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Improving Students' Fluency through Role-Playing

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DECLARATION

I, hereby, declare that this work has not already been accepted in substance for any degree, and is not concurrently being submitted in candidature for any other degree.

Souhila BENABADJI

The researching preparation and presentation of the thesis have been undertaken entirely by the author.

Souhila BENABADJI

DEDICACE

To the memory of my father who wished to be here with us,

To my mother who has always supported me and prayed for me,

To my brothers, sisters and brothers-in-law,

To my nieces and nephew

This work is their reward for having stood by me throughout this stimulating experience.

Thank you to all of you.

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ABSTRACT

One of the current approaches to teaching second or foreign languages is the communicative approach. People communicate and negotiate meaning daily and in different ways. They manage to make themselves understood and understand their addressees. Hence, communicative activities make use of real-life situations which necessitate communication. Consequently, teachers manage situational activities in the classroom in order to foster learners' motivation to participate in a task, to interact with the others and use the target language efficiently.

This research work deals with intermediate adult learners from Sibawaih School of foreign languages. Students are intrinsically motivated and in a steady will to learn foreign languages, mainly the English language. They come to the private school for intensive courses not only to learn and study the structure of the subject matter; but to improve their speaking skills and fluency. One of the difficulties faced by learners apart from their acquisition of grammatical structures and vocabulary words; lies in a lack in their speaking skills. They feel inadequately prepared to interact with others and communicate. Consequently, this research work fosters the use of communicative drama activities such as role-play which helps enhance the learners' speaking skills. Learners are more motivated to learn by performing. Hence role-play is a technique which provides them with a context of real-life situation as they are likely to be faced with in the real world.

Simulating often starts with a text, a situation more or less imposed as a game. The experiences as observed will show that imagination soon takes over, and what started as a prescribed game turns into ad hoc verbal interaction, through dialogues that are performed as real situations, a kind of "Happening".

Adult learners go to private schools of languages for different reasons. They are all intrinsically motivated since they want to fulfil the task of speaking the target language fluently. Throughout this humble research work, it is assumed that learners have acquired the grammatical structures of the English language. Yet, they are unable to communicate fluently. Therefore, the use of role-play as a communicative drama activity means to answer this contradiction and helps learners experiment an innovative technique that should contribute to the improvement of their oral skills.

ABBREVIATIONS

CA: Communicative Approach

CLT: Communicative Language Teaching

EFL: English as a Foreign Language

ESL: English as a Second Language

L2:   Second Language

PPP: Present Practice Produce

T1:   Teacher 1

T2:   Teacher 2

TBA: Task Based Approach

TBL: Task Based Learning

TL: Target Language

TTT: Test-Teach-Test

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4. CHAPTER FOUR: INTERPRETATION AND ANALYSIS

INTRODUCTION

Speaking is fundamental to human communication. In our daily life most of us speak more than we write, yet many English teachers still spend the majority of class time on reading and writing practices almost ignoring speaking and listening skills. However, the more you practise the more you will improve your own oral skills. The importance of English as an international language is in a continual growth. More learners want to master the language and speak it fluently. Yet there are obstacles to make this subject matter easy to handle. The process of learning any language is done through reading, listening to someone talking, watching something being done, and doing something oneself. Of course, different individuals have different ways of learning, and variable strengths according to how they obtain the information to be learned.

If we look at the various ways of learning, then reading appears at the bottom of the list. The information is difficult to absorb and understand, and retention tends to be short lived. Listening to a lecture appears far down on the list, almost as low as reading. However, watching something being done, on a video or on a film, is a little more effective, best if it is live. At the top of the list, when the students are involved in the activity, absorption is faster, more complete and more concentrated, and retention is much greater.

In all conversations, people are genuinely exchanging information. That is something that one person does not know and wants to find out, and that is a reason why the person asks the question. In fact this person has a personal need or a "communicative need". Although this is not the only reason why people communicate in real life, it is one of the most salient reasons because most of the time people talk in order to tell others things they do not know, or to find things out from them.

In this project, an experiment was conducted at the private school[29] of foreign languages in Oran with intermediate adult learners willing to improve their English fluency[30]. This experimentation was implemented through the use of role-play in the

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[29] The private school is "Sibawaih", a foreign-language school which has opened since 1995 in Oran. Many thanks to all the participants who took a share in this experience.
[30] I have hesitated between "Fluency" and "Proficiency" after having found in a definition that the first concept is more related to speaking the language like native speakers. I have kept the second one "Fluency" as it is more and more used in relation to a learner's ability to put up with unexpected situations verbally. Specialists in this field, as a matter of fact, do not any more take "English native-speakers" as the norm of fluency throughout the world.

classroom to overcome the difficulties faced by learners in speaking the target language. Students study English because there is a need behind their will. They also want to accomplish certain educational requirements, find a job, carry on studies, travel, earn more money, gain access to the culture of an English speaking country, or simply for the personal satisfaction of acquiring another foreign language.

Although learners are armed and loaded with such an intrinsic motivation to learn the language, they may be faced with a new learning environment with its language complexity (pronunciation, syntax, vocabulary). Consequently, the use of drama techniques contributes to revive the learners' motivation to use the target language in a convivial atmosphere. It helps also bridging the gap between the manipulative and the communicative phase of the learning process. Their hopes of speaking the target language fluently may be processed with more ease and efficiency.

Using role-plays in the classroom does stimulate the student's imagination[31], invention[32] and creation. It is a way to open a door which allows learners to speak of their dreams and imaginative ideas. Students' dreams and imagination are the origin of real-life events and require language competence. Hence, imagination, creation and invention are nothing but literature[33] i.e. the result of creation. Moreover, there are three ways which compensate the absence of real events in language teaching that are: gossiping, using role-play, and reading materials or "literature"[34]. Through role-plays, learners will venture in

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[31] According to Cuddon (1991) during the 18th century, fancy and imagination had very nearly the same meaning. Judgement was regarded as the superior and stronger faculty because of its control of the fanciful and imaginative process. On the other hand Coleridge in *Literaria* , stated that fancy was a mode of memory 'emancipated from the order of time and space' that received its materials 'made from the law of association'. The real imagination is either primary or secondary. The former mediates between sensation and perception. It is the living power and 'prime agent of all human perception', and the latter known also as the poetic imagination is an echo of the former that co-exists with conscious will. It is similar to the primary in the *kind* of its agency, but differs only in *degree* and the *mode* of its operation […] imagination is seen, as the superior faculty, "the transubstantiator of experience" while fancy or "fantasy" is a kind of assistant to imagination. Cuddon(1991).
[32] "The terms derives from the *inventio* of classical and medieval rhetoric.[…] Later it came to be applied generally to original discovery and the organization of any literary work. […] It has been contrasted with 'imitation', and with judgement. It has been used to describe things incredible and the products of fancy. Sometimes it has meant the production of fiction as opposed to historical truth; or the combination of fiction and historical truth.[…] In general one may now take it that invention denotes the discovery of an idea or fact, and the arranging of words and ideas in a fresh and arresting fashion.", Cuddon (1991).
[33] "Literature is a vague term which usually denotes works which belong to the major genres : epic, drama, lyric, novel, short-story, ode.", Cuddon (1991).
[34] "There are three corresponding ways in which language teaching attempts to compensate for the absence of real events: by talking or 'gossiping' about them, by using role-play or make believe to stimulate them, and by using reading material or 'literature' to represent them.", Brumfit and Carter (1987, p. 179).

real communication. They will develop a strong group interaction and are more likely to express themselves, participate and perform actively. The context of learning shifts to students-centredness in a representative small scene of the real world; that is the classroom representing the external real world.

A particular interest has emerged in the use of role-play to make language learning more students centred, thereby creating an authentic learning environment that helps learners interact via the medium of English. It means to overcome some obstacles mainly the students' lack of confidence in their speaking ability, inability to express their opinions and be innovative during conversation practice.

The main issues related to the research work will revolve around the following major research questions:

-How can learners be more fluent in speaking?
-To improve the learners' speaking skills:
    a) How can role-play be a motivating technique?
    b) To what extent can role-play be a motivating technique?

From the above research questions some tentative objective answers are put forward in the form of the following hypotheses:

- "To learn it, do it", practising a language is the key element to enhance proficiency and reach a better level of fluency. Therefore throughout the first research question, it is probable that role-play can contribute to improve the learners' fluency. Students will be immerged in a life-like environment and that will involve them to act out real-life situations such as the ones they may encounter in the future.

- Motivation is the key to all learning environments. It enhances the learners' desire to participate in the learning process. Moreover, when learners are intrinsically motivated they accomplish the task because there is a will to do it. Consequently, it is hypothesized that role-play is a good technique which

involves learners to participate in the performance and improve their target language.

- Role-plays give chance to learners to use the target language in new contexts and for new topics. Learners imagine themselves in different situations and roles through their acting. Learners experience language in operation and develop their own performance skills. Therefore, it is believed that taking parts in the roles, interacting with others, imitating, creating and improvising increase the learners' motivation.

Consequently, some possible solutions and suggestions to all the problems which impede the ability of speaking the target language fluently will be answered throughout this research work.

This reflexion consists in four chapters investigating a short experience in the teaching of a text of fiction to be performed with adult learners in a private English language school in Oran. Three different texts were handed to the learners to perform them in the classroom in front of their classmates. The whole performances were recorded on a video tape for the analysis of the experiment.

The first chapter deals with a review of the literature related to the communicative approach putting more emphasis on the use of language above the sentence level. Moreover, this chapter links students' motivation to drama through task performance in the classroom.

Chapter two describes the various drama techniques used in EFL/ESL teaching context. It highlights the types of drama activities teachers may use in their classes and the different educational values which can result from them. A more illustrating part deals with role-playing, an effective drama technique that improves learners' fluency over accuracy. Moreover another part in this chapter deals with the teacher's and the learner's role.

Chapter three deals with the description of the experiment. A description of the experimentation plan is given throughout its steps and objectives regarding the three texts.

Furthermore, this chapter describes the implementation of the role-plays in the classroom and introduces the criteria of evaluation adopted in this research work.

Chapter four exposes the interpretation and analysis of the role-plays performed by the students, watched and evaluated by the teachers. The data collected is analysed and the results interpreted through the test of hypothesis. Chapter four gives the general evaluation of the experimentation plan and comes up with some students' feedback.

Recommendations and suggestions for more adequate teaching to maintain students' interests and motivation to improve their speaking skills will constitute the major concern of the general conclusion.

CHAPTER ONE

CHAPTER ONE

LANGUAGE TEACHING AND MOTIVATION

1.1 Introduction

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1.1 Introduction

Role-play is an activity that brings variation and movement into the classroom. Through role-play, learners will enhance their communicative skills. The focus is on the use of the communicative approach to teach speaking and listening skills emphasizing more fluency than accuracy. Regarding the question which one is the most efficient, the ideal would be both of them. Accuracy can be sacrificed to fluency because when learners have to communicate their main aim is to understand and be understood. Consequently, motivating learners through a communicative activity incites them to practise their aural skills and improve them.

The aim of this chapter aims to survey the communicative teaching approach used by teachers and its implementation in the classroom situation in the field of English as a foreign language (EFL). Many communicative activities are used in the classroom context in order to reach some of the objectives the teacher sets. It will also be noted the attempt to use one of these communicative activities in which learners learn by doing, a way to foster the learners' motivation to perform a task in order to negotiate meaning.

1.2 The Communicative Approach

1.2.1 What is the communicative approach?

The communicative approach is one of the different approaches to language teaching used in the classroom. It could be said to be the product of educators and linguists who had grown dissatisfied with the audio-lingual and grammar-translation methods of foreign language instruction. They felt that students were not learning enough realistic, whole language. Furthermore, students did not know how to communicate using appropriate social language, gestures, or expressions. Admittedly, they were at a loss to communicate in the culture of the target language.

In the 1970's, interest and development of communicative style teaching mushroomed. Authentic language use and classroom exchanges where students engaged in real communication with one another became quite popular.

As Allen and Widdowson (1991, p. 123) state:

> *"There is a need for a new approach to language teaching which will shift the focus of attention from the grammatical to the communicative properties of language, in order to show the student how the language system is used to express scientific facts and concepts."*

Communicative language teaching makes use of real-life situations that necessitate communication. A realistic situational context and a real practical usage provide learners with the language needed in everyday situation. The teacher sets up a situation that his/her students are likely to encounter in real-life.

Many researchers have developed the theory and practice of the communicative language teaching approach (Brumfit and Johnson, 1979; Nunan, 1989; Savignon, 1983). Students do not only learn the linguistic structure and grammar rules, they have to learn also how to use the language properly. According to Littlewood (1981) one of the most characteristic features of the CLT approach is that this approach pays a systematic attention to functional as well as structural aspects of the language.

Unlike the audio-lingual method of language teaching, which relies more on repetition and drills, the communicative approach can leave students in suspense as for the outcome of a class exercise, which will vary according to their reactions and responses. The real-life simulations change from day to day. It seems as if this type of exercise gathers support from most practitioners of language teaching. In addition, the CLT approach emphasizes the communicative activities that involve the real use of language in daily-life situations.

> *"Real-life communication in the classroom is intrinsically interesting and useful to the students."*
>
> Englander (2002, p. 9)

Students' motivation to learn comes from their desire to communicate in meaningful ways about meaningful topics.

According to Larsen-Freeman (1986, p. 131):***"We learn to communicate by communicating."*** To speak is to communicate, therefore using the communicative approach in the classroom makes learners become active participants. This approach comes up with activities that would promote self-training, and interaction of the group in authentic situations (Sam, 1990). The learner is personally and directly involved in the learning process. He is active, responsible and autonomous in producing the target language in situations similar to those he might be faced with outside the classroom.

Language teachers who adhere to the principles of this approach happily acknowledge that structures and vocabulary are important but feel however that their students would be inadequately prepared for communication if only grammatical items were taught. Furthermore, it is more useful to speak fluently, but not correctly than to have good grammar knowledge without being able to express oneself. One should assume that there might be some mistakes but in a reasonable amount and that inaccuracies of structures and pronunciation do not seriously impede understanding.

The communicative approach acknowledges the fact that while language learners may know the rules of language usage they may be quite unable to actually use the language (Larsen-Freeman, 1986). Learners are unable to communicate even though they master the basic grammatical rules.

> ***"Much of the very considerable momentums of present day language teaching may be seen as a response to a problem which teachers have been aware of for a long time. It is the problem of the student who may be structurally competent, but cannot communicate appropriately."***
>
> Johnson (1991, p. 192)

Although aural practice was based on the acquisition of language structure and vocabulary for many years, it did not help learners communicate freely in the target language. Furthermore, oral communication values and great emphasis are put on the function of language rather than its form. That is what is language used for; rather than correct grammatical and phonological structures.

As far as real-life communication is concerned, learners are expected to reach a certain degree of negotiating meaning. This degree can be reached through the application of some communicative activities of fluency characteristics such as: problem solving (simulation and role-plays), topic discussion and information gap. These communicative activities create a certain dynamic and creativity in the classroom since they referred to learners' centeredness (Larsen-Freeman, 1986).

According to Richards (1985) the communicative approach emphasizes the communicative competence in language learning. The goal is not to have knowledge of grammatical rules of a language and how to build up the grammatical sentences. It is also to know when, where and to whom are these sentences used in a speech community (Richards, 1985, and Hymes, 1971). Moreover, the use of communicative activities within the communicative approach puts more emphasis on the language use for negotiating meaning rather than learning the language structures and forms. Yet, this does not mean that the grammar and lexis are neglected.

Every time language is used, it does so to accomplish some language functions such as giving directions, asking for information, persuading or giving assurances. It is also true to say that language functions such as these are always carried out within a social context. When a speaker chooses a particular way of expressing an opinion or an idea he or she does so bearing in mind elements such as intention or emotion as well as the nature of the person who is being addressed or the relationship that he or she has with that person. The manner of expressing an opinion to a close friend may be quite different from the way in which this is done to a parent or to a superior in the work-place.

Therefore, this research study is based on this interaction between the speaker and the listener in using the target language and negotiating meaning through a communicative activity that is role-play. It is not enough for language learners to have some knowledge in the target language forms or functions; moreover, they must be able to apply this knowledge in real-life communicative contexts. In addition, meaning only becomes clear when there is an interaction in communicative contexts, as Englander (2002, p. 8) confirms that: ***"Classroom activities that emphasize interaction help students to use language."***

The exchange of information between the learners helps them retrieve and interrelate what they have encountered in the target language[35]. Englander adds that interaction among students helps them develop two needed sets of skills. The first one is to manage the interaction and know how and when to take part in the interaction, how to invite the other allocutor[36] to speak and how to keep going a conversation. The second one is to make sure that the allocutor you are addressing has understood the message correctly and that you; the locutor[37] has understood him also i.e. negotiate meaning. Hence interaction in the classroom involves not only expressing one's ideas and opinions, but understanding and comprehending those of others (Englander, 2002, p. 9).

Nunan (1989) states that the communicative tasks used in the classroom are preferred because they involve the students in understanding, manipulating, and producing in the target language. Meanwhile, he points out that the focus is mainly on meaning rather than form. On the other hand, Germain and Netten[38] state that :

> *"The interaction between teacher and learner or between learners within the framework of group activities makes it possible to provide many occasions to use the language learned in "authentic" context. Through an activity of interaction, the learner will then tend to concentrate on the message he wants to transmit, which will contribute to make increasingly automatic (proceduralized) the language structures and the vocabulary words used, i.e. to develop his implicit competence in L2."*

Germain and Netten (2005, p. 10)

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[35] Karen Englander (2002) quoting: Rivers, W. M., "Interactive Language Teaching", Cambridge: CUP (1987).

[36] Allocutor : The person you are addressing, or the addressee.

[37] Locutor : The speaker or the addresser (addressor).

[38] The translation is mine. The original quotation is: "L'interaction entre enseignant et apprenant ou entre apprenants dans le cadre d'activités de groupes permet de fournir de nombreuses occasions d'utiliser la langue apprise en contexte authentique. Lors d'une activité d'interaction, l'apprenant aura alors tendance à se concentrer sur le message qu'il veut transmettre, ce qui contribuera à rendre de plus en plus ''automatique'' (procéduralisés) les structures langagières et les mots de vocabulaire utilisés, c'est-à-dire à développer sa compétence implicite en L2", Germain and Netten (2005, p. 10)

1.2.2 The main principles of the communicative approach

We can make a long list of the different positive feedbacks of the application of the communicative approach. In this approach, language should be exploited in the classroom whenever possible. It should be used as it is used in a real context i.e. the kind of language that is often assumed to exist by textbook writers, dictionary compilers and grammarians. Moreover, the target language should be in a constant use, an ever present vehicle for classroom communication. A variety of linguistic forms can be presented simultaneously, always bearing in mind that all classroom activities focus on the real-life use of authentic language.

Learners who are exposed to the communicative approach will have the opportunity to learn about the importance of cohesion and coherence. This implies that learners will be expected to work with language at the discourse[39] or supra-sentential level, that is; a level which is above that of the sentence alone.

> *"The learner must attain as high a degree as possible of linguistic competence. That is, he must develop skill in manipulating the linguistic system, to the point where he can use it spontaneously and flexibly in order to express his intended message."*
>
> Littlewood (1981, p. 6)

Furthermore, games in the classroom are another important principle of this approach. Games are exploited because they have certain elements in common with authentic communicative acts and there is a genuine purpose behind the language exchange. Another important point here is that the speaker, in game situations, receives immediate feedback from the listener in terms of whether or not the communication has been successful. When small groups are exploited learners will have the maximum amount of communicative practice time. Hence, learners should be given every opportunity to express their ideas, emotions and opinions in the classroom, as Rababah (2003, p. 6) formulates it with authority:

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[39] The term discourse according to Nunan (1993) "refers to the interpretation of the communicative event in context", or as Crystal (1992) defines it as a stretch of spoken language larger than a sentence such as a sermon, argument, joke or narrative.

"The ultimate goal for English language teaching is to develop the learners' communicative competence which will enable them to communicate successfully in the real world."

The attitude of the communicative language teacher towards errors is extremely important. In this context errors are tolerated and are seen as an inevitable, natural and even desirable outcome of the development of communication skills. Accuracy also is important but fluency is probably regarded as being even more important.

On the other hand, the teacher's concern is to exploit the communicative approach and seek to establish a range of situations which are likely to promote communication and encourage co-operative relationships among the learners. Students are given an opportunity to work with each other and to negotiate meaning. They are encouraged to discover the forms and structures of language for themselves (Finoccahrio and Brumfit, 1983). Students have the choice, not only about what to say, but about how to say it.

Through the communicative activities that take place in language classes, the teacher acts as an adviser or facilitator. There is no attempt on the part of the teacher to tell learners how to behave or what to think or what to say. Language forms are always addressed within a communicative context. All the grammar and vocabulary which is learned and exploited grows naturally out of the range of functional and situational contexts that are a part of the lessons themselves. The classroom becomes more learner-centeredness, hence the teaching responds to the learners' needs and interests.

