

**People's Democratic Republic of Algeria**  
**Ministry of Higher Education and Scientific Research**  
**Mohammed Seddik Ben Yahia University-Jijel**  
**Faculty of Letters and Languages**  
**Department of English**



**Investigating Students' Role Play Ability**

**Case Study: Third Year LMD Students of English at University of  
Mohammed Seddik Ben Yahia- Jijel**

**A Dissertation Submitted in Partial Fulfillment for the Requirements of a  
Master Degree in Didactics**

**Submitted by:**

**Bochra AMIAR**

**Madjda BOUMAZA**

**Supervised by:**

**Dr. Meriem BOUSBA**

**Board Examiners:**

**President: Dr. Houda BOUHADJAR**

**University of Jijel**

**Examiner: Mrs. Selma BOUHALI**

**University of Jijel**

**Supervisor: Dr. Meriem BOUSBA**

**University of Jijel**

**2019**

*Dedication*

*In the name of God, the most merciful and compassionate*

*I dedicate this humble work to:*

*The source of tenderness, my **MOTHER***

*The hard worker from whom I take my power, my **FATHER***

*My dear sisters: **Khoula, Rima, Ibtihal***

*My beloved brother: **Mohammed***

*To my best friends: **Assia, Fatima, Ibtissem, Wissem, Amina, Meriem, Khadidja, Hanan***

*To all my relatives and those who know me*

*Bochra*

### *Dedication*

*In the name of Allah, the Most Gracious, the most Merciful, All the Praise is to Allah alone, the Sustainer of all the works.*

*I dedicate this work:*

*To my friend, to the only one real love of my life, my father, who was always by my side and who was and still always my source of happiness. Today I do declare in front of everyone here that I love you with all my heart, thank you so much.*

*To my dear mother, I would like to say it is impossible to thank you because it is not enough for you and for all the sacrifices that you made for me. Today I realize my dream which is yours of being a teacher of English and it will be a fact not a dream soon Inchaa-Allah, darling.*

*To my unique sister “**Mounia**” who has brought so much joy to my life, thank you so much for encouraging me from the beginning, sweet heart.*

*To my beloved brother “**Messaoud**” who always say to me I wish you a successful life and happy days; thank you for encouraging me.*

*To my best friends: **Meriem, Bochra and Moufida** who are my closest and beloved ones; God bless you.*

*To all who support me in my study as well as for every one love me.*

***Madja***

### *Acknowledgements*

*We like to express our sincere gratitude to our supervisor **Dr. Meriem BOUSBA** for her help, patience, and precious guidance and advice.*

*Besides, we like to thank the members of the board of examiner **Dr. Houda BOUHADJAR** and **Mrs. Selma BOUHALI** for accepting to read and evaluate our work.*

*Our deepest gratitude goes to **Mrs. Chadia CHIOUKH** who allowed us to do the classroom observation with her; she really helped us with no objection.*

*I will not forget to thank all the students who have taken part in this work.*

### **Abstract**

Achieving oral language proficiency is perceived as one highest objective in Foreign Language Teaching, and role play is a technique that is used to develop and assess oral students' proficiency. The aims of this study are twofold: to investigate whether role plays are an effective teaching technique. It, also, aims at finding out whether students are capable to perform role plays, using the aspects of accuracy, fluency, content, body language, tone of voice and turn taking appropriately. It is, then, hypothesized that that if teachers use role plays frequently in their teaching, then the students are expecting to have a good level in playing roles. In order to test this hypothesis, two means of research were used; a classroom observation and teacher questionnaire. Classroom observation was conducted to assess third year students' ability to perform role plays in the department of English. A questionnaire was administered to 5 teachers of Oral Expression to explore their attitudes towards the effectiveness of role plays and students' ability in performing them. The results revealed that most of the teachers consider role plays as an effective teaching technique and that they usually use it in their classes. In addition, students face difficulties in performing role plays; students' ability differ regarding the aspects mentioned above. The analysis of the research findings, therefore, supports the hypothesis of the present work. On the basis of these findings, some pedagogical recommendations are suggested.

**Key words: role plays, oral proficiency, oral performance**

**List of Abbreviation and Symbols**

**&:** And

**(1), (2), (3)** pauses of one second, two seconds, three seconds

**,** Rising intonation

**.** Falling intonation

**?** Rising intonation in questions

**[ ]** overlap and interruption in speech

**=** successive turns without pauses

**...** A short pause of less than one second

**CLT:** Communicative Language Teaching

**EFL:** English Foreign Language

**ESL:** English Second Language

**FLT/:** Foreign Language Teaching

**P:** Page

**Q:** Question

**RP:** Role Play

**S:** Student

These document mistakes are underlined

**Words or letters written in bold type:** modulation of tone

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## **General Introduction**

### **Statement of the Problem**

English has become the primary language for international communication. Every individual needs to know English in order to get connected with the world. With the appearance of the communicative competence approach, the process of learning and teaching was influenced by these changes so that new techniques came to the light such as; discussion, problem solving, group work and role play. The latter is widely used by the oral expression teachers to assess the ability of students in performing English as a Foreign Language (EFL) and it is an activity that seeks to put the learners in real situations. On the other hand, it is a technique that gives the opportunity to learners to talk freely and to be motivated to use English.

The performance of a role play is not an easy task for students to complete. Third year English students of the University of Mohammed Seddik Ben Yahia have been practicing English for over two years at university; they have enough capacity and knowledge concerning accuracy ie using the language system correctly, and fluently, speaking comprehensibly. However, when performing a role play, students need more these two aspects. Generally, role-play performance relies also on the use of various aspects such as body language, tone of the voice, and the skill of turn taking.

### **1. Aims of the Study**

The aims of the current study are twofold: to investigate whether role plays are an effective teaching technique; this will be apparent in their reliance on using them in their teaching. It aims secondly at finding out whether students are capable to perform role plays, using the aspects of accuracy, fluency, content, body language, tone of voice and turn taking appropriately.



## **2. Research Questions and Hypothesis**

In order to achieve the above-mentioned aims, this study seeks to answer the following questions:

- Do teachers consider role play as an effective teaching technique?
- Which aspects do teachers consider in assessing students' role play ability?
- Are students capable to perform a role play?

It is, then, hypothesized that if the frequent use of role plays in EFL classes as a teaching technique will results in enhancing the students' oral proficiency in different aspects.

## **3. Means of Research**

For the sake of testing the hypothesis of this study, the first tool is classroom observation is used to assess the students' performance in role plays. The second tool which is the questionnaire for teachers, which was administered to 5 teachers of oral expression in the department of English at University of Mohammed Seddik Ben Yahia-Jijel from the whole population of 7 oral teachers in the department. The questionnaire is used to explore the teachers' attitudes towards the effectiveness of role plays and students' ability in performing them.

## **4. Structure of the Study**

The present study consists of three chapters arranged into two theoretical chapters and one practical chapter. The first chapter is devoted to present an overview of the technique of role play through providing its definition, its relationship with simulation, and its difference role play games followed. Then, its types and steps will be explored. The third aspect to be discussed in this chapter pertains to role play in foreign language

teaching (FLT). The second chapter is concerned with a definition for oral proficiency, its approaches and teaching techniques. It ends up by describing the aspects of assessing role play. The practical part contains just one chapter which is chapter three. This chapter is devoted to the analysis of the classroom observation to show the importance of using role play inside the classroom and the aspects to be considered. We have the analysis of the questionnaire that submitted to English teachers of oral expression.

## **Chapter One: Integrating role plays as a teaching technique in oral class**

### **Technique in Oral Class**

Introduction

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## **Chapter One: Integrating role plays as a teaching technique in oral class**

### **Introduction**

A number of techniques of Communicative Language Teaching (CLT) can be implemented in classroom to improve the English level of students. Role play is one of those techniques that has been found, through a number of studies in English as a second/foreign language (EFL/ ESL), to be effective. Role play is a classroom communicative activity that gives the students the opportunity to use English inside the classroom during the presentation and out-side the class-room during the preparation. It is considered as an activity that brings variation and movement into a classroom and is one of the most adaptable activities in different aspects. This chapter focuses on the role play which presents a definition to it, role play and simulation and role play vs role play games. These will be followed by the types of role play. Next, steps of role play sequence. Finally, problems in role play.

### **1.1 Role Play**

#### **1.1.1. Definition of Role Play**

A role play is considered as one technique that is used in classrooms, it provides students with the opportunity to act out a given role in particular situation. According to Cambridge International Dictionary of English (2008), role play is a technique of acting out or pretending particular ways of behaving or pretending to be other people. It is used in training courses language learning and psychology.

A role play, according to Yardley- Matwiejczuk (1997), is an activity where teachers take situations from real life and invite learners to perform an imaginative personality in order to show someone's perspective. He (1997) defined it as "a term describes a range of

activities characterized by involving participants in 'as if' or 'simulated' actions and circumstances" (p.01). So, role play is the performance of imaginary characters, everything will be changed even mentalities and personalities it is considered as a set of activities in which the participants simulate the actions of others.

According to Ments (1999, p. 04) role-play, in its' simplest way is when asking an individual to act that they are either themselves or someone else in a particular situation. Then they behave exactly as they feel and as that person would. So, role play is to act out a fantasy by giving roles to a student or a group of students in order to realize various objectives by the participants themselves.

Moreover, Stocker (2006) claims Role Play is a device in which students can learn the basis of English conversation easily in a particular situation, using the key words because they are meaningful for that particular situation (as cites in Mohammed Rayan 2014, p. 517). In other words, role play develops the students' fluency in language communication, and it allows them to be creative. Another definition was given by Furman Lou (1990, p. 20) the activity of role play is whenever a participants describe himself or another personality on a particular situation. So, role play is considered as a method of acting out the behaviors of other people who transact with new situations.

Neslon (2010, p. 13) says that role play as a technique encourages participants to practice in any given scenario, and participants can try and do many skills in many times till they fill comfortable with them and can perform their roles freely. So, role plays help participants to acquire many skills through practicing in order to be proficient and fluent in the target language.

To sum up, role play is the act of imitating different characters and behaviors of some- one else who is different from you. The combination of role play with the classroom

adds variety, change of pace and opportunities for a lot of language production and also of fun.

### **1.1.2. Role Plays and Simulation**

Role plays and simulation are distinct from each other and both of them may occur in practice. Jones (1995, p. 18) says that "simulation as an event in which the participants have roles, duties and sufficient key information about the problems to carry these duties without play acting or inventing key facts". Hence, simulation is to observe how others are behaved in particular situations in order to play the roles but keeping their own personalities. In addition to this, Jones also declares that the players retain their personalities and do their best in that situation in which they feel comfortable. In other word, role play is short than simulation and players should maintain their own personalities even they play a role.

According to Ments (1999, p. 04) claims that "role play is the name given to one particular type of simulation that focuses attention on the interaction of people with one another". So, simulation is a type of role play and interaction is the main point that people should focus on because in simulation the actors should follow some guidelines in order to simulate a role. In addition, Harmer (2012, p. 121) see simulation as "a chance to rehearse real-life encounters. For example, we can move the classroom furniture so that we represent a station office with a ticket window" (As cited in Kuénierek 2015, p. 82). Simulation is a problem solving activity which is somehow complex for players unlike role plays which are useful technique for them and easy to play.

According to Crookall and Saunders (1989, p. 12), simulation is considered as a motivating technique and it is implemented for more fun, it is more correspondent to the process of learning, and it is considered like a real world situation. Hence, simulation is a

part of role play and the participants take the role then simulate it since it is considered as a motivating, fun technique in the process of learning and teaching.

Role play and simulation are somehow different from each other. In simulation, the players predict the other behaviors following some rules to act or imitate a role, in the other hand a role play is when an individual portrays a role in a play.

### **1.1.3. Role Play vs Role Play Games**

According to Fritzson and Wigstand (2006), role plays are different from role play games, in role play game there is greater creativity. In addition, in role playing games, the actors present a role that is similar to the personality in real life. The outline in role play games can be change from time to time. Role playing games are similar to theatre game, students use imagination in their performance. The characters in the scenes of role playing games are divided according to the personality and the age of the person. Role playing games are similar to the play that children play. In role playing games some actors have the same role in the play while other have different role in the play. The interaction should present between a character and other character. Role playing games are free plays the characters choose their personalities, scenes, and the story.

## **1.2. Types of Role Play**

Role play as a technique has two different types. Al Arishi (1994) listed two types of role plays as follow:

### **1.2.1. Real Role Play**

Al Arishi (1994) states out that "...the activities in the language classroom should be a rehearsal for the real world; here role- playing becomes 'real-playing'". (As cited in Daria Kaminskaya 2016, p. 42). So, it can be said that the use of tools and activities in the classroom should be used for real world and the situation must be brought to the classroom

in order to make everything seems real and original. In addition, he (1994) affirms that role plays aim is to adapt the of real life situation since it gives learners the opportunity to perform typical structures they may use in real life; such as ordering food in a restaurant, greeting, asking for directions, booking holidays at the travel agency...and so on (As cited in Kiminskaya, 2016, p.42). Since learners are used role plays in English language- classes, so the problems will decrease in their real life situation.

