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The Use of Role-play to Change The Attitude of EFL Students Toward The Speaking Skills

A Dissertation submitted in partial fulfillment of the requirement for the
Master Degree in Language and Culture

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Dedication

I wish to dedicate this modest work to:

My father and my mother...

*My brother Walid who had been with me all along
through this work ...*

My sister ...

*My dearest friends Rayan, Lamia, Safa Dounia &
Kawther...*

*Special thanks must go to my supervisor Mr. Ouniss Salim
for his patience and help.*

Kefali Amina

Dedication

This thesis work is dedicated to my kids Abd El Djalil, Saleh Aïmed & my sweetheart Mouaïn, also my husband, Hicham, who has been a constant source of support and encouragement during the challenges of graduate school and life. I am truly thankful for having you in my life. And a special thanks goes to my friend and partner Amina.

Bouchana Lamia

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In Allah's name, Most Gracious and Most Compassive all praise to Allah, and prayers and peace be upon Mohamed His servant and messenger.

First and foremost, I must acknowledge my limitless thanks to Allah, the Ever-Magnificent; the Ever-Thankful Without His Guidance, His help, and bless., I am truly certain that this work would have never been possible.

we are appreciative to many of the people, who we greatly acknowledge their efforts, especially our supervisor Mr. Ouniss Salim and Mr. Kefali Walid. Who both worked extremely hard with us since the beginning to the end of the whole study.

we would like to express our gratitude to our families sincerely for their continuous support throughout most of our lives and especially in pursuing the Master's degree. we had the opportunity to finish this dissertation due to their love and affection and prayers.

Last but not least, deepest thanks go to all people who took part in making this thesis real.

Abstract

Students need to master speaking skill due to the fact that it is one of the four language skills. There are so many elements have an effect on the speaking ability of the students. Some elements come from the instructor, some others come from the student itself. Many instructors discover difficulties in how to attract student to communicate using English naturally. that is why, we attempt to provide the role play method in instructing speaking. By the use of role-play technique, we hope students can be a part of the activity learning well.

Briefly, role play covers an extensive range of probabilities because in this method students have to enter into many one-of-a-kind situations. Moreover, it can assist students to acquire maximum communication.

ملخص

تناولت هذه الدراسة موضوع استعمال لعب الأدوار كتقنية تدريس في تطوير مهارة الطالب الكلامية بأكثر دقة. الأمر الذي تمت ملاحظته أن المستوى الكلامي لطلبة سنة الثالثة جامعي تخصص لغة إنجليزية في جامعة عباس لغرور خنشلة غير مرضي. من جهة أخرى يوجد الكثير من الطرق التي يستطيع الأستاذ استخدامها لمساعدة الطالب في تنمية مهارته الكلامية. المذكورة تعالج تحسين المهارة الكلامي لطلبة هذا المستوى من خلال استخدام تقنية لعب الأدوار في القسم. افترضنا أن هذه الاستراتيجية هي الطريقة الأنسب لتطوير مهارة الطالب في الكلام.

تنقسم المذكورة هذه إلى جزء نظري وآخر تطبيقي. الجزء النظري يحتوي على فصلين بالنسبة للفصل الأول فهو عبارة عن مفاهيم خاصة بالمهارة الكلامية, يحتوي كذلك على أنواع وخصائص ومميزات هذه المهارة التي تختلف من شخص لآخر إضافة إلى ذلك فقد تطرقنا إلى بعض الاستراتيجيات و الطرق لتدريس هذه المهارة و تنميتها لدى الطلاب , أما الفصل الثاني فتطرقنا فيه إلى بعض تعريفات و مفاهيم خاصة بتقنية لعب الادوار إضافة إلى أنواعها و ايجابياتها و كذلك سلبياتها و مدى أهمية استعمالها. بالنسبة للجزء التطبيقي هو عبارة عن تحليل أسئلة و جهت إلى تلاميذ السنة الثالثة لغة إنجليزية بجامعة عباس لغرور للسنة الدراسية 2018-2019 وذلك لكشف مدى حاجتهم لتطوير مستواهم في الكلام ولجمع آرائهم حول استخدام تقنية أو استراتيجية لعب الادوار خلال الدرس من خلال الإجابات المقدمة تم التوصل إلى النتائج الآتية:

- ضرورة استخدام لعب الادوار كتقنية لتنمية مهارات التحدث لدى الطلاب.
- الأهمية البالغة لاستعمال لعب الادوار داخل القسم.
- إمكانية تطوير وتحسين المهارة الكلامية للطلبة من خلال استعمال تقنية لعب الادوار لتنمية مهارات التحدث.

وفي الأخير نتمنى أن تفيد هذه المساهمة المتواضعة في إحداث تعديلات تخص تدريس المهارة الكلامية لدى شعبة اللغة الإنجليزية بجامعة عباس لغرور خنشلة.

List of tables

1-Students' attitude toward the importance of speaking.....	43
2- Students' preferred skill.....	44
3-The extent of practicing English by students.....	45
4-Student's educational intention.....	46
5-Student's attitude toward the importance of practicing speaking.....	48
6-Student's attitude toward speaking as a provider of intellectual activity.....	49
7-Student's evaluation of the speaking importance.....	50
8-Student's attitude toward the use role-play in increasing the interest to learn.....	51
9-Student's attitude toward the collaborative work using role-play.....	52
10-Student's attitude toward the integrated skills while doing a role-play activity.....	53
11-Student's attitude toward the effect of role-play on enhancing the self-confidence while learning.....	55
12-Student's attitude toward the effect of role-play on the classroom atmosphere.....	56
13-Student's attitude toward the use of role-play to improve the speaking skill.....	57
14-Student's attitude toward the motivational effect of role-play in learning.....	58
15-Student's attitude toward the feeling of boredom to learn speaking through role-play.....	59
16-Student's attitude toward the use of role-play permanently.....	60

List of Figures

Chapter one

1-A role-play process.....	13
2-A brainstorming activity.....	14
3-An information gap activity.....	15
4-A learner autonomy.....	21

Chapter two

5-The strength of role-play.....	36
----------------------------------	----

Chapter three

1-Diagram representing self-choice toward the importance of speaking.....	43
2-Diagram representing students' preferred skill.....	44
3-Diagram representing the extent of practicing English.....	46
4-Diagram representing student's intentions of learning English.....	47
5-Diagram representing student's attitude toward the importance of practicing speaking.....	48
6-Diagram representing student's attitude toward speaking as a provider of intellectual activity.....	49
7-Diagram representing student's evaluation of the speaking importance.....	50
8-Diagram representing student's attitude toward the use role-play in increasing the interest to learn.....	52

9-Diagram representing student’s attitude toward the collaborative work using role-play.....	53
10-Diagram representing student’s attitude toward the integrated skills while doing a role-play activity.....	54
11-Diagram representing student’s attitude toward the effect of role-play on enhancing the self-confidence while learning.....	55
12-Diagram representing student’s attitude toward the effect of role-play on the classroom atmosphere.....	57
13-Diagram representing student’s attitude toward the use of role-play to improve the speaking skills.....	58
14-Diagram representing student’s attitude toward the motivational effect of role-play in learning.....	59
15-Diagram representing student’s attitude toward the feeling of boredom to learn speaking through role-play.....	60
16-Diagram representing student’s attitude toward the use of role-play permanently.....	61

Table of content

Dedication (1)	I
Dedication (2).....	II
Acknowledgement.....	III
Abstract.....	III
ملخص.....	V
List of Tables.....	VI
List of Figures.....	VII
Table of Contents.....	VIII
General introduction	
Introduction.....	1
Background of the study.....	2
Statement of the Problem.....	3
Significance of the.....	3
Aim of the Study.....	4
Research Questions.....	5
Research Hypothesis.....	6
Research Tools.....	6
Methodology.....	6
Structure of the Study.....	6
Conclusion.....	7

Chapter one

Speaking as a dynamic skill

Introduction.....	7
1.definition of speaking.....	8
1.2. The nature of speaking.....	8
2.Features of an acceptable speaker.....	9
2.1. fluency.....	9
2.2. accuracy.....	9
2.3. Vocabulary range.....	10
3.Functions of speaking.....	10
3.1. Talk as interaction.....	10
3.2. Talk as transaction.....	11
3.3. Talk as performance.....	11
4.What is teaching speaking?.....	11
4.1. Principle of Teaching Speaking.....	12
5. Activities to teach speaking.....	13
5.1. Role Play.....	13
5.2. Discussion.....	13
5.3. Brainstorming.....	14

5.4. Information gap.....	14
5.5. simulation.....	15
5.6. Interview.....	15
5.7. Storytelling.....	16
5.8. Reporting.....	16
5.9. Story Completion.....	16
5.10. Playing Cards.....	17
5.11. Picture Describing.....	17
5.12. Picture Narrating.....	17
5.13. Find the Difference.....	18
6. Strategies to teach speaking.....	18
6.1. Setting Clear Goals for the Lesson.....	18
6.2. Showing & Telling.....	18
6.3. Questioning to Check for comprehension.....	19
6.4. Summarizing lessons in a Graphical Way.....	19
6.5. Plenty of Practice.....	19
6.6. Providing Students with Feedback.....	19
6.7. Teach Strategies Not Just Content.....	20
6.8. Being Flexible about How Long It Takes to Learn.....	20
6.9. Getting Students Working Together.....	20
7. Methods to teach speaking.....	20
7.1. Autonomous Learning.....	20

7.2. Meet the Guest.....	21
7.3. Think/Pair/Share.....	21
7.4. Talking Stick Method.....	21
8.Theories and Approaches to teach speaking.....	22
8.1. Behaviorist theory.....	22
8.2. Cognitive theory.....	22
8.3. Sociostructural theory.....	22
8.4. Direct/controlled vs. indirect/transfer.....	23
8.5. An indirect approach.....	23
9.Problems in teaching speaking.....	25
9.1. Internal problems.....	25
9.1.1. Age.....	25
9.1.2. Native language.....	26
9.1.3. Innate phonetic ability.....	26
9.1.4. Identity and language ego.....	27
9.2. External Problem.....	27
10.Recommendation for teaching speaking.....	28
Conclusion.....	28

Chapter two

Role-play as a technique to teach speaking

Introduction.....	30
1.What is role-play?.....	30
2.Role-play as a Strategy.....	31
3.Types of Role-Play.....	31
3.1. scripted role play.....	32
3.2. semi-scripted role-play.....	32
3.3. the unscripted role-play.....	33
4.Role-play stages.....	34
5.The significance of role-play.....	34
6. Pair and group work as models of classroom interaction in role-play.....	36
6.1. pair work.....	36
6.2. Disadvantages of pair work.....	36
6.3. Group work.....	37
6.4. Disadvantages of group work.....	37
7. Role- Play and simulation.....	37
8. Advantages of role-play.....	38
9. The Disadvantages of Role Play.....	39
9.1. Activity is artificial.....	39
9.2. Exercises are difficult to monitor.....	39
9.3. Causes embarrassment.....	40

9.4. Energizes off base structures.....	40
9.5. Has social predisposition.....	40
9.6. teachers' dread of losing control.....	40
9.7. Immediacy is lost.....	40
9.8. Timing exercises is troublesome.....	41
9.9. Exercises may not be appropriate for all dimensions.....	41
Conclusion.....	41

Chapter three

Field-work

analysis and interpretation of the students' scale-attitude

Introduction.....	42
1. Interpretation and Analysis of the scale attitude.....	42
1.1. Sampling.....	42
1.2. Description of the scale attitude.....	42
1.3. Analysis of the results.....	43
1.4. Discussion.....	61
Conclusion.....	62
General conclusion.....	63
Appendices.....	65
Appendix one.....	65
References.....	67

General introduction

The learning of a foreign language by its very nature is an intuitive procedure which includes the dynamic cooperation of both the teacher and the student. It has been stressed in Foreign Language Teaching methodologies that are more than a system of rules, but as a dynamic resource for the creation of meaning, shift away from the study of language seen as purely a system and shift towards the study of language as communication. For that reason, an extraordinary open door for classroom collaboration is as a rule genuinely requested. With a developing requirement for increasingly viable, fruitful and dynamic methods for foreign language learning. Advancement in the language field has been invigorated by a unique worry for learning through dynamic and community-oriented setting. In this section, we will elucidate more our announcement of the issue of the lack of using role-play inside the classroom as an instructing procedure help. At that point, we are going to see some hugeness of our investigation and the primary goes for what this examination is and the major significance of using role-play technique. Additionally, we will address our dangerous inquiry or the fundamental question that we propose to ensure about our hypothesis about the use of role-play method in the classroom to create understudy speaking aptitude, advance their vocabulary and if it is fruitful method to rouse the students. Besides, there is a confinement of our investigation in light of the vast majority of teachers did not utilize this method that's why we will use a scale attitude for students as the fundamental research device. Moreover, we will utilize an enlightening technique and plan to get data from any material significant to our new Subject.

