



People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
University of Chadli Bendjedid El-Tarf
Faculty of letters and Foreign Languages
Department of English



***Improving Students' Speaking Skills through Free Oral Presentation and Role-Play
Techniques.***

The Case of first year EFL students at Chadli Bendjedid University

Dissertation submitted to the Department of English in Partial Fulfilment of the
Requirement for the Master Degree in TEFL

Presented by:

Ms. Fatma Zohra Gheraibia

Supervised by:

Dr. Zouleykha Belabbes

BOARD OF EXAMINERS

Chair: Mr.Foued Djedid	MAB	University of Chadli Bendjedid- El tarf
Supervisor: Dr. Zouleykha Belabbes	MCB	University of Chadli Bendjedid- El tarf
Examiner: Mr.Abdelkader Khaldoun	MAA	University of Chadli Bendjedid- El tarf

Academic Year

2016/2017

DECLARATION

I hereby certify that this research paper, which I now submit for assessment of the program of study leading to the award of Master in *Didactique de l'Anglais* is entirely the result of my own work and has not been taken from the work of others save and to the extent that such work has been cited and acknowledged within the context of my work.

Students name: FatmaZohraGheraibia

Signed:

Date: 27/06/2017

Student number: 12/6044030

DEDICATION

In the name of Allah the most merciful and beneficial

This work is dedicated to;

The memory of my grandfathers:GheraibiaMohammed and ChaalaniMaamer.

My parents, who never stop giving of themselves in countless ways.

My lovely sisters, Hend, Sana and her husband Nabil.

My brothers, Aymen and Salah eddine.

My best gift, my baby brother Djoud.

My intimate friends, Farida, Imen ,Amel,Hadjer,Rima,Raja.kiki

To my face book friend, TimotheeBerdonave

My supervisor,BellabesZoleykha

Miss Hammodi,Naziha

All my colleagues,

Master two students who I share with them this exciting journey

All first year English students for showing me an enjoyable and incredible experience

ACKNOWLEDGEMENTS

All praise be to Allah, the Sustainer of the world, the Almighty, the Beneficent, and the Merciful, for His blessings, with which I can accomplish my thesis. Moreover, may peace and blessing of Allah be upon the Seal of the Prophet Muhammad, his family, and his companions..

My deepest appreciations and thanks go to my respectful and lovely supervisor Dr. Zoleykha Belabbes for her guidance, time devoted encouragements, and insightful comments that have been of great help. My work would not be possible if supervision did not exist.

Great hearted thanks go to all oral expressions' teachers for their help, support and pieces of advice and special thank goes to Miss. Naziha Hammodi.

I 'am also thankful to First year students at the English Department in the University of Chadli Bendjedid for their help to complete this work successfully.

I would like to thank the board of examiners Mrs. Abdelkader khaldoune and Mrs. Fouad Djedid for having devoted some of their time and accepted reading and commenting on this thesis.

Finally, special thanks go to all teachers, students and the staff of the Department of English.

TABLE OF CONTENTS

DEDICATION	I
ACKNOWLEDGMENTS.....	II
TABLE OF CONTENTS.....	III
LIST OF FIGURES.....	IV
LIST OF ABBREVIATIONS.....	V
ABSTRACT.....	VI
ABSTRACT IN ARABIC.....	VII

Chapter One: Introduction To The Study

Introduction.....	1
Statement ofthe Problem.....	1
Aim ofthe Study.....	2
Significance ofthe Study.....	3
Research Questions.....	3
Hypotheses.....	3
Methodology.....	4
Study Design.....	4
Participant.....	4
Data Collection Instruments.....	5
Limitation ofthe Study.....	5
Delimitation ofthe Study.....	5
The Organization ofthe Study.....	6
Conclusion.....	7

Chapter Two: Literature Review

Introduction.....	8
Definition of Speaking	9
Importance of Speaking	10
The Place of Speaking Skills amongthe Four Language Skills.....	11
Characteristics of Good Speaker.....	12
Fluency.....	12
Accuracy.....	12
VocabularyRange.....	13
Teaching Speaking Skill.....	13
Activities Used To Teach Speaking.....	14
The Role of Teacher during Speaking Activities.....	16
Definition of Role Play.....	17
Types of Role Play.....	17
Real Role-Play.....	18
Surreal Role-Play.....	18
Procedures of Role Play	18
Scripted Role Play.....	18
Unscripted Role Play.....	19
Importance of Role Play.....	19
Advantages of Role Play.....	19
Disadvantages of Role-Play.....	20
Teacher’s Roles In Role-Play.....	21
Pair Work and Group Work In Role Play.....	21
Definition of Oral Presentation.....	22

Types Of Oral Presentation.....	23
Controlled Oral Presentation.....	23
Guided Oral Presentation.....	24
Free Oral Presentation.....	24
Arranging Oral Presentation.....	24
Advantages of Oral Presentation.....	25
Conclusion.....	25

Chapter Three: Research Methodology

Introduction.....	27
Research Institution.....	27
Participant.....	27
Research Instrument.....	28
Description of the Questionnaire.....	28
Students' Questionnaire.....	28
Teachers' Questionnaire.....	29
Classroom Observation.....	29
Description of the Observation.....	29
Research Design.....	30
Research Procedures.....	30
Conclusion.....	31

Chapter Four: Results

Introduction.....	32
Analysis and Interpretation of the Students Questionnaire.....	33
Analysis and Interpretation of the Teacher Questionnaire.....	40
Classroom Observation Results.....	54

Conclusion.....	57
-----------------	----

Chapter Five: Discussion

Discussion of the Hypothesis.....	58
Hypothesis One.....	58
Hypothesis Two.....	58
Relationship of the Results to the Previous Theory and Research.....	59
The Implication of the Study.....	59
Suggestions and Recommendations.....	60
Conclusion.....	62
References	63
Appendices	66
Appendix A: Students' Questionnaire.....	66
Appendix B: Teachers' Questionnaire.....	69
Appendix C: Role-Play Checklist.....	75
Appendix D: Oral Presentation Checklist.....	79

LIST OF FIGURES

<i>Figure 01:</i> Diagram Representing Students' Favorite Module.....	33
<i>Figure 02:</i> Diagram Representing Students' Level at Speaking English	33
<i>Figure 03:</i> Diagram Representing Students' Use English Outside the Classroom	34
<i>Figure 04:</i> Diagram Representing Students' Speaking Difficulties	35
<i>Figure 05:</i> Diagram Representing Students Opportunity to Speak	36
<i>Figure 06:</i> Diagram Representing Students' Participate in the Classroom	36
<i>Figure 07:</i> Diagram Representing the Most Activities Used To Teach Speaking	37
<i>Figure 08:</i> Diagram Representing Students' Activity Prefers most	38
<i>Figure 09:</i> Diagram Representing Students the Necessity of Role Play Techniques in Classroom	38
<i>Figure 10:</i> Diagram Representing Most Techniques to Save Time	39
<i>Figure 11:</i> Diagram Representing the Activity that can Raise Students 'Motivation	39
<i>Figure 12:</i> Diagram Representing Students' Preferences When Performing Activity Role	40
<i>Figure13:</i> Diagram Representing Teachers 'Degree	40
<i>Figure 14:</i> Diagram Representing thePeriod of Teachers' Experience In Teaching	41
<i>Figure 15:</i> Diagram Representing thePeriod of Teachers' Experience In Teaching Oral Expression	41
<i>Figure 16:</i> Diagram Representing the Means of Teaching A Language	42
<i>Figure 17:</i> Diagram Representing Foreign Language Focus on Speaking	43
<i>Figure 18:</i> Diagram Representing the Assessment of Present Level of Students In Speaking English	43
<i>Figure 19:</i> Diagram Representing Students Face Speaking Difficulties	44
<i>Figure 20:</i> Diagram Representing To Improve Their Speaking Skill	45
<i>Figure 21:</i> Diagram Representing Activities Use in Teaching Speaking	46

<i>Figure 22:</i> Diagram Representing the Oral Expression Lesson Focus More on (Performance).....	46
<i>Figure 23:</i> Diagram Representing the Time Allotted For Oral Expression Module	47
<i>Figure 24:</i> Diagram Representing Reasons Behind Students Failure	47
<i>Figure 25:</i> Diagram Representing the Use of Role Play	48
<i>Figure 26:</i> Diagram Representing theKind of Difficulties When You Use Role Plays In Teaching Oral Expression Course.....	49
<i>Figure 27:</i> Diagram Representing Teachers’ Attitudes towards The Preferred Types of Plays For Students.....	50
<i>Figure 28:</i> Diagram Representing Teachers’ Role during Role Plays Activities	50
<i>Figure 29:</i> Diagram Representing Teachers Attitude towards Free Oral Presentation	51
<i>Figure 30:</i> Diagram Representing the Ability to do Free Oral Presentations	52

LIST of ABBREVIATIONS and ACRONYMS

EFL English as a Foreign Language

ELT English Language Teaching

ESL English as a Second Language

OHP Overhead Projector

OPs Oral Presentations

TEFL Teaching English as a Foreign Language

TESL Teaching English as a Second Language

SL Second language

L1 First language

Q Question

OE Oral Expression

ABSTRACT

This study aims at investigating the efficiency of free oral presentations and role-plays as teaching techniques in improving English Foreign Language (EFL) students' speaking skill. This study focuses on students' oral performance in role play and free oral presentation as two main adaptable activities that are used in oral expression to improve students' speaking proficiency. The investigation was carried out in the Department of English at ChadliBendjedid University. In order to confirm or reject the formulated hypotheses, two data gathering tools were used: a classroom observation and a questionnaire. The classroom observation was carried out with two groups of first year EFL students during the second semester in Oral Expression module, and a questionnaire: one directed to 60 EFL students of the same population, and a questionnaire administered to five oral expression teachers. The results reveal that both role-play and free oral presentation are very effective techniques in improving students' speaking skill. In one hand, role-play technique gives students the opportunity to practice the language in any given context and different situations. In the other hand, free oral presentations are useful for EFL students as it highly motivates them especially in establishing self-esteem and confidence. This research was carried out with first year students of English at ChadliBendjedid University in El-Tarf during the academic year 2016-2017, we hope, thus, that this study will be useful to both teachers and students of other levels in teaching speaking skill.