### **Surreal Role Play:**

Another type which is surreal role plays, Al Arishi states that surreal role plays are aimed at “[...] the promotion of self-expression of the inner world of each students’ mind” (As cited in Kaminskaya, 2016, p.42). Moreover, Al Arishi quotes Sadow (1987, p. 33)” explain what a surreal play is “...fantasy becomes more important, reality less, students are asked to solve a problem they would not normally have to face, concoct a plan they would never have dreamt of on their own...”. (As cited in Kamisskaya, 2016 p. 42) It means that surreal role play seeks to promote thoughts and feelings that happened inside the mind of each student.

### **1.2.2. Scripted and Unscripted Role Play**

Another categorization of role plays is that of Byrne. According to Byrne (1978), role play can be grouped into two types: scripted and unscripted role play. The scripted role play is well known unlike the unscripted one. In scripted role play, the players write a role play and rehearse it then they read it as a role play. On the other hand, unscripted role play seems difficult for learners since it somehow complex. Unscripted role play should be prepared in short time on the spot. Students when dealing with unscripted role play are required to act it out directly in front of the class; this leads them to feel uncomfortable in doing so. Therefore, the type of unscripted role play is considered as a real life situation as it occurs in a naturel way (As cited in Phetphon et al 2012, p. 03). So, scripted role play, on



the other hand, a rehearsal plays need a scripts and preparation before the performance; the participants write it in a form of dialogue then they perform it as a speech of role play. Unscripted role play, on the other hand, is done spontaneously without scripts that are prepared beforehand. In this type of role plays, participants feel nervous, unconfident because it done on the spot.

### **1.3. Steps in a Role Play Sequence**

Role play in classroom should have a sequence of outline and it should be testing by the teacher. According to Mark and Fox (1966), there are three stages which are preparation and instruction, dramatization and discussion, and evaluation.

- Preparation and Instruction stage consists of problem selection, warm up, general and specific instructions as well as general and specific instructions to participants and audience. Problem selection is the responsibility of the teacher. He decided on the work that should be done by the students.
- Second, the teacher should warm up the students or make them relax, then he gives them practice and expressions.
- Third, the explanation of general problem situation should be specific and identify the reasons of the work also should ask each of the students about his role in role play. The second major stage covers both the role playing and subsequent discussion and interpretation of the action. In this stage time should be sufficient for the students to present their role play. In addition, by the end of the performance of role play, the actors should dissociate themselves from the role they play in the drama work in order to allow the audience to judge them.

The post playing discussion includes different forms and groups or individual students discuss the play. In this stage the students should take or considered role play as

personal experience. Third, Evaluation is the last stage. In this stage, both the teacher and the students evaluate the role play in term of success or failure, the outcome of the role play should be analyze. The teacher subsequently chooses another different role play to be performed which is different from the first one.

There is a sequence in the stages of role play. In the first stage, which is the preparation and instruction, the second stage is performing of the role play. However, there are related to each other.

## **1-4 Role Play in Foreign Language Teaching**

### **1.4.1. Role Play as a teaching technique**

Role play is considered as an effective technique to teach English as a foreign language. According to Brandshaw and Ariene Lowenstein (2007, p. 174) Role play provides learners the immediate feedback concerning their success in the use of different skills besides the problem solving and discussion. Therefore, role play as an educational technique deals with the practicing of the skills and the final objectives.

Salandana. G (2008) declares that "Role-play is one of the teaching strategies that is action filled and fun-guaranted." So, role play is an enjoyable and interesting technique for students (As cited in Zidouni, 2015, p. 21). Tauber and Mester (2007) Role play is an active and enlightening tool in instruction and it deserve the effort (As cited in Zidouni 2015, p. 21). Hence, it supports learners to practice and acquire new performance and attitudes. Moreover, In addition, Poorman (2002) states that "integrating experiential learning activities in the classroom increases interest in the subject matter and understanding of course content" (as cited in Jarvis et all 2002, p. 23). Role-play is a teaching technique which provides various advantages and characteristics for both the teacher and the student.

To sum up, Role play is a suitable technique for all the participants, this means that is appropriate to be used in different situation as well as it develops the students' discussion and problem solving inside the classroom.

#### **1.4.2. Role play as a Learning Process**

- Role play is a learning strategy that has been used by teachers of oral expression. Through role play students give interest to the topic through and the course content that is presented in the front of them. Second Students during doing role play can practice many aspects of the language like pronunciation. Third, role play is a learning strategy, it puts students in different situation. In addition students can feel by themselves and others in role plays. Fourth, during doing and presenting role plays, students are allowed to present characters in their daily life and from the imaginary world. (as cited in Jarvis, Odell, and Trioano 2002, p.1). According to Ladousse (1987) role play gives shy student a cover, as a result they present their roles comfortably. Also, Role play can contain fun and make the classroom enjoyable so the student can learn unconsciously. Role plays gives the students the opportunity to use English outside the classroom during the preparation and during the presentation.

#### **1.4.3. Problems in Role Plays**

Although role play has many advantages, students and teachers can face difficulties in role plays. According to Kholmakova (2017), controlling the classroom can be difficult for teachers because the classroom can be noisy. Students also need spacious classrooms to perform their role plays. In some cases, teachers give a group of students a role play activity and another task to another group. Moreover, role play performance needs a lot of time in some cases students cannot complete their performance or delete some scenes. Teachers may ask students to perform unprepared role play. This may cause many

language problems in speaking, pronunciation, are even structure to mention a few. Therefore, language in role play is very limited and the teacher can face problems in correcting all students' mistakes.

#### **1.4.4. Learning through Role Play**

Role play is a learning strategy that many teachers use in their classroom to help students learn and for entertainment. Through role play, students can exercise listening and speaking, develop them and test the capacities in English language classes. According to Rogers and Evans (2008), role play activities are beneficial for students. They give importance to social learning and interaction. They, also, give them opportunity to play freely and make their decision about what they want. According to Oxford dictionary (2008), role play is a learning activity in which a character in a drama will behave like someone in a certain situation. So, role play is useful to learn vocabulary since the character should use different utterances and a specific range of vocabulary. This range of vocabulary can be known by the actor and familiar to them.

#### **Conclusion**

Role Play is a practical, entertaining technique, and gets students to produce authentic English. Role play has a great importance in the teaching process. Using this educational aid helps the teacher to explain lessons and motivate students more and more. It is also used to develop students' fluency in English as it promotes interaction and increases motivation inside the classroom. Also, it can be said that it allows participants to immerse themselves in a learning environment by acting out the role of a character or acting a part in a particular situation. The participant follows a set of rules that defines the situation and they interact with others who are also role players. This learning activity allows learners to get an in-depth understanding of many of the social interactions that

arise when evaluating or solving a problem; many of them participate in make-believe situations, wherein they adopt certain roles such as 'doctor' and act those roles of the character.

## **Chapter Two: Assessing Students' Role Play Ability**

### Introduction

#### 2.1. The Definition of Oral Proficiency

#### 2.2. Teaching Techniques for Oral Proficiency

##### 2.2.1. Group Work

##### 2.2.2. Problem Solving

##### 2.2.3. Discussion

#### 2.3. Approaches of Testing Oral Proficiency

#### 2.4. Aspects of Assessing Role Play

##### 2.4.1. Accuracy

##### 2.4.2 Fluency

##### 2.4.3. Body language/ Eye contact/ Facial expression/ Hand Gestures

##### 2.4.4. Turn Taking

### Conclusion

## **Introduction**

English as an international language has 4 macro skills like any other language. These skills are writing, reading, listening and speaking, speaking is one of the skills that learners of foreign language should be proficient in. Speaking is generally thought to be the most important at the four skills. Indeed, Learners try to be familiar with films, music, and art that belong to this language because most of them are looking for acquiring the language and be proficient in. Teachers generally put their students in real world situation like role play which is particularly suitable for practicing and communicating with their partners in the target language. And they are generally required to assess their language and their performance. This chapter in follow will discuss the assessment of role play. First, it has presented the definition of role play and also explained the approaches of testing oral proficiency and what are the main techniques. Furthermore, we have dealt with the aspects of assessing role play.

### **2.1. The Definition of Oral Proficiency**

According to Valdes and Figueroa (1994) oral proficiency refers to the ability to pronounce words ,also, it refers to use rules of grammar correctly and mastering the rules of politeness of a given language, beside ,to have enough knowledge to link words of a language and control it, oral proficiency also refers to the ability to communicate effectively and successfully. (as cited in Derradji, 2015). In other words, oral proficiency means the ability to use language correctly and appropriately. Moreover, according to Omaggio (1986), oral proficiency is the ability to communicate with one person or many persons in a conversation in an effective way beside to the correct use of language (as cited in Stein 1999).It generally, it refers to the ability to communicate with and speak to other people, share ideas, opinions to be more fluent in the target language., speak to other people, share ideas, opinion to be fluent in the target language. Similarly, Canal (1983)

and Canal & Swain (1980), stated that high degree of proficiency in second language for the purpose of communication should involve four dimensions of competence: grammatical competence, sociolinguistic competence, discourse, strategic competence (as cited in East, 20016). Moreover, oral language proficiency is the students' main way in communication ability which is meant a very important part of their learning process, it includes in all foreign languages teaching in order to develop the students' communicative skills.

## **2.2. Teaching Techniques for Oral Proficiency**

Teachers should use the teaching techniques in order to develop the students' communicative ability and oral proficiency. In addition to role play which was overly defined and explained in the first chapter, there are also: group work, problem solving and discussion.

### **2.2.1. Group Work**

Group work is considered as a class-room technique. It is used for testing students' skills and their interaction with others. According to Glassman (2009), group work techniques are "patterned professional skills the practitioner uses within the guidelines of the values and norms of humanistic group work to achieve the dual objectives" (p.103). Therefore, this technique serves in achieving different goals, such as collaboration, and exchanging ideas.

Group work as a technique has many goals in the learning process. Cohen (1994) considered it as a splendid technique for visionary learning, for learners to be creative in problem solving, and for developing the learners' oral proficiency in the target language. The use of group work in language classrooms provides good feedback for students. It is, then, an effective technique to foster students' participation in class; therefore serve in developing their oral and communicative abilities and skills.



### 2.2.2. Problem Solving

In Oxford advanced learners' Dictionary (2008), problem solving is the action of finding out the correct process to solve problems in order to improve and develop the learners' skills in finding solutions for problematic situation. Learners in such type are dealing with problems and they are trying to explain them in order to find out the appropriate solutions, it can be individually or collective.

According to Kantowski (1980) "a problem is a situation for which the individual who confront it has no algorithm that persons' relevant knowledge must be put together in new way to solve the problem" (As cited in Carmen M. Llerell 2000, p. 1-2). Also, Polya (1980) defines problem solving as "finding a way where no way is known, off-hand... out of a difficulty... around an obstacle" (As cited in Carmen M. Llerell 2000, p. 1-2). Hence, problem solving is one of the techniques that occurs with difficulty at the beginning of the task in order to reach to the appropriate solutions that fit the problem. Problem solving, therefore, is a motivating and interactive technique for students that help in developing their language oral proficiency.

### 2.2.3. Discussion

Discussion is an effective way to facilitate learning and teaching process. Using this technique permits teachers to assess students' understanding during the flow of the course. Discussion as a technique allows student to participate effectively inside classroom. According to Garcia (1989), discussion is a facing process between the teacher and the students or between students themselves by following the teacher instructions that aim to exchange ideas and information of a particular topic. Discussion, accordingly, lead students to be motivate to participate with each other or with the teacher in order to exchange ideas and share opinions between them. Moreover, he (1989) added that discussion "has always been effective when the class at the start of term 'semester or

school year' decides what topics to be taken up are best learned through the discussion method" (p82). Hence, it can be said that the teacher should set a good plan for his class at the beginning of the year or the semester, and discuss which topics students prefer to be discussed in order to make the class effective enough. Discussion is considered as an effective technique that can be easily integrated by the teacher and which serves also in obtaining good results at the end of teaching courses.

### **2.3. Approaches of Testing Oral Proficiency**

According to Oiler and Damico (1991.) there are three types of tests that would be used to assess oral proficiency; discrete- point testing, integrative testing and pragmatic testing as these types will be explain bellow:

- Discrete-Point depends on the idea that language proficiency assessment is based on the division of its components of phonology, morphology, and syntax. All these components are also divided into sub-elements like sounds, classes or phonemes, syllabus, morpheme, words and idioms. The discrete point model testing of oral proficiency is based on the idea that the person who tests should determines the suitable words or voice that should be used for example instead of saying I love football, the student is expected to say I like football this means that the appropriate and relevant word to use is like football; this means that the appropriate and not love, teachers ,therefore, should take student s ability to select relevant terms in different contexts or situations as criterion to assesses their oral proficiency (oiler and Damico ,1999).
- Second, the integrative approach of testing is based on the idea that oral proficiency should be test in terms of content or discourse .students language, accordingly, is tested on many features such as the body language

which contains gestures, the use of eyes. So, role play is a suitable task or strategy that can test students' oral proficiency.

- Third, Pragmatic Language Test: tests link the person with his experience in life, pragmatic test generally has a communicative purpose such as role plays that are considered oral pragmatic tasks performed for communicative intentions (oiler and Damico, 19991).

