



**People's Democratic Republic of Algeria**

**Ministry of Higher Education and Scientific Research University of Ghardaia**

**Faculty of Letters and Languages**

**Department of English Language**

***Enhancing Speaking Skills of EFL Students through Role Play***

***Case Study: Hello Languages School -Metlili, Ghardaia***

**Prepared by:**

**- Chaima TAHER**

**- Hachemia MAAMRI**

**Supervised by:**

**Dr Ahmed Nouredine Belarbi**

**Board of Examiners**

**Chairperson:** Dr Malika Kouti

**MCA**

**University of Ghardaia**

**Examiner:** Dr Smail Hadj Mahammed

**MCB**

**University of Ghardaia**

**Supervisor:** Dr Ahmed Nouredine Belarbi

**MCA**

**Kasdi Merbah University - Ouargla**

**Academic Year**

**2022/2023**

## **Dedication**

*In the name of Allah, the Most Gracious, the Most Merciful. All the praise is due to Allah alone.*

*First and foremost, I express my deepest gratitude to Allah, who has bestowed upon me the strength and patience to undertake this work.*

*I would also like to dedicate this work to my family. They have been my unwavering support throughout my journey, instilling in me a strong desire to learn and making countless sacrifices to ensure I had access to a high-quality education from an early age. Their love, encouragement, and belief in my abilities have been instrumental in shaping the person I am today.*

*May Allah bless my family abundantly for their immense contribution to my growth and success. I am forever grateful for their unwavering presence in my life.*

*To all my friends, whose friendship and camaraderie have enriched my experiences, I express my sincere gratitude. Your presence has brought laughter, companionship, and shared moments of growth and learning*

*Maamri Hachemia*

## Dedication

*In the name of Allah, the Most Gracious, the Most Merciful.  
With heartfelt gratitude and warm regards, I dedicate this work to  
my family and many friends who have been a source of strength  
and inspiration throughout my journey.*

*A special and profound feeling of gratitude goes to my loving  
father and mother. Their unwavering support and encouragement  
during the challenges of graduate school and life have been  
invaluable. They have been my pillars of strength, guiding me  
with wisdom and love.*

*I also extend my deepest appreciation to my beloved brothers and  
sister, who have always stood by my side, offering their  
unwavering support and encouragement. Their presence has  
brought joy and comfort to my life, and their belief in my abilities  
has been a constant motivation.*

*To all my friends, whose friendship and camaraderie have  
enriched my experiences, I express my sincere gratitude. Your  
presence has brought laughter, companionship, and shared  
moments of growth and learning.*

*May Allah bless my family, friends, and all those who have  
contributed to my journey. I am forever grateful for their love,  
support, and belief in me.*

*Tahar Chaima*

## Acknowledgements

*We would like to express our heartfelt appreciation to all the people who have provided us with help and support to successfully complete this project.*

*First and foremost, we extend our deepest gratitude to our supervisor, **Dr Ahmed Noureddine Belarbi** His guidance, valuable advice, and continuous encouragement have been instrumental in shaping the direction and quality of this work. We would also express our gratitude to the board of examiners, namely Dr Malika Kouti also for her valuable guidance which has promoted our efforts in this work and of course as our teacher for two years and Dr Smail Hadj Mahammed for accepting reviewing and discussing our dissertation. We are truly grateful for his unwavering support throughout the entire process.*

*We would also like to extend our thanks to all the staff and students at Hello languages school of Ghardaia, who actively*

*participated in our investigation. Their cooperation, insights, and contributions have greatly enriched our research and findings. Furthermore, we cannot overlook the immense role played by our beloved parents, brothers, sisters, and friends. Their sincere love, unwavering support, and heartfelt prayers have been a source of strength and motivation for us. Their belief in our abilities has propelled us forward, and we are forever grateful for their presence in our lives.*

*Finally, we would like to express our deepest appreciation to everyone who has played a part in the completion of this project. Each individual mentioned, as well as those who may not have been explicitly acknowledged, has contributed in their own way, and we are truly indebted to them.*

*May Allah bless them all for their kindness, support, and encouragement.*

## **Abstract**

The aim of learning a foreign language is to communicate fluently and confidently in real-life situations. However, many learners of English as a Foreign Language (EFL) face challenges in speaking due to fear or lack of confidence. This study investigates the effectiveness of a specific type of role-play game in enhancing the speaking proficiency and attitudes of EFL learners. A case study was conducted with 40 participants at Hello Language School in *Metlili*. The research utilized pre- and post-tests to assess the level and effectiveness of the game, along with a two-month observation period during the implementation, comparing the experimental and control groups. The results, analyzed using a T-test, indicate that the role-play game had a significant and enjoyable impact on improving participants' speaking proficiency. This finding is consistent with previous literature reviews. The specific type of role-play discussed in this study offers a fun and engaging approach for EFL learners to practice and enhance their speaking skills.

**Keywords:** *EFL learners, role play, speaking, Hello private school, implementation*

## **List of Abbreviations**

EFL: English as a Foreign Language

LMD: Licence Master Doctorate

## List of Figures

Figure N°	Figure Name	Page
<b>Figure N° 01.7.</b>	Strategies to Teach the Speaking Skill	20
<b>Figure N° 01.10.</b>	Accuracy/Fluency Switch	26
<b>Figure N° 02.2.</b>	Type of Role Play	32
<b>Figure N° 03.2.</b>	Represent the Number of Rooms	42
<b>Figure N° 3.7.1.</b>	The Mean Score of Fluency in both Groups	50
<b>Figure N° 3.7.2.</b>	The Mean Score of Accuracy in both Group	51
<b>Figure N° 3.7.3.</b>	The Mean Score of Pronunciation in both Groups	53
<b>Figure N° 3.7.4.</b>	The Mean Score of Grammar in both Groups	54
<b>Figure N° 3.7.5.</b>	The Mean Score of in both Groups	56

## List of Tables

Table N°	Table Name	Page
<b>Table N° 01.6.</b>	Types of Problems	19
<b>Table N° 03.6.</b>	Description of the Test Score	49
<b>Table N° 03.7.1.</b>	The Mean Score of Fluency in both Groups	50
<b>Table N° 03.7.2.</b>	The Mean Score of Accuracy in both Groups	51
<b>Table N° 03.7.3.</b>	The Mean Score of Pronunciation in both Groups	53
<b>Table N° 03.7.4.</b>	The Mean Score of Grammar in both Groups	54
<b>Table N° 03.7.5.</b>	The Mean Score of both Groups	56
<b>Table N° 08.</b>	The T- Test Result	57



## Table of Contents

Title	Page
<b>Dedication</b>	
<b>Acknowledgements</b>	
<b>Abstract</b>	
<b>List of Abbreviations</b>	
<b>List of Figures</b>	
<b>List of Tables</b>	
<b>General Introduction</b>	
1. Background of the Study	2
2. Statement of Purpose	3
3. Statement of Problem	4
4. Motivation	5
5. Methodology	6
6. Structure of the Dissertation	8
7. Limitation of the Study	9
8. Definition of Terms	10
<b>Chapter One: Developing Speaking Proficiency : Understanding the Speaking Skill and its Importance</b>	
Introduction	12
1.1 Definition of Speaking	12
1.2 Basic Types of Speaking	12
1.3 Methods and Approaches	14
1.4 Characteristics of Speaking Skill	16
1.5 General Problems	17
1.6 Strategies to Teach Speaking	19
1.7 Importance and Benefits of Developing Speaking Proficiency	22
1.8 Cultivating confidence in Speaking Abilities	23
1.9 Enhancing Accuracy and Fluency in Oral Communication	25
Conclusion	28
<b>Chapter Two: Role Play as a Dynamic Tool for Enhancing Speaking Skills</b>	
Introduction	30
2.1. Definition of Role Play	30
2.2. Types and Variations of Role-Play Activities:	31
2.3. The Implementation of Role Play in teaching Speaking	32

2.4. Advantages and Effectiveness of Role- Play in Developing Speaking Skills	34
2.5. Potential Challenges and Limitations of Using Role-Play in Teaching Speaking Skills	35
2.6. Role-Play for Real – World Situations	35
2.7. Role-Play and Communication	36
2.8. Adapting Role Play Activities for Different Levels	37
Conclusion	38
<b>Chapter Three :Methodology and Data Collection</b>	
Introduction	40
3. Sample	41
3.1 The School	42
3.2 Data collection	44
3.3Observation instrument	46
3.4.Tests instrument	48
3.5Description of the Test	49
3.6 Data analysis	50
3.7 Discussion of the findings	58
<b>General Cconclusion</b>	61
<b>Bibliography</b>	65
<b>Appendix</b>	67

# **General Introduction**

# General Introduction

---

This part provides an overview of the background information relevant to the study. It includes a discussion of the importance of speaking skills in foreign language learning, the challenges faced by EFL learners in developing their speaking proficiency, and the potential benefits of incorporating role-play games as a teaching method.

## 1. Background of the Study

Needless to say that English is the most widely learned and spoken language worldwide. Its prominence as a global language can be attributed to various factors such as historical, economic, and cultural influences. As a result, having proficient speaking skills in English has become increasingly important in today's interconnected world.

Speaking skills are vital in English as they allow individuals to effectively express themselves, convey their ideas, and engage in meaningful conversations. Fluency in speaking enables smooth communication, facilitating the exchange of information, opinions, and experiences. It also enhances social interactions and opens up opportunities for personal and professional growth.

Furthermore, many people choose to learn English due to its significance in enabling cross-cultural communication. English serves as a common language for individuals from diverse linguistic backgrounds to connect and understand each other. It allows for the sharing of cultures, ideas, and knowledge on a global scale.

In the context of language learning, private schools often employ various methods to enhance students' language skills, and one such method is role play. Role playing learning is an effective technique that engages students' imagination and promotes their understanding and appreciation of the language.

Role play involves creating simulated scenarios where students interact with others in a controlled environment. Through role play, students can explore realistic situations and

## General Introduction

---

actively participate in conversations, allowing them to develop practical experience and try out different strategies in a supportive setting. The purpose of role play can vary, ranging from students portraying roles similar to their own or their anticipated future roles, to playing the opposite part of a conversation or interaction.

When students assume roles similar to their own, they have the opportunity to gain first-hand experience and practical knowledge, thereby strengthening their understanding of real-life situations. On the other hand, when students take on the role of the opposite party in a conversation or interaction, they are challenged to understand the situation from a different perspective. This fosters empathy, broadens their understanding, and encourages them to consider different viewpoints.

Role play, as a language learning technique, offers significant learning benefits. It promotes active participation, enhances communication skills, and boosts confidence in using the language. By engaging in role play, students can practice and apply the language in context, develop their speaking skills, and overcome barriers such as fear or lack of confidence. The interactive and immersive nature of role play creates a dynamic and engaging learning environment, making it an effective method for improving language proficiency, particularly in speaking.

### **2. Statement of Purpose**

The purpose of this research is to investigate and demonstrate the effectiveness of role play as a pedagogical tool for enhancing the speaking skills of English as a Foreign Language (EFL) students. The study aims to gather evidence and provide empirical support for the positive impact of role play on students' speaking abilities.

The research intends to measure the outcomes of incorporating role play activities into the language learning curriculum. The primary focus is on the improvement of fluency, accuracy,

## General Introduction

---

and complexity in students' spontaneous oral production. By engaging in role play, students are expected to develop their ability to communicate effectively, express ideas clearly, and use appropriate language structures and vocabulary.

In addition to assessing the impact on speaking proficiency, the study also aims to examine the effect of role play on student engagement and motivation. It seeks to explore whether the interactive and immersive nature of role play activities can enhance students' enthusiasm for learning English and their overall involvement in the language learning process.

The research intends to contribute to the existing body of knowledge by providing empirical evidence on the benefits of incorporating role play in EFL classrooms. By establishing the effectiveness of this pedagogical approach, the study aims to inform language educators, curriculum designers, and policymakers about the potential of role play as a valuable tool for enhancing speaking skills and promoting active learning.

### 3. Statement of Problem

The statement of the problem encompasses two main research questions:

How does a two-month role-play intervention for intermediate-level middle school students at Hello Languages improve speaking skill performance?