Keywords: Speaking Skill, Role play, Free oral Presentation

ملخص

تهدف هذه الدراسة إلى اكتشاف فعالية لقاء العروض الشفوية الحرة والمسرحية كوسيلتين تدريس في تحسين مهارة الكلام في اللغة الإنجليزية كلغة أجنبية. وترتكز هذه الدراسة على الأداء الشفوي للطلاب في لعب الأدوار المسرحية والعروض الشفوية الحرة كاثنتين من الأنشطة الرئيسية للتكيف التي تستخدم في التعبير الشفوي لتحسين إجادة التحدث الطلاب. وقد أجري التحقيق في قسم اللغة الإنجليزية في جامعة الشاد لبيجديد. من أجل تأكيد أو رفض الفرضيات المصاغة، تم استخدام اثنتين من أدوات جمع البيانات: الملاحظة الصفية والاستبيان. وقد أجريت الملاحظة الصفية مع مجموعتين من طلاب السنة الأولى للغة الإنجليزية كلغة أجنبية خلال الفصل الدراسي الثاني في وحدة التعبير الشفوي، واستبيان: واحد موجه إلى 60 الطلاب للغة الإنجليزية كلغة أجنبية من نفس العينة، واستبيان موجه إلى خمسة من اساتذة لتعبير الشفوي. وقد بينت النتائج أن كلا من المسرحية والعرض الشفهي الحر هما تقنيات فعالة جدا في تحسين مهارة الكلامية لدى الطلاب. فمن ناحية، تتيح المسرحية للطلاب الفرصة لممارسة اللغة في أي سياق معين وحالات مختلفة. من ناحية أخرى، العروض الشفهية الحرة مفيدة للطلاب باللغة الإنجليزية كلغة أجنبية لأنها تحفزهم بشكل خاص في إنشاء الثقة بالنفس. وقد تم إجراء هذا البحث مع طلاب السنة الأولى من اللغة الإنجليزية في جامعة الشاذلي بن جديد ولاية الطارف خلال العام الدراسي 2016-2017، نتمنى ان تفيد هذه الدراسة كل من اساتذة والطلاب من المستويات الأخرى في تدريس المهارة الكلامية.

كلمات المفتاحية: المهارة الكلامية، المسرحية، عرض شفهي الحر

Chapter One

Introduction to the Study

Introduction

This research study has been conducted to explore the effectiveness of using role-play and free oral presentation techniques in Teaching English as a foreign language (TEFL) and more precisely, its impact on students' speaking skill. This chapter discusses the statement of the problem, the aims of the study, its significance; it also includes the research questions along with the hypotheses, and the used methodology, which combines a description of the participants, data collection and the study design. At the end of this chapter there will be the limitation and the delimitation of the study along with the organization of the dissertation with the conclusion.

Statement of the Problem

Teaching English as foreign language (TEFL) becomes more sophisticated for some teachers who strive to select a perfect way to enhance students' speaking proficiency, by using the right activities through which they can achieve their own goals. Speaking is considered as one of the crucial skills in order to master the target language. Hence, choosing an effective assignment English as foreign language (EFL) in oral expression session plays an important role in boosting students' speaking fluency and raising their opportunities to use the language they are learning, thus, checking their own progress and abilities in the target language.

Speaking is one of the most challenging issues in teaching English as foreign language; it is noticed that EFL students' speaking ability is poor based on classroom observation; therefore, for solving this problem EFL teachers have to select the right techniques through which their students could master the target language adequately.

Believing in the idea that the problem of students' poor level in speaking resides in the lack of efficient teaching strategies, the present study aims at exploring ways to improve learners' speaking skills by examining the effectiveness of both role-play and free oral presentation in oral expression sessions. Such kind of techniques helps in promoting students self-confidence through practicing the target language. Our other aim through this study is to compare which assignment is more appropriate and effective in developing students' speaking skill. Accordingly, using role-play and free oral presentation in the classroom make students feel interested to speak English and communicate effectively about any given subject and in any situation. Indeed, teachers should present appropriate and interesting techniques to develop their students' speaking skill and abilities.

In this study, we will try to investigate how we can promote students' accurate speaking with role plays and free oral presentation activities, because EFL students need to practice speaking as much as possible.

Aims of the Study

The purpose of this study is to explore the impact of role-plays and free oral presentations as instructional tools for the improvement of EFL learners' speaking fluency. Firstly, this study seeks to investigate students' progress in speaking skill while using role play and free oral presentation. Secondly, it observes the difference between the use of role-play and free oral presentations in order to find the most effective assignment that help students to develop their speaking skills. Believing that this study will provide learners, as they are future teachers, with the most appropriate techniques to develop their speaking skills in the target language.

In this research, role-play and free oral presentation are examined to reveal their effectiveness as learning tools inside oral classroom sessions; however, their impact on boosting students' speaking fluency can also be observed in real concrete situations.

Significance of the Study

The rationale of this study is how to make EFL students perform better orally the target language using two assignments. In one hand, the use of role-play gives more opportunities to practice Foreign Language (FL) in different situations and different contexts as in real communication. Through role-play technique, teachers are well positioned to analyse students' reactions and responses that can give direct feedback (Kenneth, 2008). In the other hand, the use of free oral presentations offers students a confidence to speak in public which helps improving their speaking fluency. The use of role-play and free oral presentations can help students of English to become fluent speakers.

This research can be used as reference to help future researchers in conducting their studies about teaching speaking together using role-play or free oral presentations. Moreover, it can be used as source of information for both students and teachers to apply the most appropriate techniques on their oral expression courses.

Research Questions

After limiting the scope of this study, the following questions can be formulated:

Question 01: Is role-play technique an effective teaching method for developing learners speaking skill?

Question 02: Does implementing only free oral presentation in oral expression session sufficient in enhancing EFL student speaking skills?

Hypotheses

Many EFL teachers are bewildered about how to make their students speak English fluently in the classroom. It is believed that handling speaking activities such as role-plays

and free oral presentations can solve such problems, it can create excited atmosphere in the classroom to learn and to speak English. Hence, the following hypotheses can be formulated:

Hypothesis 01: The right and appropriate use of Role-Play technique in oral sessions will boost students' speaking skill.

Hypothesis 02: Implementing only free oral presentation in EFL oral classroom sessions would not be sufficient, and, thus, employing it along with role play assignment can be more effective in improving EFL student speaking abilities, since role play technique creates more opportunity to use the language in different situations and new contexts.

Methodology

Study Design

The aim of the present study is to show the importance of using role-play and free oral presentations to develop FL learners' speaking ability. This study was carried out as a quantitative and qualitative research; it was designed as case study. This research consists of three main variables. The independent variables are Role-plays and Free oral presentations and the dependent variable is EFL students' speaking skill.

Questionnaires and classroom observation are the main data gathering tools in this study. They were used to obtain different perspectives and opinions about the subject area through collecting EFL students and teachers' opinions and standpoints concerning the use of role-play and free oral presentation techniques and how they can improve and develop students' speaking skill.

Participants

This research was carried out with first year EFL students at the University of Chadli Bendjedid during the Academic Year 2016/2017. In administering the questionnaire, we dealt with 60 students chosen randomly from two groups of first year who are about 225 students as the total population. The participants were aged between 18-30 years old. The

results that will be obtained from this sample will be generalized, because it is preferable to work with sample and generalize the findings later on the whole population. Moreover, five oral expression teachers from the department of English have participated in this study when they take part in responding the designed questionnaire.

Data Collection Instruments

In order to test the put forward hypotheses, two research tools were used to collect the data: a questionnaire, and a classroom observation. As far as the questionnaire is concerned, the researcher administered two questionnaires; one devoted to first year EFL students, and the other to EFL teachers who taught oral expression module. The purpose of using the questionnaire is to obtain necessary information for the current study as well as to achieve more reliable results and to draw a comprehensive picture. In this sense, the questionnaire would be a helpful tool for better understanding students' needs in the target language. The second research instrument, which is classroom observation, was undertaken with first year EFL students for a period of four weeks during the enrolment of oral expression module. Accordingly, this observation will offer a clear inspection about students' speaking progress while using role play and free oral presentations.

Limitations

The most observed limitation of this study is the short period of conducting it. In effect, the period of undertaking the observation was really insufficient; it would have been better if it lasted a little bit longer. Moreover, though the time devoted to oral expression course seems sufficient (four hours and a half), the big number of students per class, really, hinders the good direction and management of the oral expression sessions; i.e., each student could not have equal chance in practicing the target language.

Delimitations

Since it is beyond the limits, this study was conducted with first year EFL students at ChadliBenjedid University in order to explore the effectiveness of using role-play and free oral presentations in developing the speaking skill, can be generalized only to students of English at university level.

Organization of the Dissertation

Regarding the structure of this work, this dissertation is divided into five main chapters. The first chapter, which is the introductory one, comprises the statement of the problem, the aim of the study and its significance, the research questions and hypotheses, the methodology adopted (study design, participants, and data collection instruments), the limitations and delimitations of the study, and finally, the structure of the dissertation.

The second chapter is concerned with the literature review of speaking skill as a productive skill. It consists of the definition of speaking skill and its place among the four skills as well as the characteristics of speaking performance in EFL classrooms and teaching speaking. Further, it covers the importance of speaking and role of teachers in promoting EFL students' speaking abilities. Additional, it covers role-play and free oral presentations techniques; their definition, types, and importance.

The third chapter is devoted to the methodology used in this research. It includes clarifying the participants chosen for this study, the instruments adopted in collecting the data, and the analysis of the gathered data.

The fourth chapter elucidates the research findings.

The fifth and the last chapter presents the discussion of the results and proposes some suggestions and recommendations to other researchers to conduct further studies on the use of role-play and free oral presentations to enhance EFL learners' speaking skill.

