnaire

Section one: General information

Item one: What is your Gender ?

Table 1: Students' Gender

Gender	Female	Male
Number of students	31	10
Percentage	75.6%	24.4%

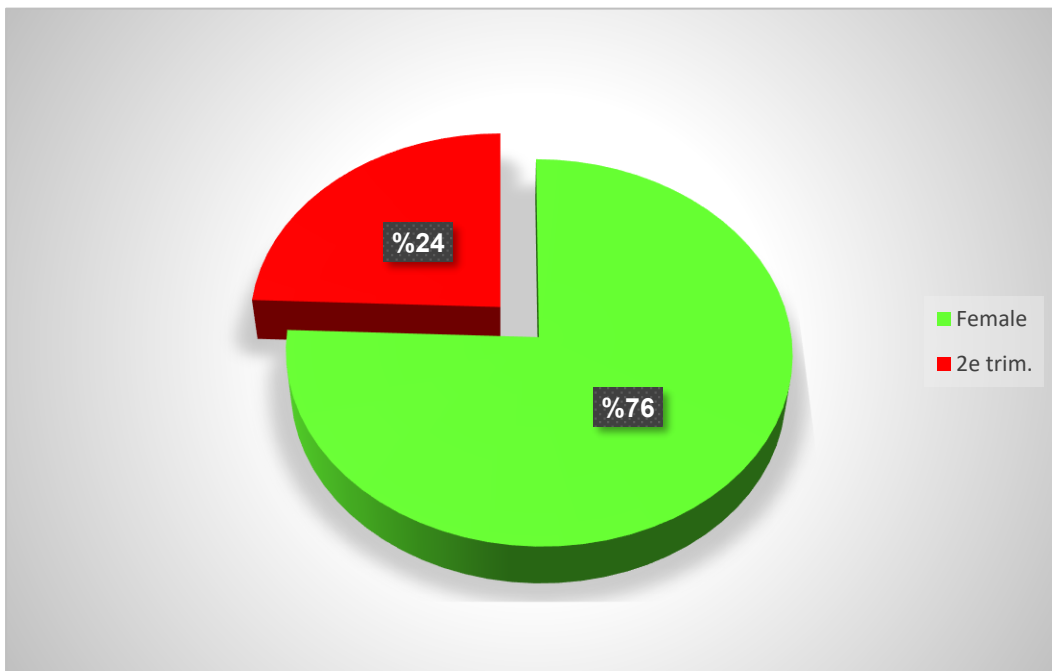


Figure 1 :Students' Gender

From the above figure, it is clearly shown that the majority of participants are female(75.6%) while males represents just (24.4%) from the sample population .Less than two years

Item Two: How long have you been learning the Target Language ?

Table 2: Years of Language learning Experience

Options	Number of students	Percentage
Less than 2 years	15	12.19 %
From 2-5 years	16	39.02 %
More than 5 years	20	48.78 %

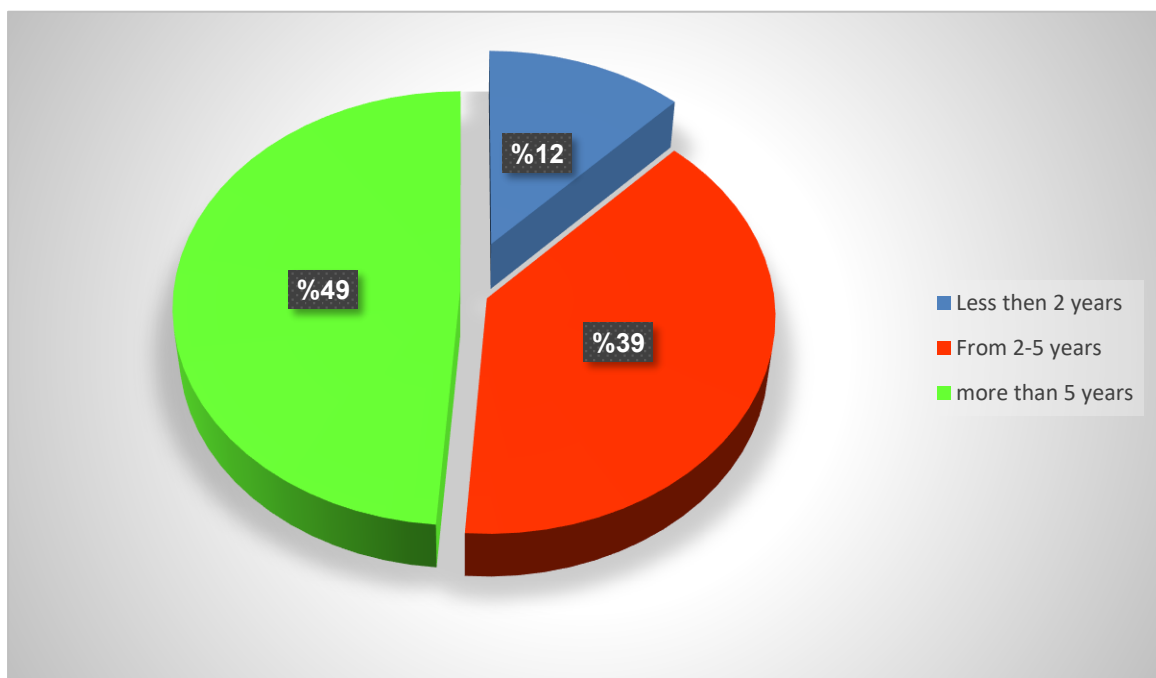


Figure 2: Years of Language learning Experience

From the participants response we noticed that 12.19% of students have learned the target language in less than 2 years and 39.02% of them have learned it from 2-5 years .However, 48.78% of the participants have learned the target language from more than 5 years .

Item 03 : How is your English Level ?

Table 3: Students' English Level

Level	Number of Students	Percentage
Beginner	5	12.2 %
Intermediate	29	70.7 %
Advanced	7	17.1 %

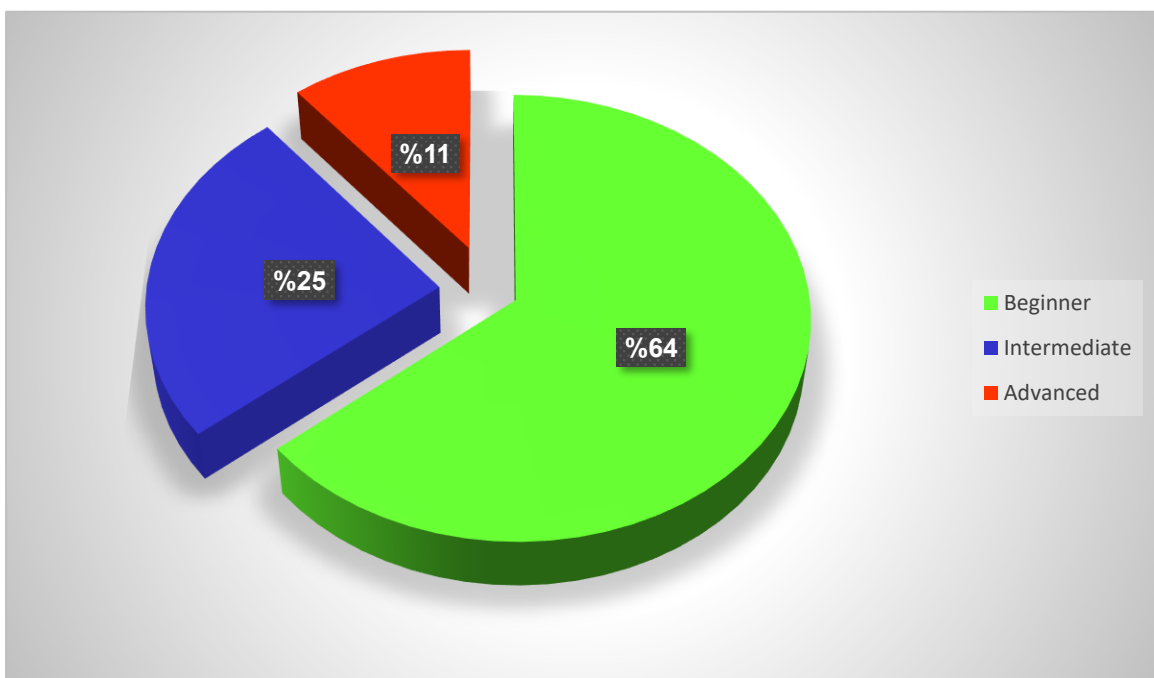


Figure 3: Students' level in English

Concerning the third Question, we have noticed that 70.7% of the learners see that they are intermediate in the mastery of the language . Besides 17.7% of the learners' sated that their level in English is Advanced, and 12.2% of the students said that they are beginners .

Section TWO: Speaking proficiency

Item 04: How would you rate your current Speaking Proficiency in English ?

