Teachers’ and Students’ Perceptions about the Effectiveness of "Role plays" in Promoting Classroom Participation

The Case of Study: Second-year LMD Students of English at L’arbi Ben M’hidi University

A Dissertation Submitted in Partial Fulfillment of the Requirements for the Degree of Master of Arts in Language Sciences and Teaching English as a foreign Language

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Dedication

To my beloved parents and the pillars of my life who have provided me with their support, understanding and patience. My mother ‘‘Shama’’ and my father ‘‘Saad’’

To my dear brother ‘‘Abd Errahmane’’ and my lovely sisters ‘‘Bouchra’’ and ‘‘Soundouss’’

To my dear fiancé and all his family

To all my relatives and my best friends with whom I spent nice moments.

I dedicate this humble work
Acknowledgement

I would like first to thank Allah for giving me strength and capacity to complete this work.

I am most grateful to my supervisor Dr. Moukhtar Hamadouche for his help, guidance, and valuable advice to accomplish this work. I would also to express my sincere gratitude and appreciation to Miss. Samiha Khoualdi for having accepted to examine my dissertation. I also like to express my indebted thanks and gratitude to Mr. Ziad khaled, Miss. Bouguern Sabah and all my teachers at Mila and Oum El Bouaghi Universities who have provided me with information and help to carry out this research.

Finally, I owe a lot of thanks to all teachers and students for their collaboration in this work.

Thank you all
Abstract

Lack of participation seems to be one of the most common problems among learners of English as a Foreign Language. Participation helps students to develop their speaking and critical thinking abilities. Eventually, the present research aims at exploring teachers’ and students’ attitudes towards ‘‘Role play’’ and its effectiveness in promoting classroom participation. So, it is hypothesized that implementing role plays in the right conditions will result in promoting classroom participation and therefore speaking proficiency level.

To test the research hypothesis, two questionnaires are administrated to second year LMD students and ‘‘Oral Expression’’ teachers at the English Department, L’arbi Ben M’hidi University. The findings show that role play is not effectively implemented in foreign language classes. Consequently, setting up effective objectives, dealing with exciting topics, providing students with the necessary guidance and rewarding plays are among the right conditions for achieving an effective implementation of the role play.
List of Abbreviations

**EFL:** English as a Foreign Language

**FL:** Foreign Language

**Q:** Question

**N:** Number of Teachers/ Students

**%:** Percentage
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1. Statement of the problem

Lack of participation on the part of students is considered as one of the obstacles that may hinder them from achieving an effective target language speaking proficiency. Many students at the Department of English, at Larbi Ben M’hidi University have been observed to feel reluctant to participate and share ideas with their peers due to a number of reasons that include: lack of interest and knowledge about the topics, anxiety, fear of committing mistakes and receiving negative feedback. Oral Expression’ teachers’ choice of methods and techniques may also pave the way to the emergence of such problem: teachers of Oral Expression at the Department of English, Larbi Ben M’hidi University use a variety of techniques in their classrooms including role play. However, teachers hold that they are still very far behind the desired results. Reasons behind this may be related to the fact that students get afraid when speaking in front of others and being not ready to perform their roles. Another reason is probably teachers’ lack of awareness about the principles of role play technique and the essential role it plays in promoting students’ participation.

2. Aim of the Study

The purpose of the present study is to explore the importance of role play technique in enhancing students’ participation. It particularly seeks to investigate teachers’ and students’ attitudes towards the major problems in using role plays, how this technique could give better results and how it can aid learners to overcome their problems when it comes to speaking inside the Oral Expression session and eventually wherever they use the language.

3. Research Questions and Hypothesis

In order to achieve the aims of the present study, the following questions are raised:

- What are the difficulties students and teachers are facing vis-à-vis the implementation of role plays?

- Do English language learners hold positive or negative attitudes towards the use of role play in enhancing their participation?

- Do English language teachers use role play effectively in their classes?
In the light of the above questions, the following hypothesis is put forward:
Implementing role plays in the right conditions would result in promoting classroom participation and therefore speaking proficiency development.

4. Tools of Research

In order to achieve the aim of the present study, a descriptive method is then used for. The data is collected through two questionnaires addressed to both teachers and students of English at Larbi Ben M’hidi University, Oum El Bouaghi. The teachers’ questionnaire is administered to ten (10) of the most experienced Oral Expression teachers to make sure that their responses reflect an awareness of students’ abilities and needs. The students’ questionnaire is administered to forty (40) second-year students as an opportunity for them to freely discuss their problems and difficulties in classroom participation, speaking skill and interactive abilities.

5. Structure of the Study

The present dissertation is basically divided into two chapters, the first one is theoretical and the second one is practical. The theoretical one discusses role plays as a teaching strategy. It deals with its definition, main steps, procedures and advantages. Furthermore, it discusses classroom participation from different theoretical standpoints. It comprises a description of classroom interaction and participation with reference to their types, benefits, techniques and strategies. Finally, Chapter Three analyzes students’ and teachers’ responses to the questionnaire in order to draw the right conclusions as far as role plays and classroom participation are concerned.
Chapter One:
Role Play and Classroom Participation
# Chapter One: Role Play and Classroom Participation

## Section One: Role Play

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Introduction

Role play is a technique of Communicative Language Teaching which is based on teaching language as a means of communication. Asking students to speak the target language seems to be a difficult task at the beginning. For the sake of facilitating this task, the teacher should establish a friendly atmosphere through the use of drama techniques as role plays. This section is devoted to talk about role play as a drama technique in the educational field. It includes its types, main steps, problems, teacher's roles as well as the advantages of implementing it.

1.1.1 Drama as a Teaching Method in EFL Classes

Drama or dramatic techniques are kinds of communicative techniques which are widely used in English classes. Introducing drama in English language classes is not a new concept since it has been used as a teaching method since middle ages (Tüm 2010 as cited in Dundar, 2013, p. 1425). According to Balduin and Fleming (2003), ‘’drama is a shared and cooperative activity which fires the individual and collective imagination; this can be challenged into forms of artistic expression, which may be written or spoken individually or collectively expressed’’ (p.06). They believed that drama activities such as ‘’role playing and hot seating create genuine context for language and reasons to communicate’’ (p.18); that is to say, drama activities provide learners with real life situations in which they are going to use the target language.

Moreover, drama activities are speaking activities where learners are supposed to use the language for interacting and communicating with each other, accordingly, Thornbury (2005) stated that ‘’in speaking activities involving a drama element in which learners take an imaginative leap out of the confine of the classroom, provide a useful springboard for real life language use’’ (p.96).

Hence, using drama technique inside English language classes can be beneficial especially for learners as far as their linguistic abilities are concerned. Since drama can be regarded as a form of entertainment, learners are going to be totally engaged while they are performing their potential roles and they will love and enjoy what they are learning. Gaudart (as cited in Benbadji, 2006, p.35) stated that ‘’the drama activities have added relevance, variety, excitement and fun to the classroom; they have provided a change from
the traditional classroom arrangement and allowed students to be totally involved in the
task.”

1.1.2 Drama Activities For Teaching English as Foreign Language

Drama in English classes can take many forms; the most common ones are: improvisation, mime, language games, and role play. All these dramatic activities can have many things in common, but the most common point between them is experiencing real life situations; in other words, learners are supposed to engage in real life situations where they are asked to speak authentic language.

Starting with language game, Dundar (2013) stated that language games are usually seen as activities of short duration; the teacher can make use of them as opening activities or concluding ones; ‘’ice breakers, energizers, brain tears ’’ are examples of drama games (Dundar, 2013, p. 1425). Milroy (1982) believed that ‘’games seek to offer participants opportunities to examine the nature of cooperation in any given task and to develop individual capacity to evaluate, organize and make decisions ’’ (p.179).

The second type of drama activity is mime. It was defined as ‘’a non verbal representation of an idea or a story through gestures, bodily movement and expression” (Dougill, 1987, p. 13). It means that, the use of bodily language such as gestures and facial expressions for acting out an idea or a story. It emphasizes the importance of non–verbal communication. It can be regarded as a tool of entertainment, in the sense that, it creates fun inside the classroom and lower the students anxiety while they are acting in the front of their peers.

Improvisation is another type of drama activity. Landy (as cited in Dundar ,2013, p. 1426) defined it as ‘’an unscripted, unrehearsal spontaneous set of actions in response to minimal directions from a teacher.’’ So the participants are asked to make their own spontaneous contributions, relying on their own background while they are acting out their roles. At the beginning, the task is going to be a bit difficult, but with frequent implementation of such activity, learners will be familiar with and become excited to be engaged in. In addition to that, McCuslin ( 1990 ) stated that ‘’dialogue in improvisation apt to be brief and scanty at first ,but with practice words begins to come at the players discover the possibilities of character development when oral language is added. ’’
1.1.3 Role Play

Role play is a speaking activity which does not have a particular concise and precise definition. It was defined by many authors. Each one sees it from a different angle. Role plays refer to ”’ situations in which learners take on the role profiles of special characters or representatives of organizations in contrived setting ’” (Wills, Leigh & Ip, 2011, p. 2). So in role plays, participants are supposed to put themselves in someone else’s shoes. Harmer (2001) claimed that in role plays, learners are provided with small cards, containing description about their potential roles, and it could be effective if they are open-ended to pave the way for learners to include their thoughts.

According to Lui and Ding (2009), role play can be regarded as an effective way for making the learning and teaching atmosphere excited, and for arising students interest; they stated that:

when organizing the practice of role play, the teacher must provide a context and several roles for students to prepare and perform in the class. The performance can be developed by several groups. when one is performing the other students are audience (p.140). Scrivner (2005, p. 155) suggested that in role play, learners are usually provided with printed cards, including guidelines about roles they are going to take on, then the learners are given time to prepare themselves before start acting out their roles, relying on their thoughts and ideas in addition to ideas from the role cards. Scrivner also claimed that a given role card is not enough for acting out a particular role because sometimes it could include no more than the name of the role.

1.1.4 Types of the Role Play

Role play is a widely used in English language classes thanks to its great advantages. Kuśnirek (2015) mentioned that ”’role play may differ in length and difficulty” (p. 82). Therefore, we can distinguish between two forms of role play which are scripted and unscripted role plays (Byrne, 1986, p. 122).