Background of the study

English currently plays a major role as among the most commonly used foreign languages. Almost all individuals choose to study English since they recognize it's going to give their career a high chance. A key to enhancing our knowledge is English. English has become a language of global use in this period. English is therefore included within the syllabus of Algerian school systems.

According to Brown (2001: 232), it seems that four English skills are essential for learning English: listening, speaking, reading and writing. This assumes that students can also be assessed by learning these four skills as providing good English skills. Talking is one of those four skills which states that a student can actively master English because pronunciation is perhaps the most basic way of human interaction (Celce and Murcia, 2001: 103). This demonstrates the need for good oral skills to communicate effectively.

However, learning English and learning our own language are not quite so effortless as learning to understand this one, since English for Algerian students is clearly a different language. The students may find it challenging to exercise speaking English. According to Brown (2001), the oral performance of a speaker might be in some situations challenging, notably: clustering, redundancy, reduced forms, factors in performance, colloquial language, delivery rate, stress, rhythm, and interactions.

In an attempt for learners to enjoy learning to speak as well as exercise speaking in the courses, exciting techniques should be constructed from this principle. Role Play is among the interesting ways to learn how to speak. It is preferred because it can facilitate the oral language skills of learners. According to Livingstone (1983:6), role playing is indeed an activity in the classroom, which allows students to study the language, the role elements and the real roles that may be essential outside of the school environment. In a role playing,

learners have roles assigned themselves and are positioned in circumstances in everyday life. (in Heniarti, 2009) according to Harmer, role-playing is used to enhance general proficiency and to train learners in particular situations. The role-play can, therefore, facilitate active engagement by learners, and therefore learners are provided several opportunities to communicate, to increase their speaking skills.

Numerous facts about role-play were found by Susanti (2007). First of all, the use of role play is much more pleasurable and exciting for speaking and teaching. Second, the role play enables shy learners to develop a disguise where learners are liberated from challenges in conversation. Additionally, it's entertaining and also most learners concur that enjoyment causes to better learning. Moreover, the classroom environment is extended to include outside environment in role play. It therefore provides several more alternatives for language speakers. The learners can, therefore, be someone else as often as they want. In the fourth position, the class is much more active as well as energetic by using role play. Without including the instructor's powers, learners are willing to take part. And lastly, the use of role playing empowers learners to learn and renders the lesson easier to understand.

this study examines whether the role play can or cannot change students' attitude toward the speech skills, the research is carried out to see whether using the role-play technique in teaching to know whether or not it can change learners' attitudes toward speaking skills. It is expected that the teaching technique's effectiveness as an instructional method will prove successfully.

Statement of the problem

Learners of EFL classrooms face many problems when it comes to both speaking and mastering the speaking skill of the foreign language considering them as non-native speakers. Those problems affect negatively on students' achievements and motivation toward learning

a second language; they might not be able to transmit an ordinary message due to the lack of self-confidence while speaking, there could be several reasons for this problem related to the learner or the teacher and his methods of teaching or even the subject-matter being studied. In this case it is very important to find ways which help teacher and students to overcome this problem, therefore, This research will be conducted to investigate the effect of role-playing to change the students' attitude toward the speaking skills and affirm if this technique is helpful or not.

Significance of the Study

The study of this research is supposed to know the usefulness of using role play in teaching speaking. Furthermore, one of the difficulties in learning and teaching speaking which the educators experienced in improving the speaking skills of the students could be solved.

Moreover, it can encourage learners to speak English without taking into account errors and mistakes in attempting to speak, by using a role play. It also helps to provide awareness on ways of improving natural methods of speaking activities and to make the students more productive in the teaching-learning process.

As shown by Brierley, Devonshire, and Hillman, the role play method evolves highly functional comprehension: "a mixture of propositional information (comprehension of the educational existing knowledge), semantic knowledge (knowledge of how) and conditional knowledge (knowledge of the conditions under which skills can be used). The role play provides a supportive environment that imitates reality.

Manorom and Pollock (2006, p.4) states that: "role play illuminates the divisions and differences between and within groups. Role play in the classroom demonstrates effectively that different stakeholders use different information sources and often hold distinct, if not conflicting views, but that resolutions can be reached. Students learn to work with differing

personalities, beliefs, value systems, abilities and background experiences. They develop a greater appreciation of the range of perspectives held on a particular issue and come to recognize the complexity of negotiation and their own role. They realize that they may not have all the answers (and that there may be no easy answer) but see the “critical issues for their professional practice.”

Aim of the study

Through this study, we attempt to examine the connection between the speaking skill of third-year LMD students at abbess laghroure University and the role-play during learning their speaking skills. We assume that such research will further allow learners to build up their oral level of competence efficiently. it also seeks to use Role Play as an instructional strategy to change the attitudes of students toward the speaking skills of learners and stronger produce in during learning.

Research Questions

After determining the extension of this study of whether the use of the role-playing methodology is effective or not the questions of this research can be formed as:

1-does role-playing method improve students speaking skills?

2-does the effect of using role play differ according to the technique used?

Research Hypothesis

Many teachers get confused about how to makes their students speak and participate in classes without feeling scared or anxious. therefore; the instructors fall back on creating some communicative activities like role-playing to solve the problem and which can possibly create great responsiveness to learn and speak English during classes.

from here we hypothesize that:

“If a teacher used role-playing methods in the classroom worthily, students’ attitudes toward speaking skills will be changed.”

Research Tools

This study is based on a descriptive design, we will examine our hypothesis and gather data using appropriate tools for our study which are a few session treatment using role-play as a main technique during lesson and a scale attitude (for students). We direct this scale attitude to third-year LMD students in the Department of English at the University of Abbes Laghroue Khenchela. We randomly chose seventy (70) students for the study. This tool is useful in understanding the requirements of learners.

Methodology

The objective of this research is to demonstrate the significance of using role-play to change the attitudes toward the speaking skills of EFL learners. We, additionally intend to implement a descriptive method. We, however, will conduct a scale attitude to students to collect data after a few treatment sessions using role play.

The scale attitude is the fundamental data gathering tools in this study; we will provide it to third-year students at Khenchela University. We use scale attitude to acquire exceptional views and opinions about the situation through students in English Department opinions and standpoint regarding the usage of role-play strategies and how it can change students’ attitudes toward the speaking skill. Considering the population and sampling, this research will adopt the descriptive study on students of third-year at the English Department at the University of Khenchela during the Academic Year 2018/2019.

Structure of the study

The current study takes the form of two parts: practical and theoretical. The theoretical section which includes the current study literature review involves two chapters. The first chapter is committed to speaking skill, its concepts, sorts, significance, difficulties, and some of the approaches, methods, and strategies also activities that can be performed inside a classroom to teach speaking; nevertheless, the second chapter is concerned with linking teaching speaking to Role Play by focusing on the concepts, various kinds, and so forth in the Role Play. In addition to the practical section which includes only one chapter, that is chapter three. The whole third chapter is dedicated to the examination of the scale attitude of learners in an attempt to make students and even teachers become more aware of the significance of applying role-play to teach speaking skills in the classroom.

Conclusion

The Aforementioned research will review the students' attitudes toward the effectiveness of role-playing as a teaching method for the improvement of student's speech skills. The study was carried out at Abess Laghroue University of Khenchela in the English Department. It attempts to authenticate or refuse the hypothesis which states that "If a teacher used role-playing methods in the classroom worthily, students' attitudes toward the speaking skills will be changed". The Research has been carried out with the third year participants from the English Department.

Chapter one

Speaking as a dynamic skill

Introduction

These days, mastering the English language to communicate become the focal intention of many human beings all over the world. The motives behind studying that language fluctuate from one individual to another. Learners have to acquire English competencies to set up their skills to acquire and produce that language. Additionally, speaking is regarded as an essential skill in which it displays the proficiency of the target language. That is why The necessary need for superb techniques and activities for the sake of reinforcing the EFL learners speaking ability grew to become the essential challenge of EFL educators. Enhancing learners' speaking skill is no longer a convenient assignment for many EFL instructors at all. This need leads instructors to use exceptional techniques and activities. This first chapter is dedicated to shed the light over some definitions of speaking also the most important approaches and techniques to teach speaking.

1. Definition of speaking

Speaking as indicated by Oxford word reference is the activity of passing on data or communicating one's considerations and sentiments in a verbally expressed language. Brown(2001.263) states that "speaking is an interactive process of constructing meaning that involves producing, receiving and processing information", harmer likewise characterized speaking as the ability to speak fluently and presupposes not only knowledge of language features , but also the ability to process information and language on the spot"(2007.284).besides the past definitions ; speaking alludes to " the use of language , quickly and confidently with few unnatural pauses which is called fluency. Nunan (kayi.2006:1). Cheney's meaning of speaking did not contrast much; since he characterized

talking as `` the process of making and sharing meaning by using verbal and non-verbal symbols in different contexts”.

1.2. The nature of speaking

Speaking is a complicated cognitive procedure (Graham-Marr, 2004) and the energetic use of language to express meaning (Cameron, 2001). It requires the language users to communicate fluently, to be capable to pronounce phonemes correctly, to use suitable stress and intonation patterns, and to speak in related speech (Harmer, 2007). In line with Harmer (2007), Chaney (cited in Kayi, 2006) defines speaking as a procedure of constructing and sharing meaning and information via the use of verbal and non-verbal symbols in a range of context.

2. Features of an acceptable speaker

Too many learners; speaking a foreign language is not as easy as it seems; it requires many skills and competencies that allow the speaker to be personalized as a good one:

2.1. fluency

In a very simple way, Scott Thornberry states that ``fluency is an impression a speaker creates, and may only accidentally correlate with accuracy, speech rate, grammatical complexity, etc.” Riddel (2001:118) explained that "fluency is the ability to talk freely without too much stopping or hesitating". He’s clearly stating that the speaker should express his ideas and thoughts freely further to not think of precision during conversations, or paying attention to errors and mistakes of pronunciation which might acquire during a conversation and possibly leads to the listener’s loss of interest. EFL learners should take in consideration that their pronunciation or speech should be acceptable and understood by native speakers, yet they do not care of committing mistakes since their ideas and thought to reach their audience

and they are able to communicate through the errors made; those learners have fluency but low accuracy.

2.2. accuracy

In the present time, elf teachers seek to be fluent in general and give less attention to accuracy which could lead to the loss of the audience attention to the speaker because of the incorrect utterance they create each time.in order to master speaking, both student and teachers of foreign languages must subtilize in everything they want to say and create a controlled position by learning grammatical rules and structures.

Wallace (2008) states that excellent accuracy in speaking is proven when the people communicate with right pronunciation, a correct grammar, and suitable vocabulary in addition according to the British Broadcasting Corporation (in Ayu 2011) speaking accurately means people communicate without mistakes of grammar, vocabulary, and pronunciation.

2.3. Vocabulary range

Vocabulary is an important aspect of a language. To master a language, learners should master the vocabulary of the language.

According to Lehr (2004: 1) vocabulary is knowledge of words and words meaning in both oral and print language and in productive and receptive forms which are used in listening, speaking, reading and writing. Vocabulary can also be defined as " words we must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)" (Neumann & Dwyer, 2009.385); while Young (2009) states that vocabulary in four ways: the meaning of words, how the words are used, root words, prefixes, suffixes, and analogies.it is believed that a good speaker has enough vocabulary to participate in different kind of conversations effectively.

3.Functions of speaking

In order to decode and face many problems that face the learners in their way to learn foreign languages regarding their proficiency in speaking, several experts among them Jack.C. Richard who determined the functions of speaking depending on yule and brown's background claiming that there are three most important functions of speaking as following:

3.1. Talk as interaction

The communication which occurs every day between individuals in interactional, in other words; it is what we say when we communicate and talk with each other and conveying a message using our speaking skills to develop a social relationship.

3.2. Talk as transaction

Unlike the interactional talking, the transactional one does not focus on conveying a message, but on the meaning of that message to be conveyed and the way in which people understand it.

3.3. Talk as performance

Usually, such a function occurs in public talks and while telling stories because it focuses the most on monolog better than focusing on a dialog.

4.What is teaching speaking?

Kayi (2006:1) states that there are a few implications of teaching speaking as pursues:

- *Produce English discourse sounds and sounds designs.
- *Use words and sentence pressure, inflection designs and the beat of the second language.
- *Select suitable words and sentences as per the correct social setting, group of searchers, circumstance and topic.

Brown (2000:7) states that "teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, proving with the knowledge, causing to know or understand". Correspondingly, teaching speaking implies the way toward teaching learners about the second language and skills in utilizing the language orally in correspondence.

