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Using Acting Scripts As a Tool to Improve Students Speaking Skill

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Didactics of foreign languages and cultures

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Dedication

From my deep heart and my great love

I dedicate this work to:

My wonderful parents and grand –mother

For their love ,support and guidance

To my dear brothers lovely sisters

To my lovers ,Razan , Moataz and Abdlmouain

I would like to dedicate this work to all teachers

At khenchela university especially

My supervisor Mr. GUERZA OMAR

To my best friends :Kenza , ,Innes ,Souade , Islem .

Dedication

To

**My parents. For their endless love, support and
encouragement.**

My lovely sister: Chaima.

My brothers: Abdelhak, Raid Mounir, Akram Ayoub.

**My cousins: Mehania, Amel, Lilia Meriem, Hiba,
Hanin and Chahed Alyassmin.**

My friends: Bisma, Kouloud, and Hanen .

Sahraoui

ikram djouhaina

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List of abbreviations

EFL: English as a Foreign language.

LMD: license, master and Doctorate .

Abstract

The aim of this study is to improve students speaking skills using acting scripts technique , it is also a way to evaluate the level of first year students this study is seakto solve the main problem that many students show a poor oral performance to speak or to express their ideas and feelings into and out side classroom using English language, and all this problems are due to the ,lack of situations to use their language.So in this research we have adopted a questionnaire for first year students and interview for teachers of oral expression in the department of English at Khenchela university of Abbas Laghrour to investigate the role and the effectiveness of the acting scripts strategy on students motivation in using English language in their life.The data collected in this research shows that acting scripts is very important strategy to improve and develop students speaking skills.Finally, the study containessome suggestions and recommendation that may help both the teachers and students to have perfect classroom atmosphere .

GeneralIntroduction

In this research work, we are going to speak about the problem of speaking that students have. Many students cannot express their ideas, feelings and attitudes in a good English. This reason led us to look for some techniques and strategies to improve the speaking skill.

1-Statement of the problem:

In oral expression sessions, at the department of English at Abbes Laghrour University –khenchela-students cannot express their ideas, feelings, and their thoughts in a good English language; they lack both fluency and accuracy. students have poor oral performance outside or inside classrooms or in different places or situations. Most of them struggle with pronunciation, grammar, and vocabulary to convey clear messages to listeners. So, speaking skill activities should be used like: scripts, drama and sketches which can help students to scamp their English language to develop their speaking skill in both aspects, fluency and accuracy.

2-Research questions

- What are the reasons behind students speaking skills problem?
- when do we use acting scripts, can the problem of students be solved?
- How do acting scripts help students to develop and improve their oral performance?

3-Aim of the study:

The aim of this research is to examine the effect of using scripts as a tool or technique to improve students speaking skill and to help students improve their pronunciation and vocabulary when they communicate into or out of the class in the real life using English language.

4-Objective of the study:

*Description of the causes behind students' speaking issue

*To distinguish the effects of teaching speaking skills using scripts to solve the obstacles facing the learners.

5-Bassic assumption:

We expect that students will improve their speaking skill and communicate in a better way after using the technique of acting scripts..

6-Background of the study:

Oral speaking skill session is an essential part of learning English language; many students find difficulties in expressing their ideas and feeling in a good English. The students are judged in terms of their ability to converse or speak English. Acting scripts technique is used in this research because we believe that it can increase students' skill in speaking. Acting scripts is one of the teaching techniques in which the students have to act out the short written sketches or scenes in groups of two ,three or four. They have to create their scripts based on the topic and act out in front of the class.

7-Significance of the study:

This study is important because it investigates the effect of using acting scripts as a technique to improve student speaking skills in order to help EFL teachers to enhance and examine students oral performance, and to encourage them to use English orally.

8-Limitation of the study:

Our study is made with (30) students of First year English LMD at the University of Abbas Laghrour _khenchela – we worked with this sample because we could not cover all the groups due to limitation of the time and other condition which is student strikes .

9-Research Methodology and design:

In this study, we opted for a description approach because we are interested only in their attitude towards the use of scripts and thus the experimental approach cannot be used due to time constraints.

9-2-Data gathering tools:

- Questionnaire for student first year at Abbas Laghrour university .

-Questionnaire for the teachers of oral expression at Abbas Laghrour university.

9-3-Population:

First year English students in the department of English at Abbas Laghrour university _khenchela_

Teachers of oral expression in the department of the English at Khenchela university of Abbas Laghrour

Chapter one:
Literaturereview

Chapter One: Literature Review

Section one: Speaking Skill

I-The nature of speaking skill

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I-6-The importance of speaking skill.

I-7-Conclusion.

Introduction

To learn a new language means to learn the four skills (listening, writing, reading and speaking). This last skill is considered as the most important for both the teachers and the learners of EFL classes because it is based on communication and the interaction between one another. This chapter deals with meaning of speaking skills, criteria of speaking, teaching speaking, problems with speaking, activities in classroom, and the last element importance of speaking skill and teachers role in speaking.

I-The Nature of Speaking**I-1-The meaning of speaking skill:**

Speaking is an important aspect to be mastered by the student in learning English as a foreign language .Speaking is a complex skill that involves the knowledge of , sounds, structures and vocabulary ; it's also a means of communication .

Kayi(2006:1) states that speaking is the process of building and sharing meaning through the use of verbal and non- verbal symbols in a variety of context ,it involves the organs of speech to express meaning to others.

Thronbury (20005) promotes four speaking genres those are interactive, non-interactive, planned and non-planned speaking ; the example of interactive speaking is when people buy a food from a shop ,When people leave a message on an answer machine can be categorized as a non –interactive because there is no interaction

between people, while the example of planned is when someone gives a lecture, sermon and conversation with someone in a street.

Lindsay and Knight(2006,p.57) defined speaking as to put the message for the sake of communication and interaction with people. Speaking is an act of making vocal sounds, we can say that speaking means to cover or express one's thoughts and feelings in spoken language.

Johnson and morrow(1981:70)say that speaking which is popular with them “oral communication», is an activity involving two or more people in which hearers and speakers have to react to what they hear and make their contributions at a speed of “high level», and Rizvi(2008:92) states that speaking is an interactive communication process, speakers need to learn and adapt their talk to the listeners, use a range of ways to express themselves, use talk to clarify their ideas and sustain their talk to develop thinking and reasoning.

In the light of these highlighted definitions, the researcher can create an operational definition of speaking skill in this study as “speaking is a skill of understanding, pronouncing and being smooth, fluent and accurate in using grammar and vocabulary”.

I-2- Criteria of Speaking Skill**I-2-1- Pronunciation:**

Longman Dictionary (2000:429) is the way that certain sounds are produced , it shows the way for speaker to produced a good language during the speak in order to be able to send a clear messages, means that learn or teach pronunciation that contain, stress , rhythm and intonation which considered as the most important parts of pronunciation .

I-2-2-Vocabulary:

Founded on a Longman Dictionary (2002:580), is a set of lexemes that are consisted of one single words, compound words, and idioms .that are typically used when talking something to be able to speak fluently and accurately, speaker of foreign language should master a sufficient vocabulary and has ability to use it accurately.

I-2- 3- Fluency:

Harris and Hodge(1995:14) say that fluency is the ability to speak quickly and automatically; it means that fluent speaker should be able to speak rapidly.

I-2-4-Accuracy:

It's the ability to produce sentences and utterances with correct grammar as it 's mentioned in Longman Dictionary (2000:204)) the learners / speakers should follow the rules of language, grammar and the sentence structure to be able to speak accurately.

I-3 Teaching Speaking:

Speaking as the communicative competence for the students must be emphasized by the teacher; the various pedagogical principles of teaching speaking to language teaching can be expressed on more or less detail. Brown (2001:275-276) discussed the principles of teaching speaking that can be summarized as follows:

- provide intrinsically motivating teaching.
- Encourage the use of authentic language in meaningful context.
- provide appropriate feedback and correct one.
- capitalize on the natural link between speaking and listening.
- give students opportunities to initiate oral communication.