Table 4: Students' Speaking Proficiency in English

Rank	Number of Students	Percentage
Intermediate	31	76%
Beginner	5	12.2%
Advanced	5	12.2%

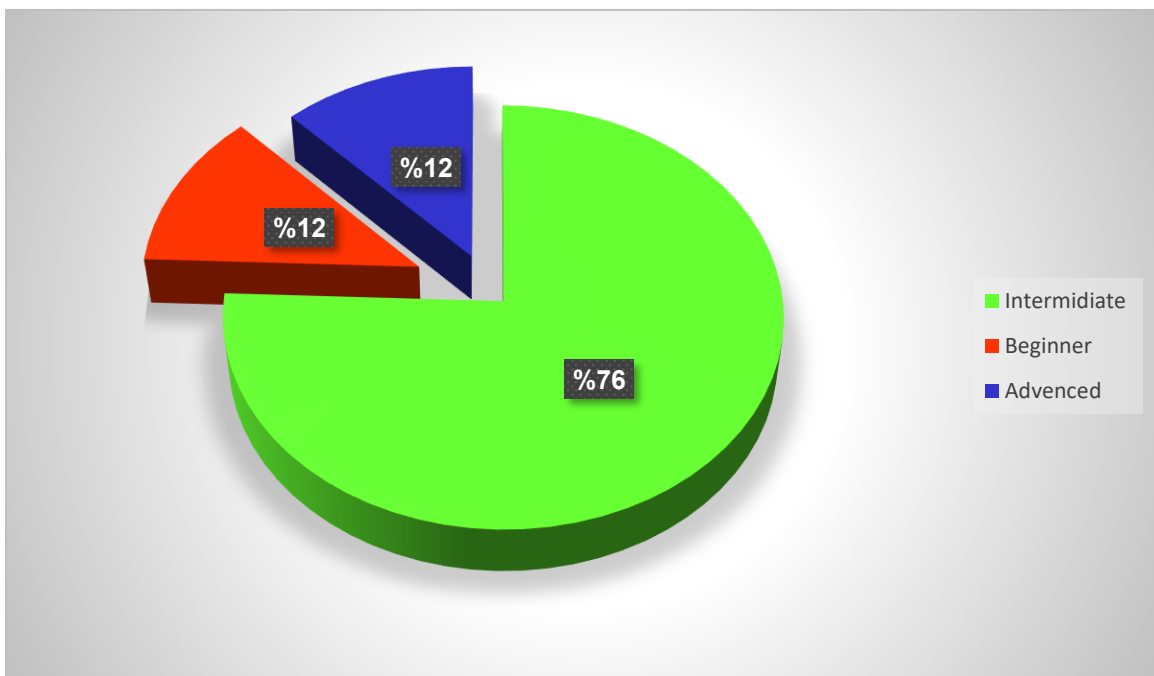


Figure 4: Students' Speaking Proficiency in English

From the results obtained in the table we noticed that (76 %) of students' having an intermediate level in their English Proficiency. Besides (12.2 %) are Advanced, and the same percentage of students' are beginners.

Item 05: How would you rate the clarity and structure of your presentation ?

Table 5: The clarity and The Structure of students' presentation

Rank	Number of students	percentage
Good	32	78.04%
Fair	6	14.63%
Excellent	2	4.9%
poor	1	2.43 %

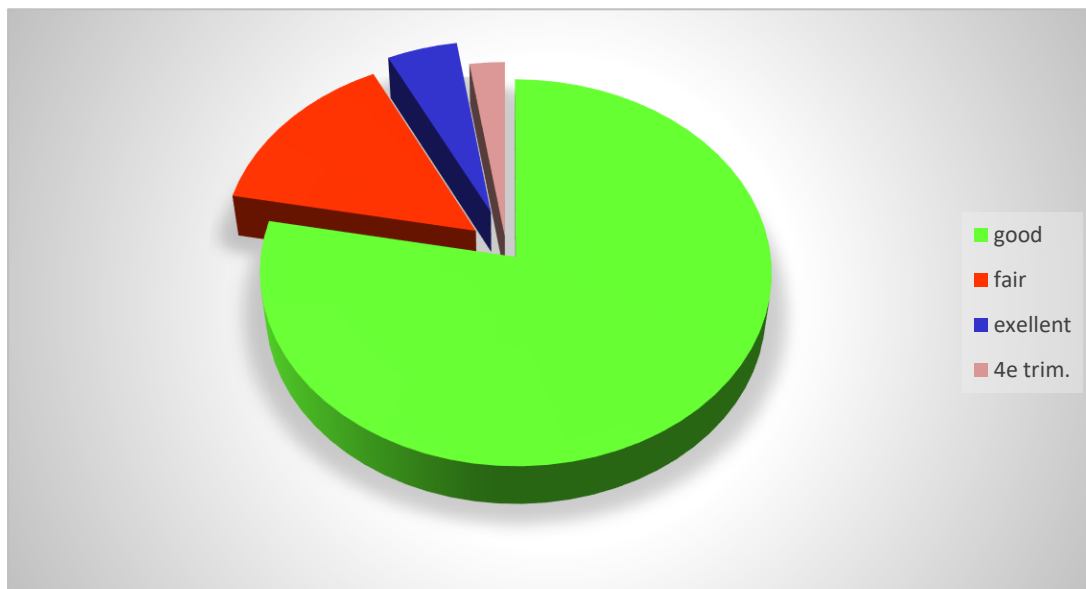


Figure 5: The clarity and Structure of students' presentation

We have asked this question in order to know Students' presentations in term of clarity and structure. The results show that the majority of students(78.04%) are having a good performance .(14.63%) are fair, and (4.9%) are showing an excellent performance .However,(2.4%) of students having a poor presentation.

Item 06: Do you feel confident When Speaking Infront of the audience ?

Table 6: Learners' confidence During Speaking

Options	Number of students	Percentage
Yes	31	75.6 %
No	10	24.4 %

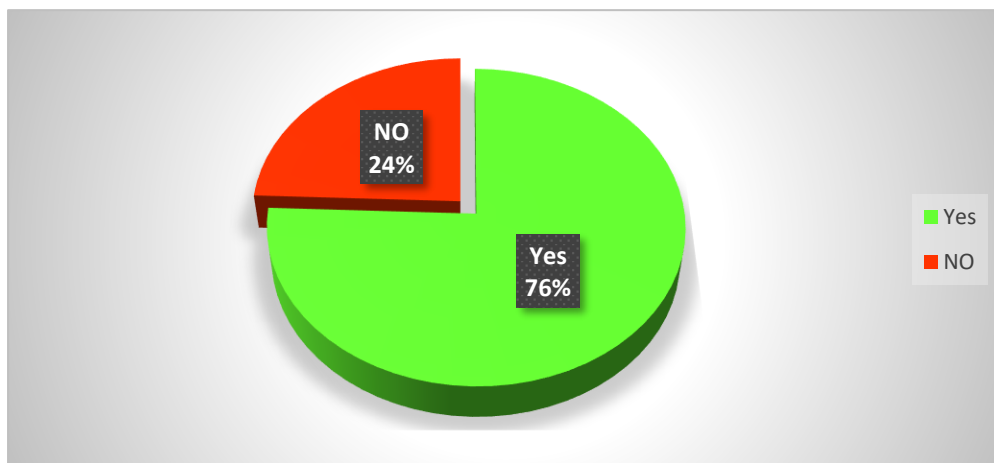


Figure 6: Learners' confidence During Speaking

From the results 31 of the students (75.6%) claimed that they feel confident while speaking Infront of the audience, but only (24.4 %) of them said that they don't feel confident while speaking publicly.

Item 07: Did you use the varied appropriate vocabulary during your speech ?

Table 7: The use of the varied appropriate vocabulary

Options	Number of students'	Percentage
Yes	26	63.4 %
No	15	37 %

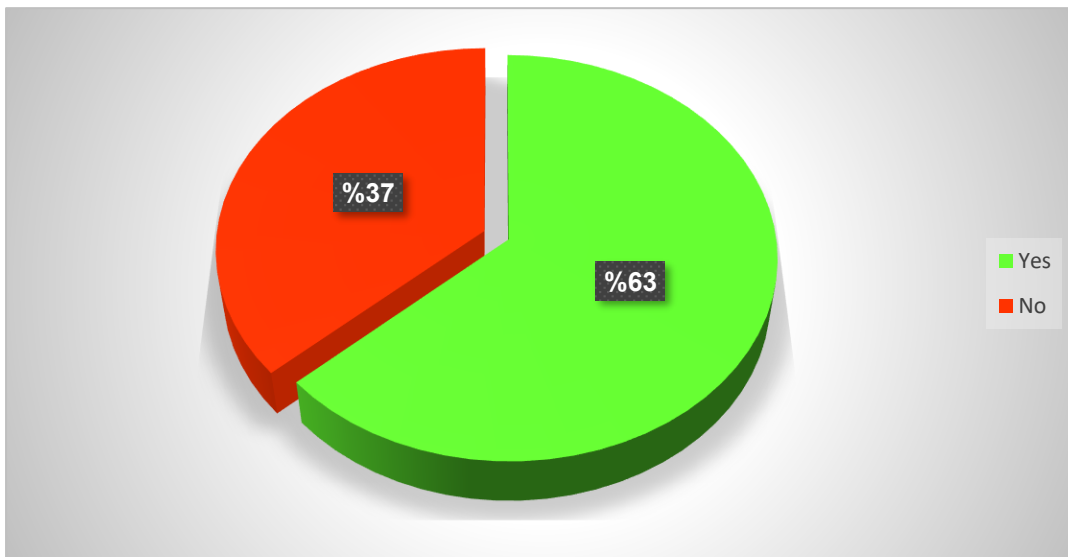


Figure 7: The use of the varied appropriate vocabulary

From the participants responses we noticed that the majority of students' (63.4%) are using a varied vocabulary during their speech .but, only (37%) did not use a varied vocabulary

Item 08: Do you think that Speaking Skills are important for your academic and personnel development?

