

The 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 Language



**Students' Perceptions towards Using Role Plays in Teaching
Oral Expression**

The Case of Second Year English foreign language Students at Mohammed
Seddik Ben Yahia University, Jijel

Dissertation submitted in partial fulfilment of the requirements for the Master
Degree in English Language Studies

Submitted by:

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Supervisor: Mrs. Bouhali Salma Mohammed Seddik Ben Yahia University

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Dedication

This work is dedicated

*To the two candles who always enlighten my life; my parents .
To the wells of love, tenderness and understanding who are always
present in my life; in joyful and though time. Thanks to your
encouragement and support. I would never be what I am today
without your warm presence in my life...I owe you so much that no
words can really express my thankfulness to you...Thank you for
being simply my parents.*

*To my aunt Rachida and her husband Azedine.
To my sisters: Nessrine and Zahira.*

*To my brothers: Yahia, Chaabane, Masbah, and Jawad.
To my uncle Ammar, my aunts and cousins.*

*To my best friends: Naima, Ikram, Sara, Houda, Nourhane,
Mounira.*

To my work-partner: Siham.

To all those who love me.

Yasmina.

Dedication

*In the name of Allah,
The most merciful, the most compassionate.*

*This work is dedicated
To my source of happiness and success in life, my parents.*

*To my beloved husband: Yassine for his love, support and
encouragement and to his family.*

*To my sisters: Karima, Fatiha, Djawida, Khalida, Nessma and
Nawal.*

To my brothers: Messaoud, Kamal, Samir, Youcef and Djaafer.

To my best friends: Nourhane, Mounira and Rachida.

To my work-partner: Yasmina.

To my nieces and nephews

To my extended family: Djebili.

To all who have supported and encouraged me to fulfill this work

Thank you all.

Siham

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Abstract

The aim of the present case study is to investigate the perceptions of English foreign language students towards using role-plays in teaching oral expression. It aims also to investigate the extent to which this technique helps promote the students' oral skills. It is set up on the hypothesis that effective learning of oral expression may be better achieved if role-plays are used as an alternative technique in teaching English oral expression. To check the validity of this hypothesis, a students' questionnaire was administered to fifty second year English foreign language students at Mohammed Seddik Ben Yahia University, Jijel , and an interview was conducted with six students from the same level in order to investigate their perceptions towards using role plays in teaching oral expression. The results obtained show that using role-plays helps in promoting the students' oral skills. Thus, the hypothesis is confirmed.

List of Abbreviations and Symbols

%:Percentage

EFL: English as Foreign Language

L1: First Language

L2: Second Language

LMD: License Master Doctorat

OE : Oral Expression

P: Page

Pp: Pages

Q: Question

SLT: Second Language Teaching

TL: Target Language

Vs: Versus

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1. Statement of the Problem

Teaching English as an international language has received a great attention among researchers, scholars and teachers. They always seek to find the best techniques which facilitate the learning process and motivate students to learn the language in an effective way, and because of the importance of English in all scopes of life, learning and mastering it has become a necessity.

The main purpose of learning a foreign language like English is to be able to communicate effectively. Therefore, oral skills are very important in English as a foreign language (EFL) classes where learners can develop their oral skills, namely listening and speaking. They participate, discuss and communicate with each other. This reality makes oral expression (OE) an important module in the Algerian universities. Using different in class activities by teachers such as language games, songs and free discussions, students in Algeria still find difficulties in using English inside as well as outside the classroom. Consequently, teachers manage to perform role-plays as an alternative strategy in teaching oral expression but the question to be asked is whether this technique raises the learners' motivation and enables them to communicate and interact successfully.

2. Aims of the Study

The present study aims to investigate the perceptions of students at Mohammed Seddik Ben Yahia university towards using role-plays in teaching English OE. In other words, this study aims to explore whether role-plays positively influence the students and motivate them to better achievements in their oral skills.

3. Research Questions

The present study addresses the following research questions:

1. Does the use of role-plays in teaching oral expression help Algerian EFL students promote their oral skills?
2. What are the perceptions of the Algerian EFL students towards the use of role plays as a strategy to motivate them to learn English?

4. The Hypothesis

In the attempt to investigate whether using role plays as a strategy in teaching oral expression helps EFL students promote their oral skills or not, a hypothesis was put forward:

Effective learning of oral expression may be better achieved if role plays are used as an alternative technique in teaching English OE.

5. Means of the Study

To test the hypothesis and obtain the information required for the subject, a direct questionnaire and an interview have been chosen as tools for gathering data. The questionnaire is submitted to a group of fifty second year LMD students of English at Mohammed Seddik Ben Yahia University, Jijel, while the interview is conducted with six students. Their purpose is to provide information about the students' perceptions towards using role-plays as a motivational strategy in teaching English OE at the university level.

6. The Structure of the Study

The present study consists of three main chapters. The first chapter represents the process of teaching OE. It starts with an overview of teaching OE at the university level. Then it moves to the identification of the skills involved in the module (listening and speaking), their definitions, their difficulties, their rules and some examples of their activities. The second chapter focuses on role-plays, their objectives, their types, their stages, their advantages and their disadvantages. The third chapter represents the practical

part, its analysis of the results and a discussion of the findings provided by the questionnaire and the interview.

Chapter One

Teaching Oral Expression in EFL Classroom

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Introduction

Teaching the OE module is one way to improve the learners' communication in different situations. It helps them to use the language and promote their oral skills, i.e. listening and speaking, as they are the most widely used skills in normal daily life. Moreover, making a successful communication requires the ability to use both. OE is a mean to produce good listeners and good speakers of the language. This chapter deals with teaching OE with its two main involved skills: their definitions, types, stages and difficulties.

1.1. Teaching Oral Expression

At the university level, there are different subjects which provide the knowledge needed for students to learn the English language. English oral expression is one of the basic modules in which oral skills (listening and speaking) are emphasised by using different techniques in order to help students interact and communicate using English. OE gives the students the opportunity to speak and listen to English. During the OE sessions, various activities are exercised to promote the students' oral skills, such as: role-plays, language games, listening to songs, watching English videos, listening to native speakers, discussing different topics and many other activities.

1.2. Teaching Oral Expression Skills

Teaching OE is based on two main skills: the receptive skill (listening) and the productive one (speaking). Both are regarded as important parts of language communication. Consequently, EFL learners should give more attention to learning these two communicative skills.

1.2.1. Listening

1.2.1.1. Definitions of Listening

Different attempts have been made by researchers to define what listening is.

Richards and Renandya (1990, p. 238) define listening as "the Cinderella skill in the second language teaching". According to this definition, the listening skill receives less attention from teachers in the second language teaching (SLT). In addition it is the skill that does not require a great effort by the learners. Richard and Schmidt (2002, p. 313) define listening as "the process of understanding speech in a first or second language". In other words listening is the ability to comprehend first or second language speaking. In addition Chastain (1971) defines listening as the ability to understand native speech at normal speed. Moreover, Rost (2009) define listening as the process which helps people to understand the world around them.

1.2.1.2. Types of Listening

1.2.1.2.1. Intensive Listening

According to Harmer (2001, p. 228), this type of listening is the widely used skill in today's classrooms. In intensive listening, learners are asked to listen to a passage and analyse it by looking to the information needed and answer the designed questions.

1.2.1.2.2. Extensive Listening

Extensive listening takes place outside the classroom, for example: at home or in car. When doing extensive listening, listeners are not interested in enhancing their listening abilities as much as to enjoy what they listen to (Harmer, 2001). For example: listening to music for pleasure.

1.2.1.3. Stages of Listening

It is important to plan and organize a listening lesson in order to support the students and help them succeed in. Usually, a listening task consists of three main stages: pre-listening stage, while-listening stage and post-listening stage.

1.2.1.3.1. Pre-listening Stage

In the pre-listening stage, the teacher prepares the students to listen. They should be familiar with the listening task. Wilson (2008) claims that the pre-listening stage assists learners to prepare for the listening task which gives them the opportunities to succeed in the task. In addition, Field (2009), claims that during a pre-listening stage the teacher may check the students' background knowledge of the topic, provide learners with the important knowledge to understand the Listening passage, clarify the information that might be important to comprehend the listening passage or create a motivating atmosphere.

1.2.1.3.2. While-Listening Stage

The while-listening stage is when students listen and do the task they are asked to do during the time they are listening to the passage. According to Wilson (2008), this stage helps learners to receive the input in order to comprehend the speaker's intention before any aspect of language is examined. It is listening for gist. In other words, students listen to get the main idea of the listening passage when listening for the first time. Accordingly, as Wilson suggested, when listening for the second time, students listen to get specific information and look for details and here they are supposed to take notes.

1.2.1.3.3. The Post-listening Stage

The post-listening stage is when the teacher takes the students beyond the listening text and uses it as a springboard for further language practice. Wilson (2008) claims that post-listening is the stage where all learners, in pairs or groups, check their answers, discuss their mistakes, and react on the content of the listening passage. In addition, Field (2009),

claims that after listening, understanding may be evaluated through a certain activity in order to check if learners comprehend the passage and if they can use what they have listened in the future.

1.2.1.4. Tips for Good Listening

Majdoubeh and Muneer (2008, p.24) give some tips for learners to follow in order to be good listeners. They state that learners should take listening seriously and resist distractions. They should also suspend judgment and focus their listening on the main points. In addition, students should develop note taking skills, and not to be diverted by appearance

1.2.1.5. The Importance of Listening

Listening is an essential skill that people carry out throughout their daily lives. Celce-Murcia and Olshtain (2000, p.102) state that listening is the most frequently used language skill in everyday life. They estimate that people listen more than they speak, read, or write. Moreover, White (2008) adopts that listening skill is a constantly important skill in people's lives in both first language (L1) and second language (L2). It is the first skill that children develop when they begin to acquire the language.

1.2.1.6. Examples of Listening Activities

Listening activities are widely used in an OE classroom; they give learners the opportunity to listen to the target language. These are some examples of listening activities:

1.2.1.6.1. Listening to Songs

Listening to songs is the most common listening activity used in EFL classrooms, in which students are motivated by listening to different types of songs that are used as a current teaching strategy.

According to Wilson (2008), songs bring feelings to the classroom and stimulate the students' interest. As a result, students enjoy the lesson and memorize the songs easily.

Songs are also beneficial for shy learners when pronouncing words in a foreign language in front of their friends; they often feel less initiated when the words are those of famous singers.

1.2.1.6.2. Listening while Watching Videos

Videos have an important role for motivating students' interest. By applying this material, the students will be able to listen to the target language and watch the video at the same time. Stempleski asserts the main role that is played by the teacher in choosing videos. He says that teachers can make any video-based lesson a fruitful experience especially when they select the videos that they believe they are appropriate (Cited in Richards and Renandya, 1990, p. 364).

1.2.1.6.3. Listening to Taped Dialogues

This activity takes the form of taped dialogues of native speakers. It is a collaborative activity in which learners work together on different tasks.

Richards and Renandya (1990), state that listening to taped dialogues provides learners with the opportunity to work together on an information-gaps activity such as filling the gaps of the dialogue's missed words and answering the dialogue's questions.