Lastly, the communicative approach will strive to enable learners to exploit a range of strategies for interpreting the language as it is actually used by native speakers.

1.2.3 Communicative activities:

Communicative activities can be vital in oral expression classes since the learners will work in groups and thereby make more efforts to use the target language as individuals. According to Harmer (1982: 44) communication activities are those which form the following characteristics:

a) Desire to communicate,

b) Variety of language,

c) A communication purpose,

d) Content not form,

e) No teachers' intervention and,

f) No materials control.

Regarding Harmer's characteristics, one can say that communicative activities serve different purposes. They provide a setting or an opportunity for the learners to use the target language and express their personal ideas. Moreover, communicative activities foster learners' imagination and expression through life-like situations. In addition, these activities develop the learner's oral fluency putting more emphasis on what to say rather than how to say it. The focus put forward is on the meaning of the message instead of the accuracy and exactitude of the expression.

In a communicative classroom, the teacher should be aware of the learners he/she has in front of him/her in order to choose the appropriate motivating activities to deal with them. For example what he/she can do with beginners differs from intermediate students or advanced ones. Interests or needs are also different and therefore, it is the teacher's duty to listen to the learners and motivate them by treating topics of their choices, interests and needs at an appropriate challenging level. As McDonough (1984) states that even if learners' interests are a personal matter, the up-to-date themes are more interesting than historical ones.

Moreover Garson *et al*. (1997, p. 369) point out that:

> *"Interests will motivate students to engage with subject matter that has been designated as the context for language learning. Although the notion that interesting content motivates students is unarguable, the question remains: How will teachers be able to determine what content will be interesting to their students?"*

Many communicative activities are designed to be done by students working in pairs in order to create a need to communicate (Doff, 1994). Many of these activities are

used in the communicative approach to language teaching which incite learners to use the target language. These activities vary from games, exercises, practices, portfolios and projects. Students are involved in doing activities which will help them improve different language skills or even integrate more skills.

Working in pairs or in groups involves the whole class. Students are encouraged to speak up without worrying about set partners, and are incited to use their imagination, and create an amusing atmosphere that would make them forget they are in the classroom. At the same time, students are expected to apply the grammar they had already learned spontaneously. Moreover, using such activities will provide learners with an opportunity to practise English in front of the whole class, and to help them overcome their nervousness and reluctance to speak the target language. These activities lighten the classroom atmosphere and create an English-speaking environment.

Some of the classroom activities that teachers use with their learners are:
1) Information transfer which is a type of communicative activity that involves the transfer of information from one medium (e.g. a text) to another (e.g. table, diagram). Such activities are intended to help develop the learners' communicative competence by engaging them in meaning focused communication,

2) Information gap is another type of communicative activity in which each participant in the activity holds some information other participants do not have and all participants have to share the information they have with other participants in order to successfully complete a task or solve a problem.
Exchanging information using this communicative activity can work through three different ways mentioned by Doff (1994) namely:
a) one student has more information, and the other student has to find it out by asking questions,
b) one student has some information and tells it to the other student,
c) both students have different information, and they tell each other.

3) Problem solving helps students find out solutions to some problems basing their result on the data given by the teacher (e.g. listen to a dialogue between a customer and a waiter,

and try to find out how much the client needs to pay for his/her order using the menu provided by the teacher).

4) Last of all is the role-playing and simulation which is the type of communicative activity we are dealing with in our research. In role-playing, students are taught skills that are often assumed to be learned outside the classroom. These exercises require the students to use imagination, background knowledge appropriate to the character being role-played, and communication skills.

> *"Imaginary play has always been a powerful educational device both for children and adults. By creating a dramatic situation in a classroom-in part simply by acting out dialogues, but also in part by relabeling objects and people in the room....to prepare for imaginative role-playing the teacher can expand the classroom indefinitely and provide imaginary natural contexts for the language being used."*
>
> Newmark (1991, p. 163)

Communicative activities are interactive and purposeful. The activities often involve some form of discussion and are beyond particular structures. Moreover, learners should find themselves in realistic environments and use authentic language models. Therefore, the use of communicative activities is a way to achieve one of the different aims of "the communicative approach", that is communicative competence, hence involve students to interact with each other in the classroom, in the short term, and in the real world as the case may be since such an exercise aims to provide them with the capacity to meet transactional needs quickly when in situation.

Consequently, drama or drama techniques used in the classroom can be seen as a form of communicative activities since they foster incentive to communicate between students. These techniques provide also chances to use the target language in various real situations within the classroom. Many educators and researchers in linguistics agree about the value of using drama in education.

When working in groups students have more opportunities to practise the language. They are more involved and work together to perform the task. Moreover, students feel secure and less anxious when they are working in private that helps shy students also to take part in the exchange of information, share ideas and knowledge (Doff, 1994).

1.3 Task-Based Language Teaching

The tenets of communicative language teaching with their strong emphasis on students' ability to use language in real-life situations have taken hold in foreign and second language classrooms. Accordingly, Task-Based language instruction that employs communicative tasks as the basic unit of analysis for motivating syllabus design and the target language classroom activities has received increasing recognition.

1.3.1 Present Practice Produce

A traditional model for the organisation of language lessons in the classroom has long been the PPP approach, that is; Presentation, Practice and Production. This traditional model involves individual language items (grammar, vocabulary and structures) that the teacher **presents** in a clear context to get across its meaning. Then learners are asked to **practise** in a form of spoken and written exercises[40]. The whole of this practice needs a correct use of the target language and helps students become more comfortable with it. Finally, in the last stage, learners are expected to **produce** the target language and use it in less controlled speaking or writing activities combining new language with what they already know. Consequently, the production stage in this model is often based on non-authentic emphasis on the structure chosen.

Another alternative to the PPP model is the Test-Teach-Test (TTT). In this model, the production stage comes first and the learners are "thrown in at the deep end" (Brown, 1980). Learners are required to perform a particular task such as a role-play, and this is followed by the teacher dealing with grammatical or lexical problems that appear in the first stage. Therefore, learners are asked either to perform the initial task another time or to perform a similar task. In the "Teach" stage, the language that is presented can be

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[40] Students may have to repeat target items, fill gaps or match halves of sentences.

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predicted if the initial production task is carefully chosen. Yet, there is a worry that randomness will occur in this model.

1.3.1.1 Limits of PPP

As any other approach to teaching a foreign language there are shortcomings that emerge from the use of PPP. PPP offers a very simplified approach to language learning. It is based upon the idea that teachers can present the target language in neat little blocks, adding from one lesson to the next (Willis, 1996). There are many difficulties identified through the use of PPP mainly:

a) Students can show or give impressions that they are comfortable with the language once they produce it accurately in class. Yet, after a few lessons, neither will they be able to produce the target language correctly nor be able to produce it at all,

b) Students will overuse the target structure and that sounds completely unnatural and,

c) Students may not produce the target language during the third stage (i.e. production stage) because they find that they can manage with existing language resources to complete the task.

1.3.2 Task-Based Learning

A third model of organising lessons is the Task-Based Learning (TBL). This model offers the opportunity to "natural" learning inside the classroom and emphasizes meaning over form, but can also cater for learning form. Language is used for a genuine purpose meaning that real communication should take place. Furthermore, when learners are preparing their task, they are expected to consider language form in general rather than concentrate on a single form[41]. It is intrinsically motivating and compatible with a learner-centred educational philosophy. In addition, through the different English language learning environments selected, students have many opportunities to try out their speaking skills and integrate the other skills.

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[41] As compared to the PPP model which concentrates more on a single form or individual language items.

Crooks (1986) defines a task as something that is done, not said: ***"A piece of work or an activity, usually of a specific objective, undertaken as part of an educational course, or at work."***

Two other definitions are provided below.

> ***"…a piece of work undertaken for oneself or for others, freely or for some reward. Thus, examples of tasks include painting a fence, dressing a child, filling out a form, buying a pair of shoes, making an airline reservation…In other words, by "task" is meant the hundred and one things people do in everyday life."***
>
> <div align="right">Long (1985, p. 89)</div>

Accordingly Richards *et al.* (1985, p. 289) define it:

> ***"… an activity or action which is carried out as the result of processing or understanding language (i.e. as a response). For example, drawing a map while listening to an instruction and performing a command… A task usually requires the teacher to specify what will be regarded as successful completion of the task."***

Many of the speaking activities used in class are based on the students' personal experiences, opinions, and ideas and there is a communicative purpose for each activity. The topics used in class should be relevant to the students' needs and interests and by doing this; teachers can get students to engage in the activities. Most language students want to have chances to practise speaking and this is their first motivation, instead of having the students all speak aloud to themselves at the same time. The most adequate technique to provide them with many more opportunities to speak in the classroom is to have them talk in pairs.

> ***"Real language learning is most likely to occur when the context of that learning is not only typical, but real, when the learners are***

> *not merely acting roles, but trying to use their new language to*
> *fulfil genuine communicative purposes."*
>
> <div align="right">Eskey (1997, p. 136)</div>

Task-Based Learning is based on three stages. The first one is the Pre-task stage, in this stage the teacher introduces the topic to the learners and defines it so that they are engaged in the activities. These activities help them either recall words and phrases useful for the performance of the principle task or learn new words and phrases that are prominent to the task. The second stage is what Willis (1996) calls the "Task Cycle". This stage involves the learners' performance fulfilled in pairs or in small groups using language resources that they have. They prepare a report for the rest of the class stating how they performed the task and what conclusions they reached (this can be done orally or in writing). The last stage is the language focus stage. The teacher selects specific language areas used in the task. It is then highlighted and worked on according to the learners' needs. It deals mainly with the feedback of the learners at the level of performance.

Task-Based Learning is a motivating, enjoyable and a strong communicative approach where students spend a lot of time communicating. Using task-based approach to language teaching involves teachers to match the courses content with the students' needs. It is also supported by a large body of empirical evidence regarding the material and the methodology used in the classroom.

In TBL learners are free of language control. A natural context is developed from the students' experiences with the target language that is relevant to them. Students have much more varied exposures to the target language and their needs dictate what will be covered in the lessons. According to Willis (1996) research shows us that it is not predictable to know what the students learn and that ultimately a large exposure to the target language is the best way of ensuring an effective language acquisition.

1.4 Motivation

One of the most difficult challenges for language teachers is not only to offer students various English settings and have them negotiate meaning, but also find effective

ways to help EFL/ESL students improve their discourse fluency. Moreover, according to Qi (2003) increasing students' motivation has long been a headache for teachers looking forward to getting the whole class involved in the activities. Consequently, motivation is the key to all learning. It is the backbone of any learning environment (Qi, 2003).

Students' motivation has to do with the learners' desire to participate in the learning process. Although the learners may be equally motivated to perform a task, the sources and origin of their motivation may be different. Often teaching strategies alone are not sufficient to motivate learners to succeed. Teachers need to foster success by praising and encouraging learners for high achievement, holding high expectations for them, hinder negative comments, and offering more help whenever needed.

Consequently, this will create an informal way of motivation that helps the establishment of a warm and caring classroom atmosphere and a favourable relation between the learners and the teacher. The classroom climate is very important and a caring supportive atmosphere helps the learners participate more fully in the process of learning. As Imran (2006) states:

> *"A classroom is not only a place where a learner takes in the knowledge and gives feedback but a physical space where learning is enhanced and windows are opened for exploring new vistas."*

Imran (2006) adds that learners should explore and experiment in their classroom and bring life inside with a little imagination, in a way to make the setting inviting for the students. When learners are motivated and show enough interest towards the lesson, therefore teachers can perform better in the best conditions. By knowing the learners' interests and needs, the teacher can more effectively encourage and support the learning context inside the classroom. This information will help the teacher create a favourable teacher-students relationship.

On the contrary, the lack of motivation may be the biggest obstacle teachers face. If this lack occurs, no teaching objective can be reached. Consequently, increasing motivation and capturing the learners' attention and curiosity are important parts of the

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teaching profession. Such active and participatory activities are games, simulations, computer-based learning, group work and role-playing. When dealing with motivation, one may refer to two different kinds of motivation. On the one hand, intrinsic motivation is the desire to do something because there is a will to do it. On the other, extrinsic motivation is working in order to obtain a reward and avoid punishment. In the next point more explanation is given regarding the two different kinds of motivation.

1.4.1 Motivation Models

1.4.1.1 Intrinsic motivation

According to Lepper (1988) a student who is intrinsically motivated undertakes an activity: *"For its own sake, for the enjoyment it provides, the learning it permits, or the feelings of accomplishment it evokes."*

Intrinsically motivated learners study because they want to study. They are more likely to become interested and absorbed by the activities in order to reach their personal and intellectual goals for no reward other than the interest and enjoyment that accompanies them. According to Dev (1997) a student who is intrinsically motivated is more willing to fulfil the assigned task and be excited by the challenging nature of the activity. Furthermore, a higher intrinsic motivation in an activity is linked to a better performance and then the ability to adjust. In the same context Lile (2002) states that: *"…The material is interesting, challenging and rewarding, and the student receives some kind of satisfaction from learning."*

On the other hand Lumsden (1994, p. 2) states that intrinsically motivated learners employ: *"Strategies that demand more efforts and that enable them to process information more deeply."* He develops this idea, through their capacity to treat: *"More logical information-gathering and decision-making strategies."*

Teachers can take various specific actions in order to increase learners' motivation in the classroom through task activities. In general, intrinsic motivation creates and/or maintains curiosity, explains or shows why learning a particular content or skill is important, provides a variety of activities and sensory simulations, provide games and

simulations, gets goals for learning, relates learning to students' needs, and helps learners develop plan of action.

1.4.1.2 Extrinsic motivation

Extrinsically motivated learners study and learn for other reasons. For example: to receive a reward like graduation, to pass a test or avoid a penalty like a bad mark. When learners concentrate more on the external reward to particular tasks, they experience less involvement and more negative emotion.

Lepper's (1988) definition regarding the extrinsically motivated learner is that he performs: "***In order to obtain some reward or avoid some punishment external to the activity itself.***"

Punishments such as grades or teacher's approval may be ambivalent or equivocal in effect. Lepper (1988) adds that extrinsically oriented students are inclined to put forth the minimal amount of effort necessary to get the maximal reward. Extrinsic motivation provides clear expectations, gives corrective feedback, provides valuable reward and, makes rewards available.

1.4.2 Motivation and Drama

As experience puts it motivation is all what makes learners work, a desire to perform a task in order to reach an objective. Baloto (1996) says that learning can be facilitated only if motivation is present, but if it is not present therefore effective learning will be difficult.

On the other hand Maley and Duff (1988, p. 13) state that:

> "***If drama is motivating - and we believe it is - the reason may be that it draws on the entire human resources of the class and that each technique, in its own way, yields a different, unique, result every time it is practised.***"

A famous Chinese proverb says,

"Tell me and I will forget;
Teach me and I will remember;
Involve me and I will learn."

From this proverb one can understand that involving learners will help them to learn. Rather than listening and remembering or explaining, learners take part in their learning process through real-life situations. According to Heldenbrand (2003) students greatly improve their chances of better comprehension when they have the opportunity to be placed directly in the learning experience. Moreover,

"By working together, the students learn to feel their way to creating their own parts and adapting them as they come up against others."

Maley and Duff (1988, p. 13)

In addition, drama[42] techniques focus more on doing and provide learners with situations which allow them to practise the target language in meaningful contexts. Sam (1990) formulates it as follows: *"Drama activities can be used to provide opportunities for student's whole personality and not merely his mental process."*

Drama activities help to catch the students' attention, motivation, stimulate their creativity and be active in their learning process. They give a context for listening and also a meaningful language production involving learners to use the target language and enhance their linguistic abilities. Learners will be involved in making decisions or negotiating meaning with their interlocutors, furthermore,

"They can also arise out of well-used teaching materials like maps, cartoons, diagrams, recorded interviews, newspapers and magazines extracts."

Gaudart (1990, p. 240)

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[42] "Drama : in general any work meant to be performed on a stage by actors. A more particular meaning is a serious play; not necessarily tragedy.", Cuddon (1991).

In addition, using drama activities in the classroom will not only change the atmosphere of the learning process, but it will bring more enthusiasm among the learners.

> *"By using drama techniques to teach English, the monotony of a conversational English class can be broken and the syllabus can be transformed into one which prepares learners to face their immediate world better as competent users of the English language because they get an opportunity to use the language in operation."*
>
> Chauhan (2004)

On the other hand, Maley and Duff (1988) say that: *"Nobody can predict what exactly will thrown up in the way of ideas during these activities. This is what makes them enjoyable."* According to Maley and Duff (1988) teachers predict some of the language needed by the learners, but the language itself is just a part of the activity. *"The other part is a compound imagination, spontaneous creation and chance discovery, which depends on the students working together."*

It is a fact that such activities do stimulate the learners' cultural needs, and introduce them to theatrical entertainments and the art of non-verbal[43] expressions in their artistic forms. Moreover, Baloto (1996, p. 31) adds that:

> *"It is desirable that materials presented in a foreign language class be varied and stimulating. Ideally, they should be adapted to the needs of learners but most importantly they should be interesting."*

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[43] According to Larthomas (1972) there are two theories of the gesture, the fist one is the performatif movement which belonging to an action which modifies an established fact, and the second one is the communicative movement or significant which transmits to other individuals the description of an established fact or a part of it. Moreover, gestures have a dramatic function (referential): anchoring in the text, symbolic function referring to the freedom of interpretation and plastic function in which the gesture returns only to itself. What is more, in the typology gesture-word ratios there is: a) prolongation in which the gesture takes over word to supplement the statement, b) replacement that is the word is erased with the profit of the gesture which assumes only the statement and lastly, c) accompaniment in which the gesture joint with the word.

Motivation influences learners in complex ways. There may be various factors motivating the learners to be engaged in performing a task and ever more varied factors which may make them avoid the performance. In short, one can say that motivation is concerned with different and various factors that either stimulate or inhibit the desire to be engaged in a performance. Therefore, maintaining a high level of learners' motivation during the learning process is one of the best ways to achieve success.

When there is a connection between what the learners accomplish in the classroom and what they hope to do with their target language in the future, therefore; their motivation for learning the language increases. Furthermore, when making language instruction more relevant to the learners' interests, their attention increases and so does their willingness to participate. The classroom is regarded as a small stage for the students' improvements in their learning process, but is also a helpful training for the larger stage that is the real world outside the classroom.

Students (some) expressed the similarity of intense emotions, hesitations and a sort of blind "risky" venture when they stepped into improvisation as in a real situation. Role-play brought them to the moment when what seems to be in control, and what happens next, is nothing but intuition and emotions at work in an exercise of transformation called language. Language in this case becomes purely a transactional function, it meets the needs we have, and all the sophistication of styles become secondary.

1.5 Conclusion

The communicative approach is a set of principles about teaching including recommendations about method and syllabus where the focus is on meaningful communication not structure, that is; use[44] not usage[45]. In this approach, students are given tasks to accomplish using language, instead of studying the language. Furthermore, In order to communicate learners need adequate communicative capacity, that is the ability to accomplish speech acts and to take part in speech events. Practice takes place in a context and not just at the sentence level. Learners have to acquire rules of communication, not

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[44] Use: The act of practice, of employing something. The quality of being suitable for employment.
[45] Usage: The generally accepted mode of expression in words, as established by customs, tradition and practice.

only rules of grammar, therefore they need to be understood and understand their interlocutors and most particularly their allocutors.

The communicative approach is learner-centred because it respects learners' needs, tastes and pace. What is more, Practice takes place in a context and the tasks students undertake stimulate the task of communication in real-life. In addition, real-life context brought into the classroom through drama techniques contributes to the learning process of the students. Learners are involved in learning by doing, hence, improving their speaking skills. This will be tackled in the next part, which will expose how students react when they are asked to use "real-world" language. The class shifts to more student-centred setting as students accomplish their tasks with other students, while the teacher plays more of an observer role.

CHAPTER TWO

CHAPTER TWO

DRAMA TECHNIQUES IN EFL: ROLE-PLAY

2.1 Introduction

2.2 Drama techniques in EFL/ESL

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2.3 Role-playing

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   2.3.6 Classroom techniques, practices and behaviours

2.4 Conclusion

2.1 Introduction

This chapter sketches an overview idea regarding various drama techniques used in the classroom. Learners still face difficulties in expressing themselves in English even after years of studies. Furthermore, learners acquire a language best when they are involved in contexts where they convey their thoughts, messages, and ideas in meaningful communication. To overcome this lack of ability and improve the student's verbal proficiency is the purpose of using drama techniques.

