



People's Democratic Republic of Algeria Ministry of Higher
Education and Scientific Research Chadli Bendjedid University

Faculty of Literatures and Foreign Languages

Department of English



Role-plays as Catalyst for EFL Students' Fluency and Coherence

A thesis
submitted in partial fulfillment of the requirements for the degree
M.A. in TEFL

Candidates:

Miss. Nadjah Hammad
Miss. Amel Bentoumi

Supervisor:

Dr. Sara DJAMAA

Board of examiners:

Chairwoman: Miss. Assia Berzane, Chadli Bendjedid University
Supervisor: Dr. Sara Djamàa, Chadli Bendjedid University
Member: Mrs. Hanifa Zarzouni, Chadli Bendjedid University

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DEDICATION

I dedicate this project to God, The Almighty

I also dedicate this work to my parents whose encouragement has made me give it all it takes to
finish what I have started.

To all my family, to my sister, Nadia, my brothers: Samir, Salah Eddin, Khaled, and Hamza.

Thank you.

To all my dearest friends

To all people who love me and helped me to make this dream come true.

Amel

DEDICATION

In the name of Allah, The Most Gracious, the Most Merciful

My dedication is for my parents

For my mother who trusts me and supports me

For my father who works to help me in my study.

My dedication is for my sisters and brothers and all my friends

To all my teachers and my colleagues inside and outside the university

My dedication is for you as a reader to this thesis

Nadjah

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LIST OF ABBREVIATIONS AND ACRONYMS

EFL	English as a Foreign Language
FSRP	Fully Scripted Role-play
LMD	Licence-Master-Doctorate
NSRP	Non-Scripted Role-play
Q	Question
SSRP	Semi-Scripted Role-play

Abstract

Speaking is a crucial skill of foreign language learning and teaching, it becomes very important nowadays among the other skills. Students are enthusiastic to speak fluently, but they find difficulties when they want to master the aspects of speaking and they do not use them appropriately in different social context. This led to shed light on the effectiveness of the role-play as drama technique and its advantages on EFL student's fluency. The present study aims to investigate to what extent the Role Play in EFL classroom can be a catalytic technique. It describes the problem of learners in speaking and focuses on some particular points by tackling the following questions: (1) how does a Role Play motivate EFL students speaking proficiency? (2) Will the Role Plays improve EFL students' fluency and coherence? This study has been dealt with the research methodology, which was as qualitative research with two questionnaires devoted for both, the first year master students of the English department and the teachers of oral expression at El-Tarf University in Algeria for the 2016-2017 academic year. The results of data analysis has been confirmed the research hypothesis and showed that the role-plays motivate student's fluency and the teachers have positive attitude towards using role-plays as teaching techniques. Thus, we recommend the use of role-play in EFL classroom will increase fluency and coherence and motivate EFL students to speak.

Keywords: speaking, role-play, fluency, coherence, EFL students, EFL classroom.

الملخص

التكلم هو مهارة حاسمة لتعلم اللغة الانجليزية وتعليمها, في الوقت الحاضر اصبحت هذه الاخيرة ذات اهمية من بين مهارات اللغة الاخرى. الطلاب متحمسون للتحدث بطلاقة, و لكنهم يجدون صعوبات عندما يريدون التحكم في خواص التحدث, كم انهم لا يستخدمونها بشكل مناسب في السياق الاجتماعي. مما ادى الى تسليط الضوء على فعالية تقمص الادوار بوصفها تقنية درامية و دورها في تحسين التحدث بطلاقة لدى طلاب اللغة الانجليزية كلغة اجنبية. و تهدف الدراسة الحالية الى التحقيق في اي مدى يمكن لتقمص الادوار داخل القسم ان تكون تقنية تحفيزية. و هو يصف مشكلة المتعلمين في الكلام و يركز على بعض النقاط الخاصة من خلال معالجة السؤالين: (1) كيف يلعب تقمص الادوار دورا تحفيزيا لطلاب اللغة الانجليزية كلغة اجنبية في التحدث بكفاءة (2) هل ستعزز هذه التقنية منهج الطلاقة و التلاحم في الحديث لدى الطلبة في تعلم اللغة الانجليزية كلغة اجنبية و قد تناولت هذه الدراسة المنهجية البحثية التي كانت دراسة نوعية مع استبيانين مخصصين لكل من طلاب السنة اولى ماستر من قسم اللغة الانجليزية و معلمي التعبير الشفهي في جامعة الشاذلي بن جديد الطارف للعام الدراسي 2016-2017. وقد اكدت نتائج تحليل البيانات فرضية البحث و اظهرت ان تقنية تقمص الادوار تحفز الطلاقة لدى الطالب و اظهرت ايضا ان لدى المعلمين موقفا ايجابيا تجاه استخدام هذه الاخيرة كوسيلة للتدريس. و بالتالي, فإننا نوصي باستخدامها خلال الفصول الدراسية لتحفيز الطلاقة و التماسك في الكلام لدى طلاب اللغة الانجليزية كلغة اجنبية.

الكلمات المفاتيح: التكلم, تقنية تقمص الادوار, الطلاقة, التماسك في الكلام, طلاب اللغة الانجليزية كلغة اجنبية.

Chapter One

Introduction to the study

Introduction

Teaching English becomes very important process since English language plays the vital role for the international communication. Learners speak more than they write, they regard speaking as an important skill they can acquire it .So, most learners have one goal for studying a foreign language, they aim to speak English language fluently, but the lack of motivation and lack of self-confidence make students motivation seems to be one of the key issues in the teaching –learning process nowadays.

Many linguists and language teachers agree that students learn speaking skills best through interacting. Teachers should try to use real situations that require communication and collaboration between students.

In this chapter, we are going to clarify our statement of the problem about the lack of using the role plays inside classroom. Then, we are going to see the main aims of this study and its significance. Also, we will answer the main question that we propose to make sure about the use of role play as a technique in the classroom to motivate student’s speaking skill. As well as, limitation and delimitation of the study. A large number of teachers did not use this technique, for that reason, we will use questionnaires for teachers and students as main research tools. In addition, using descriptive method is better to this study and we will try to get important information from our department to make our subject in their concern and take it in consideration. The final part of this chapter comprises of the organization of the dissertation with a concluding section.

Statement of the problem

Teaching English as a foreign language is not an easy task especially when the teacher finds difficulties in choosing the best teaching methods, approaches or techniques to help students achieve their learning goals.

Speaking has been considered as a complex process for the students at Chadli Bendjdid University, it seems to be one of the most difficult skills since it requires a great deal of practise. In order to improve speaking skill, many teachers use drama techniques since drama plays an important role in EFL classes. Desiatova (2009) confirms that drama can be used to teach a foreign language because it allows students to use their acquired backgrounds in order to get their own interpretation of the context in addition to the use of their imagination while interacting with each other.

Learners aim to speak English fluently, they should manage to make themselves understood and understand their addressees, using their current proficiency to the fullest, they should try to avoid confusion in the message due to faulty pronunciation, grammar or vocabulary. Teachers manage situational activities in the classroom in order to foster learner's motivation to participate in a task, to interact with the others and use the target language efficiently. However, many EFL students have limited oral ability in using English; they have some knowledge of grammar and vocabulary, but can not actually use this language when they want. They constantly attempt to find the best techniques which could help them overcome the problems they face when learning to speak English as foreign language. According to Dörnyei &Thurrell (1994), when we find difficulties in communication, or communication breakdowns occur, we should use communication strategies.

We are trying to implement a role play in courses of oral expression :(1) to investigate whether it motivates student to speak English fluently (2): To what extent can role play be a catalytic technique.

Role-plays as Catalyst for Fluency and Coherence

Role play can be employed in EFL classroom, in order to motivate students to communicate effectively. Students through the role play will become more interested and involved, especially by applying knowledge to action, by solving problems, valuating alternatives and looking for original solutions. Blatner (2009)

The aims of the study

The purpose of this study is to shed light on drama Role Play and its impact on EFL learners' fluency, and to do that (1) we are going to demonstrate how a Role Play increase the motivation. (2) And also to test whether using Role Play to teach speaking skill will help students to build their level and boost their motivation to improve their speaking fluency and coherence in order to communicate efficiently.

Significance of the study

EFL learners speak more than they write, so speaking is the main goal for anyone studying a foreign language .But they find some obstacles when producing the target language as well as when attempting to transmit clear message because series of factors affect them such as: shyness, lack of self-confidence, fear of other people judgement, laziness and so forth.

Nowadays, new drama activities like Role Play should be implemented as a training technique. According to Lucantoni (2002), role play can be very enjoyable for learners and provide excellent opportunities for using language in real life situations. If teachers use it in the classroom, students will be able to benefit from this technique. For some Algerian teachers, including those who teach oral expression in Chadli Benjedid University, the use of role play in the EFL classroom is still considered as new experience although Role Play is fostering speaking skill, it is entertaining, fun and useful to motivate students learning.

If we implement role play as a teaching technique in the EFL classroom, students will be motivated. Ments (1999) and Livingstone (1983) agree that learner's motivation and

Role-plays as Catalyst for Fluency and Coherence

involvement in the learning process can be increased by the role play. Thus Role Play will encourage them to transmit their message, and to express their emotions, thoughts and feelings. Furthermore, Role Play does not involve the language itself but also body, mind, emotion and social interaction. All that makes it a powerful technique to be used in language classroom.

Finally, researchers should develop their study and investigate the use of role play to motivate EFL student's fluency and coherence.

Research questions

During this study we are going to focus on some particular points by tackling the following questions:

- a) How does a Role Play motivate EFL student's speaking proficiency?
- c) What is the impact of Role Play on the student's speaking skills?

Research Hypotheses

There are numerous reasons that make a Role Play suitable for teaching English. Role Play is considered as an ideal technique to encourage students to use real language. Ments (1999) sees that the activity involved by the Role play makes it a motivational and effective method.

Hypothesis One

Role Play motivates students through helping them to learn more vocabulary, also it helps them to gain new language.

Hypothesis Two

Role Play improves students oral skills, it develops listening skills and speaking skills.

Methodology

Study Design

The aim of the study is to show the importance and the effectiveness of using the Role-Play to develop EFL learners' oral proficiency. Therefore, we intend to adopt a descriptive method. So, we will administer a questionnaire to both students and teachers to gather data for this thesis. The questionnaires are the main data gathering tools in this study; we will give it to first year master students in Chadli Bendjedid University and their teachers. We use questionnaires to obtain different opinions about the subject from students and teachers in English Department standpoint concerning using Role-Play techniques in motivating and improving students' speaking skill.

Instruments

In a descriptive research, we will test our hypotheses and collect data using one appropriate tool for our study which is questionnaire (for students and teachers). The questionnaire was invented by the Statistical Society of London in 1838. It does not require too much efforts nor costs, from the questioner as verbal or telephone surveys, and often have standardized answers that make it simple to compile data. This tool is helpful in understanding students' needs.

Participants

This study was conducted with first year master students of English at Chadli Bendjedid University in El-Tarf. The participants were aged between 22 to 30 years old. The total sample consists of 60 students, 10 males and 50 females. They were randomly chosen from a homogenous group of students who have similar educational backgrounds. All participants studied English as a subject for seven years before reaching university level. This study took place during the 2016/2017 academic year.

Limitations

The research process has been affected by many factors that although they did not impact negatively the results, they did influence them in terms of the number of physical referents or participants involved in the study. It was carried out with first year master students of English at Chadli Bendjedid University for one academic semester (12 weeks), which is not a sufficient period for the experiment. It would have been better if this study lasted a bit longer. Further, students' overloaded schedule and limited time to participate in the experiment. Since the beginning, learners were motivated toward the course, and had the expectation of gaining some meaningful learning. However over the different classes the number of students disinterested has been considerably increased because they have been required to take many courses at the same time.