Scripted role play is the first type of role play and the most common type in English language classes. Such kind of role play implies providing students with scripts to prepare
in advance and to rehearse before start performing them in the front of the class (Chotirat & Sinwongsunwat, 2011, p. 2). Byrne (1986) believed that scripted role play depends on adapting ‘‘the textbook dialogue or reading text in the form of speech ’’; using textbook dialogue seeks to ‘‘convey the meaning of language items in memorable way ’’ (p.122).

Non scripted role play is the second type of role plays which is less frequently used in English language classes since it is difficult to play; it is requires students to engage immediately in playing their roles without preparation (Chotirat & Sinwongsuwat, 2011, p.2); unscripted role play is useful, in the sense that, it gives students opportunities ‘‘to experience more genuine features of naturally occurring conversation ’’ (Sinwongsuwat, 2012, p. 77).

According to Byrne (1986), unscripted role play ‘‘is known as a free role play’’ since the students are not provided with teacher’s scripts but rather they have the right to decide about the way the conversation will develop as well as the language they are going to use to accomplish the task, relying on their thoughts and imagination (p. 123).

As a conclusion, Chotirat and Singwonwuwat (2011) believed that unscripted role plays are more beneficial than scripted role plays since they help students to deal with real life communication; however, scripted role plays do not because ‘‘when students forget their turn, they tend to discontinue rather than work out the problem ’’ (p. 2).

1.1.5 The Process of the Role Play

Role play as a drama technique is widely used in English language classes, and for an effective use of it, authors suggest several steps to follow; Kodchigova is one of them. She (2002) suggested six main steps for making a successful role play, namely selecting a context for a role play, role play design, linguistic preparation, factual preparation

Selecting a Context for a role play is the first step the teacher should start with. Role plays should be selected according to the students needs and interest. To reach this objective, the teacher should give opportunities for students to choose the situations themselves or he/she can provide students with a list of situations from which they can choose the ones which give them chances to practice what they have learned (kodchigova, 2002, p. 2).
According to Kodchigova (2002), after selecting a situation of the role play, the teacher shifts to think about ideas on how this situation may develop. Livingstone (as cited in Kodchigova, 2002, p. 2) argues that students’ level have to be taken into consideration.

At linguistic preparation stage, Livingstone (as cited in Kidchigova, 2002, p. 2) indicated that the teacher should think about the language the students are going to use when they are acting their roles; in other words, the teacher should predict the possible linguistic elements the participants have to produce to carry out their roles; Livingstone also added that at the pre-intermediate level, the language needed is easy to produce whereas the task seems to be difficult with students of intermediate and advanced level.

Concerning the factual preparation step, Kodchigova (2002) argued that the teacher should clearly describe the roles in the role cards to enable the participants to recognize the characters (p. 3). For making the idea clear enough she gave the two following examples

<table>
<thead>
<tr>
<th>YOU ARE THE TAXI DRIVER</th>
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<tbody>
<tr>
<td>1. Greet the passenger and ask him where he wants to go.</td>
</tr>
<tr>
<td>2. Say the price. Make some comments on the weather. Ask the passenger if he likes Weather</td>
</tr>
<tr>
<td>3. Answer the passenger’s question. Boast that your son has won the school swimming competition. Ask if the passenger likes swimming.</td>
</tr>
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Figure1. Cue Card A
YOU ARE A PASSENGER IN A TAXI

1. Greet the taxi driver and say where you want to go. Ask what the price will be.
2. Answer the taxi-driver’s question and ask what kind of weather he likes.
3. Say that you like swimming a lot and that you learned to swim 10 years ago when you want to Spain with your family.

Figure 2: Cue Card B

Assigning the roles is the fifth step the teacher is going to follow. According to Kodchigova (2002), the teacher can ask for “volunteers” to perform the play or the teacher himself can facilitate the task by acting a given role in the front of his students; moreover, it is possible for the teacher to make role play activity as a home work to be performed in the next class. Kodchigova (2002) added that while assigning the roles, the teacher should take their learners’ personalities and abilities into consideration.

Finally, When the performance of the role play is finished, it is time for “debriefing” which refers to “the analytical discussion that may take place after the role play” (Ladousse, 1987, p. 16); he also claimed that during “this interrogative phase”, the teacher should focus on evaluating their learners’ performance rather than criticizing them for encouraging them to develop a positive thinking about the experience and then discuss what went badly. Moreover, Ladousse (1987) added that if it is possible, the teacher can film their students’ performance of the role play for a precise analysis; videos also are useful in inviting learners to make comments on their classmates’ performance as well as drawing attention on their errors and the use of paralinguistic gestures (p. 16).

1.1.6 Teacher’s Roles

The teacher roles are important in the success of the role play. Hence, when the teacher is really aware of his functions, an effective implementation of the role play will be guaranteed. According to Lui and Ding (2009), the teacher has three main roles, thus, the teacher has to act as a facilitator, as a spectator or as a participant (p. 143).
Starting with the function of being a facilitator; Kuśnierek (2015) argued that it is necessary for the teacher to accomplish this role when the time of preparation is not enough as required. Lui and Ding (2009) claimed that during the practice stage, the students discover that they lack words and phrases needed for performing their roles, in this case, the teacher is going to ‘‘feed in the appropriate language’’, that is to say, he is going to provide his students with new language (p.142). Playing the role as facilitator make the teacher acts as a ‘‘walking dictionary’’, that is to say, while the teacher is walking, observing his students performance, he is going to provide them with new language when it is necessary (Kuśnierek, 2015, p. 86). Lui and Ding (2009) added that fulfilling the role of facilitator helps students to acquire a new linguistic knowledge in ‘‘natural and memorable environment’’ (p. 142).

The second role the teacher should accomplish is the role of a spectator. It has to do with correcting students’ mistakes during their performance of their roles; so while he is observing, he is noting his students’ mistakes to be discussed later on (Ladousse, 1987 p. 15). He added that the teacher can discuss their students mistakes straight after the role play by ‘‘eliciting the correct forms from the students [or] by writing them on the blackboard’’ (p. 15).

The last function the teacher should fulfill is playing as a participant. Harmer (2001 as cited in Kuśnierk, 2015, p. 86) claimed that the teacher can take a part in the role play for motivating the players to carry out their performance as required; however, the teacher has to bear in his mind that his primary task is to control his students’ performance rather than participation too much.

1.1.7 Problems in Role Play

Implementing role play activity is a difficult task that demand a competent and well trained teacher for being able to face up to problems whenever he encounter. The first problem has to do with the context of the role play; Piper (1984) claimed that introducing situations and playing roles which are not part of the students’ experience and needs can be resulted in the failure of such activity. Accordingly, he stated that ‘‘the failure occurred because the situation and the characters were removed from the ESL world, from their reality’’ (p. 31).
Another problem which is also related to the situations of role play has been addressed by Ducrquet (1991): "role plays first of all are not and cannot be a realistic situations" (p. 49); in other words, situations students are asked to engage in are contrived by the teacher; therefore, learners are not serious in their performance as expected from their teacher.

Moreover, Barathy (2013) listed a number of problems in role play. First of all, he claims that sometimes learners become unable to proceed their performance when they become very self conscious. On the other hand, teachers should be trained to equip themselves with required skills for providing their students with adequate guidance for further progression. At last but not the least, Barathy (2013) added that practically speaking, assessing role play is difficult when it comes to large classes, beside that, involving more students might end up with chaotic mess (p. 19).

1.1.8 Advantages of Role Play

Role play as a teaching and learning technique may have infinite and fruitful benefits since it may develop language skills; therefore, this issue has been addressed by many authors; Ladousse has been really interested in studying role play as a teaching and learning technique in general, and in its advantages in particular. So Ladousse (1987) argued that:

- Role play is helpful in establishing a suitable platform for training students to communicate effectively as well as a good amount of vocabulary and language structures will be acquired.
- It is helpful for those students who are going to travel in worldwide context, in the sense that, they are going to experience a variety of different social contexts inside the classroom before being actually engaged in them in reality
- Role play helps shy students to speak inside the classroom, in the sense that, it will make them look different since they feel enable to engage in conversations or activities about themselves or based on their direct experiences
- "Role play is fun", in the sense that, it allowed learners to use their imagination while they are preparing their roles which resulted in enjoying what they are doing. Therefore, enjoying the learning process itself.
Ashok (2015) argued that adopting role play technique inside the classroom means providing students with opportunities to express their ideas in a safe environment. In addition to that, it helps English language learners to develop their critical thinking since it welcomes imagination and thinking beyond the classroom setting. Besides, Ashok (2015) asserted that role play is an effective tool in learning about others cultures since it implies bringing a wide range of different social context to the classroom (p.6).

Barathy (2013) considered role play as an effective technique in teaching English as a foreign language since it helps in developing all skills of language; therefore, he stated that once such activity the teacher suggested was a letter writing exercise depicting an incident that which takes place in day-to-day life. The letter had to be addressed the editor of a newspaper either voicing their opinion over the issue or complaining about the issue” (p.18). Barathy (2013) argued that in order to accomplish this activity, students are going to go through a several steps. The first step is that each student is asked to read in different resources like magazines, online newsreports; the second step is to prepare a letter to perform it as a skit for a duration of 15minutes, speaking the target language. The last step is opening the discussion for evaluating and providing feedback.
Conclusion

To sum up we can say that role play is a form of drama which is used as a technique for teaching English as a foreign language. It is considered as an opportunity for students to experience speaking the target language while performing real-life roles. The effective implementation of such speaking activity implies both teacher and students to be committed to their responsibilities.
Chapter One: Role Play and and Classroom Participation

Section Two: Classroom Participation

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Introduction

Asking questions, giving opinions, taking notes, listening attentively are kinds of behaviors students may adopt in their classes. These activities reflect the active engagement of students in the learning process. So for an effective learning to be occurred, students are asked to participate actively in the learning activities. So this section is devoted to talk about classroom participation. First of all, we are going to give a general idea about classroom interaction, then we shift to talk about classroom participation, its importance, factors influencing classroom participation, causes of students’ limited participation and different ways used to increase students’ participation inside EFL classes.