From the above points of view, it tends to be comprehended that teaching speaking should upgrade learners' relational abilities, because by improving students' speaking skill they will be able to convey what needs be conveyed and figure out how to pursue the social and cultural rules that are fitting in every correspondence situation. Therefore, an English teacher has forces adequate information and comprehension toward learning materials that will be learned, also he/she ought to have the capacity to choose a suitable teaching method to be utilized in teaching the materials that can motivate students to learn. Consequently, they will feel joyful while learning and continue to rehearsing their speaking skills.

4.1. Principle of Teaching Speaking

as indicated by Nunan (2003) there are 5 standards for teaching speaking as described beneath (p. 54-56):

- a. Be aware of difference between second language and foreign language in learning context.
- b. Give students chance to practice with both fluency and accuracy.
- c. Provide opportunities for students to talk by using group work or pair work.
- d. Plan speaking task that involve negotiation for meaning.
- e. Design classroom activities that involve guidance and practice in both transactional and interaction speaking.
- f. there are some factors of teaching concepts of speaking such as: (1) Selecting the applicable teaching strategies of speaking, (2) planning the speaking guidance or

assignment which is associated to the students' fluency and accuracy, (3) offering the students with oral verbal exchange exercise both individual or pair work, (4) giving suitable and gentle feedback on the students' speaking performance, (5) enticing the speaking activities with listening and reading. Thus, the teacher of English must be conscious of teaching concepts of speaking earlier than teaching in the classroom in order that the teacher can create and plan fascinating classroom speaking activities.

Besides, Harmer (2001) announces that there are 6 requirements of teaching speaking; they are as portrayed below (p. 102):

- a. Help students overcome their initial reluctance to speak. Be encouraging; provide opportunity; start from something simple.
- b. Ask students to talk about what they want to talk about.
- c. Ask students to talk about what they are able to talk about.
- d. Provide appropriate feedback.
- e. Combine speaking with listening and reading.

Incorporate the teaching of speech acts in teaching speaking.

5. Activities to teach speaking

To improve speaking aptitude, Shrouf and Kayi (2014) arrange 13 sorts of activities. They are as per the following:

5.1. Role Play

in role-play activities, the users of English or "students imagine they are in unique social settings and have an assortment of social roles. In role-playing activities, the educator provides information to the students, for example, their identity and what they assume or feel.



Figure (1): a role-play process

5.2. Discussion

It is one of the communicative exercise that can promote speaking ability as long as the material and procedure are accomplished in actual communication. Of course, dialogue session has 4 or 5 individuals per group and it can be carried out internal or outdoor the classroom with organized time and a certain subject to be discussed. Everyone in the group has the chance to speak such as giving opinions, sharing ideas, asking an answering questions.

5.3. Brainstorming

students can produce ideas in a confined time On a given theme. Depending on the context, both individual or group brainstorming is effective learners generate ideas rapidly and freely. The appropriate features of brainstorming are that the students are no longer criticized for their ideas so and students will be prepared to share new ideas”.

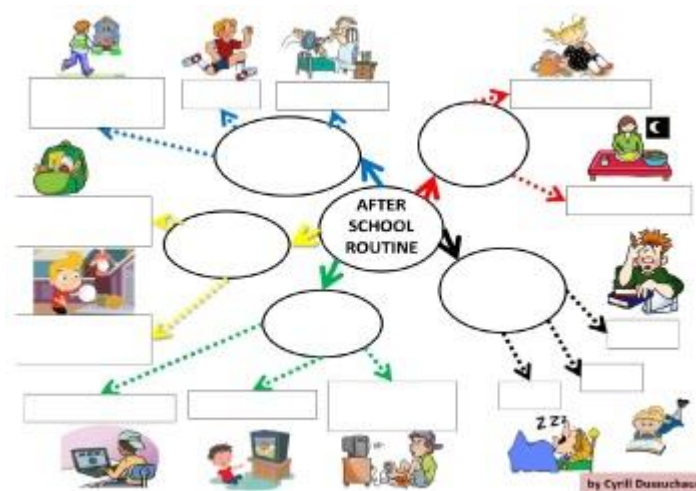


Figure (2): A brainstorming activity

5.4. Information gap

activities serve many needs such as fixing an issue or gathering information.

Additionally, every partner performs an essential role due to the fact the assignment cannot be carried out if the partners do not provide the information the others need. These activities are advantageous because absolutely everyone has the chance to talk, kayi (2014) states that “students are supposed to be working in pairs. One student will have the information that other partner does not have and the partners will share their information”.

STUDENT A Do you like...?

Mary	YES	NO		NO		YES	NO
Lisa		YES					
Anthony		NO	NO	YES	NO		YES
Charles	YES		YES			NO	

STUDENT B

Mary			NO		NO		
Lisa	YES		YES	YES	YES	NO	YES
Anthony	NO					NO	
Charles		NO		YES	YES		NO

Figure (3): An information gap activity

5.5. simulation

“simulations are very comparable to role-plays however what makes simulations exceptional than role plays is that they are extra complicated two” (kayi; 2014). In simulations, students can convey items to the class to create a realistic environment. For instance, if a scholar is appearing as a singer, she brings a microphone to sing and so on. Role plays and simulations have many advantages.

First, considering that they are entertaining, they inspire the students. Second, they expand the self-confidence of hesitant students, due to the fact that in role play and simulation activities, students will have a unique role and do not have to speak for themselves as suggested by (Harmer;1984)

5.6. Interview

Students can conduct interviews on chosen subjects with a variety of people. It is a suitable concept that the instructor presents a rubric to students so that they be aware of what type of questions they can ask or what direction to follow, however students need to prepare their very own interview questions. Conducting interviews with people offers students a chance to exercise their speaking ability not only in class but additionally outside and helps them turn out to be socialized. After interviews, every student can present his or her study to the class. Moreover, students can interview each other and "introduce" his or her partner to the class.

5.7. Storytelling

Students can quickly summarize a tale or story they heard from someone beforehand, or they may additionally create their personal tales to inform their classmates. Storytelling fosters creative thinking. It additionally helps students to express thoughts in the structure of beginning, development, and ending, including the characters and setting a story has to have. Students also can tell riddles or jokes. For instance, at the very starting of every class session, the instructor may also name a few students to tell brief riddles or jokes as an opening. In this way, not only will the instructor address students' speaking potential but also get the interest of the class.

5.8. Reporting

Before coming to class, students are requested to examine a newspaper or magazine and, in class, they report to their friends what they discover as the most interesting news. Students

can additionally talk about whether they have experienced anything really worth telling their friends in their everyday lives earlier than class.

5.9. Story Completion

This is a very enjoyable, whole-class, free-speaking exercise for which students take a seat in a circle. For this activity, an instructor begins to tell a story, however after a few sentences, he or she stops narrating. Then, every student begins to narrate from the point where the preceding one stopped. Each student is supposed to add from four to ten sentences. Students can add new characters, events, descriptions and so on.

5.10. Playing Cards

As stated by kayi (2014); In this game, students have to shape groups of four. Each suit will represent a topic. For example:

Diamonds: Earning money

Hearts: Love and relationships

Spades: An unforgettable memory

Clubs: Best teacher

Each student in a team will pick out a card. Then, every student will write 4-5 questions about that theme to ask the other people in the group. For example:

If the theme "Diamonds: Earning Money" is selected, here are some viable questions:

Is the money necessary in your life? Why?

What is the best way of earning money?

What do you assume about the lottery? Etc.

However, the instructor needs to state at the very opening of the exercise that students are not allowed to prepare yes-no questions, due to the fact that by saying yes or no students get little practice in spoken language production. two Rather, students ask open-ended questions to every other so that they reply in entire sentences.

5.11. Picture Describing

Another way to make use of photographs in a speaking exercise is to provide students by simply one image and having them describe what it is in the picture. For this activity, students can structure groups and every group is given a one-of-a-kind picture. Students talk about the picture with their groups, then a spokesperson for every group describes the photo to the entire class. This activity fosters the creativity and imagination of the learners as properly as their public speaking skills.

5.12. Picture Narrating

This exercise is primarily based on a number of sequential pictures. Students are requested to tell the story taking location in the sequential pictures by way of paying attention to the criteria supplied with the aid of the instructor as a rubric. Rubrics can consist of the vocabulary or structures they want to use while narrating.

5.13. Find the Difference

For this activity, students can work in pairs and every couple is given two distinctive pictures, for example, a photo of boys playing soccer and some other photo of ladies taking part in tennis. Students in pairs talk about the similarities and/or variations in the pictures as it is clarified by kayi (2014).

6. Strategies to teach speaking

In the teaching learning procedure of speaking, instructors need speaking strategies to make the mastering process work properly and can assist students communicate well and correctly. Killian (2015) on The Australian Society for Evidence-Based Teaching explained how to enhance student's speaking ability wanted most instructing strategies in class. Those teaching strategies are gathered to fulfill the language learners' needs during studying English, mainly in speaking. The strategies are as follows:

6.1. Setting Clear Goals for the Lesson

It is necessary that instructor be clear about what he desires students to study at some point of every lesson. If an instructor cannot rapidly and easily state what he needs the students to understand and be capable to do at the end of a given lesson, the purpose of the lesson will be unclear. Clear lesson goals assist the instructor (and students) to center the attention on each different element of the lesson on what matters most.

6.2. Showing & Telling

An instructor has to commonly begin lessons with showing and telling. Put simply, telling includes sharing facts or information with the students while showing includes modeling how to do something. When the instructor has cleared about what he needs students to comprehend and be capable to do by the end of the lesson, an instructor wants to inform them what they need to understand and show how to do the tasks.

6.3. Questioning to Check for comprehension

Instructors generally spend a massive amount of teaching time asking questions. However, few instructors use questions to test for understanding within a lesson. However, an instructor need to constantly test for understanding earlier before moving into the subsequent section of their lesson. Techniques such as randomized sampling are helpful.

6.4. Summarizing lessons in a Graphical Way

Graphic outlines consist of things such as mind maps, flow-charts and Venn diagrams. Teacher can use them to assist students to summarize what they have discovered and to recognize the interrelationships between the elements of what instructors have taught them.

6.5. Plenty of Practice

Practice helps students to maintain the knowledge and competencies that they have learned while additionally permitting some other opportunity to test for understanding. If an

instructor desires to harness the effective strength of practice, he have to make sure that students are doing better when practicing the proper things over a spaced-out period of time

6.6. Providing Students with Feedback

Simply, giving remarks includes letting the students be aware of how they have carried out on a specific assignment along with methods that they can improve. Unlike praise, which focuses on the student instead than the task, comments offer students a tangible perception of what they did well.

6.7. Teach Strategies Not just Content

Teachers can expand how properly students do in any challenge by using explicitly teaching them how to use applicable strategies. Such as strategies that will deepen their understanding you need to inform students about these strategies, to show them how to use them and to provide them with guided exercise earlier than asking them to use them independently.

6.8. Being Flexible about How Long It Takes to Learn

The concept that given sufficient time, each student can study is not as progressive as it sounds. It is additionally the central premise in the back of mastery learning, a method that has the same impact on student outcomes as socio-economic fame and different factors of domestic lifestyles.

6.9. Getting Students Working Together

Group work is no longer new. However, productive group work is rare. When working in groups, students have a tendency to depend on the individual who looks most inclined and capable to the assignment at hand. To extend the productiveness of the groups, instructors

need to be selective about the duties they assign to students and the character role that every group member plays.

7. Methods to teach speaking

7.1. Autonomous Learning

Autonomous mastering is a teacher continually stays friendly and works as a facilitator to the learners which create an effective surroundings of learning as affirmed by Holec (1981:53). There is however extensive agreement accept responsibility for their learning, share in the setting of learning goals, take initiatives in planning and executing learning activities, and frequently evaluate their studying and consider its effectiveness.

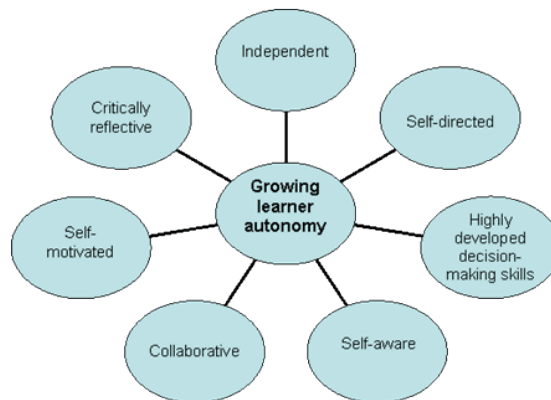


Figure (4): a learner autonomy

7.2. Meet the Guest

Meet the guest is taught via a sequence of lectures and guest speakers as it is clarified by Emerson (2013:143), but will predominantly center the attention on supplying students with a satisfied and attractive forum in which they can exercise the competencies that cover in class. Lectures consist of a presentation on the given topic, supplemented through a range of activities

7.3. Think/Pair/Share

Lyman (1981:109) affirm that Think-Pair-Share is a low-risk method to get many students actively concerned in lessons of any size. The process is simple: after asking a question, inform students to think silently about their answers.