Delimitation of the study

Spatial delimitation:

The research study has been developed at the University of Chadli Ben Djdid, located in El Tarf which is situated in Northeast Algeria.

Temporal delimitation:

The research study, as an opinion of graduation, was carried out during the months of: April, May 2017 with an intensity of two courses per week.

Organization of the Dissertation

The present dissertation is organized into five main chapters. The first chapter is the introductory one, which consists of the statement of the problem, the aim of the study, its significance, the research questions, the hypotheses, the applied methodology (study design, participants, and data collection procedures), the delimitations and limitations of the study, and the structure or organization of the dissertation.

Role-plays as Catalyst for Fluency and Coherence

The second chapter deals with the review of related literature. It covers the importance and advantages of Role Play in motivating EFL students speaking abilities. It also summarizes other researcher's works and results about the use of the same tool in the EFL classroom and its place in the field of teaching speaking.

The third chapter is concerned with the methodology used in this research including the participants chosen for this study, the instruments of data collection, the detailed procedure of the experiment, and the analysis of the collected data.

The fourth chapter exposes the findings of the study.

Finally, the last chapter provides the discussion of the results and gives some suggestions and recommendations to other researchers to conduct further studies on the use of Role Play to motivate and improve EFL learners' oral proficiency.

Conclusion

This study was carried out to investigate the efficiency of Role-Plays as a teaching technique in improving EFL learner 'speaking skill. The investigation was conducted at the English Department in Chadli Bendjedid University with two groups: first year master students and teachers of Oral Expression. It aims to confirm or reject the research hypothesis which states that Role-Play as a teaching technique encourage the learners to speak fluently the target language. Our research has led us to conclude that Role-Plays as a teaching technique are very crucial in teaching English because they help to enhance not only the students' speaking skill but also the grammar and reach vocabulary.

Chapter Two

Review of Related Literature

Introduction

Teaching speaking has one aim which is communicating efficiency. For that reason English teachers are always trying to find the best way for teaching speaking to produce their lesson effectively, make their classroom activities enjoyable and motivate students' fluency. They struggle to have clear understanding involved in speech, and make students express their emotions, communicative needs, interact with other persons in any situation. For that reason, they think a lot about communicative output activities to allow students to practice using the components of speaking skill they know in situations that resemble real settings .they find some techniques which could help them in teaching speaking. Role Play is one of these techniques to be used to allow students to be creative and to put themselves in another person's place.

This chapter deals with the review of related literature, which includes a definition of the speaking skill and its components such as comprehension, grammar, vocabulary, pronunciation and fluency. In addition to a definition of fluency and coherence and how to improve them. Moreover, it contains a definition of Role Plays and their types, their advantages, how to use them and teacher's role in Role Play.

Definition of speaking

Speaking does not only focus on the structure of the sentences we produce but also on exchanging meaningful information using words or gestures. Chaney (1998) defines, speaking as the process of constructing and sharing knowledge through the use of verbal and non-verbal symbols in different contexts.

The components of speaking skill

Students learn the foreign language because they want to interact with others fluently, they should master several speaking components, as comprehension, grammar, vocabulary, pronunciation, and fluency (Syakur, 1987, p. 3).

Comprehension

In oral communication, comprehension is to choose appropriate topics to go well within the speech you utter.

Grammar

Students need it to form utterances abiding to rules (Grammar rules) while a conversation. The necessity of grammar is also to know how to master oral and written form in a language.

Vocabulary

Vocabulary is essential part of speaking skill. We can communicate partially without grammar, however we cannot without vocabulary.

Pronunciation

Pronunciation is how students produce a language when they speak. It deals with the phonological process, and it has two features; phonemes and supra segmental features.

Fluency

Fluency is the ability to speak proficiently and accurately .Fluency is considered as the main goal to achieve for language learners. We can recognize fluency by a fast speed of speaking and only a small number of pauses and “ums” or “ers”. These signs show that the speakers need to express their feelings and thoughts without spending a lot of time searching for the language items (Brown, 1997, p. 4).

Fluency and coherence

Fluency

Fluency is the ability to talk effortlessly without long pauses. By other word, fluency is to keep expressing in a proper language without hesitations. So we must speak and think at the same time.

Coherence

Coherence is the ability to combine ideas together in a correct structure. We can say about utterance is coherent when all its parts fit together well.

Tips to improve your fluency

In order to improve your fluency, you should practice and speak to yourself or your partner. It takes time and willingness to learn.

There are other tips to improve your fluency like:

- Try to think everything in English.
- Try to engage in English conversations.
- Try to think extra details like how it is related to some other topics.

Tips to increase your coherence

There are few methods you can follow to increase your coherence.

- Express your personal ideas and opinions
- Use connecting words: key words to facilitate your speech.
- Always respond from general to specific information

Definition of Role Play

Role play is any speaking activity when you put yourself into somebody else character or stay in your own, so the students are asked to imagine that they are in different situations and act according to it.

According to Ladousse (1990), Role Play is when students choose a role and they play part, no matter if their own or somebody else's in a real situation.

Role Play is an opportunity for learners to interact by using features of people which they want to simulate. (Nunan, 2005, p.52).

Types of Role Play

Fully scripted Role-Play

The participants must read or rehearse their lines (Harper-Whalen & Morris, 2005). This type involves interpreting the model dialogue and it is more appropriate for students who may be unfamiliar with the context (Byrne, 1986).

Semi scripted Role-Play

The model dialogue contains some blanks and students may fill in the gaps with some appropriate words for their situation (Livingstone, 1983). In some extent the original dialogue can be changed into a realistic one, and determined by learners (Harper-Whalen & Morris, 2005). This SSRP type is less structured and less controlled than SRP.

Non- scripted Role-Play

In this type the students may be provided with cued dialogues (Holden 1981, Littlewood 1981, Dickson 1989), cues and information (Littlewood 1981, Livingstone 1983), or situations and goals (Littlewood 1981), the students create short dialogues based on the above cues, rather than filling the blanks (Pi-Chong 1990). Davies (1990, p. 94) claimed that learners can express their thoughts and feelings, and can improvise people and relationships by performing unplanned situations.

Advantages of Role Play

Role Play enhances fluency in language students and encourages interaction and motivation in the classroom. (Ladousse, 2004).

- Role-Play develops communication and language skills.
- It develops social skills when learners work as a group.
- Encourages learner to express their ideas and feelings in a relaxed environment created by them.
- Allows learner to explore, to experiment and to investigate real life to develop listening skills and speaking skills.
- It ameliorates the self confidence
- It helps the students in critical thinking, by providing real life situations.
- Helps learners to learn about different cultures.
- It develops creativity and imagination.
- Helps them in creative problem-solving and also helps them in handling difficult situation.
- Allows for the interaction between classmates, and peers.
- Also develops learners' awareness of themselves and other.
- Helps the shy students to speak out and it breaks down the obstacles.
- Allows for the exchange of knowledge between students.
- Enables the teacher to understand the various capabilities of students at the same time.
- Through Role Play activities, we can train our students in speaking skill in any situation and in a wide variety of experiences that can be brought in the classroom.
- Students will learn and acquire a variety vocabulary (Ladousse, 2004).
- Role Plays are a useful tool especially when you teach English for specific purposes because they provide specific situations, so specific vocabulary.

How to use Role Play

In order to implementing the role play, these are the steps we should follow:

Define objectives:

- What topics do you want the exercise to cover or talk about?
- How much time do you need to work on it and so your students?
- What do you expect of your students?
- Do you want the students practise the role-play individually or together?

Choose context and roles

In order to prepare an exercise:

- Provide students with a “realistic” work place setting and scenario.
- Provide students with Role Cards
- Provide students with Cue Cards

If the characters(s) used in the exercise are people, define his or her goals and what happens if the character does not achieve them.

Introducing the exercise

- Engage the students in the scenario by describing the setting and the problem.
- Provide them with the information you have already prepared about their character(s): Role Cards, the goals and background information.
- Determine how many of your students have done role-playing before and explain how it will work for this exercise.
- Outline your expectations of them as you would for any assignment and stress what you expect them to learn in this lesson.

Students preparation

Even if there is no advance research assigned, students will need a few moments to look over their characters and get into their roles for the exercise.

Role-plays as Catalyst for Fluency and Coherence

- Give students time to look over their role cards, cue cards, hand-outs, etc.
- Allow students time to get into their roles for the exercise.

The Role Play

- Start ground rules for student participation and behaviour during the role play exercise.
- Be aware of the potential conflicts or challenges that might arise, and be prepared to handle them.

Concluding discussion

Role-playing needs to be followed by a debriefing for the students to define what they have learned and to reinforce it.

- Encourage students to discuss what they have learned from participating in and/or watching the role play exercises.
- Prepare some higher-order questions to utilize during the discussion to stimulate students' thinking and reflection.

Assessment

Generally, grades are given for written projects associated with the Role-play, but presentations can be graded. Special role-playing exercises may be taken into considerations for grading as:

Playing in-character

- Working to further the character's goals.
- Making statements that reflect the character's perspective.
- In an interactive exercise, being constructive and courteous.

Teacher's role in Role Play

According to Harmer (2001) the teacher has several roles in the classroom. He/she can be a controller, organizer, an assessor, a promoter, a participant and resource.

The teacher is Controller: teacher as controller is the one who provides knowledge, and activities in the class. This role is useful during the reproduction stage of the lesson.

The teacher is Organiser: organizing students to do various activities, he organizes the role play structure but usually does not actively participate in it. Harmer (2001) cites that, organising the environment, Organising activities, organizing time, organizing resources and, organizing yourself, shows that the class management is successful.

The teacher is monitor: His role is limited in class; he tries to not interfere in class activities so that students feel free to interact with one another, which reduces student anxiety, fear and facilitates learning.

The teacher is a motivator: who stimulates learner's curiosity and keeps the activity usefuand interesting (Burns & Gentry, 1998).

The teacher is a facilitator: students need to learn new language. The rehearsal time is the appropriate to feeding in of new language which should take place at this stage.

The teacher is spectator: he watches the role play and offer comments and advice at the end.

The teacher is participant: it is sometimes appropriate to get involved and take a part in the role play yourself.

The teacher is promoter: the teacher needs to encourage students to participate in a role play activity or needs to make suggestions or arguments about how students may proceed in an activity.

Conclusion

In this chapter, we have tried to introduce some elements concerning teaching speaking in classroom starting from the definition of speaking. Also we have tried to shed light on speaking skill components in order to pay the learners attention to the importance of speaking the foreign language. Moreover, we attempt to give an identification of fluency and coherence, and how to improve them. Furthermore, we have dealt with Role Play as teaching speaking technique which motivates students to communicate with each other and its types, advantages and how to use it in classroom .Finally we have focused on the teacher role in the Role Play.

Chapter Three

Research Methodology

Introduction

In the previous chapters, we have presented introduction to our study and a review of related literature to teaching speaking in EFL classroom and the importance of Role Play as catalyst technique .In this chapter, we will shed light on the research institution, including its location , history, number of students and teachers, and the level that are taught at the department of English .In addition, there is a description of participants, including their level, number, age, gender and their background information. After that, we will describe the research instrument, which is questionnaire. In the final chapter, we will deal with the research design and procedures.

The research Institution

The study **was conducted** at Chadli Bendjedid-EL Tarf University. This institution was previously named El-Tarf University and its name changed to Chadli Bendjedid University by the decision # 01/14 of October 23, 2014. It is a higher education institution located in the province of El-Tarf in the East of Algeria.