1.2.1 Nature of Classroom Interaction

Classroom interaction is a kind of teaching activities in which students are asked to exchange ideas with each other. Since interaction inside the classroom has a number of forms, there is a slight difference in the researchers’ views about the nature of interaction. Rashidi and Raficerad (2010), for instance, stated that “learning a language is a consequence of the exposure of the learners to the linguistic environment manifested in the interaction between the participants, namely the teacher and students” (p. 94). Rashidi and Raficerad highlighted teacher – learners interaction and they consider it as an outcome of the students practice of the language they have learned.

Dagarin (n.d.,p.129) is another author who has been interested in studying classroom interaction and its undeniable relation to the learning process. She saw classroom interaction as a “two-way process between the participants in the learning process. The teacher influences the learners and vice versa”. Eventually, classroom interaction is a process in which there is a mutual influence between the teacher and his/her students as far as their thoughts and ideas are concerned. Finally, Tsui (2001) approached classroom interaction as the discussion that occurs between the teacher and his/her students in which students are provided with opportunities to negotiate meaning; therefore, getting a clear understanding of the language input.

Classroom interaction has a great importance in learning English as a foreign language. Autaur (2014) argued that “the exchange of ideas within the classroom is essential to students learning because the students are not vessels in which we poor
information...; they need to question, discuss, share their ideas, and insights with others” (p. 229).

### 1.2.2 Patterns of Classroom Interaction

Since the interaction inside the classroom can occur between the teacher and his students and sometimes among students themselves, Dagarin (n.d.) identified that based on whom who are talking, there are three types of interaction which are: Teacher-learners interaction, teacher – learner / a group of learners interaction, learner-learner or learners – learners interaction.

Concerning the teacher-learners interaction, the teacher should fulfill the role of the leader who has the right to decide about the type and the process of the activity. This form of interaction is adopted when the objective of the lesson is to provide students with certain structures of language and vocabulary (Dagarin, n.d., p. 129).

Dealing with teacher-learner / a group of learners interaction, Dagarin (n.d.) believed that this organization of interaction is going to be conducted between the teacher and one or a group of students. The teacher uses such type of interaction when he tends to evaluate his students individually (p. 129).

Finally, learner – learner interaction refers to pair work in which students are asked to finish the assignment with the help of their instructor, so the students are going to involve in discussion to accomplish the task and then each pair will share ideas with the whole class. Learners-learners interaction is the same as learner-learner interaction but the members of the group is going to be more than two (Dagarin, n.d., p. 130).

In the two last types of interaction, learners are more independent in their learning because they cooperate with each other with the guidance of their teacher when necessary.

### 1.2.3 Definition of Classroom Participation

Classroom participation is kind of classroom activity which plays an important role in the learning / teaching process. Abebe and Deneke (2015) stated that ”in the classroom participation, learners' participation is necessary for the progress of the instruction. Students participation is not confined only the physical presence, but it means their mental presence” (p.75). In other words, students participation can be reflected in their physical attendance to lessons as well as being attentive while the teacher is presenting his lessons. Dancer and Kamvounias (as cited in Rocca, 2010, p. 188) saw classroom participation as
an active involvement which can be reflected in the students’ preparation, their contribution to the discussion, their group skills, their communicative skills and their attendance.

In the same view, Abdullah, Abu bakar and Maizatul (2001) held that classroom participation refers to “the acts of involvement in the classroom activities” (p.64). Students who tend to adopt acts, such as, asking questions, giving and discussing opinions are seen as active participants. On the other hand, students who tend to sit quiet, writing notes, listening attentively are perceived as passive participants. In addition to that, there are other students whose participation is reflected in their use of gestures, “including movements and eye contact” (Zainal Abidin as cited in Abdullah, Abu Bakar, Maizatul, 2011, p. 62).

1.2.4 The Importance of Classroom Participation

Classroom participation has a great role in the learning process. According to Abebe and Deneke (2015), it is beneficial in developing speaking skill. In the sense that, the more students participate and produce the language, the more their speaking abilities will be improved and vice versa (Deneke & Abebe, 2015, p. 75). Furthermore, they stated that “the linkage between class participation and students’ achievement is undeniable” (p.74). It means that, students’ academic achievement is always affected by their level of participation.

Classroom participation is also beneficial in facilitating the process of classroom instruction and achieving the desired objectives of the learning process. Accordingly, Autaur (2014) stated that “classroom participation of students is of a immense value because it makes instructional strategies to use, straight forwards and often quite successful at accomplishing a number of learning goals” (p.224). Autaur (2014) added that classroom participation enables the students “to learn and internalize the knowledge better” (p.288).

1.2.5 Factors Influencing Students’ Participation

Students’ participation in the classroom setting may be effected by several factors. The influence of such factors can be positive or negative. So whenever the characteristics of a given factor change, its effect on student participation is going to change as well. These factors that may have an impact on students participation include: Student's
personality, The instructor’s personality, the perception of the classmates, and the environmental factor (Abdullah, Abu Bakar & Maizatul, 2012, p. 516).

1.2.5.1 The Student’s Personality

Concerning this factor, Abdullah, Abu Bakar and Maizatul (2012) stated that “... if students’ self efficacy is high, it will enhance their confidence level to become more active and speak more in the classroom” (p. 517). It means that students who trust their linguistic abilities, their level of confidence will be enhanced. Therefore, they become actively participate in the classroom. On the other hand, students with low level of self efficacy are more likely to be passive listeners rather than active participants. Furthermore, students with active personality are more likely to participate than those with passive personality. In other words, students with high curiosity to get further knowledge, like to read, and have the habit to prepare before class like participation more than those students with low curiosity to get knowledge, have little knowledge about the topic under discussion since they do not like to read (Abdullah, Abu Bakar & Maizatul, 2012, p. 519).

1.2.5.2 The Instructor’s Personality

The teacher’s personality is another factor which has an effect on students’ willingness to participate; Siti Maziha, Nik Suryani Nik and Melor (2010) stated that “traits exhibited by lecturers like being open-minded, approachable, nice, friendly, and flexible in allowing students to challenge each other’s opinions and accept a different point of view in class were seen as motivating factors by students” (p.1081). Teacher who has all these qualities is considered to be a democratic teacher who believe in his students’ rights; so he gives attention to his students’ feelings and attitudes which play a great role for the learning process to take place. Eventually, the learning process becomes more fun and students will feel safe in expressing their thoughts without being afraid of their teacher’s reaction.

On the other hand, instructors with negative traits have a negative effect on their students’ willingness to participate. Those teachers seem to be not skilled enough in the teaching proficiency and they still unaware of their students’ rights inside the classroom. In other words, they consider their students as objects rather than human beings whose feelings should be taken into consideration when dealing with them. Eventually, their
classes are most of the time characterized by no participation (Siti Maziha, Nik Suryani Nik & Melor, 2012, p.1082).

1.2.5.3 The Environmental Factor

The physical setting may also have an impact on students’ level of participation. It includes the size of the classroom, seating position, time of instruction and the use of technology inside the classroom. A study conducted by Siti Maziha, Nik Suryani Nik and Melor (2010) revealed that classes with a small number of students are seen as conductive classes. Students feel comfortable because they will gain more opportunities to interact with their teacher and classmates. In addition, teacher will face less difficulties while conducting the class. On the other hand, classes with large size will cause many troubles. Accordingly, Siti Masiha, Nik Suryani Nik and Melor (2010) stated that “large numbers of students is influential in discouraging them from participation” (p. 1038). As a solution of overcrowded classes, the teacher can divide the class into groups (Arafat, 2013, p. 32).

1.2.5.4 Peers Perception

The perception of the classmates is the last factor that may hinder students to be active participants in the learning activities. A study by Abdullah, Abu Bakar and Maizatul (2012) stated that “students prefer to be in groups similar to them in terms of the assertiveness in classroom” (p. 33). That is to say, students who actively participate in the classroom prefer to sit with their counterparts to remain active. Conversely, passive participants perceive active students as a cause of their passivity since they see them more knowledgeable and the ones who dominate the discussion.

1.2.6 Causes of Students’ Limited Participation

Despite the teacher encouragement and use of variety of strategies inside the classroom, lack of participation on the part of students is considered as a problem which commonly persists in EFL classes. frequently, students prefer to remain silent listeners rather than active participants due to a number of reasons that include fear of speaking in the front of the whole class, lack of preparation, lack of vocabulary, incomprehensible input, shyness, fear of committing mistakes, lack of practice, self-esteem, fear of the teacher evaluation and correction, fear of peer’s evaluation and being compared with them (Arafet, 2013; Abede & Denek, 2015).
1.2.6.1 Linguistic Factors

Starting by the incomprehensible input, there are students who prefer to remain silent because the language input they are exposed does not correspond to their level of language proficiency. Moreover, Arafat (2013) found that incomprehensible input leads students to be upset, believing that in order to understand the target language input, they must understand every single word said by their teacher (p. 28).

Besides, vocabulary and grammar rules are seen as the most important aspects of language. Therefore, poor vocabulary and grammar rules are cited as reasons contributing to the students’ reticence. In other words, students who lack the necessary vocabulary and the appropriate grammar rules like to remain silent, feeling helpless to express themselves.

The third linguistic factor is poor pronunciation. It is believed that poor pronunciation of English words and expressions is going to be resulted in misunderstanding of the meanings of the message student wants to convey. Poor pronunciation is a main source of students’ limited participation. In the sense that, students are afraid of getting embarrassed and negatively evaluated due to mispronunciation of words and expressions.

1.2.6.2 Psychological Barriers

Shyness is considered as a psychological factor that may affect students’ participation negatively. According to McCroskey (as cited in Abede & Deneke, 2015, p. 80), shyness is a psychological factor that may be resulted from "one or the combination of the following factors: social introversion unfamiliarity with academic discourse or because of lack of confidence in the subject matter". In other words, students’ shyness may be because of their introverted personality or because of lack of knowledge about the topics under discussion.

Sometimes students feel reluctant to participate in those activities which require facing the whole class. According to Arafat (2013), "speaking in front of the class is a potentially risky business in many students’ eyes" (p. 22). That is to say, students prefer to engage in those activities where eye-contact is not required.