Table 8: The importance of Speaking skills for Academic and personnel Development

Options	Number of students	Percentage
Important	13	31.7 %
Very important	28	68.29 %
Not important	0	0 %

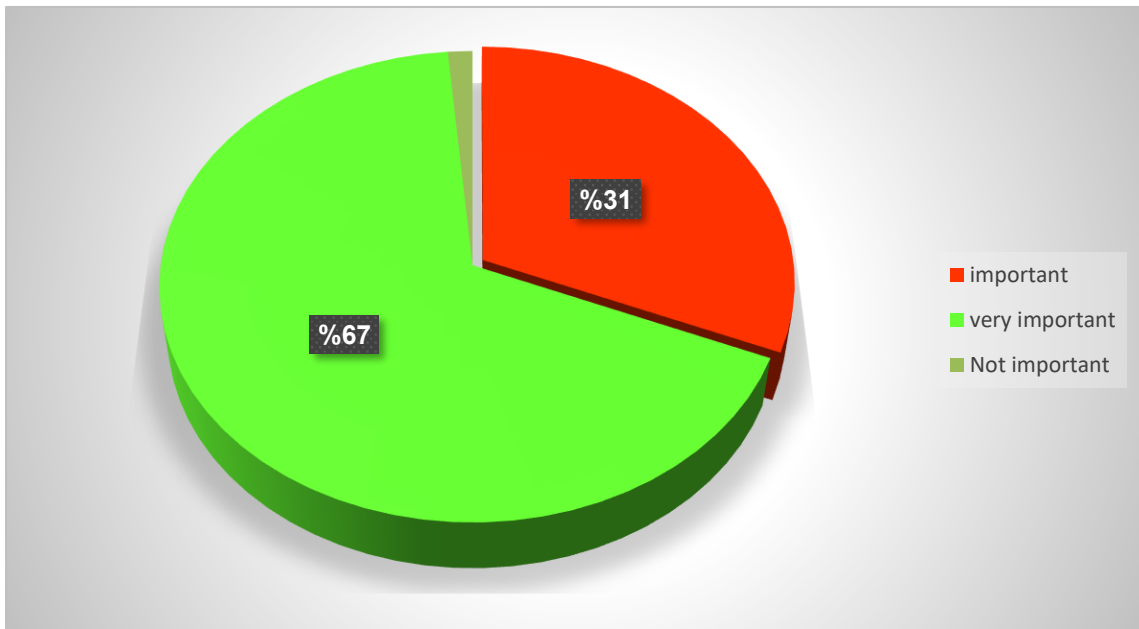


Figure 8: The importance of Speaking skills for Academic and personnel Development

We asked this question to know the importance of Speaking Skills for learners' academic and personnel development. 68.29 % of students responded that Speaking Skills are very important for their academic and personal development .whereas, the remaining 31.7 % of the total number said that this skills are important for their development personally and academically .In the other hand, non of the students said that Speaking Skills are not important .

Section Three: Authentic Materials

Item 09: Did your teacher provide you with enough opportunities to practice and improve your oral skill?

Table 9: Opportunities for practicing and improving speaking skills.

Options	Number of students	Percentage
Yes	33	80.5 %
NO	8	19.5 %

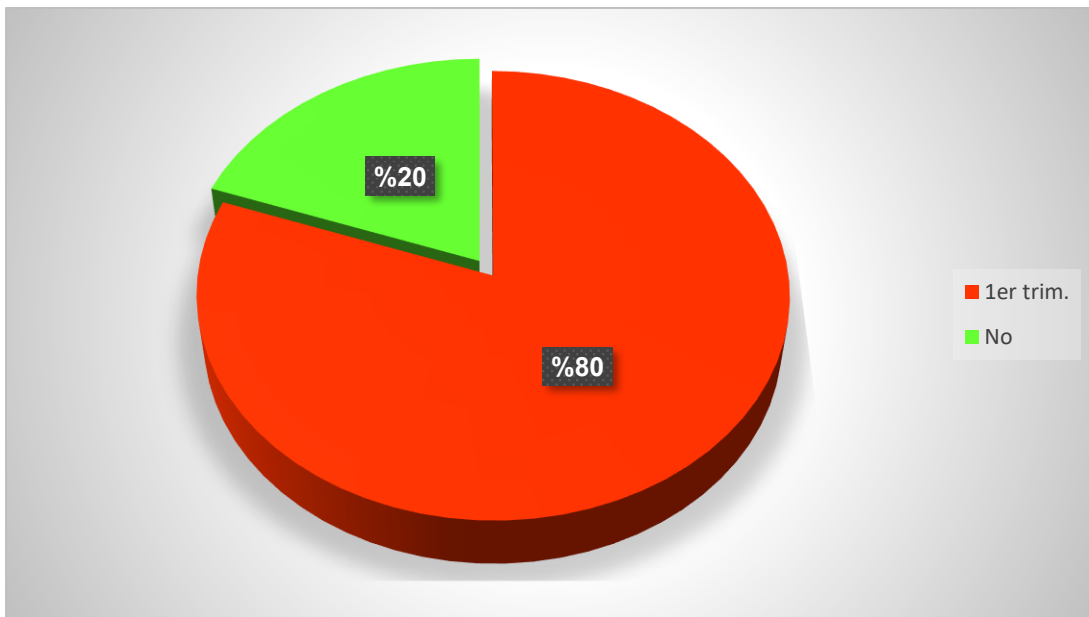


Figure 9: Opportunities for practicing and improving speaking skills

It is clear that teachers are providing their Students with enough opportunities to enable them improving Their oral skills, as it is claimed by 80.5 % of students. In contrast, 19.5 % of the same population claiming that teachers did not provide them with enough opportunities

Item 10: Do you think that the use of authentic materials improves your fluency ?

Table 10: Student perspectives on the influence of Authentic materials on Fluency.

Options	Number of Students	Percentage
Yes	39	95.1 %
No	2	4.9 %

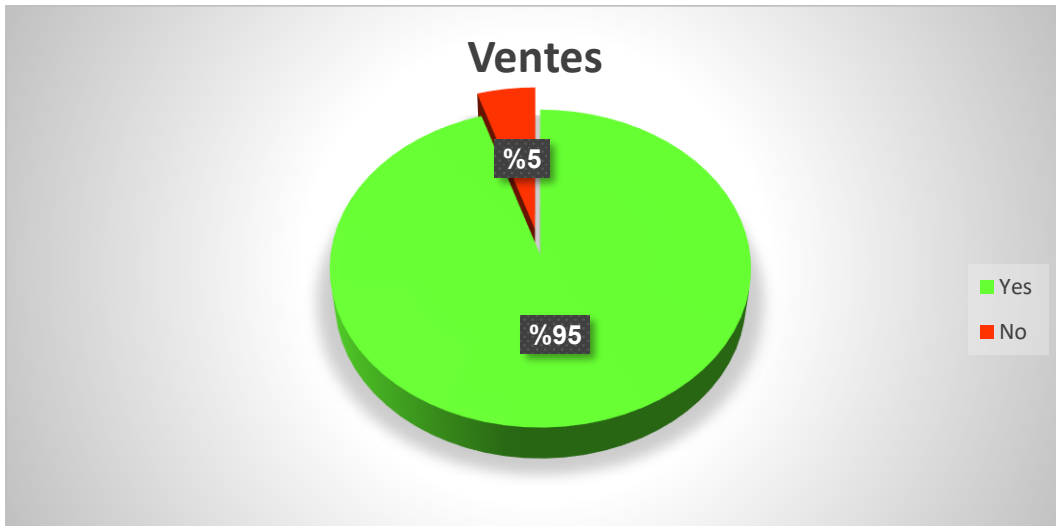


Figure 10: Student perspectives on the influence of Authentic materials on Fluency.

It is agreed by (95.1%) of students that the use of authentic materials improves their Fluency. However ,(4.9 %) of the students Disagree on the idea that the use of authentic material improves their fluency . 95.1 % of students who said Yes justified their answers by given different reasons such as, authentic materials improves fluency because they reflect the real life usage. They also claimed that exposer to authentic materials can contribute to the development of fluency by providing opportunities for learners to engage with the language .Another participant said that authentic material provide more complex and neutral topics which help you build your fluency. Additionally, they maintained that it shapes the fluency of the student, and help him/her to break the ice by speaking with confidence while presenting .Alternatively, 4.9 % of learners who said No asserted that authentic material can not improve their fluency and it is not important

Item 11: Do you think that the use of authentic materials improves your accuracy ?

Table 11: Students Perceptions on the impact of authentic materials on accuracy.