In 2006, the Faculty of Letters and Languages opened by the executive decree # 06-279 of August 16, 2006. The faculty contains three departments: English, French, and Arabic. The English department has opened in 2009 and offered only the “Licence” degree at the beginning. After that, it started offering the Master’s degree in 2014. There are three levels in the “Licence” degree: first, second, and third level. For the Master’s degree, there are two levels: first and second year. The English department contains 24 EFL teachers and 705 students from all five levels.

Participants

The study was conducted with first year master LMD students of English at Chadli Benjdid University in El-Tarf during the academic year 2016-2017. The sample consists of (60) students selected from a population of (150). Ten(10) were males and fifty (50) were females. They are from 21-30 years old we have selected this sample because their teacher has already implemented Role Play in their classroom that is why they did not face any difficulties in answering the questionnaire.

Research Instrument

Before describing our questionnaires we will provide brief background information about this tool, starting by a short definition of the questionnaire.

A questionnaire is a technique of collecting data in a research. It is represented in a set of questions that are supposed to be answered by participants from the target population. This approach has been used first in 1838 by the Statistical Society of London.

Advantages of questionnaires

Unlike the other methods of collecting data in a research, a questionnaire application is straightforward and does not require too much efforts nor costs, in addition to that all answers in a questionnaire have a standard form what makes the next process of reading data easier. Such forms must be read and understood by the participants in order to be successfully answered.

Basic rules for questionnaire item construction:

The most statements which are interpreted in the same method by participants of different subpopulation of the population of interest, you must use them.

- Try to direct ask the people who have different opinions or traits this will led to different answers.

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- "Open" answer category will be appropriate if you will use it after a list of possible answers.
- Use only one aspect of the construct you are interested in per item.
- Avoid negatives or double negatives statement just deal with positive one.
- Do not make assumptions about the respondent.
- Use Words which are clear, comprehensible and all educational levels can understand them.
- You should be attention about correct spelling, grammar and punctuation.
- Do not use items that contain more than one question per item (e.g. do you like role play or discussion?).
- Avoid biased question or even leading the participant towards an answer.

Description of student's questionnaire

The students' questionnaire is designed to obtain data concerning the Students' opinions about the learning situation, their attitudes towards studying English using Role Plays .The questionnaire consists of 16 questions are divided into three sections. The types of questions are mainly close ended (yes / no questions or multiple choice questions), and open ended questions were included. The three sections are as follows:

Section1: General information (Q1- Q2): it is meant to gather data about students' personal characteristics.

Section 2: Student's attitude towards speaking (Q3- Q10): this section seeks information about the speaking skill, and the activities which are related to speaking.

Section 3: Role plays in EFL classes (Q11 – Q16): this section seeks information about Role Play. It investigates students' personal attitudes towards Role Plays implementation in their English class.

Description of teacher questionnaire

Teacher's questionnaire is designed to obtain data concerning teacher's opinions about using role play. Our questionnaire is directed to teachers at University of Chadli Benjdid in El-Tarf. We dealt with the sample of four (4) teachers of oral expression course. They are selected randomly from the entire population of about fifteen (15) teachers of oral expression course.

Questionnaire consists of 16 questions divided into three sections. 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:

Section1: General information (Q1- Q4): it is meant to gather data about teachers' personal characteristics.

Section 2: Teaching speaking (Q5- Q11): this section seeks information about the speaking skill, abilities, motivation and the main activities used by teacher to teach speaking.

Section 3: Using Role Play in the classroom (Q12 – Q16): this section seeks information about role plays activities. It investigates teachers' personal attitudes towards Role Plays implementation in their English class.

Study Design

This study was carried out as qualitative research. We used questionnaire tools to obtain data. The current research takes into account both independent and dependent variables. The independent variable is implementing Role Play and the dependent variable is enhancement of student's motivation and their speaking proficiency, which includes fluency and coherence.

Study Procedures

Our questionnaires have been conducted with first year master students at the end of the academic year 2016-2017 when they have finished from practicing Role play. We invited them to participate and answer these questionnaires. We explained to them the purpose of this study. We provide sixteen questions divided into three sections to sixty participants who were presented that day, we have given them twenty minutes to answer but they have answered in short minutes because they have already study this technique and they found clear questionnaires. After that, we collect our papers and we have started to collect data gathering.

Conclusion

To sum up, this study was conducted at Chadli Bendjedid University in EL-Tarf. Participants were first year master students in the English department. Sixty students were randomly selected from a population of 150 students.

The research method is qualitative research. The study has two variables: The independent variable is implementing Role Play and the dependent variable is enhancement of student motivation and their speaking proficiency, which includes fluency and coherence. As to the procedures, the research has conducted at the end of semester one after implementing Role play during oral expression section.

The next chapter introduces the results of questionnaire.

Chapter Four

Results

Introduction

Our study investigates the importance and the impact of role-play on EFL classroom at Chadli Benjdid University in El-Tarf, Algeria, during the academic year 2016-2017. Our research based on questionnaire, a sixty participants were randomly selected from a population (60) of EFL students, ten (10) males and fifty (50) females .They were first year master LMD students, all of them have given answers for sixteen (16) questions. This sample is selected under many reasons: first we have selected this sample because they have already studied role-play. Second reason ,to deal with them because they are more motivated to learn English language and practice more activities. Results aim to answer the following research questions:

Q1: will role-play motivate EFL student's fluency and coherence?

Q2: will role-play improve EFL student's fluency and coherence?

This chapter includes two sections. The first section explains the results of questionnaire of the students toward role-play as a teaching technique. The second section deals with the results of questionnaire of the teacher attitude towards the speaking skill. Researchers used percentages in order to analyse data .In this chapter, we have discussed the hypothesis and described the implications of the study, including the benefits of using role-play to motivate EFL students and improve their fluency and coherence. Finally, we will introduce suggestions for future research topics that are related to using role-play in the EFL classroom.

The Results of Students' Questionnaire

Section One: General Information

Item 1: How long have you been teaching English?

Table 1:

Students' Choice of English

Choice of English	Number of students	Percentage
Your own choice	51	%85
Compulsory	9	%15
Total	60	%100

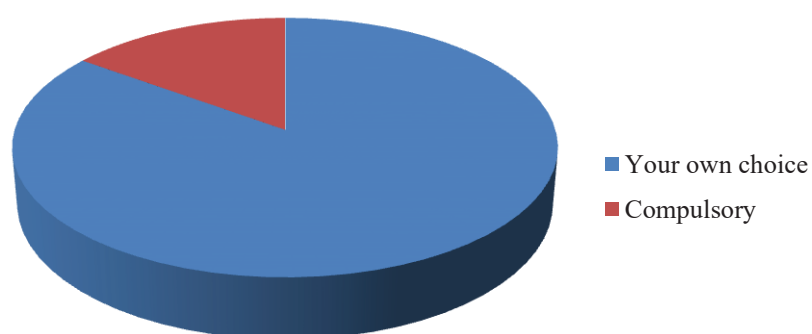


Figure 1. *Students' Choice of English*

From table 1 and figure 1, we notice that the most 51 students (85%) choose the English language as their first choice, and only 9 students (15%) whose their choice compulsory. The students who choose English by their personal willingness justifying their choice by saying that they love English because it is the most commonly spoken language in the world, and it is the language of science and technology. However, the students whose

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choice are compulsory they did not choose English by themselves because their baccalaureate average does not permit them to study the field they want.

Item 2: favourite module.

Table 2:

Students' Favourite Module

Favorite module	Number of students	Percentage
Yes	34	56.67%
No	26	43.33%
Total	60	100%

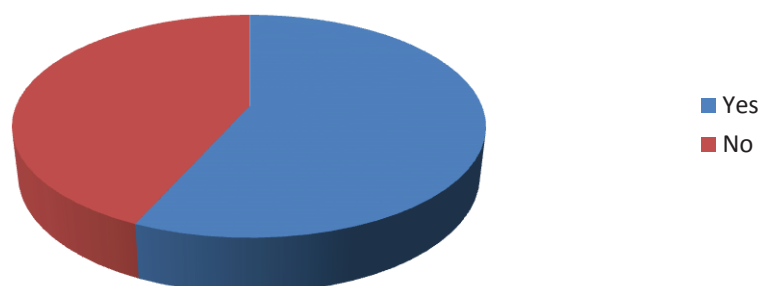


Figure 2. *Students' Favourite Module*

Table 2 and figure 2 indicate that 34 students (56.67%) represented that the most favourite module is oral expression whereas 26 students (43.33%) mentioned that oral expression is not the most favourite module. Students prefer oral expression module because it help them to develop confidence in using English in various communication situation. However, the other students don't prefer oral expression because it causes a lot of problems for them like: anxiety, lack of confidence; feel a shy and embrace of other judgment.

Section Two: Student's Attitude towards the Speaking Skill

Item 3: students' level of speaking proficiency.

Table 3 :

Students' Level of Speaking Proficiency

Level	Number of students	Percentage
Very good	2	3.33%
Good	39	65%
Average	17	28.33%
Poor	2	3.33%
Total	60	100%

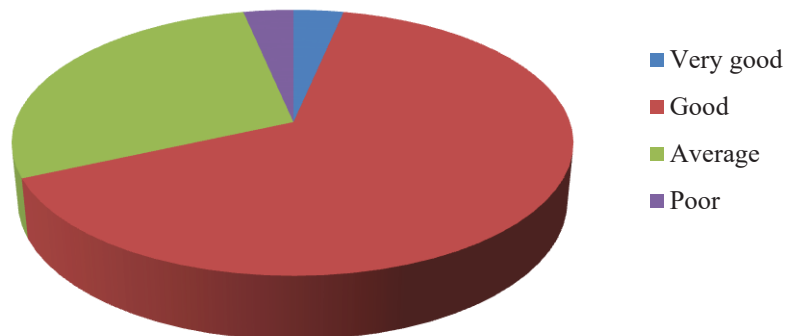


Figure 3. *Students' Level of Speaking Proficiency*

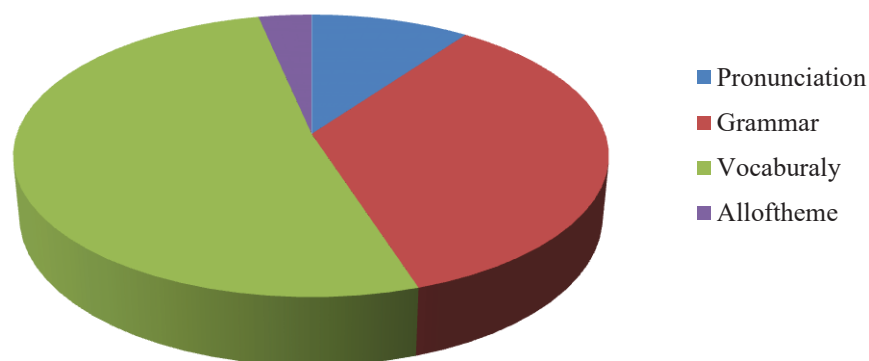
From the results obtained in the table above, we notice that 2 students (3.33%) said they are very good at speaking English, 39 students(65%) assess their level at speaking English as good , 17 students (28.33%) evaluated their level at speaking English as being average and 2 students (3.33%) evaluated their level as being poor.

Item 4: the main speaking difficulties

Table 4 :

Students' Speaking Difficulties

Speaking Difficulties	Number of students	Percentage
Pronunciation	6	10%
Grammar	21	35%
Vocabulary	31	51.67%
All of them	2	3.33%
Total	60	100%

**Figure 4.** *Students' Speaking Difficulties*

Vocabulary difficulties. About 31 students (51.67%) agreed that their vocabulary is the main speaking problem. This is the result of poor reading skills, and lack of knowledge of the language features.