Self-esteem is another psychological factor that may have an impact on students’ behaviors inside the classroom. It was defined by Morrison and Thomas (as cited in Abebe & Deneke, 2015, p. 82) as "the set of evaluative attitudes that a person has about
him/herself accomplishment”. So students who respect and believe in their linguistic capacities are more likely to participate than those students with low self esteem.

1.2.6.3 Lack of Practice

Lack of practice is another reason contributing to students unwilling to speak in the learning activities. Since students are not provided with enough opportunities to experience the target language, they will be always anxious to speak in the classroom setting.

1.2.6.4 Fear of the Teacher Negative Evaluation and Correction

Being afraid of the teacher negative evaluation and correction can make students feel reluctant to share their ideas with peers. A study by Arafat (2013) indicated that 54.72% of students he questioned are afraid of their teacher evaluation, believing that the teacher is going to evaluate them negatively and get a bad impression concerning their performance. In addition to that, 55.34% of students feel anxious if their teacher correct them in a bad manner while they are speaking in the front of the whole class (p. 25).

1.2.6.5 Comparison with Peers and Peer Evaluation

Since students are not the same as far as their learning abilities are concerned; there are students who feel uncomfortable and unwilling to speak inside the classroom in case they are going to be compared with their peers who are better than them. Accordingly, Arafat (2013) argued that having such negative feeling will hinder their development as well as affect their active participation in the class (p. 26). Arafat also argued that fear of being negatively evaluated by their classmates may stand as a reason behind the student’s reluctance to participate especially with those students who are not confident about their English (p.27).

1.2.7 Increasing Students Participation

Participation helps learners to be effective users of the target language. So for the sake of increasing students participation, two main things should be done inside the classroom: The first is related to the teacher who should be aware of his responsibilities, and the second is the adaptation of communicative activities.
1.2.7.1 The Teacher Role

No one can deny the role of the teacher in making students willing or unwilling to take part in the classroom discussion. Accordingly, Abebe and Deneke (2015) believed that students are more likely to participate if their teacher provides them with enough time to prepare themselves, and give an equal attention to all the students in the class. They stated that “to generate willingness to speak among individuals, [students] need to discuss topics they are interested in, familiar with, and for which they are prepared to talk” (p. 85). This means that the teacher should introduce topics that evoke students’ interest and have some background about them. Moreover, Kang (2005 as cited in Abebe and Deneke, 2015, p. 86) argued that for the teacher to identify his students’ areas of interest, he/she may adopt several techniques such as brainstorming, conducting a survey and giving students opportunities to choose topics for discussion.

Secondly, the teacher should do is related to the atmosphere of learning which should be warm and suitable. In order to create a suitable atmosphere to stimulate the students participation, the teacher should respect the following steps:

1. Invite the students to speak
2. [Evaluating] their contributions matter
3. Give marks/grades for every active participation
4. Be skillful in varieties of teaching techniques
5. Reinforce that it is ok to speak regardless of what is said to be true or not

Finally, concerning psychological factors that may affect students’ participation, the teacher can help those students to get rid of them by adopting less stressed activities in which students are asked to accomplish the task cooperatively. In addition to that, Christophel (as cited in Abebe & Deneke, 2013, p. 86) argued that using humor and fun activities from one time to another help in creating a friendly atmosphere where students will feel safe to speak in the front of the whole class.
1.2.7.2. The Adaptation of Communicative Language Method

Communicative language method is seen as an effective way for solving the problem of students’ reluctance to speak inside the classroom. Accordingly, Abebe and Deneke (2013) stated that “it is the need to communicate that can remove reticence in class and foster class participation” (p. 87). Therefore, the teacher should use a variety of communicative activities for the sake of meeting the majority of students’ styles of learning as well as for the sake of making them active participants during the learning activities. The possible communicative activities the teacher may adopt in his class include information gap activity, storytelling and problem solving activity.

1.2.7.2.1. Information Gap Activity

It is a communicative activity that may be defined as “a questioning technique in which learners respond to a question whose answer is unknown to the questioner” (Watamani & Gholami, 2012, p. 271). That is to say, during this activity, students are asked to respond to their classmates questions, basing on their thoughts and ideas. Watamni and Gholami also believe that information gap activities direct students attention towards the meaning of the messages they want to convey rather than the structure of the language they use to express these messages (p. 270). Moreover, information gap activity helps the teacher to stimulate his student’s participation. In the same view, Penny (as cited in Watamni & Gholami, 2012 p. 268) believed that one of the main goals of information gap activity is “to make the students participate actively in the learning process.”

1.2.7.2.2 Problem Solving Activity

The second communicative activity the teacher may use in the class to increase students’ willingness to participate is problem solving activities. During such activities, students are asked to find a solution to a given problem. According to Klipple (1983), in order to solve a particular problem, students are free to give their own suggestions, reasons or to accept or modify their classmates’ suggestions and reasons (p. 103). So this communicative activity makes students feel excited to give their point of views especially to those problems which have been experienced before in their lives.
1.2.7.2.3. Storytelling Activity

Storytelling is another communicative activity in which students are supposed to talk about their lives and experiences. Abdullah (2012) stated that storytelling is “sharing of ideas and experience through words and actions to communicate and make meaning about our lives and the lives of others” (p. 24). Therefore, students are going to be active participants during the implementation of such activity. Moreover, Abdullah (2012) added that storytelling activity is a beneficial tool for the teacher to create a “relaxed and intimate atmosphere in class” which is needed for stimulating students’ participation (p. 22).

Conclusion

Classroom participation is a kind of activity which has a great importance in the learning process. In English language classes, students’ participation can be affected by several factors that contribute to making students either passive or active. Creating a suitable atmosphere is considered as an effective way for reducing students’ limited participation inside the classroom setting.
Chapter Two:
Teachers’ and Students’ Perceptions towards the Effectiveness of Role Play
In Promoting Classroom Participation
Chapter two: Teachers’ and Students’ Perceptions about the Effectiveness of Role Play in Promoting Classroom Participation

2.1 The Teachers’ Questionnaire

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2.2 The Students’ Questionnaire

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Introduction

This chapter is concerned with the description and analysis of both teachers’ and students’ questionnaires. First of all, the students’ questionnaire is considered as an opportunity for students’ to talk about their problems in participation and how role play can help them to get rid of these difficulties. The teachers’ questionnaire, on the other hand, aims at collecting information about difficulties that face teachers during the implementation of the role play, their views concerning their students’ performances as well as the necessary conditions for achieving a successful implementation of the role play.

2.1 Description of the Questionnaire

The students questionnaire contains different types of questions closed, open-ended and multiple-choice questions. The questionnaire consists of twenty two questions that are arranged in four sections, namely background information, role play, classroom participation, the effectiveness of role play on classroom participation.

Section One: (Q1-Q2). It consists of two questions concerned with students’ background information

Section Two: (Q3-Q11). It contains nine questions which aimed at gathering information about the major problems learners face while performing their role plays as well as the benefits gained through the implementation of role plays

Section Three: (Q12-Q15). It is composed of four questions concerned with exploring the importance of classroom participation in the leaning process and the major problems that stand behind students’ limited participation.

Section Four: (Q16-Q22). It composed of seven questions. It deals with explaining the relationship between role play activity and classroom participation.

2.1.2 Administration of the Questionnaire

This questionnaire aims at investigating EFL students’ attitudes towards the effectiveness of role plays in promoting their participation in oral expression courses. The participants of this questionnaire are forty (40) second year students of English at L’arbi Ben M’hidi University, Oum ELBouaghi, selected randomly among the total number of
second year students’ population (207). The questionnaire was administrated in 2 classes with our presence to explain to students any ambiguity they may come across.

2.1.3 Analysis of the Questionnaire

Section One: Background Information

1. Was it your choice to study English
   a. Yes  b. No

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<tr>
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<td>77.5%</td>
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<td>B</td>
<td>9</td>
<td>22.5%</td>
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<td>Total</td>
<td>40</td>
<td>100%</td>
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Table 1.1; Figure 1.1: Students' Choice to Study English

The results in the table above present the students’ choice to study English language. A quick glance at this table reveals that more than the half of the students (77.5%) choose to study English by their own. It means that their desire will make them motivated while learning English language.

Section Two: Role PLay

2. Are you familiar with role play activity
   a. Yes  b. No

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<tr>
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<td>100%</td>
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Table 2.2; Figure 2.2 Students' Familiarity with Role Play Activity
This question is designed to check whether the members of the target population know what it is meant by role plays or not. So the table(2.2) indicates that (87.5%) of students have knowledge about role play activity. Only five (12.5%) students are not aware of such drama activity. These results allow us to expect that students’ answers would be of a great value for the present study.

3. Do you find performing role play:
   a. Very interesting
   b. Interesting
   c. Moderately
   d. Boring
   e. Very boring

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<td>42.5%</td>
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<tr>
<td>B</td>
<td>17</td>
<td>42.5%</td>
</tr>
<tr>
<td>C</td>
<td>4</td>
<td>10%</td>
</tr>
<tr>
<td>D</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>E</td>
<td>2</td>
<td>5%</td>
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<tr>
<td>Total</td>
<td>40</td>
<td>100%</td>
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Table2.3; Figure2.3: Students’ Attitude towards Performing Role Play

Table2.3 indicates that a great deal of students 85% find performing role play either “very interesting” or “interesting”. These results reveal that the majority of students are aware of the importance of role plays. It also means that students hold a positive attitudes towards the use of role plays in their classes.

4. Do you prefer role plays than other oral expression activities
   a. Yes
   b. No

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<td>A</td>
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<td>55%</td>
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<td>B</td>
<td>18</td>
<td>45%</td>
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<tr>
<td>Total</td>
<td>40</td>
<td>100%</td>
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Table2.4; Figure2.4: Students’ Preferability of Role Play Activity
Table (2.4) indicates that 55% of students prefer role plays activity than the other oral expression activities; whereas 45% of them prefer other oral activities. Their preferability to perform role plays means that the latter fits their styles and needs in learning.