#### Sub-questions

- How does the role-play intervention impact the performance of students in terms of fluency, accuracy, and complexity in spontaneous oral production?
- What are the specific improvements observed in students' speaking skills following the role-play intervention?
- How does the role-play technique contribute to students' engagement and motivation in learning English as a Foreign Language (EFL)?

## General Introduction

---

- What are the perceived benefits and challenges associated with incorporating role play in the language learning curriculum at Hello Languages?
- How do the findings from this study align with existing research on the effectiveness of role play in improving speaking proficiency in private school settings

### Hypotheses

In an attempt to answer the above-mentioned research questions, we hypothesise the followings :

The implementation of a two-month role-play intervention at Hello Languages will lead to a significant improvement in the speaking skills of intermediate-level middle school students.

- Following the role-play intervention, students will demonstrate increased fluency, accuracy, and complexity in their spontaneous oral production.
- The role-play technique will have a positive impact on students' engagement and motivation in learning English as a Foreign Language (EFL).
- Participants in the role-play intervention will report benefits such as enhanced confidence, increased enjoyment of language learning, and improved communication skills.
- The findings from this study will align with previous research, indicating that role play is an effective method for improving speaking proficiency in private school settings.

### 4. Motivation

The rationale for this study is rooted in the recognition that effective communication in English requires proficiency in speaking, which is a fundamental language competency. However, many students face challenges when it comes to practicing speaking in front of others, and traditional teaching methods may not always effectively promote engagement and motivation.

The study aims to investigate the effectiveness of the role-playing technique as a pedagogical tool for enhancing speaking proficiency in EFL students. Role-playing has been

## General Introduction

---

identified as a productive and enjoyable method of learning, wherein students can develop their speaking skills by engaging in realistic and engaging communicative situations. These role-play activities provide students with a supported and immersive environment to practice and improve their speaking skills.

By conducting the study at Hello Languages, a private school in Ghardaia, the researchers aim to provide evidence for the effectiveness of role-playing in improving fluency, accuracy, and complexity in spontaneous oral production among intermediate-level EFL students. The study seeks to contribute to the existing knowledge base and highlight the benefits of incorporating role-playing techniques in language classrooms.

### 5. Methodology

This research utilized a mixed-methods approach to investigate the effectiveness of a two-month role-play intervention in enhancing the speaking skills of intermediate-level middle school students at Hello Languages. The study incorporated both quantitative and qualitative data collection methods to provide a comprehensive understanding of the research questions.

- **Participants**

The participants in this study were 40 students enrolled in first and second-year middle school classes at Hello Languages, a private school in Ghardaia. The sample was selected through purposive sampling, considering factors such as English proficiency level and willingness to participate in the role-play intervention. The participants were evenly distributed between genders and varied in their language learning backgrounds.

- **Data Collection**

Pre-test and Post-test: To measure the impact of the role-play intervention on speaking skills, a pre-test and post-test were conducted. The tests assessed participants' fluency, accuracy, and complexity in spontaneous oral production. The tests consisted of individual speaking tasks, such as describing a picture or engaging in a simulated conversation, and were audio-recorded for later analysis.

- **Observation**



## General Introduction

---

Throughout the two-month intervention period, the researcher observed and documented the participants' engagement, interactions, and progress during the role-play activities. Field notes were taken to capture qualitative data related to student engagement, motivation, and communication strategies employed during the role-play sessions.

- **Data Analysis**

Quantitative Data Analysis: The quantitative data collected from pre-test and post-test assessments were analyzed using statistical techniques. Paired t-tests or non-parametric tests were conducted to determine if there were statistically significant differences in the participants' speaking skills before and after the role-play intervention.

- **Qualitative Data Analysis**

The qualitative data obtained from observations and questionnaires were analyzed thematically. The field notes from observations were coded to identify recurring themes related to student engagement, motivation, and communication strategies. The responses from the questionnaires were also analyzed thematically to identify common patterns and themes.

- **Limitations**

Several limitations should be considered in this research. Firstly, the sample size was relatively small, limiting the generalizability of the findings to a larger population. Additionally, the study was conducted in a specific private school setting and focused on middle school students, limiting the generalizability to other age groups or educational contexts. The short duration of the intervention may have also limited the assessment of long-term effects. Finally, external factors such as individual motivation or prior language learning experiences were not controlled for, potentially influencing the observed outcomes.

- **Ethical Considerations**

Ethical guidelines were followed throughout the research process. Informed consent was obtained from the participants and their parents/guardians. The participants were assured of the confidentiality and anonymity of their responses. Data collection and analysis were conducted in compliance with relevant ethical standards and institutional guidelines.

## 6. Structure of the Dissertation

This dissertation includes two main parts: theoretical and practical. The theoretical part consists of two chapters. Chapter One provides a comprehensive definition and understanding of speaking as a language skill. It explores the key components of speaking, such as fluency,

## **General Introduction**

---

accuracy, and complexity, and discusses the importance of speaking proficiency in language learning. Chapter Two presents an overview of role play as a technique for enhancing speaking skills, specifically in the context of private schools. It discusses the theoretical foundations of role play, its benefits for language learning, and its applicability in improving speaking proficiency. Relevant research studies and literature on role play in private school settings are also reviewed. The practical part contains one main chapter. It focuses on describing the methodology used in the research. It outlines the research design, participants, data collection instruments, and procedures. The tools employed in this study include observation, pre-test, and post-test for the students at Hello Languages, a private school. The practical part of the dissertation provides a detailed account of how the role play intervention was implemented, the data collection process, and the analysis of the results.

### **7. Limitation of the Study**

The study has several limitations that should be taken into consideration:

- **Sample Size:** The study was conducted with a relatively small sample size of only 40 students. While efforts were made to ensure representativeness, the findings may not be fully generalizable to a larger population. Further research with a larger and more diverse sample would provide a broader perspective on the effectiveness of role play in improving speaking skills.
- **Generalizability:** The study was limited to the context of Hello Language School and specifically focused on first and second-year middle school students. The findings may not be applicable to other age groups or educational settings. It is important to consider the specific characteristics and context of the participants when interpreting the results.

## General Introduction

---

- Duration: The research intervention was implemented over a two-month period. While this timeframe allowed for some assessment of the short-term effects of role play, it may not capture the long-term impact on speaking skills. Future studies could consider longer intervention periods to examine the sustainability of the observed improvements.
- Measurement Tools: The study utilized observation, pre-test, and post-test measures to evaluate the impact of role play on speaking skills. While these tools provide valuable insights, they may not capture the full range of factors that influence speaking proficiency. Including additional measures, such as self-assessment or qualitative feedback, could provide a more comprehensive understanding of the participants' experiences and progress.
- External Factors: The study did not account for potential external factors that may have influenced the participants' speaking skills, such as individual motivation, prior language learning experiences, or extracurricular language practice. Future research could consider controlling for these variables to isolate the specific effects of role play on speaking proficiency.

### 8. Definition of Terms

#### Definition of speaking

- Speaking is a productive and active skill according to H.G Widdowson (1978): 'Speaking is active or productive and makes use of oral medium' (p.58).

#### Definition of Role- play

Accordingly, VanMents (1999, p. 04) States that 'The idea of role-play, in its simplest form, is that of asking someone to imagine that they are either themselves or another person in a particular situation. They are then asked to behave exactly as they feel that person would'.

#### Fluency

## **General Introduction**

---

Richards and Schmidt (2002) declare that ‘the features which give speech the qualities of being natural and normal’ (Richards, 2002, p. 222).

### **Accuracy**

Richards and Schmidt (2002) argued that ‘Accuracy, which refers to the ability to produce grammatically correct sentences’ (p. 223).

### **Pronunciation**

Pronunciation is the production of a sound system which does not interfere with communication either from the speakers ‘or the listeners’ viewpoint (Paulston and Burder, 1976).

# **CHAPTER ONE**

## **Understanding the Speaking Skill and its Importance**

- 1.1. Introduction
- 1.2. Definitions of speaking
- 1.3 Basic Types of Speaking
- 1.4 Methods and Approaches
- 1.5 Characteristics of Speaking Skill
- 1.6 General Problems
- 1.7 Strategies to Teach Speaking
- 1.8 Importance and Benefits of Developing Speaking Proficiency
- 1.9 Cultivating confidence in Speaking Abilities
- 1.10 Enhancing Accuracy and Fluency in Oral Communication
- 1.11 Conclusion

### 1 Introduction

Speaking is regarded as productive skills and is one of the four language skills along with reading, listening, and writing. speaking is « the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts » (Chaney,1998, P.13).

#### 1.2 Definition of speaking

According to (Brown, 2004): “speaking as a productive skill that can be directly and empirically observed; those observations are invariably coloured by the accuracy and effectiveness of a test-taker’s listening skill, which necessarily compromises the reliability and validity of an oral production test.”

speaking is “the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts.”(Chaney,1998, P.13)

According to Cole et al. (2007), “Speaking is essential a collaborative and interactive process. It is an exchange. We may finish each other's comments, interrupt, disagree with or extend what is said” (Cole, 2007, p.12).Frome what speaking is very important skill which helps students use to share their ideas and to transmit knowledge in effective way

#### 1.3 Basic types of speaking

##### 1.3.1 . Imitative speaking

At one end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence, while this is a purely phonetic level of oral production, a number of prosodic, lexical, and grammatical properties of language may be included in the criterion performance. We are interested only in what is traditionally labelled« pronunciation«, no inference is made about the test-taker’s ability to understand or convey meaning or to participate in an interactive conversation.the only role of

listening here is in the short – term storage of a prompt, just long enough to allow the speaker to retain the short stretch of language that must be imitated. (Brown, 2004, P141)

### **1.3.2 . Intensive speaking**

A second type of speaking frequently employed in assessment contexts is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships (such as prosodic elements – intonation, stress, rhythm, juncture). The speaker must be aware of semantic properties in order to be able to respond, but interaction with an interlocutor or test administrator is minimal at best. examples of intensive assessment tasks include directed response tasks, reading aloud, sentence and dialogue completion, limited picture –cued tasks including simple sequences, and translation up to the simple sentence level. (Brown, 2004, P141)

### **1.3.3 . Responsive speaking**

Responsive assessment tasks include interaction and test comprehension but at the somewhat limited level of every short conversation, standard greetings and small talk, simple requests and comments, and the like. the stimulus is almost always a spoken prompt (in order to preserve authenticity) with perhaps only one or two follow – up questions or retorts:

A-Mary:Excuseme, do you have the time?

Doug:yeah, Nine – fifteen

B-T: What is the most urgent environmental problem today?

S: I would say massive deforestation.

C-Jeff: Hey,Stef, how’s it going?

Stef: Not bad, and yourself?

Jeff: I ‘m good

Stef: cool, okay, got to go.(Brown, 2004. P141)

### **1.3.4. Interactive speaking**

The difference between responsive and interactive speaking is the length and complexity of the interaction, which sometimes includes simple exchanges and /or multiple participants. Interaction can take the two forms of transactional language, which has the purpose of exchanging specific information or interpersonal exchanges. Which have the purpose of maintaining social relationships.(In the three dialogues cited above, A and B were transactional, and C was interpersonal). In interpersonal exchanges, oral production can become pragmatically complex with the need to speak in a casual register and use colloquial language, ellipsis, slang, humour, and other sociolinguistics conventions.(Brown, 2004. P142)

### **1.3. 5. Extensive (monologue)**

Extensive oral production tasks include speeches, oral presentations, and storytelling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to non-verbal responses). Or ruled out altogether. Language style is frequently more deliberative (planning is involved) and formal for extensive tasks, but we cannot rule out certain informal monologues such as casually delivered speech (my vacation in the mountains, a recipe for outstanding pasta primavera, recounting the plot of a novel or movie)..(Brown, 2004. P142)

## **1.4 Methods and approaches**

### **1.4.1 Grammar Translation Method (GMT)**

In the first half of the nineteenth century, the grammar or translation method look off, this method is built on a series of in class exercises. The sequence begins with a concise statement of the rules, which is flowed by a lengthy vocabulary list meant to memorised. There are various translation tasks into the target language that are available to students in a



classroom setting. who are learning a foreign language using this method. The sequence begins with a concise statement to be memorised.

