Sudan University of Science and Technology

College of Graduate Studies

College of Languages

Impact of Role-play on Developing E.F.L Learners' Oral Communication Skill at Secondary Level

أثر أداء الأدوار في تنمية مهارة التخاطب الشفوي لدى دارسي اللغة الانجليزية لغة أجنبية بالمرحلة الثانوية

A Thesis Submitted in Partial Fulfillment of the Requirements of M.A Degree in English Language (Applied Linguistics)

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Verse

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بسم الله الرحمن الرحيم

(إنا فتحنا لك فتحاً مبيناً * ليغفر لك الله ما تقدم من ذنبك وما تأخر ويتم نعمته عليك ويهديك صراطاً مستقيماً * وينصرك الله نصراً عزيزاً).

صدق الله العظيم

سورة الفتح الآيات

(7-8)

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DEDICATION

To:

My life sparks, mother and father;

and to My life time mates, Ruba Khalid Ali

ACKNOWLEDGEMENTS

At first, I thank Allah for giving me the ability to achieve this work.

I am very grateful to my supervisor **Dr. Abbas Mukhtar Mohammed** who spared no effort in guiding me through this work.

My thankfulness is due to all of the teachers who answered my questionnaire.

Finally, yet importantly a warm word of gratefulness go to my dedication.

ABSTRACT

This research investigated the impact of role-play on developing oral communication skill of English language students at secondary level. The study aimed at identifying the secondary school English language teachers' attitudes and opinions toward using Role-play to develop EFL learners oral communication skill. In order to test the study hypotheses a teachers' questionnaire was designed by the researcher to collect the data from the study sample of which consisted of 45 English language teachers working in Omdurman Locality and randomly select. The results of data analysis have shown that the three hypotheses of the study are confirmed. The Role-play has a positive effect on developing EFL learners' oral communication skill. The study concluded several findings the most important is that, using of Role-play enhances EFL learners' oral communication. According to the above mentioned findings, the researcher recommended to; Ministry of Education is advised to include Role-play into the textbook of English language syllabus course because it helps EFL learners understanding and using English language outside the classroom since this technique was neglected in curriculum.

المستخلص

تناولت الدراسة تقصي أثر أسلوب أداء الأدوار على تنمية مهارة التخاطب الشفوي لدى طلاب اللغة الانجليزية بالمرحلة الثانوية. وهدفت الدراسة إلى معرفة اتجاهات وآراء معلمي اللغة الانجليزية بالمدارس الثانوية نحو استخدام أسلوب أداء الأدوار لتنمية مهارات التخاطب الشفوي لدى طلاب اللغة الانجليزية لغة أجنبية. للتحقق من صحة فرضيات الدراسة صمم الباحث استبانة لجمع البيانات من عينة الدراسة التي تشتمل على خمسة وأربعين معلم لغة انجليزية بمحلية أم درمان تم اختيارهم عشوائياً. أثبتت نتائج تحليل بيانات الدراسة أن فرضيات الثلاث قد تحققت، وأن أسلوب أداء الأدوار له تأثير إيجابي على تنمية مهارة التخاطب الشفوي لدى متعلمي اللغة الانجليزية لغة أجنبية. خلصت الدراسة إلى عدة نتائج أهمها، إن استخدام أسلوب أداء الأدوار يعزز مهارة التخاطب الشفوي لدى متعلمي اللغة الإنجليزية بالمرحلة الثانوية. بناءً على نتائج الدراسة أوصت الباحثة بعدة توصيات أهمها، على وزارة التربية والتعليم إدراج أسلوب أداء الأدوار في كتاب مقرر اللغة الانجليزية لأنها تساعد الطلاب على فهم واستخدام اللغة الانجليزية خارج الصف حيث قد تم إغفالها.

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1-0 Overview

Oral communication skill is an important skill that learners should focus on during classroom activities. It is a significant aspect of a language because a second or foreign language is measured in terms of the proficiency in carrying out a technique need for conversation or interaction.

Oral communication in the target language is not only a matter of knowing grammatical and semantic rules, but it is an interactions skill. There are many factors that affect the students' oral communication skill. The methods or that the teacher uses during teaching oral communication do not motivate students to speak well. Therefore, teachers should use one of the effective methods in teaching oral communication. Communicative language teaching (CLT) is considered one of the most effective and motivating method in this domain.

Textbook series that have been in use in schools in Sudan for the past twenty years is SPINE series. These series focus on the three skills that are not sufficient in developing their comprehension competence during learning a foreign or second language in general.

In relation to the techniques in teaching oral communication, Role-play is one of the techniques that can be used for this purpose. Role-play is best used in teaching where the tutor wants students to be experts and become involved in the situation which they are studying and to formulate their attitudes towards it. Role-play is an excellent way of developing

interpersonal and communication skills and provides highly motivating and memorable lessons. It's therefore, more suitable technique for teaching in the social science in the field of humanity, as well as in any area where human interaction paramount.

1-1 Statement of the Problem:

Learners cannot interact or respond orally when they are asked by their teachers. Students feel afraid of being corrected by the teacher because of their mistakes and errors. Role-plays is rarely used in the classroom at the secondary level and when it is used, doesn't tackle in a proper way, moreover, syllabus designers do not concentrate on the effectiveness of this technique.

1-2 Questions of the Study:

The study provides answers for the following questions:

1- To what extent do secondary school textbooks neglect using Role-play in developing oral communication?