5. **Does your teacher provide you with enough guidance when performing your role play**
   a. Yes
   b. No

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<td>A</td>
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<td>52.5%</td>
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<tr>
<td>B</td>
<td>19</td>
<td>47.5%</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100%</td>
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Table 2.5; Figure 2.5: Teacher Guidance during the Performance of Role Plays

Table (2.5) shows that 52.5% of students hold that during their role play performance, their teacher guide them. On the other hand, approximately the same percentage of students (47.5%) claim that their teachers do not help them as required. These results indicate that students are relatively provided by guidance from their teacher during their role play, but this help should be increased since there is a quiet number of students who claim that their teacher’s help is not sufficient.

6. **Does your teacher provide you with enough time for preparing your role play?**
   a. Yes
   b. No

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<td>A</td>
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<td>60%</td>
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<tr>
<td>B</td>
<td>16</td>
<td>40%</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100%</td>
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Table 2.6; Figure 2.6: Students’ Opinions about the Time Devoted To Prepare Role Plays
Table 2.6 shows that 60% of students agree that the time devoted for preparing their role plays is sufficient for them to be ready to act out their roles. However, 40% of students are not satisfied with this duration of time. Based on these findings, teachers should reconsider this duration of time again for the sake of helping the majority of his/her students to be ready to carry out their role plays.

7. During the performance of the role play, your teacher acts as: (you can choose more than one option)
   a. Facilitator
   b. Participant
   c. Controller
   d. Others, please specify

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<td>B</td>
<td>2</td>
<td>7%</td>
</tr>
<tr>
<td>C</td>
<td>19</td>
<td>63%</td>
</tr>
<tr>
<td>D</td>
<td>4</td>
<td>13%</td>
</tr>
<tr>
<td>a+c</td>
<td>2</td>
<td>7%</td>
</tr>
<tr>
<td>b+c</td>
<td>3</td>
<td>10%</td>
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<tr>
<td>Total</td>
<td>30</td>
<td>100%</td>
</tr>
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</table>

Table 2.7; Figure 2.7: Teachers’ Roles during the Performance of the Role Play

Out of thirty students who have answered this question, twenty four of them believe that their teachers act only as controller. Four students have provided us with different roles of teachers like watching their performance, taking notes and encouraging them. Based on the students’ responses, we conclude that teachers are unaware of all the necessary roles required for an effective implementation of the role plays.

8. Generally, how do you evaluate your performance in the role play task?
   a. Good
   b. Acceptable
   c. Bad
Table 2.8: Figure 2.8: Students’ Evaluation of their Performance of the Role Plays

According to the table above, we notice that 67.5% believe that their performance is acceptable; 15% consider it good while 17.5% are not satisfied with their performance. Eventually, it could be concluded that the implementation of role play is successful to some extent.

9. If it is bad, what are the reasons behind that (you can choose more than one option)
   a. Lack of vocabulary and grammar rules
   b. Poor pronunciation
   c. Fear of facing the audience
   d. Shyness
   e. Others, please specify

Table 2.9: Figure 2.9: Reasons behind Students’ Poor Performance
Students who believe that their performance is bad provided us with reasons which are represented in the table (2.9). So all from students selected option (d) among their answers. Eventually, shyness is a matter of agreement between all students, being the major reason stands behind their poor performance. Four students see that being affected by fear of facing the audience is the reason behind their poor performance. Based on these findings, teachers should establish a friendly atmosphere for the sake of minimizing their students’ problems.

10. Which aspect of language do you believe that role play is likely to improve?
   (you can choose more than one option)
   a. Communicative abilities
   b. Listening comprehension
   c. Non-verbal communication
   d. Others, please specify

<table>
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</tr>
<tr>
<td>a+c</td>
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<td>12.5%</td>
</tr>
<tr>
<td>b+c</td>
<td>1</td>
<td>2.5%</td>
</tr>
<tr>
<td>a+b+c</td>
<td>4</td>
<td>10%</td>
</tr>
<tr>
<td>Total</td>
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<td>100%</td>
</tr>
</tbody>
</table>

Table 2.10: Figure 2.10: Advantages of the Role Play

Table (2.10) represents the advantages gained behind the use of role plays. Out of forty students, thirty five of them believe that role play technique is completely advocated for improving their communicative skills as well as eighteen students argue that role play has a positive impact on their listening comprehension whereas only ten students believe that role play is helpful in developing their non-verbal communication. These findings reveal the great importance of role play in developing language skills especially the communicative skills.

Section Two: Classroom Participation

11. Classroom participation is important in the learning process
a. Strongly agree  b. Agree  c. Neutral  
e. Disagree  f. Strongly disagree

<table>
<thead>
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<th>Options</th>
<th>N</th>
<th>%</th>
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<td>E</td>
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<td>5%</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100%</td>
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</tbody>
</table>

**Table 2.11: Students’ Opinions about the Importance of Classroom participation**

From the results obtained in the table above, we notice that approximately all students (92.5%) are aware of the importance of classroom participation in learning English as a foreign language. The percentage is divided on the options ‘‘strongly agree’’ (57.5%) and the option ‘‘agree’’ (35%). On the other hand, only two students (4%) think that classroom participation is not of that important in learning the English language.

12. How often do you participate in the classroom
   a. Always  b. Often  c. Sometimes  
   d. Rarely  e. Never

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<thead>
<tr>
<th>Options</th>
<th>N</th>
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<tbody>
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<tr>
<td>B</td>
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<td>27.5%</td>
</tr>
<tr>
<td>C</td>
<td>5</td>
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<td>32.5%</td>
</tr>
<tr>
<td>E</td>
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<td>7.5%</td>
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<tr>
<td>Total</td>
<td>40</td>
<td>100%</td>
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</tbody>
</table>

**Table2.12; Figure2.12: Students’ Evaluation of their Participation**

Results in the table (2.12) indicate that 47.5% of students are active participants since they are aware of the importance of participation in the learning process. This percentage is divided between the option ‘‘always’’ (20%) and the option ‘‘often’’
(27.5%). On the other hand, 40% of students are passive participants inside the classroom due to a number of reasons. This percentage is divided on the option ‘Rarely’ (32.5%) and the option ‘never’ (7.5%).

13. If you are rarely or never participate, it is because :(you can choose more than one option)
   a. Shyness
   b. Lack of necessary vocabulary
   c. Lack of preparation
   d. Others, please, specify

<table>
<thead>
<tr>
<th>Option</th>
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<th>%</th>
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<tbody>
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<td>C</td>
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</tr>
<tr>
<td>a+c</td>
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<td>10%</td>
</tr>
<tr>
<td>c+b</td>
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<td>5%</td>
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<tr>
<td>c+d</td>
<td>1</td>
<td>2.5%</td>
</tr>
<tr>
<td>a+b+c</td>
<td>10</td>
<td>25%</td>
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<tr>
<td>Total</td>
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</table>

Table2.13; Figure2.13: Reasons Contributing to Students’ Lack of Participation

From the results shown above, twenty six of students feel reluctant to participate due to their shyness. On the other hand, twenty four of students attribute their limited participation to lack of vocabulary. Finally, twenty of students see that lack of preparation stands as a reason behind their passivity inside the classroom. So teachers should interfere to solve their students’ problems since participation enables students to ‘learn and internalize the knowledge better’ (Autaur, 2014, p. 288).

14. How do you prepare yourself to participate in the classroom discussion
   a. Listening to your peers’ discussion
   b. Writing down their ideas
   c. Discussing the answer with your partner
d. Think and rehearse silently
e. None of the above

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<thead>
<tr>
<th>Options</th>
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<td>12.5%</td>
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</tr>
<tr>
<td>C</td>
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<td>5%</td>
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<td>D</td>
<td>9</td>
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<td>E</td>
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<td><strong>Total</strong></td>
<td><strong>40</strong></td>
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Table 2.14; Figure 2.14: Strategies Used by Students for Preparing to Participate

Table (2.14) shows different strategies used by students to prepare themselves when they tend to participate. 52.5% of students prepare themselves through writing down their ideas; then 22.5% of students tend to think and rehearse silently and 12.5% of students use the strategy of listening to their peers’ participation. Finally, 5% of students tend to prepare themselves through discussion with their partners. Finally, only three students (7.5%) do not use any of these strategies. Students who tend to prepare themselves will share an effective participation inside the classroom.

Section Four: The Use of Role Play and Classroom Participation

15. Role play is a more effective activity for enhancing your participation inside the classroom than the other oral expression activities

   a. Strongly agree
   b. Strongly disagree
   c. Neutral
   d. Disagree
   e. Strongly disagree
Table 2.15; Figure 2.15: Students’ Attitudes towards the Use of Role Play in Promoting Their Participation

The table above reveals that approximately all students 95% either agree or strongly agree that role play is a more effective activity for promoting their participation than the other speaking activities. These findings drive us to conclude that English language students hold a positive attitude towards the use role play for enhancing their participation.

16. According to you, In what sense can role plays enhance your participation (you can choose more than one option)
   a. Create a friendly and safe atmosphere
   b. Improve their pronunciation
   c. Lower your anxiety
   d. Others, please specify

Table 2.16; Figure 2.16: Students’ Opinions about How Role Play can Enhance Classroom Participation

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<td>37.5%</td>
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<td>Total</td>
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The results in the table above show that out of forty students, sixteen of students claim that role plays can enhance their participation in terms of creating a friendly and safe atmosphere. Twenty two of students explain that role plays can help them to develop their pronunciation, therefore, their participation can be enhanced. Twenty one of students see that role plays help them to lower their anxiety. It means that role play is useful in helping students to overcome their problems of participation, thus, their participation will be improved.

17. Does your teacher provide you with feedback, concerning your participation in the performance of the role play

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<td>25%</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100%</td>
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</table>

Table2.17; Figure2.17: Students’ Opinions about Providing Feedback

From table(2.17), we notice that 75% of students hold that the teacher does provide them with feedback concerning their performance in the role play; only 25% students replied that their teacher does not provide them with feedback. Therefore, teachers are urged to provide students with feedback to enable them to determine their weaknesses and their strengths.

18. Do you see it necessary

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<td>95%</td>
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<td>5%</td>
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<tr>
<td>Total</td>
<td>40</td>
<td>100%</td>
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Table2.18; Figure2.18: Students’ opinion about the Necessity of the Feedback
The results in the table above indicate that approximately all students believe that receiving feedback from the teacher is necessary for them.