1.2.1.7. The Listening Difficulties of English as a Foreign Language Learners

Underwood (1989) state that there are a lot of difficulties EFL learners may encounter in the listening process. The first difficulty is the lack of control over the speed of the speaker and the second one is the inability to have speech repeated because listeners are not always in the position to have the speakers to repeat their speech. The third difficulty is the limited vocabulary of the listeners and this is one of the significant problems when the listeners may be distracted with a word that they are unfamiliar with. The fourth difficulty is the failure to recognize signals, these signals can make the listeners confused about they are hearing. For

example: if someone gives directions, he needs to use sequencing words like first, second and third. If the listeners do not know these signals, it will be difficult for them to follow the directions. The fifth difficulty is interpretation; this one is found with listeners who lack the requisite background knowledge to understand the context of what they are hearing. The sixth difficulty is the inability to concentrate. For example: if students are listening to something from poor and unsuitable machine, the listening process can be hard and boring and it can be difficult for them to concentrate. The final listening difficulty is established language habits or learning behaviours that the learners have picked up from their teachers. For example: if the teacher requires students to listen to something and do an exercise, the students feel that they do not understand every word they are not confident they can complete the task successfully.

1.2.2. Speaking

1.2.2.1. Definition of Speaking

Brown (2001, p. 267) states that someone who can speak a language, is someone who can carry on a conversation. In addition, he claims that the benchmark of successful acquisition of language is almost always the demonstration of an ability to achieve pragmatic goals through an interactive discourse with other language speakers. In addition Hedge (2000) defines speaking as "a skill by which they (people) are judged while first impressions are being formed". That is to say speaking is a basic skill that reflects people's thoughts and personalities. Moreover Kayi (2006), defines speaking as the process refers to the gaps between linguistic expertise and teaching methodology. Linguistic expertise concerns language structure and content.

1.2.2.2. The Importance of Teaching Speaking

The speaking skill has an important role in the teaching - learning process. It is the skill through which students can interact and communicate. Here is the importance of speaking (as cited in Dorbane and Sahli, 2016, pp.7-8).

The traditional approaches of language teaching neglected the role of listening and speaking skills. In the 1970's, the applied linguists introduced the communicative approach which considered speaking and listening as the fundamental skills for the learners' interaction in the classroom (Nunan, 2003). In addition, the speaking skill is related to the development of the other language skills. It can help students improve their reading and writing skills through developing their levels of vocabulary and grammar.

For some researchers, the speaking skill seems to be the most important language skill, as Ur (2000, p12) states that “of all the four skill [listening, speaking, reading and writing], speaking intuitively the most important: people who know a language are referred to as, speakers of the language, as if speaking included all other kinds of knowing”.

Speaking is regarded as the most challenging task for most EFL learners who seek to get perfect acquisition of the foreign language. In addition, if learners are travelling abroad, they are going to communicate through speaking. As Baker and Westerup (2003, p. 05) state, “a student who can speak English well may have greater chance for further education, or finding employment and gaining promotion”. Furthermore, learners need communication to express their feelings, ideas, and transmit messages. Shumin (2002), states that learning to speak English is not just knowing the grammatical and the semantically rules. It also needs to know the native speakers' use of language in context of structured interpersonal exchange. In other words, effective oral communication requires the ability to use the language appropriately in social interactions. So, the importance of speaking takes place not only in the classroom but also in the daily life.

1.2.2.3. Examples of Speaking Activities

In OE classroom, a variety of speaking activities are selected by the teacher in order to develop the students' speaking skill: role-plays, discussions, and interviews are samples of these activities.

1.2.2.3.1. Role-playing

Role-play is one technique of getting students to speak. They select roles and performed them in front of their classmates. Livingston (1983, p. 3) said about role plays, “a classroom which gives the students the opportunity to practice the language, the aspect of role of behaviour and the actual roles they may need outside the classroom”. In a role play activity, students are given a particular role in which they have the chance to practice the language and reduce their fears.

1.2.2.3.2. Discussion

This activity is another way to improve the learners' speaking level. A discussion activity requires from the students to discuss and debate different topics, by being free to speak, express opinions, share experiences, and express agreement or disagreement.

According to Kayi (2006), in a discussion activity, it is necessary for the teacher to set the purpose of discussion and form groups of four or five students especially in agree/disagree discussion. In addition, students are supposed to learn how to express ideas and justify them in polite ways while disagreeing.

1.2.2.3.3. Interview

The interview is another technique which helps learners in practicing their speaking abilities. According to Kayi (2006), conducting interviews with people gives the students the

chance to practice speaking inside and outside the classroom and helps them to be socialized.

1.2.2.4. Features of Speaking Production

There are some features which characterize the speaking production process. Fluency and accuracy are the two main features which students are required to master in the target language (TL).

1.2.2.4.1. Fluency

Fluency is the main goal learners want to achieve in learning speaking. According to Hedge (2000), fluency has relation with oral production of language. It is the speaker ability to combine elements of speech together without facing problems like strain and hesitation. By focusing on fluency, learners will be able to express their thoughts in a comprehensible way using their own words.

1.2.2.4.2. Accuracy

Accuracy is another goal learners want to achieve while speaking; it refers to the speaker's ability to produce correct grammatical sentences. Hedge (2000, p.61) states that "the communicative approach somehow excuses teachers and students from a consideration of how to develop high levels of accuracy in using grammar, pronunciation and vocabulary".

In addition, Harmer (2001), points out that accuracy requires using vocabulary, grammar, and pronunciation correctly, which are the main characteristics that help teachers to assess the students' proficiency.

2.2.5. Suggestions for Teaching Speaking

In teaching oral language, some researchers provided number of suggestions for English language teachers. According to Kayi (2006): Teachers have to give more opportunities to students to speak the target language by providing a good atmosphere that includes

collaborative work, authentic materials, tasks and shared knowledge. In addition to that, they must get each student speak in each speaking activity, so they have to support students to participate and give them the time to speak because their speaking time in the class must be more than teachers' speaking time. Moreover, positive signs should be indicated when commenting on a student's response and questions such as "what do you mean? How did you reach the conclusion?" should be extracted in order to get students speak more. Teachers should also provide written feedback such as "your presentation was really great. It was a good job..." and encourage speaking activities in or outside the class; they may make contact with other people who can help, but they should not correct the students' pronunciation mistakes very often while they are speaking because it affects their speech. Moreover, the vocabulary that students need in speaking activities should be provided by the teachers who have to move around the classroom to see whether students need help while they work in groups or pairs and to diagnose the problems faced by those who hardly express themselves in the target language (TL).

2.3. The Speaking Difficulties of English as Foreign Language Learners

Xiuqin (2006) interview Chinese students and identify the difficulties of speaking faced by them. The first difficulty is related to the lack of proficiency in English when some students want to ask the teacher to repeat but they fear that other students would think that their English is poor. The second difficulty is related to the fear of making mistakes when students may be frightened to speak English in front of the class. The fear of making mistakes and being laughed at by their peers prevents students from allowing themselves to practice English. The third difficulty is related to the large class sizes which can make nervous students more anxious, especially if they have to address the entire class. In a large class, students may avoid speaking activities in order not to speak in front of such a large group. The fourth difficulty is related to students who are unwilling to take risks and limit

their own opportunities to speak English. If students are unwilling to take risks when speaking, they gain greater exposure to the target language and increase their language production. The fifth difficulty is the low tolerance of ambiguity, which is problematic for some students and may lead to misunderstanding the language. If there is any vagueness in the teachers' instructions, the students may experience anxiety and discomfort. The final difficulty is related to the competitive nature of the classroom, which leads students to unfavorably compare themselves to others. If students are not sure that they can answer correctly, they will keep silent to avoid losing face.

2.3. The Relationship between Speaking and Listening

In a conversation, learners need to be skilled in both listening and speaking because they are closely related to each other and the success of one relies on the success of the other one.

According to Richards and Renandya (1990, p.205), "Speaking feeds on listening which precedes it". This means that listening always comes at the first position before speaking to enrich the students' knowledge with the necessary input: grammar, vocabulary, and culture. Then speakers will be able to introduce themselves and speak using the target language.

Moreover, Harmer (2001, p.250), claims that "the teaching of productive skills is closely bound up with receptive skill work and the two feed off each other in various way". In other words, there is a strong relationship between speaking as a productive skill and listening as a receptive one since they are overlapped and they feed off each other. As a result, listening has a great role for developing the students' speaking abilities.

2. 4. Tips for Listening and Speaking

Majdoubeh and Muneer (2008), state that there are some tips the learner should avoid in speaking.

Being a good speaker of the language, the speaker should avoid standing or sitting with his head down or keep looking at the floor. He also should not mumble or read from a text very quickly. In addition, the speaker should not overestimate or underestimate the knowledge of the listeners. Moreover, he should not name-calling and other forms of abusive language, i.e. the speaker should not use the offensive language. Moreover, they state that the speaker and the listener should follow the following tips in a conversation.

When You Speak	When You Listen
<ul style="list-style-type: none"> -Wait your turn, do not interrupt! -Look at your listeners. -Speak loud and clear enough for your listeners to hear and understand you. -Do not speak for too long .Give others a chance. -Ask others what they think about your ideas, say what you think about theirs. -If you disagree, politely explain why. -Do not have side conversations. -Every so often, sum up the ideas that the group has shared. 	<ul style="list-style-type: none"> -Find a quiet place for your discussion. Get rid of or block outside noises. -Do not make noise yourself. -Look at the speaker. -Listen carefully, and think about what you hear. -Do not day dream. -Silently sum up what you hear. -If you do not understand, ask a question. -If you are confused, say in your own words what you think the speaker means.

Table1. Tips for listening and speaking (Magdoubeh and Muneer,2008).

From the table, speakers and listeners should follow these tips in order to make successful conversations. The speaker has to be clear and polite, waits his turn and gives the other the time to speak and the chance to say what he wants. He also should respect his listener by looking to him and not interrupting.

The listener, on the other hand, should listen carefully by being in a quiet place, away from noise. He should also look to the speaker while listening, sums up what he has listened to, and ask questions when necessary.

Conclusion

Teaching oral skills helps students engage in communicative situations. This chapter focuses on teaching the OE course in EFL classrooms. Listening and speaking are considered the main skills for teaching this module. These two communicative skills are taught according to a variety of activities regarding their definitions, importance, samples of their activities and rules for improving both of them.

Chapter Two

Role Play in Oral Expression Classroom

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Introduction

The present chapter deals with role-play as a teaching technique used in teaching oral expression. First it focuses on role-plays definitions and gives a brief history of them. Then, it moves to the aims of role-plays and the differences between role-plays and simulation. It focuses also on the advantages and disadvantages of role plays, types of role-plays and role-plays in teaching oral expression. Finally, it is concluded with the stages of role plays, preparing a role play and some examples of role-plays.

2.1. Role-plays

2.1.1. Definition of Role-plays

In Oxford Advanced Learners Dictionary (1995), role-play is defined as a learning activity in which you behave in the way another person would behave in a particular situation. In addition, Harmer (1998, p.92) offers this definition "Role-plays activities are those where students are asked to imagine that they are in different situations and act accordingly". In other words students are asked to live the situation and act as if it is real.

Moreover, Livingstone (1985, p.6) claims that role-play is "a classroom activity which gives the students the opportunity to practice the language, the aspects of role behavior, and the actual roles he may need outside the classroom". It is an activity in which students interact and participate using the appropriate language.