2- To what extent does Role-play meet students' needs to develop their oral communication?

3- Does Role-play technique have strong effect on improving oral communication skill among EFL learners?

1-3 Significance of the Study:

This study is considered significant for the following reasons:

This study is important for students, teachers and syllabus designers because it deals with speaking difficulties that face students in secondary school level who study English as second or a foreign language. Adding

Role-play technique to the syllabus plays an important role in enhancing students to speak well.

1-4 Objectives of the Study:

The study tries to realize the following objectives:

1- To find out the effective activities to be practiced at secondary level learners need to speak well.

2- To explain how Role-play technique plays an important role on developing the oral communication at secondary level.

1-5 Hypotheses of the Study:

The study has the following assist hypotheses:

1- Role-play does not have a positive effect on developing oral communication.

2- Role-play has appositive effect on developing oral communication?

3- Role-play technique satisfies the students' needs in developing their language proficiency.

1-6 Methodology:

In order to carry out this research to achieve its objectives and to answer its questions, the data are going to be collected from experienced teachers. This study is analytical descriptive, therefore, the tool for data collection is through questionnaire which will be distributed to 45 teachers, as well as the interviews with experienced and well trained teachers.

1-7 Delimitations of the Study:

This study is limited to secondary schools teachers in which the effect of the Role-play is investigated in developing oral communication skill. The study is implemented in Omdurman Locality and took a questionnaire for 45 teachers from different secondary schools to answer the research questions and verify its hypotheses.

CHAPTER TWO

LITERATURE REVIEW AND PREVIOUS STUDES

CHAPTER TWO

LITERATURE REVIEW AND PREVIOUS STUDES

2-1 Introduction:

This chapter consists of two sections. Section one focuses on review of literature relevant to the research topic such as concept of role-play, types of role-play, etc. while section two discusses previous studies which includes theses and scientific papers.

2.2 Definitions of Role –Play:

2.2.1 Role – Playing:-

The idea of role-play drives from every day activity in it one is practicing a set of behavior which is considered appropriate to a particular role. Morry explained that is a confusion between role-play and acting as he stated that (1983:20) " *the essential difference is that acting consists of bringing to life a dramatists Idea's or (one's own Idea's) in order to influence and entertain on audience, whereas role – playing is very simple: to give students the opportunity to participate interacting with others in certain roles.* This idea mean that role-play contributes to develop oral communication skills as Morry mentioned *(1983:20) " role –playing give students the opportunity participate interacting with others in certain roles".*

As a technique, role-play has proved to be very powerful, it is highly motivating and enables students to put themselves in situations they have never experience before because the technique is so powerful, it is important that the teacher approach it in a systematic way and are

aware of the different ways of using it. It is important to use the right type of role-play fit the specific circumstances or training, others to increasing

sensitivity towards individuals and groups. Role-play has already been pointed out, a rapid development in the use, this happen in a number of parallel activities it can be used by social scientist because to touch our community as Morry pointed that "*Role-playing is being used by the social scientist as a means of experimenting with situations*". (Morry, 1983:21).

The idea of role-play, in its simplest form, is that of asking someone to imagine that they are either themselves or a rather person in a particular situation. They are then asked to behave exactly as they feel that person would. As a result of doing this they, or the rest of the class, or both, will learn something about the person and / or situation. In essence, each player acts as part of the social environment of the others and provides a framework in which they can test out their repertoire of behaviors or study the interacting behavior of the group.

The origin of the word "role" derives from the word used to describe the roll of parchment on which an actors' part was written. It is therefore, descends directly from theatrical use meaning an actor's part in a drama. When watching a ply the audience needs to be able to identify quickly the heroes and the villains. The extension of the concept of role to the way people behave in everyday life games from a similar need in real life for people to summarize or condense what may be complex perceptions of the constituent details of another person's appearance or behaviour. (Marry van Ments-1983).

According to Brown (2001), "role-play minimally involves (a) giving a role to one or more members of a group and (b) assigning an objective or purpose that participants must accomplish." Brown suggested role-play can be conducted with a single person, in pairs or in groups, with each person assigned a role to accomplish an objective.

Role-play is a classroom activity allowing the students to practice the language, the aspects of role behavior (e.g. formality, register , function, attitude , paralinguistic features, extra-linguistic features, acceptability and appropriateness, and the immediacy of oral interaction) ,and the roles outside the classroom that they may need to know.

Role-play is a classroom activity that learners are asked to imagine themselves in a situation which could occur outside the classroom; to adopt   a specific role in this situation; and to behave as if the situation really excited in accordance with their roles. (Living Stone-1983).

Role-play typically involves (a) a situation in which a setting participants and a goal or problem is described (b) description of the role of each of the participants and the task he or she has to accomplish (Little Wood - 1948).

Role – Play is any speaking activity when you either put yourself into somebody else's shoes, or when you stay in your own shoes but put yourself into an imaginary situation.

Imaginary people - The joy of role-play is that students can 'become' anyone they like for a short time! The President, the Queen, a millionaire, the choice is endless.

Imaginary situations - Functional language for a multitude of scenarios can be activated and practiced through role-play. 'At the restaurant', 'Checking in at the airport', 'Looking for lost property' are all possible role-plays.(Gillion Parte Ladousse – 1987).