## **2.4. Aspects of Assessing Role Play**

Role play is a teaching strategy. Many teachers assess students' ability of role play in accuracy, fluency, body language, turn taking.

### **2.4.1. Accuracy**

Accuracy is considered as one of the most important features of oral proficiency. Omaggio defines accuracy as " ... relates to correct use of linguistics structures. (as cited in Stein , 1999. p.2). Accuracy refers not only to correct pronunciation but also to correct use of grammar rules and vocabulary. Correct pronunciation means the appropriate way in which a language words or sounds is spoken. In addition, learners of foreign language need a range of vocabulary to communicate. According to Schmitt ( 2000),the student who knows a small number of words will face difficulties in communication( as cited in Alqahtani,2015), vocabulary ,at large, refers to all the well-known word by learners ,in terms of their is aspect pronunciation, spelling and meaning in context. Learners should know acquire an adequate amount of words to master language learning and proficient in it Grammar, on the other hand, is an important aspect of language learning and teaching, Ur(1996 ), defined grammar as 'the way a language manipulates and combines word (or bits of words) in order to form longer units of meaning'. Grammar is a part of language. Correct use of grammar is a crucial aspect in role play assessment and signifies the development of student's oral proficiency.

### 2.4.2. Fluency

Oral fluency is a term that is used by teachers of oral expression refers to refers to the ability to speak without hesitation. According to Fillmore (1979), there are four features of fluency. The First one is the ability to talk enough in a conversation, Second , fluent speakers can explain their ideas and transfer their messages in a well-organized form, third, oral fluency entails speaker 's ability to understand what his /her interlocutors speech, in addition to the ability to use imagination fourth, the ability to use imagination (as cited in olynk,2016).fluency refers to 'the features which give speech the qualities of being natural including native like use of pausing, rhythm, intonation , stress, rate of speaking, and use of interjections and interruptions'(Shimdt, 2010). Fluent students are the ones who speak with a correct use of rhythm, stress, and the tone of the voice.

Fluency is developed by providing students with the activities that encourage students to interact ant train their language such as role play, group discussion, and problem solving.

### 2.4.3. Body Language/ Eye Content/ Facial Expression/ Hand Gestures

During to performance of role plays, students use their body language .Judie (2009), defined body language as the "... most fluent lyrical, revealing, and significant form of communication". People use their body language in conversation, in role plays, and even in their daily life to communicate or to show their emotions. According to Allan and Pease (2004,p, 11),”body language can give clear idea about other emotions and feeling by fearful night fold their arms “.People use their eyes, their hands gestures, and their facial expression. Therefore, using the appropriate body language that correspond the topic discussed and the role performed by students in a role play in an indicator or gaining oral proficiency.

According to Wright (2009), there are three types of eyes contact. The first one is to match eye contact, if there is a treating emotion in the conversation, or during the process of wicking. The second type is less use of eyes contact, if the person did not take attention or because of shines .Third type is attention eye contact, when the person give interest to the topic that is presented.

Faces can give different information about people emotions, their needs and their feelings. According to wright (2009,p ,64),facial expression gives match information about how people feel through looking at their faces. According to Eman and frisen (2009), There are six facial expression that we use when we are sad, happy, disgusted, angry, interested. Smile are used generally to show happiness and pleasure, while done cast look is used to show sadness and dissatisfaction .Grimcing is used to show that the person avoid to look to someone or something .The fourth is fixed gaze which is characterized by the changing of face color because of anger .The fifth type of facial expression is called coked head to show that the person give interest to something.

According to Pease, Allan (1981), there are four hand gestures .First, pubbing the plams together happiness and curiosity to do or see something. Second, thumb and finger rub is a way as sign of showing the need to money by the thumb against touch the finger tips for example a person weeds money, he uses this hand gesture .The third hand gesture is the hands clench together to show a person confidence; for example in a meeting, whereas, the last one concerned with steeping hand; steeping and lowered steeping.

#### **2.4.4. Turn Taking**

According to Evers (2004, p. 02), Turn taking “plays an essential role in structuring people’s social interactions in terms of control and regulation of conversation”. It is the skill of knowing when to start and finish a conversation and it is an important organization tool in spoken discourse. Coffiman (1959) explain that “when two or more people come

together to interact, they are making a symbolic commitment to one another to respect the role that each chooses to play” (as cited in Wiemann and Knapp 1975, p. 76). So, there are some ways that speakers manage turn taking by using symbols or gestures to give the turn to another person such as making a gesture by the eyes in order the other side understand that it is his turn.

### **Conclusion**

Oral proficiency is important and essential role in language learning and teaching. It is the most part that learners need to gain and their goal is to be proficient in that language and it is considered as one of the skills which proves that students are really mastering the target language. Most of the teachers have work with oral proficiency in the classroom because it seems so important and interesting to include it in their teaching even it is difficult to maintain it in their teaching programs. Teachers should motivate students to speak and work with the others as a group in order to share ideas and thoughts this is to make them “self- confident” and role play is one of the major activities that teachers should follow to assess their students’ oral proficiency. There are some teachers who assess students’ oral proficiency in role plays besides other aspect such as body language, turn taking, tone of voice.

## **Chapter three: Field Work**

### **Introduction**

3.1. Data Collection Procedures

3.2. Population and Sampling

3.3. Classroom Observation

3.3.1. Description of the Classroom Observation

3.3.2. Presentation and Analysis of the Classroom Observation Results

4. Teacher Questionnaire

4.1. The Analysis

4.2. Sampling

4.3. Description of the Questionnaire

4.4. Discussion of the Results

### **Conclusion**

### **Chapter Three: Field Work**

#### **Introduction**

This chapter represents the field of work of the current study which is investigating the students' role play ability of third year English students at Mohammed Seddik Ben Yahia University, Jijel. It aims to describe the procedures followed in collecting data and choosing the target population and the sample. Next, the classroom observation scheme and teacher questionnaire, used as data collection tools, are presented and analyzed. The last part is concerned with the interpretation and discussion of the results of the study.

#### **3.1. Data Collection Procedures**

Since the purpose of this study is to investigate the ability in performing a role play, two tools are considered appropriate to be used in order to gather the adequate data for the present study: a classroom observation and the teacher questionnaire. First, the classroom observation is conducted to observe and assess the students' ability in role play. Second, the reason behind the use of the teacher questionnaire is to understand the teachers' attitudes towards students' performance of role plays.

#### **3.2. Population and Sampling**

The population targeted by the study is that of third year students of English at Mohammed Seddik Ben Yahia University. The sample of classroom observation consists of 41 students from three classes that presented in eight role plays. The selection of population level is based on the fact that third year students have enough knowledge and practice concerning the four skills of language.



### 3.3. Classroom Observation

#### 3.3.1 Description of the Classroom Observation

Classroom observation is a tool that offers the chance to gather data from naturally occurring situations. It is used as a tool to attain the aims of this study, which are assessing students' ability in performing role plays and the difficulties that students face in performing them.

In this study, third year English students at Mohamed Seddik Ben Yahia University have been the focus of classroom observation. It is worth noting that classroom observation was carried out with three classes were observed during presenting their roles as hosts and guests in a TV show. Observation of these students was carried period for about two weeks, starting on 20<sup>th</sup> may and ending on the 27<sup>th</sup> of the same month during the academic year 2018-2019. The researchers sat at the front of the classroom, and observed the students' performances. Audio recording of the whole role plays were used after asking permission of the teacher besides to the use of some videos of the students' performances so as to cover small details.

The assessment is based on six aspects which are accuracy, fluency, content, tone of the voice, body language, and turn taking as shown in Table 3.01 below. The analysis is based on a scale that divides students' performances in to three levels according to degree to which they make errors. Hence, if a student makes no errors, he/she gets the highest evaluation, which is three points; if only one unsystematic error is noticed, such as a slip of the tongue, the presentation will still be considered error free. More than one error and up to three errors lead to considering that the student's role playing contained some errors, and it is given 1.5 points. If more than three errors are noticed, it is noted down that the student made many errors, and he/she receives 0.5 in evaluation, and if the performance was not good at all or not comprehensible, the student gets 0 in evaluation.

Table3. 01

*Aspects of Assessing Role Plays*

<b>The Aspects</b>	<b>Definition of the Aspect</b>	<b>Examples</b>
<b>Accuracy</b>	The use of sentence structure, vocabulary, grammar and pronunciation.	<p><b>-Errors free</b>                      -I was in the hospital                      -words such as 'hospital' are pronounced correctly.</p> <p><b>-Some errors</b>                      -look at to me                      - The wrong pronunciation of words. For example, 'great' is pronounced as 'greet'.</p>
<b>Fluency</b>	The pace, speech and behaviours, which affect comprehensibility	<p><b>-No hesitation, Perfect, natural hesitation</b>                      -You should stop smoking here (no hesitation).  <b>Some pauses &amp; hesitation.</b>                      -Let we start um er ... how to start.</p>
<b>Content/Relatedness</b>	The performance is well organized, related to the theme of the topic, including all the necessary information.	For example, in the theme of 'Support Group', discussing problems faced in daily life and suggesting solutions for them are relevant to the theme.
<b>The tone of the voice</b>	Whether the participants' tone and pitch vary during performance	<p><b>The tone of the voice is modulated</b>                      -<b>What</b> Are you <b>Doing</b> here. (modulated)                      - What are you doing here (monotonous)</p>
<b>The body language</b>	Whether the body language of the participant corresponds the action performed	<p><b>The body language is compatible</b>                      - Don not touch me (using hands to push the interlocutor)  <b>The body language is approximate</b>                      -Please, help me! (little use of body language)</p>
<b>Turn- taking</b>	The skill of knowing when to start and finish a turn in role play	<p><b>Natural and smooth</b>                      St 1: ohh, you will marry again=                      St 2: what about me.=                      St 1: you will be my first wife and she will be my second wife.  <b>Artificial and strict.</b>                      St1: are you [here my mother?]                      St 2: [oh...you came early ]</p>

**3.3.2 Presentation and Analysis of the classroom observation results.**

The results obtained are analyzed with reference to the role plays that were presented by the students in each session. The number of students is differ from one role play to another, but generally the number of students varied from 4 to 7 students in each role play. The assessment of each role play is presented below.

**3.3.2.1. Assessing Students' Ability in Performing Role Play One**

The title of the first role play was 'Support Group'. It was presented by 5 students. The performance of the role play took one hour.

a) Assessing students' accuracy in role play one

Table 3.02

*Assessment of Students' Accuracy in Role Play One*

<b>Accuracy</b>	<b>St 1</b>	<b>St 2</b>	<b>St 3</b>	<b>St 4</b>	<b>St 5</b>	<b>N</b>	<b>%</b>
Errors free	X			X	X	3	60
Some errors		X	X			2	40
Many errors						0	0
<b>Total</b>						<b>5</b>	<b>100</b>

Concerning accuracy in role play one, 60% of the students did not make any kind of errors while 40% of them made some errors, and no one of the students did many errors.

The following examples were obtained from the classroom observation of the first role play.

Table 3.03

*Examples of Accuracy in Role Play One*

<b>Error-free</b>	
<b>In grammar</b> -I was in hospital alone; I was ill; I could not face the world.	<b>In pronunciation</b> - all words (such as hospital, doctor, surgery, story, smoking) are pronounced correctly
<b>Some errors</b>	
<b>In grammar</b> -I <u>do</u> it. (for a future action) -You <u>does</u> not have.	<b>In pronunciation</b> - Smoking (the vowel 'o' is pronounced as 'oo' in 'looking'). Girl ( the vowel 'i' is pronounced as 'ee' in 'deep')

b) Assessing students' fluency in role play one

Table 3.04

*Assessment of Students' Fluency in Role-Play One*

<b>Fluency</b>	<b>St 1</b>	<b>St 2</b>	<b>St 3</b>	<b>St 4</b>	<b>St 5</b>	<b>N</b>	<b>%</b>
Perfect, natural hesitation	X	X	X	x		4	80
Some pauses & Hesitation					X	1	20
Frequent, awkward pauses & hesitation						0	0
<b>Total</b>						<b>5</b>	<b>100</b>

In role play one, concerning the aspect of fluency, most of the students (80%) spoke with natural hesitation, 20% of the students spoke with some hesitation, and none of the students had frequent pauses and hesitation. The following examples are obtained from the classroom observation.

Table 3.05

*Examples of Fluency in Role Play One*

<b>Fluency</b>	
<b>No hesitation</b>	<b>Some pauses and hesitation</b>
-It is good now. Do not touch me! -What do you mean! are you sure?	- We arrived to the support group and Jess is smoking again er (1) please call her. -Well the support group is er ... place

c) Assessing students' content in role play one

Table 3.06

*Assessment of Students' Content Relevance in Role Play One*

<b>Content</b>	<b>St 1</b>	<b>St 2</b>	<b>St 3</b>	<b>St 4</b>	<b>St 5</b>	<b>N</b>	<b>%</b>
Well organized, relevant	x	x	x	x	x	5	100
Somewhat organized, somewhat relevant						0	0
Vague, irrelevant						0	0
<b>Total</b>						<b>5</b>	<b>100</b>

Concerning the aspect of content in role play one, all the students respected the general topic of the role play, which is about a group of girls, and they took turns at telling

about problems they face in their lives. The other girls listened to the speaker, supported and suggested solutions.

d) Assessing students' tone of the voice in role play one

Table 3.07

*Assessment of Students' Tone of The Voice in Role-Play one*

<b>Tone of the voice</b>	<b>St 1</b>	<b>St 2</b>	<b>St 3</b>	<b>St 4</b>	<b>St 5</b>	<b>N</b>	<b>%</b>
Modulated	x	x			x	3	60
Monotonous			x	x		2	40
Wobbly						0	0
<b>Total</b>						<b>5</b>	<b>100</b>

Concerning the tone of the voice in role play one, most of the students (60%) were able to modulate their voice while 40% had a monotonous tone of the voice and none of them had a wobbly tone of the voice. The following examples were obtained from the classroom observation.