These techniques are very important because they enable students enjoy learning. Students are provided with opportunity to practise communicating in different social contexts and in different social roles. There is an opportunity for understanding and shifting the information one provides as well as receives. What is more salient is the selection of the appropriate drama activity that belongs to everyday life.

Teachers always try to motivate learners and keep their interest and attention in the learning process. They try to alleviate the routinely atmosphere of the classroom through new techniques, approaches or methods. Hence, the use of drama techniques in teaching EFL contributes to bridging the gap between motivation and acquisition. One of these motivating drama techniques dealt with in this study is role-play. This pedagogical tool increases the learners' motivation and brings ideas for organizing aural practice introduced earlier in the learners' process of learning the target language.

Always talking about real-life can become very dull, and the chance to imagine different situations adds interest to the lesson. Role-play gives a chance to use language in new contexts and for new topics. Learners imagine themselves in different situations and roles when they play games. They are provided with an opportunity to step in and out of self and then come up with a possibility for playing and/or experimenting with interaction.

Therefore, when using role-plays in class, teachers are building on something that students naturally enjoy, because they are acting out a situation. Students are encouraged to use natural expressions and intonations, as well as gestures.

2.2 Drama techniques in EFL/ESL

Drama is a living, breathing art form and a useful tool in teaching, learning and growing in a foreign language environment. As a form of entertainment, drama can also be used as an educational activity. It allows the learner to be another person, interact with others, explore and learn through interaction. Every interaction with a peer or in a situation gives a greater understanding of what is happening in the real world.

Drama has long been used in EFL/ESL teaching classrooms. It has been used in the process of teaching the target language for a variety of purposes mainly with a focus and emphasis on meaningful communicative activities. Moreover drama proposes a way for learners to internalise a second or foreign language and to experiment it into the classroom context. Thus, the classroom becomes a creative setting for different activities which teach the learners how to react in a real world situation.

Using drama techniques in the classroom is a good vehicle for learners to develop their own performance skills. Through these techniques, teachers provide learners with appropriate knowledge, understanding and skills to make progress in their learning process, and make the teaching of the target language more efficient. Learners are provided with opportunities that help them focus not only on language, but also on the learning process itself. Chauhan (2004) words it as such:

> *"Drama activities or techniques are equally successful in making learners experience language in operation and provide motivation to use language embedded in a context and a situation. The simple "acting-out" requiring the learners to adopt a new position involves them creatively."*

Singh Gill (1996) adds that:

> *"Drama is certainly not a panacea for all the ills existing in the language teaching world, but it would seem to have strengths in the oral skills area that conservative teaching methods do not."*

Drama activities help teachers focus more on their learners and give them more opportunities to participate in producing the target language. Therefore the emphasis on learning to communicate is established through the interaction between the learners in the target language. Thus, through group discussion and collaborative work, learners are able to interact and produce more spoken language. They participate naturally in oral communication, they express their thoughts and feelings either in verbal or non-verbal interaction. They are exposed to more opportunities to practise, use and experience a wide range of speech events.

Hence, using drama techniques can be very helpful tools to prepare learners for the real world outside the classroom. Furthermore, immersing learners in real and authentic communicative contexts provides opportunities for more language practice in natural context. According to Dobson (1992), dialogues and improvisations are forms of role-playing, in which students are stimulated to use their newly acquired target language.

Role-playing does not involve only two speakers, but it can involve the interaction of many speakers. It helps language use in an inventive and entertaining form. An example of this opportunity in the classroom is the use of role-plays. They give learners an opportunity to practise communicating in different social contexts and in different social roles. This technique develops fluency in the language and promotes interaction in the classroom; hence increasing motivation which breaks the routine of the class. As Sato (2001, p. 11) states: ***"To activate and rejuvenate those who are losing interest in or motivation for communicative English, role-play can be extremely effective".***

Students are engaged to work in groups and then exchange ideas, thoughts and impressions which lead them to achieve at their best their roles. As for the shyness, role-play helps learners with difficulties in conversation by liberating them and making them participate with the other students in the performance. In addition, using role-play brings an atmosphere of humour and fun which leads learners to a better enjoyment, appreciation and motivation of learning.

2.2.1 The educational value of drama activities

Using drama activities in the classroom brings variety in the learning process and valuable benefits to the English language learners. According to Wessels (1987) using drama activities brings the (written) materials to life. By incorporating, feelings, imagination and thoughts to the written print, learners become active participants and benefit from the activities. Moreover, Crookall and Oxford (1990) explored the use of drama activities in the EFL classrooms as a way to promote changes in the amount of the teacher's talk. They claimed that drama encourages instructors to employ student-centred instructional models and enhances the quantity and the quality of interaction in the classroom.

Also, Gaudart, (1990, P. 245) states that:

> *"The drama activities have added relevance, variety, excitement and fun to the ESL classroom; they have provided a change from the traditional classroom arrangement and allowed students to be totally involved in the task."*

Stern (1980) on the other hand says that a drama-based EFL curriculum promotes the outcomes listed below:
   a) increase student motivation and participation,
   b) increase confidence and fluency in spoken English,
   c) develop creativity and spontaneity,
   d) extend the emotional range of expression and,
   e) provide opportunities for group and self- expression.

Below are some other benefits of using drama activities in the classroom with English language learners.

   a) The combination of learning English and drama activities brings about fun. A serious setting with rigid teaching context will not necessarily come out with effective learning. As Heldenbrand (2003, p. 29) says: *"Nobody has ever said the English classroom has to be serious."* Teachers should create a motivating

learning environment for the learners and make them enjoy it. Hence, drama activities can provide this learning environment that links language experimentation and fun.

b) Learning through drama provides a relaxed and informal context. Learners feel free to express themselves and use their personal ways to negotiate meaning. Maurer (1997) believes that:

> *"Students should feel that they are investigating, discovering, and fiddling around with the language in question without having too much riding on the outcome."*

Furthermore, Gill (1996) says that drama helps change the focus from the teachers to the learners. This shift loads the students with more occasions to participate in the production of the target language.

c) Drama activities help to reinforce language previously learned (Sam, 1990). It helps learn new vocabulary and expressions in their real environment. When using drama in the classroom they will help learners extend, retain and reinforce vocabulary and the structures of sentences. The latter can be achieved through the use of role-plays and communication games (Sam, 1990). Drama activities encourage students' imagination and make the process of learning more meaningful and realistic (Sam, 1990).

d) Learners build confidence in their ability to speak the target language through interaction. According to Gill (1996) social factors such as culture and face, barriers to communication as affective filters and monitors enhance the lack of confidence to participate and communicate among many Asian students. Besides, when the affective filter is lowered, then the outcome is more efficient. When students are on the stage the most important goal is communication and interaction between interlocutors. Students' purpose is to negotiate meaning, enabling them to communicate even if they lack language exactness (Gill, 1996).

e) Drama is one but not the only technique which motivates the learners. There is nothing like having a class with motivated learners, who are willing to learn and are ready to make as much effort as possible to reach their aims and spread excitement in the classroom. Therefore, this excitement will greatly enhance the participation of the whole class. Consequently, drama activities enable the students increase their willingness to learn through practice in a real environment.

f) Miccoli (2003) says that there is a strong connection between language and culture. Therefore, *"learning a language cannot be divorced from cultural learning"*. Through drama activities, educators can introduce elements of culture and explain them to the learners. Consequently, there will be a cultural awareness shared between learners using drama.

g) Drama activities are good methods to make learners use the target language in real situations. It leads to actions through learner's participation; convey meaning and without memorizing dialogues from the textbooks. There is no focus on the English textbooks, but experiencing the language in a real environment. This enables the teachers to feel free from the use of textbooks and focus more on real and meaningful language. Teachers should not be rigid with textbooks or enslaved to moulding the students to the book (Beriksi, 2005).

h) Communication is not just uttering words. There are different ways to communicate that can be observed around us whether in the classroom, or in real-life. Communication can be through the body, without uttering a word, by gestures by miming (or pantomime).
Language together with feelings and movement provide learners with chances to step up and participate, optimizing all means of communication the human being can summon as Heldenbrand (2003, p. 31) puts it: *"Incorporate speaking with their bodies and their words."*

2.2.2 Types of drama activities

There are different types of drama activities that teachers may use in their classrooms. The choice of any type is related to the goals and objectives the teacher wants

to reach. Moreover, the classroom size, students' age and needs are also important elements to be considered. Among the drama activities there are:

a) Language games,
b) Mime,
c) Role-play and,
d) Simulation.

A definition of the four different types will be given below, but with more emphasis on role-play since it is the technique implemented in this research work.

2.2.2.1 Language games

Language games are generally based on observation, memorization or interpretation or guessing and individual/group interaction. They include the different structured language practice activities for example; practise making and receiving a phone call or introduce oneself to other or less structured activities based on improvisation.

2.2.2.2 Mime

Drama activities involve not only the verbal communication, but also the non-verbal communication. Miming is therefore acting out an idea or a story through gestures, bodily movements and facial expressions without uttering a word. According to Savignon (1983, p. 207) the mime is a helpful activity because learners become comfortable with the idea of performing in front of their friends with no concern for language and that even if there is no language use during the mime it can be spur to use language.
Miming activities can be used individually or in groups. A story or an extract from the newspaper can be read and then mimed.

In his article Gaudart (1990) refers to three main ways to use mime in the classroom which are:
a) The first way to use mime in the classroom requires imagination. Learners imagine themselves in a certain physical environment and then act in mime as though they are,
b) The formal mime in which students are involved in a more formalized movement and,

d) Learners perform the mime in groups. Gaudart (1990) points out that the third way in using mime may go against cultural norms.

2.2.2.3 Role-Play

Role-play is the most familiar type of drama activities used in the classroom. Research shows that the interpretation of role-play varies among teachers. Generally speaking, role-play[46] involves learners to perform an imaginary role in a hypothetical or a real situation. Students practise the language through interaction, a role they may be faced with outside the classroom. Role-play is an activity in which a person takes a role that is imitation of reality or imaginary. Learners are involved in spontaneous interactions in order to try and complete a task. According to Hyland (1993, P. 16):

> *"Role-plays are often set up to practise particular language*
> *functions in a highly controlled context and are relatively simple*
> *and short."*

With similar ideas Gaudart (1990) states that the most common form of "role-play" is to select a dialogue, give roles to the learners and get them read the parts aloud with the teacher's help for correction.

There are different types of role-play. For example there are dramatic plays, story dramatization and sociodrama, seminar style presentations, debates and interviews. Teachers may choose one or the other according to their objectives and aims. Furthermore, the choice is linked to the learners' background and level. Role-plays used with weaker students, or beginners differ from the one used for intermediate, advanced or more proficient students in an EFL classroom. Therefore, the activities chosen and the roles assigned to the participants should be relevant to their language needs.

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[46]"A play is a dramatic work designed to be presented on a stage (or in a TV studio) and performed by actors and actresses" (there is: mystery play, miracle play, passion play, and thesis play), Cuddon, 1991.

2.2.2.4 Simulation

Another type of oral communicative activity in drama is simulation. Simulation was used as a learning technique in the professional field such as; business and military training and its benefit is of a valuable importance. Simulation is often a problem solving activity in which the learners bring their own skills, experiences and knowledge. Furthermore, it provides a realistic environment for more interaction in which the participants can get motivated and involved. It provides interaction and socializing.

> *"Students are given tasks to perform or problem to solve together*
> *with the necessary background information and environment in*
> *which to do it."*
>
> Hyland (1993, p. 16)

The participants are themselves or they perform the role of someone else in a simulated real-life context (Sam, 1990). According to Sam (1990) in simulation there are two important elements which are authenticity and credibility.

In simulation, students tend to memorise sentences and idiomatic expressions. They do not just learn by heart in a mechanical way, but they are quite conscious and aware of the meaning regarding what they are uttering because they follow a logical sequence in a practical situation.

The function of simulation is to provide the participants with opportunities to perform roles and improvise within specific situations. Throughout these roles and situations, learners will practise different communicative skills such as asserting themselves, expressing their opinions, persuading the others, arguing, obtaining information, solving problems and, analyzing situations.

Consequently, one can say that there is no clear distinction between the definitions of role-play and simulation. There is an overlap between these two dramatic activities. Hyland (1993), states that the two techniques are interactive learning events. He says that in general, role-plays involve the learners to take on the characters which are not theirs,

and in simulation learners behave as themselves. Yet, role-play is frequently used in simulation. Henceforth, this brings us to the term role-simulation.

In role-simulation, participants remain the same individuals while reacting to a task that has been simulated on the basis of their personal experience or professional training. Among classroom activities, role-play and simulation rate highly as suitable tools to use in a communicative approach to language teaching. They can use the artificiality of the classroom, and provide opportunities for talking and negotiating meaning.

2.3 Role-Playing

Students should make themselves understood when conversing and exchanging information using their current proficiency the fullest. Therefore through well prepared communicative activities such as role-plays learners' are encouraged to experiment and innovate with the language. Hence create a supportive atmosphere that fosters their participation without fear or embarrassment. This will contribute to their self-confidence as speakers and to their motivation to learn more.

Consequently, such kind of communicative activities, namely role-playing allow learners to practise using all of the language they know in various situations that resemble to real settings. Students work together to develop a plan, resolve a problem or complete a task. Role-playing is one of the tasks which create a situation for learners to actively interact in the language, thereby making language learning more meaningful.

Not only role-play encourages thinking and creativity, it also makes students develop and practise new language and behavioural skills. Moreover, role-play imitates life and this considerably expands the range of language functions used by the learners. According to Tompkins (1998), role-playing or simulation is a valuable method for L2 learning. It gives the learners opportunities to act out various roles chosen to represent actual roles that would be in the field of situation. As Hattingh (1998, p.307) states: ***"[role-play,] can stimulate a conversation situation in which students find themselves and give them an opportunity to practice"***

When using role-playing, students are assigned roles and put into situations that may eventually encounter in the real-life outside the classroom. The relationship amongst the learners when they are acting out their roles develops their sociolinguistic competence, too. Learners have to use an appropriate language regarding the situation and the characters.

Furthermore, Maley and Duff (1988) state that working in pairs or in groups improves the relationship between the teacher and the student. Students talk more than used to do before and their exchanges are "natural". Maley and duff added that every student has a contribution to make, students react and interact spontaneously and that help in their learning process.

There is little consensus on the terms used in the role-playing and simulation literature. Just a few of the terms which are used, often interchangeably, are "simulation," "game," "role-play," "simulation-game," "role-play simulation," and "role-playing game" (Crookall and Oxford, 1990a). There seems to be an agreement that simulation is a broader concept than role-playing. According to Porter-Ladousse (1987) simulation is complex, lengthy and relatively inflexible whereas role-playing is quite simple, brief and flexible. Another view by Scarcella and Oxford (1992) says that when we speak about simulations that means, to simulate real-life situations, while in role-playing the participant represents and experiences some character types known in everyday life. So one can say that simulations always include an element of role-play.

Revel (1979, p. 60) sees role-play as: ***"An individual's spontaneous behaviour reaching to others in a hypothetical situation."*** This implies that participants in role-play put a fictitious identity in an imagined situation to present the views of a person without necessarily sharing them; for example, applying for a job and being called up for an interview before a selection board (see Appendix D).

Role-play is a good technique to measure interaction in foreign language classes. It has become a standard technique to test interaction in foreign language classroom, and in teacher and management training. It represents a shift of emphasis to more realistic conversation and communication. The activity ranges from telling a story to acting out a situation where participants have to improvise and create. This technique encourages

interaction among the learners as they relate to each other through their new identified roles.

Robinson (1981) suggests that role-play may take many forms, but in essence, it is an improvisation where the participants build up their own characters, talk, movements, situations, structures, themes and messages. Furthermore, the rest of the class and the teacher who are not taking roles can intervene to find out what is going on and give help, either with the role, or with the language they can replace, or join the role-players from time to time.

Incorporating role-play in the classroom adds variety. It is an opportunity for a lot of language production and also a lot of fun. Real situations can be created and students can benefit from the practice. Role-play is considered as any speaking activity when the students put themselves either in somebody's shoes, or when they stay in their own shoes, but adding some more imaginary situations. This will enhance their motivation, and therefore their desire to act and learn more. As Halápi and Saunders (2002) state: ***"In such an activity, learners create their own world, explore the use of another language, and practice interacting with each other."***

Harmer (1989) advocates the use of role-play for three reasons:
a) It is fun and motivating,
b) Quieter students get the chance to express themselves in a more forthright way,
c) The world of the classroom is broadened to include the outside world.

2.3.1 Effective use of role-play and simulation

1. The activities performed by participants develop and stimulate their conversational competence. The interaction involves, almost exclusively, the learners alone. The teacher is there to maintain a non intrusive role. This means an increase in individual students' speaking time,

2. Finocchiaro and Brumfit (1983) refer to the use of role-play as a fluency activity. Learners have more opportunities to use the language freely and creatively,

3. Role-play and simulation are more useful for consolidation and practice,

4. In terms of social interaction and cultural awareness, role-play and simulation have affective effects since they bring the outside world into the classroom as Porter-Ladousse (1987, p. 6) states: ***"The overall aim of role-play is to train students to deal with the unpredictable nature of language"***,

5. Role-play and simulation are also a bodily activity. The learners' motivation increases and they become active participants. Learners use the language meaningfully according to the situation they are to perform. Meanwhile, students need also concentration to reach the attributed role. Moreover, the less motivated students will be gradually involved into the activity when they see the rest of the group sharing a good time,

6. Role-play and simulation bring some fresh air to the classroom. The environment of learning and teaching becomes more relaxed. The classroom atmosphere becomes less formal and breaks the routine of the usual activities. Students will have more opportunities to mix with others, act different roles, share personal or imaginary experiences and be more creative,

7. Role-play and simulation give an overall picture of real-life situations. Students may now learn correct forms of communication but they may not know when to use them appropriately. These two dramatic activities will provide learners with opportunities to practise; react and taste situations in a real environment.

As a direct interactive method, role-play encourages and promotes spontaneous aural exchanges between participants. There is an active participation on the part of the students. They contribute to interact with the other participants instead of reciting already memorized stretches. Indeed, as Dickinson (1981, p. 382) puts it: ***"Learners say what they want to say and not what someone has told them to say."***

Ur (1986, p. 3) points to the same idea saying that:

> **"Students need a reason to speak more than they need something to speak about, once they have such a reason, however, the fact that the topic is stimulating will make the whole discussion more interesting"**.

8. Role-players learn the interactive skills of arguing, informing, persuading, complaining, discussing, compromising… and,

9. This drama activity is a challenging activity: being a dynamic technique, it deals with constantly changing situations as each participant "shifts into" the discussion to add a new element.

2.3.2 Disadvantages of using role-play and simulation

Even if the use of role-play and simulation provide good results for the learning process of students, one should take into consideration the different shortcomings which may result from these techniques. Below are some paramount disadvantages in using role-play and simulation in the classroom:

a) The loss of control in the classroom: In role-play and simulation, the learners are the only participants in the activity. Besides, the teacher has a minimum participation which may make him/her lose control of the class. Moreover, learners may take control of the activity and get more involved and become disruptive (Sam, 1990; Gaudart, 1990),

b) Difficult activities to control: It is difficult for the teacher to monitor the students' performances. On the one hand, when the learners are too much involved and motivated therefore the learning takes place and the teacher reaches the goals and objectives. Yet, on the other hand, when too much fun is present among the learners no learning takes place. Then it becomes a delicate task for the teacher to show seriousness of purpose behind what may be felt as a leisure activity. As Lucas

and Hiltunen (2002, p. 12) state: ***"Drama is a word that often sends waves of panic through and English teacher."***

c) Embarrassment and spontaneity: It is often hard for teachers to choose the appropriate activities for the learners. There is always a fear of embarrassment and loss of spontaneity. Students always have a fear of what word to choose. They hesitate and therefore do not interact spontaneously. So the choice of the appropriate roles for the different students is very important,

d) Encourage mistakes: In role-play and simulation, the teacher is not a participant in the activity. Therefore the learners are the only players and controllers of their task. This will pave the way for the learners to make more mistakes, produce and practise ungrammatical and inappropriate forms. The ideal teacher must be a 'Theatre Director'. He is there to suggest attitudes and speaking exercises and,

e) Activities for all levels: Using role-play and simulation in the classroom needs a lot of discussion and conversation. Therefore, it might not be convenient to implement it with students having a low proficiency. Role-play and simulation would be more appropriate for students having the necessary communicative competence to accomplish the activity, such as intermediate and advanced learners.

2.3.3 Theory of language learning/teaching

Researches showed that simulation facilitates second language acquisition. Scarcella and Crookall (1990) discussed three learning theories in which learners acquire language when:
(a) They are exposed to large quantities of comprehensible input,
(b) They are actively involved and,
(c) They have positive affect (desires, feelings and attitudes).