2.3 Types of Role-Play:

2.3.1 Basic Categories of Role-play:

Most people writing or talking about role-play appear to assume that all role-plays are basically the same and different teachers are dealing with a single class of event.

Role–play is a type of communication. Like other means of communication it can be used for messages, expressing or arousing emotion, negotiation and persuasion, or for a variety of other purposes. Different types of role-play demand different approaches; the way in which the role-play is introduced, the description of roles, the facilitation and post and post –play analysis will all vary according to the type of role-play which is being used, and the basic types of role-plays are:

1- Describe: in this type the role-play is being used as a means of communication to describe a situation which can be more graphically illustrated by means of dramatization than by pure verbal description.

2- Demonstrate: There is considerable similarity between this type and the previous one , but the intention here is to give a demonstration which may be copied by   the student.

3- Practice: this kind is much more common. Typical situations are where a young person is practicing social skills; students are trying their hand at using foreign language in a practical context.

4- Reflect: the emphasis throughout is an observation and reflection. The easiest groups to describe are those on the right of the table which deal with the involvement show the student how his behavior appears to others.

5- Sensitize: the student is in fact almost that acting in the traditional sense. (Marry van Ments -1983).

2.4 Why Use Role-play?

It is widely agreed that learning takes place when activities are engaging and memorable. Jeremy Harmer advocates the use of role-play for the following reasons:

1- It's fun and motivating
2- Quieter students get the chance to express themselves in a more forthright way.
3- The world of the classroom is broadened to include the outside world - thus offering a much wider range of language opportunities.

In addition to these reasons, students who will at some point travel to an English-speaking country are given a chance to rehearse their English in a safe environment. Real situations can be created and students can benefit from the practice. Mistakes can be made with no drastic consequences. (Jeremy Harmer -1989).

2.5 The Place of Role –Play in Teaching:

Any teacher can ask when considering the use of a particular teaching technique is why he wants or does not want, to use particular technique. The key issue is how it fits into the whole learning process. The teacher will organize that process into a curriculum and it will consist of a number of activities and resources planned to be used in a certain it is these objectives that must determine the appropriate teaching methods to be used. In the first place they cannot easily help to change the student's attitude or behavior the second major area where conventional methods

need to be supplemented is that of interpersonal and communication skills.

2.6 The Place of Role-play in Teaching and Training:

Morry Van recommended us as teachers to use role-playing into curriculum. He stated stated that; (1983:23) "*the teacher will organize that process into curriculum, the trainer into a course or training program*". Although conventional methods of teaching and learning such as lectures, reading films discussions and written can be used successfully to help students acquire knowledge of factual material and the essential theoretical frame work into future experiences may be fitted, they are in complete in at least two may or respects. In the first place they cannot easily help to change the student's attitude or behavior. To read or hear about something is the same as experiencing it, and it is often only by actual experience that understanding and change can come about, it is easy, for example to have an intellectual grasp of deprivation and poverty, or discuss the feelings of those who are disadvantaged or oppressed. That means to practice something in front of students in order to understanding the idea carefully. Morry shows the importance of role-play as a technique that take place on teaching technique he proposed that (Morry, 1983:23) "*the opportunity to place the student in a situation which imposes on him the some type of constraints motivations and pressure that exit in the real world can be used in a variety of teaching*".

Role-play can acquire students to follow certain things that motivate them to understand around them on a whole world that used in a different of teaching situations. By means of simulate of activities which involve the students in a frame work of events designed to emphasize the environment which people find themselves.

2.7 Training and Development Tutors:

Role-play puts a powerful tool in the hands of the students or educational technique it needs a right environment between students and tutor to apply. As with most skill, some people are born with innate skills, but, they need to improve those skills through a proper training and improvement as Morry Van suggested that, (1983:33):

"*The role-play put a powerful tool in the hands of the trainer or educational techniques; it makes special demands on the tutor sensibilities. Some people are born with a greater innate ability than others but they can improve their performance through proper training and development*". The competence which is required can be broken down into three aspects:-

- Through knowledge of methodology.

- Sensitivity to individual and group behavior.

- Self-knowledge, maturity, balance.

Morry Van advised us to use role-play on our teaching because it makes students to become involved in the situation and to be experienced to formulate their attitudes towards it.

2.8 Role-playing Controlled through Situation and Goals:

These enable the teacher to control the interaction and ensure that learners express a particular range of meanings.

The cues also provide learners to show their communication as Morry suggested that (1983:55). The cues also provide learners with a supportive framework which relieve them of some of the responsibility for creating the interaction themselves.

As learners progress, the teacher will not necessarily abandon the cues. He will still sometimes want to produce a particular kind of interaction and elicit particular range of functional meanings and forms as Morry van demonstrated that (1983:55): "*the control now determines not so much the specific meaning that learners express. Its directed at the higher level of situation and goals that learners have to achieve through communica*tion".

2.9 Preparing for Role-Play:

The way in which a role –play is planned will depend to some extent on its position in the general teaching curriculum. If comes at the beginning of a course then the teacher will need to explain how the whole course is to be structured and why and why he has chosen to use a role-play at the very beginning. If the session comes in the middle of the course, it will be necessary to review what the class has been doing, the point which they have reached, and the specific way in which the role-play will illuminate certain aspects of the subject. If the role-play is used to bring together what has been learnt in other lesson, it will probably fall naturally into place and require the minimum of explanation. In any case the amount of explanation needed will depend to a large degree on the age and type of student involved. In the school situation activities may be accepted without question; in industry they most certainly are not.

