

Revival of Role-play: The Effectiveness of Role-play Activities in Learning English as a Foreign Language by Saudi College Students

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Abstract. The purpose of this paper is to show the effectiveness of role-play activities to facilitate the learning of English as a foreign language by Saudi college students. Littlewood (5) indicated that students need an opportunity to learn skills and strategies for using the target language to communicate meanings in real-life situations. Role-play activity is one of the classroom teaching techniques that encourage students to participate actively in the process of learning English. Therefore, foreign language students practice the target language in contexts similar to real-life situations where stress and shyness are removed. In addition, teachers provide their students with a supportive, enjoyable, and stress-free classroom environment. This encourages the students and motivates them to learn the target language effectively. This paper is an experimental study that tried to investigate the effect of role-play activities on the overall speaking ability of Saudi college students.

Introduction

However good a student of a new language may be at listening and understanding, it does not necessarily follow that he/she will speak it well. The fact that a good listener is able to distinguish sounds does not always indicate fluent speech. The researcher involved in this project realized that, during his undergraduate studies at the English Department at Imam Mohammed Ibn Saud Islamic University, and during his studies in the United States, he met many students who were competent in all of the different areas of the English language except speaking. Also, he noticed that while some non-native speakers, including Saudi students, might have spent quite some time learning English, they were hesitant to speak it with native speakers. McDonough and Show (6, p.150) reported, "research indicates that non-native speakers are often reluctant to use some of their strategies when speaking". Moreover, some students may be able to speak perfectly inside classrooms when given a clear stimulus by their teachers, but when

faced with real life contexts or social situations, they become incapable of dealing with such situations. In the Department of English Language and Literature at Imam Mohammed Ibn Saud Islamic University, the students in the speaking classes have the same problem. In addition, the current teaching method used in both the listening and speaking classes is not encouraging. It puts more emphasis on listening than speaking, so little speaking is practiced.

Curran (3) indicated that some students learning any foreign language seem to be gripped by fear and anxiety, which increase the difficulties of the target language. This necessitates that some psychological factors must be treated before teaching speaking skills. It is the teacher's responsibility to create a facilitative, comfortable classroom climate for learning the English language.

Nevertheless, many researchers (i.e., Al-Arishi, 1994) believe that the role-play activity is losing its role in the communicative language teaching (henceforth CLT). These researchers believe that there are good reasons for that, if not at the methodological level, at least at the classroom level. The researcher of this study agrees with them to some extent on the former, but not on the latter. At Imam University, the validity of role-playing activity has never been studied, and the motivation behind this paper was to try to check its validity by practical application on the classroom level.

It has been mentioned in the literature that role-play activity is one of the good techniques in teaching speaking skills. Stern (9) indicated that role-play activity is a classroom technique that has been recognized as a useful means of acquiring (teaching) a foreign language. The purpose of this paper is twofold. The first is to introduce a new technique and activity in teaching speaking courses at Imam Mohammed Ibn Saud Islamic University. The second is to explain the effectiveness of role-play activities in enhancing speaking ability to Saudi students at the English Department at Imam Mohammed Ibn Saud Islamic University.

Statement of the Problem

As stated in the introduction, the researcher noticed that many of his colleagues, during their undergraduate studies, and their students in their classes today, feel hesitant to speak in English even though they may be very competent in English. When these students are asked the reason why they do not feel confident to speak, they related that problem to many reasons. The researcher has also observed most of those problems. First, they lack the English environment outside the classroom in which they can practice their English. Second, most of their previous speaking classes focused on listening rather than speaking. Third, most of the teachers did not provide them with activities that encouraged the use of oral English in class. Finally, speaking classes lack the fun of teaching speaking skill.

In addition to all these reasons, the researcher noticed that speaking classes at the

English Department at Imam University lack the use of dialogues, one of the most important techniques for the practice of phonological, lexical, and grammatical items. McDonough and Show (6, p.151) said, "in many contexts, speaking is often the skill upon which a person is judged 'at face value'. In other words, people may often form judgments about our language competence from our speaking rather than any of the other language skills". Moreover, recent teaching strategies have begun to pay attention to designing activities which focus on tasks that involve and make learners negotiate, share and discuss information in contexts similar to real-life situations. The speaking classes at the English department do not encourage such activities. Therefore, it is believed that the use of role-play activity will put students in an environment that will encourage them to transcend their shyness, build their confidence, and make them negotiate, share and discuss different matters in contexts similar to real-life situations.