Comprehensible input is provided in simulations because students engage in genuine communication in playing their roles. The interaction between students is a worthwhile involvement; it makes students forget they are learning a new language.

Students have the opportunity to try out new behaviours in a safe environment, which helps them develop long term motivation to master an additional language.

In addition to encouraging genuine communication, active involvement, and a positive attitude, the simulated "real-life" problems help students develop their critical thinking and problem solving skills. Often, there is a "competition" that stems between participants, since there are other students who are watching. Having spectators, often stimulates a need to impress, to please, to show off.

2.3.4 Learners' role

Traditionally, learner roles have been specifically defined in the role-playing/simulation method, either through verbal instructions or role cards. However, Kaplan (1997) argues against role-plays saying that they focus only on prescriptive themes stressing specific fields of vocabulary, as they do not capture the spontaneous, real-life flow of conversation.

Perhaps a better model for learner roles in the role-playing/simulation method is what Scarcella and Oxford (1992) call "tapestry approach." According to this approach, learners should be active and have considerable control over their own learning. In other words, the students should participate in the selection of themes and tasks and provide teachers with details of their learning process.

Mugglestone (1977) states that each learner in role-playing comes out under the four following categories:

a) That of acting out a role that he has already performed in L1 and which he needs to perform in English, for example being a guest or host at a party.

b) That of acting out a role that he has already performed in L1 but which is unlikely to be performed in English, for example playing the role of a husband or wife.

c) That of acting out a role that he has not performed in his L1 but that he will need to perform in English, for example being a student abroad, or needing to participate in conferences and seminars.

d) That of acting out a role he has not performed in the L1 and which is unlikely to be performed in English, for example; being a policeman.

2.3.5 Teacher's role

By practising communicative activities, students learn to communicate. Thus the role of the teacher changes and he/she no longer dominates the learning situation. The teacher defines the general frame of the role-play, but generally does not actively participate once the structure is set. In the same context Jones (1982), compares the teacher to the traffic controller, who helps the traffic flow, but does not indicate which way to take.

Again, this is consistent with Scarcella and Oxford's (1992) principles. Instead of having a traditional, teacher-centred classroom structure, the teacher keeps a relatively low profile and students are free to interact with each other spontaneously. Hence the class becomes more a learners-centred than a teacher-centred one. In addition, this reduces the learners' anxiety and facilitates their learning. Moreover, the teacher must keep learners motivated by stimulating their curiosity keeping the material relevant, creating a "tension to learn" Burns and Gentry (1998).

Therefore the teacher in the classroom in the role-play context is simply the facilitator. He/she is there only to provide the help students may need to play actively in their own learning. Consequently the teacher in the classroom may have three possible roles:
(a) A facilitator, he/she may feed the students with new language,
(b) A spectator, he/she watches the role play and gives comments and advice at the end and,
(c) A participant, it is sometimes appropriate to get involved in the role play, in order to boost shy performers, or provoke contradictions.

Through role-play, the teacher's task is less hard. It relieves him/her from the burden of trying to do the impossible; that is keeping all the learners active at the same time. When students are working in groups, the teacher's attention is divided and shared between them. Maley and Duff (1988) state that in drama activities there is no place for stereotyped responses, set-up discussions or 'free conversations'; interaction and enjoyment come from "imaginative personal involvement".

2.3.6 Classroom techniques, practices and behaviours

Porter-Ladousse's (1987) format applied to the role-playing/simulation procedures contains eleven factors. Various role-playing exercises are then described in terms of the following factors.

a) Level indicates the minimum (and sometimes maximum) level at which the activity can be carried out,

b) Time may depend on whether students need to read articles, and reports,

c) Aim indicates the broader objective of each activity, such as developing confidence or becoming sensitive to concepts expressed in language,

d) The language students will need during the role-play, such as structures, functions, different skills, work with register or intonation patterns,

e) Organization describes whether the activity involves pair work or group work, and in the latter case, how many students should be in each group,

f) Preparation indicates anything that needs to be done before class,

g) Warm-up involves ideas to focus the students' attention and get them interested,

h) Procedure involves a step-by-step guide to the activity,

e) Follow-up indicates activities that are done after the activity, perhaps as homework,

j) Remarks may be of general interest or may be warnings about special difficulties that may arise and,

k) Variations can be used with different types of classes or different levels.

2.4 Conclusion

Using drama techniques in teaching English as a foreign language is a useful and innovative method in language teaching. Role-play and simulation provide meaningful ways of learning the target language. They also provide a relaxed learning setting which lessens the learners' affective filter, thus their learning process is facilitated and they become involved in performing the task.

Drama techniques improve communication; heighten self-esteem, motivation, spontaneity, and shy students become more willing to talk. Consequently, teachers should be careful in the planning of these activities for a better efficiency. As far as real-life

communication is concerned, learners are expected to fulfil certain tasks through the application of some drama activities to reach a better proficiency level.

These techniques should not be used in isolation, but in an integrated approach for language learning. They should be part and parcel of the communicative methodology encouraging students' positive attitudes in the language learning process and relevant to the student's needs. The tasks performed through drama techniques; here, role-plays help students to communicate meaningfully in the target language and put more emphasis on speaking and listening skills.

The teacher contributes to the construction of the text uttered by the various participants, in interfering with unexpected answers, or comments. We bear in mind that the purpose of the game is to learn anticipate needs, and face them in verbal answers and attitudes. Verbal skills do rely on non-verbal signs: faces, hands, movements of the body and sometimes postures that could impress the listener or the "speakee" since often interaction implies persuasion or convincing others.

CHAPTER THREE

CHAPTER THREE

DESCRIPTION OF THE EXPERIMENT

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3.1 Introduction

The idea of using role-play as a technique to improve the students' fluency came out because of two different major reasons. First, the textbook used emphasizes more linguistic forms like pronunciation drills, grammar and vocabulary items. Furthermore, teachers spend much time analyzing the grammar structures and explaining vocabulary. In this way students are prevented from interaction and expressing their views. Consequently, the classroom remains teacher-centred and the learners are there to take and memorize without interaction.

Second, there is no English speaking environment which may help the learners practise[47]. After many levels done at the school, learners still feel unable to communicate in the target language. Opportunities to talk to a native speaker are very rare, even non-existent unless the learner is in contact with foreigners at work, which is not common to all learners. Because of the reasons mentioned above, using role-play in the classroom can create an English-speaking environment which will help the improvement of the students' communicative competence.

Students are more likely to remember knowledge that they have constructed themselves more than the knowledge handed to them in lectures. At the private school of foreign languages, learners follow different English learning levels, yet they still feel a lack in their speaking abilities.

This chapter introduces the experimentation of the role-play as a technique used in the classroom. There is a description of the learning process students follow at the school; moreover detailed sections are presented dealing with the sample of students, the experimentation plan and the criteria for evaluation.

3.2 Teaching English at Sibawaih School

This research work was conducted with the help of learners from Sibawaih School. This private educational institution offers courses for people who want to learn a foreign

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[47] Even if there are satellite channels, students can improve their listening and vocabulary, still there is no speaking improvement.

language. It was opened in 1995 and at the beginning there was only the teaching of the English language. Nowadays, four foreign languages are taught at the school namely: French, English, Spanish and German.

3.2.1 The textbook

The material used to teach English at the private school of foreign languages is the New Headway (2004). It is a new edition from Oxford University Press by Liz and John Soars. The target population New Headway aims at is old adolescents or even adults. The textbook offers a variety of activities that learners can do during their learning process. However this does not encourage the speaking skills which are the main objective of the learners when they come to the school.

There are six books divided into ten sequences or parts from a beginner level to an advanced level. Each level is split into a number of units varying from 6 to 7 units[48] depending on the level itself. The book contains two parts, on the one hand, the first part deals with an introduction to the lesson with grammar, vocabulary, pronunciation and some exercises for consolidation. On the other hand, the second part which is called "the work book", deals mainly with exercises that the students are asked to do in class or given as homework.

After each 3 or 4 units there is "Stop and check", a collection of exercises which summarises all what has been taught in the previous units. Students test their knowledge by doing the activities without referring to the lessons and compare their results with their classmates. "Stop and check" helps students notice by themselves their progress in English. In addition these activities vary from a formal to a contextual setting. The themes are also up-dated and adapted to the learners' interests. Most of the documents and the duplicable materials proposed in the book may last many years since they are constituted of permanent rules and directions.

The written activities used in New Headway are varied and often very short. There are also many listening exercises followed by some questions or discussions. Teachers can

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[48] Only level one which is a beginner level contains 14 units, the advanced level; that is level ten, contains 12 units.

also add video-taped episodes followed by some exercises. Moreover, there is also a link between the activities throughout the units and then the levels. A chain is built up between all of them which helps the learners in their learning process.

3.2.2 The learning process

Students coming to the private school of foreign languages in order to learn English have to sit for a placement test which is written. This will determine their level approximately. The placement test is a multiple choice question. Students are handed a list of 80 questions and possible answers to choose from. They have one hour to answer all the questions.

The questions vary from grammar, to vocabulary, use of conditionals, prepositions, idiomatic expressions, word order, expressing offers and requests, and pronunciation as the final "s" of the plural or the "ed" form of past regular verbs. Students are corrected and according to the number of points obtained, their level is determined[49]. Hence the group of learners is formed.

Moreover, students coming to the school and joining a group will have a session of 24 lessons of 2 hours. That is 48 hours in all. Students can choose to follow intensive courses four times a week, or they can come just twice a week. Consequently, students reaching level 6 have done, in average, 6 months of intensive English courses; that is 288 hours.

In the next section there will be a detailed description of the experimentation plan in which there is an identification of the sample students, the objectives to attain in this research and the criteria used for the evaluation.

3.3 Experimentation plan

This section of the chapter describes the two steps of the experimentation followed by the teacher. First, three different texts were chosen and distributed to the learners for

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[49] From 0 to 16 points it is level one, 17 to 30 level two and so on. Up to 80 points it is level 10 which never happens. Generally the top that some students can reach is from 53 points to 60, which is level 5.

reading. Second, the students were given three role-plays to perform. The choice of all the texts was based on the students' lacks, requirements and interests. The different selected criteria used for the evaluation will also be discussed in section five of this chapter.

3.3.1 The materials

3.3.1.1 Step one

After the second week of the beginning of the session, students were handed three different texts for three days (see Appendix A, B, C)[50]. Students were asked to read the texts and discuss them in the classroom. The students had to read the text and with the help of the teacher to work out the difficult vocabulary words. Students were asked to talk about the content of the texts and at the same time two teachers took notes. In fact, these notes are the criteria under which each student's speaking act is evaluated[51]. The criteria of evaluation will be described later in this chapter. The three texts used in this research are about:

a) Looking for work: the text deals with the different steps a person should follow to apply for a job position and an idea about what should be said or not in job interviews (Appendix A),

b) The top ten best attractions in London: different famous places to visit when someone travels to London. The 10 most popular places proposed are based on 2005 visitor numbers (Appendix B) and,

c) Meals in Britain: students will have an idea about the different meals in Britain and time of eating with some food vocabulary (Appendix C).

Learners have now had lessons throughout their learning process from the textbook about job interviews, visiting a place and ordering a meal in a restaurant. The texts in step one (text A, B and C) are there to help them get into the environment and

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[50] The three texts were taken from internet sites and then adapted regarding the research objectives,(A):http://www.foodtimeline.org/foodfq7.html#mealtimes,http://www.ukstudentlife.com/Britain/Food/Meals.html#Meals,(B):http://www.visitlondon.com/city_guide/attractions/f_top_attractions.html,http://golondon.about.com/od/thingstodoinlondon/tp/top10attraction.html(C):http://jobguide.thegoodguides.com.au/book.ctm?contentFile=3-applying.html
[51] These three evaluations regarding each student were done on purpose for a more accurate evaluation in order to come up with a global evaluation of each student regarding each criterion.

refresh their memories, for example: the text "Looking for Work" gives an overall idea about what to say and how to react to the situation. It prepares the learners to the environment of work, and then when it comes to the role-play "Job Interview", the learners are loaded with some useful knowledge regarding the job interview.

The same is true for the text "The Top Ten Best Attractions in London" students have already had a lesson on the wonders of the world and famous places to visit in the world. So the choice of London was done accordingly by choosing the best attractions through the number of visitors in 2005. It gives the learners an idea about famous bridges and museums in city capital. So when the time comes for the role-play "At the Reception Desk", the learner moves from a visit in Londoner streets to a visit of famous places in Washington D.C.

Last of all, the third text is "Meals in Britain", always taking the example of Britain since it is linked to the Standard academic English taught at Sibawaih School. Students are given some food vocabulary words through this text than can be used in their roles. The role-play linked to this text is "At the Restaurant", a simulation of a meal between two friends in a restaurant in England.

3.3.1.2 Step two

A week later, students were given other texts in form of dialogues. They were asked to read them together, to get the gist and have an idea about the content of the role they are to perform. The dialogues contain several vocabulary words, grammatical structures, idiomatic expressions and of course different tenses use. The context was around the same ideas of the reading texts handed to them in the first part of the experimentation; but with some changes. The diagram below enhances the "lexical" relationship between the texts they read and the "role-play" dialogues.

Appendix A: Looking for Work ⟶ Appendix D: Job Interview

Appendix B: The Top Ten Best Attractions ⟶ Appendix E: At the Reception Desk
       in London

Appendix C: Meals in Britain ⟶ Appendix F: At the Restaurant
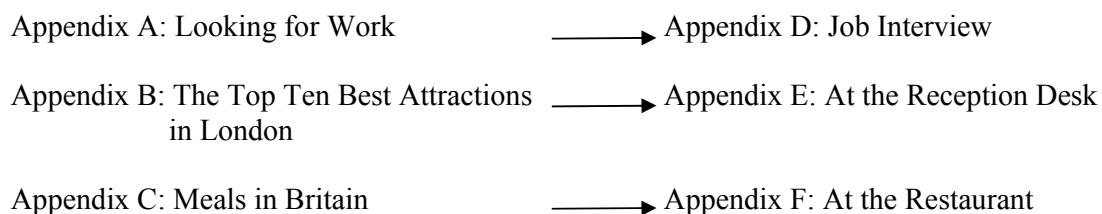
When it came to assign the roles, learners were handed the texts the same day of the performances. One role-play was designed for a pair work performance, and the two others involved the performance of three students. Students were given 45 minutes to have an idea about their roles, and they were let out of the classroom to discuss and get ready to play the attributed roles. Meanwhile, the rest of the group did not know anything about the content of the roles their friends had been assigned. Consequently, everything was discovered throughout the performances when the group performed on the stage[52].

The choice of the students was done at random, but at the same time in a way to make everybody practise the roles. After 45 minutes of discussion, the students came back to the classroom, and then started playing their roles that they had prepared together outside. The performances were recorded on a video-tape with the permission of all the participants. This will be a very helpful tool to base the evaluation and analysis on.

In addition, Maley and Duff (1988) state: ***"The physical layout of the room reflects a psychological reality."*** Students in the classroom are always sitting in a semi-circle; this helps them all to have a good view of the board and all face the teacher. Therefore the viewers could see the players in front of them. The three dialogues are:

a) **The job interview:** The first group of players was asked to perform a job interview. It is assumed that an applicant for a job has sent his application, and was selected for the interview. The interviewing questions are done by two managers of the company and the applicant should answer the questions in a persuasive way (see Appendix D),

b) **At the reception desk:** The second role-play is about a business man who went to Washington D.C. for a professional training, and stayed a few more days to visit some famous places. A conversation takes place between this

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[52] Except for the groups having the same role-play, the rest of the learners did not have any idea about the content of the other role-plays.

man and the receptionist of the hotel who tries to give some advice helping the client by suggesting some places to visit[53] (see Appendix E) and,

c) **At the restaurant:** Last of all, is a simulation in a restaurant. Two friends went to a restaurant to have a meal, and while having a small talk one of them started to joke with the waitress (see Appendix F).

3.3.2 Identification of the students

The students we are dealing with are all adult learners from the private school of foreign languages in Oran. They are either university students or workers such as: engineer, doctor, teacher, accountant, financial, secretary, clerk, manager, computer programmer, and chemist. They come from different backgrounds and have done different university studies. Yet, the first time they come to the school is for one purpose: to speak English fluently, be understood and be able to understand the others.

Consequently students are all instrumentally motivated because they all have a personal objective to reach such as: reading journals and papers, attending conferences, dealing with native speakers at work, improving English communication, willing to carry on studies abroad, understanding movies and songs. The most common objective, they want to speak the target language like "native speakers". They want to negotiate meaning, understand the allocutor and make themselves understood.

As a first step they sit for a placement test, which determines their level bearing in mind that there are 10 levels. So after accomplishing a succession of levels, they notice an improvement in grammar and vocabulary, but still feel missing the ability to speak, to express themselves and to interact with other interlocutors.

> *"Students who have mastered function, form, and vocabulary can often read and write better than they can speak in a foreign language."*
>
> Çileli (1996).

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[53] For a more authenticity of the role-play students were given a map of Washington D.C. to help them map out the information given in the texts handed to them.

Most of the learners express this objective to the target language because it is important for their jobs (sometimes, some companies pay for a better staff training), or because they are making postgraduate studies and English is required for research, or they want to leave the country and go abroad. Some others want to carry on their studies in an English speaking country or they just like songs and want to understand and sing them. Among the class quite a large range of topics that we can deal with can be found, but there are always areas of common concern, mainly, getting a job, travelling, asking for information and so on.

The sample of this study is composed of university graduate students, some of them work and others are still looking for a job, but they all have the same purpose, learn the language and speak it fluently. Yet, they find difficulties to communicate and speak their mind. The group of students is intermediate adult learners. The size of the sample is twenty-five students. Those students were chosen randomly. They are at the same level, but they belong to two different groups. The students follow an evening extensive English programme that lasts after a six-week session. They attend the class four times a week from 6 p.m. to 8 p.m. each level follows a 48-hour-teaching programme after which learners sit for a written and an aural exam.

This group of learners has already followed many levels at the school. Some of them started from level one (beginner level), and others joined the group form level 2 (elementary level). Therefore, all the students followed the same process of learning and they have successfully reached level 6 (intermediate level).

Moreover, throughout their learning process learners are tested mainly on their written skills and sometimes on listening. Yet, at higher levels from level five and up, more oral tests are required.

In this level, there are 6 units of 9 pages each. Grammar exercises are put just as a reminder since learners have followed longer hours in grammar lessons. Level 6 emphasises more vocabulary and listening activities. There are also lots of texts dealing with social life, behavioural, and cultural life of people around the world.

Students at this level are loaded with all the English grammar and are expected to improve their vocabulary and express themselves in the target language easily. Yet, here lies the difficulty learners face. They find themselves lacking this ability of communicating freely. This refrains them from practising and then from improving their aural skills.

3.3.3 The teacher's role

The teacher in this environment tries to facilitate the learning process of the learners. Teachers should know best what will be interesting for the learners in order to motivate the whole class to take part in the role. Facing challenges, meeting and mastering it builds confidence in the learners and therefore helps them go forward in their process of learning and acquiring the target language.

Shearer and Davidhizer (2003, p. 274) point out that:

> ***"The instructor generally will want to encourage students to respond to inter-actions in the role-play in a spontaneous and natural manner."***

The teacher has some other possible roles to manage the role-play in class by:
a) Bringing the situations into life,
b) Keep it real and relevant,
c) Feed in language; the teacher may act as an assistant when necessary and,
d) Error correction which may happen at the end of the role.

3.3.4 The objectives of the experimentation

The aim of this research work is to verify if the role-playing technique can contribute to improve the learners' fluency in the target language. The participation and the interaction between the students can help them communicate and negotiate meaning. It also helps them experiment situations they might be faced with in the real world, outside the classroom.

Students cannot express themselves comfortably and efficiently whether when dealing with "academic topics" (e.g. job interview), or "common everyday topics" (e.g. at the reception desk, at the restaurant), so having this handicap the students always find it difficult to communicate freely in the target language.

Our objective is to see how the use of role-play can improve the learners' speaking skills and how it can help them interact with others in any situation. It is the teacher's duty to state the objectives accordingly, in other words in any role-play simulation chosen by the teacher in class, it should have a range of objectives to attain. In addition, through this technique many objectives can be raised.

Using role-plays in the classroom brings variety to the lesson and removes the shackles of routine. It exposes the students to speaking about everything which improves their speaking skills. Role-plays overcome the students' shyness and build self-confidence in front of an audience. It creates a challenge among the students and makes the whole class participate. This interaction widens the students' knowledge and enriches their vocabulary.

Furthermore, when putting learners in a real environment, this helps them improve their speaking skills and fluency. We want our learners to get accuracy and fluency in the aural presentation. Being accurate does not mean using structures and vocabulary correctly, but saying the right things in the right place, at the right time.
Nunan (1989) describes the communicative tasks

> *"As a piece of classroom work which involves learners in comprehending, while their attention is principally focused on meaning rather than form."*

It is a way to motivate them to interact in the classroom and feel self-confident. Yet, through the three chosen role-plays (Appendix D, E and F) the main objectives of the research questions are reached. Meanwhile, there are also some other specific objectives related to the kind of the text used to attain, this will be shown further.