2.10 Steps of Implementing Role-play:

For the role-play activities in classrooms, there are six major steps in the procedure.

1- Decide on the Teaching Materials:
The teacher must decide which teaching materials will be used for role-play activities. The teaching materials can be taken from text books or

non-textbook teaching materials such as picture books, story books, readers, play-scripts, comic strips, movies, cartoons and pictures. The material is selected ahead of time by the teacher. The teacher can also create his or her own authentic teaching materials for role-play activities. The teaching materials should be decided based on students' level and interests, teaching objectives and appropriateness for teaching

2. *Select Situations and Create Dialogs:*

Then a situation or situations to be role-played should be selected. For every role-plays situation, dialogs should be provided (by the teaching materials or by the teacher) or created by the students themselves.

3. *Teach the Dialogs for Role-plays:*

The teacher needs to teach the vocabulary, sentences, and dialogs necessary for the role-play situations. The teacher needs to make sure the students know how to use the vocabulary, sentences and dialogs prior to doing the role-play activities, otherwise, the teacher should allow students to ask how to say the words they want to say.

4. *Have Students Practice the Role-plays:*

Students can practice in pairs or in small groups. After they have played their own roles a few times, have them exchange roles. That way, students can play different roles and practice all of the lines in the role-play. When students are confident enough to demonstrate or perform in front of the class, the teacher can ask them to do so for their classmates.

5. *Have Students Modify the Situations and Dialogs:*

Once students have finished and become familiar with an original role-play situation, they can modify the situations and/or dialogs to create a variation of the original role-play.

6. *Evaluate and Check Students' Comprehension:*

Finally, the teacher shall evaluate the effectiveness of the role-play activities and check if students have successfully comprehended the meanings of the vocabulary, sentences and dialogs. There are several ways to do student evaluations. Students can be given oral and listening tests relating to the role-plays.

Example oral tests can include the following.

a. Students are asked to answer some simple questions relating to the role-plays.
b. Students are asked to reenact the role-plays.
c. Students are asked to translate the role-plays into their native language.

For listening tests, beginning students can do simpler tasks such as: "listen and circle", "listen and number", "listen and match" types of questions. For more advanced students, they can be asked to write the words, lines, and/or dialogs in the role-plays. They can also be asked to create and write variations of the role-plays. Teachers can also evaluate students' understanding and comprehension while observing students' interactions, practices, and performances of their role-plays.

2.11 Advantages of Role-play:

There are many benefits of using role-play. **Furness** stated that a child can enjoy and profit from a role-play experience "in terms of improved

communication skills, creativity, increased social awareness, independent thinking, verbalization of opinions, development of values and appreciation of the art of drama. (Furness ,1976)

Ladousse indicated that "role-play is one of a whole gamut of communicative techniques which develops fluency in language students, which promotes interaction in the classroom, and which increases motivation." In addition, he pointed out that role-play encourages peer learning and sharing the responsibility for learning between teacher and student. He suggested role-play to be "perhaps the most flexible technique in the range" of communicative techniques, and with suitable and effective role-play exercises, teachers can meet an infinite variety of needs.(Ladousse, 2004)

Stern suggested "role-play helps the individual to become more flexible" and develop a sense of mastery in many situations. And through role-play, L2 learners can experience many kinds of situations in which they will use the language; and as they develop a sense of mastery in them, they should be able to apply the language more easily to new situations." (Stern ,1983).

Morry Van Ments also stated that role-play has many advantages :

1- Enables student to express hidden feelings.
2- Enables students to discuss private issues and problems.
3- Enables student to empathize with other and understand their motivations.
4- Gives practice in various types of behavior.
5- Portrays generalized social problems and dynamics of group interaction formal and informal.

6- Gives life and immediacy to academic descriptive material (history, English , economics , geography).

7- Provides opportunity your non-articulate students and emphasizes importance of non-verbal , emotional responses.

8- Motivational and effective because it involves activity.

9- Provides rapid feedback for both student and teacher.

10- Is student – centred and addresses itself to the needs and concerns of the trainee; the group can control content and pace.

11- Closes gap between training and real life situations.

12- Changes attitudes.

13- Permits training in the control of feelings and emotions. (Morry van Ments -1983).

2.12 Disadvantages of Role-Play:

According to Morry Van Ments role-play has potential disadvantages which are listed below:

1- Teacher loses control over what is learnt and the order in which it is learnt.

2- Simplifications and mislead.

3- Uses a large amount of time.

4- Uses other resources –people, space , special items.

5- Depends on the quality of teacher and student.

6- Impact may trigger off withdrawal or defence symptoms.

7- May be seen as to entertaining or frivolous.

8- May dominate learning to the exclusion of solid theory and facts.

9- May depend on what students already know.

2.13 Other Uses of Role-Play:

So for we have looked at what might be regarded as the more conventional and common uses of role –play. These can be grouped under the following headings:

1- Arousing interest , providing motivation .
2- Exploring subjects.
3- Teaching skills, developing communication.
4- Testing alternative behavior.
5- Changing attitudes.
6- Helping with personal conflicts and problems.

There are bound to be overlaps between areas, and many role-plays fulfill a number of function. There are , however, a number of other uses of role-plays such as modeling, specific training , assignment , research , change agent, revision and learning by writing.(Morry Van Ments-1983).