19. If yes, please, explain why

Students who answered by ‘yes’ justify their answer, saying that

- Avoiding the same mistakes again
- We still need some guidance
- Help us to perform better
- To enable us to study the language in the right way
- Because learning is like a chain
- Encourage and motivate us
- Because we still beginners

20. The frequent use of role play helps you to become more spontaneous and confident to speak the target language

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<th>Options</th>
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<td>50%</td>
</tr>
<tr>
<td>B</td>
<td>16</td>
<td>40%</td>
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<td>C</td>
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<td>E</td>
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<td>2.5%</td>
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<tr>
<td>Total</td>
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Table 2.19; Figure 2.19: Students’ Attitudes towards the Frequent Use of Role Play in Improving Speaking Skill

Table (2.19) indicates that 90% of students agree on the idea that the frequent implementation of the role play inside the classroom enables them to develop their speaking skill effectively. This great percentage is divided on the option ‘strongly agree’ (50%) and the option ‘agree’ (40%). From these findings, we can conclude that
being able to speak spontaneously and confidently is a result of being an active participant which is achieved through the implementation of role plays.

21. The use implementation of role plays makes you attentive during the session

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<td>17.5%</td>
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<tr>
<td>E</td>
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<td>2.5%</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100%</td>
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</tbody>
</table>

Table2.20; Figure2.20: Students’ Opinions about the Effectiveness of Role Play in Catching the Students Attention

80% of the students reveal that the implementation of role plays helps them to be attentive; it helps them to remain active participants. This percentage is divided on the option ´´strongly agree´´(32.5%) and ´´agree´´(47.5%)

2.1.4 Discussion of the Results

The analysis of section two -Role Play- shows that the majority of students (85%) find performing role play as an interesting activity. This section also reveals that (48%) of them claim that teachers do not provide them with enough guidance while they are performing their role plays. In addition to that, there are 40% of students who are not satisfied with the time devoted to preparation. Moreover, the students’ responses to question eight (8) reveal that teachers are not aware of their roles during the performance of role plays. The analysis of this section also shows that role play activity seems to be a challenging activity. Finally, 17.5% of students believe that they do not perform well in role plays because of several reasons, namely shyness, fear of facing the audience, lack of vocabulary and grammar, poor pronunciation and lack of preparation.

Dealing with the third section -Classroom Participation-, we find that 92.5% of students are aware of the importance of the classroom participation in their learning
process. 48% of them share an effective participation due to their use of some strategies (table 2.14) to prepare themselves. Moreover, writing down the ideas seems to be most common strategy used among them. This section also shows that 48% of students are passive participants due to several reasons that include shyness, lack of necessary vocabulary and lack of preparation.

The analysis of the last section reveals that the majority of students (95%) hold a positive attitude towards the effectiveness of role play in promoting their participation; they explain that role plays can help them to get rid of their problems in participation as shown in the table (2.16). The results of this section also reveal that the frequent use of role plays enable students to be active participants, thus, developing their speaking skill.
2. The Teacher Questionnaire

2.2.1 Description of the Questionnaire

This questionnaire contains different types of questions ‘‘closed’’ and ‘‘open-ended’’ questions. The whole questionnaire consists of (16) questions that are arranged under four sections.

Section One: (Q1-Q2). It is concerned with teachers’ background information.

Section Two: (Q3-Q9). It aims at gathering information about the way through which role play is implemented and the potential obstacles teachers encounter.

Section Three: (Q10-Q13). It is concerned with gathering teachers’ views about their students’ participation and the reasons behind their students’ limited participation.

Section Four: (Q14-Q17). It aims at explaining the effect of role plays on classroom participation.

2.2.2 Administration of the Teachers’ Questionnaire

The teacher questionnaire was given to ‘‘Oral Expression’’ teachers at the department of English at L’arbi Ben M’hidi University, Oum El Bouaghi. This questionnaire seeks to investigate ‘‘Oral Expression’’ teachers’ attitudes towards the potential obstacles that hinder them from achieving an effective implementation of the role play in their classes as well as their views about the necessary conditions for achieving an effective implementation of the role play.

2.2.3 Analysis of the Questionnaire

Section One: Background Information

How long have you been teaching oral expression

a. From 1-5
b. From 6-7
c. More than 11
The table 2.21; Figure 2.21: Teachers’ Experience of Teaching Oral Expression

The results from the table above shows that 30% of teachers have an experience of teaching oral expression from (1-5) years; 40% of teachers have been teachers of oral expression for 6 years to 10 years, and finally 30% of teachers who have experienced teaching oral expression more than 11 years. These findings indicate that their responses to this questionnaire will really serve our study.

1. What kinds of activities do you adopt in your oral expression
   a. Presentations
   b. Storytelling
   c. Role play
   d. Group discussion
   e. Language games
   f. Others, please, specify

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<thead>
<tr>
<th>Options</th>
<th>N</th>
<th>%</th>
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</thead>
<tbody>
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<td>b+c+d</td>
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<tr>
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<td>10%</td>
</tr>
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<td>30%</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>100%</td>
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</tbody>
</table>

Table 2.22; Figure 2.22: Teachers’ Use of Activities in their Oral Classes

Table (2.22) reveals that 30% of teachers tend to adopt five different activities in their classes; 30% of teachers use four activities; 30% of teachers tend to teach oral
expression through using three activities. These results indicate that oral expressions teachers tend to vary in their use of the activities for the sake of meeting their students styles and strategies. In addition to that, role play is one of the most used activities in oral expression classes.

2. **While using role play, the choice of topics/themes depends on:**
   a. The teacher
   b. The students
   c. Both of them

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</tr>
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<td>B</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>C</td>
<td>8</td>
<td>80%</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 2.23; Figure 2.23: Ways of Choosing Topics of the Role Play

80% of teachers tend to involve their students in the selection of topics of role plays. 20% of teachers are the only responsible of choosing topics of role plays. These results reveal that teachers are aware of the role of involving students in the selection of role play’ topics in the success of the implementation of the role play.

3. **When you are choosing the themes of the role plays, on which basis do you do it?**
   a. Social problems
   b. Students’ needs and interests
   c. Students’ English proficiency level
   d. Others, please, specify
Table 2.24; Figure 2.24: The Criteria of Choosing Topics of Role Play

Table 2.24: The Criteria of Choosing Topics of Role Play

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<td>30%</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>100%</td>
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</tbody>
</table>

Topics of Role Play

Table (2.24) shows that 40% of teachers focus on their students’ needs and interest as well as proficiency level when deciding about the topics of the role play. 30% of teachers add social problems to the previously mentioned aspects. Eventually, teachers take all the preceding elements into consideration while selecting topics for students to play.

4. According to you, what are the teacher’s roles and responsibilities in running the role play

Table 2.25: Teacher’s Roles

<table>
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<tr>
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<tbody>
<tr>
<td>Guiding</td>
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<td>40%</td>
</tr>
<tr>
<td>Guide, participant</td>
<td>1</td>
<td>20%</td>
</tr>
<tr>
<td>Guide, evaluate, spectator</td>
<td>2</td>
<td>40%</td>
</tr>
<tr>
<td>Total</td>
<td>5</td>
<td>100%</td>
</tr>
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</table>

Only five teachers have answered this question. So the table above show that 40% of teachers believe that their responsibility in the role play is to guide their students, correct their mistakes and evaluate their performance. The same percentage i.e. 40% of teachers see that the only role they should fulfill is to be a guide. 20% of teachers see that in addition to be a guide, they could participate in the performance of the role play. Depending on the results of this question, there are only five teachers who respond to this questions; besides, their responses indicate that they are not probably aware of all the necessary roles, required for an effective implementation of the role play.
7. Are you satisfied about the way role plays are implemented in your English class
   a. Yes                                           b. No

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<th>%</th>
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<tbody>
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<td>6</td>
<td>60%</td>
</tr>
<tr>
<td>B</td>
<td>4</td>
<td>40%</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>100%</td>
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</table>

**Table2.26; Figure2.26: Teachers’ Satisfying about their Implementation of the Role Play**

Table (2.26) reveals that 60% of teachers are satisfied with the way of the implementation of the role play in their classes. On the other hand, 40% of teachers do believe that role play is not effectively implemented in their classes. The next question allows having an idea about the reasons behind their dissatisfaction.

8. If no, please, explain why

The four teachers who do believe that role play is not effectively implemented in their classes because:

- Large classes (1teacher)
- Lack of materials (1teacher)
- Students have not developed their language skills yet; so they lack proficiency in the English language (2teachers)

9. According to you, what is necessary for role plays to be implemented more effectively inside your class?
Only five (5) teachers have answered this question. The first teacher believes that a good preparation and setting up effective objectives pave the way for an effective implementation of role play. The second teacher argues that motivation and rewards are necessary for a successful use of role play. The third teacher claims that students are supposed to act out their roles with the necessary facial expression when required. The two last teachers insist that dealing with interesting topics in small classes is important in the effective implementation of role plays.

Section Three: Classroom Participation

10. Classroom participation is very important for your students while learning the English language

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<tr>
<td>Total</td>
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<td>100%</td>
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</table>

Table 2.27: Teachers’ Attitudes towards the Importance of Classroom participation

Table (2.27) displays that all teachers do believe that classroom participation is very important in the learning of English language; this percentage is divided on the option ”agree” (20%) and the option ”strongly agree” (80%). This finding is very interesting and gives an evidence on teachers’ awareness about the effectiveness of classroom participation in developing students’ English language oral proficiency.

11. The majority of your students are:

a. Active participants

b. Passive participants
The results in the table above shows that 60% of the questioned teachers consider their students as active participants. On the other hand, 40% of teachers claim that their students are passive participants due to a number of obstacles. Teachers’ help is therefore necessary to overcome their problems since participation helps them to internalize and learn better.

11. If the majority of your students are passive participants, it is because:
   a. Fear of committing mistakes
   b. Lack of motivation
   c. Fear of teacher feedback
   d. Lack of confidence
   e. Others, please, specify

The table above displays the different reasons behind students’ passivity inside the classroom. All from teachers selected option (d) among their answers. Eventually, lack of confidence is a matter of agreement between all teachers, being the main reason behind students’ reluctance to participate. Three teachers also agree that fear of committing mistakes comes at the second place. Therefore, those factors should be taken into
consideration while evaluating students’ oral performance. Similarly, some measurements should be taken by teachers to involve all students.