Those principles are very important for the teachers so teachers must make the speaking activity based on those principles.

1-4 -Problems in learning Speaking skill:

Teaching oral sessions is to help the students to converse with the outside world, but they face lots of obstacles or blockages: lack of vocabulary, poor participation and absence of listening activities.

1-4-1-Lack of Vocabulary:

The silent f the students during oral session it's a sign of "I have nothing to say" "I do not know" or the absence of words that related to the subject all this signs helps teachers to understand that there are problems like the total absence of motivation inside and outside the classes and absence of situation .

I-4-2- Poor Participation:

Poor participation in oral session may be because of vocabulary , grammar and other factors related to the students ,keep silent ,anxiety and shy from the mistakes .

I-4-3-Poor Listening Activities:

A good speaker is a good listener ,Anderson and Lynch (2000) states that " For the learners to be proficient part in conversation , he need to be practice in both speaking and listening "(15).

1-5-Speaking Skill Activities:

There are many activities that are used by teachers during oral session ,such activities helps the skills of speaking to be more successful ,Harmer (2002:271-274) explain a number of speaking classroom activities as follows:

I-5-1-Discussion:

This activity needs to be encouraged by teachers in order to offer creative speaking in language classes it can be attained by providing activities which power students to reach a discussion as a result of choosing between specific alternatives in conversation.

I-5-2-Role Play:

This kind of activity helps the students oral fluency because of its benefits, first it is good, enjoyable, and motivating activity. second, it permits shy students to be more confident, third ,allows student to practice language.

According to J. Basom 2005 Role play is an art form that explores human conflict and tension. It generally takes the form of the story presented to an audience through dialogue and action. The story is conveyed by using the elements of the theatre: acting, costumes, props, scenery, lighting, music and sound.

1-5-3-Acting Script :

It's acting a scenes from plays , dialogues written by students themselves such techniques helps them to ovoid a lot of problems like shyness, lack of vocabulary, and self confidence.

I-5-4-Interview:

Is something easy to set up, but it is not conducive to test informal conversational speaking style.

I-5-5-Playing games:

This types of speaking activities are designed to provoke communication between students it depends on an information, it means student to talk to the partner in order to do the required tasks (<http://iteslj.org/articals>).

I-5-6-Questionnaires:

This kind of speaking skills activities allows the students to plan questionnaire of any topic. The questionnaire and respondent have something to say to each other by the ordinary use of certain repetitive language designed. The result obtain from questionnaire can form of written work, debates, or prepared talk.

I-6-The Importance of Speaking Skills:

- Language is a tool of communication.
- For a smooth ramming of any system the speakers of a language need to be especially and purposefully trained in skill of speaking.
- An affective speaker can gain the attention of the audience and hold it till the completion of his message , speaking skills are important for career success but,

certainly not limited to one's professional aspiration Speaking skills can also enhance one's personal life.

I-7-Teacher's Role in Speaking:

Hammer(2001:275) states that teachers need to play a number of different roles during the speaking activities . there are three particular relevances if we are trying to get student to speak fluently those are:

a)Participant:

Teacher should be good ameliorator when asking students to produce a language, sometimes this can be achieved by setting up an activity clearly and with enthusiasm.

b)Remote speech (propter):

prompt ;is an act of encouraging hesitating speaker to say something .

pomprt: verb: of event or act.

Prompt: to make someone decide to say or to do something .

As a teacher should be able to help student who get lost can 't think what to say next or may be lost the fluency I expert to them and can help them by offering discrete suggestion.

c)Feedback provider:

The teacher's feedback to students speaking depends on teacher's tact and situation. The teacher can give the feedback on the content of the activity and the language used directly after the students complete an activity or later at the end of a meeting .

I-7-Conclusion

To conclude this chapter, we have presented an overview about speaking skill and we mentioned some problems that faced the EFL student .as a start we defined speaking skills than we moved to another point criteria of speaking, teaching speaking and the learning problem with speaking and we concludes this chapter with speaking skills importance and the teachers role in speaking

SECTION TWO: Acting scripts

Introduction

I-2-the nature of acting scripts technique.

I-2-1.the meaning of acting scripts.

I-2-2 .What is a role play?

I-2-3. Importance of role play.

I-2 -4.The goals and the objectives of roe play in teaching speaking skill.

I- 1-Aim.

I-2-Goals.

I-2-1.Language skills.

I- 2-2.Objectives.

I- 3-Critical thinking skills.

I-4-Affective factors.

I- 5-Performance.

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I-7-. Learning speaking skills using role play technique

I-8- Procedures to teach role play

I-9-. Elements of drama

I-10-Conclusion

Introduction

The most important technique that helps the learning of EFL is the use of acting scripts. In this chapter we will shed light on this important technique ,starting with the meaning of acting scripts, definition of role play ,then learning speaking skills using acting scripts, the procedures to teach role play and we conclude with the elements of drama featuring.

I-2-1- The Nature of Acting Scripts**I-2-1-The Meaning the Acting Scripts:**

According to Scrivener (1994:69), acting scripts is short written sketches or scenes which are acted out by the students in front of the class. It is an excellent way to get students to use the language. It essentially involves using the imagination to make oneself into another character. It can be a starting point for exciting listening and speaking work .It is a technique used by teachers of English as a tool to provide practice in specific grammatical ,lexical, and functional areas.

I-2-What is a role play:

J.Banson 2005 role play is an art form that explores human conflict and tension , it generally takes the form of the story presents to an audience through dialogue and action.

The story is conveyed by using the elements of the theater ,acting ,costumes, scenery, lighting ,music and sound .we implemented role play in learning English language to

improve the theme of the role play that will be applied was about job interview in theme accounting and officer. Based on it ,the researcher gives idea to using role play as a technique strategy ,According to Jenep(2001) and Sally (2005) said that “role play is good strategy as an effective to make the students active ,well as in constructivist learning in the class and enhance the speaking development”.

Furthermore ,as a pedagogical purpose role play gave the students some benefits’ as follow (Basom,2005)

- * To perform in front of class based on their ideas abilities.
- * The students can be acting different characters and situations.
- * The students can be active and can work together.
- *The students can be enjoyed and fun when they play a role play.

I -2-3-The importance of role play:

a) Develop new skills and concepts:

Beyond actual speaking skills, role-playing can develop conflict resolution skills, heighten reading comprehension, and strengthen communication abilities. Role-playing also works in science and math as well, so don’t feel limited to only using it in English language arts.

For example, in science, students may role-play to demonstrate a scientific process, such as macromolecules in the food digestion cycle, an environmental process

such as the steps in a weather event, the life-cycle of a plant or animal, or electrons in an electric circuit.

In math, role-playing can demonstrate problem-solving, allowing for students to approach concepts in unique ways. Students can act out a problem, breaking away from the pen-and-paper approach. One use would be for younger elementary-level students beginning to learn problem-solving and arithmetic: You could have three students acting as flowers in a garden and another student comes along and ‘picks’ one of the flowers to put in their basket how many flowers remain in the garden? Visual learners, in particular, would benefit greatly from this.

Role-playing provides an enriching shift in perspective regardless of the class subject. Students can approach concepts from the character’s point of view in a novel, or that of a food molecule making its way through the digestive tract. These activities create a memorable learning experience that students won’t forget anytime soon.

b) Appeal to different learning styles and incorporate active learning:

Role-playing taps into various learning styles, such as auditory, linguistic and kinesthetic. It also allows students to demonstrate their knowledge in a way that’s different from what they’re used to, such as a test or even a typical presentation.

Role-playing is also an active learning activity, which makes it a great tool for reinforcing key learning skills that will work for a range of learners in your class. Active learning is naturally going to be engaging for most students, so that’s a clear added benefit.

c) Inject fun and creativity :

Creativity and role-playing go hand in hand. Not only are students actively engaged during role-play activities and learning skills beyond the subject matter explored during the activity but they are also likely to have a great time and put their creative talents to good use.