2.14 Simulation and Role-playing:

When teachers decide their learners to interact in the field of knowledge and communication, they were choose a role-play in a simple way on the field of a native language as a William little wood demonstrated that (1981,49) *"in looking for ways of creating more varied forms of interaction in the classroom, teachers of foreign languages (like their colleagues in mother- tongue teaching) have turned increasingly to the field of simulation and, within that field especially role-playing"*. They are asked to behave as if the situation really existed. In accordance with their roles, the important thing that learners memories their performance on the dialogue as William little wood said (1981:50) *"the same process occur when learners are asked to perform dialogues which they have memories"*. A simulation and role-play are considered as techniques for

organizing and controlled, pre-communicative languages as William Little wood demonstrated that (1981:50) "a simulation and role-playing are well-established technique for organizing controlled, pre-communicative language practice". We have to consider how these techniques can be extended into the field of communicative activities where the learners focus should be more firmly on the communication of meanings rather than during controlled language practice –if they do not, they will not be able to identify with the meanings being communicated through those roles.

Learners must create the interaction themselves, on the looses of their roles and the meanings that arise rather than perform in ways that have been predetermined by the teacher. The role of the teacher on the course is adjusted or organizing his learners then let the learners identify with the roles and meaning depends not on the teacher. As William little wood argued that (1981:50) "*In any case the extent to which learners identify with the roles and meaning depends ultimately not on the teacher, but on the individual learners'*. The nature of the control exercised by the teacher (mostly through the materials that he uses) is the main criterion for grouping the examples of role-playing activities as this control becomes less tight and specific, so there is increased scope for the learners' creativity in this respect. The activities can be viewed as part of a single continues which links pre-communicative and communicative activities. All these activities involve simulations, but differ in terms of Teachers Control and learner- creatively this in dialogue –performance, the teacher control is that a maximum and the learner's creativity is at a minimum. As William little wood gives us an example (1981:51) "*Along this continuum, I propose to take cued dialogue as the point where role-playing becomes sufficiently creative for us to think in terms of*

communicative language use". For example, Role-playing controlled through cued.

Now than we are considering the potential of cued dialogues as simple role-playing activities rather than as controlled language practice, a few additional observations are necessary. The teacher role to facilitate it as William Little Wood suggested that (1981:57). *"The teacher can therefore use cued dialogues to elicit form which he has just taught or which his learners would otherwise avoid"*.

2.15 Oral Communication:

Communication, very simply defined, is the exchange of information. Communication is a vital part of everyday lives, begining at bearth. Speaking, lestening, reading, writing, and even observing are part of the communication process. Nunan (1989 p: 23) defines oral communication as *"a spoken interaction between two or more people"*. This indicates that there should be at least two processes to have oral communication i. e. Speaking and listening. Widdowsan

(1978 p: 87) claims that *"communication is a process that allows people to exchange information by several methods and that exchange requires feedback which may be missed as the speakers or listeners might face problems"*

Hymes (1972 p: 55) beleives that *"oral communication can be seen as process of information transmission governed by three levels of rules; syntactic (structure of the sentences), pragmatic (the intended meaning of the utterances) and semantic (direct meaning of the words)"*.

To day, in addition to traditional methods of communication such as letters and telephone convesations, using electronic media to communicate becomes increasingly common. Each of these media allows

people in different locations to exchange messages quickly and conveniently. This increased use of electronic media is changing communication practices, especially with regard to ethics and confidentiality (Saterwhite; 2007).

Communication is a depate, videodisc, cable television, a sermon, might at the theatre, the effort of a child striving to conquer stuttering, and a feild of a study. Or it may be used to refer a radioside sign, signal flags, a uniform. Communication can be a thoughful walk on a beach at sunset, a tear, outstretched arms, a knowing smile, a kiss, a four-letter word scrawled on a restroom wall, even silence (Ruben, 1981).

Communication is a two-sided process, and it could equally well be argued that the speaker should verbalize his message adequately. He should judge the linguistic and non-linguistic knowledge of the listener. Therefore, he should select linguistic forms that can easily be interpreted as he intended, when we speak, we are consequently Communication is a two-sided process, and it could –equally well be argued that the speaker should verbalize his message adequately. He should judge the linguistic and non-linguistic knowledge of the listener. Therefore, he should select linguistic forms that can easily be interpreted as he intended. When we speak, we are constantly estimating the hearer's knowledge and assumptions. In order to select language that will be interpreted in accordance with our intended meaning (Littlewood, 1981).

The most efficient communicator in a foreign language is not always the person who is best at manipulating its structures. It is often the person who is most skilled at processing the complete situation involving himself and his hearer, taking account of what knowledge is already shared between them and selecting items which will communicate his message effectively (Littlewood 1981). Communication only takes place when we

make use of sentences to perform a variety of different acts of essentially social nature. Thus, we do not communicate by composing sentences, but by using sentences to make statements of different kinds to describe, to record, to classify and so on, or to ask questions, make requests, give orders (Brumfit and Johnson, 1979).