Conclusion

The main goal of learning a foreign language is to be able to speak that language fluently. However, many EFL teachers struggle to select a perfect technique to improve students' speaking proficiency.

This chapter introduces the most important steps of this study, which would provide a significant ground for other researchers to conduct future studies on the use of role-play and free oral presentation in EFL classrooms. This chapter, hence, includes the statement of the problem, the research questions and hypotheses. This latter state that the right and appropriate use of role-play technique in oral sessions will certainly boost students' speaking skill, while implementing only free oral presentation in EFL oral classrooms would not be sufficient in developing EFL students' oral proficiency. This chapter, also, contains the aims and significance of the study and the methodology adopted.

This research was carried out with first year students of English at Chadli Bendjedid University in El-Tarf during the academic year 2016-2017. The limitations of this study is that it was conducted in a short period as well as the big number of students per class, really, hinders the good management of the oral expression sessions. Its results can be generalized to advanced levels. Finally, this dissertation is divided into five chapters. In the next chapter, we will deal with the related literature of the main theoretical background of this study.

Chapter Two

Review of Related Literature

Introduction

The English language has become the central objective for many people around the world. The aim of learning English differs from one person to another. Speaking skill is considered as a crucial component for teaching/ learning EFL. Developing students' speaking skill is essential for students' improvement in learning the target language, though, most of EFL students find speaking a difficult task. EFL students in oral sessions try to convey their thoughts, and opinions to interact with their teacher or their classmates. The teacher has to provide learners with the appropriate techniques for enhancing speaking skill to increase opportunities for language use.

Teaching English as a foreign language (TEFL) requires more attention for all foreign language skills: the productive and receptive skills. The first and the last reason for learning the target language, is to achieve a mastery of producing and receiving the language either in oral or written forms. As far as speaking is concerned, it is regarded the most vital skill to be improved because of its importance in demonstrating language proficiency; in this chapter, we will shed some light on the speaking skill in EFL contexts.

Lately, the major focus of teaching EFL is how to provide students with more activities, strategies and techniques to enhance their speaking abilities. Hence, they will practice the language intensively in order to improve their speaking proficiency level.

Role-plays and free oral presentations are two main adaptable activities for teaching speaking. In one hand, implementing role-play adds variety into the classroom and offers opportunities for a lot of language production as well as it creates enjoyable atmosphere. It is considered as pedagogical and entertaining technique. In the other hand, implementing free

oral presentations is considered as an efficient way to motivate students to produce the target language freely and effectively.

This chapter is divided into two main parts; the first part is devoted to present speaking as a productive skill, including some definitions of speaking, the main characteristics of good speaker, and the relationship between speaking and listening as well as the difference between speaking and writing. Moreover, this chapter covers the activities used to teach speaking, the role of teacher during speaking skill assignments, and finally the importance of teaching speaking.

The second part deals with the notion of role-play as an activity that takes place in Oral Expression (OE) classrooms, starting with a definition of this concept, its types, and then discussing its importance as well as its advantages and disadvantages, pair work and group work in role-play, and finally, teacher roles in role-play activity. Additionally, we will deal with oral presentations (OPs), including its definition, its types and some modes in arranging OPs as well as teacher's role during this activity. At the end, this chapter discusses some advantages of OPs technique.

Definition of Speaking Skill

According to Chaney (1998) "speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts".(p.13)

Bryn also claims that, "speaking is a two way process between speaker and listener and involves the productive skill of speaking and the receptive skill of understanding" (p.8)

Regarding the previous definitions, it can be summarized that speaking is the process of using different aspects of language to pronounce verbal symbols in order to convey information, knowledge, ideas, feelings and opinion to the other person.

Speaking skill is one of the vital language skills that has important role for its significance and its use for conveying the meaning. Littlewoods (1981), states that "Speaking skill is an

important part of the curriculum in language teaching, and this makes them important object of assessment as well” (p.1).

The Importance of Speaking

There is a common question that is always asked by people to EFL students «do you speak English?” However, they never ask “do you write English?”

Ur (2000) claims that “speaking is regarded as the most vital skill than other skills”(p.12). In other words, speaking is considered as vital skill for achieving EFL learners’ goals in the target language. So, it is used as a tool to express their thoughts, ideas and feelings.

Murcia (2001) argues that for most people "the ability to speak a language is synonymous with knowing that language since speech is the most basic means of human communication"(p.103).

EFL learners are expected to perform the speaking skill more than the other skills because when they master the speaking skill they can easily master the other skills.

The importance of speaking is best revealed with the combination of the other language skills. For instance, speaking can help students enhance their vocabulary, grammar, pronunciation and improve their writing skill. With speaking, learners can convey feelings, opinions or thoughts, inform or debate, narrate and discuss.

To sum up, speaking skill plays an important role in TEFL for the development of students’ performance in the target language; the improvement of speaking skills offers encouragement to EFL learners to be more qualified in using varied aspects of the target language.

The Place of Speaking Among the other Language Skills

According to SIL International (1999), “The four basic skills are related to each other by two parameters:

- The mode of communication: oral and written
- The direction of communication: receiving or producing the message.” (p.8)

In effect, the four skills are linked together and cannot be separated. Edge (1993), claims “The more students use their language skill for enjoyment the more language ability they likely to acquire”(p.107).

In one hand, the spoken language differs from the written in different perspectives. Writing language contains unities of ideas which can be characterized in symbolic form, without pronunciation at all. So, while students write all the information on the paper, the reader cannot ask questions for more simplification; whereas in speaking the listener has the opportunity to ask for clarification when he cannot get the meaning.

In the other hand, listening is a process in which listeners receive the spoken language in order to understand the meaning from passages. According to Widdowson (1978), “Speaking is a part of a process where reception and production play a part” (p.59).

When student has good command on listening skill this means that he/she is able to receive the language and understand it appropriately and, thus, speaks easily. Lynch (2009) states that “the role of listeners and speakers is alternative in real conversation” (p.115). In other words, the producer and receiver must be skilled enough to acquire high proficiency level in EFL.

Listening is clearly related with speaking because if someone wants to speak better, he/she should be good listener too. In addition to this, if we speak clearly, listener will understand our messages.

Characteristics of Speaking Performance in EFL Classroom

In the last few years, EFL teachers paid a lot of attention on planning effective activities for helping EFL students to improve their speaking skill. The main concern in this issue is to achieve the balance between two important aspects: Fluency and Accuracy.

Richards and Rodgers (2001) mentioned that “fluency and acceptable language is the primary goal: Accuracy is judged not in the abstract but in context”. (p. 157)

Fluency and Accuracy are very essential components in learning English as foreign language.

Fluency

When you describe speaker as fluent speaker means not only he/she produces utterances but also produces utterances smoothly, rapidly and perfectly. According to hedge (2000), “the term fluency is related to the production and it is normally reserved for speech. It is the ability to link units of speech together with facility and without strain or appropriate slowness, or undue hesitation" (p.54).

Fluency contains two main aspects: the speed of delivery and the regularity; in both aspects the speaker must be rapid and reliable to any given speaking context.

In simple words, fluency is being able to speak and understand English as fast and easy as possible without the need for any recommendation.

Accuracy

Skehan (1996) defines accuracy as “how well one’s speech is produced in relation to the rule system of the target language” (as cited in Ellis and Barkhuizen, 2005, p.139).

Therefore, learners should be aware of the grammatical structure, vocabulary and pronunciation and comprehensiveness of the language forms. Also Spratt (2005) defines accuracy as “the use of correct forms of grammar, vocabulary and pronunciation”(p.34).

Many EFL teachers stressed on the term of accuracy on their teaching process because learners focus more on fluency, they forget about being accurate. A good English speaker is able to create a good controlled spoken production.

Vocabulary Range

Vocabulary is the knowledge of a wide variety of words and their meanings. Excellent English speaker can speak the language with sufficient vocabulary to involve and contribute efficiently in any given conversation; they can overcome any issue and gather vocabulary words, so they can speak in any topic with no difficulties.

Harmer (2001) describes it as “the appropriate use of words according to the nature of the topic, the audience (participants), and the setting in which the discourse takes place” (p.71). In other words, the speaker must be skilled enough to select the appropriate words in which the receiver can understand it well; this reveals their proficiency while speaking the language.

Teaching Speaking Skill

For many years, speaking was a neglected skill and more attention was given to reading and writing skills; EFL students learnt speaking just as a repetition of drills or memorization of dialogues. However, today, speaking becomes more preferable skill by EFL students than other skills, even when they are confronted with many obstacles and difficulties.

Teaching speaking is based on how to teach EFL learners to produce the English verbal sounds, articulation, words stress, intonation, tone and the rhythm of the foreign language.

According to Nunan (2003), to teach speaking means to teach language learners to:

- Produce the English speech sounds and sound patterns.
- Use word and sentence stress, intonation patterns and the rhythm of the second language.
- Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.
- Organize their thoughts in a meaningful and logical sequence.

- Use language as a means of expressing values and judgments.
- Use the language quickly and confidently with few unnatural pauses, which is called as fluency. In other words, teaching speaking is to put ideas in a meaningful and rational sequence as well as choosing the appropriate words and sentences to deal with any given context, situation, audience and subject matter. Teaching speaking refers to use the language as a tool for expressing standards, thoughts, and opinions.

It can be concluded that EFL teachers must offer more opportunities for EFL students to use the language freely in order to express their emotions, needs, interact with each other in any given situation.

Activities Used to Teach Speaking

Teaching speaking was considered as a complicated mission; however, today's innovation in this field leads to create varied speaking techniques that fit with different intellectual abilities of EFL students.

There are many activities that may be used by teachers to help students produce the language effectively within the learning process.

Drilling and Chants

Drilling

Drills are organized speaking activities; however, this type of activity is based on repeated exercises such as: repeat words, phrases, sentences and even the entire utterances. It is very useful especially in beginners' levels for practicing grammatical structures, vocabulary and intonation. Matthews, Spratt & Dangerfield (1991) defined drill as "a type of highly controlled oral practice in which the students respond to a given cue" (p.210).