Ladousse (1987, p.5) states that:

Role-play uses different communicative techniques and develops fluency in the language, promotes interaction in the classroom and increases motivation. Role-play can improve students speaking skills in any situation and helps them to interact. As for the shy students, role-play provides a mask where students with

difficulty in conversation are open-minded. In addition it is fun and most learners will agree that enjoyment leads to better learning.

That means that role-plays are motivational and funny techniques which help students communicate and interact in the classroom, where they put themselves in different situations. In addition, Doff (1990, p.232) claims that "Role-play is a way of bringing situations from real life into the classroom". In other expression, students are asked to use their acting abilities to imagine themselves outside the classroom and feel as they are in reality. Moreover, Penny Ur (1996, p.131) defines role-play as, "all sorts of activities where learners imagine themselves in a situation outside the classroom, sometimes playing the role of someone other than themselves, and using language appropriate to this new context."

Thus, students should use the appropriate language for the new situation they are in, where they play their own roles, or they play the roles of someone else.

2.1.2. Brief History of Role-plays

Historians agree that "Dungeons-Dragons" in 1994 was the beginning of role-playing.

Mason (2004, p.1), in "Beyond Role and Play" states that:

Almost any attempt to record the early history of role-playing gets mired in agenda of the historian. While the usual custom is to point to the 1974 publication of *Dungeons&Dragons* by Tactical Studies Roles as the 'beginning' of role -playing , that game did not contain the words 'role-playing game'. Moreover, the antecedents of the game where obvious. It was a direct descendent of war games (its cover said 'rules for fantastic medieval war games').

He indicates that 1974 is the most important year for the inception of role-play games when the initial coherent game "Dungeons&Dragons" achieved the progress in popularity. It was a war game and its cover said rules for fantastic medieval war games and did not contain the word role-playing.

The modern formulations of role-plays assume the role-play as an essential side of human social interaction. Bowman (2010) noted that Goffman pointed out in his "Presentation of Self in Everyday Life" that "each social interaction remains a type of performance". When we are asked to perform a role of someone else, we are senselessly changing our behaviour to be suitable with these requirements, as well as, to build the social cohesion.

2.1.3. The Aims of Role-plays

The main objective of role-plays is to develop the students' communication skills by putting them into realistic communication situations and helping them improve their listening and speaking skills.

Raymond Clarck, (1982) states that the objective of role-plays is to put the learners into a realistic communication case, to sharpen their listening comprehension skills, bring them in contact the new language, and discover areas where they need additional practice.

In addition, Richard (1998), mentions that the objective of a role-play is to simulate a conversation where students might find themselves and give them a chance to practice and develop their communicative skills.

2.1.4. Role Play Vs Simulation

Simulation and role-plays are very useful in teaching oral expression. Sometimes role-plays and simulations tend to be confused with each other or misinterpreted by various scholars. Livingstone (1985, p.2), points out that:

“From the language teaching point of view there is little difference between embarking on a role play, a simulation, or a simulation involving role play”. Since what is important for the teacher is creating a chance to produce the language. According to Ladousse (1987), it is not easy to differentiate between role-play and simulation for they share many similarities in their overall aim; however, simulations include elements of role-play. Role-play, on the other hand, is a part of simulation and it is included in it. In addition, Kodotchikova (2002) states that in simulation, learners play natural roles that they sometimes have in real life, however, in role-play, students play a role they do not have in real life.

2.1.5. The Advantages of Role-plays

Role-play is one technique to be used in teaching English. It is a fun activity which makes the teaching-learning process more enjoyable. According to Ladousse (1995), role-plays brought a wide variety of experience into the classroom and we can train our students in the speaking skill in any situation. They put students in situations in which they are required to use and develop those phatic forms of language which are so necessary in oiling the works of social relationships, but which are so often neglected by our language teaching syllabuses. He adds that some people are learning English for specific purposes. Thus, it will be helpful for them to try and experiment the role they require in a friendly and safe environment. Role-plays help many shy students to participate, especially when providing them with a mask. Moreover, Adrian Doff (1988,p.233), states :

Role-play gives students a chance to use the language they have practiced in a more creative way- students improvise, it increases motivation because the chance to imagine different situations adds interest to a lesson, it encourages students to use natural expressions and intonation, as well as gestures because they are acting out a situation, and by doing children even teenagers and adults often imagine themselves in different

situation and roles when they play games.

According to Richard (2003), Role-plays are highly appealed by learners because they lead them to be creative and put them in other's place for a moment. Ments (1999) on the other hands, argues that students' motivation is increased when they are engaged in a role-play activity.

2.1.6. The Disadvantages of Role-plays

Even if the use of role-play provides good results for the learning process of students, it has also some shortcomings. Livingstone (1983) claims that organization is the first shortcoming of role-plays because few teachers perform in ideal circumstances. The majority work in classrooms which are too small, and with a number of students which is too large. Consequently, the noise level produced by a class of forty for instance is so high to make concentration impossible. The second shortcoming is time, if the time taken for the preparation and follow-up work is included, then role- play will take up a lot of time. According to Rogers (2007), the most fundamental shortcoming is that role-plays are not similar to the real things that involve the manner of mind and the feelings. Although the setting can be realistic, it lies always on the fact that students never forget that they are in classroom.

2.1.7. Types of Role-plays

According to Byrne (1986), there are two types of role-plays scripted and unscripted role-plays. This first type concerns with interpreting either the textbook dialogue, or reading texts orally. The main role of the text is to transmit the meaning of language items in a memorably way. In contrast to scripted role-plays, unscripted role-plays do not rely on textbooks. They are well known as free role plays or improvisations. The learners themselves have to choose the appropriate language to use and how the conversation

should be developed. In order to do this type of activity, good preparation from teacher and students is needed.

2.2. Role-plays in Teaching English Oral Expression

Role-plays have two main types; scripted and unscripted role-plays, as mentioned before. In applying this strategy in teaching oral expression, there are two procedures that can be used in the classroom.

2.2.1. Using Scripted Role-plays in the Classroom

In the classroom, this type of role-plays is based on dialogues. Doff (1998) gives the following example of a scripted role-play dialogue:

Example:

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

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

Angela: I think I will send it by air mail. I want it to get there quickly.

How much does it cost?

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

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

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

Angela: thank you, where is the post box?

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

To demonstrate a role-play activity that is based on a dialogue, different procedures should be used. According to Adrian Doff (1988), The teacher guides the role-play by writing these prompts :(where? / air mail / how much? / post box? / thanks). Talk as you

write to show what the prompts mean. If necessary, go through the prompts one by one, and get students to give sentences or question for each one and call two students to the front: one play the role as Angela and the other one is the post office clerk. They should improvise the conversation using the prompts to help them. Point out that the conversation should be similar to the one in the textbook, but not exactly the same; the conversation can be shorter than the presentation dialogue. It should just cover the main points indicated by the prompts. Call out a few other pairs of students in turn, and ask them to have other conversation based on the prompts.

2.2.2. Using Unscripted Role-plays in Classroom

This type of role-plays does not depend on a dialogue but rather on a given situation.

Adrian Doff (1998) gives this example:

Situation:

One student has lost a bag.

He/she is at the police station.

The other student is the police officer, and asks for details.

In order to bring out these ideas and demonstrate a role-play based on the previous situation, the procedures are given by Doff (1998, p.234):

The teacher could prepare the whole class, by discussing what the speakers might say (e.g. the police officer would asks the students how he or she lost the bag) and writing a prompt on the board to guide the role play, and any key vocabulary. Then, he/she could divide the class into pairs, and Let them discuss together what they may say and try out the role-play privately, before calling on one or two pairs to act out in front of the class.

These procedures do not mean to be used exactly as Doff proposed, but the teacher can develop or create others which are appropriate with his/her class.

Huang (2008) gives six other main steps in the procedure for the role-play in her classes which are:

- 1) Deciding on the teaching materials.
- 2) Selecting situations and creating dialogues.
- 3) Teaching the dialogues for role-plays.
- 4) Having students practice the role-plays.
- 5) Having students modify the situations and dialogues.
- 6) Evaluating and checking students' comprehension.

2.2.3. Stages of Role-plays

Krish (2001, p.3) states that role-plays are divided into three stages: the preparation stage, the presentation stage and the post-presentation stage.

2.2.3.1. The Preparation Stage

During the process, the learners were uncomfortable and uncertain. Their shyness left them gradually, and they began prompting each other with ideas. Some learners said that the activity gave them a chance to do group work and allowed much free interaction, especially to clarify the meaning of difficult words. Thus, they develop their confidence.

2.2.3.2. The Presentation Stage

The learners attempted to perform real life talk shows. Throughout the presentations, they showed enthusiasm and a sense of fairness, listening to each other's in the group. Some learners were taking down notes, perhaps to be better prepared in handling their turn.

2.2.3.2. The Post-Presentation Stage

In this stage, there is an opportunity for the students to give their views and opinions of about the activity. They express their overall impression regarding the activity. Such

comments and criticisms can help the teachers to prepare better future activities in other classes.

2.2.4. Steps for Preparing a Role-play

Kodotchigova (2002) describes six steps to follow in order to accomplish a successful role-play in a classroom. Firstly, the teacher has to set up a situation, taking into consideration the students' needs and students interest, age and previous experience (Livingstone, 1985). For example, a role-play chosen for teenagers will not be the same as the one chosen for adults. After choosing the context, the role-play is developed. To do that, teachers have to take into consideration the learners' level, so the role-play will be designed depending on their competence in the foreign language (Livingstone, 1985). The next step consists in a linguistic preparation, by predicting the language needed for the performance (Kodotchigova, 2002). Afterwards, students are given precise role descriptions and information, such as their names, age, characteristics, and so forth. In the fifth step such roles are assigned and the role-play is represented. Finally, the follow-up activity is dedicated to debriefing, in which students can express their opinion about the performance.

2.2.5. Suggestions for Setting up a Role-play

For setting up a role-play, there are some suggestions to be followed in order to achieve better performance. Ladousse (1987) proposes some suggestions to succeed when setting up a role-play. A clear distinction between noise and chaos should be made by the teacher, who should start with pair work rather group work. The activity should be short until the learners get familiar with it. He states that in a role-play which should not be too difficult or too emotionally, different numbers of students can be used and before starting, teachers have to be sure that the students understand the situation. Teachers have to set up time

limit and have not to be worried about the ones who do not participate in the class unless they are disturbing.

2.2.6. The Role of the Learner during Role-plays

According to Scarcella and Oxford (1992), the best model for learner role in the role-play activity learners should have considerable control over their learning. That means that the students should participate in choosing tasks.

Magglesstone (1977), states that the role of each students in role-playing comes out under the four following categories: Acting out a role that he has already performed in L1 and which he needs to perform in English, for example being a host at a party, acting out a role that he has already performed in L1 but which is unlikely to be performed in English, for example playing the role of a husband or wife, acting out a role that he has not performed in his L1 but that he will need to perform in English, for example being a student abroad and acting out a role he has not performed in the L1 and which is unlikely to be performed in English, for example being a police man.

2.2.7. The Role of the Teacher during Role-plays

A good teacher always tries to facilitate the learning process of his students. Teachers should know what will be interested for the learners in order to motivate them and help them acquire the target language.