### **1.4.2 Direct Method**

The implementation of the grammar translation led to clearer understanding of the necessity for speaking competence as the primary goal of the teaching of languages. Thus, a novel method teaching foreign languages has been created, it is a direct method. The direct method supported developing an oral based technique but made the assumption that the language of the native speaker served as the model. Its focuses were very much on spoken language, which can be effectively achieved by paying more attention to pronunciation.

### **1.4.3. Audio-Lingual Method**

According to Johnson (2001,171) « Audiolingucism is a foreign language teaching method that shares many characteristics with reform methods yet has a clear identity of its own ». The usage of language laboratories, taps and tape recorders as fundamental aids to enhance speaking and listening has altered as a result of the attention dedicated to improving learner's speaking abilities. In the event that native speakers are not accessible, these tools are used. (Richards and Rodgers 1986. P93).

### **1.4.4 The communicative Approach**

An approach to teaching second or foreign languages is known as the communicative approach or communicative language teaching .CLT was created in part in response to the call from numerous prominent academics for a critical review of how foreign languages were taught .According to Harmer (2001) ,it was « a set of beliefs that included not just an analysis of what components of language to teach but also a change in the emphasis on the delivery of the material (84) «because listening is an active skill just like speaking , learners must be driven by communication goals .( little wood,1995,p67).

### 1.5 .Characteristics of speaking skill

#### 1.5 1. Pronunciation

(Abbas, 2016) Cook (1996 as cited in pourhoseinGilakjani, defined pronunciation as the production of English sounds. Pronunciation is learnt by repeating sounds and correcting them when produced inaccurately. When learners start learning pronunciation, they make new habits and overcome the difficulties resulting from the first language. According to Yates (2002 as cited in Pourhosein Gilakjani,2016), pronunciation is the production of sounds that is used for making meaning.

Pronunciation is the production of a sound system which doesn't interfere with communication either from the speakers 'or the listeners' viewpoint (Paulston and Burder ,1976). Pronunciation is the way of uttering a word in an accepted manner (Otlowski,1998). Furthermore, Richard and Schmidt (2002) defined pronunciation as the method of producing certain sounds.

#### 1.5. 2. Intonation

Intonation is the melody of the sentence. Intonation is created by changes in the pitch of the voice (the voice goes higher and lower, remains on the same level, rises or falls) by sentence stress (strong stress on important words, weak stress on less important words).and by rhythm (stressed syllables occur at more or less equal intervals). The most important functions of intonation are to distinguish types (statements, questions, commands, requests).

Intonation patterns serve to actualize syntagms in oral speech. It may be well to remind you here that the syntagm is a group of words which is semantically and syntactically complete.(Rana, 2018. P45)

WEB of school

The function of intonation in the English language

Ranazulfugarova published 12 JUNE 2018

### 1.5. 3. Accuracy

Richards and Schmidt (2002) argued that ‘Accuracy, which refers to the ability to produce grammatically correct sentences’ (p.223).

Richards, J. C., & Schmidt, R. (2002). Dictionary of language teaching & applied linguistics (3rd ed.). London: Longman.

Accuracy think that grammar is only important for written communication, but it actually includes a wide range of topics that are pertinent to spoken language, like verb tenses and sentence structure. Grammar helps EFL learners and instructors convey knowledge in a way that the listener can understand the speech.

### 1.5. 4. Fluency

Richards and Schmidt (2002) declare that ‘the features which give speech the qualities of being natural and normal’ (Richards. 2002. p.222).

Students shouldn’t need to be corrected during fluency exercises since they use English naturally to learn the language and do not pay attention if they make mistakes.

## 1.6 General Problems

One important skill that foreign language learners must master when learning English is the ability to speak fluently in everyday or formal contexts. Students face various problems when mastering speaking skills. According to Ur (1991), the following problems are commonly encountered by students when mastering speaking skills:

### 1.6.1 . Inhibition

Learners often feel inhibited and struggle to express themselves in a foreign language in the classroom. They may be worried about making mistakes and fear criticism from their

## CHAPTER ONE

---

peers. This includes the fear of making mistakes, losing face, and criticism, as well as shyness.

### 1.6. 2. Nothing to say

Even if learners are not inhibited, they may struggle to speak because they lack motivation or do not have anything to say. Lack of ideas: Learners may have difficulty finding motives to speak, formulating opinions, or making relevant comments

### 1.6 3. Low or uneven participation

In the classroom, talkative or brilliant students may dominate the discussion, leaving other students with little opportunity to speak and practice their skills.

### 1.6. 4. Mother tongue use

Learners may feel more comfortable using their mother tongue in the classroom to share their thoughts and ideas about the subject matter, which can hinder English language learning. This is particularly common in less disciplined or less motivated classes, as learners may find it easier or more natural to express themselves in their native language.

To address these problems, teachers can use strategies such as creating a safe and supportive learning environment, providing interesting and relevant topics for discussion, encouraging equal participation, and providing feedback that emphasizes improvement rather than errors. Additionally, using techniques such as pair and group work, role-playing, and games can help to increase learners' speaking confidence and motivation.(Richards. 2002. p.222).

Represent types of problems

Type of problems	Branches
Personnel problems	Nervous

## CHAPTER ONE

	Lack of confidence anxiety hesitation
Social problem	Fear of criticism/ insult from the peer Fear of committing mistake Fear of correct pronunciation
Linguisticproblem	Problem in choosing an appropriate word Problem in fluency Mother tongue comes first in mind Problems in using appropriate grammatical patterns
Environnemental problems	Teaching method Classroom interaction Institutional system

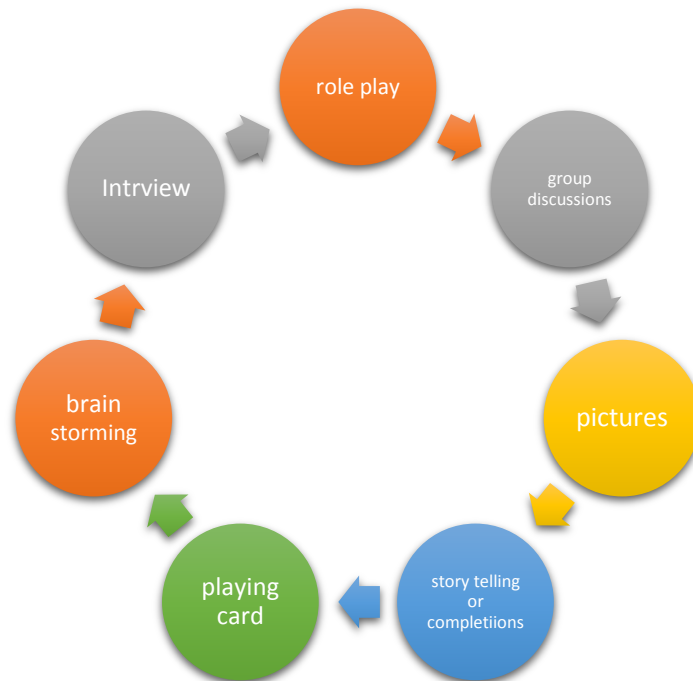
### 1.7 Strategies adopted in teachingspeaking

Teaching speaking to learners can be rewarding, as younger learners are less self-conscious than older learners (Phillips, 1993). However, it can also be challenging as learners must master vocabulary, pronunciation, sentence structure, and function in order to effectively communicate in English. To address this, teachers should use the latest techniques and strategies to create more interest among learners. They should select appropriate materials that involve learners in speaking activities and encourage them to participate actively in pairs or groups. This allows EFL/ESL learners to share their thoughts and ideas with their peers, develop their knowledge, and increase their self-confidence, all of which are vital to developing their speaking skills. Ultimately, it is the responsibility of English teachers to guide learners in acquiring the necessary skills to improve their oral communication through

## CHAPTER ONE

---

the application of several novel techniques and approaches to teaching speaking skills in the EFL/ESL classroom.



**Figure N° 01. Strategies to teach the speaking skill**

### 1.7.1. Brainstorming

Is one of the best teaching techniques for teachers to enhance learners' oral communication skills enormously. In this strategy, students can produce ideas in a limited amount of time. Depending on the context, either individual or group brainstorming can be effective, and learners can generate ideas quickly and freely. One of the good characteristics of brainstorming is that students are not criticized for their ideas, which makes them more open to sharing new ideas.(Brown. 2004. P184)

### **1.7.2 . Storytelling**

Is a great technique for teachers to enhance learners' oral communication skills. In this technique, students are encouraged to tell their own stories or summarize a story they have heard previously. This activity helps students to develop their creativity and original thought, as well as their ability to express their ideas coherently. Moreover, storytelling helps students to understand the structure of a story, including the beginning, middle, and end, as well as the characters and the setting.

### **1.7 . 3. Picture**

One of the more popular way to elicit oral language performance at both intensive and extensive levels is a picture cuedstimulate that required a description from the test taker. Picture may be very simple, designed to elicit a word or a phrase, somewhat more elaborate and “busy” or composed of a series that tells a story or include

### **1.7. 4. Playing Cards**

In this game, students form groups of four. Each suit represents a topic. For instance, hearts represent relationships, spades represent unforgettable memories, diamonds represent future goals, and clubs represent hobbies. Each student in the group chooses a card, and then each student writes 4-5 questions related to the topic of their card, avoiding yes/no questions. The students then take turns asking their questions to the other members of the group. This activity promotes critical thinking, creativity, and communication skills.

### **1.7 5. Group discussion**

According to Badache (2011), “Group work is an instruction method where learners of different levels form small groups and work together towards a specific objective”. (Badach.2011)A conversation might be held for a variety of reasons after a lesson that is content-based. In their discussion groups, the students can seek to draw a conclusion, exchange viewpoints on a situation, or identify problems. It is crucial that the teacher

## CHAPTER ONE

---

establishes the goal of the discussion activity prior to the discussion. So that students don't waste time chit-chatting about topics that aren't important, the discussion points are pertinent to this goal in this way.

### Interviews

when oral production assessment is mentioned, the first thing that comes to mind is an oral interview: a test administrator and a direct face to face exchange and proceed through a protocol of questions and directive. The interview, which may be tape-recorded for re-listening is score on one or more parameters such as accuracy in pronunciation and or grammar, vocabulary usage fluency, sociolinguistic. (Brown, 2004. P167)

Students are able to interview a variety of people about specific topics. it is a good think for the teacher to provide the student with a rubric so they can aware of the kinds of questions they can ask and the general direction to take, students should also prepare their own interview questions. Each student has the opportunity to present their research to the class after interviews. Additionally, students can conduct interviews with one another and "introduce" their partners to the class. (Harmer. 1984. P132)

### 1.7. 6. Role Play

Students pretend they are in various social contexts and have a variety of social roles. In role-play activities, the teacher gives information to the learners such as who they are and what they think or feel. Thus, the teacher can tell the student that "You are David, you go to the doctor and tell him what happened last night, and".

### 1.8 Importance and Benefits of Developing Speaking Proficiency

Due to its crucial role in the teaching and learning of foreign languages, several researchers prioritized speaking skills in their studies. As Ur (1991) declares that, "of all the four skills [listening, speaking, reading and writing], speaking seems intuitively the most



important: people who know a language are referred to as speakers of that language, as if speaking included all other kinds of knowing” (Richards .2012. P120).

So, speaking is very important skill which helps students to use and to transmit knowledge and ideas in effective way. In addition, (Richards. 2012, p.21) summed up that In sum, the development of good speaking skills is no longer a bonus for language learners, but an essential aspect of their language-proficiency development because it has a direct impact on the personal and professional success of many of them.

It means that in order to develop students’ language-proficiency, it is an important aspect to develop their speaking skill because they have great effect on their success in learning the foreign language.

Language learning and teaching which involves producing, receiving and processing information”. Furthermore, Cheng(2007:99) states, “Effective communication takes more than the ability to talk. It likewise includes the use of one’s mental capacities in the choice of words and the ability to make other person understand what one is saying and vice versa”. Also Brown and Yule(1983) assert, «Speaking is the skill that the students will be judged upon most in real life situations” (Cora.L 2000. P23)

### **1.9 Cultivating confidence in speaking abilities**

#### **1.9. 1. Confidence**

Is the ability that every student should gain in order to speak without any fear, many students lost lack of confidence to speak in front of people or communicate with others, that’s why confidence is very effective way. According to Murray (2006) argued that « Confidence is defined in my dictionary as firm trust if you are confident about something, you don’t worry about its outcome, you just take it for granted that it will go well ».(Murray.2006.P53).