Chants

They are repeated rhythmic phrases that are easy for remembering rather than drills. This kind of activity helps students to select easily many words and idiomatic expressions by listening to songs and playing video games. As Beckman and Klinghammer (2006) state «Chants are Words or phrases that are repeated again and again, in a rhythm» (p. 12)

Interviews

Interviews are very effective assignments for raising students' engagement during oral expression sessions, especially when they are occupied in interaction such as sharing opinions, feeling and facts. The teacher may collect students' feedback after this activity to measure their understanding on issue they presented. According to Kayi (2006) «Conducting interviews with people gives students a chance to practice their speaking ability not only in class but also outside and helps them becoming socialized. After interviews, each student can present his or her study to the class»

Storytelling and Retelling

Kayi (2006) states «Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Story telling fosters creative thinking. It also helps students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have». In other words storytelling is one of the most effective techniques in TEFL; it can be used in any given level from beginner level to advanced level, and there are different ways to involve this assignment such as: students may tell story based on their experience, memories or historical events.

Retelling Activity

It is different from storytelling; it is based on repeated storytelling by students. In this activity students may collect short stories to tell inside their classes. In the activity of telling

and retelling a story, students construct their own story in the basis of concepts or principles extracted from the reviewed story. “Then they can get teachers’ advice and peer reviews, and also provide peers their own feedbacks through the sharing opportunities. It can give Individuals to cooperate retelling a story with peers and teachers” (HeeokHeo ,2004,376)

All in all, there are many effective activities used in teaching speaking skills such as: discussion, games with mime, questionnaires, debates, jokes, pictures, maps and charts, problem solving activity, information gap, dialogues, simulation, and so on.

The Role of Teacher during Speaking Activities

In teaching speaking, the teacher may play different roles. In every activity, the teacher can emphasize a particular ability to develop speaking skills. The crucial role of the teacher is to create appropriate techniques for learning development; thus, they will perform fluently. There are three main roles for the teacher to play during speaking activity. They can be prompter, participant, even feedback provider as viewed by Harmer (2007) in what follows: (pp.347-348)

Prompter

The teacher offers his help for students when they forget or when they lost their up next words, in this case the most expectations from the teacher are either by giving them his help, or leave them to struggle out on their own.

Participant

The teacher has the opportunity to participate in some activities such as: discussion and role-plays activities, he may join, in the classroom, performance to help students carry on the activity a long; guarantee their full engagement to create comfortable learning atmosphere. In contrast, there are some situations where the teacher has to be careful and lets the students act without his intervention. This will prevent students from getting frustrated.

Feedback provider

When students finish their activity, teacher should correct what they have done and tell them about what went well; in response to the content of the activity as well as the language used. In other words, at the end of speaking activity the teacher provides his feedback since over correction of students' mistakes may inhibit their continuity of performance. On the other hand, positively correction may get students out of difficult confusion.

To sum up, when teachers decide to act as prompter, a participant, or even a feedback provider, they should not force students during performance, they have to be careful; do not participate too much, and do not over correct.

Definition of Role-Play

Many scholars provide different definitions about the use of role-play as teaching and learning activity. However, there is no precise definition for this concept. Therefore the following definitions will present various and clear explanation of this speaking activity.

Porter-Ladousse(1987) stated that "role play activities range from highly-controlled guided conversations at one end of the scale, to improvised drama activities at the other; from simple rehearsed dialogue performance, to highly complex simulated scenarios"(p.3).

Likewise, Harmer (1998) pointed out that "Role-Play activities are those activities where students are asked to imagine that they are in different situations and act accordingly"(P.92).

Types of Role-Play

It has been pointed out that role -play differs in many aspects such as: duration and the degree of difficulty. There are two different types of role-play: real and surreal role-play.

Real Role-play

It is based on the roles that are rehearsed for the real life situations; for instance, ordering food in restaurant, checking into hotel and asking for direction. "Role play is a way of bringing situations from real life into the classroom" (Doff, 1990, p.232). So, this kind of role-playing offers great opportunity to practice the language that is supposed to deal with in the future. Accordingly, they may have fewer problems because they experienced this language inside the classroom.

Surreal Role-play

It is also called imaginative role-play; it is based on rehearsing the roles that focus on imaginative situation. This type of role-play is, mostly, used for encouraging self imagination of each student. Al-Arishi (1994) claims that "surreal role-play should encourage an imaginative self-expression of the inner world of each student's mind" (p.337).

Procedures of Role Play

According to Byrne (1983), role play activity is a drama like classroom activity in which students take the role of different participants in a given situation and act out what might happen; such roles can be grouped into two forms, scripted and unscripted role play.

Scripted role-play

In this kind of procedure students are asked to follow written text "script" of a play to be rehearsed; they should be restricted to the given textbook or script.

Doff (1998) gives an example about scripted role- play dialogue and reading text and how the process is:

Example:

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

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

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

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

Angela: (give to Clerk 50 pence) here you are.

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

Angela: thank you, where is the post box?

Clerk: you want the air mail box. It is over there, by the door

Unscripted Role Play

In the case of unscripted role-play, students do not depend on textbooks. It is also known as a free role-play or improvisation. Learners themselves have to select the language that suit them in any given situation and the way in which the conversation will be developed.

The Importance of Role-Play

Role-play technique seems very crucial in TEFL since it helps students to learn several skills such as negotiation, team cooperation, gain insight, provides opportunity for critical observation and encourage self- imagination. Thus, role playing can be more effective if the teacher used it in an appropriate way.

Rogers and Evans (2008) stated three reasons that show the values of role play. First, the majority of teachers consider role play as central and essential to learners' experience because it aids them to improve social skills in order to communicate with others. In addition, role play is a reason that leads students to improve their creativity and imaginations. The third and major reason is that the role play is used to reinforce learning.

Advantages of Role Plays

Most EFL teachers struggle to find a perfect way to apply role-play activity because EFL teachers need to be trained on how to use this assignment appropriately; Porter Ladouse claims that "Role-play helps many shy students by providing them with mask"(as cited in Maley ,1987,p.7)

Another advantage of role-playing is that learners are given a chance to pretend someone else. Such a technique may help timid students to overcome their shyness of speaking. Reticent students often have difficulty talking about their experiences or about themselves. The fact that they are someone else makes them feel that their own personality is not implicated (Porter-Ladousse, 1987).

Role-play, hence, is regarded as beneficial technique for EFL teachers to improve their students' speaking ability, raising their engagement, diminishing their anxiety in the classroom as well as developing their creativity in language learning.

Disadvantages of Role Play

The fact that role-play have many advantages, it may have disadvantages, too .One of the most disadvantages is that role-play is not appropriate to be used in some situation as Rogers (2007) said “there is always some distance between action and thought “ (p.210).another disadvantages is that students may feel awkward and shy when they are performing on the stage, the most important disadvantages is that teacher may not be able to use the right method to raise students engagement during the performance as well as using group work could be so noisy.

Thornbury (2005) asserts that “... learners who feel self-conscious performing in front of their peers, especially if this involves a degree of improvisation, and care has to be exercised in choosing and setting up such activities so as not to make even more demands on them than speaking in another language” (p. 96-98).

These disadvantages may be overcome and the key concept of successful role –play is that teacher should be well prepared by choosing the perfect way to deal with role-play activity.

Teacher's Role in Role-Play

Role-play is considered as learner centred activity; however, during students' performance there are some possible roles for the teacher to be acted such as:

Facilitator: as stated by Budden (2004)“One of the teacher’s tasks is being a facilitator .As learners practice role-play they may discover that they lack words or phrases”. During students performance the teacher may offer his help especially when they are facing obstacles while using new language.

Spectator: In this case the teacher watches the role-play; he may offer his suggestions and recommendations at the end of the performance. “The teacher walks round the classroom listening to the students talking and putting down the mistakes that should be discussed” (Porter-Ladousse, 1987, p.15).

Participant: if the teacher may want to become involved in a speaking activity, it is more appropriate to draw the limits in his involvement; in this, he can prompt the exercise, introduce new information to help the role-play along and ensure continuing student engagement in the speaking” (Harmer,2001, p. 276).

Pair Work and Group Work in Role-play

In the pattern of pair work, there are at least two students engaged in role- play. This would help students to carry on their responsibilities as well as promote partnership which builds comfortable learning atmosphere; to add more, working in pair maximizes the time devoted to speaking for each student and also they may not need teacher intervention during their performance.

In pair work, students have the possibility to practice the language. In fact this boosts the amount of time devoted to speaking for any student. Moreover, it also allows students to work individually without the teacher intervention; hence, it encourages the learner’s autonomy (Harmer, 2001, p.116).

In the other hand, working with pair may have disadvantages also as Harmer (2001) stresses the fact that “many teachers and even students may dislike it and to add more, working with a partner can be noisy. Therefore, educators keep thinking that they may lose

power over their class and do not let learners work in pairs too often. Another disadvantage is switching to L1. As there is no teacher control and students work on their own, they may talk in their mother tongue rather than in the target language” (p.116).

Another pattern used in role-play is based on group work. In this case, teacher divides students into groups to perform on a given roles; hence, this creates varied involvement with combination of group efforts. Within classroom interaction, students will not be able to get bored, and it promotes learners autonomy by allowing students to choose their own roles within the group.(Harmer, 2001, p.116).

However, there are some obstacles that face teachers when they used group work pattern. The teacher may not be able to control students’ behaviours as result of their noise, to add that there are many students feel uncomfortable when there are working on group and not enjoying about the choice of their role.

Oral Presentations

Teaching oral presentations (OPs) at advanced level seems very important as language skill activity. Chivers and Shoolbred (2007)claim “doing presentation is very good learning experience”(p.5). It helps students to practice the target language as well as to acquire high variety of knowledge about different topics; within this activity the teacher asks student to perform on a given topic whereas before presenting he prepares simple research to gain clear understanding about the topic, when he is going to present he must give the most important information then lets the details for the last ;accordingly the presenter shows language ability during his performance as well as imports the knowledge on particular subjects to the audience.(Al-Issa&Al-Qubtan ,2010) In fact,many EFL students prefer OPs activities because they feel more comfortable throughout this learning experience.