Dorathy (2011) maintains that teachers can take the following roles:

Facilitator: A new language may need to be nurtured by the teacher. The teacher should feed the new language by rehearsing when time is appropriate; he can act as a kind of 'walking dictionary', supervising the class and giving support whenever necessary.

Spectator: The teacher observes the role-play activity and makes remarks whenever necessary.

Participant: it is better sometimes for teachers to get involved in the role-play activity.

2.2.8. Errors Correction

Dorathy (2011) claims that there exists many ways for correcting mistakes.

Some students like their mistakes to be corrected after the role-play activity; they correct their mistakes with their teacher after writing them on the board. The teacher also can give his student the opportunity to listen again to the dialogues and reflect on the language used. This can be achieved through recording the role-play. Teachers have to make peers' correction a helpful experience. It is not suitable to correct each mistake because the students will lose their motivation.

2.2.9. Examples of Role-plays

Role-plays are an excellent way to get students practices their English. They simulate real life situation and allow them to act out what they would do in a real situation. Below are examples of role-plays for oral expression classes.

2.2.9.1. Telephone Conversation

Speaking on the phone is different from face-to-face conversation because it relies solely on communication. There is a whole range of ideas which one can use to act this out. For instance: phoning to make a complaint.

2.2.9.2. Sharing Opinion

Students are free to choose topics they are interested in, this will allow them to come up with their own utterances and use language in a much more practical way.

2.2.9.3. Job Interview

Job is usually a good topic to begin with when teaching university students. Most students are learning English in order to improve their career prospects. As a result, a job interview role-play is an excellent way to get the class learning such situation.

2.2.9.4. Debate

Debates are a brilliant way to encourage language use. This is because they can become somewhat heated, and many new words can come up. It is important to choose a topic which might not be too controversial to some students. Remember to be sensitive to their age and the general attitude of the particular country.

2.2.9.5. For Fun

When talking about role-plays, it is all about the creative use of language. The students are free to include what they want and what they consider not boring, bringing a kind of humor to the classroom. They are allowed to be as creative as they can, in the sense that they are put in challenging situations.

Conclusion

Using the role-play technique in teaching oral expression in EFL classes is a useful and innovative method in language teaching. Its correct use helps the learners benefit more from it, whether in improving their speaking and listening skills by putting them in real contexts, or in motivating and engaging them in the learning process. It may also give the students the chance to work in pairs and groups so that they will be provided by the opportunity to interact and practice the language. The major concern of this chapter is the role-play which is a useful activity in teaching English. First, a definition of role-play is provided and the history of it. Then, it moves to the objective of role-plays and the differences between role-play and simulation. Moreover, it focuses on the advantages and disadvantages of role-playing activities. Then it describes the types of role-plays and their stages. Later on, it discusses the roles of both the learner and the teacher during the activity. Finally, it is concluded by some examples about role-plays.

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Introduction

This chapter is the practical part of the research work. The aim of this study is to collect data about the importance of using the role-play technique in oral expression classrooms. To achieve this, an interview has been conducted with six English second year students at Mohammed Seddik Ben Yahia University, Jijel. In addition, a students' questionnaire is used to collect the necessary information from the sample.

3.1. Methodology

Choosing any research methodology depends largely on the nature of the problem under investigation. The methods that seem to be suitable for the analysis of the results in this research are both questionnaire and interview which are widely used research methods that provide systematic way of collecting information on the learning strategies.

3.2. Participants

The participants in this study were second year students of the English department at Mohammed Seddik Ben Yahia University, Jijel.

The target population include second year students (about 224 students), but since it was impossible to deal with all of them; the number was reduced to only 50 students selected randomly to be the sample of the research.

3.3. Students' Questionnaire

3.3.1. Aim of the Students' Questionnaire

In order to investigate effectively the second year students' perceptions towards the use of role plays in learning oral expression, it is adequate to use the questionnaire as a tool for collecting data.

3.3.2. Description of the Questionnaire

The questionnaire used in this study was distributed to 50 English students of second year (LMD) selected randomly from different groups at Mohammed Seddik Ben Yahia university on May 9th, 2017. It consists of four sections. The first section corresponds to general information about the students. It includes three questions about the years of studying English, the students' level, and why do they choose English. The second section which corresponds to teaching OE includes 08 questions; all the questions are concerned with the process of teaching the Oral Expression course; the dominant skill that they want to be successful in, the skill that their teachers give much attention, and if they are asked to prepare oral presentations. The third section which corresponds to Role plays has a total of 08 questions. It gathers information about role-plays activities, and investigates the students' personal perceptions towards using role plays in oral expression courses. The last part of the questionnaire deals with only one question, in which students are free to add any further comments about role-plays.

To sum up, the questionnaire was used to collect data about second year students' perceptions towards using role-play in learning oral expression.

3.3.3. Analysis of the results

Section one: General information.

Item1: How long have you been studying English?

Table 2
Years of Studying English

Years of studying English	Number	Percentage
09	36	72%
10	08	16%
11	04	08%
12	02	04%
Total	50	100%

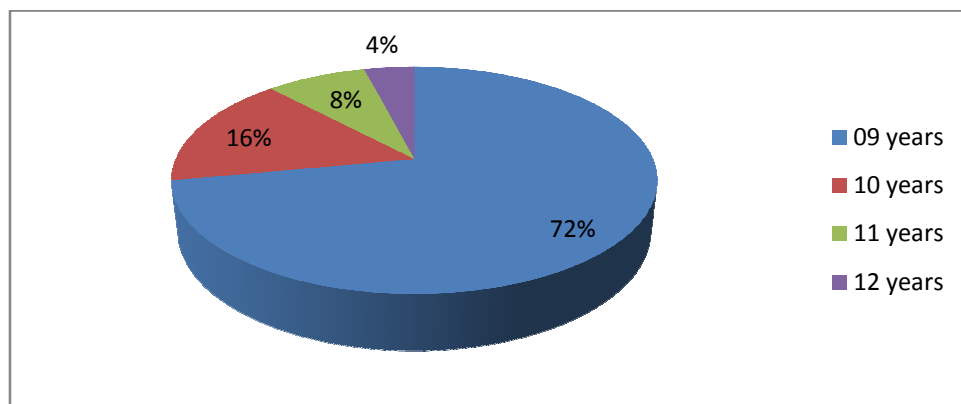


Figure 1: Years of Studying English

According to table 2 above, we notice that from 50 second year students, 72% of them studied English for 09 years, 16% studied 10 years, 6% studied 11years and only4% studied 12 years.

Item 2: Studying English was:

Table 3

The Choice of Studying English

The choice of studying English	Number of students	Percentage
Your own choice	34	68%
You were obliged	05	10%
You had no better choice	11	22%
Total	50	100%

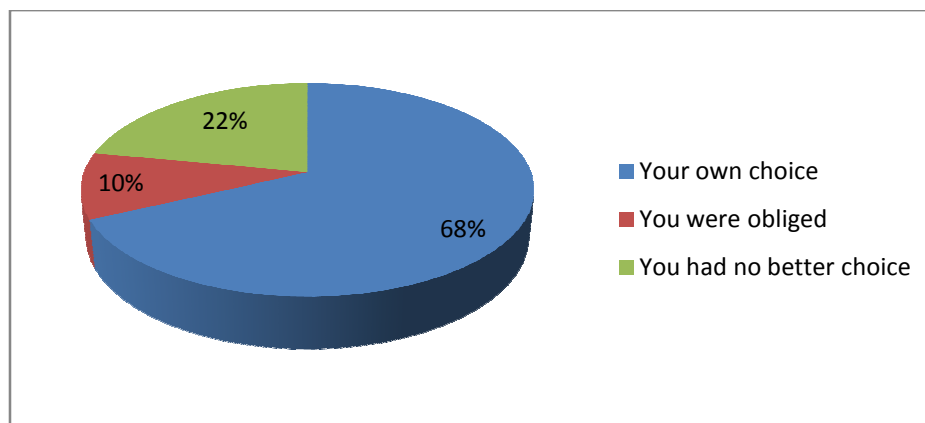


Figure 2: The Choice of Studying English

From table 3, we notice that the majority of the students 68% said that studying English at university was their own choice, while 10% were obliged to, and the few remaining 10% had no better choices. That means that the majority of students like to study English and it was their own choice.

Item 3: How do you consider your present level of English?

Table 4

Students' Level of English

Students' level of English	Number of students	Percentage
Very good	05	10%
Good	31	62%
Average	12	24%
Poor	02	04%
Total	50	100%

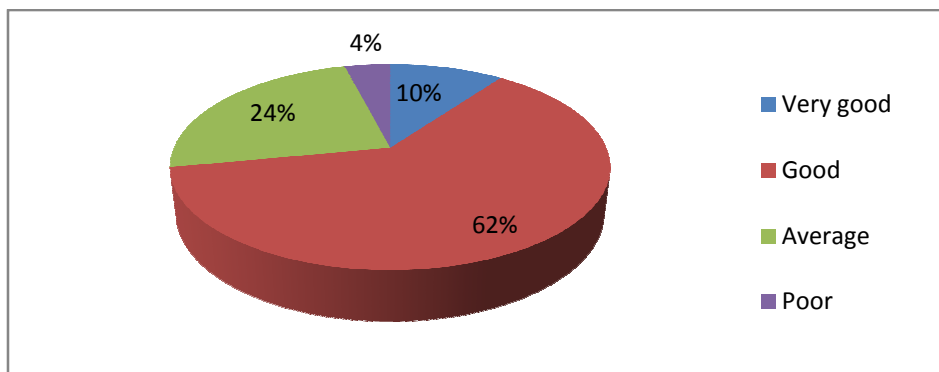


Figure 3: Students' Level of English

The results obtained from table 4 above show that only 10% of the students believed that they have very good level in English. While more than the half 62% considered themselves as good English students, besides 24% of them think they had an average level, and only 04% admitted their poor level.

Section two: Teaching OE**Item 4:** Which skills are you in need to develop more?

Table 5

The Skill Students Need to Develop

The skill students need to develop	Number of students	Percentage
Speaking	29	58%
Listening	11	22%
Reading	04	08%
Writing	06	12%
Total	50	100%

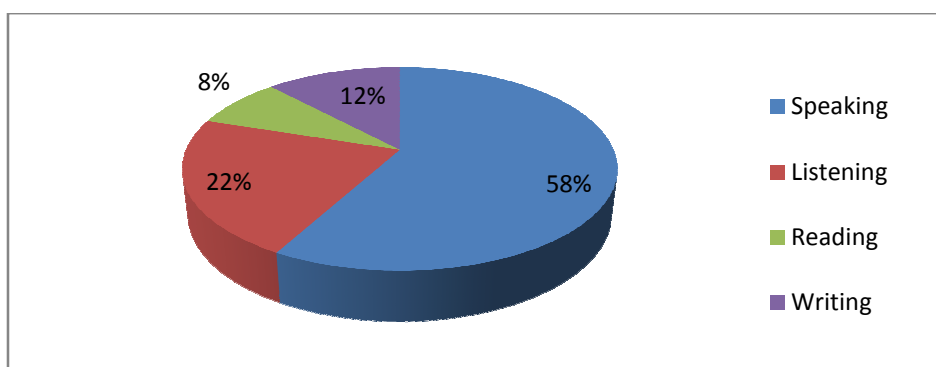


Figure 4: The Skill Students Need to Develop

Out of 50 students, 58% want to improve their speaking skill, 22% want to be successful in listening, 12% need to develop the writing skill, while 8% wish to enhance their reading skill. From this question, it is obvious that oral skills are the most skills students need to develop due to their importance in learning English.