Since there are not many empirical studies that argue for or against the use of role-play as a tool for learning English in speaking classrooms, this investigation is an empirical study to test the effectiveness of role-play activities in learning English as a foreign language by Saudi college students in the Kingdom of Saudi Arabia.

Research Questions

This study will try to answer the following questions:

1. Is role-play activity still effective?
2. Will the use of role-play activities remove the shyness and build the confidence in Imam University English language learners?
3. Will the use of role-play activities enhance the speaking ability of the Saudi college students?

The Hypothesis Statements

1. The end-of-experiment post-test experimental group scores will not be better than the pre-test scores.
2. The experimental group will not show a greater gain in oral skills than the control group after the experiment is completed.
3. The experimental group will not gain greater self-confidence when speaking than the control group and will not be better than at the start of the experiment.
4. The mean score of the final exam of the experimental group will not be better than the mean score of the final exam of the control group.

Limitation of the study

This study had one limitation that must be noted. The findings of this study cannot be generalized. Only 14 out of more than 250 students participated in this study. To achieve more accurate results, at least 50 percent of the total number of students needs to be involved.

Literature Review

Oral communication activities, it has been argued, can provide the student with the ways and sense of how to use the language to relate to others. Backlund [1, p.227] stated, "speaking activities can instead present students with genuine opportunities to exert influence in their classroom communities and to explore their own understandings of the world about them". This refers to the use of some activities that make the students feel the real-life around them. Such activities might involve role-play activities, which typify the social life they live. In addition, role-play activities will also build self-confidence in the students. Backlund [1, p.229] also said,

Oral communication activities in the classroom can give the student a sense of how to use communication to relate effectively to others, as an understanding of the social system, and as a confidence builder in attempting to influence that social system.

Brown [2] added that the students would be motivated if exposed to activities that they can relate to, an activity that encourages them to use the target language and allows them to say what they want to say; and an activity that is cognitively challenging. Role-play activity is one of these encouraging activities. Scullard [8, p 83] said, "Scripted role-play is undoubtedly an excellent way of beginning the preparation for communicative activities since language is presented in meaningful context". Role-play has some advantages other than building confidence and enhancing speaking ability. It also helps in developing other language skills. Ladousse [4, p 6] said, "Role-play puts students in situations in which they are required to use and develop these phonetic forms of language which are so necessary in oiling the works of social relationships, but which are so often neglected by our language teaching". For teachers, role-play is a type of activity in which the students are carefully given what Holden [1981] calls, "controlled scenarios or cue cards to interpret" [p. 6]. Ladousse [4] claimed that role-play helps many shy students by providing them with a mask. Su [10, p.32] listed some of the characteristics of role-play activities:

Role-play has been used by educators, social workers, psychotherapists and language teachers (a) to help students improve social skills and increase cooperative behaviors and empathy; (b) to help community members understand and develop insights into the social problems.

Finally, role-play activities give students "practical" experience to employ communication strategies [Su, 10].

It must be mentioned, however, that there are some researchers who challenge the effectiveness of role-play activities. Not only that, but they also challenge its existence (i.e., Al-Arishi, 1994).

Methodology and Procedures

Subjects

The experimental group was made up of the second-level class (section – 201) at the English Department at Imam Mohamed Ibn Saud Islamic University. It consisted of 15 students. A Saudi teacher teaches this class.

The control group was made up of the second-level class (section – 202) in the same Department. Another Saudi teacher, who follows the regular way of teaching, where more emphasis is put on listening than speaking, teaches this class. For the sake of matching the number of students in both groups, only 15 students in this group have been randomly selected and examined. After few weeks, one student dropped the course.

Both the experimental and the control groups have had speaking classes in their first-level class. However, both groups were taught using the regular way of teaching speaking as described above. None of them had experienced the use of role-play activities.

Teaching Material: Prepared dialogues and situational cards

The experimental group was taught speaking using role-play activities. About eight dialogues were presented to the students during the first six weeks. In the following weeks, they were given some situation cards (see Appendix B for topics of the dialogues and the situation cards). Each member of the pair groups was guided through a cue card. For example, A's card had the following information:

You meet B in the cafeteria. Greet B. Ask B where he is going. Suggest somewhere to go together for lunch.