Options	Number of students	Percentage
Yes	38	93 %
NO	03	7%

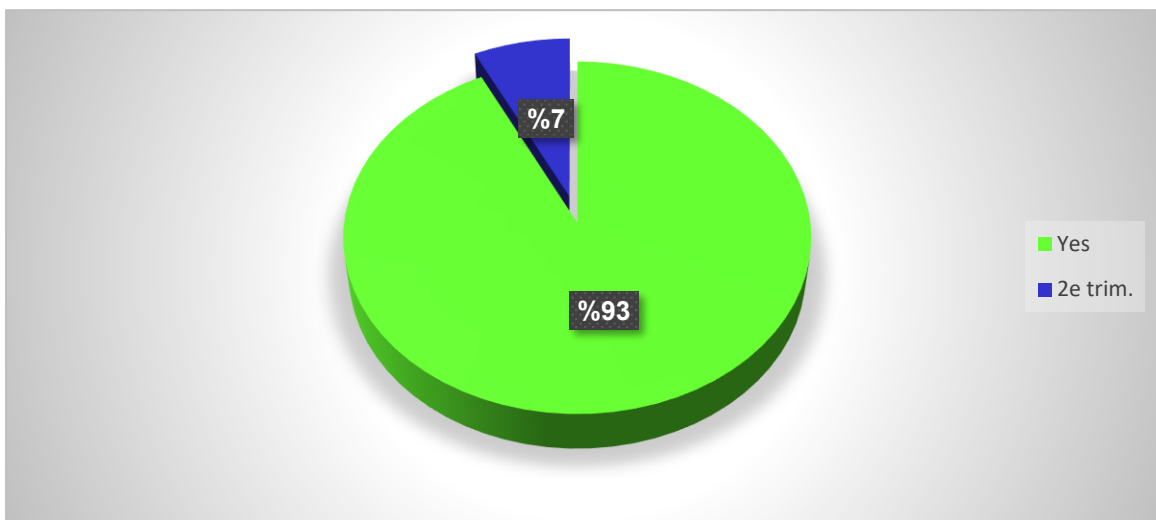


Figure 11: Students Perceptions on the impact of authentic materials on accuracy

The results Highlights that(29.7%) of the students believes that the use of authentic materials improves their accuracy while, only (7.3%) from the whole population say the opposite. After asking Students about their perception on the impact of authentic materials on their accuracy They were asked To justify their answers .38 of students who said Yes claimed that it helps for accurately Speaking and communicating with others also, they said that the use of authentic materials exposes you to various accents, regional dialects, and slangs which can help to improve your accuracy as you gain a better sense of native Speaking patterns .Some of the participant claimed that authentic material provides examples of how words and phrases are used naturally, allowing you to mimic and apply them accurately in your own communication . Some of the learners confirmed that when they use authentic materials they learn new words and expressions that they have listened to it for the first time .Another category of participants who said No they justified their answers by indicating that the use of authentic materials can not improve their accuracy.

Item 12: What kind of authentic materials do you prefer to be integrated during the oral sessions ?

Table 12: Students' authentic materials preferences

Authentic materials	Number of students	Percentage
Discussion	13	31.7 %
Podcasts	10	24.4 %
Songs	2	4.9 %
Tv show	9	22 %
Role play	7	17.1%

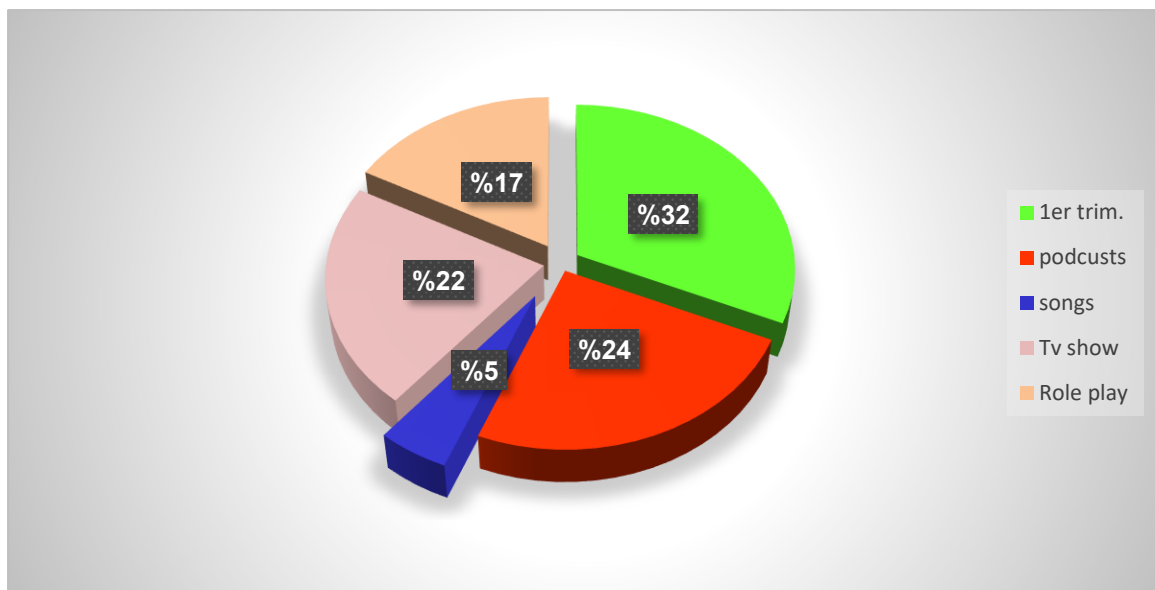


Figure 12: Students' Authentic materials preferences'

The Data suggests that (31.7 %) of the students' prefer Discussion .(24.4 %) of the students Stated that they prefer Podcasts to be integrated during the oral session, (22 %) of the same population enjoy Tv Shows . Furthermore, (17.1 %) of students prefer role play to be integrated during oral sessions, while few of them (4.9%) prefer songs .

Section Four : Role Play

Item 13: Have you ever participated in role play activities during your language learning ?

Table 13: Students participation in role play activities for language learning

Options	Number of students	Percentage
Yes	26	63.4 %
No	15	36.6 %

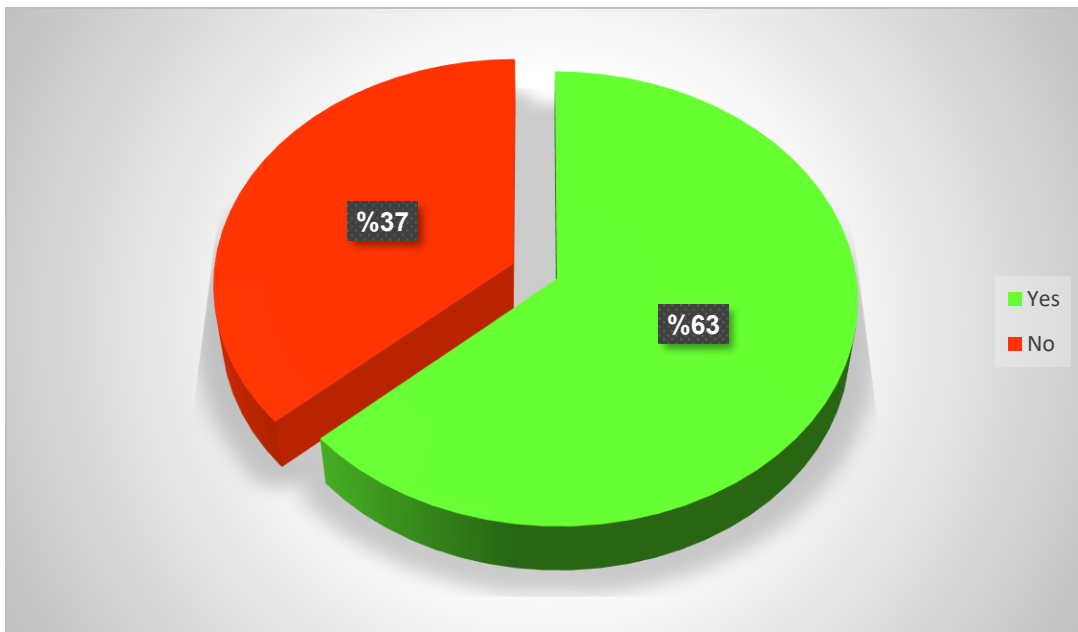


Figure 13: Students participation in role play activities for language learning

The analysis of the data illustrates that (63.4 %)of the students' participated in role play activities during their learning but, only (36.6%) of them said that they have not participated In role play activities .

Item 14: Does Role play makes the learning process enjoyable ?

Table 14: Students' perceptions on the Enjoyability of role play in Learning

Options	Number of Students	Percentage
Yes	39	95.1%
NO	2	4.9%

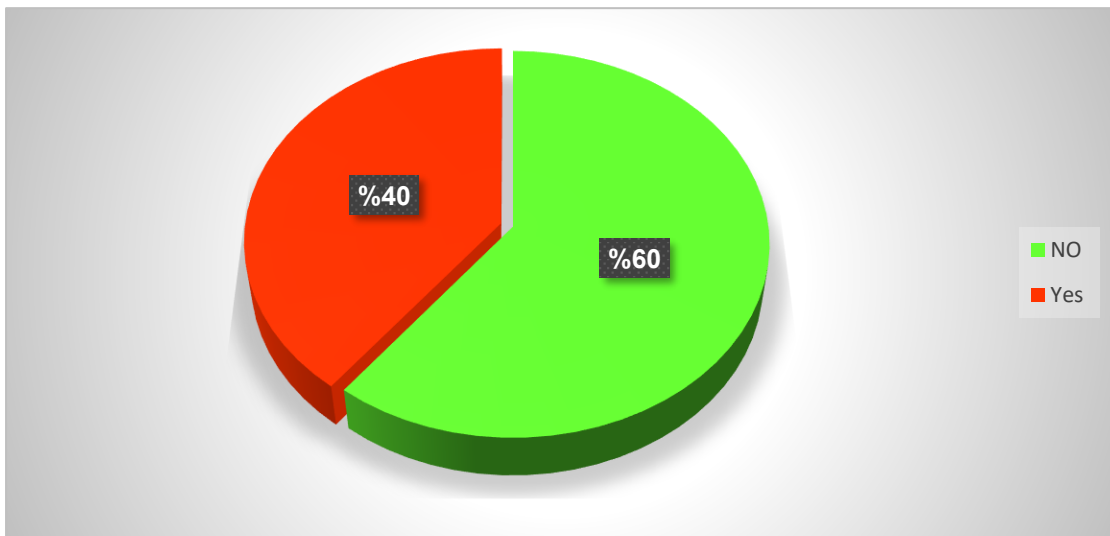


Figure 14: Students' perceptions on the Enjoyability of role play in Learning

It is evident from the results that(95.1 %) of students are enjoying the learning process when using role play . In the other hand(4.9%) of the learners found that role play does not makes the learning process enjoyable .