Role-playing provides more room for interpretation. Whether it's choosing a particular way to act out a character's role or acting out exactly how an electron would "behave" in their minds, students get to flex their creativity and out-of-the-box thinking by putting an individual flair on what they're doing.

As students become increasingly comfortable with the process, their own unique takes on subjects, concepts, and literature will develop even more elaborately

I -2-4-The goals and the objectives of roe play in teaching speaking skill:

Students have the need to improve their language skills, critical thinking skills, management of affective factors, communicative skills, and performance skills. This class is specifically designed to address those needs. In this proposal, the goals are the general statements that provide guidelines, focus, and general purposes for teaching. The objectives are statements of more specific purposes; they address observable outcomes, are the basis for activities, and are the building blocks of goals. Based on the needs and situation analyses, the following goals and objectives have been identified as essential to this technique.

I -2-4-1-Aim:

This technique aims to help ESL students improve their communication skills in English, through the use of role-play, script-writing, and improvisation.

I -2-4- 2- Goals:

I -2-4-2-1. Language Skills: Students will listen and read for details, and improve comprehensibility in speaking and writing, for the purpose of communicating to an audience in English.

I -2-4-2-2-Objectives:

1. read drama scripts in English.
2. Understand main ideas and details in different kinds of dramatic scripts.
3. Improve listening comprehension of different types of spoken texts – for main ideas, details and speakers’ attitudes and emotions.
4. Speak on a given topic for an extended period of time in an improvisation.
5. Speak clearly enough (pronunciation, stress, intonation) to be understood by classmates and audience.
6. Write dramatic scripts for different purposes and audiences.
7. Formulate, express and defend individual ideas and opinions in an improvisation.
8. Develop and use language learning strategies for all language skills.

I-2-4-3- Critical Thinking Skills: Students will learn how to think critically in order to successfully participate in dramatic impromptu improvisations.

1. Acquire thinking skills to make critical and rational judgments.
2. Interpret input and understand inferences in a dramatic script or improvisation.

I-2-4-4- Affective Factors: Students will learn how to manage affective factors that can inhibit or enhance their English language proficiency.

1. Cope effectively and efficiently with change, extended speaking tasks, and unplanned, impromptu speaking.
2. Develop positive attitudes toward constructive ideas and values that are transmitted and dramatized in oral and/or written forms.
3. Develop confidence in their ability to speak English spontaneously.

I-2-4-5- Performance: Students will learn how to perform in English.

1. Students will be able to perform in front of an audience in a complex culminating task.
2. Students will be able to manipulate body movements and facial expressions to convey appropriate emotion and meaning in dramatizations.

I-2-4-6- Communicative skills: Students will develop communicative skills in English

1. Formulate, express and defend individual ideas and opinions when working on dramatic productions.
2. Speak and perform on a given topic for an extended period of time.

3. Participate in pair and group dramatizations on a variety of topics.
4. Acquire good speaking and listening habits to understand, enjoy, and appreciate dramatic texts.
5. Understand extended input (from reading and listening to dramatic scripts) and respond (in speaking) appropriately.
6. Communicate (through speech and writing) effectively, in both imaginary and everyday situations, to meet the demands of society.
7. Develop the ability to express themselves imaginatively and creatively.

I-2-5-Learning speaking skill using role playing techniques:

With two actions prove to improve speaking skills. There are several advantages the use of role plays as evidenced by Jenep (2010) includes:

- a) Role plays techniques improve the skills of speaking of this aspect.
- b) Role plays techniques improve speaking skills aspects of language, and
- c) To improve speaking skills aspects of performance. Furthermore, students can motivate to speak especially, when they are interaction with friends. And they have some opportunities to speak up well. In this case, role plays is a good medium to help students.

I-2-5-1. Advantages and disadvantages of using Role Plays in language learning :**1) Advantages:**

There are many reasons as to why we should use role plays activities in the Classroom Doing role plays activities can help communication, motivation, speaking skills, team work, and building up confidence among other factors.

Let us have look at each of these factors:

a) Communication is improved because they have to use the language to communicate the idea of the play or dialogue they are reading.

b) The children are motivated because it is something different from what they do every day.

c) Speaking skills are improved because they need to make use of good diction in order to be understood and they pay attention to intonation as well.

d) As far as a team work is concerned, it is important to work together for the realization of one goal, the performance as a group. Nothing works if one wants to show off; we should all have the same goal in mind. So there is a need to help the others, to rehearse together and try to help the weaker member of the group. At the same time this helps build up their confidence as learners and they are motivated so we have a complete circle and positive feedback.

2)Disadvantages:

Some lecturers consider that there are too many drawbacks as regards using role plays. For example they argue that it can take too much time, causes embarrassment, they can be afraid of being mocked by the students or they may feel that they lose control of the class.

I-2-6- Procedure to Teach Role plays

The procedure of teaching speaking is divided into three main phases: pre-teaching activities, whilst-teaching activities and post-teaching activities.

a)Pre-teaching activity :

Pre-teaching activity is the activity at beginning of the class that is used to give students background. According to Angela (2006, p.10) the purpose of pre-teaching activities is to help students to focus their mind on lesson by giving some interesting teaching materials in the process of teaching and learning activities. There are some procedures of pre-teaching activities. First the lecturer greets the student's; next the lecturer checks the student's attendance.

b)Whilst Teaching Activities :

This activity is a second procedure after pre-teaching. Before doing the steps, the lecturer gives explanation of role plays. There are several steps as follow:

-The lecturer makes some group of 4 students

-The lecturer gives some ideas of the theme that will be performed in front of class.

-After that the student's may choose their own role and have to memorize the script of dialogue.

-The lecturer asks the student's to practice role plays with their group in front of class with limit 8 minutes.

-The lecture pays attention to pronunciation , stress and expression.

I-2-7- Elements of Drama Featuring

I-2-7-1-Drama definition:

Is a story written to be performed in front of an audience.

Drama are usually performed in a theater or on a stage.

I-2-7-1-1-Three types of Drama elements :

* Literary

*Technical

*Performance

a) Literary elements:

What is needed to write a script or story ?

- scripts : is the written words and directions of a play
- stage direction –what the actors /actresses are supposed to do.
- plot: the story lines or arrangement of action .
- character: is a person portrayed in a drama .
- Story organization: is how the story is told ,the beginning, middle and end .
- Setting: is where the actions takes place.
- Dialogue: is a spoken conversation between two characters.
- Monolog: is a long speech made by one person .
- Conflict: the internal or external struggle between opposing forces, ideas, or interests that create dramatic tension.

b) Technical elements:

What is needed to produce a play?

- Scenery: is theatrical equipment such as curtains, backdrop and platforms to communicate the environment.

- costumes : the clothing and other items an actor wears to help him become the character.

- props : are any article other than costumes or scenery used as a part of dramatic production .(props : to support something physically ,often by leaning it against something else or putting something under it).

- sounds and music : sound is the effect an audience hears during a show like the sound of rain .

-make-up: is the use of costumes ,wigs and body paint to transform an actor into a character.

c) Performance elements:

What do the actors on the stage to make a character come a live ?

- Acting :is how speaking and moving help to create characters.

-Speaking: is vocal expression, projection, speaking style and diction.

- Non-verbal expression: includes gestures, facial expression, and movement.

I-8-Conclusion

We conclude this chapter ,by mentioned the importance of acting scripts for both teachers and the students of EFL classes because of it is beneficial in language learning process since it improve student's speaking skills they can interacts and communicates with others without any kind of fear .

Chapter Two:

Data Analysis and Interpretation

CHAPTER Two: Data Analysis and Interpretation

Chapter two: Data analysis and interpretation

Introduction

II-1- Surdents Questionnaire

II-1-1. Description of the questionnaire

II-1-2. Administration of the questionnaire

II-1-3. Analysis of Questionnaire

II-2- Teachers Questionnaire.