On the other hand, B's card had the following information:

You meet A in the cafeteria. Greet A. Tell him you are going to Hardeez fast-food restaurant. Reject A's suggestion. Make a different suggestion.

Here students had considerable room for variation. This type of guided dialogue will allow students enough flexibility to respond either simply or more complexly, according to their ability. Another four situations were presented to the students.

The speaking class met three times a week. Each class met for two consecutive hours at a time in order to give both the teacher and the students enough time to do the activities. The teacher read the dialogue aloud and then asked pairs of students to read it to the rest of the groups. The teacher then asked the students if they found any difficult words or phrases, which he immediately explained to them. During the two consecutive

hours, students were asked to be in their assigned pairs from the last class. They were given a few minutes to rehearse and practice their dialogues. Then, they were asked to perform them without notes in front of the class. Pairs were called up randomly to perform. In order to motivate the students, the teacher graded their performance on a scale of 1 to 10. The students were also asked to grade the performance of the presenting group on a similar scale. Members of every group were scrambled each time they were given new dialogue to guard against boredom. Whenever the teacher had extra time (which was often), he asked pairs to come in front of the class and practice one of the previous dialogues or talk about anything they wished.

After the first six weeks, the teacher changed the dialogues into guided situational dialogues. He first explained to the students how to use these cards. Then he directed them to practice in pairs and record their dialogues. Later, he asked them to perform the dialogues in front of the class. As in the first set of exercises, the students and the teacher graded the rest of the groups. As to not miss the second purpose of the class, students were taken to the audio lab to practice the listening part. Since they had to be graded for mid-term reports, they were told that 15 points would be assigned for their dialogue performance, while the other 15 points were left for the audio lab where they did the listening part.

The control group also met three times a week for two consecutive-hour sessions. The teacher assigned them a book entitled *Interactions Two* (third edition). This is a listening and speaking book. The teacher presented many dialogues to them; however, the purpose was to practice listening. Most of the dialogues were listened to in the audio lab, and were followed with comprehension questions. Sometimes, the students were asked to respond orally in the class, but not always. As the teacher noted, only 70% to 80% of the total number of students participated in class. The rest of the class seemed to be reluctant to say a word unless the teacher insisted they do so. This 20-30% of the students participated with hesitation. The teacher described his students' confidence as above average and their speaking ability as average. This group was also interviewed three times for the sake of this study.

Both groups had final exams. Each group had two examiners: the researcher and another faculty member in the department. Both final exams' mean scores have been compared.

Instrument

Oral interviews

The researcher and the teachers of each of the two classes, all members of the same department, interviewed all members of both groups three times, in the first week, the sixth week, and the tenth week. The students were graded on a 40-point scale. The points were divided (10 points each) among fluency, stream of thought (keeping online with the interviewer and sticking to the same topic), quick response (not delaying their responses), and self-confidence. This type of interview was used because most of the

students had similar oral interviews when they first applied to the department. Most of the conversations with the students concentrated on some social-life aspect, such as visiting hospitals, going to the library, going to the book store, meeting with an advisor, talking to a police officer, and other social-related issues.

Short survey

A short survey, consisting of two parts, was distributed to the experimental group at the end of the experiment to check the students' reaction to the learning activities that they experienced during this course. The questions were in open-ended formats (See Appendix A). The second part was used to evaluate the proposed questions of this paper, and used a scale that included: "Disagree," "Disagree little," "Agree little," and "Agree." The statements to which the student gave one of those answers were:

1. My English speaking ability has been improved.
2. I have become more confident when speaking in English with native speakers or in class.
3. I don't feel shy or hesitant when speaking in English.
4. I believe role-play activity should always be used in listening and speaking classes.
5. In comparison to the previous listening-speaking course, this course is much better, since it emphasizes speaking through the use of role-play activities.
6. Role-play activities should be used during the first and second semesters.

Data analysis

Interviews

The data collected from the three interviews over the course of the semester were computed. The researcher and the class teacher interviewed each group, and each interviewer put his scores on a different sheet. The average score was then recorded for every student. Several statistical procedures were used to test the four hypotheses presented above. A paired sample T-test and an independent sample T-test were used to examine the hypotheses. The level of significance was 0.05.

Open-ended questions

The researcher reviewed the data very carefully and summarized the responses. He looked for any information that was related to the questions of this study and then pinpointed them out and discussed the findings.