Item 15: Do you feel confident when engaging in role play activities ?

Table 15: Students' confidence in role play engagement

Options	Number of students	Percentage
Yes	34	82.9 %
No	7	17.1 %

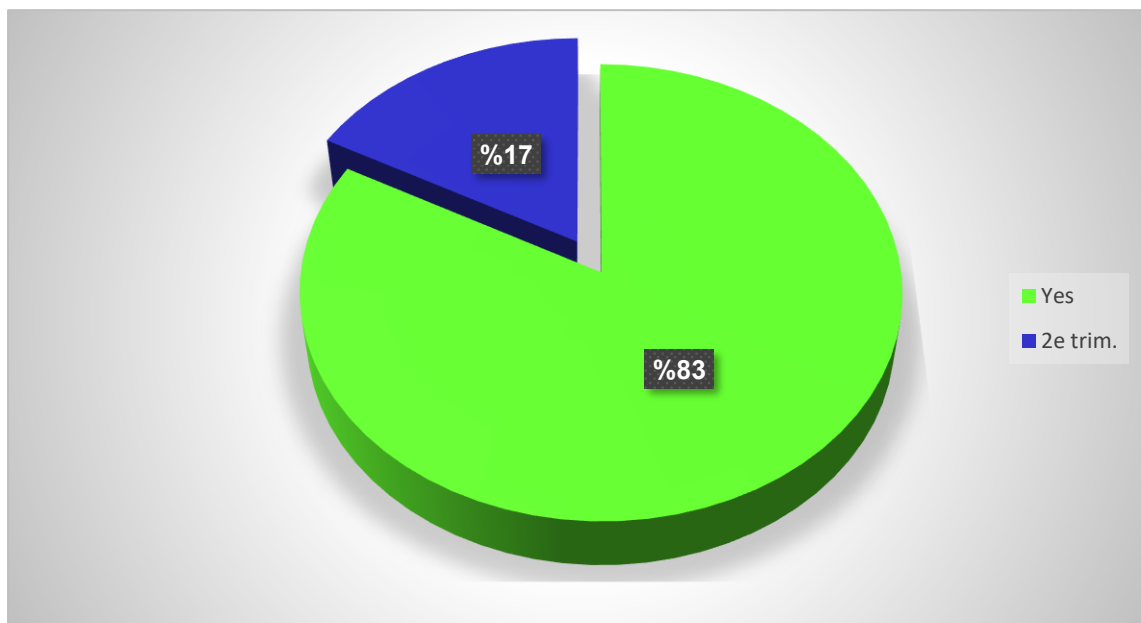


Figure 15: Students' confidence in role play engagement

Based on our Findings it is noticed that the majority of students' (82.9%) are feeling confident when engaging in role play activities, and only(17.1 %) of them they don't feel confident at all.

Item 16 :Do you believe that role play activities contribute to the improvement of your Speaking Skills ?

Table 16: Students' views on role play's impact on Speaking Skills .

Options	Number of students	Percentage
Strongly agree	19	46.3 %
agree	19	46.3 %
Disagree	1	2.4 %
Strongly Disagree	2	4.9 %

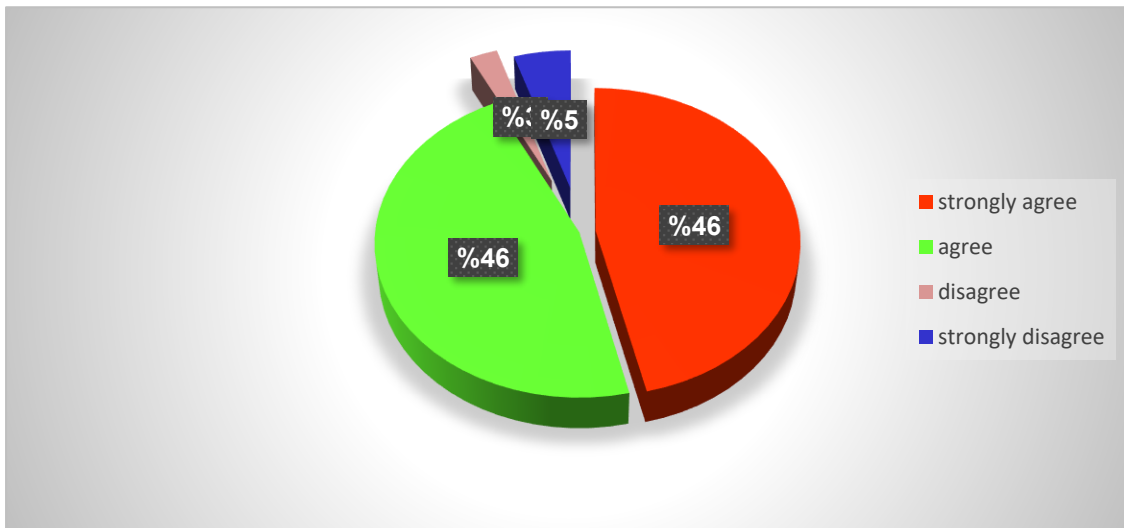


Figure 16: Students' views on role play's impact on Speaking Skills

From the above figure and table we noticed that 46.3 % of the students responded that they are strongly agree to the improvement of speaking skill, and they are strongly agree with the idea of contribution of role play activities to the improvement of speaking skill. And, 46.3 % of students agree as well. However, 2.4 % and 4.9 % of the students disagree with that.

Item 17: What do you see as the main benefits of role play ?

Table 17: Students' benefits from role play.

Options	Number of students	Percentage
Developing linguistics Competences .	9	22 %
Enhancing communicative competences	7	17%
Both of them	25	61 %

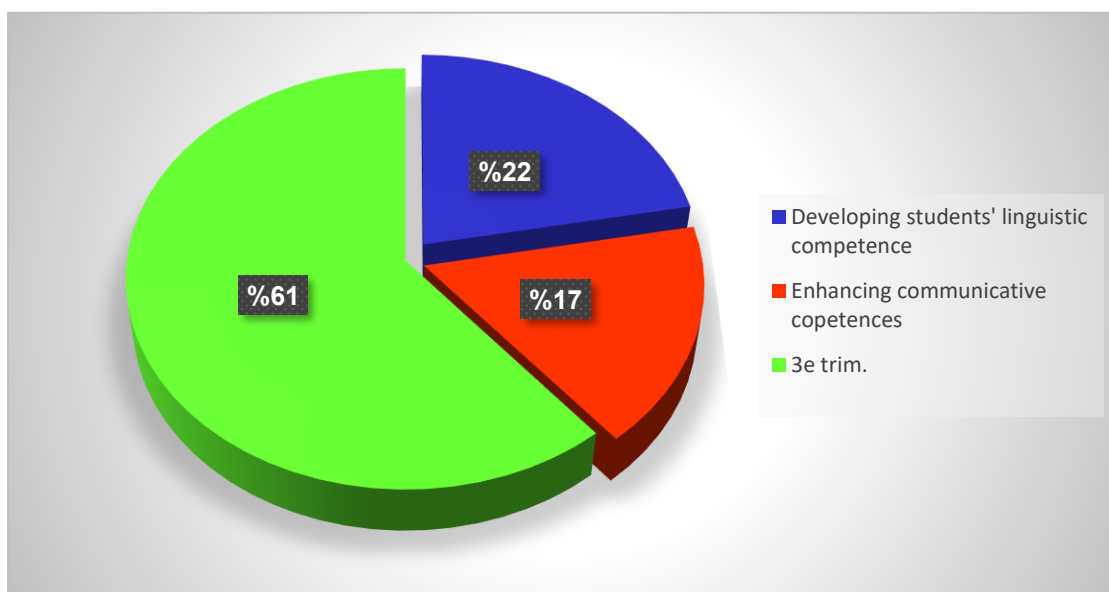


Figure 17: Students' benefits from role play

As it is mentioned in the table above, 22 % of learners' believes that role play enhances their linguistic competences. 17% Of the students declared that this technique enable them developing their communicative competences. Regard less to the two previews answers **61 % of** learners declared that role play enhance both communicative and linguistics competences .

Item 18: Does role play contribute to a deeper cultural awareness ?

Table 18: Students' perspectives regarding the impact of roe play on cultural awareness.