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Grammar difficulties. Out of 60 students, 21 students (35%) argued that the most problem for them is grammar rule. The lack of practice and the fear of criticism are the most causes of grammar difficulties.

Pronunciation difficulties. When we asked students to determine their speaking difficulties 6 students (10%) reported that pronunciation is one of the problems that they face in oral skill. The problem is the results, the lack of practice English words with their similar sounds and the spelling system of English is such that complicates the foreign speakers.

All of them. Out of 60 students, only two (3.33%) students whose indicates that the main difficulties in speaking English is the lack of vocabulary, grammar, pronunciation.

Item 5: Using English outside the classroom

Table 5 :

Students' Use of English Outside the Classroom

Answer	Number of students	Percentage
Yes	36	60%
No	24	40%
Total	60	100%

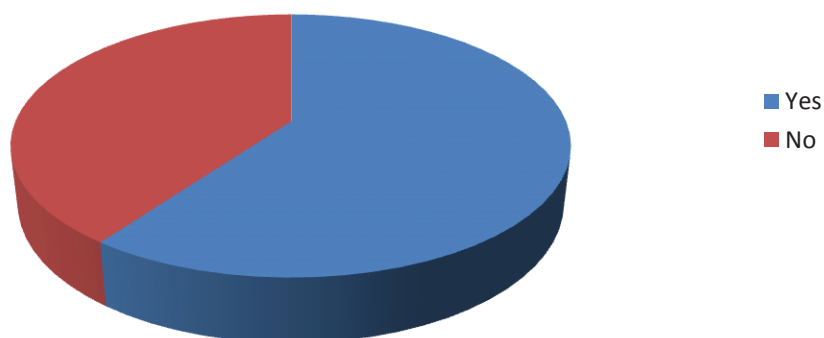


Figure 5. *Students' Use of English outside the Classroom*

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Table 5 shows that 36 (60%) of the students use English outside the classroom, and only 24 (40%) of the students don't use it outside the classroom. Those who use English, they know that it is the international language of communication and they want to improve their fluency. But the others they use it only in the classroom in order to get the mark.

Item 6: how often do you participate in the classroom?

Table 6 :

Students' Participation in the Classroom

Frequency	Number of students	Percentage
Often	10	16.67%
Sometimes	31	51.67%
Rarely	16	26.67%
Never	3	5%
Total	60	100%

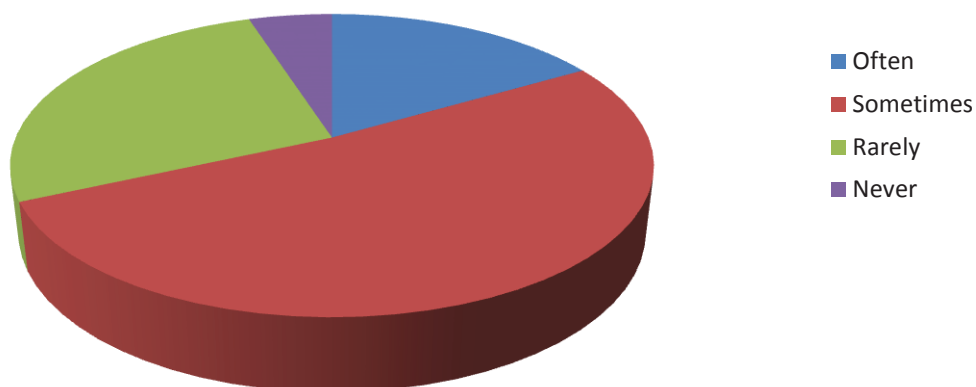


Figure 6. *Students' Participation in the Classroom*

Role-plays as Catalyst for Fluency and Coherence

Out of 60 students, 33 (51.67%) have claimed that they sometimes participate in classroom, and 10 (16.67%) of the students are often participate because they know that participating will probably boost their grade and exchange ideas is the best way to learn, and 16 (26.67%) students are rarely participate in the classroom. Some students 3 (5%) don't speak at all in the classroom due to anxiety or apathy and fear of making mistakes.

Item 7: how often does your teacher give you the opportunity to speak?

Table 7 :

Students' Opportunities to Speak in Class

Option	Number of students	Percentage
Always	9	15%
Sometimes	35	58.33%
Rarely	11	18.33%
Never	5	8.33%
Total	60	100%

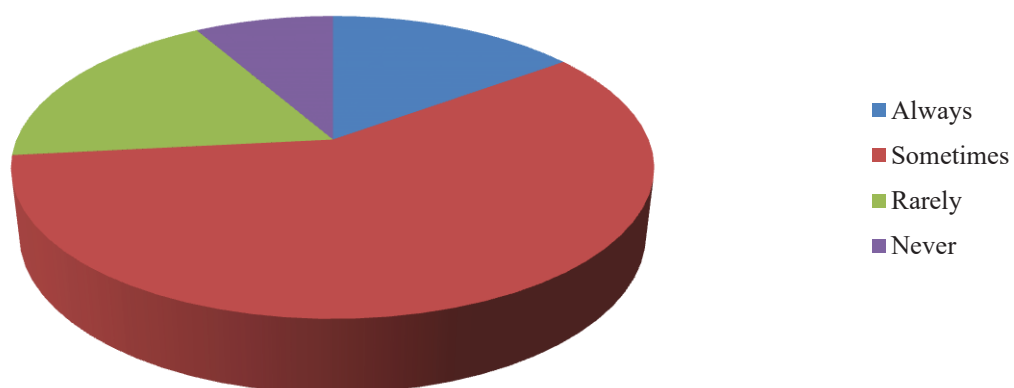


Figure 7. *Students' Opportunities to Speak in Class*

Role-plays as Catalyst for Fluency and Coherence

35 (85.33%) have claimed that their teacher sometimes gives them the opportunity to speak in the classroom, and only 9 (15%) and 11(18.33%) between always and rarely. Some students 5(8.33%) have claimed that teacher does not give them the opportunities to speak, they are very shy and take in their account fear of making mistakes that's way one student said that his/her teacher didn't give them the opportunity to speak in classroom and as all we know in Oral Expression teacher gives all the student the same chance to speak because he/she know that talking connect students with the content, but some students feel boring and they want some material that motivate them.

Item 8: which activity does your teacher use most?

Table 8:

The Most Frequent Activities Used to Teach Speaking

Rank	Number of students	Percentage
Discussion	38	63.33%
Dialogue	0	0%
Role-play	22	36.67%
Total	60	100%

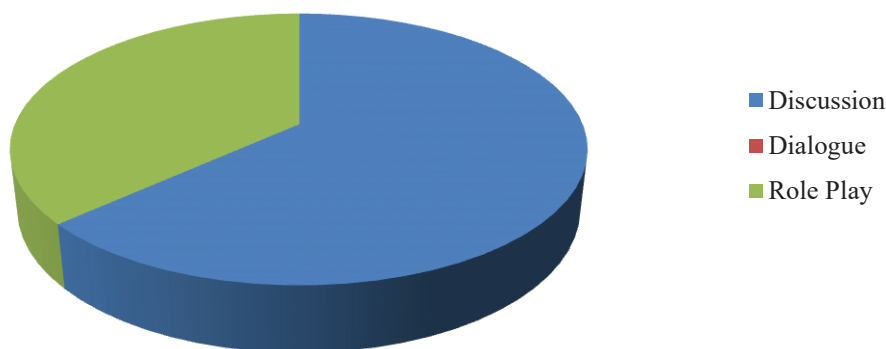


Figure 8. *The Most Frequent Activities Used to Teach Speaking*

Role-plays as Catalyst for Fluency and Coherence

Students' answers are varied; 38 of participants (63.33 %) said that the main activity used by the teacher is discussion activity, which can give them a chance to talk and practice according to the limited topic. 22 of the students (36.67 %) said that role-playing is not very different from discussion, but it gives the students more space and freedom. Role-play enhances learners speaking skill, and it makes them productive, and no one has claimed that their teacher uses dialogue.

Item 9: Which activity do you prefer most, and why?

Table 9 :

Students' Preferred Activities

Activity	Number of students	Percentage
Discussion	17	28.33%
Dialogue	1	1.67%
Role-play	42	70%
Total	60	100%

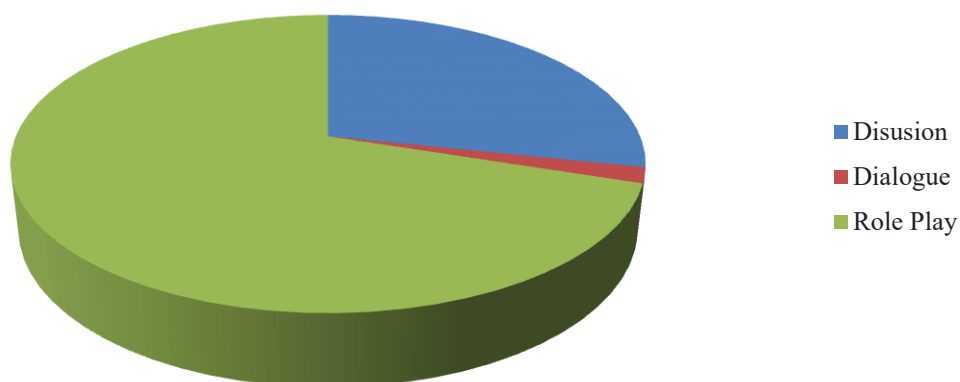


Figure 9. *Students' Preferred Activities*

Role-plays as Catalyst for Fluency and Coherence

From 60 students, 42 (70%) prefer role-play, because it motivates them to speak and improves their fluency and coherence. 17 (28.33%) of students prefer discussion most, and just (1.67%) percent students prefer dialogue. They prefer discussion because it helps them to make debate and talk freely.

Item 10: Is role-play different from other activities?

Table 10 :

Students' Perceptions of Role-play

Rank	Number of students	Percentage
Yes	57	95%
No	3	5%
Total	60	100%

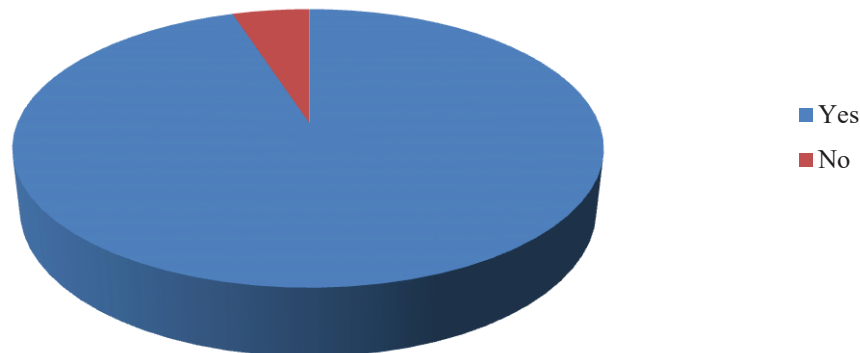


Figure 10. *Students' Perceptions of Role-play*

We notice from the table 10 that 57 of the students (95%) agree that role-play is different from other activities because they have practiced this technique and they have seen that it raises student's motivation and interest. Only 3 students (5%) who have seen that role-play like any other communicative activities and there it is not different at all.