Item 5: Do you like the Oral Expression module?

Table 6

Students' Attitudes towards OE Module

Do you like OE	Number of students	Percentage
Yes	43	86%
No	07	14%
Total	50	100%

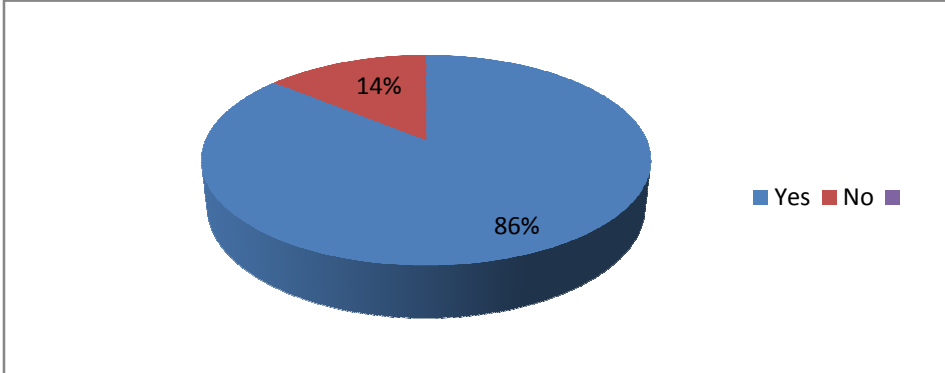


Figure 5: Students' Attitudes towards OE Module

According to the students' answers, the majority 86% said that they like the OE module. They claim that it gives them opportunities to speak freely and express their opinions and thoughts. It also encourages them to promote their oral skills. Moreover, they consider it as a funny module. However 14% of students do not like OE because, they have poor level and they feel shy when speaking in front of the others. For them OE is a difficult module.

Item 6: How do you consider oral skills?

Table 7

Students' Consideration of Oral Skills

Students consideration of oral skills	Number of students	Percentage
Very important	39	78%
Important	09	18%
Little important	02	04%
Not important	00	00%
Total	50	100%

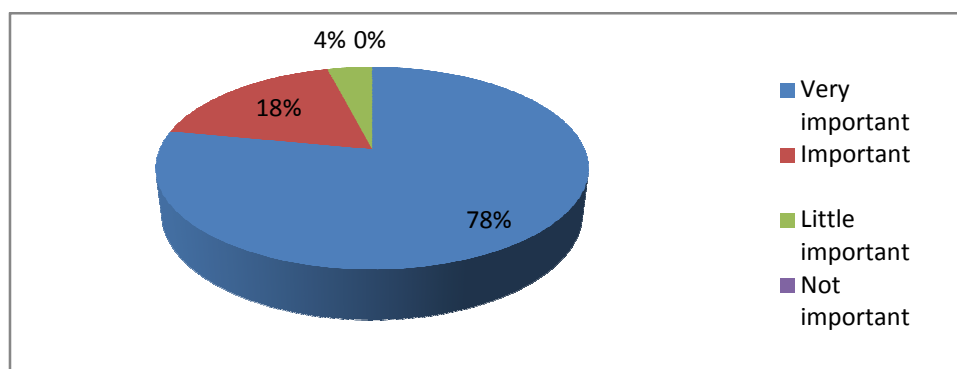


Figure 6: Students' Consideration of Oral Skills

The table above shows that the majority of the students 78% consider oral skills as very important, whereas 18% say that they are important and 4% of them see that oral skills are little important, but no student choose (d) not important. These results insure that second year students are aware of the importance of oral skills in the English learning process.

Item 7: Does the oral expression course help you improve your oral skills?

Table 8

The Students' Attitudes towards the Role of OE in Improving Oral Skills

OE helps improve oral skills	Number of students	Percentage
Yes	43	86%
No	07	14%
Total	50	100%

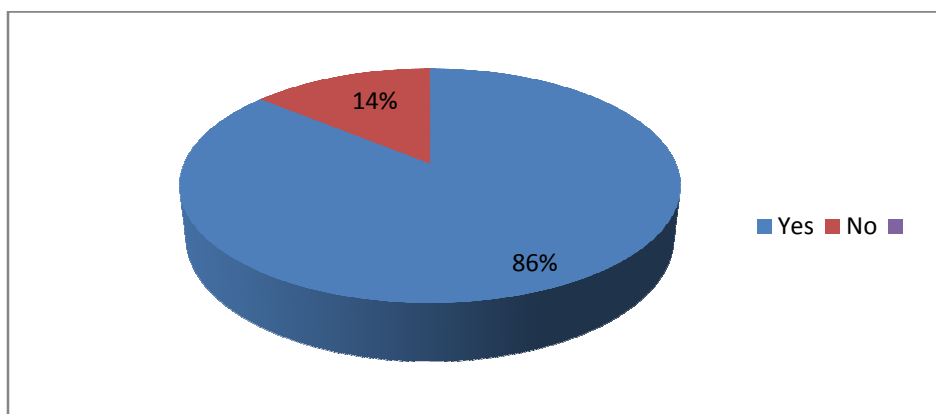


Figure 7: The Students' Attitudes towards the Role of OE in Improving Oral Skills

The results obtained denote that 86% of students stated that the OE courses helped them improve their oral skills, whereas 14% disagree with them because they consider OE as a difficult module in which they are obliged to prepare presentations and feel shy to speak in front of others. It is obvious from the answers that OE is the module which help learners to be good speakers and listeners and motivate them to learn English.

Item 8: Do you think that the oral expression sessions are:

Table 9

Students' Attitudes towards the OE Sessions

OE sessions are	Number of students	Percentage
Interesting	34	68%
Obligatory	07	14%
Boring	07	14%
Difficult	02	04%
Total	50	100%

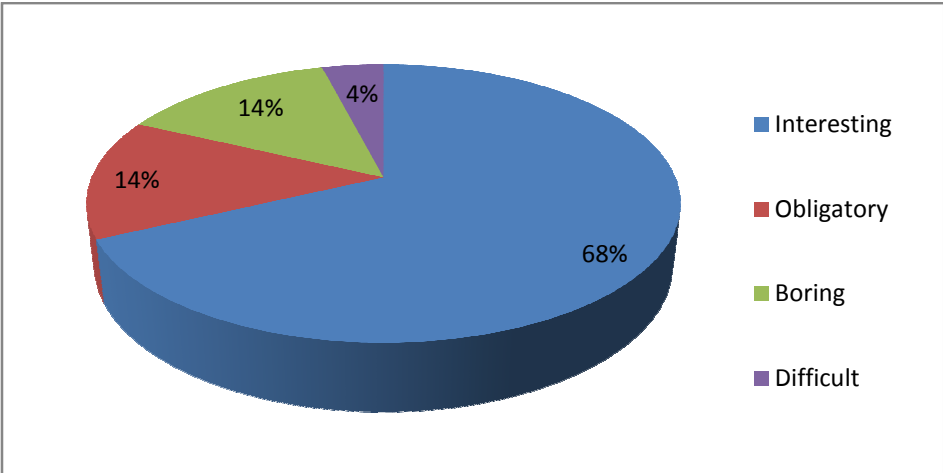


Figure 8: Students' Attitudes towards the OE Sessions

Out of 50 students, 68% claim that OE sessions are interesting, 14% say that they are obligatory, 14% state that they are boring and just 4% see them difficult. The students answers reveals that the OE sessions are interesting for many students because the activities used in them are varied and motivational.

Item 9: Which skill is given much importance by the oral expression teacher?

Table 10

The Skill that is Given Much Importance by the OE Teacher

The skill given much importance by the OE teacher	Number of students	Percentage
Listening	04	08%
Speaking	26	52%
Both	20	40%
Total	50	100%

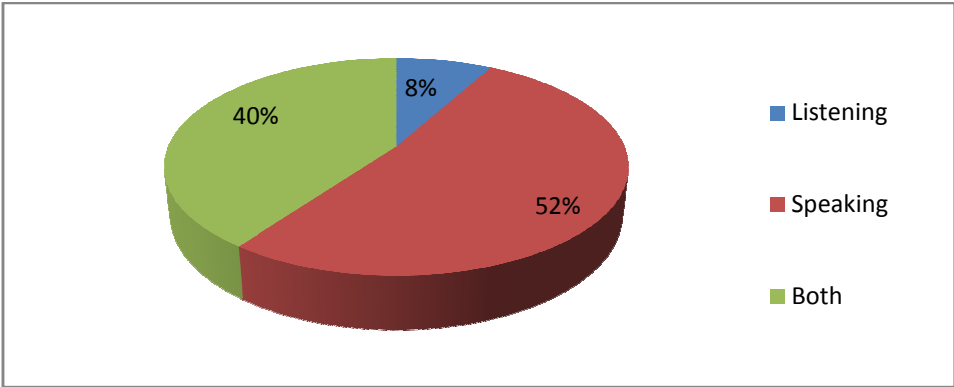


Figure 09: The Skill that is Given Much Importance by the OE Teacher

According to the percentages provided, it can be clearly seen that teachers give much attention to the speaking skill 52%, while few teachers 8% give much importance to the listening skill. Whereas 40% of students focus on both speaking and listening skills. In other words, although oral skills are very important in the learning process, speaking skill is the skill that most teachers give it the first position since most learners want to speak the language more than to listen to it.

Item 10: Does your teacher ask you to prepare oral presentations?

Table 11

The Use of Oral Presentations

The frequency of using oral presentations	Number of students	Percentage
Always	26	52%
Often	12	24%
Sometimes	10	20%
Rarely	02	04%
Never	00	00%
Total	50	100%

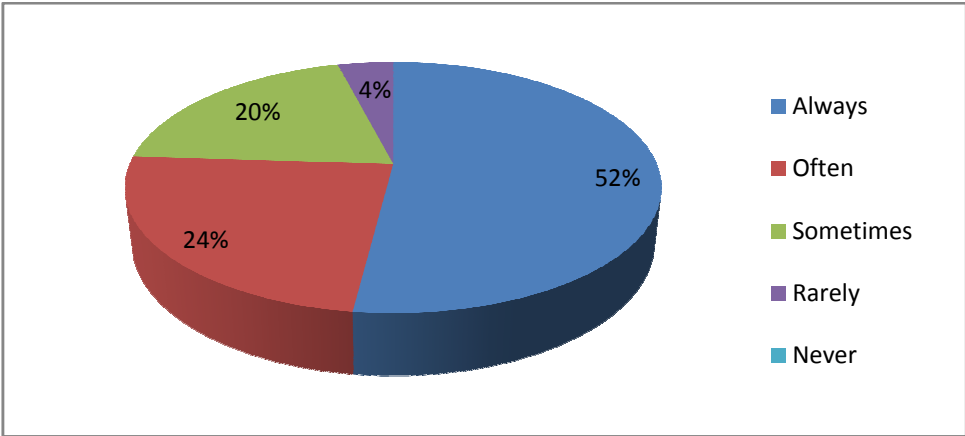


Figure 10: The Use of Oral Presentations

From the figure above, we notice that 52% of the students are always asked to prepare oral presentations, 24% claim that they are often asked to do them, whereas 20% answer sometimes and 4% say they rarely do so. However, no students choose never. These answers are due to the role of oral presentations in OE classroom.