Survey

A basic analysis was used for the short survey. The purpose was to check the students' opinions about the use of role-play activities in teaching speaking in the Department of English and Literature at Imam Mohammed Ibn Saud Islamic University. The results were very encouraging.

Results and Discussion

To answer the research questions and to check the hypotheses anticipated by the researcher of this study, many statistical analyses were computed. A basic percentile and frequency analysis was used to check the short survey. An advanced statistical program SPSS, in which a paired sample T-test and an independent sample T-test were computed, was used to check the four hypotheses.

Data Obtained from the Hypotheses

Hypothesis one: "The end-of-experiment post-test experimental group scores will not be better than the pre-test scores."

To check this hypothesis, the mean scores, standard deviations, and level of significance were computed. The paired sample T-test was used to see if there were any significant difference between the Pre- and Post-tests (see Table 1).

Table 1. Means, standard deviations, and levels of significance of the pre and post-tests of the experimental groups

| Test | Mean | SD | Sig. (2-tailed) |
|--------------------------------|---------|--------|-----------------|
| pair 1 Test # 1 FL-Test # 3 FL | -3.1333 | 1.5523 | .000 |
| pair 2 Test # 1 ST-Test # 3 ST | -2.800 | 1.1464 | .000 |
| pair 3 Test # 1 QR-Test # 3 QR | -3.000 | 1.439 | .000 |
| pair 4 Test # 1 CO-Test # 3 CO | -3.333 | 1.5887 | .000 |

From Table 1 it can be seen that a significant difference was found on the mean scores of each category. The $P = .000$ is highly significant. Therefore, the hypothesis, which claimed that the post-test results would not be better than the pre-test results, was rejected. The results indicated that the use of role-play activities has improved the speaking ability of Saudi students. One student said, "Yes it did greatly. It helped us to improve our speaking ability with our teachers. I am better now."

Hypothesis two: "The experimental group will not show a greater gain in oral skills than the control group after the experiment is completed."

To determine if there was any gain or improvement by both groups, another paired sample T-test was computed. However, for this hypothesis, the control group's tests were computed and then compared to the findings for the experimental group (see Table 2).

In Table 2, it can be seen that only one significant difference is found and that is in the confidence category. This means that the control group did not show any improvement in their oral skills. On the other hand when the mean scores of the individual categories for both groups were compared, it was noted that the experimental group showed great improvement. Therefore, the hypothesis that claimed that the experimental group would not show greater gain is rejected. In addition, the

experimental group was much better than the control group.

Hypothesis three: “The experimental group will not gain greater self-confidence when speaking than the control group and will not be better than at the start of the experiment.”

Table 3 shows that both groups gained self-confidence. Both p values $< .05$. However, the level of significance of the experimental group is closer to $.000$ than the control group. This means that the experimental group showed a greater gain than the control group. As a result, it can be said that the use of role-playing activity builds students' confidence. Backlund (1, p.229) said “oral communication activities in the classroom can give the student a sense of

Table 2. means, standard deviations, and levels of significance of the pre and post-tests of the control group

| Test | Mean | SD | Sig. (2-tailed) |
|--------------------------------|--------|--------|-----------------|
| Pair 1 Test # 1 FL-Test # 3 FL | -.6667 | 1.5570 | .166 |
| Pair 2 Test # 1 ST-Test # 3 ST | -.4167 | 1.7299 | .422 |
| Pair 3 Test # 1 QR-Test # 3 QR | -.7500 | 2.0505 | .231 |
| Pair 4 Test # 1 CO-Test # 3 CO | -1.500 | 1.6237 | .008 |

Table 3. Comparing the means, standard deviations, and levels of significance of the pre and post-tests of the self-confidence for both groups.

| Test | Mean | SD | Sig. (2-tailed) |
|--------------------------------|--------|--------|-----------------|
| Experimental group | -3.333 | 1.5887 | .000 |
| Pair 4 Test # 1 CO-Test # 3 CO | | | |
| Control group | -1.500 | 1.6237 | .008 |
| Pair 4 Test # 1 CO-Test # 3 CO | | | |

how to use communication to relate effectively to others, as an understanding of the social system, and as a confidence builder in attempting to influence that social system” .

Hypothesis four: “The mean score of the final exam of the experimental group will not be better than the mean score of the final exam of the control group.”

In order to find out whether the two groups differed in terms of the final exams or not, the final scores were computed. An independent sample T-test was used to check if there was any significant difference (see Table 4).