2.15.1 The Nature of Oral Communication

Oral communication is a two-way process between a speaker and a listener and involves the productive skill or speaking and the respective skill of understanding (Byrne, 1976). Both speaker and listener have a positive function to perform, because the interaction between speaker and listener is a complex process. The speaker has to encode the message he wishes to convey in suitable language, while the listener has to decode or interpret the message. The message itself in normal speech usually contains a good deal of information that is not needed. It contains more information than the listener actually needs in order to understand, so they are not obliged to follow with the maximum attention. At the same time, the listener is helped by some features such as stress and intonation which are part of the meaning of the spoken utterances as well as facial and bodily movements.

Man used to communicate with people around him, to interact, to establish relationships and to form associations. There are two models of linguistic communication, namely writing and speech. The former consists of marks put on a surface (A piece of paper or a blackboard), i.e, spoken or written language. Both media involve different muscular activities. "*in the spoken medium, we use lungs, vocal cords, tongue, teeth and lips; while in written medium we use hands, arms, and fingers*". (Muhan and Raman 1995: 3).

Oral communication requires a speaker and a listener. Oral communication is most effective when the sender has good speaking skills and the receiver has good listening skills.

A communication breakdown can lead to misunderstanding and serious problems in personal and business lives. Good oral communication skills can positively affect most aspects of relationships with others. Learning to be a successful, effective communicator is somewhat like learning to be a good basketball player or a good chess player. Once someone has learned the basic skills, he becomes better as he practices the skills and gain confidence (Satterwhite, 2007).

2.15.2 Categories of Communication

There are five categories of communication. These are: intrapersonal, interpersonal, group, mass and extra personal.

1- Intra-personal Communication is concerned with the needs which motivate us, and the way in which we communicate according to the notions of self which we have in heads. How we see ourselves affects how we communicate.

2- Interpersonal communication would have an agenda which includes something about perception, about the use of non-verbal behavior, and about the ways that we present ourselves.

3- Group communication would deal in constructive and obstructive behavior in groups, with informal and formal group experience (such as meetings).

4- Mass communication would essentially deal with the media. In practice, we prefer to deal with the press and with television, because this spans a range of written and visual experience. One would wish to

look at where the messages come from, how they are put together, where they are going to, and how they may affect the audience.

5- Extra personal communication comprises communication directly with anything other than another person. This category would include specialized topics such as artificial intelligence (and communication with machines) or communication with other creatures. (Burton, 1990).

2.16 Types of Communication

Communication can be divided into three main types: oral, written, and nonverbal.

2.16.1 Oral Communication:

Oral communication uses spoken words to exchange ideas and information. Examples of oral communication include one-on-one conversations, meeting, voice mail messages, and teleconferencing. Spoken messages can be sent instantaneously, and usually result in immediate feedback. The disadvantages to oral communication are that there is often little opportunity to reflect on what is said.

2.16.2 Written Communication:

Written communication is the exchange of information through letters, words, and sentences. It can include letters, faxes, memos, e-mail, reports, news release, tables, diagrams, charts and graphs. Written communication provides proof that the information was exchanged. The disadvantages to written communication is immediate feedback may not always be possible.

2.16.3 Nonverbal Communication:

Nonverbal communication is communication without words. Nonverbal communication is an important form of communication. Without saying a single word, one can express his feelings with body language (gestures), facial expressions, and body movements or positions (Satterwhite, 2007).

2.17 Purposes of Oral Communication:

The first step in planning any message is to determine the purpose of your communication. Recall for a moment what is to said to various family members, friends, and school or business associates today. Each question someone asked each statement he made from "*how do you feel today*?" to "*I just found a ten dollar bill*!" fall into at least one of the following four main purposes of communication:

- To inquire "when *did you get your HD, TV { high definition television*}?"

- To inform "*This HD TV was a birth day gift*".

- To persuade "You *really will have a better quality picture on an HD TV*".

- To develop goodwill. Thank you for helping me to select an HD TV".

(Satterwhite 2007).

2.18 Components of the Oral Communication:

Oral communication can take place only if you have both sender and receiver. Each time you have a conversation with someone, be aware of each component of communication model. The six basic components of oral communication are:

1- Message Sender

The sender composes the intended message. The sender could be a speaker or a person who sends the verbal message.

2- Actual Message

The actual message may combine two or more types of communication. It may or may not be the message the sender intended.

3- Message Transmission

The message can be sent or delivered in a variety of ways. Oral message can be delivered through face-to-face conversations, by phone, and by voice mail.

4- Message Receiver

The receiver takes in, or receives the message. The receiver's knowledge or interest, and emotional state will affect how the message is received.

5- Message Interpretation

The receiver interprets the message. The interpretation is different from the intended message or the actual message.

6- Feedback

The sender and the receiver respond to each other orally. Feedback may include verbal questions and facial expressions (Satterwhite).

2.18.1 Factors that Influence Oral Communication:

Although the sender of the message knows the goals to achieve, the sender must keep in mind four keys factors that will influence oral communication either favorably or unfavorably. To be an effective communicator, the sender should account for how the following four factors affect the oral communication process:

2.18.2 The Background of the Receiver:

The following four background elements can play an important role in determining the receiver's possible reaction and response to the message.

Firstly, the knowledge both the sender and the receiver already have about the facts, the ideas, and language used in the message. Secondly, the personality of the receiver, particularly the emotions, attitudes, and prejudices that are likely to influence the message is interpreted. Thirdly, the receiver's experience relevant to the content of the message. Finally, the receiver's interest and motivation regard the subject of the message.