Options	Number of Students	Percentage
Yes	25	61 %
No	16	39 %

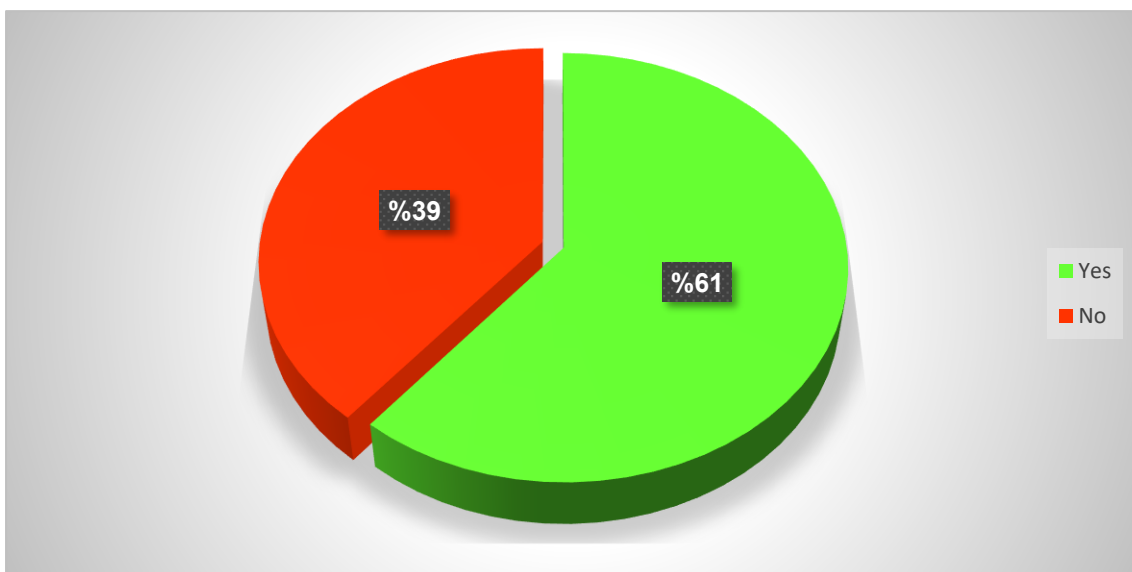


Figure 18: Students' perspectives regarding the impact of roe play on cultural awareness

The majority of students (61%) claimed that role play contributes to a deeper cultural awareness. A small minority of (39 %) claimed that role play has no contribution to the cultural awareness.

Item 19: What challenges do you face when engaging in role play activities ?

Table 19: Challenges faced during role play activities.

Challenges	Number of students	Percentage
Lack of linguistic back ground	11	27%
Lack of cultural back ground	11	27 %
Fear of making mistakes	15	36 %
Others	4	10 %

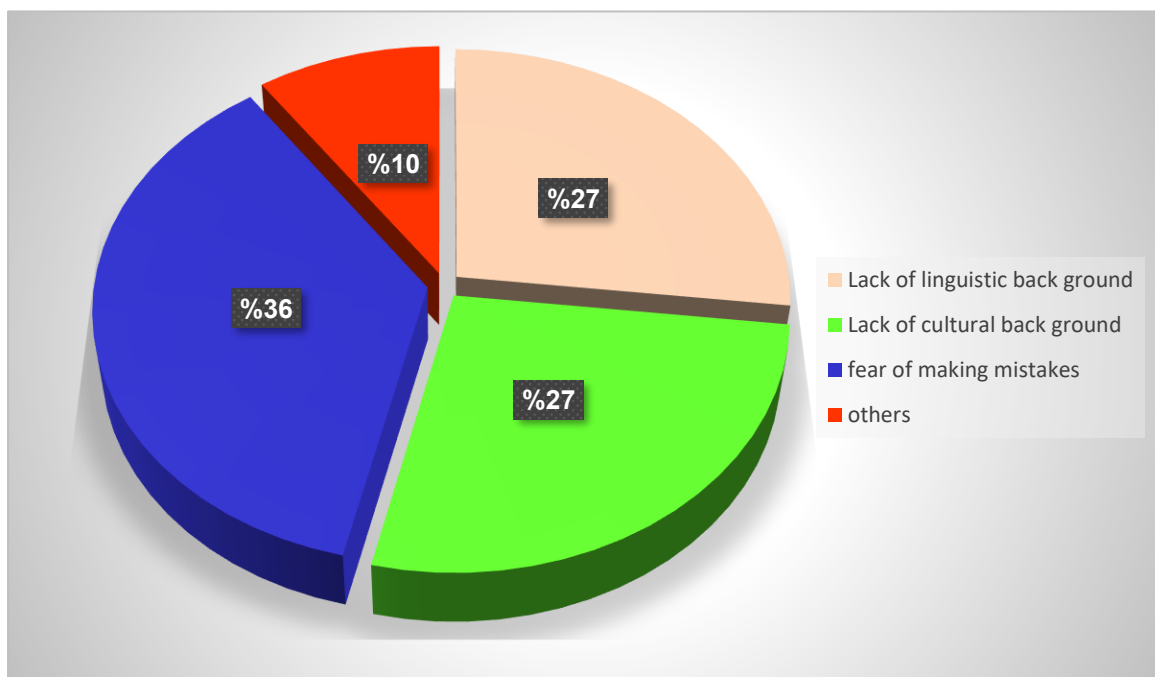


Figure 19: Challenges faced during role play activities

From the obtained Results(27%) of the students suffering from the lack of linguistic back grounds, and the same number(27%) also having difficulties in their cultural back grounds when engaging in role play activities . In addition to that(36 %)of the learners facing fear of making mistakes when engaging in role play activities. A few minority10 % are facing other challenges

1.2..Teachers' Interview :

The purpose behind interviewing with EFL teachers at the English department at Abbes Laghrour khenchela University, is collecting qualitative data about the research topic. The teachers were asked 12 easy and simple questions about improving the speaking skills of their students, and also giving their opinions concerning the effectiveness of role play in enhancing student's speaking proficiency .

Theme 1: what criteria do you use to evaluate student's speaking proficiency ?

Subject 01: " I put focus on performance in general ."

Subject 02 : " I'm insisting more on fluency, accuracy, grammar and vocabulary".

Subject 03:" concerning criteria we have sentence structure, pronunciation and choice of vocabulary ."

Subject04:"I take into consideration fluency, pronunciation, the language used, choice of vocabulary and the ideas we are discussing" .

Subject 5:" I evaluate the way they explore topics " .

Subject 6:" I evaluate their pronunciation, fluency and vocabulary "

It's clear that the majority of teachers are using several criteria while evaluating their student's speaking proficiency. The Followed criteria are: pronunciation, vocabulary, grammar, fluency and accuracy. They are five according to our teachers .

Theme 2: How do you assess student's speaking skills during the oral session ?

Subject 1: " It depends on the level for example first year, second year.. etc. ."

Subject 2:" Depending on their ability to talk about different topics fluently" .

Subject 3:' I make a kind of holistic assessment using different criteria like grammar, vocabulary... etc '

Subject 4:" I make an analytical assessment by checking each criteria " .

Subject 5:" it depends on their performance " .

Subject 6 "I focus on the individual himself, I notice every session the improvement of every single student " .

After interviewing with EFL teachers, we concluded that each teacher is assessing his own students following some criteria . But this doesn't mean that the used criteria are different .

Theme 3: How do you encourage students to actively participate during the oral session ?

Subject 1: ' I think the best way for that is discussing with them topics from their interests "

Subject 2: " I try to make the topics various according to their interests, also I use some tools such as audios and games...etc" .

Subject 3: " I focus more on group work and the use of seeking tools like discussing and role play " .

Subject 4 " it depends on the type of the practice I choose. Sometimes podcasts or games it depends " .

Subject 5 " sometimes I choose some discussion topics and we interact with one another " .

Subject 6: " I encourage them through the use of authentic materials " .

We concluded that the most effective way to encourage EFL students to actively participate during the session is the use of authentic materials.as it is claimed by their teachers .

Theme 4: Does your students face challenges during the oral session ?

Subject 1: " ' yes they are facing challenges during oral session" .

Subject 2: " some of them face challenges related to vocabulary and other are shy" .

Subject 3: " of course, my students always face challenges while speaking. "

Subject 4: " yes, and the most common one is anxiety" .

Subject 5: " for sure, learners have difficulties in speaking. "

Subject 6: " of course, there are a lot of challenges. "

We noticed that the majority of teachers exchanging the same idea that EFL students are facing several challenges during their performance .

Theme 5: How to create a supportive and inclusive environment for students to feel comfortable Infront of their classmates ?

Subject 1: 'try to make group activities first before making the individual presentations.'

Subject 2:"I try to create a strong sense of unity and togetherness with my students".

Subject 3 : " I make group works and classroom competitions".

Subject 4 : " I try to use the authentic materials to make them feel comfortable as they are living the target language outside the class ".

Subject 5: " Through motivating my students ."

Subject 6: ' I don't focus on the negative side of my learners and avoid correcting on the spot their mistakes ".

The analysis of these answers shows that the majority of EFL are trying their best to create a supportive and inclusive environment for students to actively participate and engage in the session .

Theme 6: what kind of authentic materials do you use in your oral session ?

Subject 1: " In my session I use role play and discussions ".

Subject 2 : " I use group activities like plays and games "

Subject 3: " I integrate role play, discussion and games in my session "

Subject 4: " It depends on the time, sometimes role play sometimes videos... etc."

Subject 5: " videos from YouTube, sometimes it could be a scene acted in a certain place "

Subject 6:' as an EFL teacher I generally use role play, audios, news papers and advertisements

Through our participant's answers, we found that the majority of them are integrating role play technique in their teaching process .