Item 11: Do you try to participate inside the classroom?

Table 12

Students' Participation Inside the Classroom

Do you participate inside the classroom?	Number of students	Percentage
Yes	41	82%
No	09	18%
Total	50	100%

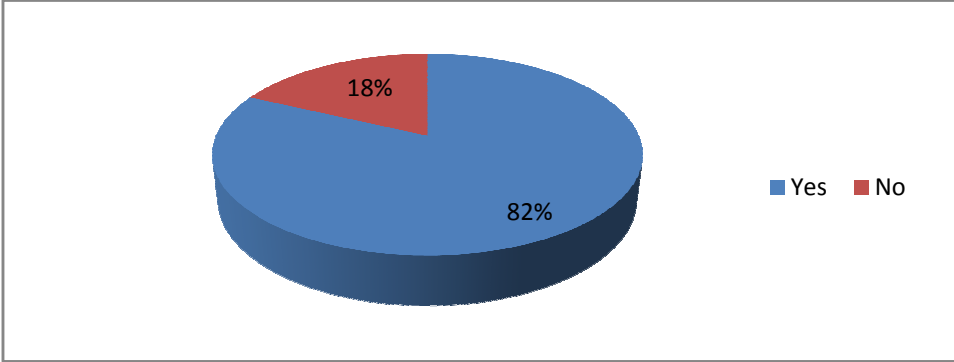


Figure 11: Students' Participation inside the Classroom

The answers show that the majority of the students 82% try to participate inside the classroom. While, 18% of learners admit that they do not participate in the OE session. This is because of the types of tasks used in classroom which require participation. While some students do not participate in the classroom may be because their shyness or fear to make a mistakes.

Item12: In oral expression sessions, do you prefer?

Table 13

Students' Works Preferred most in OE Sessions

Do you prefer	Number of students	Percentage
Individual work	08	16%
Pair work	21	42%
Group work	21	42%
Total	50	100%

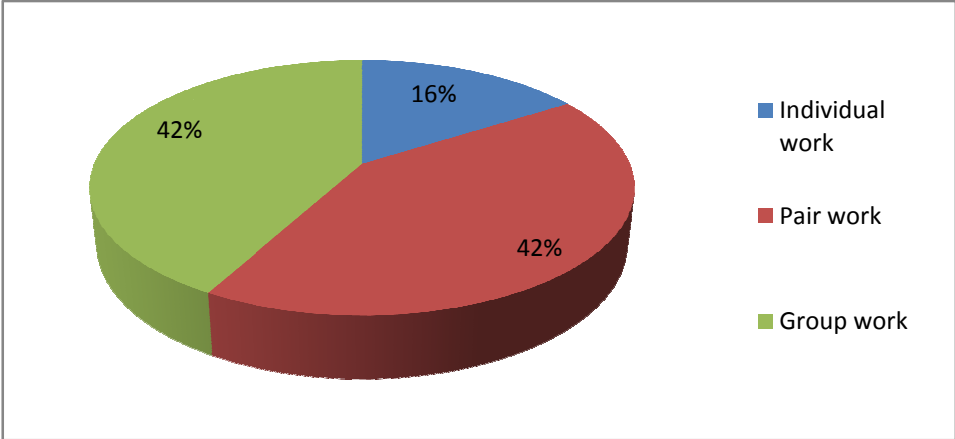


Figure 12: Students' Works Preferred Most in OE Sessions

Out of 50 students, only 16% choose individual work, 42% prefer pair work, whereas the rest 42% prefer group work. The majority of students like group works may be because they help them work together, help each other, and correct their mistakes. Whereas some students prefer individual works perhaps they want to rely on themselves and work alone gives them confidence.

Item 13: In oral expression session, which activity do you prefer most?

Table 14

Students' Activity Preferred Most

Students' activity preferred most	Number of students	Percentage
Discussion	21	42%
Role playing	19	38%
Language games	10	02%
Others	00	00%
Total	50	100%

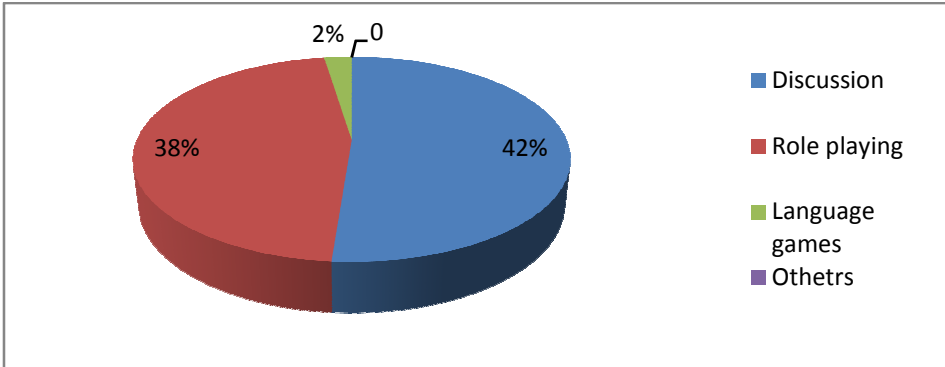


Figure13: Students' Activity Preferred Most

42% of the students prefer discussion activities, 38% of them prefer role-playing most, and just 02% prefer language games. These answers show that discussions and role-playing are the activities preferred most by students may be because they give them more space and freedom and they are good ways to practice and make learners productive.

Item 14: Does your teacher use role-plays during the oral expression sessions?

Table 15

The Frequency of Using Role-plays in OE Classroom

The frequency of using role-plays in OE classroom	Number of students	Percentage
Often	10	20%
Sometimes	25	50%
Rarely	15	30%
Never	00	00%
Total	50	100%

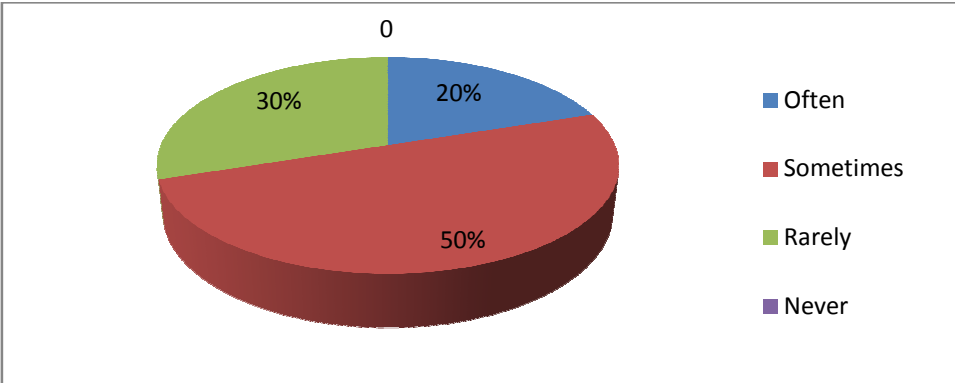


Figure 14: The Frequency of Using Role-play in OE Classroom

From table 15, 20% of the students agree that they use role-plays often and 50% reply they sometimes use them, and 30% say that they use this technique rarely. Although students from different groups whom do not have the same teacher are asked to answer this question, it is noticeable that all the students of the sample use role-play activities; this is due to its importance in promoting oral skills and encouraging students to practice the language.

Item 15: A role-play is an activity that promotes oral skills:

Table 16

Students' Attitudes towards the Role of Role-plays in Promoting Oral Skills

Role-plays promote oral skills	Number of students	Percentage
Strongly agree	18	36%
Agree	29	58%
Strongly disagree	00	00%
Disagree	00	00%
Neutral	03	06%
Total	50	100%

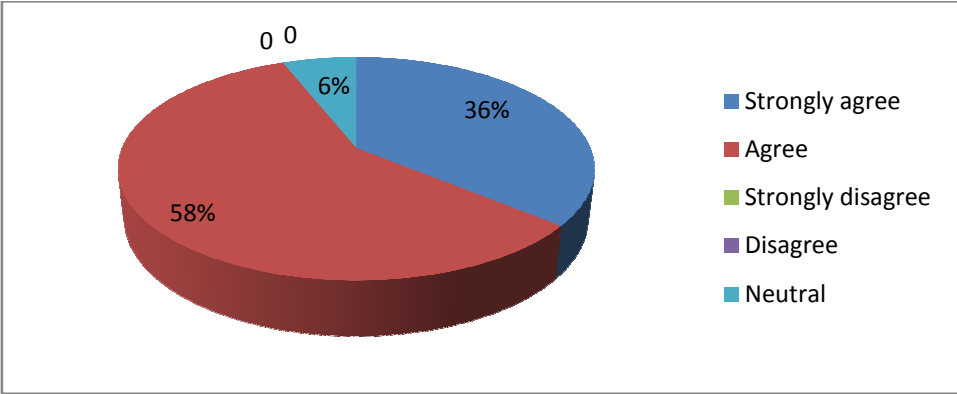


Figure15: Students' Attitudes towards the Role of Role-play in Promoting Oral Skills

Table 16 indicates that 36% of the students strongly agree that a role-play is an activity that promotes oral skills, the majority of them 58% agree with the statement, while some students 06% choose to be neutral. This question reveals that students are aware of the importance of this technique in developing oral skills may be because learners can focus on some both oral skills at one time by using role play.

Item 16: Do you think that using role plays is:

Table 17

Students' Attitudes towards Using Role-plays

Using role-plays is	Number of students	Percentage
An educating strategy	28	56%
An entertaining strategy	19	38%
Waste of time	03	06%
Total	50	100%

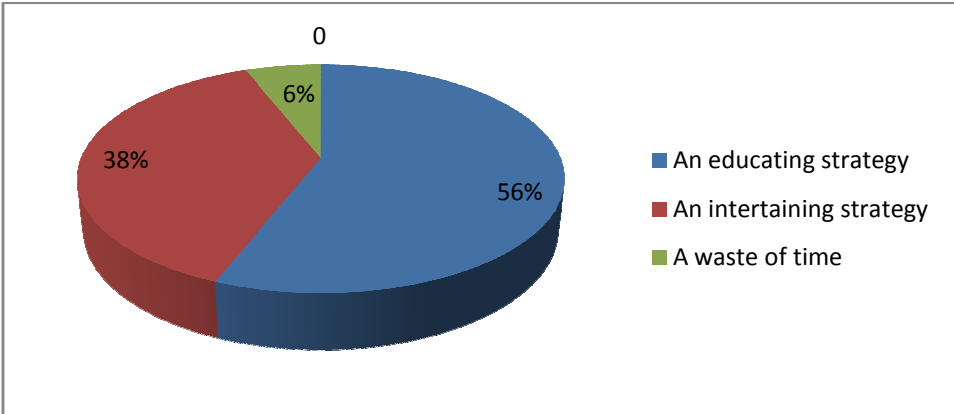


Figure 16: Students' Attitudes towards Using Role-plays

The results from the table and figure state that the majority of the students 56% claim that using role-plays is an educating strategy since it is used for teaching purposes, 38% see role-plays as an entertaining strategy because it is a motivational strategy. Whereas the small rate 06% reflects that using role-plays is a waste of time may be because they see that there are some teachers do not know the way how to use different role plays and achieve their aims.