To understand how these four factors can influence a receiver, imaging that you have just received a flyer from a computer store exploring its latest sale. If you have not previously purchased from this store, your knowledge of its quality and service is probably limited. Naturally react ion would be different from that of a person who is knowledgeable about the computer store. If your personality is quite preservative, you have probably decided to make only a small purchase. However, if your experience with this store has been good, your interest and motivation grew the minute you saw the cost saving available from this type of sale.

The communicator who weighs all these factors and anticipate the receiver's needs before preparing the message stands a greater chance of having the message accepted by the receiver than does the person who ignores these factors.

2.18.3 The Appearance of the Sender:

What do the following three situations have in a common?

a- A sloppy-looking speaker or salesperson.
b- A receptionist or telemarketer who does not speak distinctly.

c- A letter filled with errors.

The three situations above all transmit their messages in unfavorable way. Every communication you transmit can be your goodwill ambassador and help achieve a positive reaction if you remember that appearances do make a difference.

2.19 Barriers to Effective Oral Communication:

Barriers are factors that interfere with communication and might negatively affect the intended message. Barriers include physical distractions and cultural and language differences. When there are language barriers, it is much harder for teachers to inspire their bilingual students because they already feel apprehensive using the English language (Nieto, 2009).

Under what circumstances is the message received? For example, is the place noisy? too warm or too cold? Is the receiver more concerned with an upcoming exam or the argument he or she had this morning? Such distractions interfere with, and draw the receiver's away from, the message and create barriers to effective oral communication. Sometimes, the resulting lack of concentration can lead to in complete oral communication by message senders and erroneous conclusion by message receivers (Satterwhite, 2007).

2.20 Physical Distractions:

Physical distractions are usually easier to prevent from speaking or listening situation because the surroundings can often be controlled or changed.

2.20.1 Emotional Distractions:

Emotional distractions on the part of the receiver can prevent from concentrating on, and giving full attention to the communication. Emotional distractions may include thinking about a personal matter or allowing an emotion such as anger to influence how you interpret a message.

2.20.2 Nonverbal Barriers:

Nonverbal barriers such as language differences, inattention, and misunderstanding caused by different interpretations of a word or an expression can have a negative influence on oral communication process. Cultural diversity can also be a barrier to effective oral communication. For example, executive in the United States and Japan might have different ideas about what constitutes politeness in a letter (Satterwhite, 2007).

2.21 Fear of Oral Communication:

Most secondary school EFL students rarely take part or involve in any English conversation. Sometimes, they feel anxious and worried to be asked by the teacher to participate. To identify this phenomenon, many researchers have discussed some causes lying behind students' phobia and anxiety of oral communication. (Bialystock (1990 p: 11) claims that " *a fear of communication with or in the presence of others may prevent some students from speaking or participating in the class. Those who do sometimes find their nerves restrict them from adequately sharing their views*".

This result is in an unconfident student who then promises himself never to speak again. (Turk, 1998 p:53) claims that "*communication sense*

would ensure that most talks were interesting and well-planned. But nervousness seems to disable communication sense, and normal intelligence gets swamped by anxiety". This shows that students may feel fear when saying a wrong thing which causes them to be disappointed. Also, low self-esteem may prevent students from speaking confidently and courageously in front of the class. (Littlemore, 1996) adds another reason for this phobia. He claims that fear of being ridiculed and wanting to avoid conflict created by expressing their own opinions and lack of confidence in talking to the audience could also be attributed to the lack of familiarity with the content of the topic.

McDonough (1995) argues that gender impacts greatly in the level of participation and confidence of students when preparing for delivering an oral communication. She finds that gender extremely influences the perception, though pattern, confidence and comfort for both teachers and learners, and that he educational process within the classroom is largely governed by views and believes regarding gender which consequently impact on teaching and learning styles.

Richard (1986) recommends lots of conversational exercises throughout the syllabus which can gradually build up confidence and allow students to become familiar with the oral communication. (Richard, 2001) suggests: first train students into oral communication by giving them short and daily simple English conversations, then gradually building up the students' oral skills and confidence by implementing group work. Similarly, Tarone (2005) suggests, collaborative learning, icebreakers and warm-up as way of easing students into participation and involving shy and reluctant ones by adopting general approach, for example asking directly for their opinions.

2.22 Communicative Competence:

Communicative competence is the ability not only to apply grammatical rules of a language in order to form grammatically correct sentences but also to know when and where to use these sentences and to whom. Communicative competence includes:

- Knowledge of grammar and vocabulary of the target language.

- Knowledge of conventions of speaking e.g. knowing how to begin and end a conversation, knowing what topics may talk about in different types of speech events.

- Knowing how to use and respond to different types of speech acts, such as requests, apologies, thanks and invitations.

- Knowing how to use language appropriately. (Broughton, 1980).

Communicative competence can be defined, in terms of three components as the ability to target language accurately, appropriately and flexibly. The first component is the grammatical competence which involves the accurate use of words and structures in the target language. Concentration on grammatical competence, however, will not provide the learner with the ability to interpret or produce language appropriately. The second component is called sociolinguistic competence which enables the learner to know when to say "Can I have some water?" Versus "Give me some water", according to the social context. The third competent is called strategic competence.

2.23 How to Achieve Speaking Goals

Once speaking goals have been determined, next step consists of questioning how they are going to be achieved. For designing a concrete methodology teachers need to adopt a theoretical perspective; they need to reflect on the linguistic approach that will be used in their teaching.