A paired sample T-test was performed to determine whether or not there was a significant difference between the pre- and post-tests regarding students' confidence. When this was determined, it was compared to the self-confidence of the subjects of the control group.

Table 4 shows that a significant difference was found. Both groups' *P* value was .000. Therefore, the mean scores were compared. The experimental group mean score was 76.7807, while the mean score of the control group was 65.6429. This indicates that the experimental group's final score is better than the control group's final score.

It is worth mentioning here that an independent examiner examined each group in the presence of the researcher. This result strongly supports the use of role-play activities when teaching the listening and speaking class.

Short survey results

The survey was distributed to all 15 students in the experimental group. Only 14 students returned it. The results of their responses are as follows:

Statement # 1: "My English speaking ability has been improved"

Results

All students' responses were on the positive side of the continuum. Out of the 14 students who returned the survey, 10 students (71%) said they "agree" and four students (29%) said that they "agree little." Since all participants felt that their speaking ability has been improved as a result of using role-play activities, it can be said that this strategy is very effective.

Table 4. Comparing the means, standard deviations, and levels of significance of the final exams of both groups.

| Group | Mean | SD | Sig. (2-tailed) |
|--------------------|---------|--------|-----------------|
| Experimental group | 76.7807 | 7.7279 | .000 |
| Control group | 65.6429 | 6.3441 | .008 |

Statement # 2: "I have become more confident when speaking in English with native speakers or in class."

Results.

Similar to Statement #1, most of the responses were on the positive side of the continuum. Only one student (7%) said that he "disagreed little." On the other hand, seven students (50%) said that they "agree" and six students (43%) said they "agree little." This means that 93% of the responses were on the positive side. From this, we can conclude that the use of role-play activities builds self-confidence in most of the students. This supports the findings of hypothesis two.

Statement # 3: "I don't feel shy or hesitant when speaking in English."

Results.

Even though the responses to this statement were distributed on both sides of the continuum, 78% were on the positive side and 21% on the negative side. Eight students (57%) "agree," three students (21%) "agree little," one student (7%) "disagrees," and two students (14%) "disagree little." The findings support the use of role-play when teaching speaking to shy students. As stated in the literature review, it is claimed that role-play helps many shy students by providing them with a mask [4]. Those students who disagreed with the statement may have other problems that make them shy. Generally speaking, most of the students who participated in this study did not feel shy about speaking to others in English.

Statement # 4: "I believe role-play activity should always be used in listening and speaking classes."

Result.

Most of the responses to this statement were on the positive side of the continuum. Twelve students (86%) "agree" that role-play should be used in listening and speaking classes. Since most of the students felt that the use of role-play had improved their speaking ability, increased their self-confidence, and decreased their shyness, they believed that this type of activity should always be used in listening and speaking courses. Only two students (14%) "disagree." When comparing the responses of the students in the experimental group, it can be seen that the number of those who are in favor of the inclusion of this type of activity is greater than the number of those who are not. Again, this finding supports the necessity to revive role-play when teaching listening and speaking.

Statement # 5: "In comparison to the previous listening-speaking course, which students have already taken, this course is much better since it emphasizes speaking through the use of role-play activities."

Result.

Once again, the result is on the positive side of the continuum. Eleven students (79%) "agree," one student (7%) "agrees little," one student (7%) "disagrees," and one student (7%) "disagree little." As described by the control group teacher, his class practiced listening more than speaking. He also added that the book he used had some exercises that emphasized the practice of listening more than speaking. Therefore, the subjects in the experimental group, who were not confined to any particular book and who tried the role-play activities, were aware of the difference between the current teaching strategy, which improved their speaking skills, and the previous one. Thus, a great number of students marked the positive side of the continuum.

Statement # 6: "Role-play activities should be used during the first and second semesters."

Result.

Since participating and speaking in English are strongly emphasized and recommended by all teachers of all English subjects, students feel the need to speak English as soon as they start learning English. Therefore, the result showed that 12 students (86%) agreed that this type of strategy (the use of role-play activity), which helped them overcome their shyness, built their confidence, and provided them with vocabulary and phrases to speak with the teachers, should be used and stressed as early as the first and second level.

Answering the research questions

Question # 1: "Is role-play activity still effective?"

Answer.