13. According to you, participation helps your students to: (you can choose more one option)
   a. Internalize the knowledge better
   b. Develop their listening comprehension
   c. Check their understanding
   d. Others, please, specify

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>1</td>
<td>10%</td>
</tr>
<tr>
<td>C</td>
<td>1</td>
<td>10%</td>
</tr>
<tr>
<td>a+b</td>
<td>1</td>
<td>10%</td>
</tr>
<tr>
<td>a+c</td>
<td>3</td>
<td>30%</td>
</tr>
<tr>
<td>b+c</td>
<td>1</td>
<td>10%</td>
</tr>
<tr>
<td>a+b+c</td>
<td>3</td>
<td>30%</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 2.30: Advantages of Classroom Participation

From the result of the table above, the option (d) and the option (c) appear in the responses of eight teachers. These findings unveil that the positive effect of classroom participation is clearly appeared while students are internalizing their knowledge or checking their understanding.

Section Four: Role Play and Classroom Participation

14. Role play is more effective for promoting students’ participation than the other oral expression activities
   a. Strongly agree
   b. Agree
   c. Neutral
   d. Disagree
   e. Strongly disagree

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4</td>
<td>40%</td>
</tr>
<tr>
<td>B</td>
<td>2</td>
<td>20%</td>
</tr>
</tbody>
</table>
The results obtained from the table (2.33) reveal that 60% of teachers agree on the idea that role play is more effective activity in promoting students’ participation. This percentage is divided on the option “strongly agree” 60% and the option “agree” 40%. Only one teacher shared a neutral attitude; 30% of teachers respond by “disagree” to this question. So we conclude that more than half of teachers support the idea that role play is a more effective technique for promoting classroom participation.

15. In what sense can role play enhance your students participation (you can choose more than one option)
   a. Improve their pronunciation
   b. Attract their attention
   c. Lower their anxiety
   d. Others, please specify

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>a+b+c</td>
<td>7</td>
<td>70%</td>
</tr>
<tr>
<td>B</td>
<td>1</td>
<td>10%</td>
</tr>
<tr>
<td>b+c</td>
<td>1</td>
<td>10%</td>
</tr>
<tr>
<td>C</td>
<td>1</td>
<td>10%</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>100%</td>
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</table>

The aim behind this question is to explain the way in which role play can promote students participation from the teachers point of view. The results of the table above
reveal that the options (b), (c) appear among the responses of nine teachers. Seven teachers also agree on the idea that role play is useful for promoting students’ pronunciation. Based on these results, it can be concluded that role play is useful in helping students to overcome their problems of participation in terms of linguistic and psychological factors.

16. The frequent use of role play helps your students to be more spontaneous and confident to speak the target language

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

![Table 2.33; Figure 2.33: Teachers’ Views about the Effectiveness of Role Play in Developing Students’ Speaking Skill](image)

Table 2.33; Figure 2.33: Teachers’ Views about the Effectiveness of Role Play in Developing Students’ Speaking Skill

Table (2.33) indicates that 90% of teachers support the idea of frequent use of role play is effective for students to improve their speaking skill. This percentage is divided on the option ‘strongly agree’ 30% and the option ‘agree’ 60%. Only one teacher (10%) is not in favor of this idea. It means that the frequent use of role play enables student to feel confident in speaking the target language.

17. The implementation of role play makes the majority of your students attentive during the session

a. Strongly agree b. Agree c. Neutral
d. Disagree e. Strongly disagree
Table 2.34; Figure 2.34: Teachers’ Attitude towards the Effectiveness of Role Play in Catching Students’ Attention

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>3</td>
<td>30%</td>
</tr>
<tr>
<td>B</td>
<td>5</td>
<td>50%</td>
</tr>
<tr>
<td>C</td>
<td>2</td>
<td>20%</td>
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<tr>
<td>D</td>
<td>/</td>
<td>/</td>
</tr>
<tr>
<td>E</td>
<td>/</td>
<td>/</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>10%</td>
</tr>
</tbody>
</table>

The table above unveils that 80% of the chosen population consider sharing their agreement towards the effectiveness of role play in catching students’ attention during the session. Only two teachers (20%) have a neutral attitude towards this opinion. Based on these findings, role play is considered as a way for catching students attention, thus making them actively engaged in the learning process.

2.2.4 Discussion of the Results

The analysis of the teachers’ questionnaire uncovers that role play is an effective technique for developing English language skills especially the speaking skill. The analysis of the section, related to Role Play- shows that role play is one of the very common activities oral expression teachers tend to adopt in their classes. This section also discloses that Oral expression teachers select role play topics in relation to social problems, students’ interest and language proficiency. Furthermore, it has been noticed that half of teachers (five teachers) did not answer the sixth question about their responsibilities in running the role play. This means that they are probably not aware about their roles during the performance of the role play. This section shows that four teachers (40%) face obstacles in their use of role plays, such as, large classes and lack of materials. Finally, this section reveals that for an effective implementation of role play inside the classroom, there are several conditions teachers should respect, namely, introducing interesting topics, setting effective objectives and having small classes.

The analysis of the third section unveils that all teachers are aware of the importance of classroom participation in learning the English language; so they argue that classroom participation helps students to internalize the language better, develop their
listening comprehension, and it is an opportunity for students to check their understanding. This section also discloses that 40% of teachers (4 teachers) argue that their students’ passivity is a result of some difficulties that include fear of committing mistakes, lack of confidence and lack of motivation.

Dealing with the last section- Role Play and Classroom Participation- shows that 60% of teachers do agree on the idea that role play is an effective technique for promoting students’ participation. This section also demonstrates that all Oral Expression teachers agree on the idea that role play is considered as an opportunity for students to overcome their participation problems, thus, their participation will be increased. Furthermore, 60% of teachers do believe that the frequent use of role play enables students to feel more confident in speaking the target language.

**Conclusion**

The analysis of both teachers’ and students’ questionnaires reveal that the majority of teachers and students hold a positive attitudes towards the effectiveness of role play in promoting classroom participation. The findings also reveal that role play seems to be a challenging task for both teachers and students due to a number of difficulties. On the one hand, teachers claim that large classes, lack of materials and students’ low proficiency level in English language are among the main obstacles that hinder them from achieving an effective implementation of the role play. On the other hand, students assert that the main difficulties they face during the performance of their roles are: shyness, fear of facing the audience, lack of necessary vocabulary and grammar rules and poor pronunciation. Moreover the findings demonstrate that role play activity is not effectively implemented inside EFL classes. Consequently, teachers argue that setting up effective objectives, dealing with exiting topics and rewarding plays are among the main conditions teachers should take into consideration for succeeding in the implementation of role play activity.
General Conclusion
General Conclusion

The present study is concerned with investigating teachers’ and students’ attitudes towards the effectiveness of role play in promoting classroom participation. It emphasises the need for role play to be implemented in the right condition for achieving better results in terms of classroom participation and therefore speaking proficiency development.

The analysis of both teacher’s and student’s questionnaires leads us enable us to end up with answers to the research questions to this research. First of all, both teachers and students claim that they face some difficulties during this activity. So, teachers argue that lack of materials, large classes and students’ low proficiency level in English are among the main obstacles that hinder them achieving an effective implementation of the role play. On the other hand, students assert that the main difficulties they face during the performance of their role are shyness, fear of facing the audience, lack of necessary vocabulary and grammar rules and poor pronunciation. Second, the majority of students hold a positive attitude towards the implementation of it in promoting their participation.

Third, as far as teachers’ views are concerned, the results reveal that the existence of some factors leads to unsuccessful use of role play. So taking these factors into consideration enables the teachers to implement role play activity in the right conditions. The results of the questionnaires go in the same direction of our hypotheses that implementing role play in the right conditions leads to achieve a better results in terms of classroom participation and therefore speaking proficiency development.

Limitations of the study

The present study is concerned with investigating teachers’ and students’ perceptions about the effectiveness of role plays in promoting classroom participation in a particular level (second-year students of English at Larbi Ben M’hidi University). So its title demonstrates that it is a descriptive study. Consequently, we are unable to reject or confirm our predetermined hypothesis, but we are only permitted to say that the results obtained in this study go in the same direction of our hypothesis. In addition to that this study can be considered as a starting point for conducting an experiment as an attempt to test the results we have already reached.
Suggestions and Recommendations

Based on the findings of the present study, we recommended the following:

1. Oral expression teachers should be aware of the difficulties students face while the performance of role play and work cooperatively with students to get rid of it or at least minimize it.

2. The teacher should provide his/her students with the necessary guidance and adequate time for preparation to enable them performing their roles as required.

3. The teacher should make his/her students aware of the importance of role play in developing their language skills.

4. Practice outside the classroom enable students to be good performer inside the classroom.

5. The teacher should engage in discussion with his/her students for the sake of determining their problems of limited participation.
References
List of References


Barathy, M. S. (2013). Effectiveness of role play in enhancing speaking skills of tertiary level learners. *Journal of Humanities and Social Sciences, 13(1)*, 17-19.


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Appendices
APPENDIX 01

STUDENTS’ QUESTIONNAIRE
Students’ Questionnaire

Dear student,

You are kindly requested to fill this questionnaire to express your opinions and attitudes about the effectiveness of role plays in promoting classroom participation.

Please, tick (✓) the right answer and / or give full answers in the broken lines

May I thank you in advance for your cooperation and the time devoted for answering the questionnaire.