Which mean that confidence is the trust that everything is going to be well or great. According to Lawrence (2006) defined self-confidence as « Confidence, which is basically a

set of beliefs about your talents and capabilities »that's why each student should believe in himself that he has abilities that he can give more and can speak well and share his ideas. Speaking skills are talents that allow people to communicate effectively with others and carry messages. Speaking abilities maybe used in professional situation when presenting presentations, collaborating with colleagues on a project, or posing inquires to superiors. Here's some aspects of speaking skills that might consider cultivating:

### **1.9. 2. Interpersonal communication**

The capacity to change one's vocabulary, tone of voice, facial expressions, and body language depending on the person they are communicating with is known as interpersonal communication.

### **1.9 3. Active listening**

Active listening involves showing as interest in what the speaker is saying by verbal gestures and non-verbal signs like eye contact, head madding, and smiling. This is crucial since it could be necessary to listen to and respond to audience queries after you give you give your presentation.(Preston. 2001. P52)

### **1.9. 4. Persuasion**

The capacity to persuade people through language to take the desired course of action such as to make an investment or adopt a new operational process.

### **1.9 5. vocabulary proficiency**

This is an effective speaking ability because your choice of words can increase the audience's comprehension of you message your professional. (Lawrence. 2006. P41)

### **1.9. 6. How to be-come confident in speaking**

According to some experts in order for students to build and developedtheir self-confidence, likeCarnegie(1956,p.15) who suggested that:

a/- Students: should practice having a strong desire to continue to grow their confidence .

b/- Students should prepare in advance what they are going to speak about.

c/- Be certain and show your fear.

d/- Practice is effective because failing to do so will result the lack of confidence.

Preston(Carnegie. 2001 P.14) in the other hand pointed out that students should develop their self-awareness before they build their confidence he suggests the following points:

a/- Declare your purpose to be self-assured and make a commitment to changing and becoming confident.

b/- Change your perspective, and you should also alter your passive attitudes and beliefs.

c/-Think of yourself as a confident student and use your creativity.

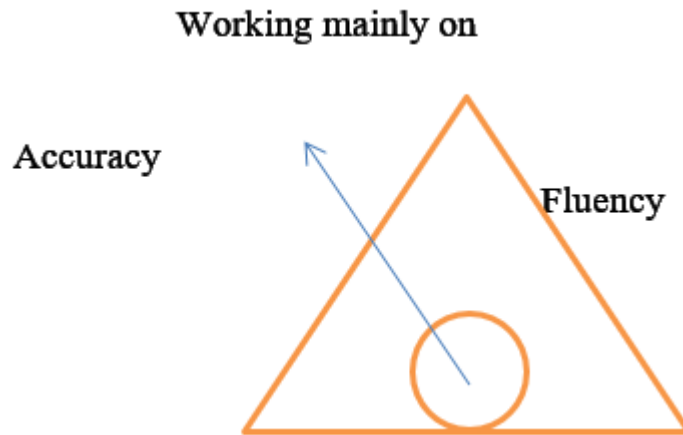
d/-Act as though you are already at ease, by speaking and acting with assurance, you will grow more at ease. (Carnegie. 1956. P130)

### **1.10 Enhancing accuracy and fluency in oral communication**

Before knowing how to enhance fluency and accuracy we need to know what is meant by fluency and accuracy. Speaking fluently is the most difficult challenge in learning a language. Fluency is the ability to speak language and communicating ideas easily and well without hesitation and making pauses.

As Hedge (2000) claimed that “fluency means responding coherently with the turns of the conversation, linking words and phrases using intelligible pronunciation and appropriate intonation, and doing all this without undue hesitation”.(Lawrence. 2006. p.261)

while Accuracy is the ability to produce grammatically correct sentences and it focuses on the correct use of grammar and vocabulary and other skills. Richards and Schmidt (2010) argued that “.... accuracy, which refers to the ability to produce grammatically correct sentences” (Lawrence. 2006. p.223)



**Figure N° 02. Accuracy/fluency switch (Scrivener, 2005, p.160)**

Scrivener (2005) likens fluency and accuracy to switch inside the head of the speaker working mainly on fluency and working mainly on accuracy. This switch changes its setting according to stages and the type of activities.

Enhancing both of them requires practice and targeted efforts in the same time it take time and by incorporating these tips in the learning routine and seeking opportunities to practice speaking it can make significant progress in the oral communication. Here are some tips can help improve both fluency and accuracy. (Richards & Schmidt, 2010. P223)

### **1.10 .1.Practice speaking regularly**

The more you speak the more comfortable you become with expressing yourself. Engage in conversation with others, participate in language exchange programs, or join conversation clubs to get regular speaking practice.

### **1.10. 2. Focuses on fluency first**

When practicing, prioritize fluency over accuracy initially. Don't worry too much about making mistakes or using perfect grammar, the goal is to develop a smooth and confident flow of speech.

### **1.10. 3. Listen and mimic native speakers**

Pay close attention to the pronunciation, intonation, and rhythm of the native speakers. Mimic their speech. Listening to podcasts, watching movies, and engaging with native speakers can help improving your overall fluency.(Hedge. 2000. P160)

### **1.10. 4. Seek feedback**

Ask native speakers or language instructors to provide feedback on your speaking. They can point out areas where you need improvements and provide guidance on how to enhanceour accuracy and fluently.(Scrivener.2005. P160).

### **Conclusions**

Finally, speaking becomes a challenging task in the learning of foreign language. So, in addition to other skills, speaking should be one of the basic curriculum designs of foreign language learning and teaching. We have tried through this chapter to highlight some basic elements concerning the speaking skill. Moreover, this chapter emphasizes on the types and the activities of speaking which can help the students to be confident speakers of foreign language without forgetting the roles of the teachers in the learning process.

# **CHAPTER TWO**

## **Role Play as a Dynamic Tool for Enhancing Speaking Skills**

- 2.1. Introduction
- 2.2 Definition of Role Play.
- 2.3 Types and Variations of Role-Play Activities
- 2.4. The Implementation of Role Play in teaching Speaking
- 2.5. Advantages and Effectiveness of Role- Play in Developing Speaking Skills
- 2.6. Potential Challenges and Limitations of Using Role-Play in Teaching Speaking Skills
- 2.7 . Role-Play for Real – World Situations
- 2.8. Role-Play and Communication
- 2.9 . Adapting Role Play Activities for Different Levels
- 2.10 Conclusion

## CHAPTER TWO

---

### **2. Introduction**

Role Play is a technique for playing out certain ways of behaving or pretending to be other individuals in unfamiliar settings. Role play encourages students to practice their speaking skill. In this case, when students assume a “Role”, they play a part (either their own or somebody else) in specific situation. “Play” means that is taken on in a safe environment in which students are joyful and playful as possible.

#### **2.1. Definition of Role Play**

The Role-play can now lead into a number of possible writing tasks: a segment of the dialogue, newspaper report on the decision, letters to the newspaper, posters and newsletters from the anti-task campaign, etc. Two things can be added to this description:

Firstly, the teacher could make the role–play a whole –class activity by having all the students act out a public meeting with many speakers. This might be very enjoyable but would cut down on the amount of speaking time for each individual. But it would at least make the voting sessions at various stages of the meeting (Harmer, 1998, p. 93).

According to Larsen freeman (2000, p. 68) role play method is very important in the communicative approach because they give learners an opportunity to practice communicating in different social context and different social roles.

According to Ladousse (1997, p. 4), role play method is use different communicative techniques and develops fluency in the language, promotes interaction in the classroom and increases motivation. Larsen-freeman, Dian.(2000).

#### **2.2 Types and Variations of Role-Play Activities**



## CHAPTER TWO

---

Role play has two kinds of forms (Byrne, 1986, p. 115). Those are scripted and unscripted forms of role play. The first one, scripted role play, is type involves interpreting either the textbook dialogue or reading text in the form of speech. The main function of the text after all is to convey the meaning of language items in a memorably way (Byrne, 1986, p. 122). In line with Byrne (ibid), Harmer (2001, p. 271) states that the students perform a role based on the dialogue in the script. And it has two types fully and semi scripted. An example of scripted role play:

**Tourist:** Hello. Is this Charisma Tour and Travel Agent?

**Agent:** That's right. Can I help you?

**Tourist:** Well, I would like to order two tickets for tour to Bromo for this month.

Could I order the tickets?

**Agent:** Okay, I will process your order. I will inform you later. Can you give your personal email?

The second type or forms is non **scripted** or **unscripted role play** which is different from scripted role play. It is opposite with another. In the unscripted role play, the students are not depending on the script. The students have to decide what language to use and how the conversation should be developed by them in order to do this activity, a good preparation from the teacher and the students if really necessary.

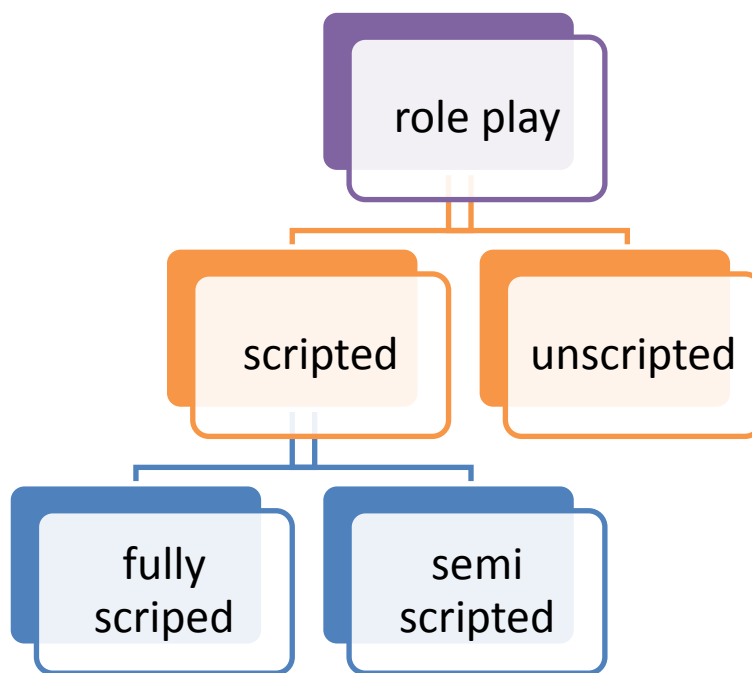
An example of procedure in the unscripted role play as follows. Student A be a tourist: She/he asks the direction the gate of Prambanantemple.

Student B be a tour guide: She/ he gives the direction by showing the map.

To bring out this idea, the teacher should discuss with the students and divides the class into group-work (in pairs or in groups). The teacher gives some situation and she/he give a role to each of the students. Then the students play the role based on their section.

## CHAPTER TWO

---



**Figure N° 03. Type of role play**

In addition, the teachers can choose one of the types of role play. They can select just one type, scripted or unscripted types which are appropriate with students' requirement. Scripted role play is usually used by the students in the beginner levels, because it is more easily than the one. As well as, unscripted forms used by the upper-level students, because this one is more complex and difficult in the applying it.

### **2.3. The Implementation of Role Play in teaching Speaking**

Huang (2008) applies six major steps in the procedure for the role play activities in her classes. Those are:

- Deciding on the teaching material
- Selecting situations and create dialogs
- Teaching the dialogs for role plays
- Having students practice the role plays
- Having students modify the situations and dialogs,
- Evaluating and checking students' comprehension

## CHAPTER TWO

---

In addition, Manorom and Pollock (2006) also suggested the following steps for implementing a role play. he described as follows. Briefing stage, in this case, the students get more information about the role-play clearly.

They understand about the roles are, and also, they can establish relationship boundaries among the students the next is interaction stage. It is a chance for students to assume their roles and develop relationship with other students. It should reflect the real-life situation that the role-play is simulating and may require detailed instructions for the action of different stake-holder

the last step is debriefing stage. It is the most important element in role play.

The students come out the roles fully for the debrief session so that they might reflect on their role and others objectively  
example about how role play work

Interview practice: Students might act as the interviewer or the interviewee in order to practice for career interview.