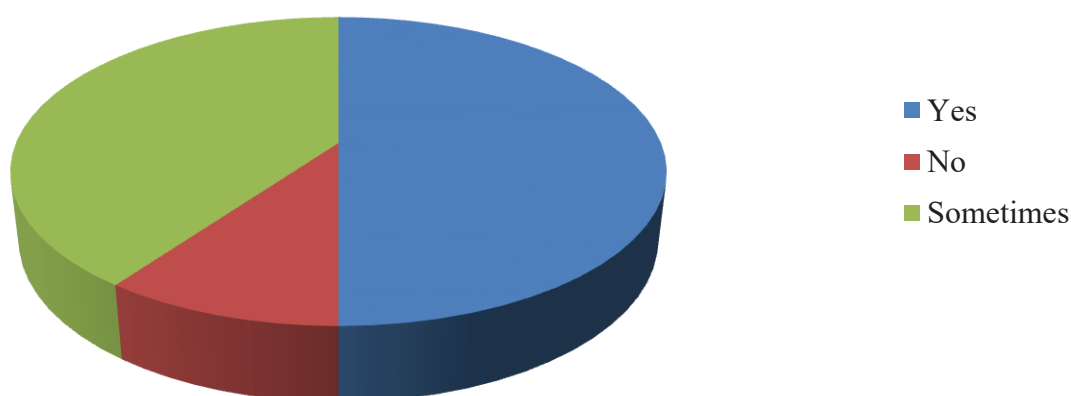
Section Three: Student's Attitudes towards Role-plays

Item 11: How often does your teacher use role-plays during the oral expression lessons?

Table 11:

Teachers' Use of Role-plays

Rank	Number of students	Percentage
Yes	30	50%
No	6	10%
Sometimes	24	40%
Total	60	100%

**Figure 11.** *Teachers' Use of Role-plays*

We notice from the table 11 that 30 students (50%) agree that their teachers use role-play technique in oral expression lesson and 24 students (40%) said they sometimes use it, 6 students (10%) who have claimed that they did not use this technique. The students who said that they use and sometimes have claimed that role-plays techniques are clear introduction to

Role-plays as Catalyst for Fluency and Coherence

the Target Language, context and culture. Also they know that when the teachers use role-play, they give them an opportunity to practice and test their English language level.

Item 12: how do you consider the English classes where Role-plays are employed?

Table 12:

Students' Perceptions of English Classes where Role-plays are Used

Rank	Number of students	Percentage
Very nice	19	31.67%
Dynamic	27	45%
Borring	4	6.67%
Varied	10	16.67%
Total	60	100%

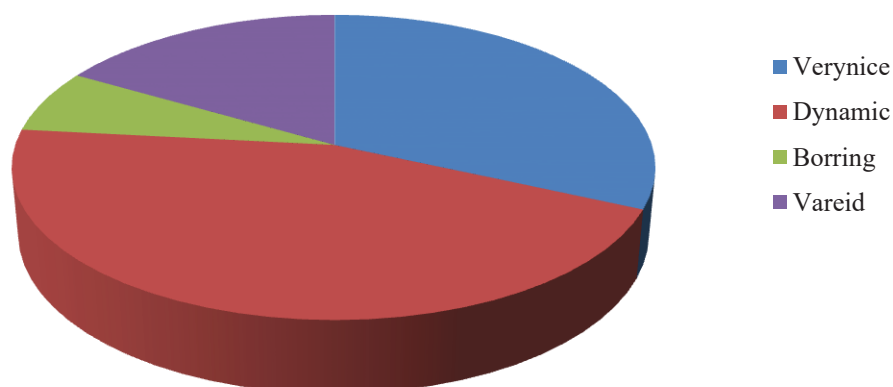


Figure 12. *Students' Perceptions of English Classes where Role-plays are Used*

Role-plays as Catalyst for Fluency and Coherence

From the results obtained in the table above, we notice that 19 of the students (31.67%) who said that the English classes based on role-play are very nice. Besides 27 of the students (45%) who said that they are dynamic, whereas 10 of students (16.67 %) said that they are varied and only 4 students (6.67%) who said that they are boring.

Item 13: Does the use of Role-plays motivate you to speak?

Table 13:

The Effect of Role-Plays on Students' Motivation to Speak

Rank	Number of students	Percentage
Yes	53	88.33%
No	7	11.67%
Total	60	100%

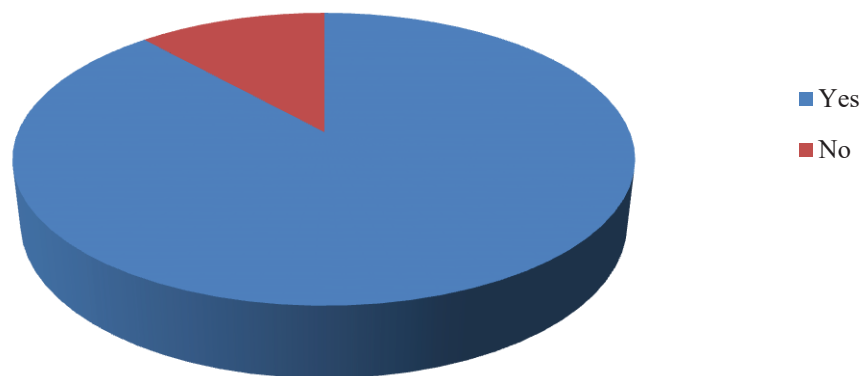


Figure 13. *The Effect of Role-Plays on Students' Motivation to Speak*

The majority of the students 53 of the students (88.33%) agree that the use of role-play techniques in classroom is very necessary because it motivates them to speak and they

Role-plays as Catalyst for Fluency and Coherence

see the role-play technique is very effective way in learning process. But, only a few of the students (7-11.67%) said that role-play does not motivate them may be because they don't see it as a good technique in teaching.

Item 14: does the use of role-plays improve your speaking skills?

Table 14 :

The Effect of Role-plays on Students' Speaking Skills

Rank	Number of students	Percentage
Yes	55	91.67%
No	5	8.33%
Total	60	100%

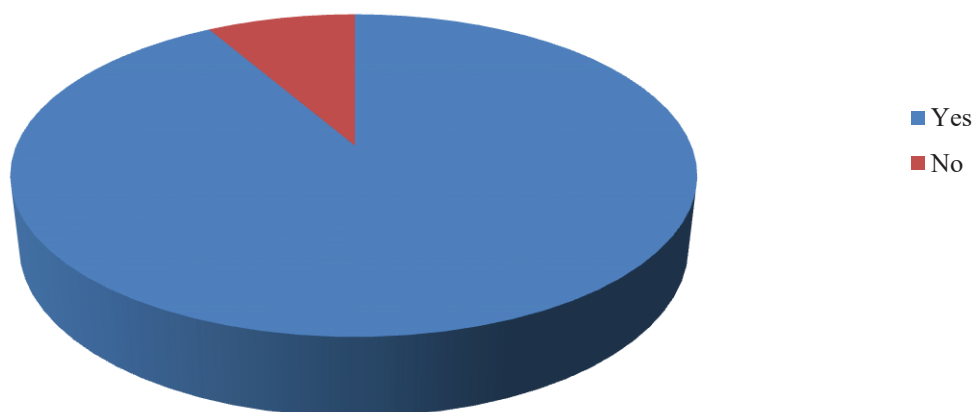


Figure 14. *The Effect of Role-plays on Students' Speaking Skills*

The table and the figure above show that 55 of the students (91.67%) agree that the use of role-play technique helps them to improve their speaking. Also, it helps them to enrich

Role-plays as Catalyst for Fluency and Coherence

their vocabulary and master the language as well. Some of them 5 students (8.33%) said that it does not make any change in their speaking level.

Item 15: does role-play help increase fluency?

Table 15 :

The Effect of Role-plays on Improving Students' Fluency

Answer	Number of students	Percentage
Yes	53	88.33%
No	7	11.67%
Total	60	100%

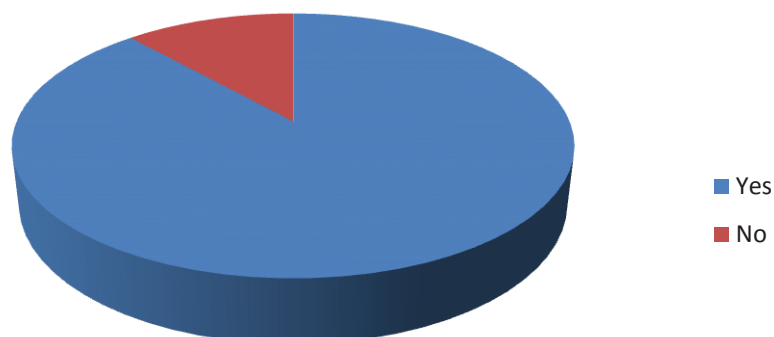


Figure 15. *The Effect of Role-plays on Improving Students' Fluency*

Table 15 above shows that (53-88.33%) of our participants have claimed that the use of role-play increase fluency as it is rehearsed with expression because it develops their communication skills, they speak without hesitation and with self-confidence .Only 7 students

Role-plays as Catalyst for Fluency and Coherence

(11.67%) who argue that role-play did not help them to increase their fluency, they said that may be due to their shyness or anxiety during practicing this technique.

Item 16: how does the English course influence you?

Table 16 :

The Influence of Role-plays on EFL Students

Rank	Number of students	Percentage
Posively	48	80%
Negatively	2	3.33%
Neutral	10	16.67%
Total	60	100%

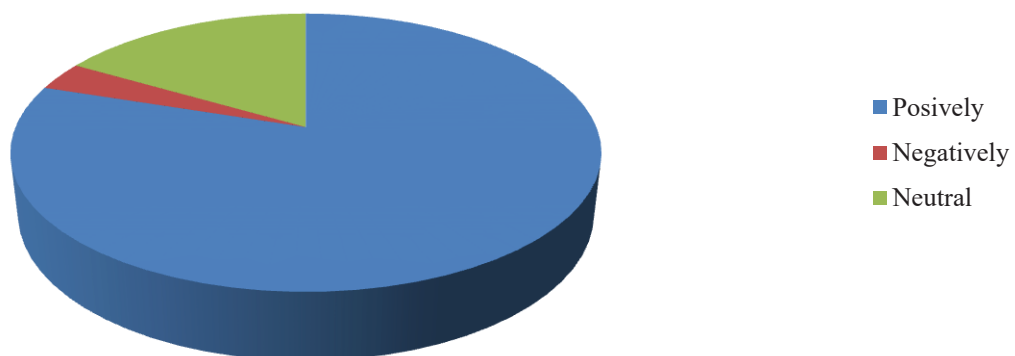


Figure 16. *The Influence of Role-plays on EFL Students*

From 60 participants, 48 of the students (80%) agree that a role-play has influenced them positively, While some students (10- 16.67%) said it is. However, only 2 students (3.33%) said that technique influenced them negatively.

Role-plays as Catalyst for Fluency and Coherence

From the results obtained and as we pointed in our hypotheses in the previous sections, the employment of role-play as drama technique in teaching speaking is very necessary and encourage students to interact in the classroom . The analysis of student's questionnaire shows that the objectives of using role-play do really affect the student's speaking. As we notice in section two, the students like cooperative activities and working in the groups help them to increase their speaking skill and the opportunities of speaking led them to engage in the context. Also, we notice that first year master students are really faced many difficulties in speaking like: lack of vocabulary, pronunciation, confidence, mother tongue interference and fear...etc. But, their teachers motivate them to speak. In the section three, the student's answers demonstrated that they have considered role-play useful for them to achieve speaking fluency and it is the best way to learn new vocabulary and to overcome their anxiety. The students are aware about the effectiveness of role-play because all of them experienced it, and they always hope that their teacher uses it.

The Results of the Teachers' Questionnaire

Section One: General Information

Item 1: how long have you been teaching English?

Table 17 :

Teachers' Experience in Teaching English

Length	Number of teachers	Percentage
1 year	1	%25
9 years	1	%25
13 years	1	%25
31 years	1	%25
Total	4	%100

We notice from table 17 that (25%) of teachers said the period of experience in teaching is one year. While (25%) said that the period of experience in teaching are nine years, also (25%) of teachers said that the period of experience in teaching is thirteen years, and (25%) of teachers said that the period of experience in teaching are thirty one years.