Al-Issa and Al-Qubtan (2010) state that “an important feature of the EFL classroom in different parts of the world today is oral presentations” (p. 227).

Types of Oral Presentations

Teaching with OPs can be included not only in teaching speaking but also in teaching other modules in TEFL. So, EFL teachers have the opportunity to assign this activity in several ways: individually, in pairs, or in group; this depends on either teacher objectives or students' needs. In fact there are three types of OPs: Controlled, guided, free.

“Oral presentations can be divided into three types: controlled, guided, and free. This depends on a number of factors such as choice of topic, time allocated to the presentation, grammar, vocabulary, method of presentation, and, most important, learners' proficiency level”. (Al-Issa & Al-Qubtan, 2010, p227-246.)

Controlled Oral Presentation

This type is used with beginner students' level in which the teacher designs subjects related to textbook, it is easier than others, taking into consideration students' proficiency level. Furthermore, the selection of grammar and vocabulary should be related to their mastery of target language. Teachers use controlled oral presentations to raise students' engagement and build their confidence in practicing the target language during EFL classes. Al-Issa and Al-Qubtan (2010) provide examples of such questions: “Do you live in Muscat?” “Do you like fish?” “Do you watch football?” “Do you come to school by bus?”. The first student can collect the answers and put them in paragraph form using the third person singular. A model presentation, which should not take more than 30 seconds, would be “Ali lives in Muscat. He likes fish. He watches football. He does not come to school by bus.”

Guided Oral Presentations

This type is used with lower-intermediate or intermediate levels; in this case, students are guided in terms of topics that may suit their proficiency level in the target language. They are not required to perform using complicated grammar and vocabulary items. So, their time should be guided also. Consequently, they may use authentic materials as

Power point and overhead projector (OHP) slides, these equipments help students to be more engaged within class.

Free Oral Presentations

Within this type, students are expected to have upper-intermediate to advanced levels of proficiency. Hence, in this level students should have earlier practice on the guided and the controlled oral presentations. Consequently, they are able to use complex and varied grammar and vocabulary items. This type is unlimited time presentations; so, students can handle presentation longer times than their lower level counterparts.

“Students giving the free type of oral presentations can handle questions from their classmates after they have completed their presentation. And if the class is streamed (with students classified according to their linguistic competence), the audience is capable of forming sophisticated questions”. (Al-Issa& Al-Qubtan, 2010, p227-246.)

Arranging oral presentations

Arranging OPs depends on the size of the class, the level of the speaking proficiency, the topic, the needs of students, and the goals that the teacher wants to achieve. So, it can be arranged: individually, in pairs, or in groups. Whereas, working individually provides learners with autonomy and privacy, and trains them to work independently. Furthermore, it can be spontaneously arranged specially with advanced level when students perform their presentations freely. (Al-Issa and Al-Qubtan, 2010)

Oral Presentations is considered as students' centred activity while during this activity, the teacher plays an important role as facilitator and leader.

Al-Issa and Al-Qubtan (2010) stated that specific roles played by teachers traditionally embodied in exercising authority as well as providing and controlling almost all

the events in the classroom; however, in an oral presentation classroom, teachers are facilitators of cooperative learning and delegate autonomy and leadership to be represented by the student.

Advantages of Oral Presentations

The most important purpose of doing OPs in EFL classroom is to promote students speaking proficiency level in the target language .According to king (2002) “students give an oral presentation in front of the class is one of activities that learners have and it is included in the lessons to improve the students’ proficiency level”(p.401).

Besides , OPs help students to collect, inquire, organize rich information about various topics, raise their autonomy in the learning process as well as develop their ability to communicate with each other using the target language.

Conclusion

Speaking skill is considered as fundamental process in teaching foreign language; it is used to measure learners' proficiency in the target language. In the previews chapter we attempted to shed some light on speaking skill; its place among the four skills; its importance; and the characteristics of speaking performance in EFL classroom. We presented also some activities to develop speaking skill and teachers' roles during speaking activities. So; in this chapter we have reviewed many concept related to speaking and teaching speaking skill. Speaking plays a major role in boosting students' ability in the target language. Thus, teaching and learning speaking skill become more successful when teachers apply different techniques such as: role-play and free oral presentations through which they avoid memorization and repetition. In fact, EFL learners cannot master the target language only by the theoretical back ground; they need to practice all aspects of the target language. Accordingly, we presented two major techniques used in teaching speaking in EFL classes. The first part was an attempt to give clear idea about the notion of role play. We dealt with the types and the importance of role play in which it raises students' engagement to communicate with each other. Moreover, we focused on introducing some advantages and disadvantages of role playing activities. Later on, teacher's roles in role play. Further, we dealt with oral presentations, its definition as well as its types, its arranging, and finally, its advantages.

From the notions presented above we could notice that both role-play and free oral presentations share the same objective which is developing students' fluency in speaking skill. The next chapter will deal with the methodology of this study which contains the participants, data collection instruments, and the detailed procedure of the investigation.

Chapter Three

Research Methodology

Introduction

This chapter includes the research methodology of this dissertation. So, it will shed the light on the research institution, including its location, history, number of students and teachers, and levels or specialty that are taught at the department of English. In addition, a description of the participants will be provided, including their level, number, age, gender and their background information. After that, the research instruments, which are: questionnaire and classroom observation. Finally, the chapter will deal with the research design and procedures.

Research Institution

The research was conducted at Chadli Bendjedid –El Tarf University, this institution was previously named El Tarf University by the decision of # 01/14 October 23, 2014. It is a higher education institution located in the province of El Tarf in the east of Algeria. In 2016, the faculty of literatures and languages opened by the executive degree of #06-279 of August 16, 2016. The faculty consists of three departments: English, French and Arabic. The department of English was opened in 2009 and offered only the license degree. After that it started offering the master degree in 2014. There are three levels in the licence. For the Master degree, there are two levels. The English department contains 21 teachers and 763 students in the 2016/2017 academic year.

Participants

The participants of this study were first year EFL students in the English department at Chadli Bendjedid El-tarf, Algeria, for the academic year 2016-2017. Their age range from 18 to 30. The participants have studied English for seven years as a course: four years in middle

school, and three years in secondary school. Then, they specialized in English as a foreign language at the university.

Research Instruments

The objective of this case study depends on the overall objective of our research. It aims first at discovering and understanding how the use of role-play and free oral presentation enhance the students speaking skill. Second, it aims to provide that the students really need more practice to speak English fluently through using efficient techniques. Therefore, we have opted for main gathering tools, a questionnaire for students, and teachers of oral expression (OE) and classroom observation to investigate the research questions as well as to get findings that are more accurate.

Description of the Questionnaire

The Students' Questionnaire: is designed to gain data regarding their opinions about their attitudes towards studying English while using role plays and free oral presentation. The questionnaire is divided into three sections that consist of 13 questions. The types of questions are mainly closed ended (yes / no questions or multiple choice questions), and open ended questions were included. The three sections are as follows:

Section 1: General information (Q1- Q3): it is meant to gather data about students' personal characteristics.

Section 2: The speaking skill (Q6): this section seeks information about the speaking skill, abilities, and speaking difficulties.

Section 3: Role plays and free oral presentation in EFL classes (Q7 – Q13): this section aims to obtain information about the use of role plays and free oral presentation activities. It compares students' personal attitudes towards implementing either role plays or free oral presentation in their OE classes.

Teachers' Questionnaire: is required to fulfil this research. It consists of 24 questions divided into four sections. The types of questions are mainly closed ended (yes / no questions or multiple choice questions), and open ended questions were integrated also. The four sections are as follows:

Section 1: General information (Q1- Q5): it is meant to gather data about teachers' personal characteristics.

Section 2: The speaking skill (Q6- Q13): this section seeks information about the speaking skill, abilities, motivation and the main activities used by teacher to teach speaking.

Section 3: Role plays in EFL classes (Q14 – Q20): this section seeks information about role plays activities. It investigates teachers' personal attitudes towards Role plays implementation in their OEclass.

Section 4: Free oral presentations in EFL classes (Q21 – Q27): this section seeks information about free oral presentations activities. It explores teachers' personal attitudes towards implementing free oral presentations in their OE class.

Classroom Observation

In addition to students and teachers questionnaire, a classroom observation was another tool of collecting data used in this research. The purpose of class observation was to observe class during students' performance in both role-play and free oral presentation assignments, as well as we try to measure their progress in speaking and their learning behaviors with relation to the teacher's instruction while using those techniques.

Description of the Observation

The classroom observation was took place on **March 2017** with two groups of first

year at the department of English in El-tarf University. It was conducted during four weeks in which we attended eight sessions, four with the first group using role-play, and four sessions with second group applying free oral presentation only. The observation that we have undertaken was direct without interfering the teaching and the learning activities; it was based on two different checklists the first concerning role-play and the second was about free oral presentations (see appendixes C and D).

Throughout this observation, we aimed at measuring students' progress during applying most adaptable activities in teaching speaking through role-play and free oral presentation.

Research Design

This study is quantitative and qualitative; it is conducted as case study with first year EFL students in Chadli Bendjedid University. It consists of three main variables: two independent variables which are role-play and free oral presentations, and one dependent variable which is the speaking skill.

Research Procedures

This research was conducted with first year EFL students in the second semester of the 2016-2017 academic years and invited them to be a part of this study. We explained to them the aim of the study, which is exploring the effectiveness of role-play and free oral presentations in developing EFL students speaking skill. In the second semester, they conducted regular OE classes for about 4 weeks applying role-play and free oral presentations with the first group and only free oral presentations with the second group. At the end of the observation, both groups took questionnaire.