7.4. Talking Stick Method

Talking stick method is a method that makes use of a stick well-known as a timber stick, which the facilitator or the chief starts by way of selecting up the stick to share the feeling or issue with the group as stated by Garret (1998:82). It is handed clockwise to the subsequent person, who might also pick to communicate or to continue to be silent. Then, the talking stick is exceeded to every individual for getting a chance to speak.

8.Theories and Approaches to teach speaking

With relation to theories of second language acquisition and learning, Thornbury (2005) highlights three theories of acquisition that are applicable to the teaching of speaking: behaviorist, cognitivist and sociocultural theory.

8.1. Behaviorist theory

It is primarily based on the trust that the language is realized by means of ‘forming appropriate habits through reinforcement (Thornbury, 2005, p. 38).’ The factors of learning, labeled presentation, practice, and managed production have been used to enhance speaking skills. The major purpose of the procedure was to improve automatic habits. Learners have introduced a language (listening to a teacher, a taped dialogue) that used to be practiced by way of drilling, memorization and eventually carried out in the class. This is associated with a behaviorist view of the mind that is in accordance with Thornbury (2005, p. 39) regarded to be a brain that is to be molded.

8.2. Cognitive theory

Cognitivists view language learners' minds as black boxes with data processing potential and a complicated skill like speaking are believed to be developed via levels ranging from managed to automatic (Thornbury, 2005, 38). Learning focuses first on awareness-raising of specific ranges of a procedure, then it moves on to integrating newly obtained information to the current one (proceduralization) by using exercise and ends with the aid of autonomy, the stage in which new language is conveniently accessible for use (Thornbury, 2005, p. 38; Lightbown & Spada, 2006, pp. 4-39).

8.3. Sociocultural theory

The sociocultural theory views learners as active constructors of their personal studying environment as stated by Mitchell and Myles (2004). Confirming Mitchell and Myle's viewpoint, Guoxing (2004) states that 'learners in this experience are responsible for their very own learning environment and the surroundings can nurture and scaffold them'.

Accordingly, teachers are considered as energetic constructors of their personal instructing environment. Whatever teachers think of learners' language mastering will genuinely have an effect on the constructions of their teaching environment, even though learners are the essential center of attention of the teaching activities. Teachers will reconstruct their perceptions of the foreign language via exercise and development in language mastering and teaching.

8.4. Direct/controlled vs. indirect/transfer

This difference depends on the dichotomy of learning vs. obtaining the language with a wide variety of proponents and opponents of both theories of language learning (Lojová, 2005).

Authors (Goh & Burns, 2012, p.134; Thornbury & Slade, 2006; Brown, 2007; Richards, 2008;

Straková, 2014) hold that a direct approach focuses on the improvement of remoted speaking

skills, micro-skills (Thornbury and Slade, 2006, p.276). It is concerned with structural accuracy and emphasizes the use of language forms. It additionally presents area for language analysis, elevating learners' consciousness of grammar, discourse structures, and routines (Thornbury and Slade, 2006, p.276).

8.5. An indirect approach

An indirect approach (Goh & Burns, 2012, p.134; Thornbury & Slade, 2006; Brown, 2007; Richards, 2008; Straková, 2014), on the other hand, focuses on the improvement of fluency of speech. It encourages learners to use language with the aid of enticing them in communicative activities (Goh & Burns, 2012, p. 134). It is believed that learners will accumulate speaking skills by means of speaking with each other and they will be in a position to switch these competencies to real-life situations (Goh & Burns, 2012, p.135). Direct and indirect approaches to learning correspond with a section versus the complete dichotomy with the first one concentrating on the elements of language and the latter one focusing on a context of use (Thornbury and Slade, 2006, p. 279).

There are proponents of each approaches (Thornbury & Slade, 2006, p. 276). According to Goh and Burns (2012, p.135), there are obstacles in both approaches. As the direct approach does not take into account that the correct use of language structure is developed through face-to-face communication. The indirect approach, on the other hand, neglects the improvement of accuracy.

The trendy improvement in mastering and teaching speaking has formed contemporary thinking emphasizing a mixture of elements in both approaches.

Recently Thornbury (2005, p. 11) recommended a **frequent approach** to instructing speaking skills. He proposed (Thornbury, 2005, pp. 40-111) three ranges of studying speaking: awareness-raising, during which students familiarise themselves with new knowledge.

Appropriation, during which students combine the new knowledge into the current one and autonomy, permitting students to use this newly developed knowledge in real-life situations without any assistance. During the appropriation stage, that the labels (Thornbury, 2005, pp. 63-88) practiced control, learners are supplied with a supportive framework in which they can exercise control over their speaking skills. Activities at this stage are commonly used within direct and indirect approaches.

Teaching conversation Thornbury and Slade (2006, p. 295) recommend for an indirect approach plus that permits a lot of possibilities for exposure to and participation in actual conversation and express instruction. This view of teaching conversation may additionally be utilized to instructing speaking in frequent and it is supported with the aid of different authors (Pokrivčáková, 2014; Thornbury & Slade, 2006; p. 296). Although known as an indirect approach, plus it encompasses activities standard for direct approaches, i.e. the ones' centered on language form.

All in all, excellent exercise in teaching speaking advocates for an approach that combines aspects of direct and indirect approaches. In practice, this is reflected in coursebooks with one or the other approach prevailing (Goh & Burns, 2012, p.137).

9.Problems in teaching speaking

Teaching speaking needs to recognize about limitations that may take place in the learning process. Some issues come from the internal of students and others come from outside students. the most frequent issues of instructing speaking are as per the following:

9.1. Internal problems

There are several problems that come from body of the students their self. such problems are commonly become obstacles in teaching speaking, they are as the following:

9.1.1. Age

In common, speaking done by young learners underneath the age of puberty stand an exceptional chance of “sounding like a native” if they have persisted exposure in real contexts. Beyond the age of puberty, while adults will almost certainly maintain a “foreign accent”, there is no precise benefit attributed to age. A fifty-year-old can be as successful as an eighteen-year-old if all exceptional factors are equal. Although, Brown, (2000:284) argues that remind the students are older, that “the younger, the better” is a myth. It is because, in fact, each and every step of age has its very own attribute that some time has the effectivity to be a problem in instructing speaking.

9.1.2. Native language

Mother language of students is regarded a problem in teaching speaking if the instructor cannot recognize the fact and determined a way to resolve the situation Brown, (2000:284) states, “If you are familiar with the sound system of learner’s native language, you will be better able to diagnose student difficulties.

Moreover, if the linguistic factor of the native language students has is genuinely specific from the target language. linguistically, the distinction between L1 and L2 is the necessary component that determines the success of a speaking class that is the reason why The native language is the most influential aspect affecting a learner’s speaking.

9.1.3. Innate phonetic ability

Some people show up a phonetic coding capacity that others do not. In many cases, if an individual has had exposure to a foreign language as a child, this “knack” is current whether the early language is remembered or not, (Brown, 2000:285). Others are without a doubt more attuned to phonetic discriminations. Some people would have you believe that you either have

such a knack, or you do not. Therefore, if speaking appears to be naturally difficult for some students, they no longer despair; with some effort and concentration, they can enhance their competence.

The instructor needs to recognize the reality by means of realizing that students have their personal chance to be a success in speaking class. It will be a massive problem if the instructor does not see various talent his students

9.1.4. Identity and language ego

Yet another effect is one's attitude toward speakers of the target language and the extent to which the language ego identifies with those speakers. Learners want to be reminded of the significance of advantageous attitudes towards the people who speak the language, however, more importantly, students want to end up conscious of - and not afraid of - the second identity that may additionally be rising inside them, (Brown, 2000:285).

The point of view indicates that students' mindset is very essential in speaking class. An effective attitude will assist the students to master speaking skill better.

9.2. External Problem

Harmer, (2007: 12) states there are three major types of English teaching. It has also been proposed that EFL (English as Foreign Language) learners prefer to learn so they can use English when traveling or interact with the other individuals, from whatever nation, who also speaks English. On the other side, learners of ESL (English as a Second Language) probably live in the biggest sociocultural context. It might well have to understand that the majority's specific language range (Scotch English, shouter English from England, Australian English, and Texan English). ESOL (English for Other Languages Speakers) to define almost all circumstances.

The learners seem to be prepared to obtain the target language both in and out of the language class when learning English as a second language. The learners use an inherent advantage. They have an immediate "laboratory" accessible 24 hours per day. Therefore, it is better to teach English as a second language than as a foreign language.

Language learning in what might be commonly classified as an EFL context is obviously a bigger challenge for teachers and students. Motivation is always a major concern, as learners might find it extremely difficult to see the significance of learning English (Brown, 2001:118). Their instant use of language can be seen beyond being eliminated from their own conditions, and lesson hours can be the only part of the day when they are exposed to English.

Speaking is indeed a skill that requires a lot of activities. In EFL, the time for activity in the class is restricted. Once students leave the class, they will be using their native language. The instructor must choose the most appropriate approach to teaching speaking from the reality. Consequently, the language that educators portray, model, elicit, and treat requires on great significance.

10.Recommendation for teaching speaking

With respect to the significance of the role of the teacher in teaching speaking, Kayi (2006:5) recommends 4 most important points for the English language teacher. They are as per the following:

1. Providing the vocabulary already that students need in speaking activity
2. Circulating around the classroom to guarantee that learners are progressing nicely and see whether they need the teacher's assistance while they work in groups, pair or not.
3. Do not correct learners' articulation errors all the time while they are speaking since correction cannot divert student from his or her discourse.
4. Reducing teacher speaking time during the lesson while expanding students speaking

time.

In light of the clarification above, in making the students' trust in passing on their thoughts, the teacher ought to see well how to make a decent learning environment which incorporates connection among teacher and students, agreeable classroom environment, and the opportunity for learners to pass on their thoughts and perform in front of public.

Conclusion

Through this section, we have introduced the literature associated to speaking skill. We have defined speaking. We have additionally defined the three features and types of speaking. Furthermore, we have dealt with the nature of speaking. In addition, we have defined teaching speaking and evaluate its principals. Moreover, we have considered the different activities and techniques that instructors use in oral sessions to assist the students communicate in the target language. Finally, we have dealt with the distinctive approaches, methods, and strategies used to teach speaking.

Chapter two

The role-play as a technique to teach speaking

Introduction

it becomes fundamental to enhance students' achievements and develop their speaking skill by using Role-play as a communicative technique to promote students' speaking skill. this technique provides the students with possibilities to study and exercise the foreign language. Furthermore, it permits students to study new attitudes and perspectives in different situations. moreover, role-play has an advantageous impact on the enhancement of the students' speaking skill. in this chapter we are going to highlight the concept of role play and the history of it. We are also dealing with the sorts and the significance of role play in learning in which it motivates students to speak with each other. finally, we will describe role-playing comparing to stimulation, also we will be dealing with pair work and group work as patterns of classroom in role-play.

1.What is role-play?

Role-play is an exceptionally great procedure to be used in classrooms to teach a foreign language, it is defined as one of the most important techniques to be used in teaching speaking and to show the speaking abilities of the students.it connects with the students' genuine life correspondence and lessens their feelings of dread in light of the facts that the students even the frail ones would work in groups, and get the opportunity to pick the role that seems ok with. Basically, role-play can urge the learners to rehearse their speaking aptitude, and build up their relational abilities.

Another definition expressed by Rebecca (2009:220), she declares that "in most role-play activities, every student plays the role of an individual influenced by an issue and concentrates the effects of the issues on human life or potentially the impacts of human exercises on our

general surroundings from the point of view of that individual” , and so forth Murcia (2001: 107) on” role-play is especially reasonable for rehearsing the sociocultural varieties in discourse act, for example, complimenting, whining”. Livingstone (1989) depicts that “role-play give students particular data and the role to act. The students are required to act dependent on the roles given”. They can't include their very own supposition or individual view to the roles. Taking everything into account, role-play is a conceivably viable approach to improve speaking capability of the students. The action not just make the open doors for the students to impart, yet in addition sets up the cooperative learning environment which urges them to create systems to beat issues that happen when playing out their roles. This straightforwardly readies the students to confront correspondence.