- **Counseling:** Students might take on the role of family therapist whose patient has addicted to committing a crime while they practice for clinical practice.

- **Teaching:** Students can role-play the teacher and the student, the administration and the student, or the teacher and a parent in order to get ready for a job fair.

### **Role-play conversation example:**

**Mohammed:** what do you want to be in the future?

**Amine:** Well, I want to be a pilot.

**Mohammed:** Why is that?

**Amine:** So ,I can fly an airplanes and travel all over the world.

**Mohammed:** That sounds like fun.

**Amine:** Yeah, what about you?

## CHAPTER TWO

---

**Mohammed:** I want to be a police officer so I can protect people.

**Amine:** Yes, That's a great job.

**Mohammed:** Oh, thank you. you too.

In this example, Mohammed and Amine are role-playing future career goals. This type of role-play can be useful in language learning classes as it provides a practical and interactive way for students to practice their speaking skills and learn vocabulary related to different careers.

### **2.4. Advantages and Effectiveness of Role- Play in Developing speaking skills**

Role play is an effective technique to develop student's speaking skill as it provides sample opportunities to the students to take roles of different persons. Several studies have been carried out to find the different aspects of role play techniques in EFL classrooms.

According to Cornett (1999) shows that students improve fluency in language and oral interaction skills, beside the use of language of the body during face-to-face communication when they are participated in role play techniques. The technique are especially fundamental for students learning a foreign language who may not often speak English at home because those students are eager to use the language and then improve their fluency and speaking with the chance to participate in role play Role-play is simply required to play the other roles in same way, they think about how other roles may behave.

as a result, role play can be clearly understood of many aspects like reactions, values ,role play can be clearly understood of many aspect-like reactions, values, feelings, and attitudes of the person in the same.

Meents (1999) mentions a lot of areas where role play could be used. For testing linguistic ability, he said it could be done by devising scenes of everyday life, in a particular those situations which make use of the vocabulary to be learnt, the students can be

## CHAPTER TWO

---

encouraged to use language in a free and interesting way. He also noticed that one is using language and other ways of communicating and for that reason learning became ‘an integral part of the task’. About role-play Meents claimed that it expresses hidden feelings, students can discuss private issues and problems, enables students to empathize with others and understand their motivation. (Binod Neupa.2018. P13)

### **2.5.Potential challenges and limitations of using role-play in teaching speaking skills**

The play –acting, the lack of grammar work, chaos in the classes, and lack of chances to play a part are the major challenges in applying role-paly in language classroom. One of the main challenges in the application of role-play in higher education includes the lack of availability of ample class time with students (Zaidi et al.,2017). Limited access to resources can also act as a challenge in the successful application of role-play as it requires access to resources including photocopies, access to computers and the internet. The role-play activity should be clearly tied to the learning objectives of the course in order to be aligned to the demand of the curriculum Moreover certain students may not be willing or possess the skills to participate, while more charismatic students are more skilled in role-play and not in the learning engagement. Students need to be allowed to exercise their free will with respect to the direction in which the roles will evolve (Yen, Hou and Chang,2015.P552)

### **2.5. Role-play for real –world situations**

« Role play is a way of bringing situations from real life into the classroom » (Doff .1990, p.232)

In role playing, students must create a character, a context, or both to enhance a conversation. The back drop is typically predetermined, but the dialogue is developed by the

## CHAPTER TWO

---

students as they go. (Doff,p.232). The cue card variety of conversations could also go under the general heading of role plays because this is different from reading a dialogue aloud.

### **2.7. Role-play and communication**

#### **2.7. 1. listening and attention**

Students who develop plans, discuss ideas, and play out roles demonstrate an awareness of the needs of their listeners.

#### **2. 7. 2. Speaking**

As they converse with one another, students gain self-assurance and communication skills. Students use past, present, and future tenses of speech to describe their characters while they are playing. They relate the behavior they are exhibiting to concepts or occasions.

#### **2. 7. 3. Self-confidence and self-awareness**

Students talk about their ideas for games, how to set them up, and their responsibilities, they collaborate and modify their behaviors collectively. Through role playing, social skills and confidence foster.

#### **2.7. 4. Managing feelings and behavior**

Students act both good and bad motions and experiences. In many situations, they act their own and other people's actions.

#### **2.7. 5. Making relationships**

Students develop their ability to take the lead and to follow other's direction. When planning their games, they take each other's suggestions into consideration, students can better understand other people's perspectives thanks to role play.

#### **2.7. 6. The world**

Students display their understanding of many contexts as they construct up role-playing scenarios. Students are often seen building various types of dwellings.

### **2.8. Adapting role play activities for different levels**

## CHAPTER TWO

---

Is crucial to ensure that all participants can engage and benefits from the activity. Here are some strategies for adapting role play based on proficiency level:

### **2.8. 1. Simplify language**

For lower proficiency levels, simplify the language used in role play. Use basic vocabulary and sentence structures that align with the participants language abilities. Avoid complex idioms, slang, or advanced grammar structures that may hinder understanding

### **2.8. 2. provide scripts or sentence starters**

Offer scripts or sentences starters to guides participants in their role play. this can serve as prompts to help them initiate conversation and provide a structure to follow. Scripted can be especially useful for beginners nor those who lack confidence in generating language spontaneously

### **2.8. 3. Incorporate Visual Aids**

Use visual aids such as pictures, props or cue cards to support comprehension and facilitate communication. It can help participants better understanding the scenario and provide visual prompts to spark dialogue

### **8. 4. Adjust role complexity**

Consider the complexity of the roles assigned to participants. For lower proficiency levels, provide simple role with fewer lines or responsivities. As proficiency increases, gradually introduced more challenging roles that require more extended .

### **2.8. 5. Scaffolds language:**

Provide support during the role play by offering sentence frames, vocabulary lists, or useful phrases related to the topic. Scaffolds language helps participants structure their communication and gives them confidence in expressing themselves

### **2.8. 6. Incorporate language feedback**

## CHAPTER TWO

---

After each role play, provide constructive feedback on language use, pronunciation, grammar, and vocabulary. Offer suggestion for improvement and encourage participants to reflect on their performance and set language learning goal

### **Conclusion**

The teaching-learning process benefits greatly from the use of role-playing games. It improves the effectiveness of teaching and learning. By placing them in the position of a decision maker who must decide on a policy, resource allocation, or other outcome, role playing is a learning structure that enables students to apply content right away.



# **CHAPTER THREE**

## **Methodology & Data Collection**

- 3.1. Introduction
- 3.2 Sample
- 3.3 The School
- 3.4. Data collection
- 3.5. Observation instrument
- 3.6 Tests instrument
- 3.7. Description of the Test
- 3.8. Data analysis
- 3.9. Discussion of the findings

# CHAPTER THREE

---

## 1. Introduction

The objective of this chapter is to investigate the effectiveness of role play techniques and strategies in assisting English as a Foreign Language (EFL) learners who face difficulties in speaking English within the classroom setting. The study involved observing students' performance and analysing the techniques employed by the teachers in the school. The observations primarily focused on the teachers' methods, which encompassed areas such as pronunciation, grammar, fluency, intonation, and identifying mistakes. Additionally, the study involved a comparison and assessment of two groups: an experimental group and a control group.

The experimental group received instruction and practice using role play techniques, while the control group followed a traditional teaching approach without the incorporation of role play. By comparing the performance of the two groups, the study aimed to determine the impact of role play on the speaking skills of EFL learners.

The observation process allowed for the collection of data on various aspects of students' speaking performance, including their ability to articulate ideas, maintain fluency, use appropriate grammar and vocabulary, and convey meaning effectively. The techniques employed by the teachers, such as providing feedback and guidance during role play activities, were also examined.

The findings from this study will contribute to the understanding of the benefits and effectiveness of role play in improving EFL learners' speaking skills. The analysis of the observations and the comparison between the experimental and control groups will provide insights into the specific aspects of speaking that can be enhanced through role play, as well as the overall impact on students' language proficiency.

## CHAPTER FOUR

---

### 3.1. Sample

The research conducted in Ghardaïa, Metlili involved selecting a sample of students from a language school. Specifically, the chosen sample consisted of 40 students from the first and second levels of middle school, divided into two groups. This selection was made based on the students' eagerness to learn and develop their English language skills. The researcher implemented the role play technique as a means to enhance their language practice, with a particular emphasis on improving their speaking skills.

The sample size of 40 students was determined based on feasibility and practicality, considering the available resources and time constraints of the study. While this sample size may limit the generalizability of the findings to a larger population, it allows for a focused analysis of the impact of role play on the speaking skills of EFL learners within the specific context of the language school.

The selection of students from the first and second levels of middle school aims to capture learners at a similar proficiency level and age range, providing a basis for meaningful comparisons between the experimental and control groups. This approach allows for a targeted investigation into the effectiveness of the role play technique in improving speaking skills among EFL learners within the middle school setting.

It is important to acknowledge that the sample selection process may introduce some limitations to the study. The findings may not be representative of all EFL learners or other educational contexts. Additionally, factors such as prior exposure to role play or individual differences in language proficiency and motivation could influence the outcomes.

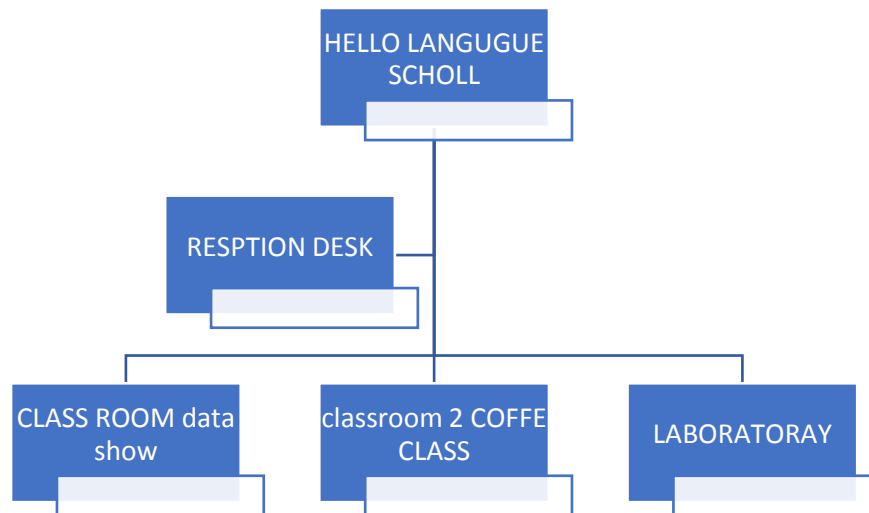
However, despite these limitations, the chosen sample size and focus on a specific population enable a detailed examination of the effectiveness of role play in enhancing speaking skills among EFL learners in the given language school context. The findings can provide valuable

## CHAPTER FOUR

insights for language educators and researchers seeking to optimize language learning strategies and interventions for similar populations.

### 3.2. The School

As for future plans, the school is considering the possibility of expanding its operations beyond the current state boundaries by opening additional sections in other locations.



**Figure N° 04. Represent**

The study was conducted at Hello Languages, an Algerian private school located in the cities of Ghardaia and Metlili. The school was founded in 2016 by Safia Ben Ano, an experienced English language teacher with 10 years of expertise in communication and English speaking. Hello Languages operates in two locations and has gained a reputation for its innovative teaching methods and exceptional results.

The school employs a team of nine teachers who undergo continuous professional development to enhance their teaching skills. The training courses are facilitated by a language specialist, and Safia Ben Ano actively oversees the training process. This commitment to ongoing teacher development ensures that the instructors stay updated with the latest language teaching approaches and methodologies.

## CHAPTER FOUR

---

Hello Languages adopts an innovative teaching methodology that deviates from traditional approaches. The school integrates technology to enhance the learning experience, and the curriculum focuses on the development of all four language skills, with particular emphasis on listening and speaking. This learner-centered approach aims to create an engaging and immersive environment for students to improve their language proficiency.

While Hello Languages offers a wide range of languages, including English, French, Russian, Turkish, German, Spanish, and Korean, English, French, and German are considered the primary languages taught at the school. The school welcomes students of all ages and levels, starting from six years old. This includes pupils, students, employees, retirees, unemployed individuals, and housewives, catering to a diverse range of learners.