Item 17: When your teacher asks you to prepare a role-play activity, does s/he group you according to:

Table 18

The Teacher’s Way in Grouping the Students in a Role-play Activity

The teachers' way in grouping students in a role-play	Number of students	Percentage
Your sitting places	10	20%
Your level	00	00%
Your like/ choice	37	74%
The list	03	06%
Total	50	100%

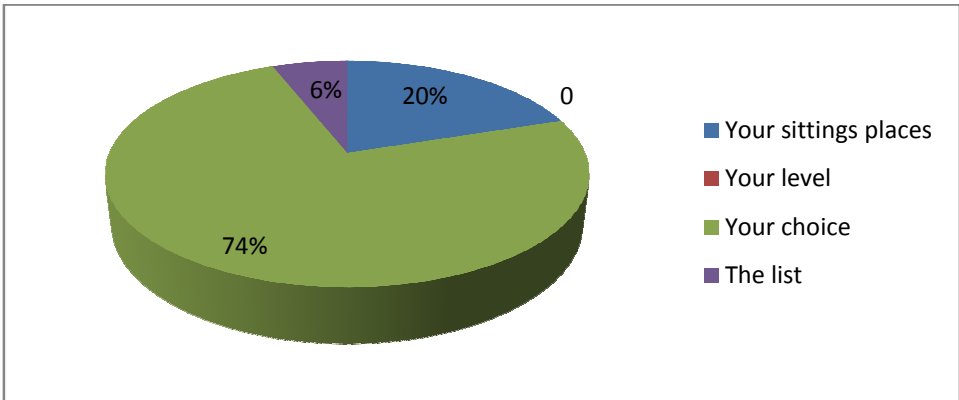


Figure17: The Teacher’s Way in Grouping the Students in a Role-play Activity

According to the figure and the table, the students whom their teacher groups them according to their sitting places when s/he asks them to prepare a role-play are 20%. The students who answer that their teacher groups them according to their choice are more than the half 74%. Only 06% of students say that they are grouped according to the list.

Item 18: When performing role-plays, do you prefer:

Table 19

Students' Preferences when Performing Role-plays

Students' preferences when performing role-plays	Number of students	Percentage
To choose your role	44	88%
To be assigned the role by your teacher	06	12%
Total	50	100%

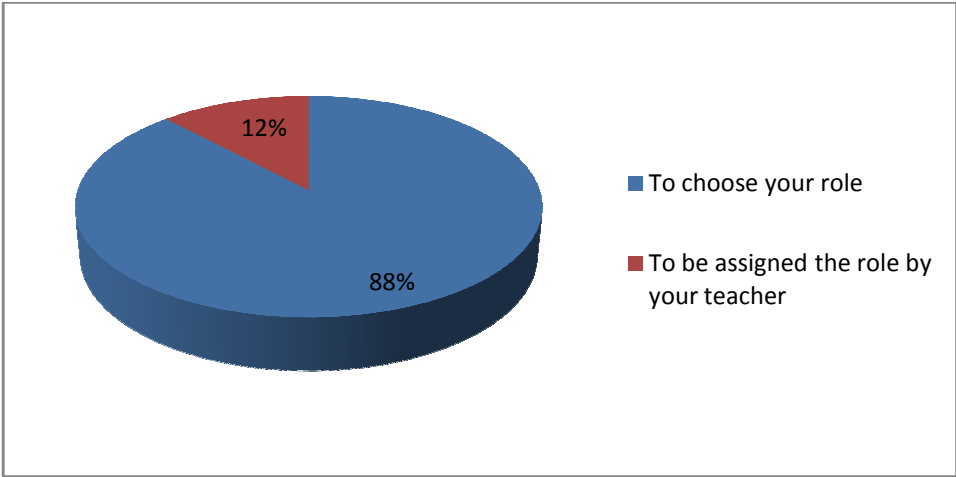


Figure 19: Students' Preferences when Performing Role-plays

When teachers assign role-plays, 88% of the students prefer to choose their roles may be because they have a good knowledge about the role they are going to perform. Whereas 12% prefer their roles to be assigned by the teacher may be because they see the role of the teacher is a guide.

Item19: Do you find difficulties in performing a role-play?

Table 20

Students' Difficulties when Performing a Role-play

Do you find difficulties when performing a role-play	Number of students	Percentage
Yes	26	52%
No	24	48%
Total	50	100%

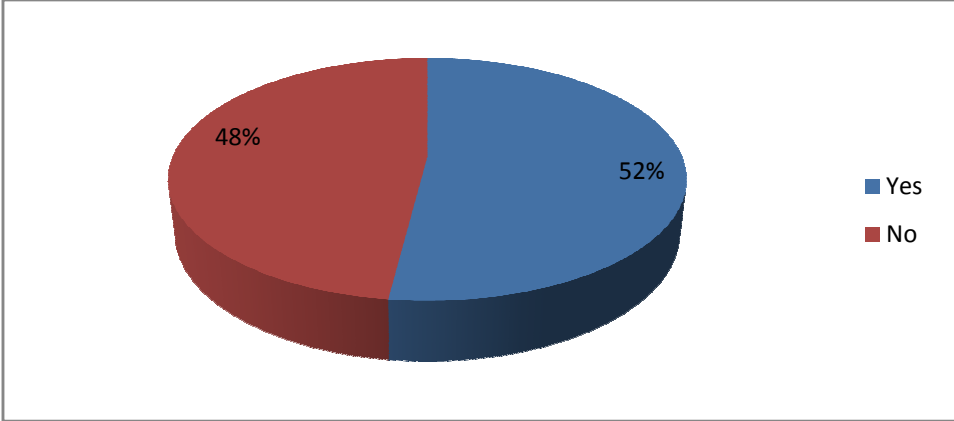


Figure 19: Students' Difficulties when Performing a Role-play

The results obtained show that 52% of the students find difficulties in performing role-plays, while 48% do not find any obstacle in performing the roles. These answers are due to the different personalities of the students some are encouraged enough to perform a role play without any difficulty because they have confidence on their abilities. Whereas the others face some difficulties like being afraid from doing mistakes.

Item 20: Which role does your teacher of OE act during the plays performance?

Table 21

The Role of the Teacher during Role-plays

The role of the teacher during role-plays	Number of students	Percentage
Facilitator	06	12%
Guide	20	40%
Supporter	24	48%
Total	50	100%

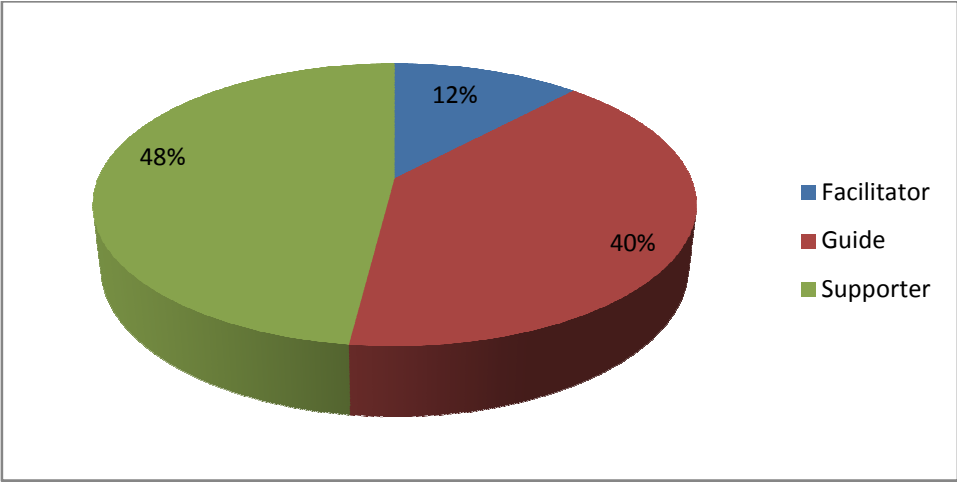


Figure 20: The Role of the Teacher during Role-plays

The results of table 21 show that 12% of the students say that their teacher acts as a facilitator during role-plays performance. 40% consider that their teacher acts as a guide, whereas 48% indicates that the role of their teacher is a supporter. The answers show the importance of the teacher's role in a role-play activity.

Item 21: Does your teacher correct your mistakes:

Table 22

The Way the Teacher Corrects the Students' Mistakes

The way the teacher corrects the students' mistakes	Number of students	Percentage
Directly	34	68%
Indirectly	16	32%
Total	50	100%

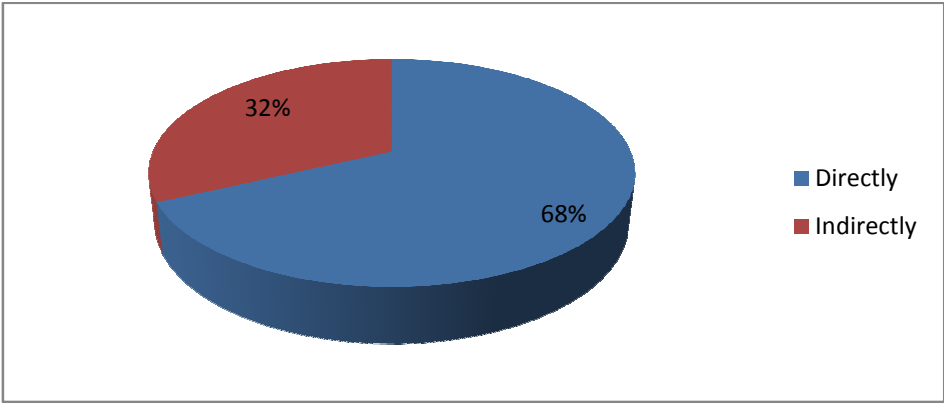


Figure 21: The Way the Teacher Corrects Students' Mistakes

The table and the figure above show that 68% of the students state that their teachers correct their mistakes directly, whereas 32% of them claim that their mistakes are corrected indirectly. This is due to the way the teacher considers as suitable with his/her way of teaching.

Section four: further comments

Item 22: Feel free to add any further comments about role-plays.

Concerning this question, the majority of students do not answer. Just a few of them (10 students) from the whole sample comment that role-plays make them more confident and give

them the chance to improve not only oral skills but also pronunciation and vocabulary. In addition, they consider them as means to speak English and a tool to support group work.

3.3.4. Discussion of the Results

The analysis of the questionnaire reveals many facts on the students' perceptions towards using the role-play strategy. The majority of those who participate in the study acknowledge the importance of using role-plays in OE classrooms.

In section two, most of the students claim that they like OE and like to participate in its sessions. They consider oral skills as important parts they need to develop in learning English. Furthermore, they state that they like to work cooperatively whether in groups or in pairs.

In the third section, the students' answers demonstrate that they are aware about the importance and the effectiveness of role-plays as an educating strategy because all of them experience it. They also agree that this strategy promotes oral skills. In addition, they show their preferences of this technique although they find difficulties when performing it. Moreover, the majority of learners affirm that their teachers act as supporters during the role play performance and most of them correct their mistakes directly.