2.Role-play as a Strategy

It is said that role-play as an instructive strategy has ended up being amazing. It furnishes students with the chance to rehearse a genuine world or nonexistent circumstances (Van Ments, 1999). What is more, role-play is, for the most part, a helpful system to teach students with (Killen, 2007). Therefore, Salandanan. G (2008, p.85) announces that " Role play is one of the teaching strategies that is action filled and fun-guaranteed." it implies that role-play is a pleasant and viable educating strategy. Tauber and Mester (2007, p.85) guarantee that “Role-play is such a vivid and enriching instructional tool; however, it merits the effort.” Subsequently, it helps students to rehearse and secure new mentalities. Also, Ladousse (1987, p.9) contends that “Role play belongs to that category of language learning techniques sometimes referred to as low input- high output.” This is to imply that role-play as a procedure supports learning centeredness, students are approached to give high language creation in the classroom.

3.Types of Role-Play

Role play is a show like a classroom activity in which students play the role of a diverse members in a given circumstance and act out what may happen such tasks can be assembled into three structures scripted, semi-scripted and unscripted role-play, those sorts of role-play exercise depicted as pursues:

3.1. scripted role play

as indicated by Byrne (2001, p.57), this sort includes interpreting either the course book discourse or then again perusing content as discourse, the essential function of the content after all is to: convey the significance of language items importantly. So as to clear up more this type, Doff (234:1988) gives an accompanying case of scripted role-play discourse and perusing a content and how the procedure is:

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

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

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

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

Angela: (give the clerk 50pence) Here you are.

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

Angela: Thank you. Where is the post box?

3.2. semi-scripted role-play

The second one of role-play incorporates a model discussion with some missing words and students should know how to fill in space with appropriate expressions of these unique circumstances (Livingstone 1983). Along these lines, students can change the primary discussion in some specific way and build up their own discussion. Such kind of role-play may

be called as semi controlled or as the teacher or recommended course book incorporates language input, however, students ought to likewise determine the materials rely upon a casing which supplies the circumstances to set up a genuine setting. This sort can be utilized for students with upper-fledgling to the middle of the road dimensions of capability, those students ought to be comfortable with the primary systems and look to go to a larger amount of errands as semi-scripted role-play is less organized and less controlled than completely scripted role-play.

3.3. the unscripted role-play

Unlike the scripted role-play, the circumstances of an unscripted role-play do not rely upon reading materials, it is known as a free role-play or spontaneous creation. The learners themselves need to choose what language to use and how the discussion ought to create. so as to do this task, great readiness from teachers and learners is extremely important. The example and procedures of unscripted role play which is adapted from Adrian Doff's book are as follows: One student has lost a bag.

He/she is at the police station.

The other student is the police officer, and asks for details. To bring out these ideas:

- 1) The teacher could prepare the whole class, by:
 - a. Discussing what the speakers might say (e.g. the police officer would ask the students how he or she lost the bag).
 - b. Writing prompt on the board to guide the role play, and any key vocabulary.
- 2) The teacher could divide the class into pairs, and:
 - a. Let them discuss together what they may say.
 - b. Let them all try out the role play privately, before calling on one or two pairs to act out in front of the class.

4.Role-play stages

There are five stages for teachers to follow so as to sort out and actualize role-play in an oral classroom in order to improve students' speaking skills according to Siddiqui (2008). The stages are exhibited as pursues:

*the primary stage is the briefing arrange; it manages the choice of the circumstance. Indeed, the members ought to obviously, comprehend their roles and what the circumstance is about.

*The second stage is the checklist, it is valuable to guarantee for students to see how the role-play will function, particularly how they will associate with different players inside the group.

*The third stage is the interaction stage; it is an open door for the students to accept and play out their parts. It ought to mirror the improvement of genuine circumstance.

*The fourth stage is the forum stage; it connects with the members in direct communication including all partners. The point is for exchange to happen with the reason for achieving an answer.

*The fifth stage is debriefing stage which might be alluding to as assessment; it is considered as the most imperative component of the role-play. In this stage, the students are allowed to talk about what has occurred in the introduction so as to give comments, responses and remarks.

5.The significance of role-play

It has been referenced that role-play is one of the exercises to advance speaking. By actualizing its strategy, the students figure out how to express thoughts, assessments, or feeling to others by utilizing words or hints of explanation. Ladousse (1995: 6-7) clarifies that role-play uses diverse open strategies and creates familiarity with the language. Additionally, Bailey and Nunan (2005:52) state that role-play can be magnificent methodology for helping

students learn and practice imperative discourse acts, vocabulary, and syntactic structures. It is essential for the educator to set up roles that are practical, conceivable, and identified with the students' need. Role-play can improve students' talking aptitude in any circumstance, encourages student to connect and inspire them to talk by their very own words. It is valuable in showing speaking in view of five reasons as expressed by Ladousse (1995-6-7) as pursues: Initial, a wide assortment of experience can be brought into the study hall and we can prepare our students in speaking expertise in any circumstance through role-play. Second, role-play places learners in circumstance in which they are required to utilize and build up those phatic types of language which are so essential in oiling crafted by social relationship. Third, a few people are learning English to get ready for explicit jobs in their lives. It is useful for these learners to have gone for and explored different avenues regarding the language they will require in the amicable and safe condition of a homeroom. Fourth, role-play helps many bashful students by giving them a veil. Fifth, maybe the most vital purpose behind utilizing role-play is to have good times.

Graves (2008:7) makes reference to that role-play exercises help acquaint student with "genuine world" circumstances. Furthermore, role-play can be utilized as a successful evaluation instrument. At the point when the students are introducing their role, it will be anything but difficult to know whether they have gotten a handle on the sentence structure point, substance, vocabulary, or other new data exhibited to them. They will show what they have realized and present that information to the class

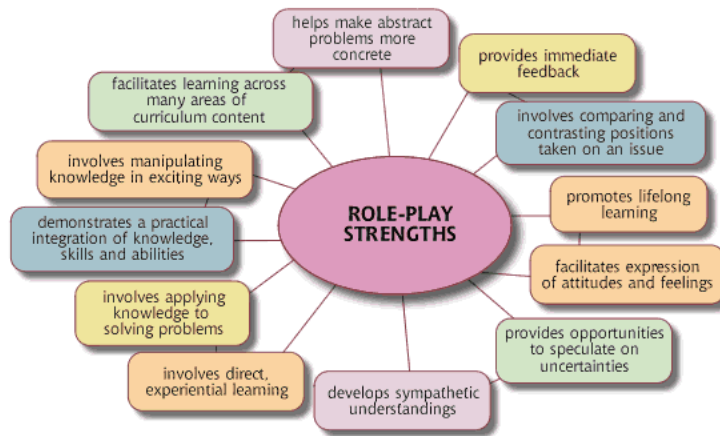


Figure (5): The strength of role-play

6. Pair and group work as models of classroom interaction in role-play

Role-playing is an activity involving multiple students as mentioned earlier. No matter how many learners are involved in the exercise, the patterns of interaction in the classroom are pair work and group work.

6.1. pair work

Learners can exercise the language or study a text together within pairs. Collaborating in just a pair increases significantly the time every learner is permitted to speak in the class. It often helps students, without including the assistance of the instructor, to work and communicate independently and often encourages the independence of the student. The pair work as well enables an educator to work with a pair whereas the other students speak. In addition, students start sharing responsibility and therefore this pattern of interaction in a classroom encourages collaborative work that enables a classroom to become more accepted (Harmer 2001: 116).

6.2. Disadvantages of pair work

Moreover, the pair work does have some bad aspects. Harmer (2001: 116) illustrates that a lot of teachers and sometimes even learners may simply hate this and, furthermore, it may be

full of noise to work with a partner. Teachers thus end up thinking too about losing their class power and not enabling students to work in pairs quite often. The transition to L1 is yet another disadvantage. Because there is no control of teachers and students work alone, they can speak instead of in the target language in their native language.

6.3. Group work

In several aspects of learning, group-based learning is commonly used (Richards and Bohlke 2011: 17). First of all, it keeps changing classroom interaction and reduces the speaking time for learners (Harmer 2001: 117). It's essential to alter the interaction between classrooms because it discourages learners from frustration when still working alone. There will also be a greater possibility of different views and different engagements than those in work together and it enhances the independence of teachers by allowing students to make their own choices without even being informed how to do it.

6.4. Disadvantages of group work

Comparable to pair work, the interaction patterns of groups will probably be full noise (Harmer 2001: 117). perhaps some teachers may also honestly feel they are actually losing control of the entire classroom. Moreover, not all the students enjoy group work, mostly because they tend to focus instead of work with their classmates on the concern of the teacher. Students do not feel that they are in a good situation and need someone else to work with. Eventually, establishing such activities introduces several difficulties: "It can take time to bring a student in to a group, often learners are sitting in groups of age, language, friendship etc., it may be challenging for minimal-level students to be instructed, or intimidated by working in a group of better students "(Richards and Bohlke 2011: 17).

7. Role- Play and simulation

There is indeed very little attention or misrepresentation to distinguish between role play and simulation. These speech practices can sometimes match up in exercise and various

writers provide various definitions, however, it is important to keep in mind that there is still a distinction regardless of role-play and simulation similarities.

The difference between both speech activities is a matter of degree, according to Dakowska (2005: 111). In simulations, learners are frequently invited to take part in an exercise comparable to a genuine-life event. In simulations, students have the power to react as they think (Dummett 1994: 41) Unlike role plays, where role items suggest what to say and how to think. The writer makes it obvious that players are not limited to what they can say in a simulation. Next, Dummett indicates that students can take no roles, but that they think in multiple genuine-life situations. Nearly the same is true of Harmer (2012: 121).

This situation requires for the role to be performed by a passenger and a travel agent, so an apprentice should also play a major role of another person.

As mentioned previously, it is not clear that the link exists and it can only be suggested that students are cast roles of various characters in role play, whereas players do not take a role in simulations and play themselves in real life.

8. Advantages of role-play

In language teaching and learning, Role play is said to be very inspiring and gives students straightforward, most limited and quick response on the impacts of their activities (Van Ments, 1999). Consequently, Role play is a method for expanding students' inspiration, commitment and certainty (Ladousse, 1987). Moreover, students improve the obtaining of vocabulary and syntax structures and advance characteristic language use by means of role-play (Leopold and Shapiro, 2012). Truth be told, Role play is a method for fortifying communication and connections between the students (Mogra, 2012). This system is a helpful instructing device since the learners build up their comprehension and mentalities; what's

more, it creates reasonable expert abilities just as scholastic learning among the students (Siddiqui, 2008). Jarvis, Odell and Troiano (2002) express the instructive focal points of utilizing Role play in teaching and realizing which incorporate the accompanying: • It urges people to think about their insight into a subject. • Individuals are required to utilize proper ideas and contentions to characterize their roles. Subsequently, the students welcome the significance of assorted sentiment, and how it is framed. • Participation inserts ideas. The significance of making a functioning learning condition is very much perceived if the goal is one of profound instead of surface learning. Role-play can make a significant commitment in this procedure. • It can urge students to distinguish the position and sentiments of others and follow up on. As such, Role play as a system moves the teaching and taking in procedure from teacher focused to student focused. Thus, it inspires the learners to rehearse different kinds of social structures and to impart unexpectedly among cohorts. In addition, Role play gives quick input on students' learning and builds up students' capacity to associate.

9. The Disadvantages of Role Play

As referenced above, role-play is a successful method to be utilized in teaching speaking skills. This procedure likewise has a few shortcomings in instructing speaking. Sam (1990) points out that a portion of the weaknesses of role-play as pursues:

9.1. Activity is artificial

Despite the fact that role-play should give credible circumstances to learners to utilize language, the circumstances now and then made were counterfeit and not pertinent to the requirements of the students.

9.2. Exercises are difficult to monitor

With so much movement both physical and verbal going on, it is now and again troublesome for the teacher to screen a student's exhibition. There is dread among teachers that the learners are having some good times and that no learning is occurring.

9.3. Causes embarrassment

In certain circumstances, particularly among grown-up students, role-play and reenactment exercises cause a great deal of humiliation, clumsiness, and almost no unconstrained language use. The decision of fitting roles for various students is in this way imperative.

9.4. Energizes off base structures

Since the teacher is not urged to address botches quickly so as not to dishearten students, this gives chances to students to create and rehearse ungrammatical and unseemly structures.

9.5. Has social predisposition

Exercises of role-play are increasingly appropriate for students from societies where show exercises and student coordinated exercises in instructing is normal. In societies where the teacher overwhelmed study hall is as yet the standard, the students may not react eagerly to the exercises.

9.6. teachers' dread of losing control

Since the exercises require the full investment of the students and least interest from the teacher, the guider or the teacher may expect that he may lose control of the class. Besides, the learners may escape and end up troublesome.

9.7. Immediacy is lost

All the time the students get excessively made up for lost time with WHAT to state. They

delay to pick their words and don't interface precipitously.

9.8. Timing exercises is troublesome

The teacher needs to invest a ton of energy in arrangement work particularly for reenactments. He can't foresee the measure of class time that will be taken to complete the action since the capacity of each class fluctuates.