Conclusion

This study was conducted at Chadli Bendjedid in El-Tarf, Algeria. Participants were first EFL students at the same university. The current chapter started by providing an overview of the research design and the methodology adopted, as well as the participants and the research instruments. Moreover, this chapter tooled up an obvious view about the procedures used in order to analyze the collected data. The study has two variables: Independent variables which are role-play and free oral presentation and the dependent variable which is EFL students speaking skill. The next chapter will deal with the analysis and the results of the gathered data.

Chapter Four

Results

Introduction

This research explores the effectiveness of using role-play and free oral presentation in developing speaking skill of first year EFL students at Chadli Bendjedid University in El-tarf, Algeria. Two groups were randomly selected from population of 225 EFL students, both groups studied regular oral expression courses during the first semester. In the second semester, they were both exposed to role-play and free oral presentation activities. At the end of the second semester; questionnaire was administered to both groups. Moreover, a questionnaire was addressed to five teachers from the department of English at Chadli Bendjedid University who have taught oral expression modules. The results aim to answer the following research questions:

Q1: Is role-play an effective and sufficient teaching technique for boosting students' speaking skill?

Q2: Does implementing only free oral presentation in oral expression session sufficient in enhancing EFL student' speaking skill?

This chapter consists of three main sections. The first section deals with the analysis of students' questionnaire. The second section includes the analysis of the teachers' questionnaire, and the third section discussed the results of the observation of students' performance during oral expression courses. Percentages were used to analyse data collection.

Analysis and Interpretation of Students Questionnaire

Question01: Is oral expression your favourite module?

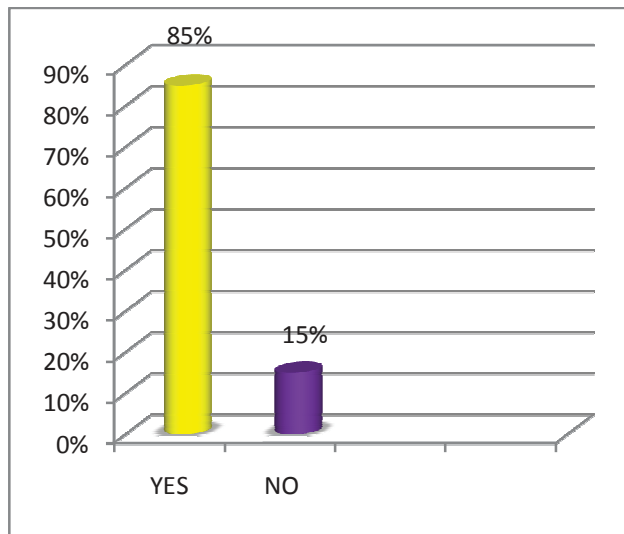


Figure 01: students 'favourite module

The figure above shows that 51-(85 %) of the respondents assert that Oral Expression is the most favourite module, whereas 9-(15%) of participants mentioned that Oral Expression is not the most favourite module. From the explanation of figure, it can be summarized that most students prefer the oral module because they have more opportunity to practice the language and to express their feeling and emotion freely.

Question02: How do you evaluate your present level at speaking skills?

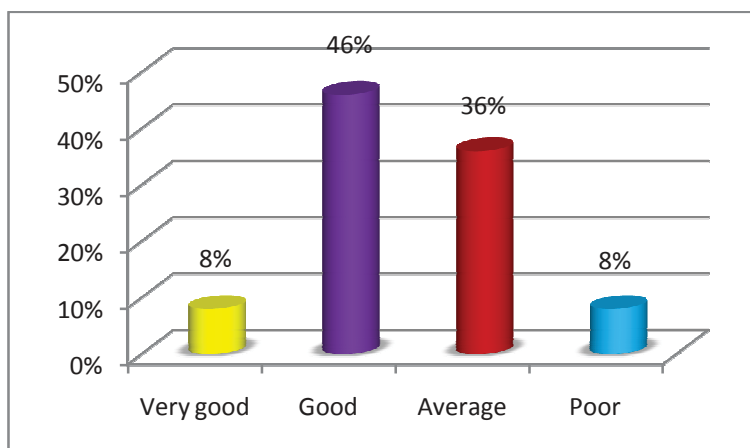


Figure 02: student's level in speaking English

The result of the figure above revealed that 28 (46%) participants admit that their level in speaking is good. Besides 22 of the participants 36% who declared that they have average

level in speaking, while 5-(8 %) of them said that their abilities in speaking is being very good, at the same percentage of participants 8% said that they are poor in speaking.

Question 03: Do you use of English outside the classroom?

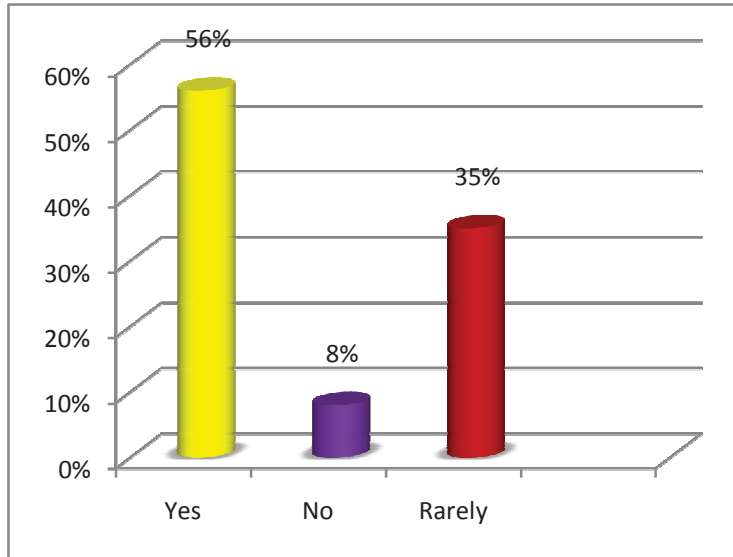


Figure 03: Students' use of English outside the classroom

As it is clearly observed from the figure above that 56% of the participants use English outside the classroom. From this result we can notice that EFL students are able to improve their oral performance in English language. While, only 5 of them (8%) said that they don't use English outside the classroom, they have less interest in developing speaking activity. However, 35% of students claimed that they rarely use English outside the classroom.

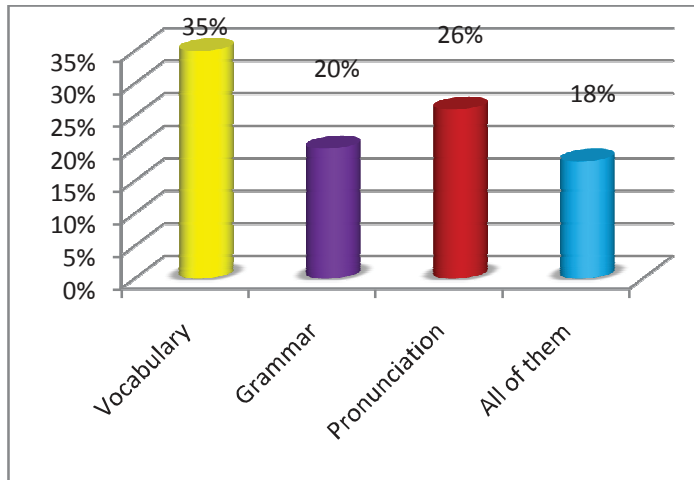
Question 04: What are the main speaking difficulties?

Figure 04: Students 'speaking difficulties.

From the obtain results, we could notice that 35% of participants believed that their vocabulary is their main speaking problem. In fact, this appears as a result of the lack of practicing language aspects .In other hand, out of 60participants, 12of them (20%) argued that the main speaking difficulty to them is the use of grammar .This can also be a result of the lack of practicing the language and its grammatical rules and students' fear of making mistake, and also the fear from being criticized by the teacher. Another difficulty that may face students in oral skill are pronunciation difficulties; 16 participants (26%) believed that pronunciation is one of the main problems. Consequently, the problem is a result of learners' low practice of language pronunciation especially when they don't expose to pronunciation of native speakers. Moreover, out of 60 participants, only 11 participants (18%) admit that they face all speaking difficulties: vocabulary, grammar and pronunciation difficulties.

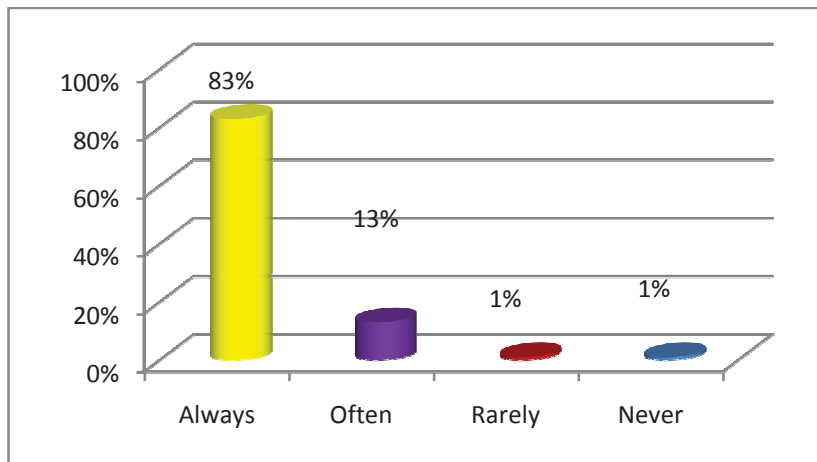
Question 05: How often does your teacher give you the opportunity to speak?

Figure 05: Student's opportunity to speak.

The majority of participants (83 %) have answered that their teacher always offers to them the chance to speak, while eight (13%) participants who confesses that their teacher sometimes gives them the opportunity to speak in classroom, and 1.66 %of participants who ticked between rarely and never. In most cases, the teacher offers the opportunity to speak for the majority of the students in order to develop their speaking proficiency level. Thus, learners can overcome their shyness and fear from making mistakes.