Although Hello Languages does not provide diplomas, it issues descriptive certificates that indicate the level of achievement attained by students. These certificates hold legal validity and can be included in employment resumes, showcasing the language skills acquired at the school. The flexibility of the school is reflected in its operating hours, as it remains open seven days a week, from Saturday to Friday, allowing for convenient scheduling options for students. To enroll in Hello Languages, students are required to submit a birth certificate, two photographs, and sign a pledge agreeing to abide by the school's regulations. These administrative requirements ensure a smooth enrollment process and adherence to the school's policies and guidelines.

## 3.3 Data collection

### 3.3. 1. Research methodology:

$$t_{obs} = \frac{\bar{X}_e - \bar{X}_c}{S(\bar{X}_e - \bar{X}_c)}$$

$$S(\bar{X}_e - \bar{X}_c) = \sqrt{\frac{S_e^2}{ne} + \frac{S_c^2}{nc}}$$

$$S_e = \sqrt{\frac{\delta (X - \bar{X}_e)^2}{ne - 1}}$$

$$S_c = \sqrt{\frac{\delta (X - \bar{X}_c)^2}{nc - 1}}$$

Where :

$\bar{X}_e$  :the mean score of the experimental group.

$\bar{X}_c$  :the mean score of the control group.

$S_e$ :the standard of deviation of the experimental group.

$S_c$ :the standard of deviation of the control group.

$ne$ :the number of subjects of the experimental group.

$nc$ :the number of subjects of the control group.

$X$ :the student's score.

$\alpha$  : 0,05(the most frequently used by researchers)

This dissertation employs a combination of qualitative and quantitative methods. The first method is qualitative, which involves class observation. The researchers observed the students' performance and the techniques employed by the teachers during the role-play activities. This qualitative approach allowed for a detailed understanding of the classroom dynamics and the effectiveness of role-play in improving speaking skills.

## CHAPTER FOUR

---

The second method is quantitative, specifically the use of a pre-posttest design. The researchers administered pre-tests and post-tests to the first and second-year students at Hello Languages in Metlili. The purpose of this quantitative approach was to measure the effectiveness of the role-play intervention by comparing the students' performance before and after the implementation of the technique.

To analyze the quantitative data, a statistical t-test was employed. The t-test is an inferential test that determines whether the difference between the means of two groups is statistically significant. In this case, the control group and the experimental group were compared using the t-test to assess whether the observed difference in speaking skill performance was a result of the role-play intervention or occurred by chance.

The t-test formula, as cited in Hatch and Lazaraton (1991, p. 261-262), was used to calculate the statistical significance of the results. The t-test allowed the researchers to determine whether the improvement in speaking skills observed in the experimental group was statistically significant and not merely a random occurrence.

### **3.3.2 Research Instruments**

In this dissertation, two main instruments were used to gather information: observation and assessment. The researchers relied on the existing observation and assessment practices of the school to identify the challenges faced by students in speaking English. These observations allowed the researchers to understand the specific issues, such as errors, grammar problems, fear of speaking, and lack of confidence, that students encountered when practicing their speaking skills. This served as a basis for emphasizing the importance of role play as a tool to encourage students to speak in front of others and improve their communication abilities. The focus of the role play activities was on speaking and listening skills, making it suitable for beginners, particularly the first and second-year middle school students.

## CHAPTER FOUR

---

The study took place over a period of two months at Hello Languages, a private school located in Metlili. The choice of a private school was made because of its extensive use of role play techniques and its conducive learning environment, characterized by moderate class sizes and well-prepared classrooms. The research sample consisted of 40 students, including 21 girls and 19 boys, aged between 12 and 14. The students were divided into two groups.

Throughout the two-month study, the researchers observed significant improvements in the students' language skills and their active participation in the role play activities. The researchers obtained permission from the teachers to capture supporting evidence for the study, including photographs and videos, to further illustrate the impact of role play on the students' speaking skills. These visual materials served as additional data to support the findings of the research.

### **3.4 Observation Instrument**

For the purpose of this study, classroom observations were conducted to closely monitor the teaching and learning process within the classroom setting. As researchers, data was collected through direct observation and recorded using an observation checklist and field notes. The observation checklist was specifically designed to gather information about the implementation of the planned techniques and procedures, as well as to capture the students' activities during the teaching and learning process.

The observation period extended from November 2, 2023, to April 15, 2023, spanning a duration of two months. The observations took place on Saturdays in the morning, with the experimental group observed from 08:30 to 10:00 and the control group observed from 10:00 to 11:30. The observed levels were the first and second years of middle school, with a sample size of 20 pupils in each group. The experimental group consisted of 8 boys and 12 girls, while the control group consisted of 11 boys and 9 girls. The observations were conducted at Hello Languages, a private school located in Metlili.



## CHAPTER FOUR

---

Hello Languages provided a well-prepared learning environment for the students, equipped with various resources and technology, such as data projectors and computers with headphones for listening exercises in the phonetics laboratory. The teacher responsible for both observed groups was Wafa Tarbago, who holds a master's degree in English literature from the University of Ouargla. The teachers at the school undergo training and follow a specific program provided by the school.

The teaching methodology at the school followed a structured sequence, which included reviewing the previous session, checking homework, providing hints about the new lesson through questioning or reading a paragraph, explaining the lesson, assigning tasks, and finally, correcting them. An example of a role-play session involved the teacher greeting the students, checking their previous homework, asking questions related to the lesson (in this case, a conversation between a doctor and a patient), and presenting the lesson using a PowerPoint presentation.

The teacher engaged the students by assigning them to perform the dialogue between the doctor and the patient at their desks. Subsequently, a boy and a girl were selected to present the dialogue in front of their classmates, allowing for repetition and correction of any mistakes. The students displayed enthusiasm and willingness to participate. In the private school setting, the entire session was dedicated to role play without any specific conditions. The teacher effectively managed the class and addressed disruptive behavior by having students stand at the back of the class. When necessary, the students' mother tongue was utilized by the teacher, considering their beginner level in the experimental group.

In the control group, the teacher was instructed to use a traditional teaching method for the purpose of comparison with the effectiveness of role play. During the sessions, the teacher

## CHAPTER FOUR

---

utilized textbooks, handouts, pictures, and the board as teaching materials. The focus was on developing the four language skills: speaking, reading, writing, and listening. While students were encouraged to participate and share their ideas, certain sessions lacked student engagement, and the pace of the lesson felt slow, resulting in feelings of boredom and lack of motivation. However, in specific sessions, students showed interest and excitement in understanding and participating in the lesson.

All observations were carefully documented using the checklist to record the findings and gather data for analysis.

### **3.5 Tests Instrument**

In this study, the testing instrument used consisted of pre-tests and post-tests administered to both the experimental and control groups. The purpose of the pre-tests was to identify any existing issues, assess the students' baseline knowledge, and determine their initial level of proficiency in speaking. This allowed for the identification of areas of weakness or challenges that needed to be addressed. The pre-tests provided valuable insights into the students' initial speaking abilities, which guided the implementation of the role play technique.

After the role play technique was implemented, a post-test was conducted to evaluate the impact and effectiveness of the intervention. The post-test aimed to measure the development and improvement of the students' speaking skills after their participation in the role play activities. It provided quantitative data that enabled the researcher to assess the effectiveness of the technique in enhancing the students' speaking proficiency.

The pre-tests and post-tests were designed to assess various aspects of speaking, including fluency, pronunciation, grammar usage, and overall communication skills. The specific tasks included in the tests may have involved role-plays, conversation exercises, or oral presentations to evaluate the students' speaking abilities comprehensively.

## CHAPTER FOUR

---

By comparing the results of the pre-tests and post-tests, the researcher was able to determine the effectiveness of the role play technique in improving the students' speaking skills. The tests served as essential tools for measuring and monitoring the students' progress throughout the study, providing data that indicated the extent of improvement achieved.

### 3.6. Description of the Test

Section	Scoring	Techniques and items
I	5 pts	<b>Reading task:</b> The test taker required to read the sentences aloud
II	5pts	<b>Read the words task</b> The test taker is required to reorder the elements of the sentence to give a meaningful sentence
III	5pts	<b>Pronunciation task</b> It required the students to choose the correct word with the correct stress
□	5 pts	<b>Intonation task</b> It required the students to read the sentences then put the arrows in the correct place

## CHAPTER FOUR

### 3.7 Data analysis

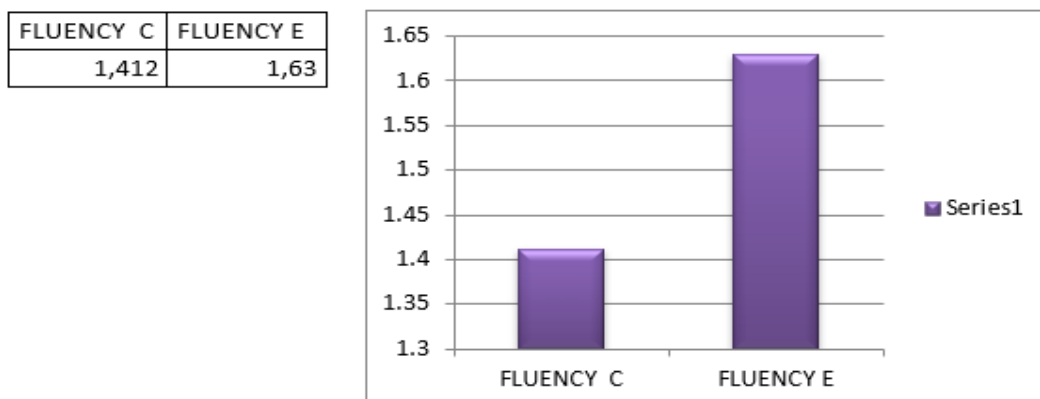


Figure N° 05 : The mean score of fluency in both groups

#### Comment

The mean scores for the aspect of fluency were compared between the control group and the experimental group. The results indicate that the experimental group achieved a higher mean score of 1.63, while the control group had a slightly lower mean score of 1.41. These findings suggest that the implementation of the role play technique may have had a positive impact on the fluency of the students in the experimental group.

The higher mean score in fluency for the experimental group implies that the students who participated in the role play activities demonstrated a greater ability to speak fluently and express themselves confidently in English. The role play technique likely provided them with opportunities to practice using the language in realistic and interactive scenarios, enabling them to develop their speaking skills more effectively.

It is worth noting that fluency is a crucial aspect of speaking proficiency as it reflects the smoothness, flow, and naturalness of communication. By engaging in role play activities, students were likely able to enhance their ability to maintain a steady pace, use appropriate intonation and rhythm, and express their ideas coherently.

## CHAPTER FOUR

However, it is important to consider other factors that may have influenced the results. The duration and intensity of the role play intervention, the proficiency level of the students at the beginning of the study, and the quality of instruction and guidance provided by the teacher could all contribute to the observed differences in fluency scores.

Further analysis and interpretation of the data, including statistical significance tests, can provide a more comprehensive understanding of the findings. Additionally, qualitative data such as observations, student feedback, and samples of students' oral production can complement the quantitative results and provide a richer evaluation of the effectiveness of the role play technique in improving fluency.

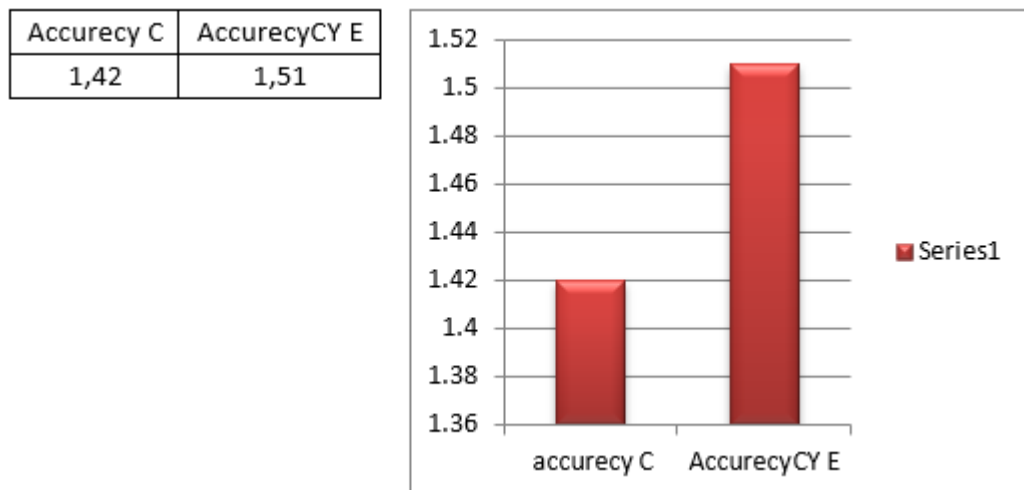


Figure N° 06: The mean score of Accurecy in both groups

### Comment:

The mean scores for the aspect of fluency were compared between the control group and the experimental group. The results indicate that the experimental group achieved a higher mean score of 1.63, while the control group had a slightly lower mean score of 1.41. These findings suggest that the implementation of the role play technique may have had a positive impact on the fluency of the students in the experimental group.