II-2-1. Description of the questionnaire

II-2-2. Administration of the questionnaire

II- 2-3. Analysis of Questionnaire

II - 3-General conclusion

Introduction

In this chapter we are going to investigate the development of students' speaking skill by using acting scripts (drama) , this questionnaire is administrated for First year English students , and another questionnaire is administrated for teachers in the department of English at Khenchela University of Abbas Laghrour to collect data. As a start, we deal with description and administration of the questionnaire and interview and we are going to analyze the results and as a conclusion we are going to discuss the results.

II-1.Students' questionnaire:

II- 1-1.Description of the questionnaire:

The questionnaire is made specifically for First year English students in Abbas Laghrour University of Khenchela to know their attitudes concerning using acting scripts to improve to oral skill, the questionnaire is composed of ten questions.

1-2.Administration of the questionnaire:

We are going to work with first year English students in Abbas Laghrour University, we just work with (30) from 150 of population because some difficulties and limitation of time

II-1-3. Analysis of Questionnaire:

Section one: General information:

Question1 : Students gender :

Options	Number	Percentage (%)
Male	5	17%
Female	25	83 %
Total	30	100 %

Table 1: Students gender

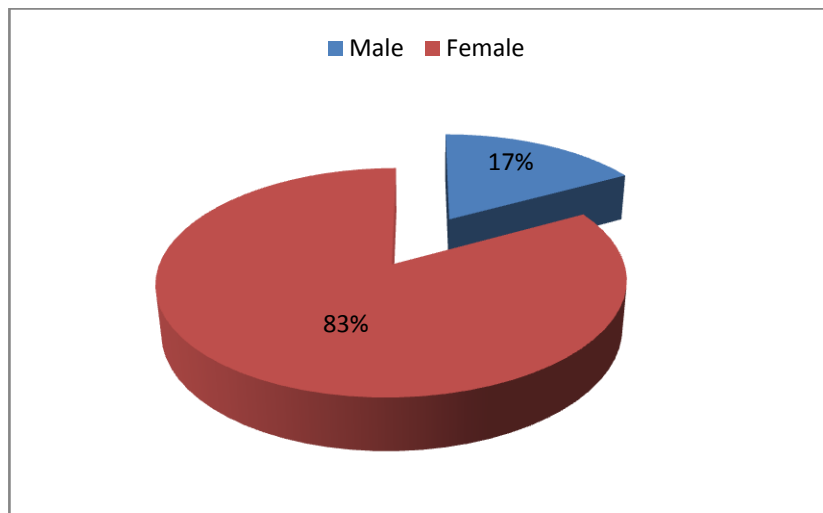


Figure 01: students gender

The figure above shows that only 17 from sample size were males, while the rest 83 of the sample were females , so the female rate was higher than that of males in the classroom.

Question2: Students' age :

Options	Number	Percentage(%)
From 20to22years old	24	80 %
More than 22years	6	20 %
Total	30	100 %

Table 02: students' age

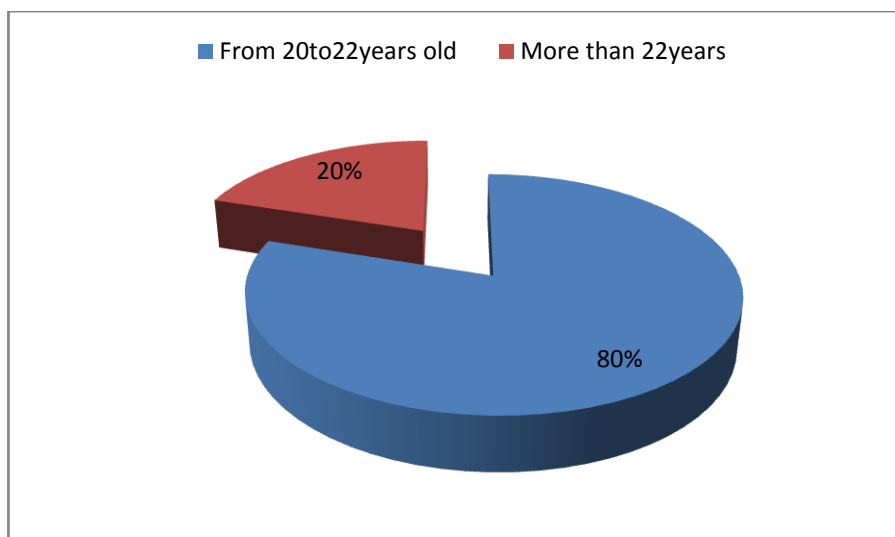


Figure 02:students age

Question 3:How often does your teacher of oral expression module implement drama (acting scripts) strategy?

Option	Number	Percentages
Regularly	20	67%
Sometimes	07	23%
Occasionally	03	10%
Rarely	0	0%
Never	0	0%
Total	30	100%

Table 03:the implementation of movie scripts strategy used by teachers in oral expression

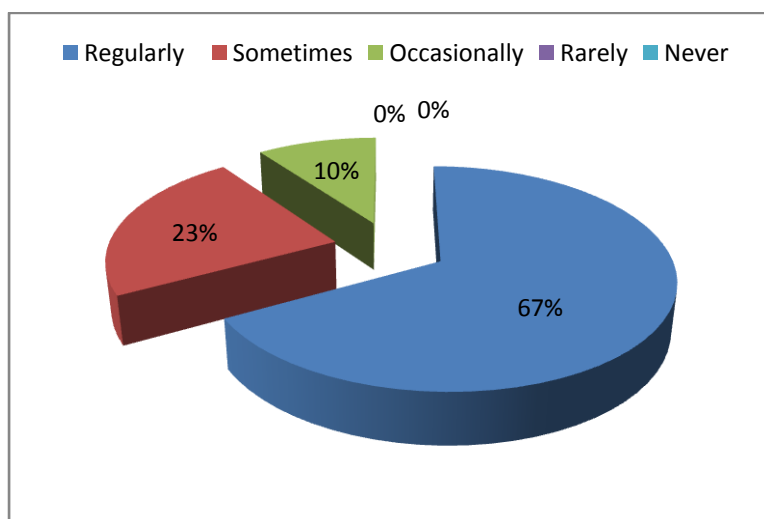


Figure 03: the implementation of acting scripts strategy used by teachers in oral expression module.

The aim of this question is to test the implementation of acting scripts strategy that used by teachers of oral expression module .According to the figure results we noticed

that (67%) of the students answered that teachers of oral expression used acting scripts; and (23%) of them said that teachers used it “sometimes”, and the rest (10) declared that their teacher used it “occasionally”.

Question 4: According to you acting scripts give opportunities to you as a student to get involved with oral expression

Option	Number	Percentage
Yes	28	93%
No	02	07%
Total	30	100%

Table04:the opportunities offered by acting scripts.

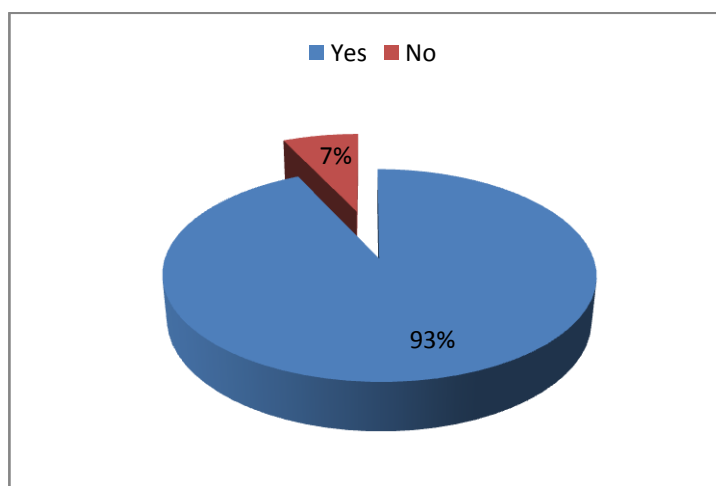


Figure 04: the opportunities offered by acting scripts.

The goal of this question is to know the opportunities offered by acting scripts for students. It's obvious from the figure results that most of them answered by “yes” about(93%) due to the scripts that given by teachers to enhance the involvement within oral session however (7%) said” no” means that it gave the students less opportunities.