Table 3.08

*Examples of Tone of the Voice in Role Play One*

<b>Tone of the Voice</b>	
<b>Modulated</b>	<b>Monotonous</b>
-Do <b>not touch</b> me. - <b>Stop</b> smoking Jess.	- I want you to share your experiences

e) Assessing students' body language in role play one

Table 3.09

*Assessment of Students' Body Language in Role-Play One*

<b>Body language</b>	<b>St 1</b>	<b>St2</b>	<b>St 3</b>	<b>St 4</b>	<b>St 5</b>	<b>N</b>	<b>%</b>
Compatible	x	x		x	x	4	80
Approximate			x			1	20
Incompatible						0	0
<b>Total</b>						<b>5</b>	<b>100</b>

Concerning the aspect of body language in role play one, for 80% of the students it was compatible with the content of the speech while for 20% of the students, it was approximate. No student used incompatible body language.

Table 3.10

*Examples of Body Language in Role Play One*

<b>Body language</b>	
<b>Compatible</b>	<b>Approximate</b>
- Do not touch me (the used of hand to push her).	- Oh, I have a party with my friend (lack of facial expressions to show that she is excited)

f) Assessing students' turn- taking in role play one

Table 3.11

*Assessment of Students' Turn Taking in Role Play One*

<b>Turn taking</b>	<b>St 1</b>	<b>St 2</b>	<b>St 3</b>	<b>St 4</b>	<b>St 5</b>	<b>N</b>	<b>%</b>
Smooth and natural		x	x	x	x	4	80
Artificial and strict	x					1	20
Chaotic and discontinuous						0	0
<b>Total</b>						5	100

Concerning turn taking in role play one, 80% of the students took roles at speaking naturally, while 20% of the students took turns in an artificial manner, and no one of the students took turns in a chaotic manner.

Table 3.12

*Examples of Turn Taking in Role Play One*

<b>Turn Taking</b>	
<b>Smooth and Natural</b>	<b>Artificial and Strict</b>
St 3: I will call your dad=.	St 1: who want to[share his story]
-st2: call every one you want=	St3: [I can do it]
-st3: hi, honey we arrived to the support group and Jess is smoking again.	St 1: so Mar...
	St 3: so my name is Mary...

**3.3.2.2. Assessing Students' Ability in Performing Role Play Two**

The title of the second role play was 'Company of Morals'. It was presented by six students. The performance of the role play took 40 minutes.

- a) Assessing students' accuracy in role play two

Table 3.13

*Assessment of Students' Accuracy in Role Play Two*

<b>Accuracy</b>	<b>St 1</b>	<b>St 2</b>	<b>St 3</b>	<b>St 4</b>	<b>St 5</b>	<b>St6</b>	<b>N</b>	<b>%</b>
<b>Errors free</b>			x			x	2	33.33
<b>Some errors</b>	x	x		x	x		4	66.67
<b>Many errors</b>							0	0
<b>Total</b>							<b>6</b>	<b>100</b>

66.67% of the students did some errors while 33.33% of them did not make any errors. No one of the students did many errors.

Table 3.14

*Examples of Accuracy in Role Play Two*

<b>Error-free</b>	
<p><b>In grammar</b></p> <p>-I am waiting for him to give me what I want</p> <p>- I will leave him. He doesn't deserve me</p>	<p><b>In pronunciation</b></p> <p>.all words such as (deserve, document) are pronounced correctly.</p>
<b>Some errors</b>	
<p><b>In grammar</b></p> <p>- Who <u>want</u> to help <u>in</u> <u>these</u> document</p>	<p><b>In pronunciation</b></p> <p>- <u>Great</u> ( the diphthong 'ea' is pronounced as 'ee' in 'sleep')</p>

b) Assessing students' fluency in role play two

Table 3.15

*Assessment of Students' Fluency in Role-Play Two*

<b>Fluency</b>	<b>St 1</b>	<b>St 2</b>	<b>St 3</b>	<b>St 4</b>	<b>St 5</b>	<b>St 6</b>	<b>N</b>	<b>%</b>
Perfect, natural hesitation	x			x	x	x	4	66.67
Some pauses & Hesitation		x	x				2	33.33
Frequent, awkward pauses & hesitation							0	0
<b>Total</b>							<b>6</b>	<b>100</b>

66.67% of the students talked with natural hesitation, while 33.33% of the students talked with some pauses and hesitation, and no one of the students spoke with frequent, awkward pauses and hesitation. The following examples were obtained from the classroom observation.

Table 3.16

*Examples of Fluency in Role Play Two*

<b>Fluency</b>	
<b>No hesitation</b>	<b>Some pauses hesitation</b>
- I bring good news for you.	- So er (2) give this to the new training.
- So, we have another batman in the office!	- Anna er... you make sure that.

c) Assessing students' content in role play two



Table 3.17

*Assessment of Students' Content Relevance in Role Play Two*

Content	St	St	St	St	St	St	N	%
	1	2	3	4	5	6		
Well organized, relevant	x	x	x	x	x	x	6	100
Somewhat organized, somewhat relevant							0	0
Vague, irrelevant							0	0
<b>Total</b>							<b>6</b>	<b>100</b>

All students' content in this role-play was well-organized and the content is about the corruption in the companies. It discusses corruption in the companies and how people get work with nepotism.

d) Assessing students' tone of the voice in role play two

Table 3.18

*Assessment of Students' Tone of The Voice in Role-Play Two*

Tone of the voice	St 1	St 2	St 3	St 4	St 5	St 6	N	%
Modulated	x			x		x	3	50
Monotonous		x	x		x		3	50
Wobbly							0	0
<b>Total</b>							<b>6</b>	<b>100</b>

Half of the students could modulate perfectly their tone of the voice while the other half performed in a monotonous tone. Examples of students' performance are shown below.

Table 3.19

*Examples of Tone of the Voice in Role Play Two*

Tone of the Voice	
Modulated	Monotonous
Oh, Emily you look beautiful!	-I have good news for you
	-but she did not wear al Jilbab

e) Assessing students' body language in role play two

Table 3.20

*Assessment of Students' Body Language in Role Play Two*

<b>Body language</b>	<b>St 1</b>	<b>St2</b>	<b>St 3</b>	<b>St 4</b>	<b>St 5</b>	<b>St 6</b>	<b>N</b>	<b>%</b>
Compatible	x	x		x	x	x	5	83.33
Approximate			x				1	16.67
Incompatible							0	0
<b>Total</b>							<b>6</b>	<b>100</b>

83.33% of the students used their body language correctly while for 16.67% of the students' body language corresponded partially to their speech.

Table 3.21

*Examples of Body Language in Role Play Two*

<b>Body language</b>	
<b>Compatible</b>	<b>Approximate</b>
-what are you doing? (The correct use of hands to ask).	- Poor Emily (the lack of facial expression to show pity)
-Go back to your place! (The use of hands to order).	

f) Assessing students' turn- taking in role play two

Table 3.22

*Assessment of Students' Turn Taking in Role Play Two*

<b>Turn taking</b>	<b>St 1</b>	<b>St 2</b>	<b>St 3</b>	<b>St 4</b>	<b>St 5</b>	<b>St 6</b>	<b>N</b>	<b>%</b>
Smooth and natural	x	x	x	x	x		5	83.33
Artificial and strict						x	1	16.67
Chaotic and discontinuous							0	0
<b>Total</b>							<b>6</b>	<b>100</b>

83.33% of the students took turns in a natural manner while 16% did so in an artificial manner. Students' turn-taking was not chaotic and discontinuous in this role play.

Table 3.23

*Examples of Turn Taking in Role Play Two*

<b>Turn Taking</b>	
<b>Smooth and Natural</b>	<b>Artificial and Strict</b>
St1: There is a national competition if you want to join=	- St1: Hi [dad]
St2: Oh a national competition!=	St2: [What do you want?]
St1: Oh I think=	St 1: If not about work, do not talk to me

**3.3.2.3. Assessing Students' Ability in Performing Role Play Three**

The title of this role play was 'The Father'. The role play was presented by 7 students. The performance took about 21 minutes.

a) Assessing students' accuracy in role play three

Table 3.24

*Assessment of Students' Accuracy in Role-Play Three*

<b>Accuracy</b>	St 1	St 2	St 3	St 4	St 5	St 6	St7	N	%
Errors free	x	x	x			x	x	5	71.42
Some errors				x	x			2	28.57
Many errors								0	0
<b>Total</b>								<b>7</b>	<b>100</b>

71.42% did not make any errors while 28.57% did some errors. No one of the students did many errors. The following examples were obtained from the classroom observation.

Table 3.25

*Examples of Accuracy in Role-Play Three*

Error-free	
In grammar	<b>In pronunciation</b>
-I was looking for you	All words ( such as come now, cash) are pronounced correctly
-There is a competition today	
-You should come home	
Some errors	
In grammar	In pronunciation
-You <u>is</u> stupid	- <u>com</u> pany (the vowel 'o' is pronounced as 'o' in 'come')

b) Assessing students' fluency in role play three

Table 3.26

*Assessment of Students' Fluency in Role-Play Three*

Fluency	St 1	St 2	St 3	St 4	St 5	St 6	St 7	N	%
Perfect, natural hesitation	x	x	x	x				4	57.14
Some pauses & Hesitation					x	x	x	3	42.85
Frequent, awkward pauses & hesitation								0	0
<b>Total</b>								<b>7</b>	<b>100</b>

57.14% of the students spoke with natural hesitation, 42.85% spoke with some pauses hesitation .no one of the students spoke with frequent, this examples are obtained from the classroom observation of role play three.

Table 3.27

*Examples of Fluency in Role Play Three*

<b>Fluency</b>	
<b>No hesitation</b>	<b>Some pauses hesitation</b>
-phelip is my son and I am the responsible for his feature	-Thank you MR er... Robben
-You are stupid to believe this thing.	-A national competition and you (1) know.

c) Assessing students' content in role play three

Table 3.28

*Assessment of Students' Content Relevance in Role-Play Three*

<b>Content</b>	St	St	St	St	St	St	St	N	%
	1	2	3	4	5	6	7		
Well organized, relevant	x	x	x	x	x	x	x	7	100
Somewhat organized, somewhat relevant								0	0
Vague, irrelevant								0	0
<b>Total</b>								<b>7</b>	<b>100</b>

100% of the students respect the general content of the role play, which is about a serious father who did not accept his son to be a singer.

d) Assessing students' tone of the voice in role play three

Table 3.29

*Assessment of Students' Tone of the Voice in Role-Play Three*

<b>Tone of the voice</b>	St 1	St 2	St 3	St 4	St 5	St 6	St 7	N	%
Modulated	x				x	x		3	42.86
Monotonous		x	x	x				3	42.86
Wobbly							x	1	14.28
<b>Total</b>								<b>7</b>	<b>100</b>

42.86 could modulated there voice and 42.86% there tone of the voice was monotonous 14.28% there tone of the voice was wobbly.

Table 3.30

*Examples of Tone of the Voice in Role-Play Three*

Tone of the Voice		
Modulated	Monotonous	Wobbly
-Oh, what are you doing?	- I heard you talking about a kind of job.	-what do <b>think</b> ?
-You <b>just</b> deliver it to a certain person=	- yes I'm sure	

e) Assessing students' body language in role play three

Table 3.31

*Assessment of Students' Body Language in Role-Play Three*

Body language	St 1	St2	St 3	St 4	St 5	St 6	St 7	N	%
Compatible	X		X	X	X		X	5	71.44
Approximate						X		1	14.28
Incompatible		X						1	14.28
<b>Total</b>								<b>7</b>	<b>100</b>

71.44% of the student use their body language compatible while 14.28% of the students there body language was approximant 14.28% of the student use their body language incompatible.

Table 3.32

*Examples of Body Language in Role-Play Three*

Body language		
Compatible	Approximate	Incompatible
-You can go (the use of hands to show permission)	He is talented he has a beautiful voice (the lack of eyes contact).	-You can go ( there is no use of hands)
-You will get your cash (the correct use of hands).	-Fellips is my son( the lack of hands or facial expression to affirm)	

f) Assessing students' turn- taking in role play three  
Table 3.33

*Assessment of Students' Turn Taking in Role-Play Three*

Turn taking	St 1	St 2	St 3	St 4	St 5	St 6	St 7	N	%
Smooth and natural	X	X	X	X				4	57.14
Artificial and strict					X	X	x	3	42.85
Chaotic and discontinuous								0	0
<b>Total</b>								<b>7</b>	<b>100</b>

Concerning the aspect of turn taking 57.14% take their role play smooth and natural 42.85% artificial and strict. No one of the students take there turns chaotic and discontinuous. The examples were obtained from the classroom observation.