## CHAPTER FOUR

---

The higher mean score in fluency for the experimental group implies that the students who participated in the role play activities demonstrated a greater ability to speak fluently and express themselves confidently in English. The role play technique likely provided them with opportunities to practice using the language in realistic and interactive scenarios, enabling them to develop their speaking skills more effectively.

It is worth noting that fluency is a crucial aspect of speaking proficiency as it reflects the smoothness, flow, and naturalness of communication. By engaging in role play activities, students were likely able to enhance their ability to maintain a steady pace, use appropriate intonation and rhythm, and express their ideas coherently.

However, it is important to consider other factors that may have influenced the results. The duration and intensity of the role play intervention, the proficiency level of the students at the beginning of the study, and the quality of instruction and guidance provided by the teacher could all contribute to the observed differences in fluency scores.

Further analysis and interpretation of the data, including statistical significance tests, can provide a more comprehensive understanding of the findings. Additionally, qualitative data such as observations, student feedback, and samples of students' oral production can complement the quantitative results and provide a richer evaluation of the effectiveness of the role play technique in improving fluency.

## CHAPTER FOUR

Prononciation C	Prononciation E
1,43	1,87

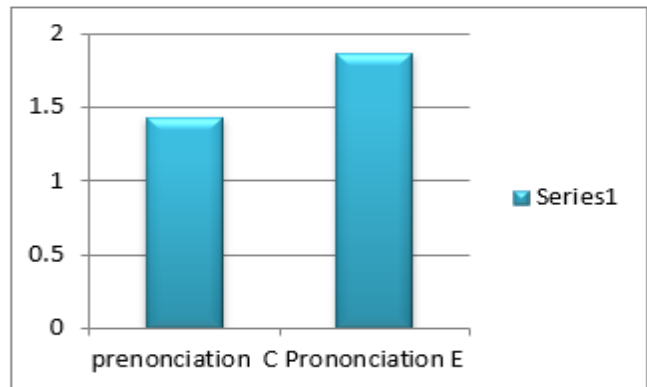


Figure N° 07 The mean score of pronunciation in both group

### Comment

The mean score of pronunciation was compared between the control group and the experimental group. The results indicate that the experimental group achieved a higher success rate of 1.51, while the control group had a lower success rate of 1.42. This suggests that the implementation of the role play technique may have had a positive impact on the students' pronunciation skills in the experimental group compared to the control group.

The higher success rate in pronunciation for the experimental group implies that the students who participated in the role play activities demonstrated a greater ability to produce accurate and intelligible speech sounds in English. The role play technique likely provided them with opportunities to practice pronunciation in realistic and interactive contexts, enabling them to improve their pronunciation skills.

Pronunciation plays a crucial role in effective communication as it influences how well the speaker is understood by others. By engaging in role play activities, students may have focused on improving their pronunciation of specific sounds, word stress, intonation patterns,

## CHAPTER FOUR

and rhythm in English. The interactive nature of role play allows for immediate feedback and correction, further supporting the development of accurate pronunciation skills.

It is important to note that pronunciation improvement can be a gradual process and may require continuous practice and guidance. The duration and frequency of the role play intervention, the students' initial proficiency level, and the specific focus on pronunciation in the instructional design are all factors that could contribute to the observed differences in the success rates.

To gain a more comprehensive understanding of the findings, additional analysis and interpretation of the data, such as statistical significance tests, would be beneficial. Furthermore, qualitative data, including observations and samples of students' spoken language, can provide deeper insights into the specific aspects of pronunciation that were improved through role play activities.

Grammar C	Grammar E
1,87	2,05

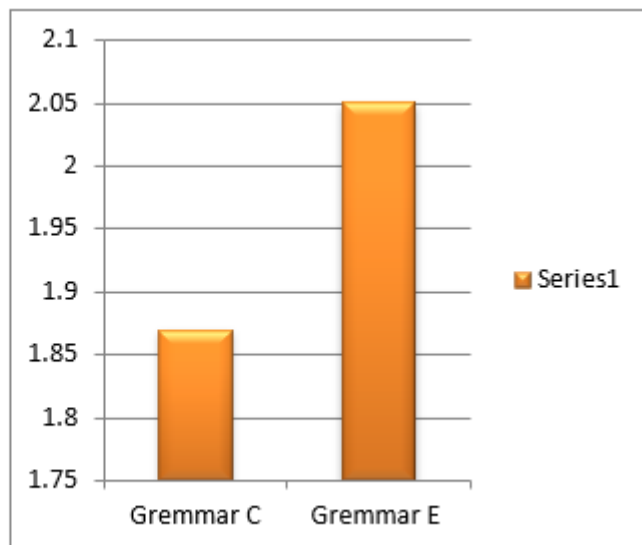


Figure N° 08 : The mean score of grammar in both groups

Comment :

In the table provided, the mean score of grammar was compared between the control group and the experimental group. The results indicate that the experimental group achieved a



## CHAPTER FOUR

---

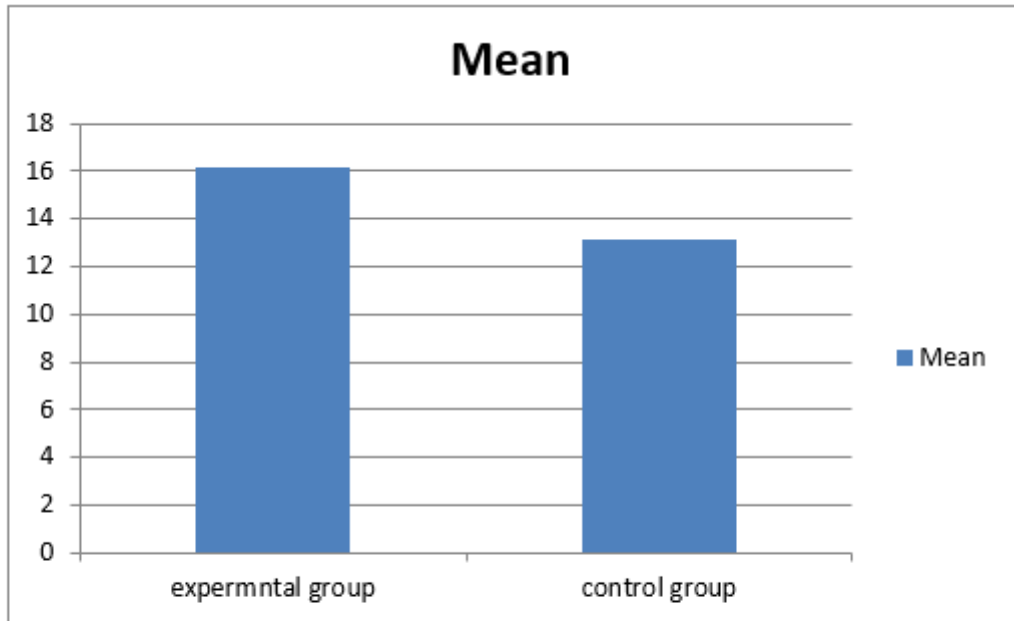
higher success rate of 2.05, while the control group had a lower success rate of 1.87. This suggests that the implementation of the role play technique may have had a positive impact on the students' grammar skills in the experimental group compared to the control group.

The higher mean score in grammar for the experimental group implies that the students who participated in the role play activities demonstrated a greater understanding and proficiency in using grammatical structures and rules in English. The role play technique likely provided them with opportunities to apply grammar concepts in realistic and meaningful communicative situations, leading to improved grammatical accuracy.

Grammar is an essential component of language proficiency, and mastering grammatical structures is crucial for effective communication. Through role play activities, students may have practiced using grammar in context, such as constructing sentences, asking questions, expressing opinions, and engaging in dialogue. By actively using grammar in these situations, students develop a deeper understanding of how grammar functions in real-life conversations. Furthermore, role play activities promote interaction and collaboration among students, allowing them to receive feedback from their peers and the teacher. This feedback can help students identify and correct grammar errors, further enhancing their grammatical accuracy over time.

It is important to note that grammar proficiency is a complex skill that requires continuous practice and exposure to a variety of language contexts. The duration and intensity of the role play intervention, as well as the students' prior knowledge and exposure to grammar instruction, may have influenced the observed differences in the success rates.

## CHAPTER FOUR



	Mean
experimental group	16,1625
Control group	13,1125

Figure N° 09: The mean score of both groups

### Comment

From what is above the mean score obtained by the experimental group was higher than the mean score of the control group

### T-test Results

The researcher used a statistical t-test to the results to confirm if the difference between the two groups was significant

$$df = (n_e - 1) + (n_c - 1)$$

$$df = (20 - 1) + (20 - 1)$$

$$df = 38$$

df : is the degree of freedom

## CHAPTER FOUR

the researchers Back to the critical value test table, The t crit of  $df= 38$  at 0.05 level is 2.0252 which means that the t obs needs to meet or exceed 2.0252 so that the difference between the two groups was significant.

T test result table :

$\alpha = 0.05, t_{crit} = 2.0252$						
Groups	N	Mean	S	tobs	Df	P
C	20	16.1625	1,86	3,47	38	<b>S</b>
E	20	13.1125	3,45			

**T crit < t obs**

The t-test results indicate that the observed difference between the mean scores of the experimental group and the control group was statistically significant, as the t obs value exceeded the t crit value. This suggests that there was a significant difference in the outcomes between the two groups.

Additionally, the researcher's observations during the teaching phase revealed that the implementation of role play activities had a more positive effect on the students in the experimental group. The role play activities facilitated better reflection on their communication skills and helped them become more accurate and confident in expressing their ideas. The tasks also increased their interest and motivation in the classroom.

These qualitative observations align with the quantitative findings from the t-test, indicating that the role play technique had a beneficial impact on the students' speaking abilities. The enhanced reflection, accuracy, confidence, and motivation observed in the experimental group further support the effectiveness of using role play activities to improve speaking skills.

## CHAPTER FOUR

---

### **3.8. Discussion of the findings**

The findings from the observation, pre and posttests, and t-test analysis provide valuable insights into the effectiveness of the traditional teaching method (control group) and the role play technique (experimental group) in improving students' speaking skills.

In the control group, where the traditional teaching method was employed, there was an improvement in the aspects of fluency, accuracy, pronunciation, and grammar. The mean scores for these aspects were 1.412, 1.42, 1.43, and 1.87, respectively. The total mean score for the control group was 6.15, indicating an overall improvement in speaking skills. The traditional method, which involved the use of boards and handouts, proved to be effective in enhancing speaking skills.

On the other hand, in the experimental group where the role play technique was implemented, the mean scores were higher compared to the control group. The experimental group demonstrated a mean score of 1.63 for fluency, 1.51 for accuracy, 1.87 for pronunciation, and 2.05 for grammar. The total mean score for the experimental group was 16.1625, indicating a significant improvement in speaking skills. These results highlight the positive impact of role play activities in enhancing students' speaking abilities.

Comparing the two groups, it is evident that both the control and experimental groups showed improvement in their speaking skills. However, the experimental group, which engaged in role play activities, exhibited slightly better results across the aspects of fluency, accuracy, pronunciation, and grammar.

The implementation of role play was successful in improving students' speaking skills, as it provided ample opportunities for practice and application of language in meaningful contexts. Role play activities facilitated the learning of dialogue, pronunciation practice, and enhanced students' fluency, vocabulary, and accuracy. Additionally, engaging in role play activities

## CHAPTER FOUR

---

contributed to an increase in students' self-confidence, which is crucial for effective communication.