Question 5: Do you think that acting scripts may enhance your speaking skill of the foreign and second language.

Option	Number	Percentage
Agree	29	97%
Disagree	01	03%
Total	30	100%

Table05: Acting scripts and enhancing student’s speaking skills

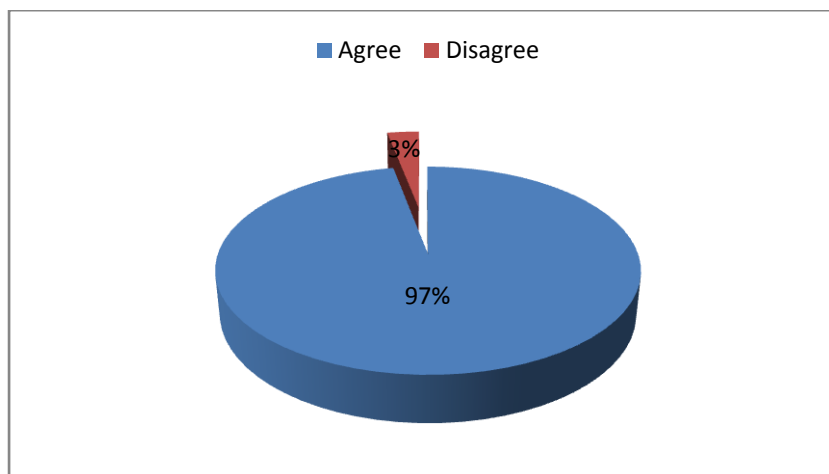


Figure 05: Acting scripts and enhancing students speaking skills

The objective of asking this question is to know if acting scripts can enhance students speaking skills in oral session. The results above (97%) from the total data were agree that acting scripts enhance their speaking skills and the rest were disagreed (3%).

Question6: According to you, does the inclusion of acting scripts made shy students easily stimulated to participate

Option	Number	percentage
Yes	28	93%
No	2	07%
Total	30	100%

Table06: stimulating shy students participation using movie scripts

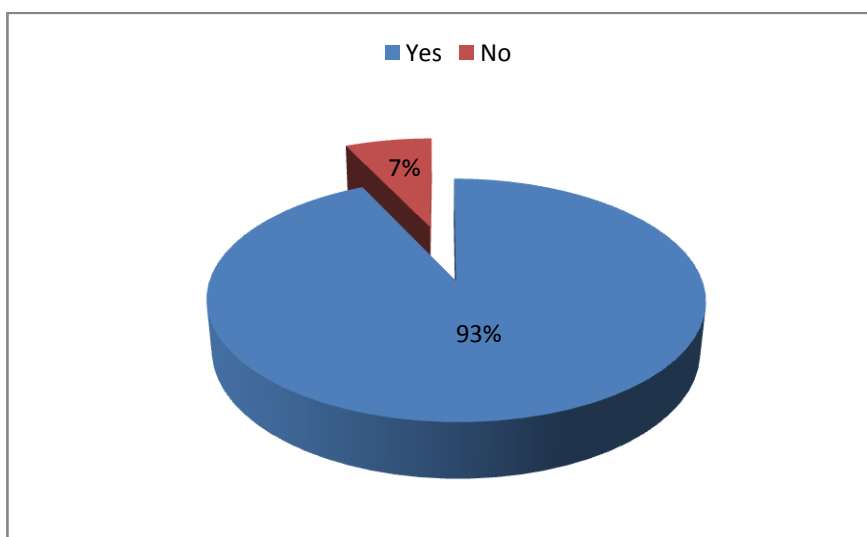


Figure 06: stimulating shy student’s participation using acting scripts.

We supposed this question in order to know whether the use of acting scripts stimulate shy students the figure illustrated that (93%)of students believed that acting scripts made student shy.(7%)didn’t think that acting scripts offers any help to them.

Question 7: Are you usually satisfied with the teacher’s suggested acting scripts topics?

Option	Number	Percentage
Yes	25	83%
No	05	17%
Total	30	100%

Table 07: Student’s satisfaction with acting scripts suggestion

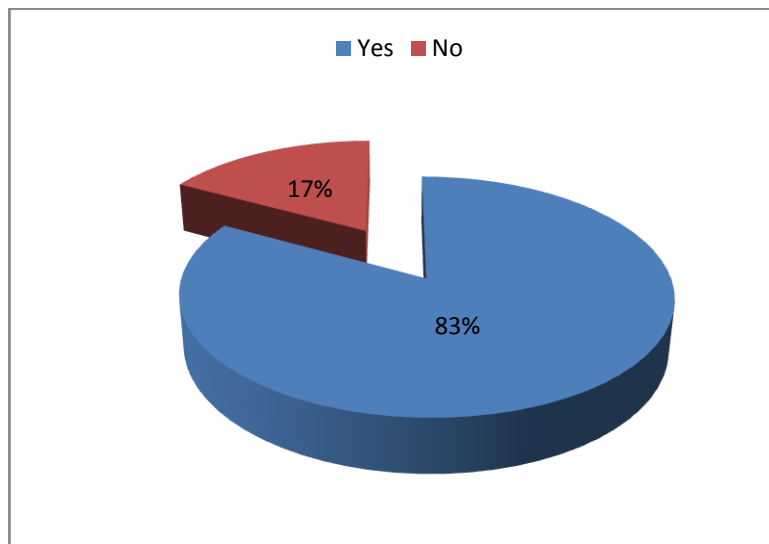


Figure 07: Student satisfaction with acting script suggested.

The question aims to know the level of student satisfaction with acting scripts suggested. We noticed from the figure above that (83%) of students were satisfied with acting scripts suggestion and (17%) were not satisfied within it.

Question 8:When do you can't express yourself in English, do you say it?

Option	Number	Percentage
Arabic	10	33%
French	05	17%
English	12	40%
Apologize and stop speaking	03	10%
total	30	100%

Table 08: Students way of expressing themselves when they don't find word in English language.

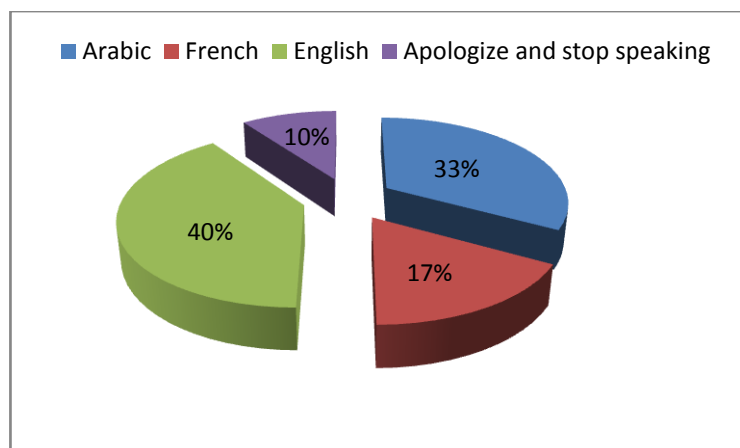


Figure08: Students way of expressing themselves when they don't find word in English language.

The figure shows that (40%) of students they didn't know the exact word in English, (33%) prefer to use Arabic word when they didn't find it into English language.(17%) mentioned that they use French language. And the rest apologize and stop speaking .

Question09: Do you attend the class of oral expression?

Option	Number	Percentage
Yes	25	83%
No	5	17%
Total	30	100%

Table09: Student attendance of oral expression class.