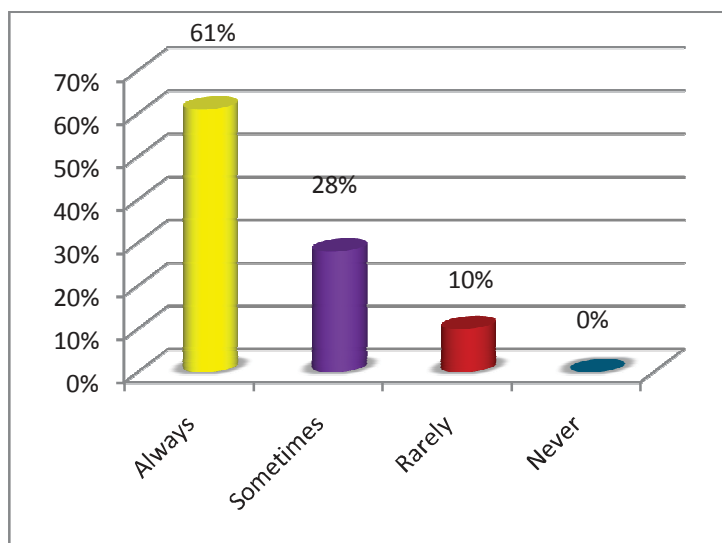
Question06: How often do you participate in oral expression classroom session?

Figure 06: Students 'participation in oral expression classroom

Out of 60 participants, 61% of them claimed that they always participate in class room and only 28 % of participants said that they sometimes participate. Some participants (10%) rarely speak in the classroom .This means that the teacher gives them the opportunity to speak in classroom.

Question 07: Which activity does your teacher use most?

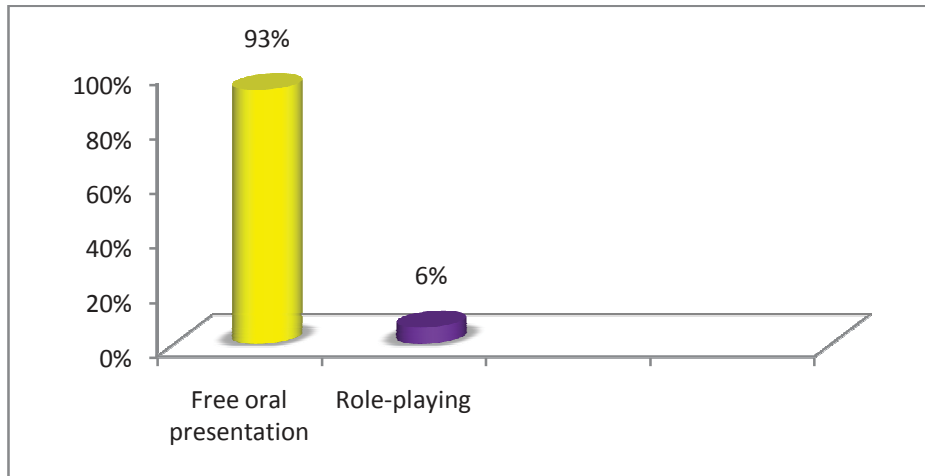


Figure 07: The most activities used to teach speaking.

As it is clearly observed from the figure above, most of participants (93 %) asserted that their teacher mostly used free oral presentation in oral expression, this may give them more opportunity to talk and practice without being limited to a given topic. However, only four of the students (6 %) mentioned that role playing is less used by the teacher, but if she/he gives the students more opportunity to use it they will be more efficient in using the target language. Thus, role play is a helpful technique to make the learner more involved in the learning process.

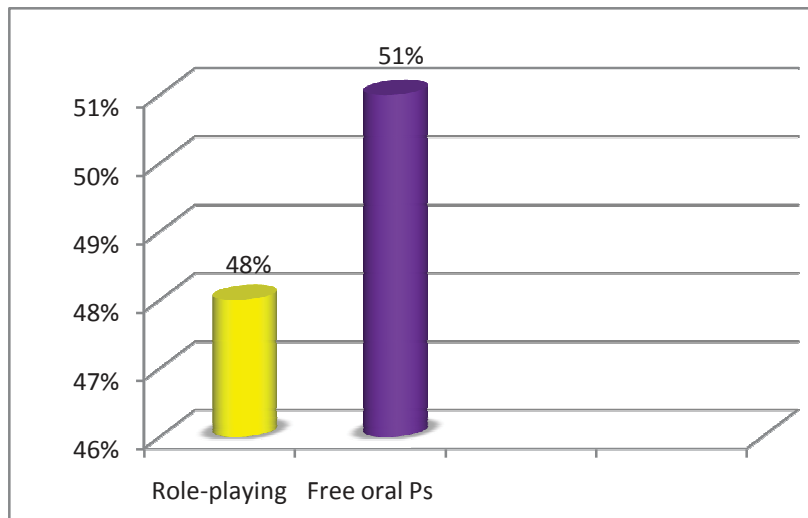
Question08: Which activity do you prefer most? And why?

Figure 08: Students' most preferred activity.

The results showed that 51% of the respondents prefer free oral presentations most justifying that they have the opportunity to speak freely and choose any topic that suits their speaking level. While, 48% of participants prefer role-play justifying that they have the opportunity to work in groups since it is more entertaining, funny and very successful method to develop their speaking skill.

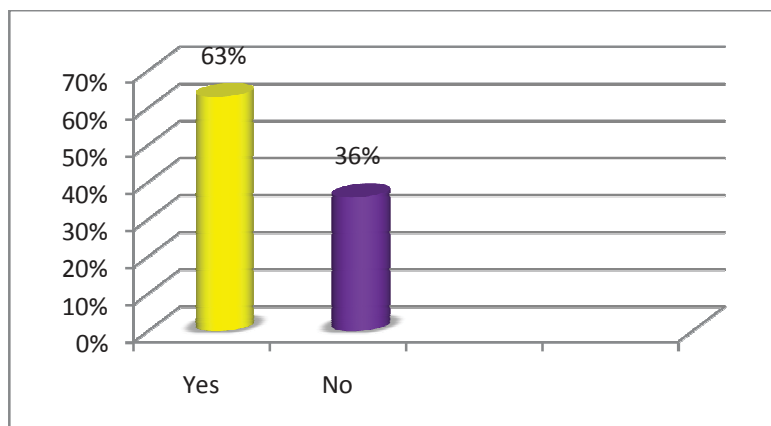
Question 09: Is it necessary to use role-play activity to enhance speaking skills?

Figure 09: The necessity to use role play technique in classroom.

The majority of the respondents (63%) opted “Yes” for the use of role play techniques as very necessary to boost their speaking abilities. However, only 36% of the participants who said that it is not necessary to use role play; may be because it seemed difficult for them.

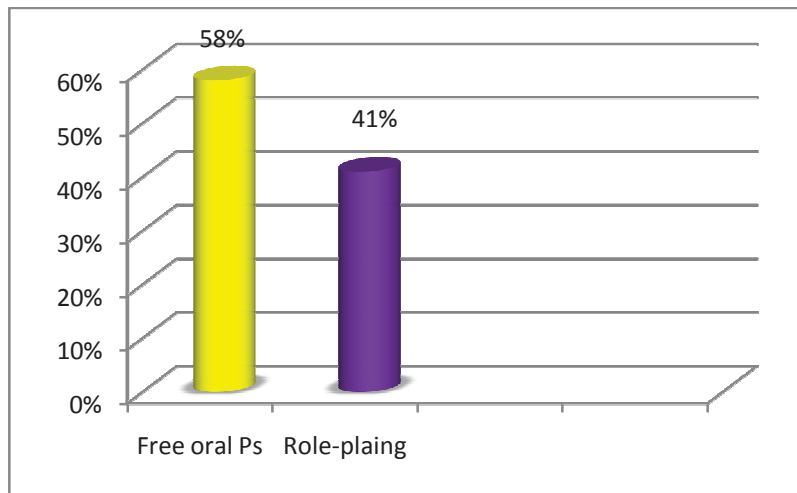
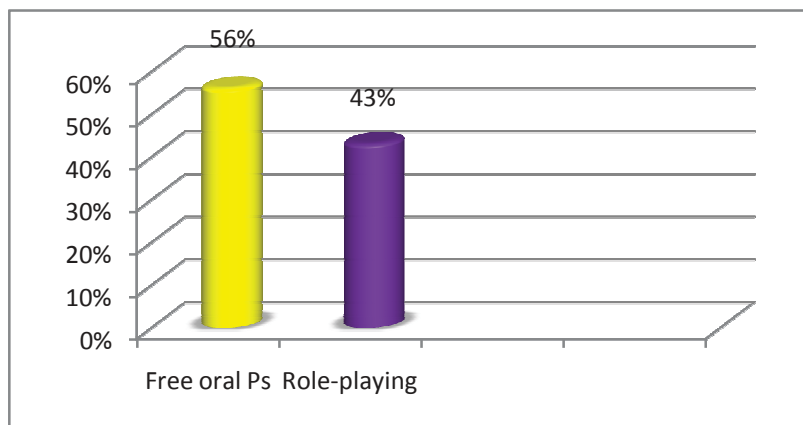
Question 10: What do you think about the technique that saves time the most?

Figure 10: The most appropriate technique that saves time.

The results obtained revealed that 58% of the respondents agree that free oral presentations save time the most, because they can practice the spoken language freely. While, only 41% said that the use of Role Play technique save time especially when it is used in an appropriate way.

Question 11: Which activity can strongly raise your motivation in speaking English?

*Figure 11:*The activity that strongly raises students' motivation.

The figure above shows that 56% of the participants agree that the use of free oral presentation technique helps deeply to motivate them inside classroom justifying that they have the opportunity to exchange information freely, and they could be more creative. While, 43% of

Chapter Five

Discussion

Introduction

This chapter discusses the results of the dissertation in relation to the hypotheses and previous theories and research. After that, it introduces the pedagogical implications of the study, including the benefits of using role-play and free oral presentations in improving EFL students' speaking skill and some tips teachers have to put into consideration when using these activities in the EFL classroom. The final section in the chapter presents suggestions for future research that are similar to the subject matter of this dissertation.