Students have been taught the form and use of tenses; they had some lessons on answering advertisements for jobs, job interviews, writing an application for a job, asking for directions, going to the restaurant, using idiomatic expressions, proverbs and so on. Throughout the different levels students have done, it is assumed that learners are familiar with the vocabulary related to these topics. Consequently, what is expected from them is manipulating, producing, or interacting in the target language in a fluent way as follows:

3.3.4.1 The job interview

In this role the teacher expects the students to be aware that the most used tense in job interviews is the present perfect (simple or continuous). Moreover, they should know that in such an interview, politeness is required and also the use of long answers. Students should be aware that short sentences are not required since the applicant wants to get the job and should be convincing. In addition, students are allowed to make changes, add or improvise while performing the role. Most importantly, students are expected to speak continuously not to read or memorize.

3.3.4.2 At the reception desk

In the second role, students are in a less formal context. Yet, they should be able to ask questions in a correct form, know how to give directions and make the description meaningful. Moreover, in this role-playing, students are expected to learn more about Washington D.C. and the different sites to visit there. In other words, the interaction between the students should be fruitful and by the end the tourist should get answers to all his questions. Learners are also provided with a map of the city, which will create a more authentic environment of the performance.

3.3.4.3 At the restaurant

In the third role-playing, students should practise politeness through questions using "would" or "could". There is also a new vocabulary and the use of adjectives related to food. Also, students are expected to use the different idiomatic expressions in their correct context and bring fun into their performance. Improvisation is also allowed in case students feel much at ease.

In general through these objectives the author tries to see how the students interact, behave and deal with the texts. The choice of the latter was done accordingly to meet the students' interests and needs. Meanwhile the texts are also adapted to a common environment with a focus on vocabulary and idiomatic expressions. Students were given the challenge and freedom to explore more their interpretation of the text.

Throughout the performances of the students, the rest of the class keeps silent and watches the players on the stage. The performance is recorded on a video tape and that will be used for the evaluation of the learners' fluency as mentioned in step two of this chapter.

3.4 Implementation of the role-plays

Role-play gives the participants opportunities to act various roles chosen to present actual roles that would be in the field situation. The performances are set up into three stages: the preparation stage, the presentation stage and the learners' overall impression regarding the activity.

3.4.1 Preparation Stage

The preparation stage or the set up stage is the first step students go through to get in touch with the task they are to perform. In this stage the teacher described the scenario and assigned the roles to the participants, meanwhile they were given time to map out the general plot of their roles. The majority of the learners stated that the activity created an atmosphere that encouraged the reading of the dialogues and the will to work in groups. They worked in groups but each one separately and in another classroom.

Students read the conversations, highlighted certain difficult words and expressions and through their readings tried to get the gist, rehearse and get ready for their roles. Yet, the teacher was always present to answer some of their questions since students needed always some guidance and explanation of some words and expressions. The reading process makes comprehension easier as compared to listening in which there is a little control over the speed of the delivered message (Lynch, 1997). Moreover, lynch (1997.)

points out to the fact that the written texts present the information in a more helpful way than in a speech.

Before the presentation, students were not allowed to describe the scene. All information would be provided while learners are performing. At the beginning of the role-play, learners were a little uncomfortable and uncertain about their performance. This led to initial lapses of silence and hesitation; soon they helped each other to decide who should take which role. Moreover, in some role-plays, students did not have to discuss the distribution of roles since some of them were already designed through gender status[54]. Towards the end, students felt much at ease with the dialogues and began prompting each other with ideas and opinions about the possible changes they would make in their roles.

For some learners role-play gave them a chance to work in groups and get a free interaction especially to talk over difficult words meaning. Yet, an enjoyment was noticed and a determination to play the role the best way they could. Moreover, students kept asking questions to the teacher about the vocabulary used, and the alternative to make some changes in order to be sure they were on the right track. This was also another step achieved in the interaction between the students and the teacher.

In addition, since there were two groups performing the same role-play, the performances became somehow competitive. On stage and through speaking and acting, learners could reach an optimal reproduction of input and get rid of an important barrier to language learning.

3.4.2 Presentation Stage

In the presentation stage, or play-stage, learners attempted to perform and act out a real life show, so in this stage the play is carried out. Throughout the presentation we felt some stress and anxiety with some students since performing is a new experiment to them and also this performance is held in English. Another factor which enhanced their anxiety and stress is that the whole performance was videotaped. According to the tape, some students felt comfortable in their roles and others did not, the latter was due to many

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[54] The choice concerned mainly the applicant in the job interview (See Appendix D), and the last role-play with the performance of a waitress and two male friends (See Appendix F).

factors such as: the difficulty of performing and being watched by classmates, shyness, fear of making mistakes, loss of memory, interaction gaps.

The viewers, here the other students watching the performance, had also a role to play which was mainly to express their views about the performance. That was a good exercise for them to be better prepared in handling their turn.

3.4.3 Post Presentation Stage

The post presentation stage or the follow up is another important step. It makes the learners discuss about the performance in order to obtain a greater understanding of the social dynamics related to one particular role or another. There is here an interaction between the players and the observers. Role-playing needs to be followed by a debriefing for the learners to define what they have learned and to reinforce it. This was handled in a class discussion, so learners were given this opportunity to give their views and opinions of the activity. These comments and criticisms can help the teachers prepare better future activities with other classes.

On the one hand students talked about their roles once they finished their performance, and on the other one, they watched their performance on TV sets[55] and carried on with their comments. Some students were happy with their performance, but some others said it was so bad either in their performance or because of their English.

> *"The main obstacle to using the communicative approach was students' reactions and attitudes, specifically during pair and small group work. Other obstacles included students' lack of confidence in their speaking ability, embarrassment, and inability to express their opinions, ask questions, and be innovative during conversation practice."*
>
> Menking (2001, p. 1)

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[55] The watching time of the performances was programmed a week later.

During the performance and the watching sessions, the other students of the group, the observers also gave their impressions and comments on what their classmates were presenting.

3.5 Criteria of evaluation

The objective of this experimentation is to see how role-playing used in the classroom can contribute to improve the learners' fluency. In order to achieve an objective evaluation, the performances of the students will be evaluated through a set of criteria. Moreover, this evaluation will be done by two teachers[56], and the results will be analysed. The evaluation will be based on the speaking skills of the learners while they are:

a) Talking about the texts delivered in step one and,
b) Performing the role-plays described in step two.

The criteria of evaluation are as follows:

a) Continuous delivery (debit):

This criterion will be used to evaluate the learners' speaking delivery. A continuous delivery here means that the learners speak without interruption. There is fluidity in their speech. This criterion will be evaluated through a scale from 0 to 10 where the score of 10 means that the learner has an excellent continuous delivery of his speech. Whereas the score 0 means that the learner has difficulties to maintain a speech continuity or fluidity.

b) Looking for words:

This criterion will evaluate the learners' capacity to carry on their speech with a fluent use of words in their appropriate context. The evaluation will be based on learners' difficulties or easiness in looking for words to fit their sentence meaning. This criterion will be graded through a scale from 0 to 10 where the score of 10 means that the students

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[56] The criteria of evaluation were explained to both teachers then they did the evaluation separately. Meanwhile, the students were not informed that they were evaluated while expressing themselves about the three read texts (Step one).

do not face any difficulty in finding their words to negotiate meaning. The score 0 means that it is not easy for the learners to find their words and carry on their speech.

c) Rich vocabulary usage:

The criterion related to lexicon evaluates the frequent usage of adequate and specialised vocabulary related to the context of the roles performed by the learners or their speech. New vocabulary words are used in each text and learners will be evaluated according to the re-use of these words or the introduction of some others.

A scale from 0 to 10 will be used for the evaluation where the score 10 means that the learner uses the maximum vocabulary words whereas the score 0 means that no new rich vocabulary word was used.

d) Pronunciation:

This criterion evaluates the pronunciation of words. Students tend to pronounce the word as it is written. Moreover, using the stress at the wrong place may create a language misunderstanding and therefore a communication failure. This criterion has been considered in this study in order to be sure that the learners pronounce well. A scale from 0 to 10 will evaluate the learners' correct pronunciation of words. The score 10 means that learners do pronounce the words rather clear whereas a score of 0 means that learners have a bad pronunciation.

3.6 Conclusion

This chapter aims at giving a description of the experimentation plan of the research conducted at Sibawaih School of foreign languages in Oran. This experimentation was done through three texts that the students read before the role-play and their performing role-plays. The students were evaluated by two teachers from this school. The evaluation was done regarding four criteria. The size of the sample was 25 students who were selected randomly from the same level. The results of this experimentation will be presented and analysed in chapter four.

CHAPTER FOUR

CHAPTER FOUR

INTERPRETATION AND ANALYSIS

4.1 Introduction

4.2 Data analysis and interpretation of results

4.3 Description of the tables

4.4 Test of hypothesis

4.5 General evaluation

4.6 Students' feedback

4.7 Conclusion

4.1 Introduction

The previous chapter focused on the description of the experimentation plan of the research conducted at Sibawaih School of foreign languages in Oran. Whereas this chapter deals with the results obtained through the analysis of the data collected regarding the learners' performances before and after the role-play. The processing of the experimentation plan application is formulated through the research hypothesis which will be tested throughout the data collected regarding the sample of students.

Moreover, the results shown in this chapter will illustrate that the use of role-play as an educational tool contributes significantly to reach the objectives of this research study; that is improving the speaking skills of learners. Students' feedback and comments will be mentioned in the last section.

4.2 Data Analysis and Interpretation of Results

The analysis is based on the four criteria mentioned in chapter three. The first evaluation regarding step one explained in that chapter was done by two teachers. The student expressed himself after reading the text and the evaluation was done accordingly. Second, during the performances, learners were filmed, and then the two teachers could watch the performance and make the evaluation based on the same criteria[57].

The data collected through this study are represented in a series of tables. Each one gives the results obtained from evaluating the students. Learners were evaluated before the role-play and after acting out their roles. So the analysis contains six tables of the evaluation regarding the study. These results are used to answer the hypotheses put forward in this study.

The first four tables describe the evaluation of the students before the role-play. Students were given three texts to read at three different times throughout their learning process at the school. Then, they were evaluated while talking about the content of the texts. The three texts are: a) Looking for Work, b) The Top Ten Best Attractions in London

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[57] The details of the procedure are explained in chapter three.

and, c) Meals in Britain. Furthermore, the evaluation was done under four different criteria which are: a) Continuous Delivery, b) Hesitation, c) Rich Vocabulary and, d) Pronunciation. The fifth table describes the evaluation of the students after the role-play whereas the sixth and last table shows the comparison between the students' performance before and after the role-play. The different tables are presented in the next section.

4.3 Description of the Tables

The Tables 1, 2 and 3 describe the evaluations of the students before the role-play regarding the following texts: a) Looking for Work, b) The Top Ten Best Attractions in London and, c) Meals in Britain respectively (See Appendixes A, B and C). These tables show the performance of the students. The evaluation was done by two teachers from Sibawaih School of foreign languages, Oran (Algeria). These teachers were involved in this experimentation from the beginning till the end of the process. The tables are divided into four areas according to the four criteria. For each criterion, there are three columns that can be described as follows:

Column 1: shows the evaluation of teacher 1 (T1),

Column 2: the evaluation of teacher 2 (T2) and,

Column 3: shows the mean[58] of the evaluations provided by both teachers.

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[58] In statistics, **mean** has two related meanings: a) the *average* in ordinary English, which is more correctly called the arithmetic mean, to distinguish it from geometric mean or harmonic mean. The average is also called sample, mean, b) the expected value of a random variable, which is also called the *population mean*.

Students	Continuous Delivery			Hesitation			Rich Vocabulary			Pronunciation		
	T1	T2	Mean	T1	T2	Mean	T1	T2	Mean	T1	T2	Mean
Said	4.0	7.0	5.5	4.0	7.0	5.5	8.0	7.0	7.5	5.0	7.0	6.0
Amine	5.0	6.0	5.5	6.0	6.0	6.0	6.0	6.0	6.0	5.0	5.0	5.0
Abdallah	8.0	4.0	6.0	8.0	4.0	6.0	7.0	5.0	6.0	8.0	6.0	7.0
Wafaa	8.0	5.0	6.5	7.0	5.0	6.0	9.0	6.0	7.5	7.0	7.0	7.0
Yacine	8.0	7.0	7.5	8.0	6.0	7.0	6.0	7.0	6.5	8.0	7.0	7.5
Abdelghani	5.0	5.0	5.0	4.0	5.0	4.5	5.0	6.0	5.5	6.0	5.0	5.5
Najia	3.0	4.0	3.5	3.0	4.0	3.5	3.0	5.0	4.0	5.0	5.0	5.0
Houria	2.0	3.0	2.5	3.0	3.0	3.0	2.0	4.0	3.0	2.0	4.0	3.0
Moussa	2.0	3.0	2.5	2.0	3.0	2.5	3.0	5.0	4.0	4.0	5.0	4.5
Tahar	4.0	5.0	4.5	4.0	5.0	4.5	5.0	6.0	5.5	7.0	6.0	6.5
Mohamed	3.0	4.0	3.5	3.0	4.0	3.5	5.0	5.0	5.0	5.0	5.0	5.0
Samira	3.0	3.0	3.0	3.0	3.0	3.0	3.0	4.0	3.5	2.0	4.0	3.0
Wissem	6.0	6.0	6.0	5.0	6.0	5.5	6.0	6.0	6.0	7.0	7.0	7.0
Amina(1)	8.0	8.0	8.0	6.0	7.0	6.5	7.0	7.0	7.0	8.0	8.0	8.0
Amina(2)	7.0	7.0	7.0	6.0	7.0	6.5	7.0	8.0	7.5	8.0	8.0	8.0
Saadia	3.0	3.0	3.0	3.0	3.0	3.0	4.0	4.0	4.0	4.0	4.0	4.0
Djamila	8.0	8.0	8.0	7.0	8.0	7.5	4.0	5.0	4.5	8.0	8.0	8.0
Amina(3)	5.0	6.0	5.5	5.0	6.0	5.5	4.0	4.0	4.0	6.0	6.0	6.0
Dalal	4.0	4.0	4.0	4.0	4.0	4.0	3.0	3.0	3.0	5.0	4.0	4.5
Halima	5.0	6.0	5.5	5.0	5.0	5.0	5.0	6.0	5.5	5.0	5.0	5.0
Aber	4.0	4.0	4.0	4.0	4.0	4.0	3.0	3.0	3.0	4.0	5.0	4.5
Abdessamad	5.0	6.0	5.5	5.0	5.0	5.0	5.0	6.0	5.5	5.0	5.0	5.0
Amel	3.0	3.0	3.0	3.0	3.0	3.0	4.0	4.0	4.0	4.0	4.0	4.0
Mounir	4.0	4.0	4.0	4.0	4.0	4.0	3.0	3.0	3.0	5.0	4.0	4.5
Nadir	4.0	5.0	4.5	4.0	5.0	4.5	4.0	5.0	4.5	3.0	3.0	3.0

Table 1: Text A: Looking for Work (Before the Role-Play)

Students	Continuous Delivery			Hesitation			Rich Vocabulary			Pronunciation		
	T1	T2	Mean	T1	T2	Mean	T1	T2	Mean	T1	T2	Mean
Said	5.0	5.0	5.0	3.0	6.0	4.5	4.0	6.0	5.0	4.0	6.0	5.0
Amine	3.0	5.0	4.0	3.0	5.0	4.0	4.0	5.0	4.5	5.0	5.0	5.0
Abdallah	4.0	5.0	4.5	3.0	5.0	4.0	3.0	6.0	4.5	6.0	6.0	6.0
Wafaa	5.0	6.0	5.5	5.0	6.0	5.5	5.0	6.0	5.5	3.0	6.0	4.5
Yacine	6.0	6.0	6.0	5.0	6.0	5.5	3.0	6.0	4.5	6.0	6.0	6.0
Abdelghani	3.0	6.0	4.5	2.0	6.0	4.0	4.0	6.0	5.0	3.0	5.0	4.0
Najia	3.0	4.0	3.5	2.0	4.0	3.0	2.0	5.0	3.5	4.0	5.0	4.5
Houria	3.0	5.0	4.0	3.0	6.0	4.5	3.0	5.0	4.0	1.0	4.0	2.5
Moussa	6.0	4.0	5.0	4.0	4.0	4.0	4.0	5.0	4.5	4.0	5.0	4.5
Tahar	5.0	5.0	5.0	5.0	6.0	5.5	5.0	6.0	5.5	4.0	5.0	4.5
Mohamed	3.0	3.0	3.0	2.0	3.0	2.5	3.0	4.0	3.5	4.0	4.0	4.0
Samira	3.0	3.0	3.0	2.0	3.0	2.5	4.0	4.0	4.0	3.0	3.0	3.0
Wissem	5.0	6.0	5.5	5.0	6.0	5.5	5.0	6.0	5.5	4.0	8.0	6.0
Amina(1)	5.0	6.0	5.5	5.0	6.0	5.5	6.0	6.0	6.0	6.0	6.0	6.0
Amina(2)	5.0	6.0	5.5	5.0	6.0	5.5	6.0	5.0	5.5	6.0	5.0	5.5
Saadia	3.0	5.0	4.0	3.0	5.0	4.0	5.0	5.0	5.0	3.0	5.0	4.0
Djamila	5.0	5.0	5.0	5.0	4.0	4.5	6.0	6.0	6.0	7.0	7.0	7.0
Amina(3)	4.0	5.0	4.5	3.0	4.0	3.5	4.0	4.0	4.0	5.0	5.0	5.0
Dalal	3.0	3.0	3.0	3.0	4.0	3.5	4.0	6.0	5.0	5.0	6.0	5.5
Halima	4.0	4.0	4.0	3.0	4.0	3.5	3.0	3.0	3.0	3.0	5.0	4.0
Aber	4.0	4.0	4.0	3.0	4.0	3.5	3.0	5.0	4.0	4.0	6.0	5.0
Abdessamad	5.0	5.0	5.0	4.0	5.0	4.5	4.0	5.0	4.5	6.0	5.0	5.5
Amel	3.0	4.0	3.5	2.0	4.0	3.0	3.0	5.0	4.0	6.0	5.0	5.5
Mounir	3.0	4.0	3.5	3.0	4.0	3.5	4.0	3.0	3.5	4.0	6.0	5.0
Nadir	3.0	5.0	4.0	4.0	5.0	4.5	3.0	4.0	3.5	4.0	5.0	4.5

Table 2: Text B: The Top Ten Best Attractions in London (Before the Role-Play)

Students	Continuous Delivery			Hesitation			Rich Vocabulary			Pronunciation		
	T1	T2	Mean	T1	T2	Mean	T1	T2	Mean	T1	T2	Mean
Said	5.0	4.0	4.5	7.0	5.0	6.0	3.0	4.0	3.5	5.0	5.0	5.0
Amine	9.0	4.0	6.5	9.0	4.0	6.5	3.0	5.0	4.0	7.0	6.0	6.5
Abdallah	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	4.0	4.0	4.0
Wafaa	7.0	5.0	6.0	8.0	5.0	6.5	5.0	5.0	5.0	4.0	6.0	5.0
Yacine	9.0	8.0	8.5	9.0	7.0	8.0	7.0	7.0	7.0	9.0	7.0	8.0
Abdelghani	2.0	6.0	4.0	3.0	6.0	4.5	3.0	6.0	4.5	5.0	6.0	5.5
Najia	4.0	4.0	4.0	4.0	4.0	4.0	3.0	5.0	4.0	4.0	5.0	4.5
Houria	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	4.0	3.0	3.5
Moussa	6.0	5.0	5.5	8.0	5.0	6.5	4.0	5.0	4.5	5.0	5.0	5.0
Tahar	5.0	5.0	5.0	5.0	5.0	5.0	5.0	6.0	5.5	3.0	3.0	3.0
Mohamed	5.0	4.0	4.5	5.0	4.0	4.5	2.0	4.0	3.0	3.0	4.0	3.5
Samira	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	3.0	5.0	4.0
Wissem	9.0	6.0	7.5	9.0	5.0	7.0	9.0	6.0	7.5	8.0	8.0	8.0
Amina(1)	8.0	6.0	7.0	7.0	4.0	5.5	7.0	7.0	7.0	6.0	8.0	7.0
Amina(2)	8.0	5.0	6.5	7.0	4.0	5.5	7.0	5.0	6.0	7.0	6.0	6.5
Saadia	2.0	3.0	2.5	2.0	3.0	2.5	4.0	4.0	4.0	3.0	5.0	4.0
Djamila	8.0	6.0	7.0	7.0	4.0	5.5	7.0	7.0	7.0	6.0	8.0	7.0
Amina(3)	5.0	5.0	5.0	4.0	4.0	4.0	5.0	5.0	5.0	5.0	5.0	5.0
Dalal	6.0	4.0	5.0	5.0	3.0	4.0	5.0	4.0	4.5	4.0	5.0	4.5
Halima	6.0	5.0	5.5	3.0	4.0	3.5	5.0	6.0	5.5	4.0	5.0	4.5
Aber	5.0	4.0	4.5	4.0	4.0	4.0	2.0	5.0	3.5	4.0	5.0	4.5
Abdessamad	6.0	4.0	5.0	5.0	4.0	4.5	3.0	5.0	4.0	5.0	6.0	5.5
Amel	7.0	6.0	6.5	5.0	6.0	5.5	2.0	5.0	3.5	5.0	7.0	6.0
Mounir	5.0	4.0	4.5	4.0	4.0	4.0	2.0	4.0	3.0	4.0	5.0	4.5
Nadir	5.0	4.0	4.5	4.0	4.0	4.0	2.0	2.0	2.0	4.0	3.0	3.5

Table 3: Text C: Meals in Britain (Before the Role-Play)

In Table 4-a and Table 4-b, there is a general description of the evaluation of the students before the role-play. This table provides the results of the three texts altogether regarding the four criteria and related to each student. In other words, the results shown in this table are the ones collected from Table 1, 2 and 3 respectively. The mean of evaluation of the two teachers was taken regarding each text. So for each criterion there are four columns described as follows: column 1 shows the mean of text A, column 2 shows the mean of text B, column 3 shows the mean of text C and the last column shows the general mean of the three texts for each student[59].