Theme 7: Have you ever incorporated role play in your teaching process ?

Subject 1:" yes very much because it works "

Subject 2:" for sure " .

Subject 3: " of course"

Subject 4:" yes, I always do "

Subject 5:" yes, I used to incorporate it "

Subject 6:"yes, because it help students engaging in the session"

Based on the gained results, our teachers are incorporating the role play as an authentic material in their oral courses .

Theme 8: what are the main advantages of integrating role play in EFL classes?

Subject 1: " It makes learning easier and doesn't need so much equipment's"

Subject 2:" It gives learners the chance to gain that self confidence and have something in reality"

Subject 3:" it's easy to implement."

Subject 4:" It entertains students"

Subject 5:" This teaching tool give students the chance to prepare, perform home and practice pronunciation"

Subject 6:" Role play ensure real life situations"

In this answers, It is said that role play as a teaching tool has many advantages for both students and teachers, It makes the learning process enjoyable and easy. Some instructors also claimed that it is easy to implement.

Theme 9: Do you think that role play will enhance student's fluency?

Subject 1:" for sure."

Subject 2: " yes, it will"

Subject 3" of course, it will "

Subject 4:" yes"

Subject 5: "Role play enhances student's fluency"

Subject 6:' Of course, I noticed that among my students "

From this responses it's clear that EFL teachers are looking to role play as a very helpful tool, which is used to enhance fluency, and it's effectiveness is already noticed among students .

Theme 10: In your experience does role play improves learners accuracy ?

Subject 1:" It's very helpful "

Subject 2:" it improves of course ."

Subject 3:" I am sure".

Subject 4:" of course".

Subject 5:" Role play is effective in improving students accuracy ."

Subject 6:" for sure".

Teachers declared that the use of role play is very useful and has a positive impact on developing accuracy. And they saw that in their student's performance .

Theme 11: To what extent do you believe that role play contributes to real life communication skills outside the classroom ?

Subject 1:" Role play have a great contribution to real life communication skills outside the classroom ."

Subject 2:" it allows students to practice real life scenarios "

Subject3:' completely, role play have a crucial role in making learners like natives ''.

Subject 4:" strongly, it contribute .'

Subject 5:" it have a high level of contribution "

Subject 6:' of course, it contributes too much ''.

All the answers are supporting the idea that role play technique contributes to real life communication outside the classroom. Most of teachers said that it makes students like natives .

Theme 12: Have you ever used role play activities specifically designed to integrate cultural elements into the lesson ?

Subject 1:"Sure, because you have to select the cultural contexts which fits your students "

Subject 2: " yes, because it ensure the intercultural communicative competence "

Subject 3: " No, I didn't "

Subject 4: " yes, I did "

Subject 5: " well, it depends "

Subject 6:" yes, I'm working on that especially this year "

1.3. Discussion and interpretation of the Obtained Results :

Based on the data analysis and research findings, we may conclude that role play have a positive effect on student's speaking skill, depending on their answers in the questionnaire and the teacher's responses in the interview. First of all, the sample chosen in this research study reveals that females dominating over males, because they are more interested in learning English Ruther than males. The level of students allows us to rely on them in an investigating study, since more than half students rate their English proficiency level between intermediate to advanced. Also, we noticed that most learners are using a varied vocabulary during their speaking, for the sake of feeling confident and reaching a good and fair performance in terms of clarity and structure. Moreover, all the participants claimed that speaking skills are very important for their academic and personal development. The holistic

answers shows that those authentic materials are enhancing the learner's fluency and accuracy as it is said ' using authentic materials can definitely improve fluency and accuracy in English '. In addition, the students use different kinds of authentic materials in their learning process such as: podcast, songs, role play, discussion... etc. . But the majority prefer discussion and podcast as well, after that it comes role play. After this study, we maintained that students enjoy and feel comfortable while participating in role play activities to express their big interest in this technique. Furthermore, students recognized the value of role play and its impact on improving their speaking skills, also their linguistic and communicative competences as it is indicated by their responses. While a few minority neglected the whole idea. Finally, the participants of our questionnaire said that role play activities are contributing to a deeper cultural awareness. But In the next question they declared that they are suffering from several challenges and the main ones are fear of making mistakes and lack of both linguistic and cultural backgrounds.

On the other side, and after interviewing with EFL teachers we noticed that they are using several criteria while evaluating their student's oral performance. The first criterion is sentence structure which is grammar. Then, performance in which students show performance, pronunciation and choice of appropriate vocabulary . EFL teachers also evaluate the language used by learners and their fluency and accuracy as well. Now, concerning assessing student's speaking skill during oral sessions, some teachers said that it depends on the level for instance: first year, second year, third year,, etc. while others claimed that the assessment should be analytical, assessing each individual alone and noticing his/ her improvement each session. The second type of assessment is the holistic or general in which they assess the all mentioned criteria. The last thing taken into consideration is assessing student's ability to talk about different topics. Moreover, our participants declared that their learners are facing several challenges while performing. The most common one is fear of using the language in public, where they will be laughed, judged by their classmates. The next one is the huge number of students in EFL classes, which leads them fear of making grammatical mistakes especially in pronunciation.

So, from the previous answers EFL teachers declared that they have to create an inclusive environment for students to feel comfortable and actively participate during the session. Starting by encouraging and motivating them using authentic materials to make them feel as they are living the context of the target language outside. The following step is

forgetting the negatives of students and correcting their mistakes, and all this through group work and classroom competitions.

Additionally, we observed that our teachers are using different kinds of authentic materials such as videos, games, discussions, newspapers, scenes, advertisements and role play. But the most integrated one is role play because it works and it is one of the most effective strategies used in teaching speaking. Not just this, the participants said that Role play have many advantages. It makes learning easier, it gives learners the chance to have something in reality and having fun. Role playing activities entertains students and give them the chance to prepare home, perform and practice pronunciation by which they will gain self confidence. Another advantage of that authentic tool, is that it is easy to implement and doesn't need too much equipment's, what make it the most integrated mean in EFL classes. Additionally, the teachers noticed that Role play ensures the intercultural communicative competence and it very helpful in improving student's fluency and accuracy. The more they participate in role playing activities the more they become engaged in effective communication and communicate non stop. From the last point discussed with EFL teachers, they claimed that they use role play to integrate cultural elements in the lesson because they have to select cultural contexts which fits their student's needs. Since culture is the Corp of language and students can not understand language apart from its culture.

After analyzing the results of our research, we successfully validated the research questions and hypothesis which can be restated as follows:

1. what are the causes behind student's speaking problems?
2. How can teaching speaking skill through the use of role play during the oral expression session help students being able to speak fluently and accurately?

Concerning the first question and based on student's perspectives and responses It is evident that most of them are facing several problems while speaking. First, the most common obstacle is lack of linguistic and cultural backgrounds, sometimes students don't have sufficient linguistic background or they were not familiar with the chosen topics what make them not interested or even engaged during the oral session.

Relying too much on mother tongue during language learning can hinder student's ability to that and express themselves directly in the target language. This dependency slows down the development of speaking skills. In addition, fear of making mistakes can prevent

students from engaging in speaking activities or initiating conversations in the target language. This inhibition limits their opportunities to practice and develop their speaking skills.

Concerning the second question of our research study which is about the use of role play in improving student's fluency and accuracy. So, through this technique learners will ensure their intercultural communicative competence and become more fluent and accurate while speaking and teachers noticed that improvement among students.

Moving on to our research hypothesis:

1. The student's speaking skill can be improved through role play.
2. If students apply role play technique during oral courses they will be able to speak fluently and accurately.

The first hypothesis is proved effectively based on the results which indicates that role play is a valid tool for students to enhance their speaking skills .If student's apply role play technique during oral courses they will be able to speak fluently and accurately This second hypothesis is strongly evidenced and proved.

From analyzing both student's questionnaire and teacher's interview. We concluded that role play is a very helpful and useful authentic material in EFL classes. Students and teachers like it and support the idea of its integration in the learning process. Hence, role playing activities are very important especially for learners because it improves their fluency and accuracy as it is shown in their responses.

Conclusion :

The Present chapter is the practical part of our research study, which deals with the description of the gained data from student's questionnaire submitted to forty one student and an interview with six teachers in the English department at Abbes Laghrour Khenchela university to know their attitudes towards the use of role play technique to improve their speaking skill. Thus, the majority of learners show a positive attitudes towards using role play activities to enhance their speaking proficiency because, they found it helpful and effective. Based on the findings and results the asked questions and hypothesis concerning the effectiveness of role play in improving learners fluency and accuracy are positively proven.

General conclusion:

General conclusion:

Our study explores the impact of integrating role playing activities on students speaking skills. By investigating the effectiveness of this authentic material, we aim to address key research questions and validate the hypothesis outlined in the general introduction. Additionally, we seek to check students' and teachers perspectives towards using role play in order to improve students speaking skill especially fluency and accuracy, along with assessing the frequency and depth of its implementations. The study produced positive results, employing a mixed method approach involving quantitative and qualitative methods to analyze the collected data at the English department of Abbes Laghrour Khenchela university.

In addition, this research Our research is divided into two parts: the initial part includes two theoretical chapters that contains the literature review of role play technique and the speaking skill. While the subsequent part involves a practical chapter dedicated to data collection and analysis, utilizing two approaches for gathering data qualitative and quantitative. It involves distributing a questionnaire to 2nd year students and conducting an interview with Oral Teachers to Examine their Attitudes towards using role play as an Authentic material to improve Students' Speaking skills especially Fluency and accuracy, the results obtained were discussed in this chapter. .