All findings of this study indicate, unquestionably, that the use of role-play activities is very effective. As noted, most of the responses on the short survey were on the positive side of the continuum. In addition, the experimental group also showed great gains in the oral skills being investigated, and the experimental group was better than the control group in both the oral interviews and the final exams. All this indicates that the use of role-play activity as a teaching strategy to listening and speaking courses is very effective.

Question # 2: "Will the use of role-play activities remove the shyness and build confidence in Imam University English language learners?"

Answer.

Yes, of course, it will remove shyness from form most of Imam University students. The short survey revealed that 79% of the students believed that they do not feel shy anymore. However, it needs to be said here that some of the activities need to be restructured to help those students who still felt too shy to participate. The use of role-play, as indicated by the findings of the short survey, built self-confidence in most of the students. Ninety-three percent of the experimental group had gained considerable confidence in their speaking ability by the time the experiment was over .

Question #3: "Will the use of role-play activities enhance the speaking ability of the Saudi college students?"

Answer.

Certainly it will enhance the speaking ability of Saudi college students. The experiment found that they liked this activity. Accordingly, the responses of the short survey were all on the positive side of the continuum (100%). Also, the experimental group results were better than the control group results in all categories of the interviews. Therefore, the researcher believes that if Saudi English learners were put in a similar environment to this experiment, their speaking ability would surely improve.

Suggestions

The findings of this study suggested some implications for the teaching of listening and speaking to Saudi college students. It is clear from the results of the four hypotheses that the experimental group subjects' speaking ability has been improved. Therefore, this paper will suggest the following in regard to the teaching of listening and speaking courses:

1. Speaking has to be emphasized over listening in the listening and speaking classes.

2. Role-play activities have to be an integral part of the listening and speaking class syllabus.

3. Role-play activities (drama in general) must be emphasized over and over again. Students' creativities ought to be encouraged.

4. Teachers should expect lots of noise in such classes. Therefore, they need to encourage their students to speak and practice. They should keep an eye on all students. Encouragement can work if a teacher's tone is friendly and humorous.

5. Some of the role-play activities are more structured than others. Thus, listening and speaking skills need to encourage and present different role-play activities (i.e., situational cards, dialogues, etc.).

6. It was noticed that the book used by the control group's teacher put more emphasis on listening than on speaking. This study emphasized the practice of speaking through the use of role-play activities. Therefore, it is important that the administrators of English programs and the listening and speaking teachers be very selective. They should suggest books that stress speaking over listening through the use of activities like role-playing.

7. Listening and speaking teachers need to be trained in how to develop and present dialogues for their students. The environment is also very important. Methodology classes at the English departments need to be revised.

8. Since speaking is essential at the English department, and as the subjects of this study suggested, it is important to teach listening and speaking during the first three or four semesters. It is important to assign not less than four hours per week for such classes. As stated by some of the students, "the success in this department depends on how fluent a student is."

9. Since most of the Saudi students evaluate their English proficiency based on how they interact with real life situations, more authentic topics should be introduced into the classrooms. Some ways of doing this are to have the students listen to native speakers on tapes and try to imitate them by repeating every phrase or sentence they utter, to make field trips or ask the students to visit places where native speakers are

found, and/or have native speakers come to class as guest speakers and allow students to interact with them. Listening and speaking teachers should encourage their students to find speaking partners. At Imam University, there are many Americans and British studying Arabic at the Arabic Language Institute. Students and teachers should take an advantage of this opportunity.

Conclusion

In conclusion, this study showed us how important it is to use activities that encourage speaking. Role-play is one of the activities that enhance the oral proficiency of the students. In this activity, students can put themselves into diverse real life situations. By doing so, they can make a clear departure from the atmosphere of shyness. The experimental group showed great gains in their oral skills. This indicates that the use of role-play activity is very effective. However, even though this paper proved the effectiveness and urges the revival of role-play, it is important to replicate this study with a larger number of students in order to give a more precise result.

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Survey

Dear Student,

This survey is designed to check your opinion after a whole semester of practice in a new activity. That is the use of role-play activity in which all of you have participated. Please take time to reflect upon the following questions.

This survey consists of two parts. The first part is an open-ended question. Please answer all questions sincerely. Use short sentences if possible. We are trying to check your reaction to the learning activities in this course. It is not necessary to write your name. The second part is a short survey in which you have to put a check mark in front of the statement that truly reflects your opinion. Please take sometime to provide us with the following information:

Part one:

1- Did you enjoy the dialogues and the presentation activates? Yes, why – No , why?