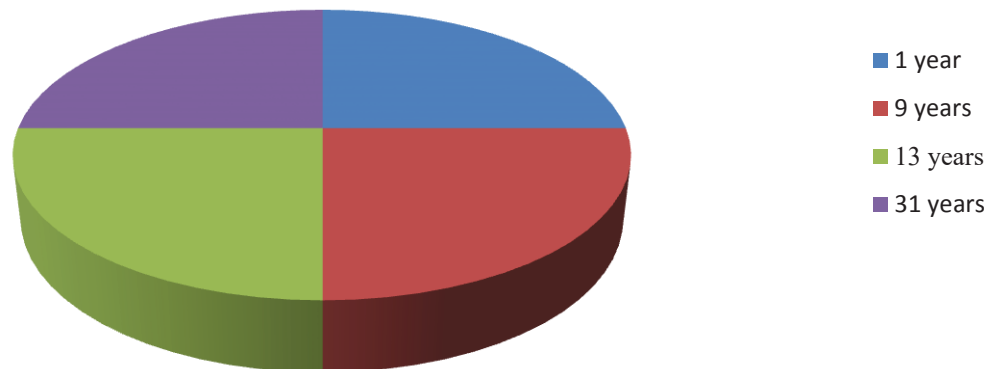


Figure 17. *Teachers' Experience in Teaching English*

Item 2: how long have you been teaching Oral Expression?

Table 18 :

Teachers' Experience in Teaching Oral Expression

Rank	Number of teachers	Percentage
1 year	1	%25
3 years	1	%25
6 years	1	%25
25 years	1	%25
Total	4	%100

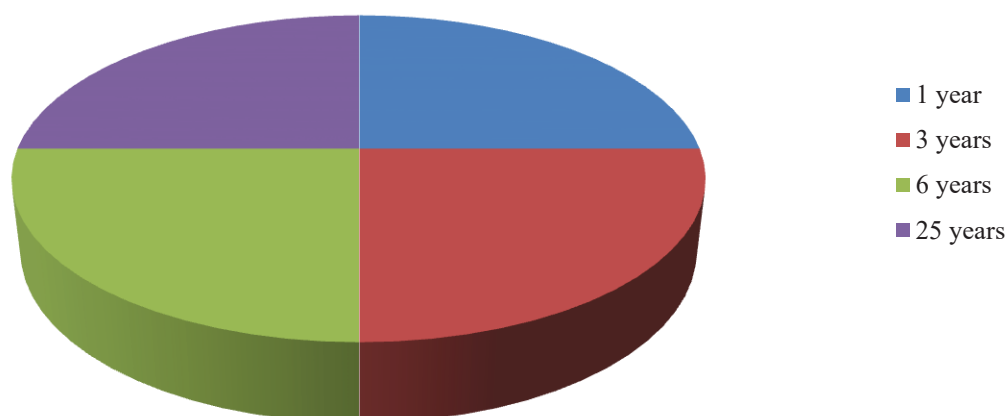


Figure 18. *Teachers' Experience in Teaching Oral Expression*

From the table 18 and figure above we notice that (25%) of teachers said the period of experience in teaching oral expression is one year. And (25%) of teachers who said that the period of experience in teaching is three years. Also (25%) of teachers said that six years teaching oral expression. The last (25%) of teachers said that twenty years they were teaching Oral.

Item 3: oral expression teaching methodology.

Table 19 :

Oral Expression Teaching Methodology

Rank	Number of teachers	Percentage
Teaching grammatical rules and lists of vocabulary	0	%0
Teaching how to communicate using these rules	1	%25
Both of them	3	%75
Total	4	%100

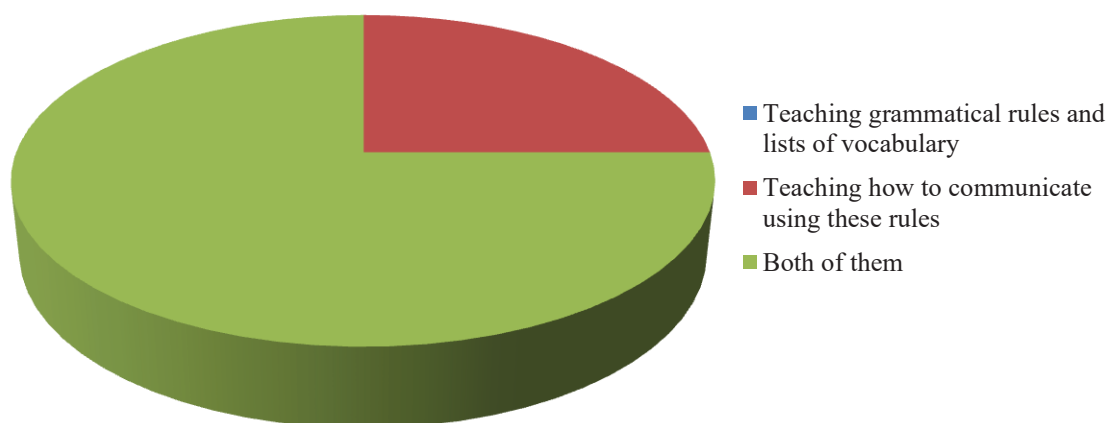


Figure 19. *Oral Expression Teaching Methodology*

According to the results obtained in the table 19, we notice that the majority of teacher's (75%) see that the means of teaching a language is teaching grammatical rules and lists of vocabulary and teaching how to communicate using these rules. Whereas, (25%) of teachers see that the means of teaching a language is teaching how to communicate using these rules. And no one said that the means of teaching a language is teaching only grammatical rules and lists of vocabulary.

Item 4: The importance of focusing on the speaking skills

Table 20:

The Importance of Focusing on the Speaking Skills

Rank	Number of teachers	Percentage
Strongly agree	2	%50
Agree	2	%50
When necessary	0	%0
Total	04	%100

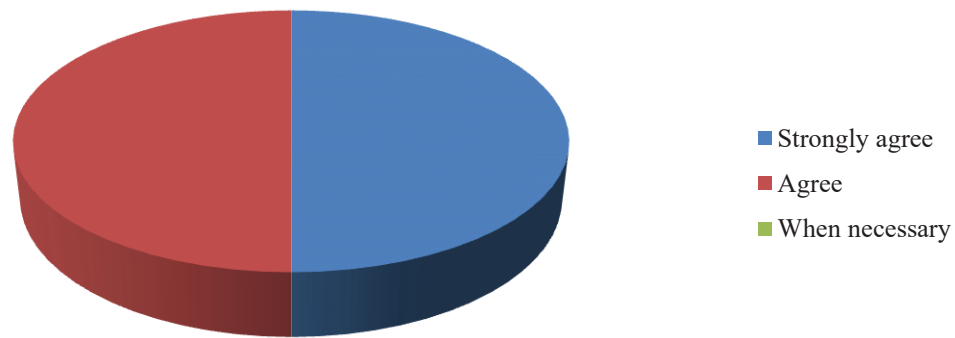


Figure 20. *The Importance of Focusing on the Speaking Skills*

From the table 20 and the figure above shows that two teachers (50%) strongly agree that teaching a Foreign Language should focus on speaking. Two teachers (50%) agree that teaching a foreign language should focus on speaking.

Section Two: Teaching Speaking

Item 5: students' level of speaking proficiency.

Table 21:

Students' Level of Speaking Proficiency

Rank	Number of teacher	percentage
Good	0	%0
Average	4	%100
Poor	0	%0
Total	04	%100

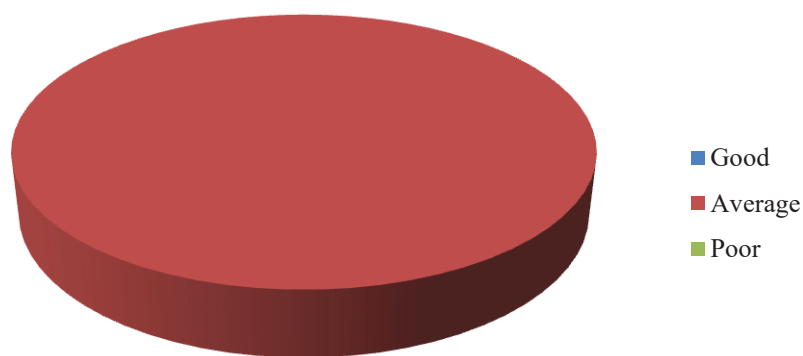


Figure 21. *Students' Level of Speaking Proficiency*

We notice from the table 21 that all students' level in speaking English is average about (100%), and (0%) good, also (0%) poor.

Item 6: speaking difficulties.

Table 22:

Students' Speaking Difficulties

Rank	Number of teacher	percentage
They are sufficiently exposed to target language	0	0%
They are not aware that language is communication	0	0%
Lack of linguistic	1	25%
Lack of training	3	75%
Total	04	100%

According to the results obtained in the table above, the majority of teacher's (75%) have stated that their students have problems in speaking due to lack of training and practice,

Role-plays as Catalyst for Fluency and Coherence

only (25%) have claimed that students face difficulties at speaking because lack of linguistic competence. And no teacher (0%) said that the problem at speaking because students are sufficiently exposed to target language and they are not aware that language is communication.

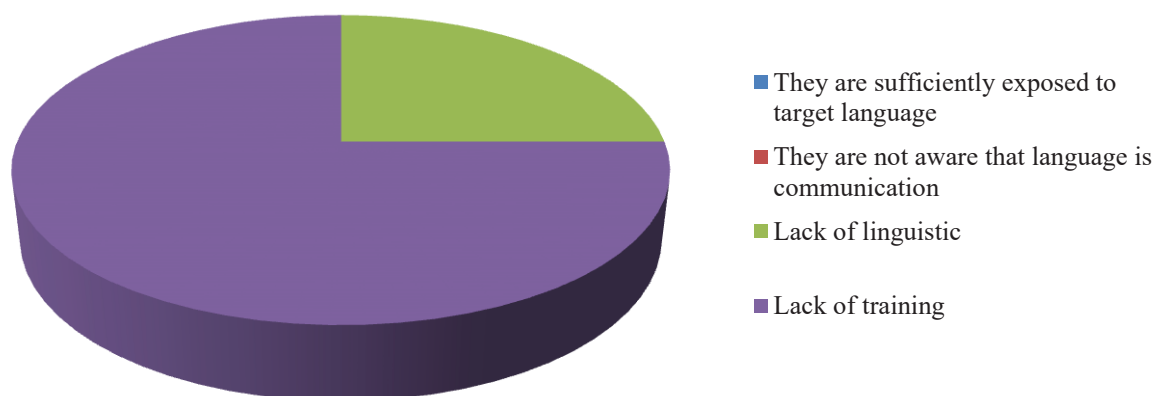


Figure 22. *Students' Speaking Difficulties*

Item 7: Is it possible to make all students participate in the classroom?

- **Teacher One:** "No", because we have different types of learners in class. So, we cannot possibly expected everyone to participate ."
- **Teacher Two:** "Yes", we can motivate and involve all of them through making a number of strengthen."
- **Teacher Three:** "«Yes", it is possible with a good teacher controlling over his class' timing, and involving all the students in communicative exercises and role-plays"
- **Teacher Four:** "I don't think so because of the big number of students as compared to the little time given to Oral Expression classes! Carelessness and low linguistic level of some students as well might be the underlying cause!"

We notice that two teachers agreed that it is possible to make all the students participate in the classroom speaking tasks. Because they know that learners participate in order to get marks for that reason they convince their students to participate and engage in the

Role-plays as Catalyst for Fluency and Coherence

lesson. Two teachers who said that we cannot make all students participate may be because this teacher novice in teaching or they suffer from the insufficient time.