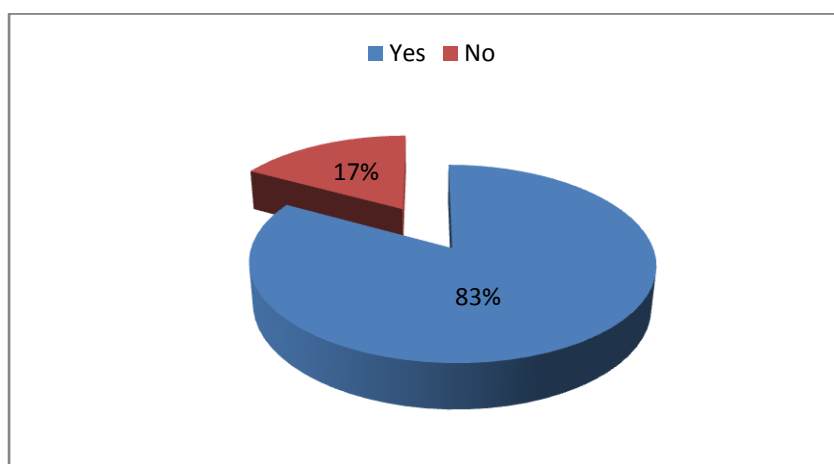


Figure09: Student attendance of oral expression class.

The figure used to know the attendance of oral expression (30%) they attend the session because they are interested in developing their skills while the rest are not interested.

Question 10: Do you face any difficulties when performing

Option	Number	Percentage
Yes, often	15	50%
Yes, but sometimes	12	40%
Yes, but rarely	02	07%
No, never	01	03%
total	30	100%

Table10:Difficulties related to movie scripts performance

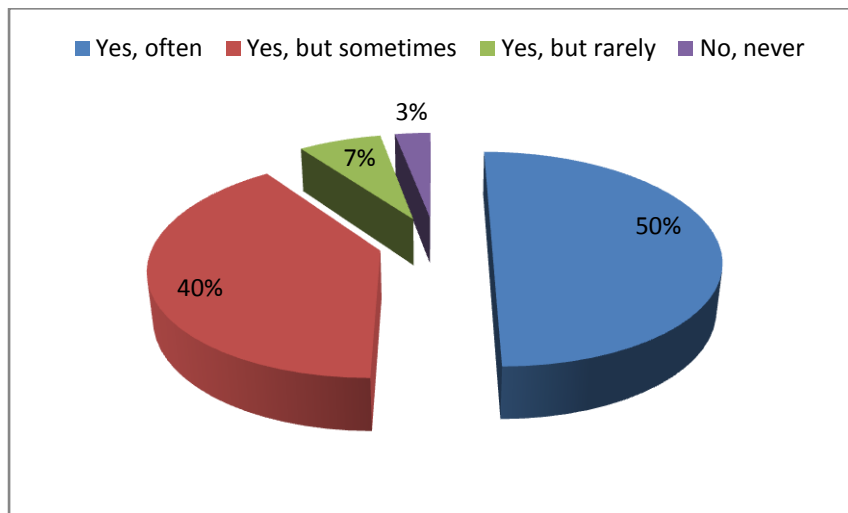


Figure10: Difficulties related to acting script performance.

If your preceding answer is yes , mention one you face the most.

II-2- Teacher's Questionnaire Analysis .

This chapter is planned to analyze the uses scripts to improve students speaking skills. Our objectives from conducting this study are to confirm if our hypotheses are true or false, since the teacher and the student are the main variables of this study, their views and thoughts are very important to test the stated hypothesis .the most appropriate tool to this investigating is through addressing questionnaires to the teachers of oral expression in university.

II-2.1 Description of the Teacher's Questionnaire.

This questionnaire is designed for teachers who teach oral expression in different schools. The participants of this questionnaire are 11teachers, they are chosen randomly. This questionnaire contains different types of questions: "close" and "open" questions. closed questionnaire require the teachers to answer by "yes" or "no" ,or to tick up the right answers from a set of choices .the whole questionnaire is made up of (8) questions .

II-2.2. Analysis of the results

Question 1: Is oral expression courses your main domain of teaching?

Option	Answer	Percentages
Yes	7	68.63%
No	4	36.36%
Total	11	100%

Table 1: the oral expression course is a domain of teaching.

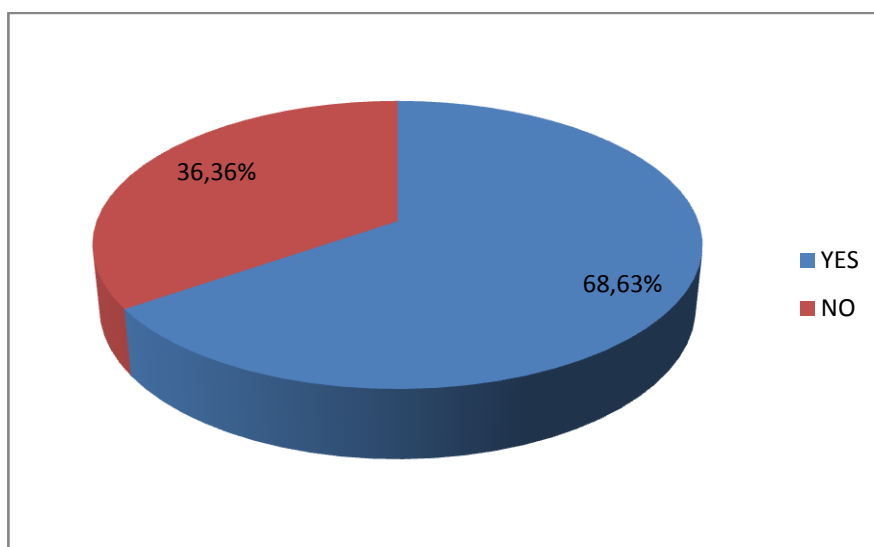


Figure 1: the oral expression course is a domain of teaching.

This question is designed to know the oral expression course is a main domain of teaching; the results present that most of teachers using the oral expression in their studies (68.63%). While, (36.36%) teachers who don't prefer to use oral expression. The

teachers' experience in teaches oral expression less than 3 years / more than 3 years oral expression is the important field for teaching, and it's a basis for learning.

Question2. How long have you been teaching this course?

Option	Answer	Percentages
One year	3	27.27%
More than 2 years	8	72.72%
Total	11	100%

Table 2: the period they are studying the oral.

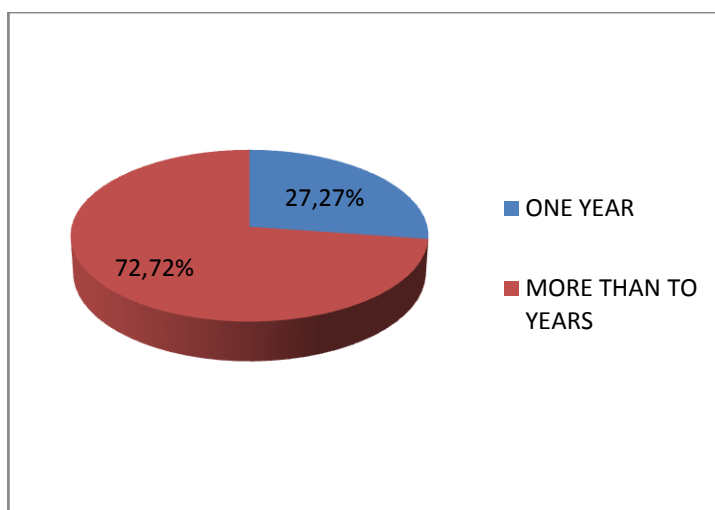


Figure2: the period they are studying the oral.

These results represent the period they are studying the oral expression. (27.72%) of teachers are teaching the oral for one year. And (72.72%) they are teaching

this course more than 2years, it means that they generally using oral expression in their studies .when they teach the oral expression more they will gain language more . when the period is long the learn is long .

Question3. As a teacher of first year students, which of the following techniques do you provide your students with?

Option	Answer	Percentage
Songs	2	18.18%
Role play	3	27.27%
Movie scripts	6	54.54%
Others	0	0%
Total	11	100%

Table 3: the technique that used by teachers in classroom.