Table 3.34

*Examples of Turn Taking in Role-Play Three*

<b>Turn Taking</b>	
<b>Smooth and Natural</b>	<b>Artificial and Strict</b>
St 1: I heard you talking about a job=	St 1: bring me the case[ oi ]
St 2: yes, but this business is not to people like you=	S2: [yes]

**3.3.2.4. Assessing Students' Ability in Performing Role Play Four**

The title of this role play is 'the right and the left shoulder'. It contains 4 students (2girls and 2 boys). The role play took half an hour.

a) Assessing students' accuracy in role play four

Table 3.35

*Assessment of Students' Accuracy in Role Play Four*

<b>Accuracy</b>	St 1	St 2	St 3	St 4	N	%
Errors free	x	x		x	3	75
Some errors			x		1	25
Many errors					0	0
<b>Total</b>					<b>4</b>	<b>100</b>

(75%) of the students did not do any errors. (25%) of the student did some errors.

while no one of the students did many errors.

Table 3.36

*Examples of Accuracy in Role Play Four*

Error-free	
<p><b>In grammar</b> -He is going to kill him.  - I will try to make him feel better.</p>	<p><b>In pronunciation</b> - All words ( such as angle, devil, vacation)  are pronounced correctly</p>
Some errors	
<p>In grammar <b>I <u>do</u> absolutely do= I absolutely do.</b></p>	<p><b>In pronunciation</b> <u>S</u>houlders ( the consonant 'sh' is pronounced as 'ch' in chance)</p>



b) Assessing students' fluency in role play four

Table 3.37

*Assessment of Students' Fluency in Role-Play Four*

<b>Fluency</b>	St 1	St 2	St 3	St 4	N	%
Perfect, natural hesitation	x	x	x	x	4	100
Some pauses & Hesitation					0	0
Frequent, awkward pauses & hesitation					0	0
<b>Total</b>					<b>4</b>	<b>100</b>

100% of the students spoke naturally, they speak comfortably. (Without

hesitation)

c) Assessing students' content in role play four

Table 3.38

*Assessment of Students' Content Relevance in Role Play Four*

<b>Content</b>	St 1	St 2	St 3	St 4	N	%
Well organized, relevant	x	x	x	x	4	100
Somewhat organized, somewhat relevant					0	0
Vague, irrelevant					0	0
<b>Total</b>					<b>4</b>	<b>100</b>

100% of the students respect the general topic. which is about the humanism and

evilness.

d) Assessing students' tone of the voice in role play four

Table 3.39

*Assessment of Students' Tone of the Voice in Role-Play Four*

<b>Tone of the voice</b>	St 1	St 2	St 3	St 4	N	%
Modulated	x	x	x	x	4	60
Monotonous					0	40
Wobbly					0	0
<b>Total</b>					<b>4</b>	<b>100</b>

Concerning the aspect of the voice (100%) of the students their tone of the voice was

modulated.

e) Assessing students' body language in role play four  
Table 3.40

*Assessment of Students' Body Language in Role-Play Four*

<b>Body language</b>	St 1	St2	St 3	St 4	N	%
Compatible	x	x	x	x	4	100
Approximate					0	0
Incompatible					0	0
<b>Total</b>					<b>4</b>	<b>100</b>

100% of the students their body language was compatible .these examples obtained from the classroom observation.

f) Assessing students' turn- taking in role play four  
Table 3.41

*Assessment of Students' Turn Taking in Role-Play Four*

<b>Turn taking</b>	St 1	St 2	St 3	St 4	N	%
Smooth and natural	x	x	x	x	4	100
Artificial and strict					0	0
Chaotic and discontinuous					0	0
<b>Total</b>					<b>4</b>	<b>100</b>

Concerning the aspect of turn taking all students (100) take there turns naturally these examples was obtained from the classroom observation.

**3.3.2.5. Assessing Students' Ability in Performing Role Play Five**

The title of the role play was 'Drags', the students were 4 boys and one girl. The role play was presented in 45 minutes.

a) Assessing students' accuracy in role play five  
Table 3.42

*Assessment of Students' Accuracy in Role-Play Five*

<b>Accuracy</b>	St 1	St 2	St 3	St 4	St 5	N	%
Errors free	x	x	x	x		3	60
Some errors					x	2	40
Many errors						0	0
<b>Total</b>						<b>5</b>	<b>100</b>

80% of the student did not do errors while 20% of the students did some errors.

These examples obtained from the classroom observation.

Table 3.43

*Examples of Accuracy in Role-Play Five*

Error-free	
<b>In grammar</b> -We are waiting you for an hour.  -We will lose our mind tonight.  -He has a beautiful beard	<b>In pronunciation</b> All words such as (man, divorce, beard) are pronounced correctly
Some errors	
<b>In grammar</b> What he <u>mean</u>	<b>In pronunciation</b> Boy ( the vowel 'o' is pronounce as 'e' in earn)

b) Assessing students' fluency in role play five

Table 3.44

*Assessment of Students' Fluency in Role-Play Five*

Fluency	St 1	St 2	St 3	St 4	St 5	N	%
Perfect, natural hesitation	x	x	x		x	4	80
Some pauses & Hesitation				x		1	20
Frequent, awkward pauses & hesitation						0	0
<b>Total</b>						<b>5</b>	<b>100</b>

80% of the students speak naturally without hesitation. These examples was obtained from the classroom observation.

Table 3.45

*Examples of Fluency in Role-Play Five*

Fluency	
No hesitation	Some pauses hesitation
-He is always late, but he will not tell us.	-he is (3) I mean
-Where have you been?	
-You are the real meaning of headache.	

c) Assessing students' content in role play five

Table 3.46

*Assessment of Students' Content Relevance in Role-Play Five*

Content	St 1	St 2	St 3	St 4	St 5	N	%
Well organized, relevant	x	X	X	X	x	5	100
Somewhat organized, somewhat relevant						0	0
Vague, irrelevant						0	0
<b>Total</b>						<b>5</b>	<b>100</b>

100% of the students respect the general topic which is the drugs and its consequence since the role play is a prepared role play.

d) Assessing students' tone of the voice in role play five

Table 3.47

*Assessment of Students' Tone of The Voice in Role-Play Five*

Tone of the voice	St 1	St 2	St 3	St 4	St 5	N	%
Modulated	x	x	x	x	x	5	100
Monotonous						0	0
Wobbly						0	0
<b>Total</b>						<b>5</b>	<b>100</b>

100% students who represent could modulate there voice.

e) Assessing students' body language in role play five

Table 3.48

*Assessment of Students' Body Language in Role-Play Five*

<b>Body language</b>	St 1	St2	St 3	St 4	St 5	N	%
Compatible	x	x	x	x	x	5	100
Approximate						0	0
Incompatible						0	0
<b>Total</b>						<b>5</b>	<b>100</b>

Concerning the aspect of body language all the students use their body language correctly.

Assessing students' turn- taking in role play five

Table 3.49

*Assessment of Students' Turn Taking in Role-Play Five*

<b>Turn taking</b>	St 1	St 2	St 3	St 4	St 5	N	%
Smooth and natural	x	x	x	x	x	5	100
Artificial and strict						0	0
Chaotic and discontinuous						0	0
<b>Total</b>						<b>5</b>	<b>100</b>

Concerning the turn taking in role pay five, all the student 100% respect there turns.

**3.3.2.6. Assessing Students' Ability in Performing Role Play Six**

The general content of role play six was about 'Corruption in companies' and how people get jobs. In this role play, there were 4 girls. The role play took 33 minutes.

a) Assessing students' accuracy in role play six

Table 3.50

*Assessment of Students' Accuracy in Role-Play Six*

<b>Accuracy</b>	St 1	St 2	St 3	St 4	N	%
Errors free	x	x	x		3	75
Some errors				x	1	25
Many errors					0	0
<b>Total</b>					<b>4</b>	<b>100</b>

75% of the students did not any errors while 25% of the students did many errors

Examples of accuracy in role play six.

Table 3.51

*Examples of Accuracy in Role-Play Six*

<b>Error-free</b>	
<b>In grammar</b> -I am not in the mood today.  -Call the assistant and ask her.	<b>In pronunciation</b> All words ( such as assistance, checking ,Coffee) are pronounced correctly
<b>Some errors</b>	
<b>In grammar</b> How <u>does</u> you feel?= do	<b>In pronunciation</b> Weather (the diphthong 'ea' is pronounced as 'ee' in need)

b) Assessing students' fluency in role play six

Table 3.52

*Assessment of Students' Fluency in Role-Play Six*

<b>Fluency</b>	<b>St 1</b>	<b>St 2</b>	<b>St 3</b>	<b>St 4</b>	<b>N</b>	<b>%</b>
Perfect, natural hesitation	x	x	x		3	75
Some pauses & Hesitation				x	1	25
Frequent, awkward pauses & hesitation					0	0
<b>Total</b>					<b>4</b>	<b>100</b>

Concerning the aspect of fluency 75% of the students speak naturally without hesitation while 25% of the students speak performance include some hesitation.

Table 3.53

*Examples of Fluency in Role-Play Six*

<b>Fluency</b>	
<b>Perfect natural hesitation</b> -I am here for the interview.  -You should ask for my name first right.  -	<b>Some pauses hesitation</b> Well er... you have two girls here.  --So (2) where is your Cv.

c) Assessing students' content in role play six

Table 3.54

*Assessment of Students' Content Relevance in Role-Play Six*

Content	St 1	St 2	St 3	St 4	N	%
Well organized, relevant	x	X	X	x	4	100
Somewhat organized, somewhat relevant					0	0
Vague, irrelevant					0	0
<b>Total</b>					<b>4</b>	<b>100</b>

100% of the students respect the general topic of the role play, which is corruption in the companies.

d) Assessing students' tone of the voice in role play six

Table 3.55

*Assessment of Students' Tone of The Voice in Role-Play Six*

Tone of the voice	St 1	St 2	St 3	St 4	N	%
Modulated	x	x		x	3	75
Monotonous			x		1	25
Wobbly					0	0
<b>Total</b>					<b>4</b>	<b>100</b>

Concerning the tone of the voice 75% of the student can modulated there tone of the voice while 25% their tone of the voice was the same and it does not change.

Table 3.56

*Examples of Tone of the Voice in Role-Play Six*

Tone of the Voice	
Modulated	Monotonous
Oh, my god what is that?	-I think you are a talkative girl.
-Came here.	-Ok let me check first.
	-Seriously, I' m going to wait.

e) Assessing students' body language in role play six

Table 3.57

*Assessment of Students' Body Language in Role-Play Six*

<b>Body language</b>	<b>St 1</b>	<b>St2</b>	<b>St 3</b>	<b>St 4</b>	<b>N</b>	<b>%</b>
Compatible	x	x	x		3	75
Approximate				x	1	25
Incompatible					0	0
<b>Total</b>					<b>4</b>	<b>100</b>

80% of the students it was compatible with the content of the speech while for 20% of the students, it was approximate. No student used incompatible body language.

Table 3.58

*Examples of Body Language in Role-Play Six*

<b>Body language</b>	
<b>Compatible</b>	<b>Approximate</b>
-I am sorry( the use of facial expression to show regret)	Where is your cv (there is just facial expression but there is no use of hands)
-Take a seat (the use of hands to show where to seat).	-I found your name (the lack of body language)

f) Assessing students' turn- taking in role play six  
Table 3.59

*Assessment of Students' Turn Taking in Role-Play Six*

<b>Turn taking</b>	<b>St 1</b>	<b>St 2</b>	<b>St 3</b>	<b>St 4</b>	<b>N</b>	<b>%</b>
Smooth and natural			x	x	2	50
Artificial and strict	x	x			2	50
Chaotic and discontinuous					0	0
<b>Total</b>					<b>4</b>	<b>100</b>

Half of the students respect their turn, while another half of the students their turn taking was artificial and strict.



Table 3.60

*Examples of Turn Taking in Role-Play Six*

<b>Turn Taking</b>	
<b>Smooth and Natural</b>	<b>Artificial and Strict</b>
St 2: It is ok! My name is Emily fields	St 1: Call the first one.
Assistant	St 2: good [morn]
St 3: I am here for interview.	S1: [good morning]

**3.3.2.7. Assessing Students' Ability in Performing Role Play Seven**

The title of role play was 'Polygamy' and how wives created problems with each other. In this role play, there were 5 girls and it took 25 minutes.

- a) Assessing students' accuracy in role play seven

Table 3.61

*Assessment of Students' Accuracy in Role-Play Seven*

<b>Accuracy</b>	St 1	St 2	St 3	St 4	St 5	N	%
Errors free	x		x	x	x	4	80
Some errors						0	0
Many errors		x				1	20
<b>Total</b>						<b>5</b>	<b>100</b>

80% of students did not do any error while 20% of the student did some errors.

These examples were obtained from the classroom observation.