Latreche Wahiba
Department of English
Larbi Ben M'hidi UniversitOEB
Section One: Background Information

1. Was it your choice to study English?
   a. Yes ☐   b. No ☐

Section Two: Role Play in EFL Classes

2. Are you familiar with role play activity?
   a. Yes ☐   b. No ☐

3. Do you find performing role play?
   a. Very interesting ☐   b. Interesting ☐   c. Moderately interesting ☐
   d. Boring ☐   e. Very boring ☐

4. Do you prefer role plays than other oral expression activities?
   a. Yes ☐   b. No ☐

5. Does your teacher provide you with enough guidance when performing your role play?
   a. Yes ☐   b. No ☐

6. Does your teacher provide you with enough time for preparing your role play?
   a. Yes ☐   b. No ☐

7. During the performance of the play, your teacher acts as:
   (you can choose more than one option)
   a. Facilitator ☐
b. Participant  

c. Controller  

d. Others, please specify

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8. Generally, how do you evaluate your performance in a role play task?

a. Good  

b. Acceptable  

c. Bad  

9. If it is "Bad", what are the reasons behind that (you can choose more than one option)

a. Lack of necessary vocabulary and grammar rules  

b. Poor pronunciation  

c. Fear of facing the audience  

d. Shyness  

e. Others, please specify

……………………………………………………………………………………………………………………………

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10. Which aspect of language do you believe that role play is likely to improve?

( you can choose more than one option )

a. Communicative abilities  

b. Listening comprehension  

c. Non-verbal communication  

d. others , please specify ?

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Section Three: Clasroom Participation

11. classroom participation is important in the learning process  

a. Strongly agree  

b. Agree  

c. Neutral  

d. Disagree  

e. Strongly disagree  

12. How often do you participate in the classroom?  

a. Always  

b. Often  

b. Sometimes  

d. Rarely  

e. Never  

13. If you rarely or never participate, it is because: (you can choose more than one option)  

a. Shyness  

b. Lack of necessary vocabulary  

c. Lack of preparation  

d. Others , please specify  

……………………………………………………………………………………………..

14. How do you prepare yourself to participate in the classroom discussion?

a. Listening to your peers’ participation  

b. Writing down your ideas  

c. Discussing the answer with your partner  

d. Think and rehearse silently  

e. None of the above  

Section Four: The Use of Role Play and Classroom Participation

15. Role play is a more effective activity for enhancing your participation inside the classroom than the other oral expression activity

a. Strongly agree  

b. Agree  

c. Neutral  

d. Disagree  

e. Strongly disagree  

16. According to you, in what sense can role plays enhance your participation?

(you can choose more than one option)

a. Create friendly and safe atmosphere  

   a. Improve their pronunciation  

   b. Lower your anxiety  

   c. Others, please specify
17. Does your teacher provide you with feedback concerning your participation in the performance of the role play?
   a. Yes ☐
   b. No ☐

18. Do you see it necessary?
   a. Yes ☐
   b. No ☐

19. If it is yes, please explain why?

20. The frequent use of role play helps you to become more spontaneous and confident to speak the target language
   a. Strongly agree ☐
   b. Agree ☐
   c. Neutral ☐
   d. Disagree ☐
   c. Strongly disagree ☐

21. The implementation of role play makes you attentive during the session
   a. Strongly agree ☐
   b. Agree ☐
   c. Neutral ☐
   d. Disagree ☐
   e. Strongly disagree ☐

Section Five: Further Suggestions and Recommendations
22. Please, feel free to add comments and / or suggestions you see relevant to the aim of the questionnaire

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Appendix 02

Teachers’ Questionnaire
Dear teacher,

You are kindly requested to fill this questionnaire to express your opinions and attitudes about the effectiveness of role plays in promoting classroom participation.

Please, tick (✓) the right answers and / or give full answers in the broken lines

May I thank you in advance for your cooperation and the time devoted to answering the questionnaire.

Latreche Wahiba  
Department of English  
Larbi Ben M’hidi University, OEB
Section One : Background Information

1. How long have you been teaching oral expression?
   a. From 1-5
   b. From 6-10
   c. More than 11

2. What kind of activities do you adopt in your oral expression sessions (you can choose more than one option)
   a. Presentation
   b. Storytelling
   c. Role plays
   d. Group discussion
   e. Language games
   f. Others, please specify

3. While using role plays, the choice of topics/themes depends on:
   a. The teacher
   b. The students
   c. Both of them

4. When you are choosing the themes of the role plays, on which basis do you do it?
   a. Social problems
   b. Students’ needs and interests
c. Student’s English language proficiency level

   □

   d. Others, please specify

   ……………………………………………………………………………………………...

   ……………………………………………………………………………………………...

5. According to you, what are the teacher’s roles and responsibilities in running the role play

   ……………………………………………………………………………………………...

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   ……………………………………………………………………………………………...

6. Are you satisfied about the way role plays are implemented in your English class?

   a. Yes □

   b. No □

7. If no, please, explain why?

   ……………………………………………………………………………………………...

   ……………………………………………………………………………………………...

8. According to you, what is necessary for role plays to be implemented more effectively inside your class?

   ……………………………………………………………………………………………...

   ……………………………………………………………………………………………...

   ……………………………………………………………………………………………...
Section Three: Classroom participation

9. Classroom participation is very important for your students while learning the English language

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

10. The majority of your students are

a. Active participants  
   b. Passive participants  

11. If the majority of your students are passive participants, it is because:

a. Fear of committing mistakes  
   b. Lack of motivation  
   c. Fear of teacher feedback  
   d. Lack of confidence  
   e. Others, please specify  

12. According to you, participation helps your students to:

a. Internalize the knowledge better  
   b. Develop their listening comprehension  
   c. Check their understanding  
   d. Others, please specify  

……………………………………………………………………………………………………
Section Four: Role Play and students' participation

13. Role play is more effective for promoting your students' participation than the other oral expression activities
   a. Strongly agree [ ]
   b. Agree [ ]
   c. Neutral [ ]
   d. Disagree [ ]
   e. Strongly disagree [ ]

14. In what sense can role plays enhance your students participation?
   a. Improve their pronunciation [ ]
   b. Attract their attention [ ]
   c. Lower their anxiety [ ]
   d. Others, please specify

15. The frequent use of the role play helps your students to become more spontaneous and confident to speak the target language
   a. Strongly agree [ ]
   b. Agree [ ]
   c. Neutral [ ]
   d. Disagree [ ]
   e. Strongly disagree [ ]

16. The implementation of the role play makes the majority of your students attentive during the session
   a. Strongly agree [ ]
   b. Agree [ ]
   c. Neutral [ ]
Section Five: Further comments and suggestions

17. Please, feel free to add any comments and/or suggestions you see relevant to the aim of the questionnaire

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Résumé

La présente étude est visée pour traiter le phénomène de la bondonnance des étudiants de la langue anglaise à la participation dans la classe. La participation en classe aide les apprenants à développer leurs compétences en communication et leurs réflexions critiques. Nous visons à travers de cet étude à connaitre les points de vues de la parts des apprenants et des enseignants à propos de la technique de "jeux de rôles" et leur efficacité à améliorer la participation des étudiants et développer leurs compétences dans la conversation. Pour vérifier cette hypothèse, on a fait deux questionnaires. L’un pour les enseignants de l’Expression Orale et l’autre pour les apprenants de deuxième année licence de classe de la langue anglaise à l’Université de L’arbi ben Mehidi à Oum Al Bouaghi. Les résultats de l’analyse de deux questionnaires ont révélé que l’échec des enseignants de la langue anglaise à utiliser cette technique à l’Université de l’Arbi Ben Mehidi pour ce la tracer des finalités efficace doit être primordiale à fin de tracer des sujets sensationnels, offrir aux apprenants des orientations pour la réussite de l’utilisation de cette technique.
الملخص

يدور موضوع هذا البحث حول مشكل عزوف طلبة اللغة الإنجليزية عن المشاركة في القسم، إذ أن المشاركة في القسم تساعد الطلاب على تطوير مهاراتهم في المحادثة وذ كذا قدراتهم الفكرية النقدية. نهدف من خلال هذه الدراسة إلى التعرف على موقف كل من الأساتذة والطلبة حول تقنية "آداء الأدوار" وفاعليتها في تحفيز الطلبة للمشاركة في القسم، ومنه فإنا نفترض أن هذا تم استخدام تقنية "آداء الأدوار" بطريقة صحيحة فإن ذلك سيؤدي إلى تحسين مستوى مشاركة الطلبة في القسم وكذا تطور مهاراتهم في المحادثة باللغة الإنجليزية. للتحقق من صحة الفرضية، قمنا بتوجيه استبيانين أحدهما لأساتذة التعبير الشفوي والأخر لطلبة السنة الثانية من قسم اللغة الإنجليزية بجامعة العربي بن مهدي-أم البواقي. وقد بيت نتائج تحليل الاستبيانين إلى عدم نجاح أساتذة اللغة الإنجليزية في استخدام تقنية "آداء الأدوار" بجامعة العربي بن مهدي-أم البواقي، لذا فإن تطبيقة الأهداف الفعالة، معالجة المواضيع المثيرة، تزويد الطلاب بالتوجيه اللازم ومكافأة المسرحيات الناجحة من بين الشروط اللازمة لنجاح استخدام هذه التقنية.

الملخص

يدور موضوع هذا البحث حول مشكل عزوف طلبة اللغة الإنجليزية عن المشاركة في القسم، إذ أن المشاركة في القسم تساعد الطلاب على تطوير مهاراتهم في المحادثة وذ كذا قدراتهم الفكرية النقدية. نهدف من خلال هذه الدراسة إلى التعرف على موقف كل من الأساتذة والطلبة حول تقنية "آداء الأدوار" وفاعليتها في تحفيز الطلبة للمشاركة في القسم، ومنه فإنا نفترض أن هذا تم استخدام تقنية "آداء الأدوار" بطريقة صحيحة فإن ذلك سيؤدي إلى تحسين مستوى مشاركة الطلبة في القسم وكذا تطور مهاراتهم في المحادثة باللغة الإنجليزية. للتحقق من صحة الفرضية، قمنا بتوجيه استبيانين أحدهما لأساتذة التعبير الشفوي والأخر لطلبة السنة الثانية من قسم اللغة الإنجليزية بجامعة العربي بن مهدي-أم البواقي. وقد بيت نتائج تحليل الاستبيانين إلى عدم نجاح أساتذة اللغة الإنجليزية في استخدام تقنية "آداء الأدوار" بجامعة العربي بن مهدي-أم البواقي، لذا فإن تطبيقة الأهداف الفعالة، معالجة المواضيع المثيرة، تزويد الطلاب بالتوجيه اللازم ومكافأة المسرحيات الناجحة من بين الشروط اللازمة لنجاح استخدام هذه التقنية.