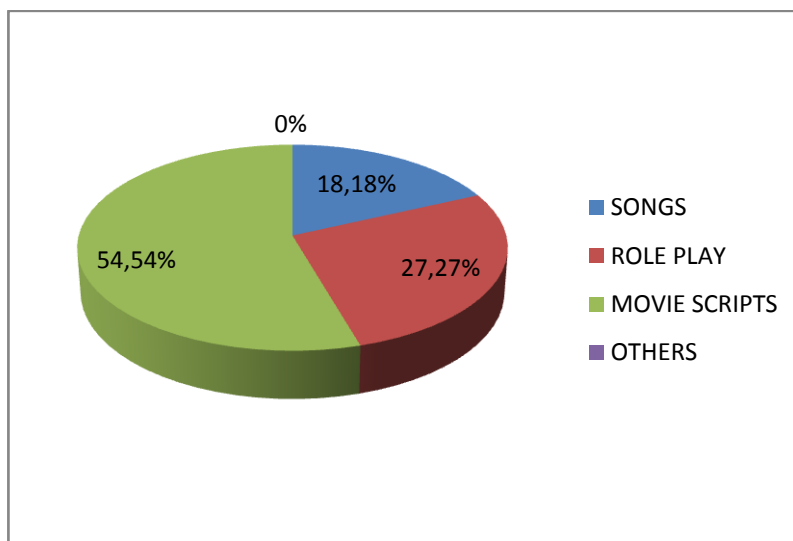


Figure 3: the technique that used by teachers in classroom.

These results represent the technique that used by teachers to teach first year students. (18.18%) used songs and (27.27%) use the role play .and the most of them using movie scripts (54.54%) so they have some motivation to the students in the classroom.

Question4. Do you think that students are able to communicate orally in English using these strategies?

Option	Answer	Percentage
Yes	8	72.72%
No	3	27.27%
Total	11	100%

Table4: the use of different strategies to be able for communicating orally.

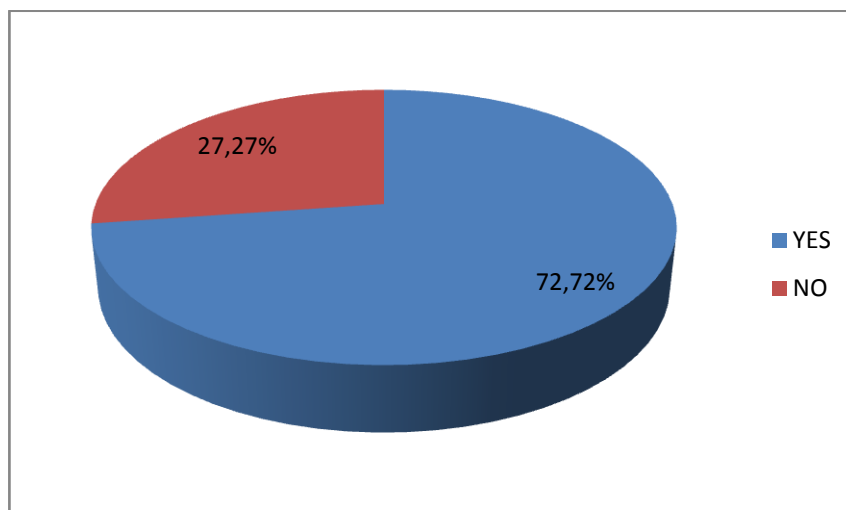


Figure4: the use of different strategies to be able for communicating orally.

This question aims at knowing how the teachers use these strategies for their students to be able to communicate orally. (72.72%) they use this strategies such as : movie scripts , songs , and role play .

And (27.27%) they didn't use it. but when teachers use this different strategies, the students speech improves and they try to speak fluently, and they reduce mistakes .

Question5. What types of mistakes do students make during the oral expression?

Option	Answer	Percentage
Pronunciation mistakes	8	72.72%
Vocabulary mistakes	3	27.27%
Other mistakes	0	0%
Total	11	100%

Table5 : types of mistakes that make it the student during oral expression .

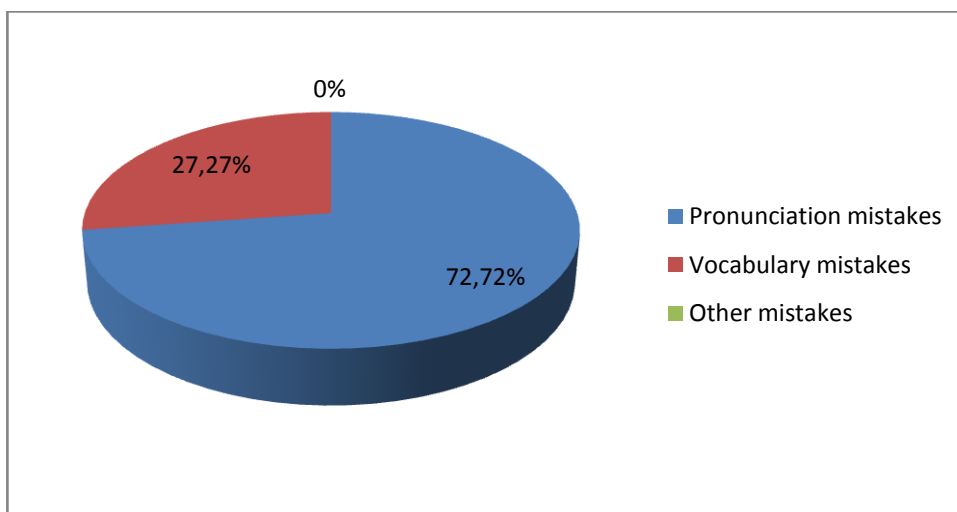


Figure 5: types of mistakes that make it the students during oral expression.

The result (72.72%) shows that the students make pronunciation mistake during oral expression. and the (27.27%) they make vocabulary mistake when they speaking to each other. and no one make other mistakes.

6. Taking acting scripts as one of the known strategies, how often do you use it?

Option	Answer	Percentage
Regularly	5	45.45%
Sometimes	3	27.27%
Occasionally	2	18.18%
Rarely	1	9.09%
Total	11	100%

Table6: how often do use the acting scripts.

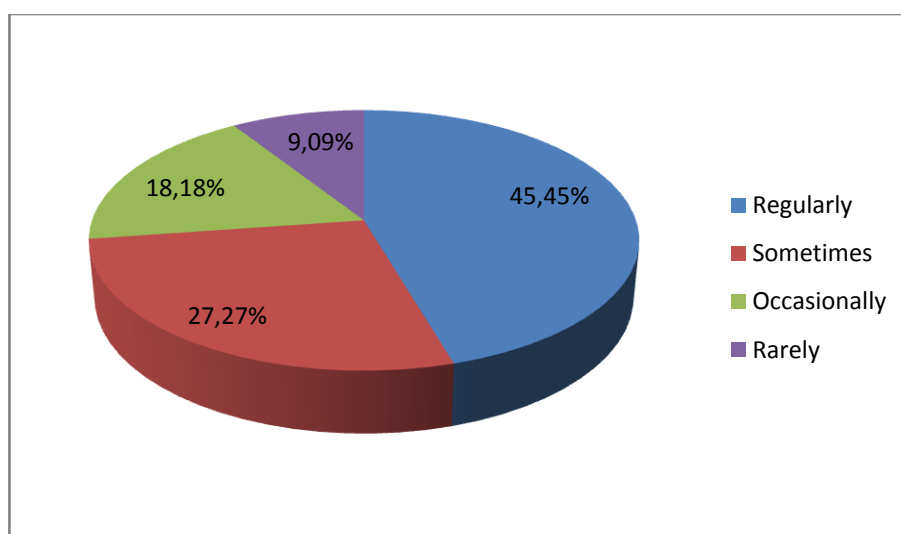


Figure 6: how often do use the acting scripts.

In this question we deal with how often do use the scripts. (45.45%) use talking acting scripts regularly .and (27.27%) use it sometimes. and (18.18%) use this strategy occasionally .and (9.09%) use it rarely. So when teachers use the acting scripts more than other practice the students improve their level in the four skills especially in speaking.

Question7. Do you think that acting scripts strategy can stimulate the shy and timid students to be relaxed and fearless to speak?

Option	Answer	Percentage
Yes	8	72.72%
No	3	27.27%
Total	11	100%

Table7: acting scripts strategy can stimulate the shy of students.