9.9. Exercises may not be appropriate for all dimensions

Role-play and reproduction include a great deal of discussion and exchange. In this way, it may not be entirely reasonable for low capability students who do not have the essential informative fitness to do the movement. These exercises would be increasingly appropriate for halfway and propelled students.

The above impediments, be that as it may, can be comprehended if cautious idea and arranging could be given before the exercises are utilized in the study hall. The teacher himself/herself must be persuaded of the viable utilization of these exercises in the event that he/she needs to urge students to have an uplifting frame of mind towards these original thoughts in language learning.

Conclusion

Role Play strategies are of a variety of forms. Each method may additionally be used a little exceptional way through both instructors and learners. The right use of role-play strategies helps the instructors to gain more from it whether in enhancing the students' speaking and listening skills by means of placing them in actual context or in motivating and enticing them in a learning atmosphere. To conclude, in this chapter, we had highlighted the concept of role-play. We dealt with the sorts and the significance of role-play in learning and developing the speaking skills in which it motivates students to speak with each other.

Chapter three

Field-work

analysis and interpretation of the students' scale-attitude

Introduction

In this chapter, we are going to analyze the statistics obtained through centering the attention on the scale attitude, for gathering information which is honestly needed to inspect our hypothesis to decide our study. The scale attitude was once devised in order to discover and check out the attitude of third-year students toward the speaking of English in general and the way they become aware of the speaking procedure in particular using role-play. Of course, the essential goal behind it is to confirm the research hypotheses stated at the starting of the current dissertation. Anticipating the students to supply us with extra statistics about the learning situation after sessions of treatment using role-play as a main technique during the lessons. Finally, we hope to achieve a thorough perception of how students become aware of the speaking skill, the attitude of students toward the use of role plays. We will introduce the population of the study, describe, analyze and discuss the outcomes through this chapter, we will present our research' findings of the use of role play in changing the students' attitude toward' the speaking skill.

1. Interpretation and Analysis of the scale attitude

1.1. Sampling

For the current study, we deal with a sample of seventy (70) third-year LMD students of English, at Abbes Laghoure University department of English. The survey was carried out and the participants have been randomly chosen to reply to the research units addressed to them. They signify the complete population and they are the reflection of EFL learners in Khenchela University.

1.2. Description of the scale attitude

The scale attitude is designed to acquire statistics concerning the students' opinions about the learning situation, their attitudes toward studying English the use of Role-play. The attitude scale consists of sixteen questions divided into two sections. The sorts of questions are commonly Likert scale questions (multiple choice questions)

Section1: consists of 7 questions (Q1-Q7) toward English, in general, it is intended to acquire information about students' attitude towards the language and The speaking skill

Section 2: contains 9 questions (Q8-Q16), this part seeks facts about the speaking skill, abilities, motivation, techniques used for the duration of the lesson, role plays activities. It investigates students' personal attitudes toward Role-play.

1.3. Analysis of the results

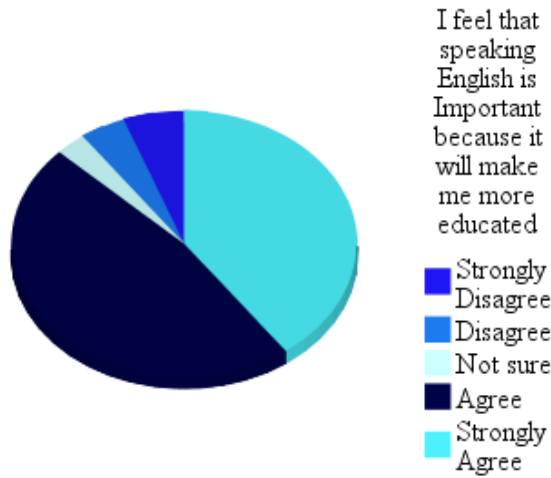
Section One: student's attitude toward learning English

Item (1)

Table (1): students' attitude toward the importance of speaking

I feel that speaking English is Important because it will make me more educated					
valid	Frequency	Percent	Valid Percent	Cumulative Percent	
Strongly Disagree	4	5.7	5.7	5.7	
Disagree	3	4.3	4.3	10.0	
Not sure	2	2.9	2.9	12.9	
Agree	33	47.1	47.1	60.0	
Strongly Agree	28	40.0	40.0	100.0	
Total	70	100.0	100.0		

Figure (1): diagram representing self-choice toward the importance of speaking



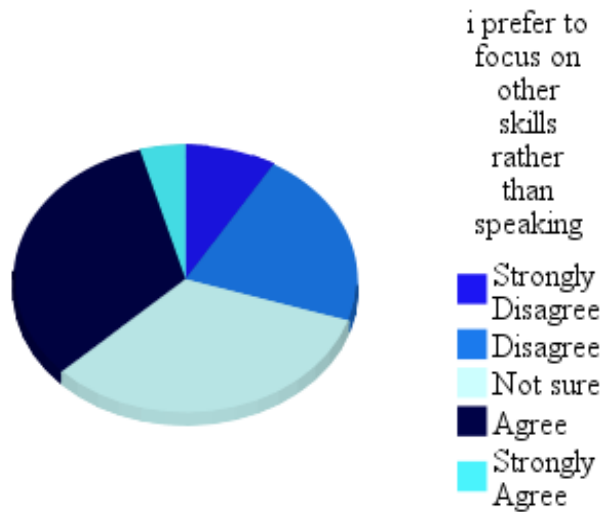
Comment: in the table above 4 students (5.7%) of 70 students (100%) strongly disagreed that speaking English plays an important part of making them more educated whereas written 3 (4.3%) of students mentioned that they disagree, only 2 (2.9%) were not sure whether speaking English can improve their level of education, while 33 students (47.1%) agree and 28 (40%) strongly agree that speaking English can raise the level of their education. From the graph and the table, we conclude that speaking English is relevant to students' education.

Item (2)

Table (2): students' preferred skill

I prefer to focus on other skills rather than speaking					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	6	8.6	8.6	8.6
	Disagree	39	55.7	55.7	64.3
	Not sure	11	15.7	15.7	80.0
	Agree	11	15.7	15.7	95.7
	Strongly Agree	3	4.3	4.3	100.0
	Total	70	100.0	100.0	

Figure (2): diagram representing students' preferred skill



Comment: The table above shows that (6) students (8.6%) strongly disagree upon focusing on different skills than speaking, whereas the majority of students two (39-55.7%) stated that they choose to center of attention on the speaking skill and disagree on focusing on different skills. while (11-15.7%) of the students were undecided. the equal percentage (11-15.7) of students agree to focus on other competencies instead than speaking however only (3-4.3) strongly agree to focus on other competencies two from table and figure, we conclude that the most essential skill to the students' is speaking skill and they prefer two due to the fact they express their feeling and communicate freely.

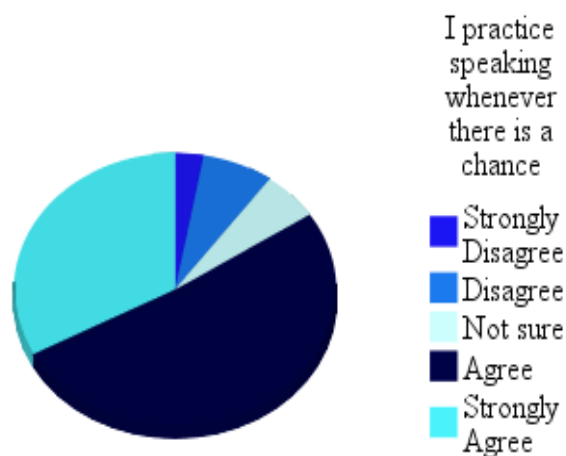
Item (3)

Table (3): Student's attitude toward the extent of practicing English

I practice speaking whenever there is a chance					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	2.9	2.9	2.9
	Disagree	5	7.1	7.1	10.0
	Not sure	4	5.7	5.7	15.7
	Agree	36	51.4	51.4	67.1

	Strongly Agree	23	32.9	32.9	100.0
	Total	70	100.0	100.0	

Figure (3): diagram representing student's attitude toward the extent of practicing English



Comment: the great majority responses (36 -51.4%) agreed that it is possible to practice English whenever they can to promote their skills, also (23-32.9%)strongly agreed that practicing English when there is chance is necessary since they realize the significance of practicing.

in the other hand, (4-5.7%) of participants were unsure about the practice of English, (5-7.1%) disagreed and only (2-2.9) strongly disagree, these outcomes show that learners are aware of the efficiency of practice and how it can improve their speaking skills.

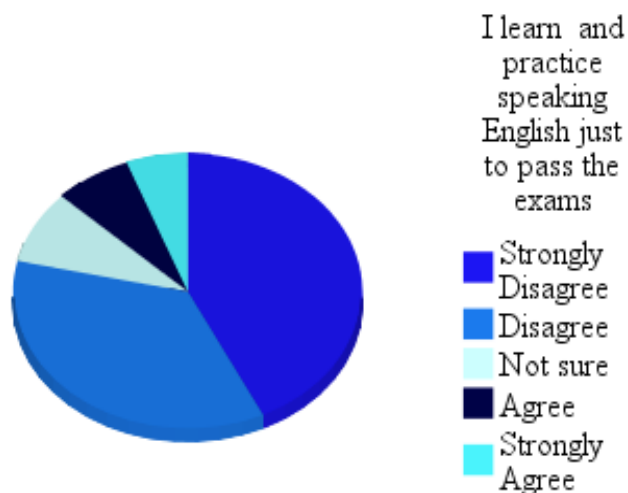
Item (4)

Table (4): student's educational intention

I learn and practice speaking English just to pass the exams

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	30	42.9	42.9	42.9
	Disagree	25	35.7	35.7	78.6
	Not sure	6	8.6	8.6	87.1
	Agree	5	7.1	7.1	94.3
	Strongly Agree	4	5.7	5.7	100.0
	Total	70	100.0	100.0	

Figure (4): diagram representing student's intentions of learning English



Comment: table (4) indicates that (30-42.9%)of students strongly disagree on learning English just for the sake of passing exams, they really recognize the global importance of English,(25-35.7%) disagree to English to learn English only for academic purposes , (6-8.6%)of (70) students were uncertain if they learn English just to pass exams, while (5-7.1%)of the participants said that they learn it just to succeed in exams, and(4-5.7%) strongly agree to make the main purpose of learning English is passing exams. However, these statistics clarify that EFL students are interested of learning English for other reasons rather than learning it for

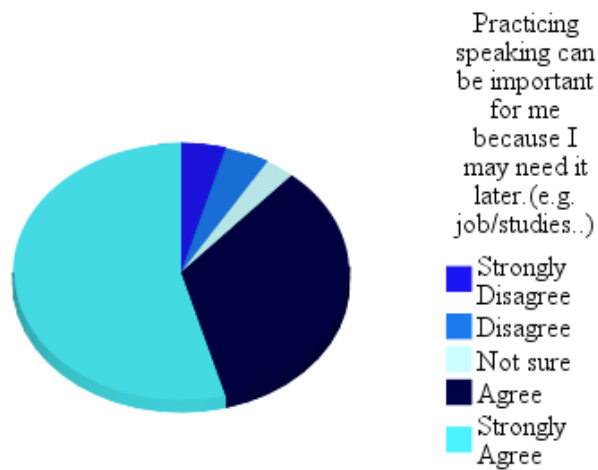
the sake of passing exams, they might be learning English to enhance their awareness of different cultures and to improve their communication skills.

Item (5)

Table (5): student's attitude toward the importance of practicing speaking

Practicing speaking can be important for me because I may need it later.(e.g. job/studies..)					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	4.3	4.3	4.3
	Disagree	3	4.3	4.3	8.6
	Not sure	2	2.9	2.9	11.4
	Agree	24	34.3	34.3	45.7
	Strongly Agree	38	54.3	54.3	100.0
	Total	70	100.0	100.0	

Figure (5): diagram representing student's attitude toward the importance of practicing speaking



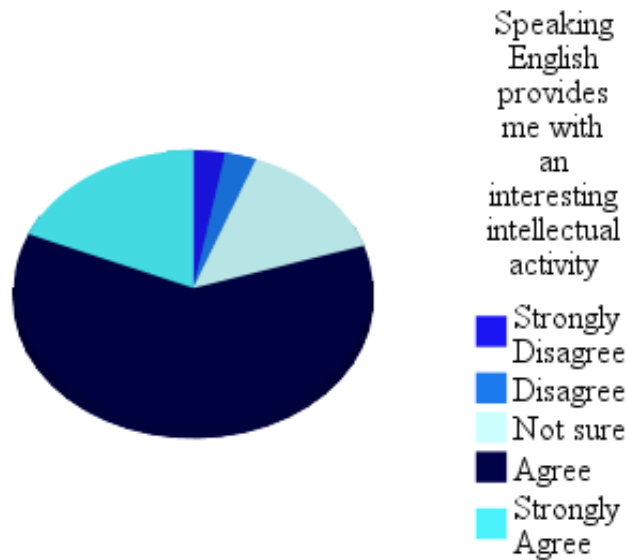
Comment: out of (70) students, (3-4.3%)strongly disagreed on that practicing speaking can be important for them, the same number of students disagreed, (2-2.9 %) were undecided, in the other side (24- 34.3%) agreed that practicing speaking can be significant to them and required strongly in their studies and jobs, the great majority (38-54.3%) strongly agreed upon the importance of speaking for the same previous reasons.