Table 3.62

*Examples of Accuracy in Role-Play Seven*

Error-free	
<p><b>In grammar</b></p> <p>-I am going to see my mother.</p> <p>-You are so beautiful, do you accept to be my third wife?</p>	<p><b>In pronunciation</b></p> <p>All words ( such as marry, beautiful, rich) are pronounced correctly</p>
Some errors	
<p><b>In grammar</b></p> <p>-Look at <u>to</u> her= look at me</p> <p>-You are not <u>do</u>= doing</p> <p>- What <u>do</u> are <u>you</u>= what are you doing</p>	<p><b>In pronunciation</b></p> <p>Ugly ( the vowel 'u' is pronounced as 'o' in omit)</p>

b) Assessing students' fluency in role play seven

Table 3.63

*Assessment of Students' Fluency in Role-Play Seven*

<b>Fluency</b>	St 1	St 2	St 3	St 4	St 5	N	%
Perfect, natural hesitation	x	x	x	x		4	80
Some pauses & Hesitation					x	1	20
Frequent, awkward pauses & hesitation						0	0
<b>Total</b>						<b>5</b>	<b>100</b>

80% of the students speak with perfect natural hesitation while 20% of the students speak with some pauses & hesitation. These examples obtained from the classroom observation.

Table 3.64

*Examples of Fluency in Role Play One*

<b>Fluency</b>	
<b>No hesitation</b>	<b>Some pauses hesitation</b>
-My son gets married.	-I will marry for (2) the second time.
-I am so happy because of you.	-I am jobless now er...I will marry a working women

c) Assessing students' content in role play seven

Table 3.65

*Assessment of Students' Content Relevance in Role-Play Seven*

<b>Content</b>	St 1	St 2	St 3	St 4	St 5	N	%
Well organized, relevant	x	x	x	x	x	5	100
Somewhat organized, somewhat relevant						0	0
Vague, irrelevant						0	0
<b>Total</b>						<b>5</b>	<b>100</b>

100% of the students respect the general content which is polygamy.

d) Assessing students' tone of the voice in role play seven  
Table 3.66

*Assessment of Students' Tone of The Voice in Role-Play Seven*

<b>Tone of the voice</b>	St 1	St 2	St 3	St 4	St 5	N	%
Modulated		x	x		x	3	60
Monotonous	x			x		2	40
Wobbly						0	0
<b>Total</b>						<b>5</b>	<b>100</b>

60% of the student could modulated there tone of the voice, 40% of the students their tone of the voice were monotonous.

Table 3.67

*Examples of Tone of the Voice in Role Play One*

<b>Tone of the Voice</b>	
<b>Modulated</b>	<b>Monotonous</b>
-It is ok	-What happened
-This is my <b>house</b>	- Where have you been
- <b>I am</b> taking the responsibility <b>here</b>	

e) Assessing students' body language in role play seven  
Table 3.68

*Assessment of Students' Body Language in Role-Play Seven*

<b>Body language</b>	St 1	St2	St 3	St 4	St 5	N	%
Compatible		x	x	x		3	60
Approximate	x				x	2	40
Incompatible						0	0
<b>Total</b>						<b>5</b>	<b>100</b>

100% of the students, their body language were compatible.

Table 3.69

*Examples of Body Language in Role-Play Seven*

<b>Body language</b>	
<b>Compatible</b>	<b>Approximate</b>
-You are nothing (the use of hands to confirm that he is nothing).	I am so happy (there is little use of body language and the lack of facial expressions)
-What wrong with you (the use of facial expression and hand gestures).	-Chouchou let we go outside ( there use little use of body language)

f) Assessing students' turn-taking in role play seven  
Table 3.70

*Assessment of Students' Turn Taking in Role-Play Seven*

<b>Turn taking</b>	St 1	St 2	St 3	St 4	St 5	N	%
Smooth and natural	x	x	x	x	x	5	100
Artificial and strict						0	0
Chaotic and discontinuous						0	0
<b>Total</b>						<b>5</b>	<b>100</b>

100% of the students respected their turns

**3.3.2.8. Assessing Students' Ability in Performing Role Play Eight**

The title of role play eight was 'The Bad Son' and the role play was presented by 5 students in 25 minute.

a) Assessing students' accuracy in role play eight  
Table 3.71

*Assessment of Students' Accuracy in Role-Play Eight*

<b>Accuracy</b>	St 1	St 2	St 3	St 4	St 5	N	%
Errors free						0	0
Some errors		x	x	x	x	4	80
Many errors	x					1	20
<b>Total</b>						<b>5</b>	<b>100</b>

80% of the student spoke with no errors while 20% of the students did some errors. These examples obtained from the class room observation.

Table 3.72

*Examples of Accuracy in Role-Play Eight*

<b>Some Errors</b>	
<b>In grammar</b>	<b>In pronunciation</b>
-Everything will be ok, do not worry.	All words ( such as my wife, Problem,
-Make sure that my mother is here.	mother) are pronounced correctly
<b>Some errors</b>	
<b>In grammar</b>	<b>In pronunciation</b>
-It your mother= she is your mother.	Deserve ( the vowel 'e'
-What are do=the correct form is what are you doing	pronounced as 'a' in date)

b) Assessing students' fluency in role play eight  
Table 3.73

*Assessment of Students' Fluency in Role-Play Eight*

<b>Fluency</b>	<b>St 1</b>	<b>St 2</b>	<b>St 3</b>	<b>St 4</b>	<b>St 5</b>	<b>N</b>	<b>%</b>
Perfect, natural hesitation	x	x			x	3	60
Some pauses & Hesitation			x	x		2	40
Frequent, awkward pauses & hesitation						0	0
<b>Total</b>						<b>5</b>	<b>100</b>

60% of the students spoke with natural hesitation .40% of the student spoke with some pauses hesitation.

Table 3.74

*Examples of Fluency in Role-Play Eight*

<b>Fluency</b>	
<b>No hesitation</b>	<b>Some pauses hesitation</b>
-I am your wife, listen to me	-do you think that er... you are late?
-Oh, my mother what happened to you	-Look at her, she is (1) good wife.

c) Assessing students' content in role play eight

Table 3.75

*Assessment of Students' Content Relevance in Role-Play Eight*

<b>Content</b>	<b>St 1</b>	<b>St 2</b>	<b>St 3</b>	<b>St 4</b>	<b>St 5</b>	<b>N</b>	<b>%</b>
Well organized, relevant	x	x	x	x	x	5	100
Somewhat organized, somewhat relevant						0	0
Vague, irrelevant						0	0
<b>Total</b>						<b>5</b>	<b>100</b>

Concerning the content all the students 100% respect the general content of the role play which is the changes that happened to the boy after marriage.

d) Assessing students' tone of the voice in role play eight

Table 3.76

*Assessment of Students' Tone of the Voice in Role-Play Eight*

<b>Tone of the voice</b>	<b>St 1</b>	<b>St 2</b>	<b>St 3</b>	<b>St 4</b>	<b>St 5</b>	<b>N</b>	<b>%</b>
Modulated		x	x	x	x	4	80
Monotonous	x					1	20
Wobbly						0	0
<b>Total</b>						<b>5</b>	<b>100</b>

80% can be modulated their tone of the voice while 20% of the students their tone of the voice did not change. These examples were obtained from the classroom observation.

Table 3.77

*Examples of Tone of the Voice in Role-Play Eight*

<b>Tone of the Voice</b>	
<b>Modulated</b>	<b>Monotonous</b>
-Please <b>help</b> me	-Where is my mother?
- <b>You should</b> do that	-She is not your mother, I am your mother
- <b>Oh, finally</b> she goes away	

e) Assessing students' body language in role play eight

Table 3.78

*Assessment of Students' Body Language in Role-Play Eight*

<b>Body language</b>	<b>St 1</b>	<b>St2</b>	<b>St 3</b>	<b>St 4</b>	<b>St 5</b>	<b>N</b>	<b>%</b>
Compatible	x	x	x	x	x	5	100
Approximate						0	0
Incompatible						0	0
<b>Total</b>						<b>5</b>	<b>100</b>

100% of the students use their body language correctly.

Assessing students' turn- taking in role play eight

Table 3.79

*Assessment of Students' Turn Taking in Role-Play Eight*

<b>Turn taking</b>	<b>St 1</b>	<b>St 2</b>	<b>St 3</b>	<b>St 4</b>	<b>St 5</b>	<b>N</b>	<b>%</b>
Smooth and natural	x	x	x	x	x	5	100
Artificial and strict						0	0
Chaotic and discontinuous						0	0
<b>Total</b>						<b>5</b>	<b>100</b>

Concerning the aspect of turn taking all the students take there turns natural.

**3.3.2.9. Assessing Students' Ability in the Eight Role Plays**

a) Assessing Students' Accuracy

Table 3.80

Assessment of Students' Accuracy in the Eight Role Plays

<b>Accuracy</b>	<b>N</b>	<b>%</b>
Errors free	28	68.29
Some errors	10	24.39
Many errors	03	07.32
<b>Total</b>	<b>41</b>	<b>100</b>

The result obtained from the classroom observation schema for all the eight role plays show that 68.29% of the students did not make grammatical or phonological errors while 24.39% of the student did some errors, and 7.32% of the students did many errors during their performance.

b) Assessing Students' Fluency

Table 3.81

Assessment of Students' Fluency in the Eight Role Plays

<b>Fluency</b>	<b>N</b>	<b>%</b>
Perfect, natural hesitation	31	75.61
Some pauses & hesitation	10	24.39
Frequent, awkward pauses hesitation	0	0
<b>Total</b>	<b>41</b>	<b>100</b>

Most of the students which represent 75.60% spoke naturally, followed by 24.39% who spoke with some pauses and hesitation.

c) Assessing Students' Content

The results obtained from the classroom observation schema for all the students show that all students in the role play were well organized.

d) Assessing Students' Tone of the Voice

Table 3.82

Assessment of Students' Tone of the Voice in the Eight Role Plays

<b>Tone of the voice</b>	<b>N</b>	<b>%</b>
Modulated	28	68.29
Monotonous	12	29.27
Wobbly	1	02.44
<b>Total</b>	<b>41</b>	<b>100</b>

The results obtained from the classroom observation show that 68.29% of the students were able to modulate their tone of the voice while 29.27% could not do so, and 2.44% of them had wobbly tones of the voice. For example, in a sentence that needs a raised voice the students lowered their tone of the voice.

d) Assessing Students' Body Language

Table 3.83

Assessment of Students' Body Language in the Eight Role Plays

<b>Body language</b>	<b>N</b>	<b>%</b>
Compatible	34	82.93
Approximate	6	14.63
Incompatible	1	2.44
<b>Total</b>	<b>41</b>	<b>100</b>

The results obtained from the classroom observation show that 82.93% of the students' uses of their body language were compatible, 14.63% of the students' body language was approximate, and 2.44% of the students' performances were incompatible.

e) Assessing students' turn taking

Table 3.84

Assessment of Students' Turn Taking in the Eight Role Plays

<b>Turn taking</b>	<b>N</b>	<b>%</b>
Smooth, natural	33	80,48
Artificial, strict	8	19.52
Chaotic and Discontinuous	0	0
<b>Total</b>	<b>41</b>	<b>100</b>

The results obtained from the classroom observation show that 80.42% of the students take their turns naturally while 19.52% of the students take turns in artificial and strict manners.



**3.3.3. Summary and Discussion of the result obtained**

The table below shows the students' ability in performing a role play. The scoring scale is composed of 18 points, in which 3 points are given to each perfect performance in the aspects of accuracy, fluency, content, tone of the voice, body language, and turn-taking.