Item 8: how do you help students improve their speaking skills?

Table 23:

Teachers' Strategies to Improve Students' Speaking Skills

Rank	Number of teachers	Percentage
Varying the technique	1	%25
Longer exposure to target language	0	%0
Giving them more opportunities to participate	1	%25
Motivating	2	%50
Total	04	%100

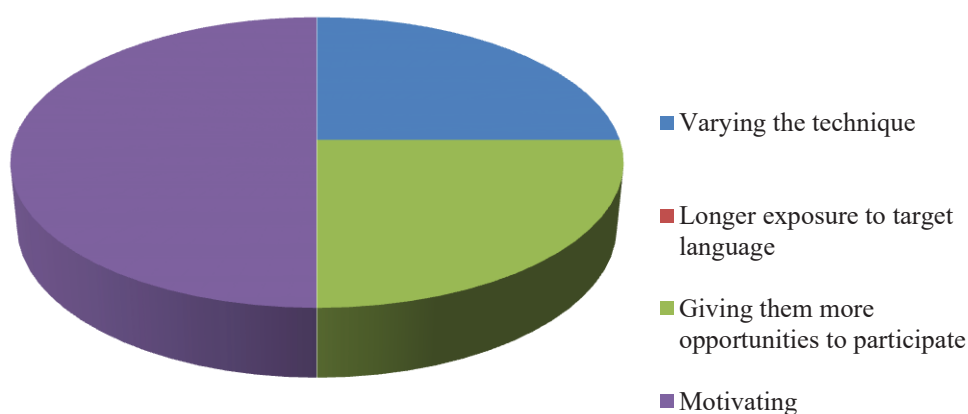


Figure 23. *Teachers' Strategies to Improve Students' Speaking Skills*

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From the table 23 we notice that (50%) of teacher's try to help students improve their speaking skill through motivating them. Whereas, (25%) of teacher helps students improve their speaking skill from varying the techniques. Also, (25%) of teachers improve their speaking skill by giving them more opportunities to participate. (0%) to longer exposure to target language.

Item 9: types of activities in teaching speaking.

Table 24:

Types of Activities in Teaching Speaking

Type	Number of teachers	Percentage
Role-play	2	%50
Information gap activity	0	%0
Free discussion	1	%25
Oral Presentation	1	%25
Games and Quizzes	0	%0
Total	04	%100

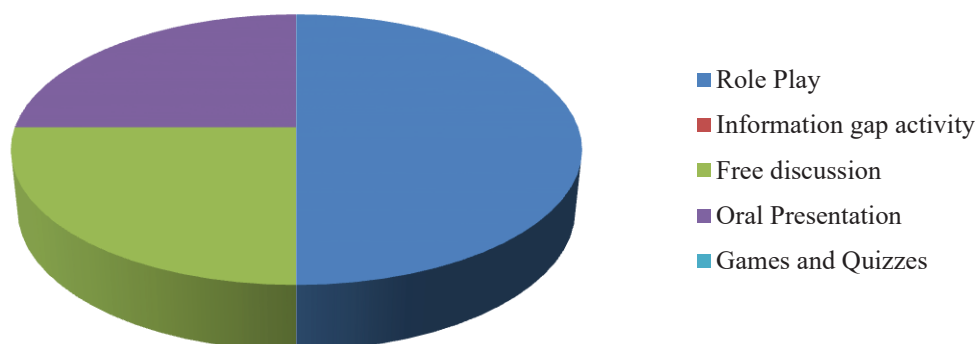


Figure 24. *Types of Activities in Teaching Speaking*

From the table 24 we notice those teachers' answers are varied; two of the respondents (50%) said that the main type activity used by the teacher in teaching speaking is role-play activity, which can motivate their students to speak. One of the teachers (25%) said free discussion which helps them to make debate, and practice according to the limited topic. One of the teachers (25 %) said that the type of activity used in teaching speaking is oral presentation activity, no teacher give any answer about games and information gap activity.

Item 10: the focus of the speaking activities.

Table 25:

The Focus of the Speaking Activities

Rank	Number of teachers	Percentage
The context of the activity itself	1	%25
The linguistic aspects (vocabulary, Grammar, Pronunciation)	1	%25
All of them	2	%50
Total	04	%100

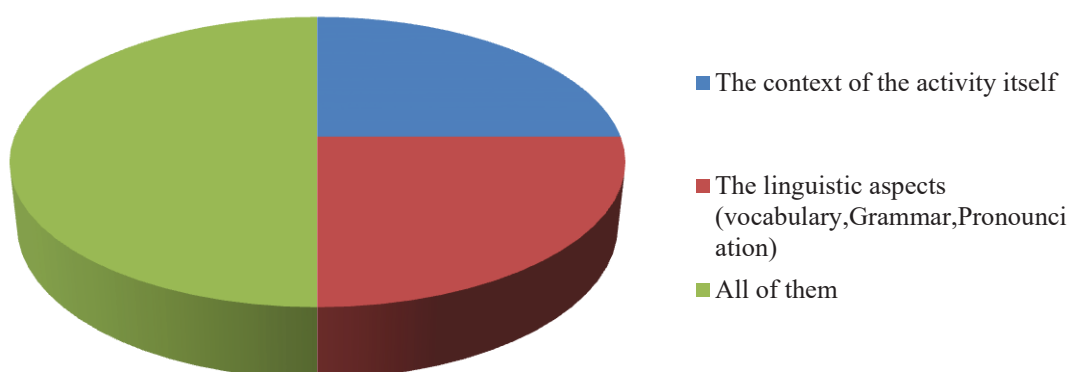


Figure 25. *The Focus of the Speaking Activities*

From the table 25 and figure above, (25%) of teachers during the Oral Expression lesson focus more on the content of the activity itself. And (25%) focus more on the linguistic aspects (vocabulary, grammar, pronunciation). Whereas, the majority of teachers (50%) during the Oral Expression lesson focus more on both: the content of the activity itself and the linguistic aspects (vocabulary, grammar, pronunciation).

Item 11: is the time allotted to the oral expression course sufficient?

Table 26:

Time Allotted to the Oral Expression Course

Rank	Number of teachers	Percentage
Yes	1	%25
No	3	%75
Total	04	%100

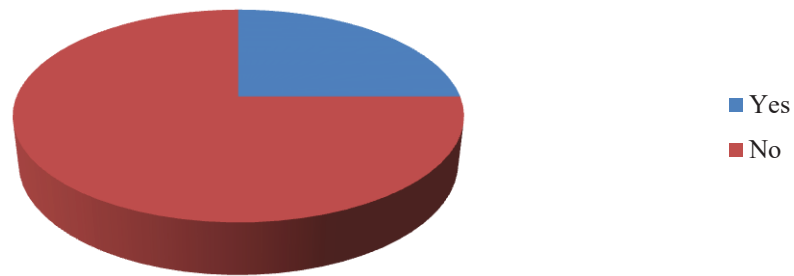


Figure 26. *Time Allotted to the Oral Expression Course*

Most of the teachers (75%) see that the time allotted for the module of Oral Expression is not sufficient. While one of the teachers (25%) who sees that the time allotted for the module of Oral Expression is sufficient.

Section Three: Using Role-play in the Classroom

Item 12: how often do you use role-play?

Table 27:

Frequency of Using Role-plays in the Classroom

Rank	Number of teachers	Percentage
Often	0	%0
Sometimes	3	%75
Always	1	%25
Never	0	%0
Total	04	%100

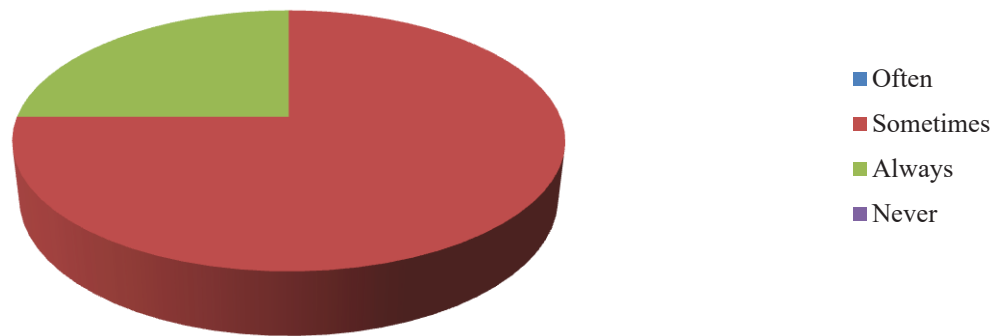


Figure 27. *Frequency of Using Role-plays in the Classroom*

From the table 27 we notice three teachers (75 %) sees that they use role-play sometimes. This, according to us, is due that our teachers are interested to motivate student's fluency whereas; one teacher (25 %) who said that he used it between always.

Item 13: do you think that role-play is an efficient activity?

All the teachers (100%) have stated that role-play is an efficient activity. This indicated that role-play is very important technique and have insight about student's needs and help them to communicate effectively.

Table 28:

Teachers' Perceptions of the Efficiency of Role-plays

Rank	Number of teachers	Percentage
Yes	4	%100
No	0	%0
Total	04	%100

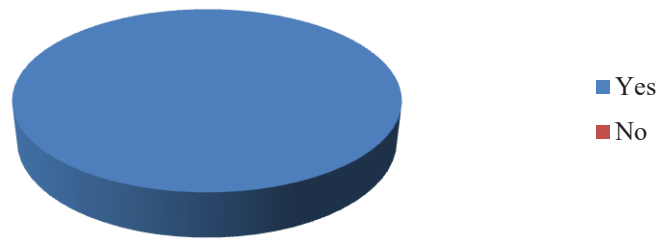


Figure 28. *Frequency of Using Role-plays in the Classroom*

Item 14: Do you think that role-plays motivate your students?

Table 29:

Teachers' Perceptions of the Motivational Potential of Role-plays

Rank	Number of teachers	Percentage
Yes	4	%100
No	0	%0
Total	04	%100

From table 29, we notice that all the teachers (100%) said that role-play motivates their students to speak. This indicated that role-play plays an important role in making students enthusiastic to practice this technique.

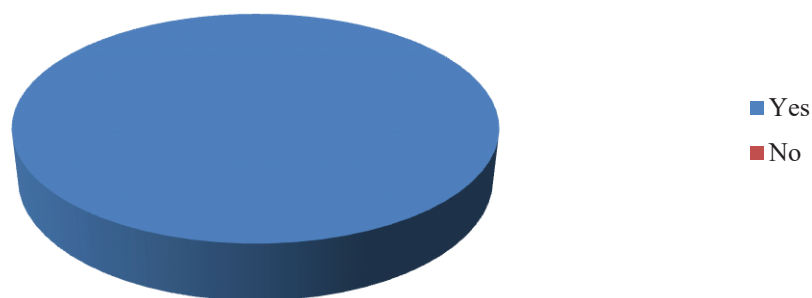


Figure 29. *Teachers' Perceptions of the Motivational Potential of Role-plays*

Teacher One: "because they are motivated to act due to the nature of activity."

Teacher Two: "because performing the use of English in real life situation «pragmatic English»".

Teacher Three: "involve me and I learn is the formula for success in the long run."

Teacher Four: "because they involve in learning process."

Item 15: difficulties when using role-plays in teaching oral expression.