.....

2- Did the dialogue and the presentation activities help you participate actively in the speaking class? If yes, how did it help you? If no, Why?

.....

3- How did the dialogues and presentations influence your learning of the speaking skill? (i.e., by rehearsing at home, practicing before class, getting ready, speaking with natives)

.....

Part two

| Question | Disagree | Disagree little | Agree | Agree little |
|---|----------|-----------------|-------|--------------|
| My English speaking ability has been improved | | | | |
| I have become more confident when speaking in English with native speakers or in class. | | | | |
| I don't feel shy or hesitant when speaking in English | | | | |
| I believe role-play activity should always be used in listening and speaking classes | | | | |
| In comparison to the previous | | | | |

| | | | | |
|--|--|--|--|--|
| listening-speaking course which you have already taken, this course is much better since it emphasizes speaking through the use of role-play activities. | | | | |
| Role-play activities should be used in the earlier levels | | | | |
| Total score | | | | |

Appendix B

A list of the titles of the dialogues and the situation cards

Dialogues:

1. (A visit to the advisor)
2. (Discussing an assignment with the teacher)
3. (Going with a friend to the Library)
4. (Ordering lunch at a fast food restaurant)
5. (Visiting a doctor)
6. (Getting to know your roommate)
7. (Going shopping with your classmate)
8. (Making a reservation)

Situation cards:

1- (requests and rejections)

A's card:

You meet B in the stairs. Greet B. Ask B where he is going. Suggest somewhere to go together for lunch.

B's card:

A sees you in the in the stairs. Greet A. tell him you are going to Hardeez fast food restaurant. Reject A's suggestion. Make a different suggestion

2- (Arguments)

You are the father of a five-year-old boy. You are doing your best bring up your child. You do not allow him to eat sweets. But your parents (your child's grandparents-your father) with whom you live in the same house, spoil your child too much. They give him anything he wants. So, you want to have a talk with your parents very gently about this matter.

A's Card:

You approach B (your parents). Greet them. Tell them you want to talk about something with them. Ask them not to spoil the child. Remind them how strict they were with you. Tell them you want them not to give him so much candy. End your conversation nicely.

B's card:

Greet A (your son). Ask him what is it all about. Tell him you are not spoiling him. Explain your position. Tell A why you were so strict with him during that time. Tell him you are not giving him too much candy. Ask him to remember that you are parent.

3- ((Discussing your grade with your teacher)

Imagine that you are a hard-working student and that unexpectedly you failed one of your classes. You want to have a talk with your teacher to fix your grade to pass.

A's card:

You meet your teacher in the corridor (B). Tell him that you want to see him. Remind him that you worked hard this semester. Let him know that you were surprised when you failed his course. Ask him if he could change your grade anyhow. Tell him that you can do anything to fix your grade. Thank him anyway.

B's card:

Greet your student back (A). Bring to his attention that your office hours schedule is on your office door. Let him know that you know that he works hard. Tell him that you were surprised too. The school rule does not allow this. Ask him to study hard for the make up.

4- (A cancelled room booking)

You are traveling somewhere in Europe. You want to make a hotel room booking. After arriving there you found they did not make you any booking. After searching your handbag, you found the booking slip that was faxed to you.

A's Card:

Greet the receptionist (B). Tell him that you have booked a room sometime last week. Tell him that you need someone to bring your bags from the taxi. Tell him that you are sure that you have made the booking with Suites Hotel. Make sure that where you are now is Suites Hotel. Tell him that they faxed you the booking slip. Read the booking slip to him. Blame them for the carelessness. Tell them that this is your last time to come to this hotel.