Item (6)

Table (6): student’s attitude toward speaking as a provider of intellectual activity

Speaking English provides me with an interesting intellectual activity					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	2.9	2.9	2.9
	Disagree	2	2.9	2.9	5.7
	Not sure	10	14.3	14.3	20.0
	Agree	43	61.4	61.4	81.4
	Strongly Agree	13	18.6	18.6	100.0
	Total	70	100.0	100.0	

Figure (6): diagram representing student’s attitude toward speaking as a provider of intellectual activity



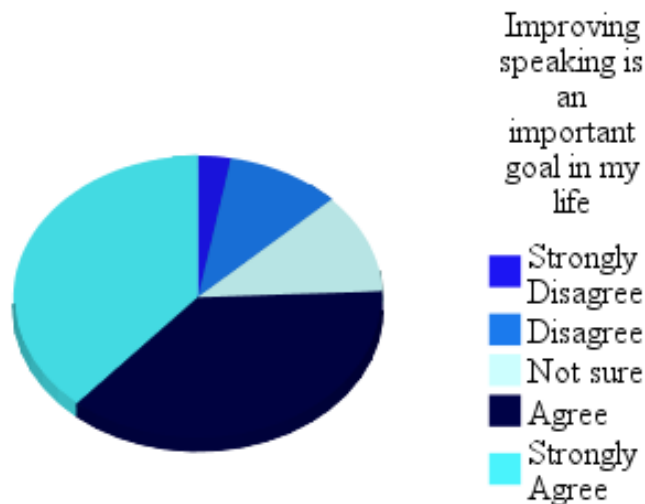
Comment: students' answers are varied :(2 -2.9%) of the students strongly disagreed that speaking English can provide them with interested intellectual activity, the same percentage and number was given to those who disagreed, for (10-14.3%) this point was ambiguous, the superiority of students (43-61.4%) agreed that speaking English can be indeed a provider of some intellectual activities, and (13-18.6%) strongly agreed.

Item (7)

Table (7): student's evaluation of the speaking importance

Improving speaking is an important goal in my life					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	2.9	2.9	2.9
	Disagree	7	10.0	10.0	12.9
	Not sure	8	11.4	11.4	24.3
	Agree	26	37.1	37.1	61.4
	Strongly Agree	27	38.6	38.6	100.0
	Total	70	100.0	100.0	

Figure (7): student's evaluation of the speaking importance



Comment: we notice from the table above that (2-2.9%) students strongly disagreed to determine improving the speaking of English as an essential goal un their lives, (7-10%) disagreed, (8-11.4%) of the participants were undecided, while (26-37.1%) agreed to set the improvement of their speaking as a main goal in their lives; due to the fact that speaking is one of the most important communication skills that is used daily, meanwhile (27-38.6 %) strongly agreed.

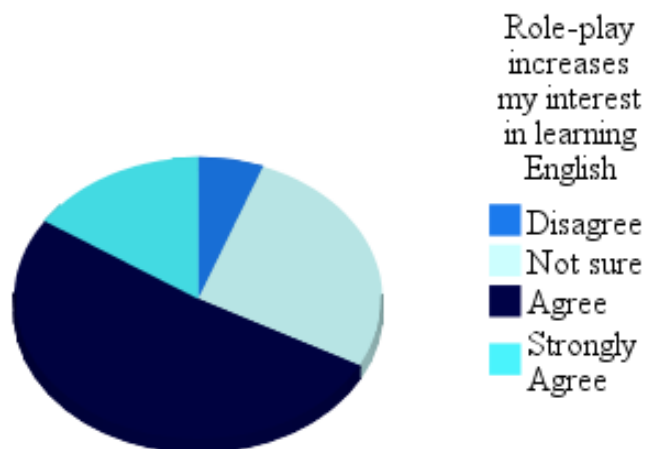
Section two: student's attitude toward role-playing

Item (8)

Table (8): student's attitude toward the use role-play in increasing the interest to learn

Role-play increases my interest in learning English					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	4	5.7	5.7	5.7
	Not sure	19	27.1	27.1	32.9
	Agree	36	51.4	51.4	84.3
	Strongly Agree	11	15.7	15.7	100.0
	Total	70	100.0	100.0	

Figure (8): diagram representing student's attitude toward the use role-play in increasing the interest to learn



Comment: From the table and the figure above, we notice that none of the students strongly disagreed on the fact that role-play increases their interest of learning English, although, 4 of the 70 students disagree on that. The table also shows that 19-27.1% of students who were uncertain, and more than half of the whole participants agree on that the use of role-play increases the interest of learning English and 11 of them shows a strong agreement. From these statistics we come to conclude that role-play might be an effective technique in raising the interest of students in learning the English.

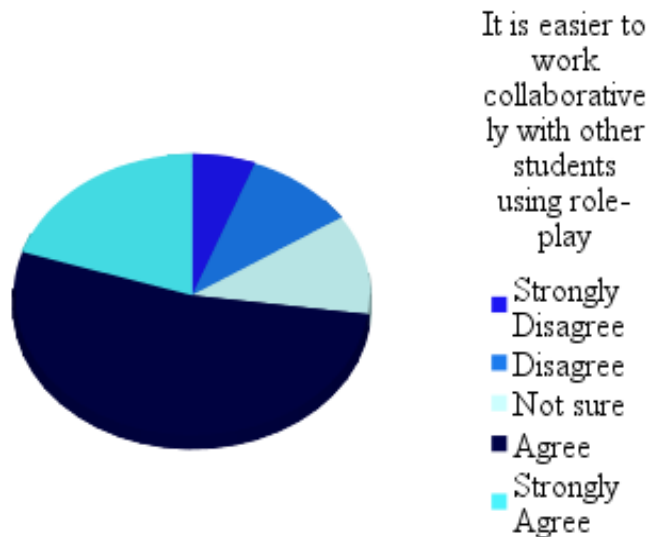
Item (9)

Table (9): student's attitude toward the collaborative work using role-play

It is easier to work collaboratively with other students using role-play		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	5.7	5.7	5.7

	Disagree	7	10.0	10.0	15.7
	Not sure	8	11.4	11.4	27.1
	Agree	37	52.9	52.9	80.0
	Strongly Agree	14	20.0	20.0	100.0
	Total	70	100.0	100.0	

Figure (9): diagram representing student's attitude toward the collaborative work using role-play



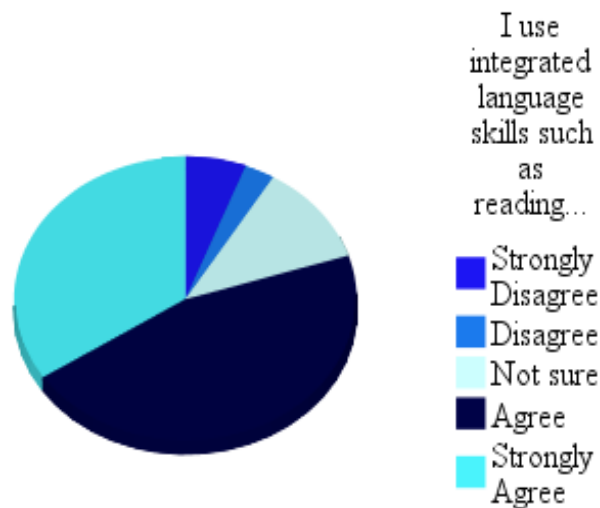
Comment: the table above demonstrates that (4-5.7%) of (70) students strongly disagreed with the idea of that working collaboratively using role-play can be easier. However, (7-10%) disagreed, whereas (8-11.4%) of the Contributors were uncertain, at last, the great part of members agreed on that working in pairs or groups using role-play can be easier taking into account the benefits of the collaboration between students which can raise the level of learning and communication among them.

Item (10)

Table (10): student's attitude toward the integrated skills while doing a role-play activity

I use integrated language skills such as reading ,writing, listening, speaking grammar and vocabulary while doing a role-play activity					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	5.7	5.7	5.7
	Disagree	2	2.9	2.9	8.6
	Not sure	8	11.4	11.4	20.0
	Agree	32	45.7	45.7	65.7
	Strongly Agree	24	34.3	34.3	100.0
	Total	70	100.0	100.0	

Figure (10): diagram representing student’s attitude toward the integrated skills while doing a role-play activity



Comment: from the table and the figure above we notice that few students (4-5.7%) strongly disagreed on using their integrated skills such as speaking, listening, grammar, vocabulary...etc. while doing a role-play activity, (2 -2.9%) of the participants disagreed. Besides that, (8-11.4%) out of (70) students were unsure. However, (32,45.7%) of the participants agreed that doing a role-play activity requires the involvement of some of the

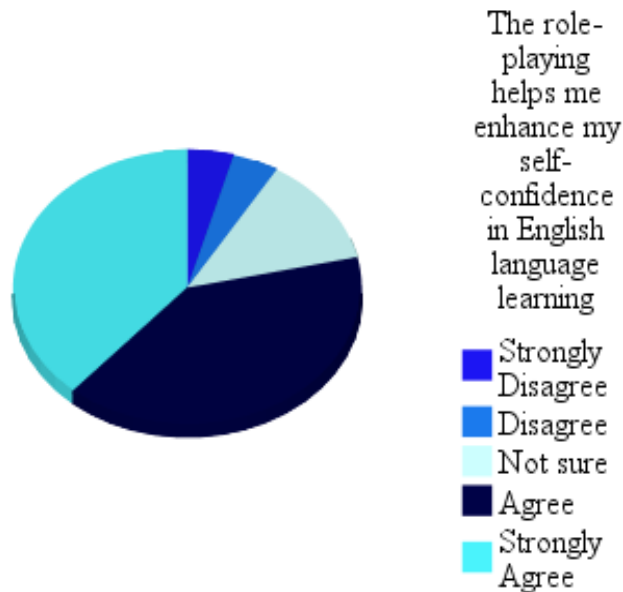
integrated skills mentioned above if not all, (24-34.3%) of students said that they strongly agree that the use of role-play activity involves the use of integrated skills. From these statistics we come to include that role-play activities play a major part in the improvement of students integrated skills.

Item (11)

Table (11): student’s attitude toward the effect of role-play on enhancing the self-confidence while learning

The role-playing helps me enhance my self-confidence in English language learning					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	4.3	4.3	4.3
	Disagree	3	4.3	4.3	8.6
	Not sure	9	12.9	12.9	21.4
	Agree	28	40.0	40.0	61.4
	Strongly Agree	27	38.6	38.6	100.0
	Total	70	100.0	100.0	

Figure (11): diagram representing student’s attitude toward the effect of role-play on enhancing the self-confidence while learning



Comment: we notice from the table above that (3-4.3%) of the participants in this study strongly disagreed on the fact that role-play helps raising the self-confidence of the students during learning, the same the same number of students also disagreed, while (9-12.9%) were unsure about the effect of role-play in enhancing their confidence. finally, more than half of the participants agreed (28-40%) and strongly agreed (27-38.6%) that using role-playing to learn can effect positively on their self-confidence since they play different roles and have the chance to be another person in a various situation and allows the students to be comfortable during the lesson and saves the embarrassment.

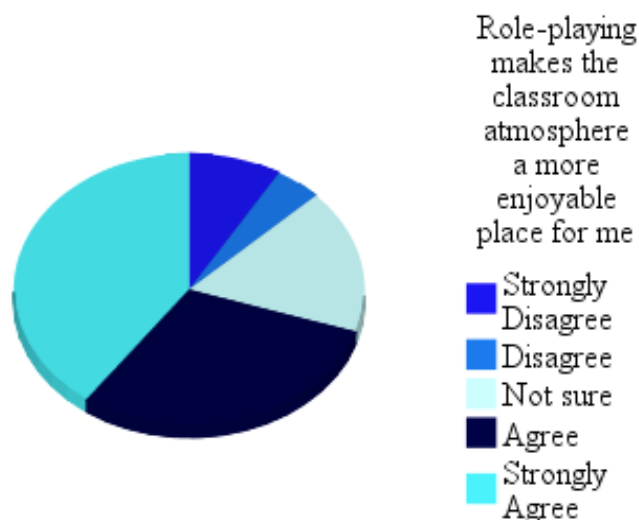
Item (12)

Table (12): student's attitude toward the effect of role-play on the classroom atmosphere

Role-playing makes the classroom atmosphere a more enjoyable place for me					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	6	8.6	8.6	8.6
	Disagree	3	4.3	4.3	12.9
	Not sure	12	17.1	17.1	30.0
	Agree	21	30.0	30.0	60.0

	Strongly Agree	28	40.0	40.0	100.0
	Total	70	100.0	100.0	

Figure (12): diagram representing student’s attitude toward the effect of role-play on the classroom atmosphere



Comment: the table demonstrates that among (70) participants, (6-8.6%) strongly disagreed that using role-play in classroom can create an enjoyable environment, only (3-4.3%) disagreed, (12-17.1%) of the students were uncertain. We conclude by saying that the great majority of participants agreed (21-30%) and strongly agreed (28-40%) that using role-play can be enjoyable for them; means that our students are allowed to learn; yet to have fun during lessons by using role-play as a teaching technique.