Discussion of the Hypothesis

Hypothesis 1

In this study, we have hypothesized that the right and appropriate use of Role-Play technique in oral sessions will certainly boost students' speaking skill. This hypothesis has been checked by students and teachers questionnaires and classroom observation results, which showed noticeable progress in students' speaking ability after implementing role-play and free oral presentations in the oral expression courses. Hence, this hypothesis is validated.

Hypothesis 2

It has been hypothesized, also, that implementing only free oral presentation in EFL oral classroom sessions would not be sufficient, and, thus, employing it along with role play assignment can be more effective in improving EFL students' speaking abilities because role play technique creates more opportunity to use the language in different situations and new contexts. This hypothesis has been checked by observing the result from teachers and students' questionnaires and classroom observation. Thus, this hypothesis is validated.

The Relationship of the Results to Previous Theory and Research

According to present study, we can divide it into two main variables. In one hand, The relationship of the results to previous Theory and research about role-play which are similar to previous studies as Priscilla Islam and Tazria Islam (2012), which found that role play technique has positive impact on improving learners' speaking skill. This study is also similar to a study by Jassim Mohammed Rayhan (2014) in which the results show that role –play technique is a successful method in teaching speaking skill.

In the other hand, the relationship of the results to previous theory and research about free oral presentation are similar to previous studies of Al-Issa and Al-Qubtan (2010) on their article “taking the floor” in which they divided oral presentation into three types: controlled; guided and free oral presentations.

Implication of the Study

Implementing free oral presentations and role-play techniques into the EFL classroom is of paramount importance for many grounds:

- Role-plays are funny and enjoyable and they provide supportive learning experience.
- Free oral presentation is very useful activity for EFL students and teacher for it increases students' self confidence to speak in public or private place as well as it would decrease their shyness and anxiety. So, it will be beneficial to them in their future career.
- Role-play is an efficient technique used to improve students' body language as gestures and eye contact especially when they practice it intensively.
- Free oral presentations are highly motivating. FL students feel more free and comfortable while using it.

- Role-play technique has positive influence on improving learners' speaking skills as it gives students the opportunity to explore different situations of real life and enables them to speak accurately and confidently in that situation in the target language.
- Role-play and free oral presentation are regarded as efficient speaking activities for both teachers and students.
- Enrich teaching experience in teaching speaking skill leads to better achievement and progress of students' proficiency level in the target language.
- If students practise so much role-play and free oral presentation in oral expression sessions, their speaking skill will be improved.

Suggestions and Recommendations

In order to improve students' speaking skill through role-play and free oral presentation, some suggestions and recommendations can be addressed to both teachers and learners. These are summarized in this section.

- The teachers should create comfortable learning atmosphere. Thus, encouraging students to speak and practice the target language and speak spontaneously by involving them in efficient activities as role-play and free oral presentation, as an old proverb says "Tell me and I forget, teach me and I remember, involve me and I learn".
- Role-play scripts should be well chosen according to the students level particularly "grammar and vocabulary".
- Teachers should correct students' errors in a positive way; the correction will be better remembered in the further processes of learning the target language. However, they shouldn't over correct students' mistakes.
- Teachers should provide his/her feedback to help students when situation gets chaotic and embarrassment especially role play in a large classroom, this problem can be resolved by giving students prompt verbal feedback or written feedback.

- Teachers should play different roles when assigning role-play and free oral presentation as facilitator; prompter; feedback provider and participant to increase success in the learning environment.
- Teachers should construct different speaking activities which encourage the students to learn such as free oral presentation and role-playing.
- Teachers have to encourage their students to practice oral English and speak spontaneously in role play and free oral presentation.
- Teachers and students are strongly recommended to take into account some important considerations while using role-play and free oral presentation as duration; degree of difficulty; students 'level.
- Teachers should raise students' awareness about the use of role-play and free oral presentation techniques in improving their speaking' skill in order to create inhibited relaxed atmosphere.
- Students should practice EFL intensively using role-pay and free oral presentation. Thus, they will provide competitive learning atmosphere.
- Students should take into consideration that in role-play they must act as native speakers.
- Teachers and students should carefully select the roles to be played in their classes, "for the teacher scripted roles and for the students' spontaneous roles".
- Teachers should train student show to use body language actually they do not know and how to use body language (eyes contact, gestures, and facial expression).

The researcher suggests: that EFL teachers could implement role-play and free oral presentation during teaching speaking skill since they have many benefits for the students' progress.

- It is preferable to assign role-play activities as home task in order to give students the opportunity to rehearse their roles well as well as giving them the freedom to act spontaneous roles in order to develop their creativity in language learning.
- It is preferable to implement free oral presentation in oral classroom. Thus, students will perform spontaneously without teacher intervention.
- It is better for the teacher to implement role-play and free oral presentation in an alternative way.

Conclusion

This study aims at exploring the effectiveness of role-play and free oral presentation on developing EFL students' speaking skill, taking first year English students at Chadli Bendjedid-El Tarf University as case study.

In this last chapter, the two research hypotheses were discussed in relation to the results of the data. The first hypothesis, which expected that the right and appropriate use of Role-Play technique in oral sessions will certainly boost students' speaking skill. Hence, Roleplay and free oral presentation are effective activities in developing EFL students' speaking skill.

The pedagogical implications of this research covered the value of implementing role-play and free oral presentation for EFL students and teachers .Finally, Recommendations and suggestions constitute the major concern of this chapter.

REFERENCES

- Al-Arishi., & Alli, Y. (1994). Role-play, real-play, and surreal-play in the ESOL classroom. *ELT Journal*, 48 (4), 337
- Al-Issa, A. S., & Al-Qubtan, R. (2010). Taking the floor: Oral presentations in EFL classrooms. *TESOL Journal*, 1, 227-246.
- Budden, J. 2004. Role play. British Council. Retrieved from: <http://english.org.uk/think/articles/role-play>
- Byrne, D. (1983). *Cue cards*. In S. Holden (Ed.). *Second selections from modern*.
- Celce-Murcia, M. (2001). *Teaching English as a second or foreign language* (3rd ed). Boston: Heinle & Heinle.
- Chaney, A. L. & Burke, T. L. (1998), *Teaching Oral Communication in Grades K-8*. Boston: Ellyn & Bacon.
- Chivers, B. & Shoolbred. (2007). *A Students' guide to presentation making your count*. Cambridge: Cambridge University Press.
- Doff, A. (1998). *Teach English; A training course for teachers trainer*. Stand books. The British council.
- Edge, J. (1993). *Essentials of English language teaching*. London.
- Ellis, R. & Barkhuizen, G. (2005). *Analyzing learner language*. Oxford: Oxford University Press.
- Harmer, J. (1998). *How to teach English*. London: Longman.
- Harmer, J. (2001). *The practice of English language teaching*. Harlow: Longman.

- Harmer, J. (2007), *The Practice of English Language Teaching* (4THed). Harlow: Pearson Education Limited.
- Hedge, T. (2000). *Teaching and learning in the language classroom*. Oxford: Oxford University Press.
- Heo, H. (2004). Story telling and retelling as narrative inquiry in cyber learning environments. In R. Atkinson, C. McBeath, D. Jonas-Dwyer & R. Phillips (Eds), *beyond the comfort zone: Proceedings of the 21st ASCILITE Conference* (pp. 374-378). Retrieved from: <http://www.ascilite.org.au/conferences/perth04/procs/heo.html>
- Kayi, H. (2006). Teaching speaking: Activities to promote speaking in a second language. *The Internet TESL Journal*, XII, (11). Retrieved from: [http://iteslj.org/Articles/Kayi-Teaching Speaking.html](http://iteslj.org/Articles/Kayi-Teaching%20Speaking.html)
- Kenneth, O.,G.(2008).Teaching Through Role-Playing.Retrievedfrom www.bible.Org//Journal
- King, J. (2002). Preparing EFL learner for oral presentation.*Dong Hina Journal of Humanistic Studies*, 401-114. AGE Publications Los Angeles: London, New Delhi, and Singapore
- Ladousse, G.P. (1987). *Role play*.Oxford: Oxford University Press.
- Ladousse, G.P. (2004). *Role play*. Oxford: Oxford University Press.
- LittleWood, W. (1981).*Communicative language teaching*. Cambridge: Cambridge University Press.
- Lynch, T. (2009).*Teaching second listening*. Oxford: Oxford University Press.
- Manning, A., & Wilding, E. (1987). *Role play* (4THed). Oxford: Oxford University.
- Matthews, A., M. Spratt, & Dangerfield .L. (1991).*At the Chalkface: Practical Techniques in Language Teaching*. Walton-on-Thames, UK: Thomas Nelson.

Nunan, D. (2003). *Practical English Language Teaching*. NY: McGraw

-Hill.

Opp-Beckman, L., & Klinghammer, S. (2006). *Shaping the way we teach English: Successful practices around world*. USA: University of Oregon 5212

UR, P. (2000). *A course in language teaching: Practice and Theory*. Cambridge:

Cambridge University Press.

Rogers, J. (2007). *Adults learning* (5th ed.). England: Open University Press.

Rogers, S & Evans, J. (2008). *Inside role-play in early childhood education*. Routledge, USA, and Canada.

Richards, J. C., & Rodgers, T. (2001). *Approaches and methods in language teaching: A descriptive analysis*. Cambridge: Cambridge University Press.

SIL International. (1999). The Four basic language skills. Retrieved from: <http://>

www.sil.org/lingualinks/languagelearning/OtherResources/GudlnsFrALnggAndCltrLrnngPrgrm/FourBasicLanguageSkills.htm

Spratt, M., Pulverness, A, & Williams, M. (1991). *The teaching knowledge test (tkt) course*.

Cambridge: Cambridge University Press.

Thornbury, S. (2005). *How to teach speaking*. London: Pearson Education Limited.

Presentation. (n.d.). Retrieved on April

16, 2016, from: <http://univeltarf.dz/en/index.pp/presentation>

Widdowson, H.G. (1978). *Teaching language as communication*. UK: Oxford University

Press