The study's results affirm that integrating role play into oral sessions improves students' speaking proficiency (fluency and accuracy) .Further more, the majority of teachers and students at the English department of Abbes Laghrour Khenchela University use this authentic material and support the idea of its integration during the teaching-learning process .

To sum up, the research questions and hypothesis are effectively proven through the finding of this study. Both Students and teachers are having positive attitudes towards using role ply as a technique to improve students speaking skill.

Limitations:

During the research investigating ,numerous limitations and challenges emerged ,one of the significant issues was the lack of students engagement in providing responses because the questionnaire was distributed online, we Submitted the Questionnaire to 50 Students and

just 41 answerd . Another notable limitation that we faced during the research was the lack of students interest in the topic, which hindered the collection of sufficient data and insights. The third limitation was the unavailability of teachers for interviews, as they were occupied with students 'tests and some oral teachers were absent. The final limitation is that learners did not answer some questions .

Recommendations :

This research indicates that employing role playing techniques benefits both EFL teachers and students. Based on that the following recommendations are made for EFL teachers, students and researchers.

For Students:

By undertaking this research, we propose these recommendations to help English students tackling two challenges at once: improving both their fluency and accuracy. Implementing role play technique in order to enhance fluency and accuracy depends on student's continuity on practicing role play regularly. This will help them taking advantage of their free time and practice outside the classroom. Whether Infront of their classmates or by themselves in front of a mirror. In order to acquire the correct pronunciation festally, effectively and implicitly. Also It depends on the choice of role playing activities which give them the chance to master their language and understand culture.

For Teachers :

Recommendations are not made only for students there are others that we believe are helpful for EFL teachers. First of all, teachers are recommended to integrate authentic materials in their teaching process especially role play. In addition to that, they must choose relevant topics or scenarios that are related to the students' interests. This makes the activity more engaging and motivating. Moreover, the chosen role playing activities should fits learners needs particularly fluency and accuracy because the more they participate in this activities the more they become fluent. Teachers should gives students the chance to talk freely this encourage them to be creative through which they will develop their language skills in real situations.

For researchers:

Future researchers should conduct experiments involving role play, implementing them in classroom settings or assigning them as home work tasks. This approach would likely produce more reliable and valid results. Researchers should also identify key role play scenarios that significantly contribute to improving both fluency and accuracy in EFL classrooms. Despite potential challenges, researchers must allocate sufficient time to ensure the validity of their findings .

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Appendices

Students' Questionnaire

Dear Participants ,

You are kindly invited to answer the present Questionnaire which is a part of our research study it aims to investigate the effectiveness of using role play as an Authentic material to improve students' speaking skill.

Choose the appropriate answer

I General information :

1) Gender:

a. Male

b. Female

2) How long have you been learning the target language ?

a) Less than 2 years

b) From 2-5 years

c) more than 5 years

3.) How is your English language level?

1. Intermediate

2. Beginner

3. Advanced

Section Two : Speaking Proficiency

4). How would you rate your current Speaking Proficiency ?

.....
5) How would you rate the clarity and Structure of Your Presentation ?
.....

6) Do you feel Confident When Speaking Infront of The audience ?

a) Yes

b) No

07) Did you use The varied appropriate vocabulary ?

a) Yes

b) No

08) Do you think that speaking skills are important for Your academic and Personnel Development?

a) Important

b) very important

c) Not important

Section Three: Authentic Materials

9) Did your teachers provide enough opportunities for you to practice and improve your oral speaking skill ?

a) Yes

b) No

10) Do you think that the use of authentic materials improves your fluency ?

a) Yes

b) No

Justify your answer

.....
.....

12) Do you think that the use of authentic materials improves your accuracy?

a) Yes

b) No

Justify your answer

.....
.....

13))what kind of authentic materials that you prefer to be integrated during the oral sessions

a) . podcasts

b) role play

c) tv shows

d) songs

e) discussion

Section Tree: Role play

13) Have you ever Participated in Role Play activities During your Language Learning ?

a) Yes

b) NO

14) Does role play make language learning enjoyable?

a) Yes

b) No

15) Do you feel confident when engaging in role play activities ?

a) Yes

b) No

16) Do you believe that role play activities contribute to the improvement of your speaking skill ?

a) Strongly agree

b) agree

c) Disagree

d) Strongly Disagree

17) What do you see as the main benefits of role play ?

a) Developing Linguistics competences

b) Enhancing Communicative competences

c) Both of Them

18) Does Role Play Contribute to a deeper Cultural awareness?

a) Yes

b) No

19) What challenges do you face when engaging in role play activities ?

a) Lack of Linguistic back ground

b) Lack of Cultural back ground

c) Fear of making Mistakes

d) Others

Teachers' Interview

'improving student's speaking skills through the use of Role Play '. Is our research topic through which we are going to make this interview.

Question 1:

What criteria do you use to evaluate student's speaking proficiency?

Question 2:

How do you assess student's speaking skills during oral session?

Question 3:

How do you encourage students to actively participate during oral session?

Question 4:

Does your students face challenges during oral session?

Question 5:

How to create a supportive and inclusive environment for students to feel comfortable Infront of their classmates?

Question 6:

What kind of authentic materials do you use in your oral session?

Question 7:

Have you ever Incorporated Role Play in your teaching process?

Question 8:

What are the main advantages of integrating Role Play in EFL classes?

Question 9:

Do you think that Role Play will enhance student's fluency?

Question 10:

In your experience does Role Play improves learner's accuracy?

Question 11:

To what extent do you believe that Role Play contributes to real life communication skills outside the classroom?

Question 12:

Have you ever used Role Play activities specifically designed to integrate cultural elements into the lesson?

Résumé:

A travers cette étude, on a essayé de connaître et d'explorer les différents points de vue des étudiants et de professeurs d'anglais sur l'efficacité d'utilisation de la technique "Jeu de rôle" comme outil pour améliorer l'éloquence et la fluidité dans la langue anglaise chez la cellule de deuxième année universitaire au niveau de la faculté de lettre et langues étrangères" Université Abbes Laghrour-Khenchela" Vue aux difficultés et d'obstacles rencontrées chez les étudiants durant leur parcours académique afin d'améliorer leur langue et pour atteindre un niveau supérieur de maîtrise .On a discuté la fusion de différentes méthodes qualitatives et quantitatives pour obtenir des positives résultats et prouver les hypothèses proposées. On a choisi de faire un questionnaire quarante-et un étudiant de deuxième année universitaire pour obtenir des informations précises et plus fiables. De l'autre côté , on a fait un interview avec six des professeurs d'anglais pour connaître leurs avis concernant l'efficacité de << Jeux de rôle >> et l'importance de leur intégration au niveau d'enseignement de l'anglais comme une langue étrangère. Les études et les analyses qu'on a menées après avoir obtenu les réponses des étudiants et de professeurs l'ont prouvé que la technique "Jeux de rôle " a une grande efficacité pour améliorer et développer les compétences orales chez les apprenants et l'importance d'inclure cette technique dans le processus d'enseignement /apprentissage et à partir de l'analyse de questionnaire et les études précédentes on a arrivé à répondre aux questions d'étude et montrer l'efficacité des hypothèses ."

Les mots clés : l'anglais comme langue étrangère,

jeu de rôle,

Les compétences Orales ,

Les Étudiants d'anglais comme langue étrangère .

Les professeurs d'anglais comme langue étrangère .

المخلص

تهدف دراستنا الى معرفة وجهات نظر طلبة واساتذة اللغة الإنجليزية حول فعالية استخدام تقنية لعب الأدوار كوسيلة لتعزيز مهارات التحدث خاصة البلاغة والطلاقة في اللغة الإنجليزية لدى طلبة السنة الثانية جامعي بكلية الآداب واللغات في جامعة عباس لغرور خنشلة. نظرا للعراقيل والصعوبات التي يواجهها الطلبة خلال مسيرتهم العلمية من اجل تحسين لغتهم و الوصول إلى مستوى عالي من الطلاقة. تطرقنا إلى الدمج بين الاساليب النوعية و الكمية من اجل الحصول على نتائج ايجابية واثبات الفرضيات المقترحة. لقد تم جمع البيانات من 41 طالب سنة الثانية جامعي من خلال تقديم استبيان.في الحين الاخر تم إجراء مقابلات مع 6 أساتذة من قسم اللغة الإنجليزية للتعرف على وجهات نظرهم حول فعالية لعب الأدوار ومدى اهمية ادراجها في اقسام تعليم اللغة الإنجليزية كلغة اجنبية.حيث اثبتت الدراسات والتحليل التي قمنا بها بعد الحصول على اجابات كل من الطلبة و الاساتذة بأن تقنية لعب الأدوار ذات فعالية عالية في تحسين وتطوير مهارات التكلم لدى الطلبة وكذلك مدى اهمية ادراجها في عملية التعليم والتعلم. حيث تمكننا من خلال تحليل الاستبيان وكذلك الدراسات السابقة من الإجابة عن اسئلة الدراسة واثبات الفرضيات بفعالية.

الكلمات المفتاحية : لعب الادوار ، مهارات التحدث، طلاب اللغة الإنجليزية كلغة اجنبية، أساتذة اللغة الإنجليزية كلغة اجنبية.