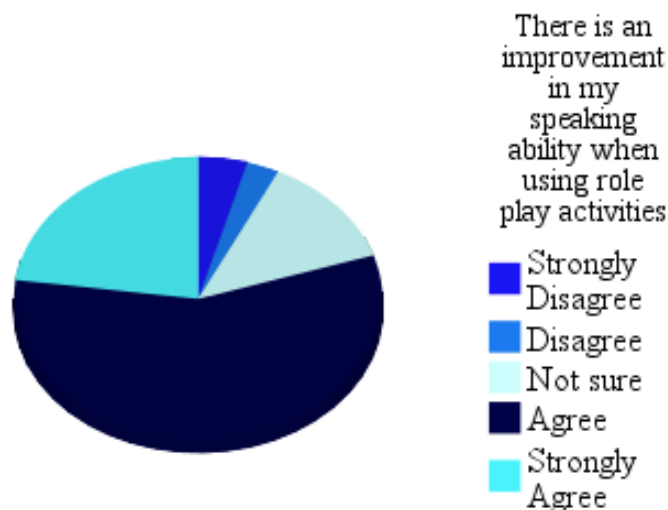
Item (13)

Table (13): student’s attitude toward the use of role-play to improve the speaking skills

There is an improvement in my speaking ability when using role play activities					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	4.3	4.3	4.3
	Disagree	2	2.9	2.9	7.1

Not sure	9	12.9	12.9	20.0
Agree	40	57.1	57.1	77.1
Strongly Agree	16	22.9	22.9	100.0
Total	70	100.0	100.0	

Figure (13): diagram representing student’s attitude toward the use of role-play to improve the speaking skills



Comment: the responses varied, (3-4.3%) of the students strongly disagreed on that there is an improvement in their speaking skills while using role-play activities, less than those who strongly disagreed only disagreed (2-2.9%), in addition to those who were unsure (9-12.9%). Also (40-57.1%) agreed on that role -play has a great impact on their speaking skills, besides that; (16 -22.9%) strongly agreed that learning using role-play can improve the speaking ability due to the fact that in such activities, learners practice speaking and new vocabulary and idioms. Additionally, they are exposed to various pronunciations.

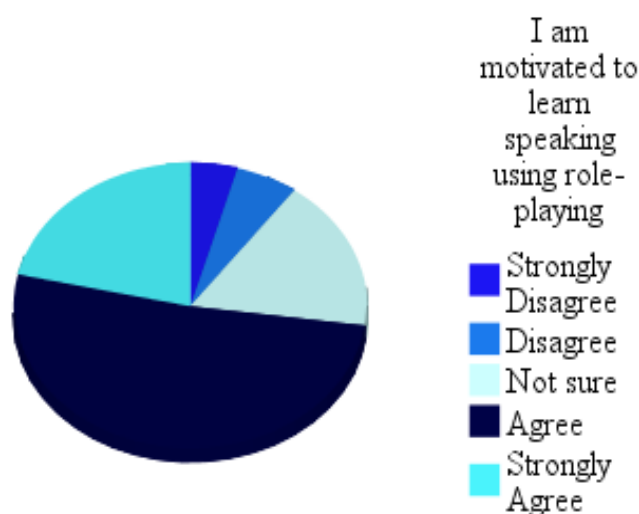
Item (14)

Table (14): student’s attitude toward the motivational effect of role-play in learning

I am motivated to learn speaking using role-playing

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	4.3	4.3	4.3
	Disagree	4	5.7	5.7	10.0
	Not sure	12	17.1	17.1	27.1
	Agree	36	51.4	51.4	78.6
	Strongly Agree	15	21.4	21.4	100.0
	Total	70	100.0	100.0	

Figure (14): diagram representing student’s attitude toward the motivational effect of role-play in learning



Comment: out of (70) students, (3-4.3%) of them showed a strong disagreement about feeling motivated to learn speaking while using role-play, in the other side, (4-5.7%) of them disagreed and (12-17.1%) were not sure, while more than half of the whole participants (36-51.4%) agreed that role-play activities motivate them to learn more, (15-21.4%) strongly agreed since they feel motivated to speak and play roles of different characters.

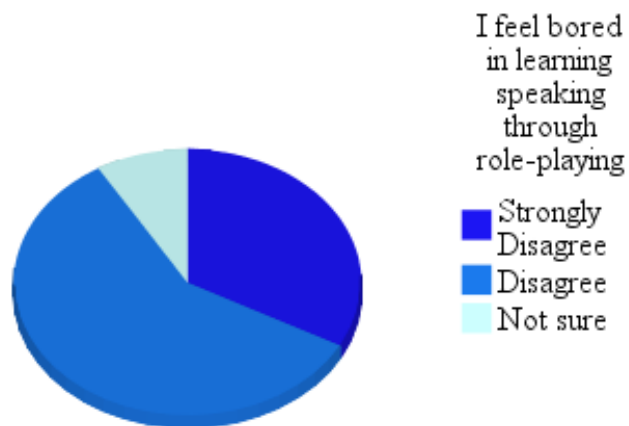
Item (15)

Table (15): student’s attitude toward the feeling of boredom to learn speaking through role-play

I feel bored in learning speaking through role-playing

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	23	32.9	32.9	32.9
	Disagree	41	58.6	58.6	91.4
	Not sure	6	8.6	8.6	100.0
	Total	70	100.0	100.0	

Figure (15): diagram representing student’s attitude toward the feeling of boredom to learn speaking through role-play



Comment: we notice from the table and the figure above that none of the students strongly agreed nor agreed that role-play activities create a feeling of boredom while learning speaking, only (6 -8.6%) were not sure. The rest of participant strongly disagreed (23-32.9%) and disagreed (41-58.6%) that they feel bored while using role-play to learn, this affirms that role-play is an effective teaching and learning technique yet interesting.

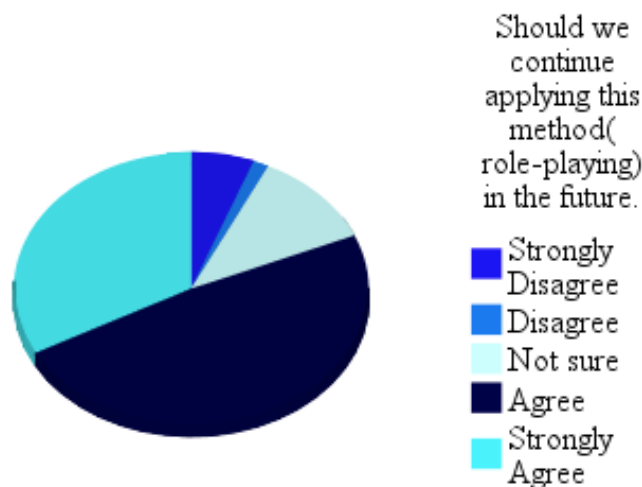
Item (16)

Table(16): student’s attitude toward the use of role-play permanently

Should we continue applying this method(role-playing) in the future

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	5.7	5.7	5.7
	Disagree	1	1.4	1.4	7.1
	Not sure	8	11.4	11.4	18.6
	Agree	34	48.6	48.6	67.1
	Strongly Agree	23	32.9	32.9	100.0
	Total	70	100.0	100.0	

Figure (16): diagram representing student's attitude toward the use of role-play permanently



Comment: the answers are varied (4-5.7%) students strongly disagreed to continue using role-play, one student (1-1.4%) disagreed, (8-11.4%) of the students were not certain, out of (70), (23-32.9%) strongly agreed to continue using role-play and (34-48.6%) agreed to use it as a permanent teaching technique.

1.4. Discussion

The evaluation of students' scale attitude indicates that the goals of the usage of role play do genuinely have an effect on the students' speaking level. As we notice, the students' responses in section one, revealed that third-year students are certainly fascinated in studying English and developing their speaking skills. We additionally observe that the majority of

students like to work cooperatively whether in groups or in pairs due to the fact they assume that working in a group helps them to use language correctly. In section two, the students' answers verified that they are conscious of the effectiveness of role-play due to the fact all of them experienced it. In addition, they exhibit their preferences for this technique and they desire if their instructor makes use of it always.

Conclusion

Finally, it may be concluded as we had highlighted the analysis and interpretation of students' scale attitude in this chapter. The data we have collected from the scale attitude administered to third-year students at university let us investigate the positive attitudes of students towards the speaking activities and the great impact of Role play techniques on changing students' attitudes toward speaking. Thus, we can say that the results in learners' scale attitude are in the direction of our hypotheses and let us notice that Role play can really change students' attitudes toward speaking.

General conclusion

This educational study intends to adopt role play as an instruction procedure to promote speaking abilities amongst third-year LMD students at the Department of English at the University of Khenchela. For this study, we have hypothesized that "If a teacher makes good use of role-playing methods in the classroom, the attitude of students toward the speaking skills will be changed." We realize the effectivity of adopting role-playing strategies in language acquisition to change the attitude of students toward the speaking skills since it supplies them with the chance to behave and create an environment to learn different thoughts and behaviors and an interest to obtain new idioms.

Our research has been distributed into two parts. The first part is theoretical and intends to evaluate and characterize the composition of the two central variables which build up this research (role play and speaking skills). The other part is practical; it seeks to describe and discuss the outcomes acquired from the investigation tools employed in this study. In particular, our study focused on a descriptive study design and simply a scale attitude for the students to collect statistical information and evidence of the existing work. We collected data after treatment sessions using role-play as a new and main technique during the lesson.

Therefore, this study indicates significant findings which highlight the importance of role play in students' attitudes toward the speaking skills. actuality, students portray and participate successfully in various role situations as well as acquiring new vocabulary as well as how to cope up with them in simultaneous conditions they may experience in their daily lives. In addition, role play decreases awkwardness and anxiety between learners and rises their motivation to interact and learn the English language. In addition, the students find role play as the appropriate teaching technique to develop their speaking skills and become fluent English language speakers.

Overall, the results from the research tools prove our hypothesis that there is a significant relationship between role play and the students' attitudes toward the speaking skills. In addition, the technique of role play is useful in changing attitudes of students toward the speaking skills of EFL students.

Appendix one

Attitude Scale Towards English lesson and teachers' method

Dear student,

This attitude scale has been designed to help the researcher investigate your attitudes towards learning English in general and towards the teacher method in particular. Read each statement and then tick (x) the box that best reflects your opinion. Note that **(1) strongly disagree**, **(2) Disagree**, **(3) Not Sure**, **(4) Agree**, and **(5) Strongly agree**.

Please, give your answer honestly as the information will be used for the purpose of a research intended to improve the teaching and learning of English. Remember there is no right or wrong answers; just answer as accurately as possible.

Thank You in advance for your kind cooperation

Attitude toward learning the speaking skill						
N	Item	Strongly disagree	disagree	Not sure	agree	Strongly agree
01	I feel that speaking English is important because it will make me more educated.					
02	I prefer to focus on other skills rather than speaking .					
03	I practice speaking whenever there is a chance.					
04	I learn and practice speaking English just to pass the exams.					
05	Practicing speaking can be important for me because I may need it later.(e.g. job/studies..)					
06	Speaking English provides me with an interesting intellectual activity.					
07	Improving speaking is an important goal in my life.					

Attitudes towards the lesson and teaching activities						
08	Role-play increases my interest in learning English.					
09	It is easier to work collaboratively with other students using role-play.					
10	I use integrated language skills such as reading ,writing, listening, speaking grammar and vocabulary while doing a role-play activity.					
11	The role-playing helps me enhance my self-confidence in English language learning.					
12	Role-playing makes the classroom atmosphere a more enjoyable place for me.					
13	There is an improvement in my speaking ability when using role play activities.					
14	I am motivated to learn speaking using role-playing.					
15	I feel bored in learning speaking through role-playing.					
16	Should we continue applying this method(role-playing) in the future.					

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