## **GENERAL CONCLUSION**

## GENERAL CONCLUSION

---

In conclusion, this research study aimed to investigate the effectiveness of the role play technique in improving the speaking skills of first and second-year students at a model school in the private Hello Language School in Metlili, Ghardaia. The focus was on beginner students learning English as a foreign language, and the study sought to test the hypothesis that the role play technique can enhance speaking skills over a two-month period.

The first part of the study, consisting of two chapters in the literature review, delved into the significance of speaking skills as a key aspect of language learning. It discussed the importance, benefits, and advantages of speaking skills, along with the characteristics, types, methods, and approaches used in teaching speaking, such as the direct method and audio-lingual method. The chapter also addressed the challenges and common problems faced by students in speaking, as well as strategies that can assist in teaching speaking effectively.

The second chapter of the literature review focused specifically on the role play technique. It explored the importance and advantages of using role play in language learning, discussed different types of role play activities, highlighted its effectiveness in enhancing speaking skills, and acknowledged the challenges that students may encounter when engaging in role play.

The practical part of the study involved the analysis of data collected through class observations, pre and post-tests, and the application of the t-test. The research findings supported the conclusion that the implementation of the role play technique significantly improved the speaking skills of first and second-year model students at the Hello Language School. The aspects of fluency, accuracy, pronunciation, and grammar showed improvement

## GENERAL CONCLUSION

---

through the enjoyable, motivating, and interesting nature of role play activities for both students and teachers.

This master dissertation aimed to investigate the effectiveness of role play as a pedagogical tool for enhancing speaking skills in English as a Foreign Language (EFL) students. The findings from the study provide compelling evidence supporting the positive impact of role play activities on students' speaking abilities.

The results revealed that both the control group, which employed traditional teaching methods, and the experimental group, which engaged in role play activities, demonstrated improvements in their speaking skills. However, the experimental group exhibited slightly better results in terms of fluency, accuracy, pronunciation, and grammar. These findings suggest that role play activities have a significant positive influence on the development of speaking proficiency.

The implementation of role play activities provided students with valuable opportunities to practice and apply the language in realistic and engaging contexts. Through role play, students were able to actively participate in conversations, express their ideas, and navigate various communicative situations. This interactive and immersive learning environment fostered the development of fluency, vocabulary, and accuracy, while also enhancing students' self-confidence in using the language.

The study also highlighted the importance of cultivating confidence in speaking abilities and the benefits of developing accurate and fluent oral communication skills. The findings emphasize the value of incorporating role play techniques in EFL classrooms as a means of promoting active learning and enhancing students' engagement and motivation.

It is important to acknowledge the limitations of this study, including the relatively small sample size and the specific context of the research conducted at a particular private school. Further research with larger and more diverse samples, as well as investigations in different educational settings, would provide a broader understanding of the effectiveness of role play in enhancing speaking proficiency.



## GENERAL CONCLUSION

---

In conclusion, this master dissertation contributes to the existing body of knowledge by providing empirical evidence on the effectiveness of role play as a pedagogical tool for enhancing speaking skills. The findings underscore the significance of incorporating interactive and immersive activities in language classrooms to foster the development of proficient and confident speakers. These insights have implications for language educators, curriculum designers, and policymakers, emphasizing the potential of role play as a valuable tool for promoting active learning and enhancing speaking proficiency in EFL students

As researchers , it was observed that the students were actively engaged and interested in the teaching and learning process when the role play technique was used to enhance their speaking skills. The role play activities provided opportunities for students to practice and develop fluency, accuracy, pronunciation, and grammar. The positive impact of role play on student motivation and enjoyment of the learning process was evident.

## **Bibliography**

## Bibliography

---

1. Badache, L. (2011). The Benefits of Group Work. *The Social Science and Human Journal*. Retrieved from <http://repository.yu.edu.jo/handle/123456789/449014>
2. Brown, H. D. (2004). *Language assessment: Principles and classroom practices*. New York: Pearson Education, Inc.
3. Carnegie, D. (1956). *How to develop self-confidence and influence people by public speaking*. New York: Pocket Books.
4. Chaney, A. L. (1998). *Teaching oral communication in grades K-8*. Boston, MA: Allyn and Bacon.
5. Cole, D., Ellis, C., Mason, B., Meed, J., Record, D., Rossetti, A., & Willcocks, G. (2007). [Title of the Work]. In E. Editor (Ed.), *Book Title* (pp. xxx-xxx). City: Publisher.
6. Cora, L. (2000). *Learning and teaching English: A course for teachers*. Oxford: Oxford University Press.
7. Doff, A. (1990). Role-play for real-world situations. In A. Author (Ed.), *Teach English: A Training Course for Teachers* (pp. xxx-xxx). Cambridge: Cambridge University Press in Association with the British Council.
8. Keezhatta, M. S. (2020). Efficacy of Role-Play in Teaching and Formative Assessment for Undergraduate English-Major Students in Saudi Arabia. *Arab World English Journal (AWEJ)*, 11(3).
9. Lawrence, D. (2006). *Enhancing self-esteem in the classroom* (3rd ed.). London: Paul Chapman Publishing.
10. Murray, D. (2006). *Coming out Asperger: Diagnosis, disclosure, and self-confidence*. London: Jessica Kingsley Publishers.
11. Neupane, B. (Year). Effectiveness of Role Play in Improving Speaking Skill. *Journal of NELTA Gandaki (Jong)*, I, 11-18.
12. Preston, D. L. (2001). *356 steps to self-confidence*. Oxford: How To Books.
13. Richards, J. C. (2012). *Teaching Speaking: A Holistic Approach*. New York: Cambridge University Press.

## Bibliography

---

14. Richards, J. C., & Schmidt, R. (2002). Dictionary of language teaching & applied linguistics (3rd ed.). London: Longman.
15. Richards, J., & Schmidt, R. (2010). Dictionary of language teaching & applied linguistics (4th ed.). Harlow: Longman.
16. Zulfugaroya, R. (2018). The Function of Intonation in the English Language. WEB School.

# **Appendix**

## Appendix

---

The checklist

Date :			Lesson title :	
Time :				
No	1 Observation items	Yes	no	Description
<b>A</b> Pre actives				
1	The teacher greet the students			
2	The students responds to the teacher greets			
3	The teacher call the roll			
4	The teacher present a quotes to the students and explain			
5	The teacher remanded the lest lessons			
6	The teacher give a hint about the new lesson			
7	The students react with those hints			
8	The teacher introduce the new lesson			
<b>B</b> Core actives				
1	The student are ready for the new lesson			
2	The teacher prepares the material of the lesson			

## Appendix

3	The teacher present the dialogue to the lesson			
4	The teacher read the dialogue and explain it			
5	The students pay attention to the explanation			
6	The student read the dialogue			
7	The teacher give a role to each students			
8	The students practice the role with the teacher			
9	The students start acting the role			
10	The students clap to their mates			
C	Post actives			
1	The teacher give a feedback to the students			
2	The students make a summary about the lesson			
3	The teacher correct the summary of the students			
4	Both of the students and the			

## Appendix

	teacher make a summary of the lesson			
5	The teacher give a home work for the students			
6	The teacher end the class by motivate the students and saying good by			
D	Class situation			
1	The students participate the activities			
2	The teacher motivates and guide the class			
3	The students highly motivated			
4	The time allocated is sufficient			
E	The use of technologies			
1	The teacher uses the technology			
2	The piore points was Claire			
3	The teacher provides handouts for students			



## Appendix

### Check list of the middle of the control group

No 1	Observation items	Yes	no	Description
<b>A</b>	Pre Activities			
	1. The teacher greet the students.			
	2. The students respond to the teacher 's greeting.			
	3. The teacher calls the roll.			
	4. the teacher give a quoit			
	5. The teacher tells the objectives Of the lesson			
<b>B</b>	Core -activities			
1	The students are ready to learn			
2	The teacher leads the students to brainstorm the materials.			
3	The teacher asks some questions.			
4	The students answer the questions.			
5	The students pay attention to the teacher .			
6	The teacher give model of good pronunciation and			

## Appendix

	stress.			
7	The students repeat what the teacher says.			
8	The teacher write the lesson in the board and explain it			
9	The student understand the lesson and write is down			
10	The teacher give the students some actives			
11	The students answered those activities			
12	The teacher correct those activities			
	post activities			
1	The teacher and the students make a summary of the lesson.			
2	The teacher and the students make a reflection and feedback towards the teaching and learning process.			

## Appendix

3	The researcher ends the class and saying goodbye.			
	Situation of the class			
1	The students actively participate to the activities.			
2	The students are highly motivated in joining the activities.			
3	The time allocated is sufficient.			

Post test

surdents	control	Experimental
1	11	16
2	12	13,5
3	13	16,75
4	10,75	15,5
5	17,5	14,75
6	12	12,75
7	15,5	12,5
8	17,5	15,75
9	17,25	14,25
10	16	17,25
11	17	19,5
12	14,25	17

## Appendix

13	17,25	17,25
14	14,5	18
15	9	18,25
16	8	16,5
17	6,75	16,5
18	10,25	15,75
19	9	17,75
20	13,75	17,75

Pre test

NOMBRE OF STUDENTS	Control group	Experimental group
Students1	6,5	9
2	8,75	6
3	10,25	10
4	8	11,25
5	11,25	8,5
6	7,75	8
7	12,25	12
8	8,5	11
9	4,75	6,75
10	3,25	8,5
11	4	8,5

## Appendix

---

12	5,5	6,75
13	8	9,75
14	4,5	10
15	3,5	11
16	7	7,75
17	4,5	8,5
18	5,25	8
19	4	11
20	1,25	11,5
TOTAL	34,5	183,75

Thepre test model

### Test modell

-English Level Test :Pre-test

1/- Read:

-This month is cold.

-My shose are pink.

-The Chocolate melts rabidly.

-Michael is reay .

-Tomorrow is a new day.

2/- Reorder the words:

-Father/My/Is/Here.

-I/Do/Woman/Know/That/Not.

## Appendix

---

-Joe/Piano/And/Playing/Celina.



-Novels/I/To/ Read/Use.

3/-According to the correct pronunciation, **choose the stressed part:**

\*OcTOber      \*ocTOber      \*octoBER

\*COncecting      \*conNECTing      \*conneCTING

\*ARtist      \*arTist      \*artiST

4/-Put the arrows beneath the words according to the correct intonation. (   )

Tom/Fixes/cars.She/prepared/them.Peter/made/it.

### Post testmodell

## Post test for the experimental group

in pairs, do the role play in front of the class based on the role that was giving by the teacher the speech :

captin B :hey doctor, I weight 100 kg .I want to get in shape

Doctore : I see that you want to lose weight , right !

Captain B : YES Doctor ! What do you advice me to do ?

Doctor : Alright you can fellow this list of advice

إن الهدف النهائي لتعلم اللغات الأجنبية هو التواصل بطلاقة وثقة في مواقف الحياة الحقيقية . ومع ذلك , فإن العديد من متعلمي اللغة الانجليزية بوصفها لغة أجنبية يخافون من التحدث بسبب الخوف أو عدم الثقة . قام الباحثان في هذه الدراسة باكتشاف فعالية نوع معين من الالعب و المسمى بلعب الأدوار و ذلك لتحسين إتقان التحدث باللغة الإنجليزية كلغة أجنبية . تم إجراء دراسة حالة مع 40 تلميذا في مدرسة Hello Languages في مليلي ولاية غرداية حيث تضمنت الدراسة الخاصة بالباحثان الادوات التالية مثل الاختبارات القبلية و البعدية لقياس مستوى و فعالية اللعبة , بالإضافة الى حصص ملاحظة لمدة شهرين بين مجموعتين المجموعة التجريبية و المجموعة التقليدية , وبناء على تحليل النتائج التي أظهرتها معادلة صدق المعادلة الطرفية أن لعبة لعب الأدوار كانت فعالة و ممتعة في نفس الوقت في تحسين إتقان المشاركين في التحدث, بالإضافة الى الدراسات السابقة التي أظهرت نفس الفعالية للعبة وعليه يمكن القول ان هذا النوع من لعب الادوار هي طريقة ممتعة وفعالة لتعليم اللغة الانجليزية وممارسة التحدث و تحسينه.