Students	Continuous Delivery				Hesitation			
	Work	Top 10	Meals	Mean	Work	Top 10	Meals	Mean
Said	5.50	5.00	4.50	5.00	5.50	4.50	6.00	5.33
Amine	5.50	4.00	6.50	5.33	6.00	4.00	6.50	5.50
Abdallah	6.00	4.50	3.00	4.50	6.00	4.00	3.00	4.33
Wafaa	6.50	5.50	6.00	6.00	6.00	5.50	6.50	6.00
Yacine	7.50	6.00	8.50	7.33	7.00	5.50	8.00	6.83
Abdelghani	5.00	4.50	4.00	4.50	4.50	4.00	4.50	4.33
Najia	3.50	3.50	4.00	3.67	3.50	3.00	4.00	3.50
Houria	2.50	4.00	3.00	3.17	3.00	4.50	3.00	3.50
Moussa	2.50	5.00	5.50	4.33	2.50	4.00	6.50	4.33
Tahar	4.50	5.00	5.00	4.83	4.50	5.50	5.00	5.00
Mohamed	3.50	3.00	4.50	3.67	3.50	2.50	4.50	3.50
Samira	3.00	3.00	5.00	3.67	3.00	2.50	5.00	3.50
Wissem	6.00	5.50	7.50	6.33	5.50	5.50	7.00	6.00
Amina(1)	8.00	5.50	7.00	6.83	6.50	5.50	5.50	5.83
Amina(2)	7.00	5.50	6.50	6.33	6.50	5.50	5.50	5.83
Saadia	3.00	4.00	2.50	3.17	3.00	4.00	2.50	3.17
Djamila	8.00	5.00	7.00	6.67	7.50	4.50	5.50	5.83
Amina(3)	5.50	4.50	5.00	5.00	5.50	3.50	4.00	4.33
Dalal	4.00	3.00	5.00	4.00	4.00	3.50	4.00	3.83
Halima	5.50	4.00	5.50	5.00	5.00	3.50	3.50	4.00
Aber	4.00	4.00	4.50	4.17	4.00	3.50	4.00	3.83
Abdessamad	5.50	5.00	5.00	5.17	5.00	4.50	4.50	4.67
Amel	3.00	3.50	6.50	4.33	3.00	3.00	5.50	3.83
Mounir	4.00	3.50	4.50	4.00	4.00	3.50	4.00	3.83
Nadir	4.50	4.00	4.50	4.33	4.50	4.50	4.00	4.33

Table 4-a: Texts: A, B and, C (Before the Role-Play)

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[59] The mean of the three texts was calculated to compare it with the performance of the students after the role-plays (See Table 6).

Students	Rich Vocabulary				Pronunciation			
	Work	Top 10	Meals	Mean	Work	Top 10	Meals	Mean
Said	7.50	5.00	3.50	5.33	6.00	5.00	5.00	5.33
Amine	6.00	4.50	4.00	4.83	5.00	5.00	6.50	5.50
Abdallah	6.00	4.50	3.00	4.50	7.00	6.00	4.00	5.67
Wafaa	7.50	5.50	5.00	6.00	7.00	4.50	5.00	5.50
Yacine	6.50	4.50	7.00	6.00	7.50	6.00	8.00	7.17
Abdelghani	5.50	5.00	4.50	5.00	5.50	4.00	5.50	5.00
Najia	4.00	3.50	4.00	3.83	5.00	4.50	4.50	4.67
Houria	3.00	4.00	3.00	3.33	3.00	2.50	3.50	3.00
Moussa	4.00	4.50	4.50	4.33	4.50	4.50	5.00	4.67
Tahar	5.50	5.50	5.50	5.50	6.50	4.50	3.00	4.67
Mohamed	5.00	3.50	3.00	3.83	5.00	4.00	3.50	4.17
Samira	3.50	4.00	5.00	4.17	3.00	3.00	4.00	3.33
Wissem	6.00	5.50	7.50	6.33	7.00	6.00	8.00	7.00
Amina(1)	7.00	6.00	7.00	6.67	8.00	6.00	7.00	7.00
Amina(2)	7.50	5.50	6.00	6.33	8.00	5.50	6.50	6.67
Saadia	4.00	5.00	4.00	4.33	4.00	4.00	4.00	4.00
Djamila	4.50	6.00	7.00	5.83	8.00	7.00	7.00	7.33
Amina(3)	4.00	4.00	5.00	4.33	6.00	5.00	5.00	5.33
Dalal	3.00	5.00	4.50	4.17	4.50	5.50	4.50	4.83
Halima	5.50	3.00	5.50	4.67	5.00	4.00	4.50	4.50
Aber	3.00	4.00	3.50	3.50	4.50	5.00	4.50	4.67
Abdessamad	5.50	4.50	4.00	4.67	5.00	5.50	5.50	5.33
Amel	4.00	4.00	3.50	3.83	4.00	5.50	6.00	5.17
Mounir	3.00	3.50	3.00	3.17	4.50	5.00	4.50	4.67
Nadir	4.50	3.50	2.00	3.33	3.00	4.50	3.50	3.67

Table 4-b: Texts: A, B and, C (Before the Role-Play)

Table 5, describes the evaluation of students **after** the role-play regarding the three plays handed to them which are: a) Job Interview, b) At the Reception Desk and, c) At the Restaurant (See Appendixes D, E and F). This table shows the evaluation of the two teachers who watched the recorded performance of the students and done the evaluation separately. The evaluation is described regarding the four criteria and for each criterion there are three columns that can be described as follows: column 1 shows the evaluation of T1, column 2 shows the evaluation of T2 and column 3 shows the mean of both evaluations provided by the teachers.

Students	Continuous Delivery			Hesitation			Rich Vocabulary			Pronunciation		
	T1	T2	Mean	T1	T2	Mean	T1	T2	Mean	T1	T2	Mean
Said	7.0	6.0	6.5	7.0	6.0	6.5	7.0	7.0	7.0	7.0	7.0	7.0
Amine	7.0	6.0	6.5	7.0	5.0	6.0	7.0	6.0	6.5	7.0	6.0	6.5
Abdallah	3.0	4.0	3.5	3.0	4.0	3.5	5.0	5.0	5.0	6.0	4.0	5.0
Wafaa	7.0	6.0	6.5	7.0	7.0	7.0	7.0	6.0	6.5	8.0	6.0	7.0
Yacine	6.0	7.0	6.5	6.0	7.0	6.5	7.0	8.0	7.5	6.0	8.0	7.0
Abdelghani	7.0	6.0	6.5	7.0	6.0	6.5	6.0	7.0	6.5	5.0	5.0	5.0
Najia	7.0	4.0	5.5	6.0	4.0	5.0	6.0	5.0	5.5	6.0	5.0	5.5
Houria	3.0	3.0	3.0	3.0	4.0	3.5	5.0	5.0	5.0	3.0	3.0	3.0
Moussa	5.0	2.0	3.5	5.0	2.0	3.5	5.0	4.0	4.5	6.0	3.0	4.5
Tahar	6.0	6.0	6.0	6.0	5.0	5.5	7.0	5.0	6.0	5.0	5.0	5.0
Mohamed	4.0	4.0	4.0	5.0	4.0	4.5	5.0	5.0	5.0	4.0	5.0	4.5
Samira	6.0	3.0	4.5	5.0	3.0	4.0	5.0	5.0	5.0	6.0	3.0	4.5
Wissem	7.0	4.0	5.5	7.0	4.0	5.5	7.0	5.0	6.0	8.0	6.0	7.0
Amina(1)	7.0	7.0	7.0	7.0	7.0	7.0	7.0	7.0	7.0	8.0	7.0	7.5
Amina(2)	8.0	7.0	7.5	8.0	7.0	7.5	8.0	8.0	8.0	8.0	8.0	8.0
Saadia	6.0	5.0	5.5	6.0	5.0	5.5	7.0	6.0	6.5	5.0	4.0	4.5
Djamila	7.0	6.0	6.5	7.0	7.0	7.0	8.0	7.0	7.5	7.0	6.0	6.5
Amina(3)	6.0	5.0	5.5	5.0	5.0	5.0	5.0	5.0	5.0	7.0	6.0	6.5
Dalal	6.0	6.0	6.0	6.0	6.0	6.0	7.0	7.0	7.0	6.0	6.0	6.0
Halima	6.0	6.0	6.0	6.0	6.0	6.0	5.0	6.0	5.5	7.0	8.0	7.5
Aber	5.0	5.0	5.0	4.0	4.0	4.0	3.0	4.0	3.5	3.0	3.0	3.0
Abdessamad	6.0	7.0	6.5	6.0	7.0	6.5	5.0	5.0	5.0	6.0	6.0	6.0
Amel	5.0	6.0	5.5	5.0	5.0	5.0	4.0	5.0	4.5	5.0	5.0	5.0
Mounir	4.0	3.0	3.5	3.0	3.0	3.0	4.0	3.0	3.5	5.0	5.0	5.0
Nadir	6.0	6.0	6.0	5.0	5.0	5.0	3.0	2.0	2.5	5.0	4.0	4.5

Table 5: Students' Evaluation after the Role-Play

Table 6 describes the comparison between the performance of the students before and after the role-play. This comparison is based on the results obtained in Table 4 and Table 5 respectively. This means that table 6 holds the mean obtained in Table 4 and the one obtained in Table 5. The results used are the mean obtained for each student regarding the four criteria which are presented as follows: there are four criteria and for each criterion there are three columns. Column 1 shows the mean of the evaluation obtained by the students before the role-play, column 2 shows the mean of evaluation obtained by the students after the role-play and column 3 shows the difference between the results in column 2 and 1 respectively.

Students	Continuous Delivery			Hesitation			Rich Vocabulary			Pronunciation		
	Before	After	Diff.	Before	After	Diff.	Before	After	Diff.	Before	After	Diff.
Said	5.0	6.5	1.5	5.3	6.5	1.2	5.3	7.0	1.7	5.3	7.0	1.7
Amine	5.3	6.5	1.2	5.5	6.0	0.5	4.8	6.5	1.7	5.5	6.5	1.0
Abdallah	4.5	3.5	-1.0	4.3	3.5	-0.8	4.5	5.0	0.5	5.7	5.0	-0.7
Wafaa	6.0	6.5	0.5	6.0	7.0	1.0	6.0	6.5	0.5	5.5	7.0	1.5
Yacine	7.3	6.5	-0.8	6.8	6.5	-0.3	6.0	7.5	1.5	7.2	7.0	-0.2
Abdelghani	4.5	6.5	2.0	4.3	6.5	2.2	5.0	6.5	1.5	5.0	5.0	0.0
Najia	3.7	5.5	1.8	3.5	5.0	1.5	3.8	5.5	1.7	4.7	5.5	0.8
Houria	3.2	3.0	-0.2	3.5	3.5	0.0	3.3	5.0	1.7	3.0	3.0	0.0
Moussa	4.3	3.5	-0.8	4.3	3.5	-0.8	4.3	4.5	0.2	4.7	4.5	-0.2
Tahar	4.8	6.0	1.2	5.0	5.5	0.5	5.5	6.0	0.5	4.7	5.0	0.3
Mohamed	3.7	4.0	0.3	3.5	4.5	1.0	3.8	5.0	1.2	4.2	4.5	0.3
Samira	3.7	4.5	0.8	3.5	4.0	0.5	4.2	5.0	0.8	3.3	4.5	1.2
Wissem	6.3	5.5	-0.8	6.0	5.5	-0.5	6.3	6.0	-0.3	7.0	7.0	0.0
Amina(1)	6.8	7.0	0.2	5.8	7.0	1.2	6.7	7.0	0.3	7.0	7.5	0.5
Amina(2)	6.3	7.5	1.2	5.8	7.5	1.7	6.3	8.0	1.7	6.7	8.0	1.3
Saadia	3.2	5.5	2.3	3.2	5.5	2.3	4.3	6.5	2.2	4.0	4.5	0.5
Djamila	6.7	6.5	-0.2	5.8	7.0	1.2	5.8	7.5	1.7	7.3	6.5	-0.8
Amina(3)	5.0	5.5	0.5	4.3	5.0	0.7	4.3	5.0	0.7	5.3	6.5	1.2
Dalal	4.0	6.0	2.0	3.8	6.0	2.2	4.2	7.0	2.8	4.8	6.0	1.2
Halima	5.0	6.0	1.0	4.0	6.0	2.0	4.7	5.5	0.8	4.5	7.5	3.0
Aber	4.2	5.0	0.8	3.8	4.0	0.2	3.5	3.5	0.0	4.7	3.0	-1.7
Abdessamad	5.2	6.5	1.3	4.7	6.5	1.8	4.7	5.0	0.3	5.3	6.0	0.7
Amel	4.3	5.5	1.2	3.8	5.0	1.2	3.8	4.5	0.7	5.2	5.0	-0.2
Mounir	4.0	3.5	-0.5	3.8	3.0	-0.8	3.2	3.5	0.3	4.7	5.0	0.3
Nadir	4.3	6.0	1.7	4.3	5.0	0.7	3.3	2.5	-0.8	3.7	4.5	0.8

Table 6: Comparison -Before and After the Role-play-

The parameter of interest of this analysis is the difference between the learners' performance before and after the role-play. The data were generated from an independent sample. This sample was randomly selected.

For the purpose of this analysis, a computation of the difference between the learners' performance before and after the role-play will be done. Of course if the difference is negative this means that the role-play has not contributed to improve the learners' skill. In the case where this difference equals to zero, this means that the learners' skills are the same before and after the role-play. In other words, this shows that there was no change occurring in the learning process through the use of role-play technique. However, if the difference is greater than zero, this implies that the use of role-play has contributed to improve the learners' English speaking skills.

It is obvious that in order to conclude that the role-play as a teaching technique has a significant contribution to the learners' improvement, the mean of the differences of the sample used will be calculated and so for the standard deviation. Consequently, this information will be used to perform hypothesis test. This is a statistical analysis where one has to show that this difference of evaluation is significantly equal to or greater than zero, which means that the learners' evaluation after the role-play is significantly equal to or higher than the evaluations before the role-play.

In the coming section, there will be a presentation of the hypothesis to be tested and the obtained result of this statistical analysis.

4.4 Test of Hypothesis

In hypothesis testing, the significance level of a test is the maximum probability that the observed statistic would be noticed under the null hypothesis that is considered consistent with chance variation, and therefore with the truth of null hypothesis. Hence, if the null hypothesis is true, the significance level is the probability that it will be rejected in error. Consequently, in devising a hypothesis test, the tester will aim to maximize power for a given significance, but ultimately have to recognize that the best which can be achieved is likely to be a balance between significance and power.

A significance test is performed to determine if an observed value of a statistic differs enough from a hypothesized value of a parameter to draw the inference that the hypothesized value of the parameter is not the true value. This hypothesized value of the parameter is called the "null hypothesis." A significance test consists in calculating the probability of obtaining a statistic as different; lower or higher than the null hypothesis (given that the null hypothesis is correct) than the statistic obtained in the sample. If this probability is sufficiently low, then the difference between the parameter and the statistic is said to be "statistically significant."

Concerning the level of significance, the popular levels used in statistics are 10%, 5%, and 1%, all represented by the Greek symbol, α (alpha). If the significance level is smaller, a value will be less likely to be more extreme than the critical value. So a result which is "significant at the 1% level" is more significant than a result which is "significant at the 5% level". However, a test at the 1% level is more likely to fail to reject a false null hypothesis than a test at the 5% level, and so will have less statistical power. Therefore, the two levels of significance: α=5% and α=10% were chosen to base the analysis on.

In this section some statistical analysis will be implemented in order to compare the differences between the learners' performance before and after the role-play according to the four criteria: a) Continuous Delivery, b) Hesitation, c) Rich Vocabulary and d) Pronunciation. The data were generated from an independent sample and are gathered from a matched pairs experiment.

The objective of this hypothesis test is to compare the performance of the learners before and after the role-play. Because we want to determine whether the role-play contributes to the learners' fluency, the alternative hypothesis will specify that, for each criterion, the mean performance of the student after the role-play is greater than their performance before the role-play. Thus, the matching pair comparison test of the *Student* distribution will be used to test the significance of the difference between the evaluation of each criterion. The hypotheses to be tested are formulated as follows:

Null hypothesis (H_0): the mean difference is equal to zero;
Alternative Hypothesis (H_1): the mean difference is larger than zero

To perform this test, two types of parameters will be computed: a) the critical t and b) the computed t. The parameter t is related to *Student* distribution. The calculation of the critical t is based on the degree of freedom (n-1) and the level of significance α. The parameter n is the size of the sample used in this study. In this study, the size of the sample is 25 students (n=25). Thus, the degree of freedom is 24 (n-1= 24). For a value of α=0.05 and a degree of freedom of 24, the critical t is 1.71. This value is obtained from the *Student* distribution.

The Tables 7 and 8 present the results of the T-Test according to two different values of level of significance α:

Table 7: T-test with significance α = 0.05

	Continuous Delivery	Hesitation	Rich Vocabulary	Pronunciation
Mean of Difference	0.7	0.8	0.9	0.5
Standard Error of Difference	0.19	0.19	0.17	0.18
Degree of Freedom	24	24	24	24
Critical t	1.71	1.71	1.71	1.71
Computed t	3.45	4.10	5.61	2.69
Test Result	Accept H_1	Accept H_1	Accept H_1	Accept H_1

From Table 7, there is an evidence to infer that the evaluation of the students' performance was significantly higher after the role-play regarding the four criteria considered in our study. Of course the performed T-Test was based on a level of significance α=5%, the same test was done with another level of significance α=10%. The results of this new test are presented below in Table 8.

Table 8: T-test with significance α = 0.10

	Continuous Delivery	Hesitation	Rich Vocabulary	Pronunciation
Mean of Difference	0.7	0.8	0.9	0.5
Standard Error of Difference	0.19	0.19	0.17	0.18
Degree of Freedom	24	24	24	24
Critical t	1.32	1.32	1.32	1.32
Computed t	3.45	4.10	5.61	2.69
Test Result	Accept H_1	Accept H_1	Accept H_1	Accept H_1

For a value of α= 0.10 and a degree of freedom 24, the critical t is 1.32. Consequently, Table 8 clearly shows that the test result still accepts the alternative hypothesis, which means that the role-play has contributed significantly to improve the learners' fluency. Therefore, from Table 7 and Table 8 both α = 5% and α = 10% conduct to accept the alternative hypothesis.

The results obtained from the test of hypothesis tend to confirm that that there is a significant improvement in the learners' speaking skills. The results show that the alternative hypothesis is accepted which means that the role-play was an effective pedagogical tool.

Role-play as a drama technique gave an opportunity to learners to perform slices of daily lived experiences. Being emerged in a real-life situation, students were involved in practising and acting out different roles that they may encounter in the future. Moreover, students learned from the content of the situation they were emerged in, new information was acquired and new ideas considered.

Role-play created a relaxed atmosphere and brought a change to the usual standard form of teaching and learning. Consequently, learners were more involved to participate and work in pairs or groups which improved constructive and cooperative participation. Henceforth, students adopted a new strategy of learning the target language that is going beyond the frame of the classroom setting and interacting with the other students as if they are living the situations per se.