Table 30:

Difficulties when Using Role-plays in Teaching Oral Expression

Rank	Number of teachers	Percentage
Time	1	%25
Students Level	2	%50
Topics	0	%0
Technical mean	1	%25
Total	04	%100

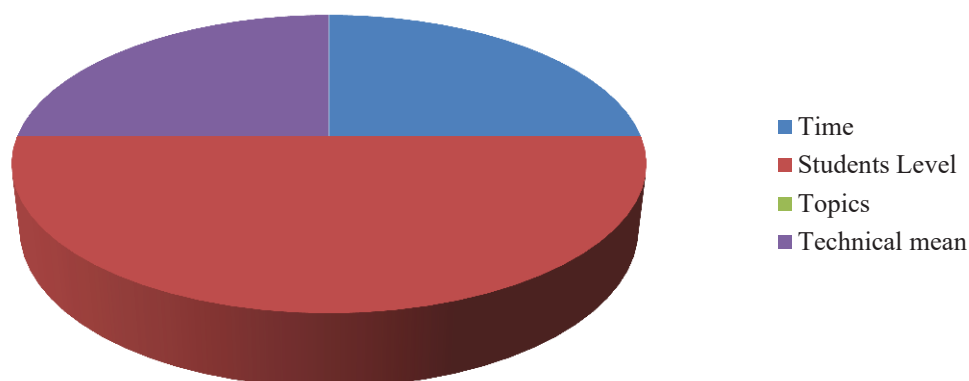


Figure 30. *Difficulties when Using Role-plays in Teaching Oral Expression*

According to the table 30 and figure above , (50%) of the teachers see that when teachers use role-plays in teaching Oral Expression course they have a problem in students level. While (25%) who sees that when teacher uses role-plays in teaching Oral Expression course he face difficulties in time. Also, one of the teachers (25%) have problem in technical mean, and no teacher give any answer about topics.

Item 16: teachers' role in role-plays.

Table 31:

Teachers' Role in Role-plays

Rank	Number of teachers	Percentage
Controller	0	%0
Monitor	0	%0
Facilitator	1	%25
All of them	3	%75
Total	04	%100

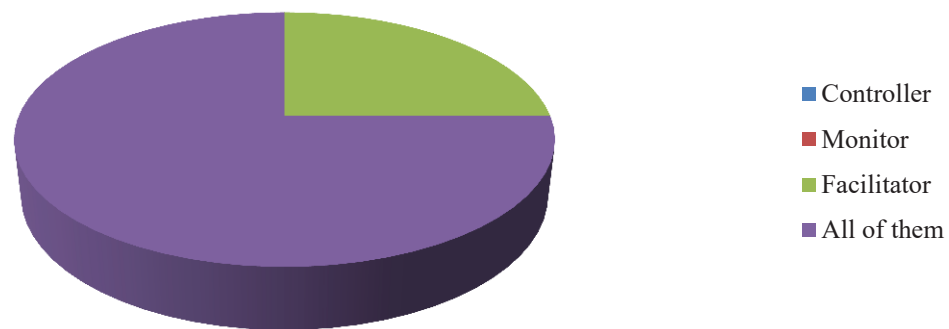


Figure 31. *Teachers' Role in Role-plays*

Table 31 shows that the majority of the teachers (75%) during the role-play are working as controllers, monitors and facilitators. Because they want to help and motivate their students to achieve their goal. One of the teachers (25%) has indicated that he works as facilitator.

Conclusion

Our questionnaires have been demonstrated the results of using Role-play technique. The data have been collected from the questionnaire administered to first year master students and teachers of oral expression module. In this chapter, we have highlighted the analysis and interpretation of the teachers and students questionnaire. The results show the importance of role-play in EFL classroom, students acquire new vocabulary during the practice of role-plays and they considered them useful to achieve their fluency and coherence. They also see that these techniques motivate them to speak without hesitation. Teachers implemented role-plays in the classroom in order to make their students engage with it and benefit from its advantages. Thus, we notice that our hypothesis and the results obtained walk in the same way, the results had confirmed our hypothesis. The teachers and students have positive attitude towards using role-plays.

Chapter five

Suggestions and Recommendations

Introduction

In the previous chapter we have dealt with the analyses and interpretation of the students and teachers questionnaires' results, whilst in this chapter we will discuss these results in order to see the relationship between our hypotheses and the previous theories and researches. Furthermore, we will introduce the pedagogical implication which is made on the basis of analysis and interpretation of the found data. This implication includes the effectiveness of using Role Play and its impact to motivate EFL students and improve their fluency and coherence. Also, it includes some aspects; teachers have to know them when using Role Play in the classroom. Finally, the last section of this chapter introduces suggestions for future research topics that are related to the theme of this dissertation.

Discussion of the hypotheses

Hypothesis One

In the present study, we have hypothesized that Role Play motivate EFL students. This hypothesis has been tested by asking students and teachers who have dealt with this technique. The results of the questionnaire showed that students were enthusiastic for a Role Play as teaching technique and their shyness disappeared. Thus this hypothesis is validated.

Hypothesis Two

In the study at hand, we also hypothesized that Role Play improves student's fluency and coherence by the same questionnaire of the hypothesis one. The results of the research showed that students who have practised Role Play are more fluent in addition to their ability to gain new vocabulary what helps them to develop topics and link ideas together in a logical structure without repetition. Thus, this hypothesis is also validated.

The relationship of the results to the previous theories and researches

The results obtained are similar and go straight with the previous studies we have mentioned in the previous chapters such as this of Ments (1999) sees that the activity involved by the Role play makes it a motivational and effective method. He also agrees with Livingstone (1983) that learner's motivation and involvement in the learning process can be increased by the role play. From all what is said above, it is deduced that Role Play is a good pedagogical approach that can be used effectively to teach or to learn because it allows the learner to interact with practising a foreign language in the same time.

Implications of the study

- Role Plays promote fluency and coherence and motivate students to speak fluently.
- Through the Role plays learners will have the opportunity to use the target language in new context and for new topics.
- Role plays have special quality of employing improvisation and spontaneity within the learning process.
- Role plays allow students to use the language themselves directly without the manipulation of their teacher.
- Role play is keeping learners active, this will make teacher's task easier and gain time.
- Role plays are an opportunities for a lot of language production and a lot of fun because they make students enthusiastic to perform their role.

Here are some implications related to the teacher. So, in order to accomplish a successful role play in a classroom:

Role-plays as Catalyst for Fluency and Coherence

- Teachers have to set up situation, keeping in mind the students' needs, interests, age and previous experience.
- Teachers have to consider students level because role play is designed depending on their competence in Foreign Language.
- Teachers have to encourage the students to take more responsibility for their Learning, and there results in better learning.
- Teachers should encourage students, get them involved, offer incentives, get creative and draw connection to real life.

Suggestions and Recommendations

The researchers suggest that EFL teachers incorporate Role Plays when teaching speaking since Role plays have many benefits for students and they suggest that teachers need to pay attention to the ways of marking students speaking and their responding behaviour, taking into consideration different techniques which used in the Classroom to develop students speaking skill. In addition, for future EFL researchers, we recommend that they expand the period of the experiment in order to achieve results that are more reliable. At the end, we recommend that EFL teachers should give the students home task on Role play exercises which will help them to learn useful words and expressions.

Conclusion

In this last chapter, the two research hypotheses were discussed in relation to the results of our study. The first hypothesis, which predicted that Role play would significantly motivate EFL students' fluency and coherence, has been validated. The second hypothesis, which predicted that Role play improves students speaking skill, was validated.

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Appendix A

Teachers' Questionnaire

Dear teachers,

You are invited to take part in the current research through filling in the questions below. The questionnaire designed to gather information about the effectiveness of the Role Plays in teaching speaking. Please answer by ticking (X) in the appropriate boxes or giving full answers in the spaces provided.

Section one: General information

1. How long have you been teaching English?

.....

2. How long have you been teaching Oral Expression?

.....

3. In your opinion, teaching a language means:

- a) Teaching grammatical rules and lists of vocabulary
- b) Teaching how to communicate using these rules
- c) Both of them

4. Do you agree that in order to teach a foreign language we should focus on speaking?

- a) Strongly agree
- b) Agree
- c) When necessary

Section Two: Teaching speaking

5. How do you assess student present level at speaking English?

- a) Good
- b) Average
- c) Poor

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6. Your students face difficulties in speaking because:
- a) They are not sufficiently exposed to the target language
 - b) They are not aware that language is communication
 - c) Lack of linguistic competence
 - d) Lack of training and practice
7. From your experience as a teacher, is it possible to make all the students participate in the classroom? Please explain.

.....

.....

.....

8. How do you try to help them improve their speaking skills?
- a) Varying the techniques
 - b) Longer exposure to target language
 - c) Giving them more opportunities to participate
 - d) Motivating
9. What type of activities do you use in teaching speaking?
- a) Role Play
 - b) Information gap activity
 - c) Free discussion
 - d) Oral presentation
 - e) Games and Quizzes
10. During the oral expression lesson, do you focus more on
- a) The content of the activity itself
 - b) The linguistic aspects (vocabulary, grammar, pronunciation)
 - c) All of them
11. Do you think the time allotted for Oral Expression module is sufficient?
- a) Yes
 - b) No

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Section three: Using Role Play in the classroom

12. How often do you use Role Play?

- a) Often
- b) Sometimes
- c) Always
- d) Never

13. Do you think that Role Play is an efficient activity?

- a) Yes
- b) No

14. Do you think that Role Plays motivate your student to speak? Please, justify.

- a) Yes
- b) No

15. What kind of difficulties do you face when you use Role Plays in teaching Oral Expression course?

- a) Time
- b) Students level
- c) Topics
- d) Technical means

16. How do you act with this technique to ensure its positive effects on student speaking?

- a) controller
- b) monitor
- c) Facilitator
- d) All of them

Thank you for participation

Appendix B

Students' Questionnaire

Dear students,

You are invited to take part in the current research through filling in the questions below. The questionnaire designed to gather information about the effectiveness of role-plays in teaching speaking. Please answer by ticking in the appropriate boxes or giving full answers in the spaces provided.

Section one: General information

Age:

Sex: male female

1. Your choice to study English was:
 - a) Your own choice
 - b) Compulsory

2. Is oral expression module your favorite course?
 - a) Yes
 - b) No

Section two: Student's Attitude towards the speaking skill

3. How do you assess your present level at speaking English?
 - a) Very good
 - b) Good
 - c) Average
 - d) Poor

4. When you speak in English you face difficulties in :
 - a) Vocabulary
 - b) Grammar
 - c) Pronunciation
 - d) All of them

Role-plays as Catalyst for Fluency and Coherence

5. Do you use English outside the classroom?

- a) Yes
- b) No

6. How often do you participate in the classroom?

- a) Often
- b) Sometimes
- c) Rarely
- d) Never

7. How often does your teacher give you the opportunity to speak?

- a) Always
- b) Sometimes
- c) Rarely
- d) Never

8. In practicing speaking, which activity does your teacher use most?

- a) Discussion
- b) Dialogue
- c) Role playing

9. Which activity do you prefer most? and why ?

.....

10. Is Role Plays different from other activities?

- a) Yes
- b) No

Section three: Student's Attitude towards Role Plays

11. Does your teacher use role-plays during the oral expression lesson?

- a) Yes
- b) No
- c) Sometimes

12. How do you consider the English classes based on role-plays application?

Role-plays as Catalyst for Fluency and Coherence

- a) Very nice
 - b) Dynamic
 - c) Boring
 - d) Varied
13. Does the use of role-plays motivate you to speak?
- a) Yes
 - b) No
14. Does the use of role-plays improve your speaking skill?
- a) Yes
 - b) No
15. Does Role Play help you to increase fluency as it is rehearsed with expression?
- a) Yes
 - b) No
16. Do you believe that the English course based on the Role Plays implementation has influenced you :
- a) Positively
 - b) Negatively
 - c) neutral

Thank you for participation