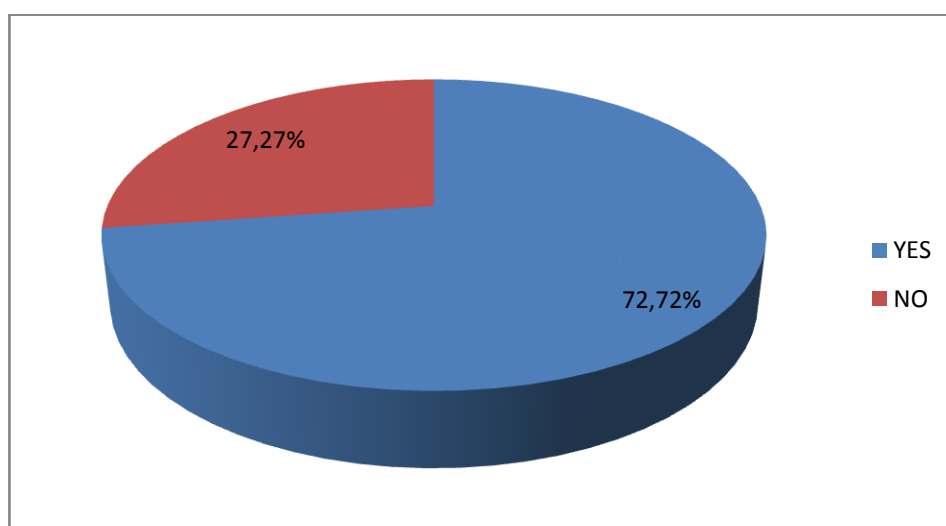


Figure 7: acting scripts strategy can stimulate the shy of students.

The most of them (72.72%) deal with the acting strategy can stimulate the shy of students to be relaxed and fearless to speak. Because they have many problems such as pronunciation. And

(27.27%) of them didn't deal with that. The students encourage themselves to participate during the session. So when they talk in classroom they neglect the shy, also the teacher can motivate his students for speaking and learn more and more.

Question8. Integrating acting scripts strategy can make students active and motivated learners?

Option	Answer	Percentage
Yes	8	72.72%
No	3	27.27%
Total	11	100%

Table8: scripts act strategy can make students active.

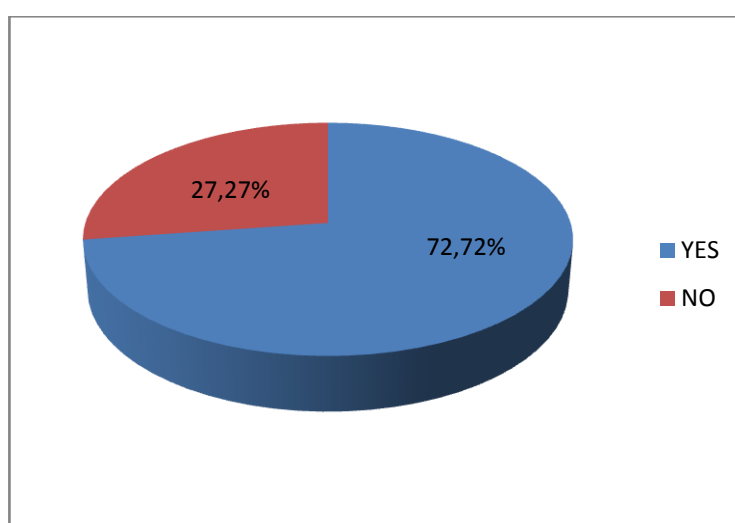


Figure 8: scripts act strategy can make students active.

The question aims at determine whether the students are afraid about speaking and participating during the session. The following results which show that (72.72%) the majority that when they participating in classroom by using scripts act strategy make them active. (27.27%) represents that they are afraid about participation .this might be due to several reasons: linguistic problems, psychological problems and other problems.

II-3-Conclusion

This chapter is concerned with gathering data about the use of acting scripts in classroom, and the Teachers' opinions about these problems. The information gathered through presenting two Questionnaires to both teachers and students. The first questionnaire is administered to third year LMD English students at Khenchela University. The second one is administered to all teachers of oral expression that teach in different levels. Altogether, the analysis of the results proves our hypotheses about the student's activities in classroom by using acting scripts for developing their speaking skills.

General conclusion

General conclusion

General Conclusion

This research paper is intended to inform teachers and staff of English department about the usefulness of Acting scripts as a specific treatment to their difficulties faced by students in their process to enhance their speaking skill. To test our hypothesis, we have administrated a questionnaire for First year LMD student's of English language, and another questionnaire for teachers of Oral expression module.

The results show that acting scripts is an effective technique to improve and develop student speaking skill in our department.

We can conclude that acting scripts is an effective strategy to improve the student speaking skill and for English language to use it as an alternative technique in teaching speaking skill

Finally , based on the limitation of the study and in other researchers can use experimental in order to enlarge the number of research participants and to collect more information about student's acting scripts strategy to enhancing speaking skill.

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- Johnson and Morrow (1981:70) say that speaking which is popular .
- Thornbury (2005) promotes four speaking genres those are interactive , and non-interactive .

Bibliography

Appendices

Appendices

Student's questionnaire :

This questionnaire aims to gather data about the influence of using scripts to improve speaking skills for 1st year LMD students at department of English Abbes Laghrour in Khenchelauniversity.

1/Tike the appropriate answer:

a-gender:

-Male

-Female

b-Age:

-From 20-22 years old

-More then 22 years old

c-Rank your level concerning your speaking skill?

-Low

-Average

-Good

-Very good

d-How many session of oral expression do you have in a week:

-One

-Two

-More than two

e-How much do you feel interested in oral expression sessions ?

-A lot

-Little

f-It is important to you to develop your speaking skills?

-Important

Appendices

-Very important

-Extremely important

g-When you can't express your-self in English do you say it?

-In Arabic

-French

-English

-Apologize and stop speaking

Section two: Acting scripts

H-Among this,what kind of strategies that you feel it boosts your speaking skills?

-Role play

-Discussion

-Conversation

-Reading stories

-Acting scripts

-Others

I-How often do your teachers of oral expression module implement acting scripts strategy?

-Regularly

-Some time

-Rarly

-Never

J-According to you acting scripts gives more opportunities to you as a student in order to involved within oral expression?

-Yes

-No

Appendices

k-Do you think that acting scripts may enhance your speaking skills of the foreign and second languages?

-Agree

-Disagree

l-According to you, including acting scripts makes shy students easily stimulated to participate?

-Yes

-No

m-Are you usually satisfied with the teacher's suggesting acting scripts topic?

-Yes

-No

n-Do you face any difficulties when performing acting scripts activities?

-Yes, after

-Yes, but sometimes

-Yes, but rarely

-No, never

If preceding answer is "yes often», mention the one you face the most

Big thanks for you.

Appendices

Teacher's questionnaire:

We will be grateful if you inter with as in this interview toward your attitude about using scripts to improve student speaking skills, case of 1st year students of LMD English student at the department of English university of Abbas lagherour in kenchela.

1-The oral expression module your main domain of teaching?

a-yes

b-no

2-how many years have you been teaching this module?

a-one year

b-more than 2 years

3-as a teacher of first year students, what are the kinds of speaking strategies provide your students with?

a-songs

b-role play

c-acting scripts

d-others

4-do you think that students are capable to communicate orally in English using these strategies?

a-yes

b-no

5-whattypes of errors do students make during the oral expression ?

a-pronunciation mistakes

b-vocabulary mistakes

c-others mistakes

6-taking acting scripts as one of the known strategies how often to you use it?

a-regularly

Appendices

b-sometimes

c-occasionally

d-rarely

7-do you think that acting script strategy stimulate the shy and timid students to be relaxed and fearless to speak?

a-yes

b-no

8-integrating scripts act strategy can make students active and motivation learner?

a-yes

b-no

thank you sir for your help, we will follow your students to full fill our work .