Furthermore, role-play promoted the learners' imagination, creation and improvisation. Through the roles, some learners tried to imitate the characters or even play the roles they might have liked. This positive attitude increased their motivation and contributed to a spontaneous interaction. Creation and imagination were present and students were so involved in their tasks that they made some changes regarding the roles they had to perform, the partner and their personality.

Finally, improvisation by students was highly noticed while watching the recorded performances and so for intonation. Students explored these aspects of the role-play technique in a spontaneous way and that contributed also to reach the objectives of this

study. Consequently, one can say that whenever there is an opportunity to use role-play in the classroom, learners will be motivated and willing to perform in order to promote and develop their communication skills as this reflection tries to confirm. "Role-Plays" are dialogues, and dialogues are the most efficient illustration of speaking interaction, and therefore of "discoursal" situation.

4.5 General Evaluation

In order to infer a global evaluation of the learners' performance over all the four criteria, we will aggregate the four dimensions through a weighted procedure. The need can be explained by the fact that the 4 criteria used in this research do not have the same importance for the decision maker. One criterion can be more important that the others and we have attributed the higher weight to the first criterion and the lower one to the third and fourth criteria. Moreover, in this research work the focus is on fluency over accuracy which means that the criterion Continuous delivery is more important than the three other criteria.

Assuming that the four criteria considered in this research are on the same level or equal to each other, but in the case they are not, and this is what is proposed in the test, the use of coefficients can be explained as follows:

A person can have a rich vocabulary and a good pronunciation of the language. Yet, he/she faces difficulties to negotiate meaning (which is a similar case to the sample of students dealt with in this research), so for the purpose of this research work a coefficient has been attributed to each criterion used for evaluation regarding the objectives to attain in this research. From a pedagogical point of view, it is natural to see the criteria in different ways when using role-play in the learners' learning process.

This procedure will associate to each criterion a weight[60] that reflects the relative importance of this criterion. For example, if the criterion Continuous Delivery is more important than the three other criteria and the criterion of Hesitation is two times more important than the last two criteria, the third and the fourth criteria have the same weight, thus, the weights of the four criteria can be as follows:

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[60] The weights in this part of the evaluation refer to the relative importance of coefficients associated to each criterion.

	Criteria			
	Continuous Delivery	Hesitation	Rich Vocabulary	Pronunciation
Weights	40%	30%	15%	15%

The way to compute the global evaluation of each student is illustrated through the evaluation of the first student. The performance of the first student regarding the four criteria is shown in as follows:

Student	Criteria							
	Continuous Delivery		Hesitation		Rich Vocabulary		Pronunciation	
Said	Before	After	Before	After	Before	After	Before	After
	5	6.5	5.3	6.5	5.3	7	5.3	7

The global weighted evaluation for this student will be calculated as follows:

Before: $5 \times 0.4 + 5.3 \times 0.30 + 5.3 \times 0.15 + 5.3 \times 0.15 = 5.20$

After: $6.5 \times 0.4 + 6.5 \times 0.30 + 7 \times 0.15 + 7 \times 0.15 = 6.65$

Student	Global Weighted	
	Before	After
Said	5.20	6.65

The results above, clearly show that the global weighted of the student has changed after the role-play. This means that there was an improvement in the learner's speaking skill.

N°	Students	Global Weighted Evaluation		
		Before	After	Diff.
1	Said	5,2	6,7	1,5
2	Amine	5,3	6,4	1,0
3	**Abdallah**	**4,6**	**4,0**	**-0,7**
4	Wafaa	5,9	6,7	0,8
5	Yacine	7,0	6,7	-0,2
6	Abdelghani	4,6	6,3	1,7
7	Najia	3,8	5,4	1,6
8	Houria	3,3	3,5	0,2
9	Moussa	4,4	3,8	-0,6
10	Tahar	5,0	5,7	0,7
11	Mohamed	3,7	4,4	0,7
12	Samira	3,6	4,4	0,8
13	Wissem	6,3	5,8	-0,5
14	Amina(1)	6,5	7,1	0,5
15	Amina(2)	6,2	7,7	1,4
16	Saadia	3,5	5,5	2,0
17	Djamila	6,4	6,8	0,4
18	Amina(3)	4,8	5,4	0,7
19	**Dalal**	**4,1**	**6,2**	**2,1**
20	Halima	4,6	6,2	1,6
21	Aber	4,0	4,2	0,1
22	Abdessamad	5,0	6,2	1,2
23	Amel	4,2	5,1	0,9
24	Mounir	3,9	3,6	-0,4
25	Nadir	4,1	5,0	0,9

Table 9: Global Weighted Evaluation

Example of T-test with significance α = 10%

Null Hypothesis :	**Average difference is zero**
Alternative Hypothesis :	**Average difference is larger than zero**

Write sample size:	25
Degree of freedom is:	24
Write one tail significance:	0,1
Critical t is:	1,3178

Sample mean is	0,7
Sample standard dev. is	0,79853
Standard error is	0,15971
Computed t	4,5876

Test Results   **Accept Alternative**

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Table 9 above summarizes the comparison between the performance of the students before and after the role-play including the four criteria altogether. Moreover, the last column of this table describes the difference between the results obtained before and after the role-play. This obtained difference is calculated including the weights added to each criterion already explained in this section.

According to Table 9 the weakest result was obtained by student "3" who got -0,7 whereas the best result was obtained by student "19", she got 2,1. This means there is no null hypothesis within the four criteria altogether regarding the mean of the group. However, when dealing with each criterion separately regarding each student, we came across the null hypothesis as we may notice in the criterion "pronunciation" in Table 6.

Table 10: T-test with significance α = 0.05

	Global Weighted
Mean of Difference	0.7
Standard Error of Difference	0.15
Degree of Freedom	24
Critical t	1.71
Computed t	4.58
Test Result	Accept H_1

From Table 10 and for a value of α= 0.05, it is inferred that the students' performance was significantly higher after the role-play regarding the global weighted. Of course the performed T-Test was based on a level of significance α=5%, the same test was done with another level of significance α=10%. The results of this new test are presented below in Table 11.

Table 11: T-test with significance α = 0.10

	Global Weighted
Mean of Difference	0.7
Standard Error of Difference	0.15

Degree of Freedom	24
Critical t	1.31
Computed t	4.58
Test Result	Accept H$_1$

Consequently for a value of $\alpha = 0.10$ and a degree of freedom 24, the critical t is 1.31. Consequently, Table 11 clearly shows that the test result still accepts the alternative hypothesis, which means that the role-play has contributed significantly to improve the learners' fluency. Therefore, from Table 10 and Table 11 both $\alpha = 5\%$ and $\alpha = 10\%$ conduct to accept the alternative hypothesis.

In addition, the global weighted evaluation can be done through different sets of weights. These weights will reflect the relative importance given to each criterion. In fact, other hypothesis tests can be performed by using different weights coefficients and different levels of significance. In other words, a sensitivity analysis can be done by changing the criteria weights and level of significance to see whether the conclusion of the hypothesis test will be the same or not. To meet this objective, an Excel Spreadsheet was developed to allow the user to introduce the students' evaluations, the weights of the criteria and the test level of significance. The developed programme performs the hypothesis test and gives the results of the test either by accepting or rejecting the hypothesis.

4.6 Students' feedback

Students' reactions and performances were different according to the three themes dealt with in the role-plays they had to perform. Amongst these three selections, students showed more interest and motivation towards the situation which takes place at the restaurant. The reasons of this choice were different from one student to another determined by some factors such as age, gender, interest, background, and needs. Generally fun and humour are what all learners appreciated. It was a source of enjoyment in the process of learning and it also enhanced their interest. Hence, the closer the topic is to their needs and interests combined with a little of humour, the higher motivation is

noticed as well as students involvement, too. The result was humorous and the students really got into the roles they played.

Moreover, the learners welcomed the idea of using role-play in their learning since it put them in an environment that they may be faced with one day in the future, and if so they will feel better equipped and then able to cope with. It is important to mention that some students found difficulties in using all the ideas and applying the different expressions and vocabulary words handed to them in the role-plays. However, they could manage the performance and come up with an effective result. Another point which enhanced their willingness to participate in the role-plays is that the performances were recorded on a video-tape. Being filmed and watched created challenge and competition among the learners and enhanced their motivation to its utmost. There were some comments made by the learners either just after their performance or after watching the video-tape. These comments are as follows:

- I think I will need more time to prepare for my role,
- My English is not clear,
- I did not feel at ease with the role at the beginning,
- I did not know exactly what tense to use,
- I changed some questions because I did not feel well in the others,
- The level of language is too high,
- I learnt new expressions in English,
- It is really what can happen abroad,
- It is funny,
- It changes our routine,
- We learnt about new vocabulary (food and dating),
- I think I am ready for a job interview,
- I can go to Washington with no problem now.

4.7 Conclusion

Through this research work, a hypothesis was put forward regarding the learners' lack in the communication skills. Consequently, chapter four gives answers to the question whether or not role-play contributes to the improvement of the learners' speaking proficiency. This chapter exposes the results of the application of the experimentation plan. The hypothesis tested after the data collection through the considered sample of students shows clearly that the role-play outcome was positive. Consequently, Role-play provides considerable and valuable benefits to learners in the learning process. There are many techniques and approaches to language teaching/learning used in class, but what makes a difference is how these techniques are used, and how they are adapted to reach the main objectives.

Role-play, with no doubt, is an effective and extremely important pedagogical tool in language teaching and learning since it gives the learners the opportunity to practise the target language through interaction.

CONCLUSION

English language teaching can be an interesting challenge when teachers make the effort to innovate and explore a variety of approaches and adapt them according to the learners and their requirements and role-play is just one of the techniques available for exploitation. Yet, role-play is an example of this challenge. Therefore, with some attention given to the learners' requirements and needs, both the teacher and the learners play an active role in the classroom. This collaboration between them can be effective in making the language in class livelier, challenging and above all rewarding. In addition, students realize that they are moving from the usual teacher-centred context toward learner-centred situation; that is negotiating meaning between students.

Through this research, we can say that the implementation of role-play into the classroom gives students the opportunity to practise as it is important in the communicative approach to language teaching and learning. Learners become actively involved in experiencing the target language in a real environment. Besides that, learners develop an awareness and confidence in their own ability of learning strategies. Even though learners had some difficulties at the beginning and lacked confidence, the activity was fruitful in achieving the objectives. In general, learners could use their vocabulary and structures in the right place and context.

Role-play in classrooms though hard in preparation and execution, pays off in terms of students' motivation and accomplishment. It can be used to develop skills needed to make learned information useful in the real world and for long term. Yet role-play is not the only technique that teachers can use in their classes. There are many other ways to come up to ones own objectives and make learners fluent and accurate first in class as a first step of their learning process and then in the real world when they are faced with similar situations.

Furthermore, motivation is the key to all learning environments. In order to make the setting more inviting to the learners, teachers should be aware of their needs and requirements. Therefore, using role-playing is an effective technique of increasing students' awareness and enhancing their knowledge and language proficiency. It is a favoured tool to motivate the students and stimulate the use of their imagination (*i.e.*

fiction seen as a reservoir of language learning). Learners welcome the idea of using this technique since it brings variation and movement to their learning process. As long as the learners are productively engaged in a task, and provided with a realistic environment they will be acquiring the language hence practising it. Moreover, the use of role-play in the classroom motivates the interaction between learners and their interlocutors and this makes them negotiate meaning through the target language. This innovation could be the solution to so many difficulties teacher may face with their learners.

Consequently, in this research study it is clearly shown through the data collected and their analysis and interpretation that the role-play contributed to the improvements of the learners' communication skills. However, we should highlight some of the limits regarding this research which can be discussed in future works. Regarding the size of the sample used in this research work (25), it was in reference to the small existing groups at the private school of languages and the availability of intermediate level students. The groups could be more and so for the number of students, for a better analysis and interpretation, and the results would be more accurate and valid,

Regarding the number of texts used, only three, was determined by timing reasons. There was a repetition among the roles learners had to perform. However, for a better improvisation and interaction, completely different used role-play texts could be a fruitful exercise for the learners in order to avoid redundancy. This does not imply that what was repeated was a failure,

In this study, two teachers from the school were involved in doing the evaluation of each learner before and after the role-play. This evaluation could have been done by more teachers for a more accuracy and less subjectivity. The participation to the evaluation of other teachers from other schools or institutions could make it more accurate and less subjective. Moreover, evaluation was made under four criteria according to the objectives that we wanted to reach. There could have been more other criteria with other weights and coefficient, or even adding a test for the students to see how effective the technique was. The implementation and the evaluation were done in a short time. The results would have been much more significant had the study been done with a greater number of groups, and at different stages of their learning process.

Regarding the level of students, they were all intermediate learners. And the use of role-play in this research work focused more on this higher level rather than lower ones. The roles were chosen accordingly with specific vocabulary and an important text length, but what about beginners and elementary students who want also to reach the same objectives while learning the target language.

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Statistical formulas

Computation: is a general term for any kind of information processing. In general term it is referred to: calculations or counting.

The alternative hypothesis: In hypothesis testing, a null hypothesis (typically, that there is no effect) is compared with an alternative hypothesis (typically, that there is an effect, or that there is an effect of a particular sign). For example, in evaluating whether a new cancer remedy works, the null hypothesis typically would be that the remedy does not work, while the alternative hypothesis would be that the remedy does work. When the data are sufficiently improbable under the assumption that the null hypothesis is true, the null hypothesis is rejected in favour of the alternative hypothesis.

The chance variation or **the random variable** is a mathematical function that maps outcomes of random experiments to numbers. It can be thought of as the numeric result of operating a non-deterministic mechanism or performing a non-deterministic experiment to generate a random result. For example, a random variable can be used to describe the process of rolling a fair die and the possible outcomes { 1, 2, 3, 4, 5, 6 }. Another random variable might describe the possible outcomes of picking a random person and measuring his or her height.

The degree of freedom: In statistics, the term degrees of freedom (df) is a measure of the number of independent pieces of information on which a parameter estimate is based. It is a measure of how much precision an estimate of variability has. The degree of freedom for an estimate equals the number of observations (values) minus the number of additional parameters estimated for that calculation. As we have to estimate more parameters, the degrees of freedom available decreases. It can also be thought of as the number of observations (values) which are freely available to vary given the additional parameters estimated. It can be thought of two ways: in terms of sample size and in terms of dimensions and parameters.

The level of significance: In statistics, a result is significant if it is unlikely to have occurred by chance, given that in reality, the independent variable (the test condition being examined) has no effect, or, formally stated, that a presumed null hypothesis is true.

Technically, in traditional frequentist statistical hypothesis testing, the significance level of a test is the maximum probability that the observed statistic would be observed under the null hypothesis that is considered consistent with chance variation, and therefore with the truth of null hypothesis. Hence, if the null hypothesis is true, the significance level is the probability that it will be rejected in error (a decision known as a Type I error). The significance of a result is also called its p-value; the smaller the p-value, the more significant the result is said to be. Popular levels of significance are 10%, 5%, and 1%, all represented by the Greek symbol, α (alpha).

For example, performing a test of significance, assuming the significance level is 5%, and the p-value is lower than 5% then the null hypothesis would be rejected. Informally, the test statistic is said to be "statistically significant".

If the significance level is smaller, a value will be less likely to be more extreme than the critical value. So a result which is "significant at the 1% level" is more significant than a result which is "significant at the 5% level". However a test at the 1% level is more likely to fail to reject a false null hypothesis (a Type II error) than a test at the 5% level, and so will have less statistical power.

In devising a hypothesis test, the tester will aim to maximize power for a given significance, but ultimately have to recognize that the best which can be achieved is likely to be a balance between significance and power, in other words between the risks of Type I and Type II errors. It is important to note that Type I error is not necessarily any worse than a Type II error, nor any better: the severity of a type of error depends on each individual case.

The null hypothesis: In statistics, a null hypothesis is a hypothesis set up to be nullified or refuted in order to support an alternative hypothesis. When used, the null hypothesis is presumed true until statistical evidence in the form of a hypothesis test indicates otherwise. The use of the null hypothesis is controversial. For example, if we want to compare the test scores of two random samples of men and women, a null hypothesis would be that the mean score of the male population was the same as the mean score of the female population, and therefore there is no significant statistical difference between them:

H0:$\mu 1 = \mu 2$

where:

H0 = the null hypothesis

μ1 = the mean of population 1, and

μ2 = the mean of population 2.

Alternatively, the null hypothesis can postulate that the two samples are drawn from the same population:

H0:μ1 − μ2 = 0

Formulation of the null hypothesis is a vital step in statistical significance testing. Having formulated such a hypothesis, one can establish the probability of observing the obtained data or data more different from the prediction of the null hypothesis, if the null hypothesis is true. That probability is what is commonly called the "significance level" of the results.

When a null hypothesis is formed, it is always in contrast to an implicit alternative hypothesis, which is accepted if the observed data values are sufficiently improbable under the null hypothesis. The precise formulation of the null hypothesis has implications for the alternative. For example, if the null hypothesis is that sample A is drawn from a population with the same mean as sample B, the alternative hypothesis is that they come from populations with different means, which can be tested with a two-tailed test of significance. But if the null hypothesis is that sample A is drawn from a population whose mean is lower than the mean of the population from which sample B is drawn, the alternative hypothesis is that sample A comes from a population with a higher mean than the population from which sample B is drawn, which can be tested with a one-tailed test

The power: Refers to a hypothesis test. The power of a test against a specific alternative hypothesis is the chance that the test correctly rejects the null hypothesis when the alternative hypothesis is true.

The power of a statistical test: is the probability that the test will reject a false null hypothesis, or in other words that it will not make a Type II error. As power increases, the chances of a Type II error decrease, and vice versa. The probability of a Type II error is referred to as β. Therefore power is equal to 1 − β.

Statistical tests attempt to use data from samples to determine if differences or similarities exist in a population. For example, to test the null hypothesis that the mean scores of men and women on a test do not differ, samples of men and women will be drawn, the test administered to them, and the mean score in each group compared with a statistical test. If the populations of men and women have different mean scores but the test of the sample data concludes that there is no such difference, a Type II error has been made.

Statistical power depends on the significance criterion, the size of the difference or the strength of the similarity (that is, the effect size) in the population, and the sensitivity of the data.

The sample mean: the arithmetic mean (or simply the **mean**) of a list of numbers is the sum of all the members of the list divided by the number of items in the list. If one particular number occurs more times than others in the list, it is called a mode. The arithmetic mean is what students are taught very early to call the "average". If the list is a statistical population, then the mean of that population is called a population mean. If the list is a statistical sample, we call the resulting statistic a sample mean.

A significance criterion: is a statement of how unlikely a difference must be, if the null hypothesis is true, to be considered significant. The most commonly used criteria are probabilities of 0.05 (5%, 1 in 20), 0.01 (1%, 1 in 100), and 0.001 (0.1%, 1 in 1000). If the criterion is 0.05, the probability of the difference must be less than 0.05, and so on. The greater the effect size, the greater the power. Calculation of power requires that researchers determine the effect size they want to detect.

One way of increasing the power of a test is to increase (i.e. weaken) the significance level. This would also reduce the risk of a Type II error and increase the chance of obtaining a statistically significant result when the null hypothesis is false, but it would also increase the risk of obtaining a statistically significant result and rejecting the null hypothesis when it is in fact is true, i.e. increase the risk of a Type I error.

The standard deviation: is defined as the square root of the variance. This means it is the root mean square (RMS) deviation. From arithmetic mean, the standard deviation is always a positive number (or zero) and is always measured in the same units as the original data.

Example

We will show how to calculate the standard deviation of a population. Our example will use the ages of four young children: { 5, 6, 8, 9 }.

Step 1. Calculate the mean average, $\overline{x}$:

$$\overline{x} = \frac{1}{N}\sum_{i=1}^{N} x_i$$ (Σ: this symbol, called SIGMA in Greek signifies the summation)

We have $N = 4$ because there are four data points:

$$x_1 = 5$$
$$x_2 = 6$$
$$x_3 = 8$$
$$x_4 = 9$$

$$\overline{x} = \frac{1}{4}\sum_{i=1}^{4} x_i$$ Replacing N with 4

$$\overline{x} = \frac{1}{4}(x_1 + x_2 + x_3 + x_4)$$

$$\overline{x} = \frac{1}{4}(5 + 6 + 8 + 9)$$

$$\overline{x} = 7$$ This is the mean.