B's card:

Greet the customer (A). Ask the porter to bring his bags. Tell him that you can't find his name in your reservations book. Assure him that this is Suites Hotel. Tell him that you can't find a copy of the slip, which he claims to have. Apologize to him. Tell him that you will make him a good discount.

| Student | Fluency | | | Stream of thoughts | | | Quick response | | | Self-confidence | | |
|---------|---------|---|---|--------------------|---|---|----------------|---|---|-----------------|---|---|
| | 1 | 2 | 3 | 1 | 2 | 3 | 1 | 2 | 3 | 1 | 2 | 3 |
| 1 | 6 | 6 | 6 | 7 | 6 | 6 | 8 | 7 | 7 | 7 | 7 | 8 |
| 2 | 4 | 4 | 4 | 6 | 3 | 4 | 6 | 3 | 3 | 6 | 3 | 5 |
| 3 | 5 | 7 | 5 | 6 | 6 | 5 | 4 | 7 | 6 | 5 | 8 | 8 |
| 4 | 4 | 5 | 5 | 3 | 3 | 5 | 4 | 3 | 5 | 3 | 3 | 6 |
| 5 | 6 | 7 | 6 | 5 | 7 | 6 | 6 | 8 | 7 | 7 | 8 | 8 |
| 6 | 5 | 6 | 6 | 5 | 6 | 6 | 7 | 5 | 7 | 5 | 5 | 7 |
| 7 | 4 | 6 | 7 | 4 | 5 | 6 | 4 | 5 | 7 | 6 | 6 | 7 |
| 8 | 4 | 3 | 2 | 4 | 2 | 2 | 3 | 2 | 2 | 4 | 3 | 3 |
| 9 | 5 | 6 | 5 | 4 | 5 | 6 | 4 | 7 | 7 | 5 | 7 | 8 |
| 10 | 7 | 9 | 7 | 7 | 9 | 6 | 8 | 9 | 8 | 9 | 9 | 9 |
| 11 | 2 | 6 | 6 | 3 | 5 | 6 | 3 | 5 | 7 | 4 | 7 | 8 |
| 12 | 3 | 6 | 4 | 4 | 6 | 5 | 3 | 6 | 4 | 4 | 7 | 6 |

Appendix D

Student's oral interviews scores (control group)

Appendix E

Comparing the mean scores for the final exam scores for both groups

| Student | Experimental | Control |
|-------------------|--------------|---------|
| 1 | 92 | 60 |
| 2 | 72 | 70 |
| 3 | 62 | 60 |
| 4 | 69 | 62 |
| 5 | 75 | 71 |
| 6 | 88 | 61 |
| 7 | 74 | 63 |
| 8 | 73 | 60 |
| 9 | 86 | 64 |
| 10 | 74 | 67 |
| 11 | 86 | 60 |
| 12 | 73 | 71 |
| 13 | 80 | 68 |
| 14 | 79 | 82 |
| Mean Score | 76.7857 | 65.6427 |

إحياء أنشطة تمثيل الأدوار:
فعالية أنشطة تمثيل الأدوار في تعلم الإنجليزية كلغة أجنبية
للطلاب السعوديين في المرحلة الجامعية

خالد بن محمد الوهيبي

جامعة الإمام محمد بن سعود الإسلامية

عضو هيئة التدريس بكلية اللغات و الترجمة

و عميد كلية المجتمع في محافظة الخرج

(قدم للنشر في ١٠/٢١/١٤٢٤هـ؛ و قبل في ١/٢٢/١٤٢٤هـ)

ملخص البحث يهدف هذا البحث إلى توضيح فعالية أنشطة تمثيل (تقمص) الأدوار الدرامية في تسهيل عملية اللغة الإنجليزية كلغة أجنبية لطلاب اللغة الإنجليزية في المرحلة الجامعية للطلاب السعوديين. و قد أشار لتل وود ١٩٨٠ م أن الطلاب بحاجة لفرص لتعلم مهارات و استراتيجيات استخدام اللغة المراد تعلمها لإيصال المعاني التي يريدونها من خلال مواقف حياتية حقيقية. إن نشاطات تقمص الأدوار هي إحدى وسائل تدريس اللغة الإنجليزية. و بناء عليه فإن تدريب الطلاب على مواقف مشابهة للمواقف الحقيقية الحياتية، حيث تزول الضغوط النفسية و الخجل مما يجعل الطلاب يمارسون التعلم بكل يسر و سهولة. إن المعلمين الذين يستخدمون مثل هذه الاستراتيجيات و الوسائل، لا شك أنهم يمدون طلابهم بيئة مشجعة و ممتعة و خالية من الضغوط النفسية في الفصل الدراسي، و هذا بدوره يشجع الطلاب على تعلم اللغة الثانية بفعالية. و هذا البحث هو دراسة تجريبية حاولت من خلالها تقصي أثر أنشطة تقمص الشخصيات على مقدرة الطلاب للتحدث باللغة الإنجليزية لطلاب المرحلة الجامعية.