Table 3.85

*Assessment of Students' Role Play Ability in the Eight Role Plays*

<b>Students</b>	<b>accuracy</b>	<b>Fluency</b>	<b>Content</b>	<b>Tone of the voice</b>	<b>Body language</b>	<b>Turn taking</b>	<b>The final mark</b>
<b>S1</b>	3	3	3	3	3	1.5	16.5
<b>S2</b>	1.5	3	3	3	3	3	16.5
<b>S3</b>	1.5	1.5	3	1.5	3	3	10.5
<b>S4</b>	3	3	3	1.5	3	3	16.5
<b>S5</b>	3	3	3	3	3	3	18
<b>S6</b>	1.5	3	3	3	3	3	16.5
<b>S7</b>	1.5	1.5	3	1.5	3	3	13.5
<b>S8</b>	3	3	3	1.5	1.5	3	15
<b>S9</b>	1.5	3	3	3	3	3	16.5
<b>S10</b>	3	3	3	1.5	3	1.5	15
<b>S11</b>	3	1.5	3	3	3	3	16.5
<b>S12</b>	3	3	3	3	3	3	18
<b>S13</b>	3	3	3	1.5	0.5	3	14.5
<b>S14</b>	3	3	3	1.5	3	3	16.5
<b>S15</b>	1.5	3	3	1.5	3	3	15
<b>S16</b>	1.5	3	3	3	3	1.5	15
<b>S17</b>	3	1.5	3	0.5	1.5	3	13
<b>S18</b>	3	1.5	3	3	3	3	16.5
<b>S19</b>	3	3	3	3	3	3	18
<b>S20</b>	3	3	3	3	3	3	18
<b>S21</b>	1.5	3	3	3	3	3	16.5
<b>S22</b>	3	1.5	3	3	3	3	16.5
<b>S23</b>	3	3	3	3	3	3	18
<b>S24</b>	3	3	3	3	3	3	18
<b>S24</b>	3	3	3	3	3	3	18
<b>S25</b>	3	1.5	3	3	3	3	16.5
<b>S26</b>	1.5	3	3	3	3	3	16.5
<b>S27</b>	3	3	3	3	3	1.5	16.5
<b>S28</b>	3	3	3	3	3	1.5	16.5
<b>S29</b>	3	3	3	1.5	1.5	3	15
<b>S30</b>	1.5	1.5	3	1.5	1.5	3	12
<b>S31</b>	3	3	3	1.5	1.5	3	15
<b>S32</b>	0.5	3	3	3	3	3	15.5
<b>S33</b>	3	3	3	3	3	3	18
<b>S34</b>	3	3	3	3	3	3	18
<b>S35</b>	3	3	3	3	1.5	3	16.5

<b>S36</b>	0.5	1.5	3	1.5	3	3	12.5
<b>S37</b>	1.5	3	3	3	3	3	16.5
<b>S38</b>	1.5	3	3	3	3	3	16.5
<b>S39</b>	1.5	1.5	3	3	3	3	15
<b>S41</b>	1.5	3	3	3	3	3	16.5
<b>Average</b>	<b>2,37</b>	<b>2,63</b>	<b>3</b>	<b>2,5</b>	<b>2,72</b>	<b>2,82</b>	<b>15,99</b>
<b>%</b>	<b>79</b>	<b>87.67</b>	<b>100</b>	<b>83.33</b>	<b>90.07</b>	<b>94</b>	<b>88.22</b>

The results obtained from the classroom observation scheme for all the role plays reveal that the students have a good role play ability because the average score was about 16 out of 18, which represent 88.22% of the total score. The first aspect that was adapted by students is content 100%, the second aspect is turn taking 94%, the third one is body language 90.07%, the fourth one is fluency 87.67, the fifth one is tone of voice then the last one is accuracy 79%.

### 3.4. Teacher Questionnaire

#### 3.4.1. Description of the Teacher questionnaire

The teacher questionnaire was directed to teachers at the University of-Mohammed Seddik Ben Yahia, Jijel. It was administered to a sample of five (5) teachers of the Oral Expression course out of seven (7) teachers who teach the course.

The questionnaire consists of 15 questions divided into three sections. The types of questions are mainly open-ended questions and closed ended questions (yes/ No questions or multiple-choice questions).

Section 1 of the questionnaire is entitled 'Integrating Role Plays as a Teaching Technique in Oral Class'. The ten questions (Q1-Q9) in this section seek information about integrating role play technique in oral class. Q1 aims to examine how teachers assess the level of students in their oral class. Q2 explores difficulties that the students face. Q3 asks teachers about what does English mean. Q4 is to question teachers about the preference technique for them. Q5 and Q6 aim to investigate whether role play is an effective and adaptable technique for teachers while and Q7 and Q8 explore whether role play is helpful for students to become orally proficient. Last, Q9 inquire about the difficulties that students face when using role plays even in prepared or spontaneous roles.

Section 2 is entitled 'Assessing Students' Role Play Ability' (Q10-Q17). It seeks information about the assessment of students' role play abilities. Q10 and Q11 attempt to explore the feelings of students when they present role plays and the obstacles they face. In Q12, the aim is to unveil teachers' focus in the assessment of role plays. Q13 and Q14 investigate whether role play is a good technique for students' assessment and whether it reflects the true level of students or not while Q15 and Q16 ask teachers about the aspect that students need to practice more.

Section 3, entitled 'Further Suggestions (Q17)', includes only one question. It attempts to explore teachers' comments and suggestions about the importance and use of role plays.

**3.4.2. Analysis Teachers Questionnaire**

**Section one: Integrating Role Play as a Teaching Technique**

**Q1:** How do you consider the level of students in the oral class?

- a- Very good
- b- Good
- c- Acceptable
- d- Poor
- e- Very poor

Table 3.86

*Teachers' Assessment of Students' Level in Oral Class*

<b>Frequency</b>	<b>Number of teachers</b>	<b>Percentage</b>
Very good	0	0%
Good	2	40%
Acceptable	3	60%
Poor	0	0%
Very poor	0	0%
<b>Total</b>	<b>5</b>	<b>100</b>

Most of teachers (60%) assess their students' level as acceptable while 40% assess it as good.

**Q2:** Do students in oral class face difficulties because:

- a- They are not sufficiently exposed to the target language?
- b- They cannot control their language?
- c- Most of them are shy students?

Table 3.87

*Students' Difficulties in Oral Class*

<b>Reason</b>	<b>Number of teachers</b>	<b>Percentage</b>
They are not sufficiently exposed to target language	3	60%
They cannot control their language	2	40%
Most of them are shy students	1	20%
<b>Total</b>	<b>6</b>	<b>100</b>

Most of students (60%) in the oral class face difficulties because they are not sufficiently exposed to target language. 40% of them cannot control their language while only 20% are shy students. These results show that these difficulties limit the role of the learner inside the classroom.

**Q3:** teaching English means teaching:

- a- Its grammatical rules and lists of vocabulary.
- b- How to communicate using these rules.
- c- Both of them.
- d- Others, please specify.....

Table 3.88

*Focus on Form and Focus on Meaning in Teaching English*

<b>Choice</b>	<b>Number of teachers</b>	<b>Percentage</b>
Its grammatical rules and lists of vocabulary	0	0%
How to communicate using these rules	2	40%
Both of them	3	60%
<b>Total</b>	<b>5</b>	<b>100</b>

Most of the teachers (60%) said that teaching English means teaching both the grammatical rules and lists of vocabulary and how to communicate using these rules. 40% of them said that teaching English means teaching how to communicate using language rules, and no one stated that teaching English means teaching its grammatical rules and

lists of vocabulary. One teacher added another suggestion, saying that teaching English should enable students to put the language into practice not just knowing about the language.

**Q4:** which type of techniques do you prefer to use in your oral class?

- a- Role play
- b- Discussion
- c- Group work
- d- Problem solving

Table 3.89

*Teachers' Preferred Techniques in Oral Classes*

<b>Technique</b>	<b>Number of teachers</b>	<b>Percentage</b>
Role play	3	60%
Discussion	1	20%
Group work	1	20%
Problem solving	0	0%
<b>Total</b>	<b>5</b>	<b>100</b>

60% teachers chose role play as the technique that they prefer to use in their oral class, 20% teachers preferred discussion and another 20% preferred group work, and no one of the teachers chose problem solving. The results above show that the majority of teachers are using role play in their classes because it is considered as an effective technique in developing the students oral and communicative skills.

**Q5:** Do you agree that role play is an effective teaching technique?

- a- Yes
- b- No

Table 3.90

*The Effectiveness of Role Play Teaching Technique*

<b>Answer</b>	<b>Number of teachers</b>	<b>Percentage</b>
Yes	5	100%
No	0	0%
<b>Total</b>	<b>5</b>	<b>100</b>

All teachers agree that role play is an effective teaching technique. Hence, role play is the most popular and the suitable teaching technique among teachers.

**Q6:** how often do you use role play with your students?

- a- Always
- b- Very often
- c- Sometimes
- d- Rarely
- e- Never

Table 3.91

*The Frequency of Teacher Use of Role Play*

<b>Frequency</b>	<b>Number of teachers</b>	<b>Percentage</b>
Always	1	20%
Very often	1	20%
Sometimes	2	40%
Rarely	1	20%
Never	0	0%
<b>Total</b>	<b>5</b>	<b>100</b>

The results above show that 20% teachers said that they ~~are~~ always use role play, and 20% use it very often. 40% use role plays sometimes and 20% rarely use them.

**Q7:** Does role play serve oral proficiency as:

- a- A teaching strategy
- b- An entertainment strategy
- c- Both of the above

Table 3.92

*The Importance of Role Play in Developing Oral Proficiency*

<b>Choice</b>	<b>Number of teachers</b>	<b>Percentage</b>
Teaching strategy	1	20%
Entertainment strategy	0	0%
Or both of them	4	80%
<b>Total</b>	<b>5</b>	<b>100</b>

Some teachers (20%) consider role play as a teaching strategy to reach oral proficiency while the majority of teachers (80%) said that role play is considered as both a teaching and an entertainment strategy in teaching oral proficiency.

**Q8:** what are the difficulties you face when you use role play in your class?

- a- Assessing each student alone
- b- The choice of topics
- c- The class room can be noisy
- d- The classroom can be small

Table 3.93

*Teachers' Difficulties in Using Role Play*

<b>Rank</b>	<b>Number of teachers</b>	<b>Percentages</b>
Assessing each student alone	2	40%
The choice of topics	1	20%
The classroom can be noisy	1	20%
The classroom can be small	1	20%
<b>Total</b>	<b>5</b>	<b>100</b>

40% of the questioned teachers face difficulties when assessing each student alone in the role play activity, 20% stated that the classroom environment that can be noisy, 20% said that the classroom can be small to present a role play and 20% find difficulty in choosing topics.

**Q09:** What type of role play do you usually implement?

- a- Prepared role plays
- b- Spontaneous role plays

Table 3.94

*Teachers' Preferences between Prepared and Spontaneous Role Plays*

<b>Type</b>	<b>Number of teachers</b>	<b>Percentage</b>
A prepared role play	2	40%
Spontaneous role play	3	60%
<b>Total</b>	<b>5</b>	<b>100</b>



60% of the teachers said that spontaneous role play is better for the students while 40% said that the prepared role play is more suitable for students.

**Section two: Assessing Students' Role Play Ability**

**Q10:** How do your students feel when given roles to play in class?

- a- Very comfortable
- b- Comfortable
- c- Slightly comfortable
- d- Not comfortable

Table 3.96

*The Students' Feelings towards Role Play*

<b>Level of Comfort</b>	<b>Number of teachers</b>	<b>Percentage</b>
Very comfortable	0	0%
Comfortable	4	80%
Slightly comfortable	1	20%
Not comfortable	0	0%
<b>Total</b>	<b>5</b>	<b>100</b>

The majority of teachers (80%) said that the students feel comfortable when they do a role play and 20% said that their students feel slightly comfortable when they are given the opportunity to do a role play.

**Q11:** what are the difficulties that students face when performing role play?

- a- The need for a large classroom
- b- Time limits
- c- Anxiety

Table 3.97

*The Students' Difficulties in Performing Role Play*

<b>Type of Difficulty</b>	<b>Number of teachers</b>	<b>Percentage</b>
The need for large class room	2	40%
Time limited	2	40%
Anxiety	1	20%
<b>Total</b>	<b>5</b>	<b>100</b>

The results show that 40% of the teachers think that their students face difficulties in performing a role play because of the small size of the classroom, another 40% of teachers claim that the students face difficulties in managing time, and 20% of teachers said that students face difficulties in performing a role play because they feel anxious.

**Q12:** During the assessment of role play, do you focus on:

- a- Accuracy (grammar, vocabulary, pronunciation)?
- b- Fluency?
- c- The content of role play?
- d- Their body language?
- e- Tone of the voice?
- f- Turn taking?

Table 3.98

*Aspects of Teacher Assessment of Role Play*

<b>Aspect of Assessment</b>	<b>Number of students</b>	<b>Percentages</b>
Accuracy	4	80%
Fluency	1	20%
The content of role play	0	0%
Their body language	0	0%
Tone of the voice	0	0%
Turn taking	0	0%
<b>Total</b>	<b>5</b>	<b>100</b>

The majority of teachers (80%) focus on accuracy (grammar, vocabulary, pronunciation) in assessing a role play while 20% focus on fluency.

**Q13:** Do the results obtained in role play assessment reflect the true level of the students?

- a- Yes
  - b- No**
- Please explain why?

Table 3.99

*The Usefulness of Role Play in Assessing Students' Language Proficiency*

<b>Rank</b>	<b>Number of teachers</b>	<b>Percentage</b>
Yes	2	40%
No	3	60%
<b>Total</b>	<b>5</b>	<b>100</b>

The majority of teachers said (60%) that the results obtained from the assessment of role play do not reflect the true level of students while 40% said the opposite.

From these results it can be said that role play as a teaching technique does not reflect the level of students because during the implementation of this activity some students may panic, can be ill or nervous. So, they cannot show their true level due to these obstacles.

**Q14:** Do you give students the chance to evaluate their classmates after each role play?

- a- Yes
- b- No

Table 3.100

*Students Opportunities to Evaluate Classmates Role-Play Performance*

<b>Rank</b>	<b>Number of teachers</b>	<b>Percentage</b>
Yes	2	40%
No	3	60%
<b>Total</b>	<b>5</b>	<b>100%</b>

The results show that most of teachers 60% do not give their students the chance to evaluate their classmates after the implementation of role play. 40% of the teachers, however, indicated that they give them the chance to evaluate each other after each role play.

**Q15:** Which technique do you use to assess students' role play?

- a- Individual assessment
- b- Group assessment

Table 3.101

*Techniques for Assessing Students' Role Play*

<b>Rank</b>	<b>Number of teachers</b>	<b>Percentage</b>
Individual assessment	3	60%
Group assessment	2	40%
<b>Total</b>	<b>5</b>	<b>100%</b>

From the above table we can say that most of teachers (60%) use the individual assessment for their students' role play, 40% prefer group assessment as a technique in assessing students' **role play**.