Step 2. Calculate the standard deviation σ :

$$\sigma = \sqrt{\frac{1}{N}\sum_{i=1}^{N}(x_i - \overline{x})^2}$$

$$\sigma = \sqrt{\frac{1}{4}\sum_{i=1}^{4}(x_i - \overline{x})^2}$$ Replacing N with 4

$$\sigma = \sqrt{\frac{1}{4}\sum_{i=1}^{4}(x_i - 7)^2}$$ Replacing $\overline{x}$ with 7

$$\sigma = \sqrt{\frac{1}{4}[(x_1 - 7)^2 + (x_2 - 7)^2 + (x_3 - 7)^2 + (x_4 - 7)^2]}$$

$$\sigma = \sqrt{\frac{1}{4}\left[(5-7)^2 + (6-7)^2 + (8-7)^2 + (9-7)^2\right]}$$

$$\sigma = \sqrt{\frac{1}{4}\left((-2)^2 + (-1)^2 + 1^2 + 2^2\right)}$$

$$\sigma = \sqrt{\frac{1}{4}(4+1+1+4)}$$

$$\sigma = \sqrt{\frac{10}{4}}$$

$\sigma = 1.5811$ This is the standard deviation.

Were this set a sample drawn from a larger population of children, and the question at hand was the standard deviation of the population, convention would replace the *N* (or 4) here with *N*−1 (or 3).

The standard error of a measurement, value or quantity is the standard deviation of the process by which it was generated, after adjusting for sample size. In other words the standard error is the standard deviation of the sampling distribution of the sample statistic (such as sample mean, sample proportion or sample correlation).

The student distribution: In probability and statistics, the t-distribution or Student's t-distribution is a probability distribution that arises in the problem of estimating the mean of a normally distributed population when the sample size is small. It is the basis of the popular Student's t-tests for the statistical significance of the difference between two sample means, and for confidence intervals for the difference between two population means. The Student's t-distribution is a special case of the generalised hyperbolic distribution.

APPENDIXES

APPENDIX A

Looking for Work

The more effort you put into job searching, the more likely you are to get something out of it. You should spend as many hours each day preparing for and looking for work as you expect to spend working. This way, you will improve your skills in writing job applications and handling job interviews. The more you explore, the more likely you are to discover new techniques and find out which methods are best suited to different situations and which ones work the best for you. This will benefit you when you approach employers and in job interviews.

Applying for a job

When your search for jobs turns up something you are very interested in - it's time to prepare a résumé, cover letter, and application form if the employer requires. Your résumé and letters of correspondence with potential employers is what they use to formulate a first impression of you. Bellow are general rules for your written correspondence and résumé:

 a. Be positive and concise (1-2 pages for résumé, 1 page for letters),
 b. Tailor each letter and résumé to the specific job (remember, quality, not quantity),
 c. Format and print letters and résumés to be as neat and orderly as possible and,
 d. Use action words and try to find ways to show how you exceeded expectations in other jobs, activities or at school

Interviewing for a job

The most important thing to remember about an interview is that you are not the only one being interviewed. The fact is, you are there to find out if the company is right for you. You and the employer are on equal footing - you are trying to sell yourself and your skills to them, and they are trying to sell the company and position to you.

Don't worry if you're nervous, employers generally recognize you will be. But don't be too overconfident either! This important interchange usually takes place during a 30-60 minute meeting. What follows is an outline of a typical interview and some tips for you at every stage:

Introduction

- Small talk to create comfortable setting,
- First impressions are being formed and,
- Try to be yourself. (Take cues from the interviewer and keep your remarks short and polite).

Job Overview

When the employer describes organization and the available position

- Listen carefully - you may get a chance to ask questions later,
- Ask for clarification on points that aren't clear and,
- Make sure you've done your homework and know a lot about the organization you're applying to

Interviewer Questions

This part of the interview will be the longest because the employer will ask questions to determine if you are the best person for the position. Therefore, you should be ready to expand upon your résumé contents. Also, Give examples of past successes that used skills similar to what this position requires.

Interviewee Questions

- Employer will ask you if you have questions

Show your interest and curiosity about the position - ask questions!

Summary

- Employer will wrap up the meeting

Try to comment on your interest in the position.
Clarify what the next steps are.

APPENDIX B

The Top Ten Best Attractions in London

London is home to countless historical and modern attractions, from the London Eye to the National Gallery and Tower of London. With free admission to many top attractions, there's no better place to soak up some culture. Take your pick from the most popular, based on 2005 visitor numbers.

1. British Museum: Founded in 1753 by Act of Parliament, from the collections of Sir Hans Sloane, the British Museum is one of the great museums of the world, showing the works of man from prehistoric to modern times with collections drawn from the whole world. Famous objects include the Rosetta Stone, sculptures from the Parthenon, the Sutton Hoo and Mildenhall treasures and the Portland Vase. There is also a programme of special exhibitions and daily gallery tours, talks and guided tours. (The visit takes 2hours, free)

2. National Gallery: The National Gallery houses one of the greatest collections of European painting in the world. With paintings ranging from 1250 to 1900, the collection includes work by Botticelli, Leonardo da Vinci, Rembrandt, Gainsborough, Turner, Cezanne and Van Gogh. Also special exhibitions, lectures, video and audio-visual programmes, guided tours and holiday events for children and adults. (The visit takes 1hour, free)

3. Tate Modern: The impressive Tate Modern is Britain's national museum of modern art. Housed in the former Bankside Power Station on the banks of the River Thames, the gallery displays the world famous Tate collection of international modern and contemporary art, including major works by Matisse, Picasso and Rothko and contemporary work by artists such as Matthew Barney, Chris Ofili and Gerhard Richter. (it's free)

4. London Eye: Paris has the Eiffel Tower, New York the Empire State, and now London has the British Airways London Eye - an extraordinary symbol for an extraordinary city. The world's largest observation wheel offers a spectacular way to take in over 55 of London's most famous landmarks in just 30 minutes! Combine your flight on the Eye with a 40 minute circular cruise on the Thames. Departing from the LondonEye pier the commentary takes you from the Houses of Parliament to the Tower of London and back to the London Eye. (£6.50 child, £13.00 adult)

5. Natural History Museum: Hundreds of exciting, interactive exhibits. Highlights include 'Dinosaurs', the ultimate dinosaur exhibition; 'Creepy-Crawlies', guaranteed to have you scratching in minutes; 'Human Biology', the must-see exhibition about ourselves; 'Ecology' and 'Mammals', with its unforgettable life-sized model of the blue whale, the 40 million year old spider. Don't miss 'The Power Within', offering an 'earthquake experience' (simulation) and, if you are visiting with children, 'Investigate' - an exciting new hands-on science centre. Phase One of the new Darwin Centre offers a chance to see the science behind the scenes. (2h30/free)
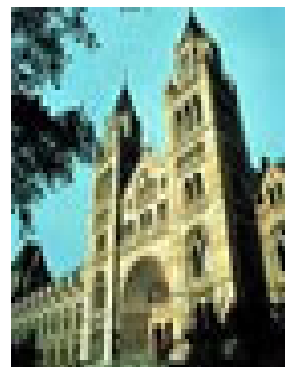
6. Science Museum: See, touch and experience the major scientific advances of the last 300 years at the largest Museum of its kind in the world. With over 40 galleries, and 2000 hands on exhibits you can step into the future in the Welcome Wing - change your sex, age 30 years in 30 seconds and create your own identity profile to store on your own website. With a state-of-the-art IMAX cinema and virtual reality simulator there really is something to entertain and inspire all! (3 hours/free)
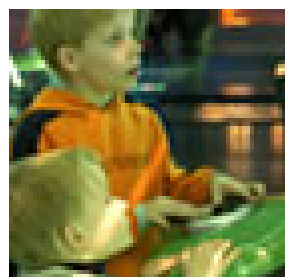
7. Tower of London: One of the most famous fortified buildings in the world. Begun in 1078 by William the Conqueror, the Tower has been a palace, prison, treasury, arsenal and even a zoo! Today the Tower houses the priceless Crown Jewels. Also on view are the Medieval Palace, the infamous Bloody Tower and over 90 inscriptions made by prisoners in the Beauchamp Tower. Free guided tours by the Yeoman Warders. 'Crowns and Diamonds' exhibition, charting the evolution of Royal Crowns in Britain and the important relationship which diamonds have with them is housed in the Martin Tower. (3hours/ £ 9.50 child, £ 14.50 adult)
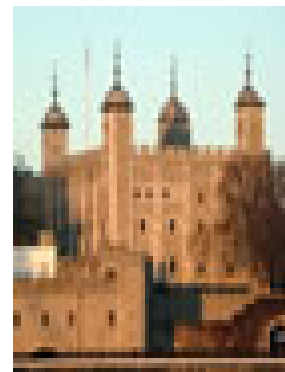
8. Tate Britain: Tate Britain is the national gallery of British art from 1500 to the present day, the Tudor's to the Turner Prize. Tate holds the greatest collection of British art in the world including works by Constable, Gainsborough, Gilbert and George, Hockney, Hodgkin, Hogarth, Moore, Rossetti and Turner. Tate Britain presents the world's greatest collection of British art in a dynamic series of new displays and exhibitions. The Centenary Development, which opened in Nov 2001, provides additional galleries, a new entrance, shop and improved visitor facilities. (2hours/free)

9. Victoria and Albert Museum

Where can you see ceramics, furniture, fashion, glass, jewellery, metalwork, photographs, sculpture, textiles and paintings? Where else but the V&A, the greatest museum of art and design, and home to 3000 years' worth of amazing artifacts from many of the world's richest cultures. Highlights include the breathtaking Cast Courts, the national collection of paintings by Constable, the largest collection of Italian Renaissance sculpture outside Italy and the stunning British Galleries, illustrating the history of Britain through the country's art and design. (2h30/free)

10. National Portrait Museum

The gallery features portraits in all mediums depicting well known British people. From oil and watercolour to sculpture and drawings depict famous and infamous British men and women from the Tudors to the present day. In addition to historical portraits, it exhibits a rapidly changing collection of contemporary work with exhibitions by individual artists, and hosts the annual BP Portrait Prize competition.
Lectures and tours are held, and holiday programms are arranged for children. Major development work undertaken for the millennium has created a Tudor Gallery displaying the earliest works in the collection and a Balcony Gallery for portraits from the 1960s-1980s. There is also a state of the art lecture theatre, an IT Gallery and a roof top restaurant with stunning views. (1h30/free)

APPENDIX C

Meals in Britain

Many visitors do not know what British food is, maybe because there are not many British restaurants in other parts of the world. You may think that British people eat greasy food (like fish and chips or a fried breakfast) every day. You may be offered a cooked breakfast every day if you stay in a hotel or bed and breakfast, but this is not normal life. Most British people only eat these foods occasionally (perhaps once a week, or less often). Britain is a dairy country, however - so milk, butter, cheese and cream are used more than in some countries.

Breakfast:

The first meal of the day in the morning is breakfast (usually eaten between about 7:30 and 9:00). Generally speaking the traditional British breakfast is much bigger than in most other countries. Many people like to have a fried breakfast which can consist of fried bacon and eggs (scrambled or fried or poached) with fried bread and possibly fried tomatoes, sausages, mushrooms, and toast.

Of course not everybody wants to eat a lot early in the morning and many people prefer to just eat toast with butter or margarine and jam, marmalade or Marmite and they drink tea or coffee. Cereals are also very popular. The most common is cornflakes.

Tea break: Many people have a tea-break at about 11:00 in the morning.

Traditional meal:

A Sunday roast is a traditional meal eaten by a family at Sunday lunchtime; for example, roast beef with roast potatoes, peas, Brussels sprouts, green beans, Yorkshire pudding, and gravy. Redcurrant jelly is often eaten with lamb, apple sauce with pork, and horseradish sauce (a type of mustard) with beef.

Tea-time: Tea-time is a small meal eaten in the late afternoon (usually between about 3:30 and 5:00). People may drink tea, and often eat biscuits, cakes or savoury foods such as sandwiches or tea-cakes.

Lunch:

Sometimes called more formally luncheon; is the meal eaten in the middle of the day (usually between about 12:30 and 2:00). Many people eat a sandwich. Some people have a simple meal such as cheese and biscuits or soup and bread. It is also traditional for people to go to a pub with some friends for a pub lunch and a drink.

Supper/ Dinner:

Supper is the most common name for the meal eaten in the evening (usually between 7:00 and 8:30). Dinner is another common name for supper, but sometimes it is also used to refer to lunch, especially when this is the main meal of the day.

Things are changing and most British people eat meals from many different countries for example spaghetti or curry. In fact you could even say that the British don't eat much British food. However the most typical thing to eat for dinner is "meat and two veg". This consists of a piece of meat accompanied by two different boiled vegetables. This is covered with "gravy" which is a sauce made with the juice that was obtained when the meat was cooked. One of the vegetables is almost always potatoes. The British eat a lot of potatoes.

British people enjoy eating snacks between meals. These include sweets (American English: candy) and crisps (American English: chips).

APPENDIX D

JOB INTERVIEW

A: In charge of Human Resources

B: Director of Sales and Marketing

C: Applicant.

-A: Thank you for coming, Mr Mohamed. My name is Mr. Omar Bendoukha. I am in charge of Human Resources and this is Alan Baker, the director of Sales and Marketing.

-C: How do you do?

-A: Do have a seat. I see that you are working for Djezzy Company at the moment. How long have you been there?

-C: I have been working in the Company since 2002. It is a very interesting post but I am looking for something with more responsibility.

-A: So you are ready for a change?

-C: Yes. I feel I have come as far as I can at Djezzy and I think it is time to do something different.

-A: To what extent would you be willing to travel for the job?

-C: I am more than willing to travel. I understand the importance of going above and beyond the call of duty to satisfy customer requests which is sometimes required. I am open to opportunities within the Company. If those opportunities involve relocation, I would certainly consider it since I am single.

-A: What level of compensation would it take to make you happy?

-C: I am not depending on money to make me happy. What makes me happy is having a satisfying job that provides challenge and new situations daily.

-A: How would you describe yourself?

-C: My background up to date has been centred on preparing myself to become the very best financial consultant I can become. I am an undergraduate in Finance and Marketing from Oran University and I have done my training in two different companies, in Algeria and abroad.
I am convinced that I possess the required characteristics and I am ready to be a successful team member for your firm.

-A: I am impressed. Well, I think that it is all for me. For more technical questions, I will leave the floor to Mister Baker.

-B: Thank you Omar. Well, first of all; what influenced you to choose this career?

-C: My past experiences have shown me that I enjoy facing and overcoming the challenge of making a sale. Without a doubt, I feel very confident approaching people I don't know and convincing them that they need my product.

-B: What quality or attribute do you feel will most contribute to our career success?

-C: My greatest strength is my flexibility. I have learned that work conditions change from day to day and throughout the day. I also have realized that certain projects require individual attention and others involve a team work approach. My flexibility to adapt to the different demands of the job has allowed me to surpass my superior's expectations.

-B: Describe the characteristics of a successful manager.

-C: A successful manager should have the vision and capabilities to formulate strategies to reach his or her objectives and communicate these ideas to his or her team members. He must also be capable of inspiring others to recognize, develop, and apply their talents to their utmost potential to reach a common goal. These are the traits I hope to demonstrate when I am a manager.

-B: What steps do you follow to study a problem before making a decision?

-C: I have always used to follow standard models for problem-solving and decision-making. The most crucial steps are to:
      1/ Define the problem to be solved.
      2/ List all possible choices.
      3/ Relate the choices to your values and priorities.
      4/ From the possible alternatives, choose one and disregard the others.
      5/ Take steps to turn your decisions into positive actions.

-B: Fine. Thank you for your answers and we shall submit your application to our staff manager. I hope you will get into the Company.

-C: Thank you very much.

The candidate leaves the room, and the conversation carries on between the two bosses.

-B: Omar, I do think he is indispensable. He has got the sense of duty and technical ability. What do you think?

-A: I agree with you and I am going to attend to it so that the manager accepts his post.

APPENDIX E

AT THE RECEPTION DESK

Client: A man who has finished a professional training, decides to stay two more days in Washington (July 15[th,] 2005) to sightsee. He's asking the **receptionist (R)** of the hotel for some advice.

-C: Good morning.

-R: Morning, Sir. Can I help you?

-C: Oh, yes please. I want to see more of the city and I'm wondering if you could advise me with some interesting places to visit.

-R: Sure. Well, here's a map of the city. Have you been to any place in Washington?

-C: Oh, No. Not really. I was busy the whole week and I have only two days free before I leave.

-R: Okay, okay. I see. Is there any place you wish to see? You know, two days are not enough.

-C: Heuuh, I want to see the White House, visit Washington Monument and the place where Mister Martin Luther King made his speech "I have a dream". I don't remember exactly where.

-R: Yeah, you mean Lincoln Memorial.

-C: I think so.
-R: Well, the White House is a 20 minute walk from here. Just take the 15th avenue on the left and go straight on. It is on your left.
-C: Uhhh, could you please show me the street on the map? I've got lost with street numbers. I noticed that they have nothing to do with the ones of my country. There, we have names but here it is full of numbers, you know what I mean.

-R: Oh, sorry. Look, it's really not a big deal. For the street numbers, you need to direct yourself according to the quadrants which are four: the north, the south, the east and the west. We are in Mc Pherson, it's here, in the 15th avenue in the north. And the White House is here. So what you have to do is walk along this road. Do you see here that we have the 15th avenue as well but this is the east, okay?

-C: I see perfectly now. And here is the Washington monument, right?

-R: Yes, basically. However, you can't go there anytime you want to. There are different times of day in which you should queue to get tickets and go up the monument to have a panoramic view of the city. The best time I can advise you is around 7:30 am, it's less crowded and cooler.

-C: Okay, what about other monuments and memorials, are they also near by?

-R: No, they are a little bit far. However, you can get there by metro but it would be wise to take a tour mobile: it follows the route written in blue here, it goes all around the sites including museums.

-C: All right, how much is the fare entrance to museums?

-R: They are free and located around the National Mall. Still we have few ones which are not free.

-C: Thank you so much for your help. The map is enlightened to me right now. Have a great day.

-R: You're welcome and so do you. Here's the hotel visiting card.

APPENDIX F

AT THE RESTAURANT

Two friends decide to have a meal in a restaurant, they have a small talk and one of them starts to joke with the waitress who is quite a good looking woman.

A: Friend 1.
B: Friend 2.
C: Waitress.

Two friends are walking in the street, looking for somewhere to have a good meal.

-B: Oh! This restaurant seems good

-A: Mmm. It's my treat. I give you a free hand my friend since I'm well heeled today.

-B: Really? Let's go then.

They enter the restaurant, and the waitress comes to them.

-C: Hello. Can I help you?

-A: Yes, we'd like a table for two, please.

-C: Sure. Would you follow me, please?

-A: Sure.
-C: Is this table okay?

-A: Perfect.

-C: Shall I bring you a Martini or a Port. Here are some olives to go with it.

-A: No, thank you just water.

-C: Fizzy or Still?

-B: Still, please. And could we have the menu, please?

-C: Sure. Here you are. (The waitress gives the customers the menu).

-A: Thank you

-B: Thank you

-C: You're welcome.

A few minutes later.

-A: What would you like? They have good seafood here. What about a dozen oysters or a prawn cocktail?

-B: I want something less heavy. I'm not very hungry tonight. I could a mixed salad start, then a steak with two veg.

The waitress comes.

-C: Are you ready to order?

-B: Yes. First I'll have greens, then, spinach and French beans with a steak, please.

-C: How would you like it?

-B: Pardon?

-C: Do you prefer your steak: rare, medium or well done?

-B: Heuu…not a lot cooked

-C: So rare, okay. And you sir?

-A: I'll have roast beef with Brussels Sprouts and a mushroom omelette.

-C: Anything to drink? Here's the wine list.

-B: No thank you. No alcohol for us, just water.

While eating the friends were talking between them.

-A: So tell me, how do you find London?

-B: Mmm…I like it. It is not as I imagined and I'm happy to be here especially being served by such a beauty…

-A: Ohh!!! The waitress? She's a knock out. Isn't she?

-B: Oh yes, but look at her hand. She must be engaged. I step out of the picture.

-A: What? You? Can't believe it. You never let down.

-B: (laughing) I know I hold all the trumps with my sense of humour. She can't resist.

-A: Let's see that…

Then the waitress comes.

-C: How was the food?

-B: So delicious as you.

-C: (smiling) Thank you. What about some cheese now or a pudding?

-A: Heuuu a fruit salad for me, please.

-B: And for me a coffee with your phone number, please.

They all laugh. Then few minutes after "A" calls the waitress.

-A: Can we have the bill, please?

-C: Sure. Here you are, and this is for you.

The waitress gives her phone number to "B" winking at him.
"A" pays, and then they leave the restaurant. On their way back they talk to each other.

-A: It's a plain but good restaurant with good meals at moderate price.

-B: The best of it was the waitress a good case to have some fun. I'll call her tomorrow for a date. Do you want to come?

-A: I don't want to feel like a fifth wheel.

-B: Okay, I'll keep you posted.