Concerning the last section, the students who answer this question comment that role-plays are enjoyable, make them more confident, support group works and help them to learn new vocabulary and improve their pronunciation and their oral skills as well.

3.4. Students' interview

3.4.1. The Aim of the Interview

The aim of using the interview besides the questionnaire is to get a clear idea about second year students' perceptions towards using role-plays in learning oral expression, i.e. whether they have positive or negative attitudes towards this alternative strategy.

3.4.2. Description of the Students' Interview

In this study, the interview is used as the other tool to investigate the students' perceptions towards using role-plays in learning English. The interview consists of eight open questions. It was conducted with six second year students (LMD) at Mohammed Seddik Ben Yahia University on May 15th, 2017. The students took short period of time before starting taking notes to have a look on the questions and to get a clear idea about the topic.

3.4.3. Analysis of the Students' Interview

Q1: Do you think that group work helps you improve your language abilities?

According to the first question, it is found that all the students think that group work helps them improve their language abilities; it helps them learn from each other, correct each other and exchange ideas and information.

Q2. Do you agree that role-plays are effective in learning oral expression?

From the answers, all the interviewees agree that role-plays are an effective technique in teaching OE. They consider it an essential method which helps enhance their oral abilities, improve themselves and get rid of the stress and therefore being able to present in front of their classmates without fear.

Q3. Do role-plays positively influence and motivate you to better achievement in oral skills?

Concerning this question, students reveal that role-plays influence and motivate them in a positive way because they improve their oral skills, pronunciation and performance.

Q4. Is it necessary to use the role-play technique in learning oral expression? Why?

Through the answers of the fourth question, it is clear that the students consider role-plays as a necessary and effective technique used in learning oral expression, since it is the best method in which they show their competence through their performance, and feel comfortable to speak without fear.

Q5. What makes the role-play technique different from the other common techniques used by your teacher?

According to students' answers, the things that make role-plays different from the other techniques used by the OE teacher is that they are more effective and useful; they also give them the chance to speak and thus they show their abilities. Moreover, they support group work.

Q6. Why do you think your teacher uses role-plays?

This question reveals that teachers use role-plays to motivate and encourage their students to become good speakers and improve their language abilities. It also shows that they use them to evaluate the level of the students.

Q7. Is it beneficial to limit the oral expression course to role-plays only?

From the answers of the seventh question, all the students agree that it is not beneficial to limit the OE course to role-plays only because there are other effective methods such as presentations, watching movies and language games which complete each other and enhance language abilities.

Q8. What do you suggest for achieving an effective teaching of oral expression?

Concerning the last question, only one student said that she does not have any suggestion about this question whereas, five students suggest that their teachers should focus on both listening and speaking activities and to use different methods and more presentations to make the OE sessions funny and full of motivation. In addition, they suggest creating a good atmosphere where students may feel comfortable.

3.4.4. Discussion of the results

The results obtained from the interview show that second year students of English at Mohammed Sedik Ben Yahia university are aware of the importance of using role plays in learning OE. They believe that using role-plays is an effective technique that positively influence and motivate them to learn oral skills. In addition, they think that this technique is different from the other techniques used by their teachers in terms of its effectiveness, usefulness and support of group work.

Although students believe that role-plays are important, they see that the OE module should not focus on role-plays only because the teacher should use other effective techniques which help improve oral skills and avoid boredom.

Finally, students suggest having different techniques and more presentations and activities to make OE sessions more motivational.

3.5. Limitations of the Study

- The first limitation of this study is that this study is limited only to students.
- Due to time constraint, it has been almost impossible to deal with all second year students to be the subjects of the study; the number has been reduced to cover only 50 students to answer the questionnaire and six students to answer the interview questions.
- This study investigates the students' perceptions towards using role-plays in teaching OE. It does not examine its effects on OE learning.

3.6. Recommendations for Further Researches

- It is recommended to investigate the perceptions of both teachers and learners towards using role-plays in teaching OE module.
- It is recommended to conduct another research to study the effects of role-plays on OE learning or on developing learners' language abilities.
- It is recommended to conduct the same research on a large sample.
- It is recommended to investigate the students' perceptions towards other activities used in OE classroom like: Language games, free discussions and listening to songs.
- IT is recommended to use the results of this research as a reference for future researchers to conduct further research dealing with the effect of role-plays on developing speaking or listening skill.
- It is recommended to investigate the effects of role-plays on motivating students to learn new vocabulary.

Conclusion

This chapter represents the practical part of this dissertation. It provides a description, results analysis and discussion of the results obtained from both the students' questionnaire and the interview.

The results obtained from the research study lead to the conclusion that students have positive attitudes towards using role-plays in learning OE to better enhance their oral skills.

General Conclusion

The present dissertation attempts to highlight the importance of the students' perceptions towards using role-plays in teaching oral expression. In this study, it is hypothesized that effective learning of OE may be better achieved if role-plays are used as an alternative technique in teaching English OE. This study was specific and limited to second year (LMD) students of English at Mohammed Seddik Ben Yahia University. It aims at investigating, describing, and assessing the students' perceptions towards using role-plays in OE classrooms to enhance learning OE in the Algerian universities. The first chapter was devoted to discuss the basic concepts related to OE module and the oral skills. The second chapter on the other hand, was concerned with the notion of role-plays and the main points related to. As far as the third chapter is represented the field work. It was devoted to the discussion and analysis of the results obtained. The results obtained from both the interview and the questionnaire show that students seem to be aware of the importance of using the role-play technique in OE sessions. They agree upon the idea that an effective learning of OE may be better achieved if role-plays are used in learning English OE. In this way the research hypothesis is confirmed. Finally, it is concluded that the role-play technique is very important in learning English because it helps to improve the students' oral skills.

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Appendix A
Students' Questionnaire

Dear students

You are kindly requested to fill in this questionnaire which is part of a Master II research work to express your perceptions toward the use of the role play technique in learning English oral expression at the university level.

Please answer by ticking (√) in the appropriate boxes or giving full answers in the spaces provided. May we thank you in advanced for your collaboration and the time provided for us to answer this questionnaire.

Section One:

Q1. How long have you been studying English?years.

Q2. Studying English was:

- a. Your own choice
- b. You were obliged
- c. You had no better choice

Q3. How do you consider your present level of English?

- a. Very good
- b. Good
- c. Average
- d. Poor

Section two:

Q4. Which skill are you in need to develop more:

- a. Speaking
- b. Listening
- c. Reading
- d. Writing

Q5. Do you like the Oral expression module?

Yes

No

-Why?

.....
.....
.....
.....

Q6. How do you consider oral skills?

a. Very important

b. Important

c. Little

d. Not important

Q7. Does the oral expression course help you improve your oral skills?

a. Yes

b. No

If no,

explain.....
.....
.....
.....

Q8. Do you think that the oral expression sessions are?

a. Interesting

b. Obligatory

c. Boring

d. Difficult

Q9. Which skill is given much importance by the oral expression teacher?

a. Listening

b. Speaking

c. Both

Q10. Does your teacher ask you to prepare oral presentations?

- a. Always c. Sometimes
b. Often d. Rarely . Never

Q11. Do you try to participate inside the classroom?

- a. Yes
b. No

Q12. In oral expression sessions, do you prefer?

- a. Individual work
b. Pair work
c. Group work

Section Three:

Q13. In oral expression sessions, which activity do you prefer most?

- a. Discussion c. Language games
b. Role-playing d. Others

Q14. Does your teacher use role plays during the oral expression sessions?

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

Q15. A role play is an activity that promotes oral skills

- a. Strongly agree c. Strongly disagree e. Neutral
b. Agree d. Disagree

Q16. Do you think that using role plays is?

- a. An educating strategy
b. An entertaining strategy
c. A waste of time

Q17. When your teacher asks you to prepare a role-play activity, does s/he group you according to:

- a. Your sitting places c. Your like/choice

b. Your level

d. The list

Q18. When performing role-plays, you prefer:

a. To choose your role

b. To be assigned the role by your teacher

Q19. Do you find difficulties in performing a role-play?

a. Yes

b. No

Q20. Which role does your teacher of oral expression act during the plays performance?

a. Facilitator

b. Guide

c. Supporter

Q21. Does your teacher correct your mistakes:

a. Directly

b. Indirectly

Section Four

Q22. Feel free to add any further comments about role-plays:

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THANK YOU.

Appendix B
Students' Interview

Q1. Do you think that group work helps you improve your language abilities?

Q2. Do you agree that role-plays are effective in learning oral expression?

Q3. Do role-plays positively influence and motivate you to better achievement in oral skills?

Q4. Is it necessary to use the role-play technique in learning oral expression? Why?

Q5. What makes the role-play technique different from the other common techniques used by your teacher?

Q6. Why do you think your teacher uses role-plays?

Q7. Is it beneficial to limit the oral expression course to role-plays only?

Q8. What do you suggest for achieving an effective teaching of oral expression?

Résumé

L'objectif de cette étude vise à connaître les points de vues des étudiants de la deuxième année anglais à l'université de Mohammed Seddik Ben Yahia , jijel sur l'utilisation de la pièce théâtrale pour apprendre l'expression oral. Aussi son but sert à savoir comment cette technique contribue au développement des compétences orales (audio-oral) des étudiants.

L'hypothèse principale adoptée dans cette étude montre que l'apprentissage idéal de l'expression oral peut être réalisé facilement si la pièce théâtrale est utilisée comme une technique alternative. Pour prouver la validité de cette hypothèse, on a proposé un questionnaire à un échantillon composé de cinquante étudiants de deuxième année dans le département de la langue anglaise à l'université de Mohammed Seddik Ben Yahia, jijel. Aussi on a utilisé un interview avec six étudiants du même niveau afin de recueillir les données demandés sur leurs points de vue face à l'utilisation de la pièce théâtrale pour apprendre l'expression oral. Les résultats obtenus indiquent que l'utilisation de la pièce théâtrale aide à développer les compétences orales des étudiants. Par conséquent, l'hypothèse a été confirmée.

ملخص الدراسة

تهدف هذه الدراسة إلى معرفة آراء طلبة السنة الثانية لغة انجليزية حول استعمال المسرحية في تعلم مقياس التعبير الشفوي بجامعة محمد الصديق بن يحيى جيجل ، كما تهدف إلى معرفة إلى أي مدى تساهم هذه التقنية في تطوير المهارات الشفوية للطلبة. الفرضية الأساسية التي اعتمدت في هذه الدراسة مبنية على أن التعلم المثالي لمقياس التعبير الشفوي قد يتحقق بسهولة إذا استعملت المسرحية كتقنية في تعلم هذا المقياس ، ولإثبات صحة هذه الفرضية قدم استبيان لعينة من الطلبة مكونة من خمسين طالبا سنة ثانية قسم اللغة الانجليزية بجامعة محمد الصديق بن يحيى ، وكذلك استعملت مقابلة مع ستة طلبة من نفس المستوى لتجميع البيانات المطلوبة عن وجهات نظرهم اتجاه استعمال المسرحية في تعلم مقياس التعبير الشفوي . كشفت النتائج التي تم الحصول عليها أن استعمال المسرحية يساعد في تطوير المهارات الشفوية للمتعلمين ، و بالتالي تم إثبات صحة فرضية الدراسة.