**Q16: In** which of these aspects do you think students need extra training and practice?

- a- Pronunciation
- b- Grammar
- c- Vocabulary
- d- Fluency
- e- Content
- f- Body language
- g- Tone of voice
- h- Turn taking

Please justify your answer .....

Table 3.102

*The Major Aspects in which Students Need Extra Training and Practice*

<b>Rank</b>	<b>Number of students</b>	<b>Percentage</b>
Pronunciation	1	20%
Grammar	3	60%
Vocabulary	0	0%
Fluency	1	20%
Content	0	0%
Body Language	0	0%
Tone of Voice	0	0%
Turn Taking	0	0%
<b>Total</b>	<b>4</b>	<b>100%</b>

60% of the teachers said that students need extra training in grammar, 20% said that students need extra training in pronunciation, 20% said that students face the lack of vocabulary and another 20% of teachers indicate that students should be fluent. All four teachers think that students are good in terms of mastering content, body language, tone of voice and turn taking. 80% of the teachers justified their answers as follows:

- Language control is mostly needed and students try to give whatever comes in their minds.

- Fluency and pronunciation are more important and need more practice while grammar and vocabulary can be obtained indirectly.
- Most of the students do make grammar mistakes while performing their role plays.
- After all, all these aspects contribute to honing and enhancing the student's overall level and proficiency.

### **Further Suggestions**

Two teachers gave some further comments and suggestions by saying following:

- Role play is a very practical technique that I make use of to help shy/ reticent students overcome their anxiety. While speaking in classroom, I do make use of role play to entertain them and to see my students' creativity.
- In the oral expression session, role play is time consuming, so teachers cannot devote enough time to this technique; they are most the time trying to enhance students' listening and speaking abilities through conversations and open discussions.

### **3.4.3. Interpretation of the Teacher Questionnaire Results**

The analysis of teachers' questionnaire has shown the teachers' views about the use of role play and the evaluation of the students' role play ability. It revealed that role play is a fundamental technique which needs to be implemented in order to master any foreign language. The majority of teachers pointed out that they do not use role play in their classes all the time but they still consider it as an effective teaching technique. Even though students face some real problems like the need for a large classroom, time management and anxiety, role play makes students self-confident.

### **Over all analysis**

Answering the research questions:

Q1. Do teachers consider role play as an effective teaching technique?

The results obtained from the questionnaire most teachers consider role play as a teaching and entertainment strategy that is used in classroom beside to that it is considered as an effective teaching strategy that develop students ability in language.

Q2. Which aspects do teachers consider in assessing students' role play ability?

Teachers during the assessment of role plays they give the aspect of accuracy and fluency interest, beside to the other aspects like the tone of the voice, body language, and content. Most of the teachers claim that aspects like grammar and pronunciation need more practice.

Q3. Are students capable to perform role plays?

The results obtain from the questionnaire and classroom observation show that students face different problems in the process of performing role plays. These problems are the size of classroom that is not sufficient to play a role, one hour and the half can be not enough to perform many role plays. But they are capable to perform a role play.

## **Conclusion**

In summary, the content of this third chapter reproduced within data collection procedures, the population and sample and the two research tools used namely the classroom observation and teacher questionnaire. Each research tool was described, analyzed and discussed separately then it was followed by an overall analysis that summarized all the findings found in classroom observation and teacher questionnaire. Statistical analysis has shown that the majority of teachers are using role plays as a teaching technique in classroom, although some students have problem in time limited, the need for large class followed by anxiety. Furthermore, the majority of students are able to perform a role play concerning the body language, turn taking and content in contrast, they are approximate in accuracy, fluency and tone of voice. Based on these findings, the

hypothesis is if teachers use role plays frequently in their teaching, then the students are expecting to have a good level in playing roles.

## **General Conclusion**

1. Putting it altogether
2. Pedagogical Recommendations
3. Limitations of the Study
4. Suggestions for further research



## **General conclusion**

### **1. Putting it Altogether**

The current aim of this study is to investigate the students' ability in a role play. Third year English students at the University of Mohammed Seddik Ben Yahia, Jijel face difficulties while performing role plays. If the frequent use of role plays in EFL classes as a teaching technique will results in enhancing the students' oral proficiency in different aspects. The dissertation at hand was divided into three main chapters. The first chapter which is about role play and the second chapter titled as assessing role play. Then the last chapter was dedicated to expounding on the practical part of this research it was dealt with the description, presentation and analysis of the results obtained from the classroom observation and teachers questionnaire.

The results show that students of third year have a good level in performing a role play also teachers consider role play as an effective teaching technique.

The results also show that teachers of oral expression module are more likely to adapt the role play technique for the third year students so they consider it as an effective teaching technique. Students face some difficulties concerning time limits and the need for large classes and also anxiety. The results show that most of the students are more able to present a role play in those three aspects: body language, turn taking, content and they are less able in the following aspects: accuracy, fluency, tone of voice. Summing up, it becomes so clear that our hypothesis is on the right way to be confirmed.

### **2. Pedagogical Recommendations**

Based on the findings of the present study, the researchers recommend the following:

- Teachers should raise their students awareness of the different aspects involved in role plays

- Students should receive much instructions and training about the different aspects of language that enable them to gain their oral proficiency
- Teachers should take into consideration all the aspects that contribute to the development of students oral proficiency
- Students should be provided with the necessary equipment that help in performing real role plays such as private space and materials

### **3. Limitations of the Study**

When conducting this piece of research, some constraints were encountered by the researchers which are listed below:

- Because of the strike that lasted about two month, the researcher started the classroom observation on 27 may.
- In the first session of the classroom observation the researchers sat on the back of the class thais makes it difficult for them to records the role plays.
- During the performance of role plays there were some students who have spoken with low voice this influence the recording made by researchers
- The difficulty of getting useful and relevant resources for the present study obliged the researcher to use some resources.

### **4. Suggestions for Further Research**

In case this topic attracts the future researchers, selecting other additional tools such as interviews carried out with teachers would absolutely be of great value. Moreover, extending the aspects of assessing role plays would give interesting results.

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## Appendices

### Appendix 1: The Classroom Observation

#### Check list for assessing student's role play ability

**Teacher:**

**Observation:**

**Date:**

**Time:**

**Role play:**

**Student:**

<b>Aspects of Role Play</b>	<b>Evaluation</b>	S1	S2	S3	S4	S5	S6	S7
<p><b>(A) Accuracy :</b></p> <p>The use of sentences' structure vocabulary, grammar and pronunciation</p>	<p>1-Errors free.</p> <p>2-Some errors.</p> <p>3-Many errors.</p>							
<p><b>(B)Fluency/comprehension :</b></p> <p>Fluency of the acting Performance, including the pace, speech and behaviors and which affect its comprehensibility</p>	<p>1-Perfect; natural hesitation.</p> <p>2-Some pauses &amp; hesitation.</p> <p>3-Frequent, awkward pauses hesitation.</p>							
<p><b>(C)Content /relatedness ;</b></p> <p>The performance is well organized related to the theme of the</p>	<p>1-Well organized; relevant.</p> <p>2-Somewhat</p>							

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<p>topic and all the necessary information is included</p>	<p>organized; somewhat relevant.</p> <p>3-Vague; irrelevant.</p>							
<p><b>(D)the tone of voice</b></p> <p>Whether the participant's tone and pitch vary during performance</p>	<p>1-Modulated.</p> <p>2-Monotonous.</p> <p>3-Wobbly.</p>							
<p><b>(E)Body language :</b></p> <p>Whether the body language of the participant corresponds the action performed ( facial expression, hand Gestures, and body position)</p>	<p>1-Compatible.</p> <p>2-Approximate.</p> <p>3-Incompatibile.</p>							
<p><b>(F)Turn taking :</b></p> <p>The skill of knowing when to start and finish a turn in role play</p>	<p>1-Smoth and natural.</p> <p>2-Artificial and strict.</p> <p>3-Chaotic and discontinuous.</p>							



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## Appendix 02

### Teachers' Questionnaire

*Dear teachers*

You are kindly requested to take part in the current research through answering the questions below. The questionnaire is designed to gather information about the integration and assessment of role play as a teaching technique in Oral classes. Please answer the questions through ticking (x) in the appropriate box or giving full answers in the space provided.

#### *Section One: Integrating Role Play as a Teaching Technique in Oral Class*

1 -How do you assess the level of students in oral class?

- a- Very Good
- b- Good
- c- Acceptable
- d- Poor
- e- Very poor
- f-

  
  
  
  
  

2- Do students in your class face difficulties in oral class because:

- a- They are not sufficiently exposed to the target language?
- b- They cannot control their language?
- c- Most of them are shy students?

  
  

3- Teaching English means teaching:

- a- Its grammatical rules and lists of vocabulary
- b- How to communicate using these rules
- c- Both of them
- d- Others, please specify

  
  

.....  
.....

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4 -Which type of techniques do you prefer to use in your oral class?

a- Role play

b- Discussion

c- Group work

d- Problem solving

5- Do you agree that role play is an effective teaching technique?

a- Yes

b- No

6- How often do you use role play with your students?

a- Always

b- Very often

c- Sometimes

d- Rarely

e- Never

7- Does role play serve oral proficiency as:

a- teaching strategy

b- Entertainment strategy

c- both of the above

8- What are the difficulties you face when you use role play in your class?

a- Assessing each student alone

b- The choice of topics

c- The class room can be noisy

d- The class room can be small

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9- What type of role play do you usually implement?

- a- A prepared role plays
- b- Spontaneous role plays

### *Section Three: Assessing Students' Role Play Ability*

10- How do your students feel when given roles to play in class?

- a- Very Comfortable
- b- Comfortable
- c- Slightly comfortable
- d- Not comfortable

11-What are the difficulties that students face when performing role plays?

- a- The need for large classroom
- b- Time limits
- c- Anxiety

12 -During the assessment of role play, do you focus on?

- a- Accuracy (grammar, vocabulary, pronunciation)
- b- Fluency
- c- The content of role play
- d- Their body language
- e- Tone of the voice
- f- Turn taking

13- Do the results obtained in a role play assessment reflect the true level of the student?

- a- Yes
- b- No

Please explain why.....

14- Do you give students the chance to evaluate their classmates after each role play?

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a- Yes

b- No

15- Which technique do you use to assess students' role play?

a- Individual assessment

b- Group assessment

16- Which of these aspects do you think students need extra training and practice?

a- pronunciation

b- Grammar

c- Vocabulary

d- Fluency

e- Content

f- Body language

g- Tone of voice

h- Turn taking

Please justify your answer

.....  
.....

### ***Section Four: Further Suggestions***

17- Please, add any further comment or suggestion

.....

## **INVESTIGATION STUDENTS' ROLE PLAY ABILITY**

### **Resumé**

Cette étude visait à examiner l'efficacité de l'application des pièces comme technique d'enseignement. Elle visait également à déterminer si la méthode des pièces était adoptée. Cette méthode améliore les capacités des étudiants, ce qui se traduit par des rôles de classe mondiale. Pour répondre aux questions précédentes, nous avons adopté deux méthodes. La collecte de données est la surveillance par le département et le suivi de l'instructeur avec l'étudiant de troisième année de l'Université Mohammed Seddik Ben Yahia-Jijel. Cinq professeurs ayant une spécialisation en expression orale ont été introduits. Les résultats ont révélé que la majorité des enseignants considéraient les pièces comme des techniques efficaces de compréhension et que l'élève avait des difficultés à jouer ces pièces. Les résultats montrent également que l'étude est cohérente avec le problème présenté et ce dernier en fonction des résultats, puis suggèrent des solutions telles que le suivi de certaines recommandations pédagogiques.

## INVESTIGATION STUDENTS' ROLE PLAY ABILITY

### ملخص

لقد اجريت هذه الدراسة من اجل استكشاف مدى فعالية تطبيق المسرحيات كتقنيات للتدريس. كما استهدفت هذه الدراسة محاولة الاجابة عن اشكالية هل اعتماد الاساتذة طريقة المسرحيات يحفز من قدرات الطلبة و ذلك يظهر جليا من خلال تاديتهم لادوار بمستوى عالمي و من اجل الاجابة على ما سبق من تساؤلات تم اعتماد وسيلتين لجمع البيانات وهي مراقبة القسم واتباع موجه للاساتذة مع تلاميذ السنة الثالثة لجامعة محمد الصديق بن يحي- جيجل وتم الاحتكام لخمس اساتذة كان لديهم تخصص التعبير الشفهي. كشفت لنا النتائج بان اغلبية الاساتذة يعتبرون المسرحيات كتقنيات فعالة للتطبيق في سبيل الفهم بالاضافة الى ذلك يواجه الطالب صعوبات في تادية المسرحيات و على كل طالب تادية الدور و في بعض المفاهيم. كما تبين النتائج بان الدراسة تتوافق مع الاشكالية المطروحة وفي الاخير وفقا للنتائج والمعطيات تم اقتراح حلول كمرقبة بعض التوصيات البيداغوجية.