Many authors, following the up-to data trend of the communicative

Approach, defend the interactive role of speaking and promote its teaching from a communicative stressing meaning and contex. In goodwin's words: "in teaching. Pronciation the goal of instruction is threefold: to enable learners to understand and be understood, to build their confidence in entering communicative situations, and to enable them to mounitor their speech. "(Goodwin, 2001:131)", also " pronunciation is never an end in itself but a means of negotiating meaning in discourse, embedded in specific socio-cultural and interpersonal contexts."(ibid:177).

How will this theoretical background be applied in real teaching? It is noticed that in traditional classes they focused speaking practice on the production of single and isolated sounds, whereas hithin the communicative approach, "the focus shifted to fluency rather than accuracy, encouraging an almost exclusive emphasis on suprasegmentals."(ibid:117).

In other words, when communication is the main goal linguistic practice turns into longer structures, at the suprasegmental level; therefor, the training on individual sounds makes way for macro structures that affect interaction directly.

The second part of "how to teach" moves away from theory to approach real problems and their solutions. Several authors have stated that when learners face problems in speaking they need practical and concrete solutions to know how to behave and respond in order to overcome those difficulties. Mariani recalls L1 strategies that native speakers use when they encounter communication problems, and suggest teaching those strategies to L2 learners: "just think of how often, in L1 communication,

we cannot find the words to say something and have to adjust our message, or to ask our interlocutor communication to help us, or use synonyms or general words to make ourselves understood."(mariaINI, 1994:1), MARIANI CLASSIFIES THOSE STRATEGIES according to the speaker's behavior:

-learners can either avoid certain messages because they don't feel confident with their speaking skills (reduction strategies).

_or make the most out of their knowledge and modify their message bearing in mind their weaknesses and strengths (achievement strategies : borrowing, foreignizing…)(ibid:3).

The author praises the latter by saying that achievement strategies are a very interesting way of developing, learners language domain. Speakers who opt for this option make huge efforts, which only brings beneficial consequences.

In the second or foreign language classroom context, should train learners to use and practice the different strategies that can help them face difficult situation. The only way of training students in this direction is by means of a bank of activities in which they become aware of the different possibilities that they can put into practice. Authors such as Goodwin or lazaraton offer a varied list of activities to be used in class : simulations, drama scenes, discussions and conversations.

2.24 Learning EFL/ESL as a Cognitive Process

 In Sudan English is a foreign language because it is taught as a subject in school and universities, and does not play a significant role in social life. Regarding the second language acquisition. The cognitive theory

distinguishes between two types of knowledge: declarative and procedural.

According to O'malley and chamot (1990:22) and Mclaughlin (1973:145) . Cited in Elamin (2007:20) "declarative knowledge "refers to …internalized rules and memorized chunks of language. This knowledge is stored in long-term memory in the form of prepositions, schematea and propositional network. This information maintain the meaning of information while ignoring unimportant details. In contrast, procedural knowledge refers to the ability to perform various mental procedures. It includes receptive skills, productive skills, conversational procedures and communication strategies. It accounts for how learning accumulates and automizes rules and how internal interpretation is restricted to match the target language. Teachers can benefit from this theory by helping their students to proceed from-rule- bound declarative knowledge to the more automatic procedural stage.

Anderson, 1985, cited in ELAmin (2007:20-22) draws on the cognitive theory and suggests three stage .regarding skill acquisition: cognitive stage, associative stage and autonomous stage.

2.24.1 Cognitive Stage

The acquired knowledge of this stage is typically declarative. During this stage the learners are taught how to do the task, and invited to observe an expert performing the task. Their attention is directed by the teacher to formal aspects of the language, to its sound system, to vocabulary, and to functional uses of language chunks in communication activities. They are required to memorize these formal rules of the language.

2.24.2 Associative Stage

In the second stage of skill learning, learners begin to develop sufficient familiarity with the knowledge acquired in the first stage so that it can be used procedurally. Here, main changes occur with respect to the development of proficiency in the skill. First, errors from the first stage, i.e., declarative knowledge, are detected and eliminated. O'malley and Chamot (1990: 78) state that this stage corresponds to what is called "interlanguage" where the L2 learner does not use the target language anccurately. Interlanguage is characterized by errors that are gradually corrected as learners become more proficient in using the language. Thus, this stage witnesses the turning of the declarative knowledge into procedural knowledge.

2.24.3 Autonomous Stage

During this stage the performance of activity becomes virtually autonomous and errors related to performance of the skill disappear. Rules are applied unconsciously; the demand therefore, the demand on short – term memory is lessened. The learner is able to use the language for functional purposes.

The notion that learners tend to be consciously aware of rule applications during initial stages of acquisition is advocated by the cognitive theory. Through constant practice, controlled skills turn to be automatic. However, difficult skills need more practice and time to be automized.

2.25 The Primacy of Speech over Writing

According to Lyons, (1981: 11) speech has priority over writing in three areas:

1- Historical priority: There is no human society known to have managed without the capacity of speech.

2- Structural priority: In terms of correspondence of phonology to graphology, spoken language is structurally more basic.

3- Functional priority: Even in today's most advanced and bureaucratic societies, the spoken language is used for a wider range of purposes than written, serves as a functional substitute for speech only where oral communication is impossible, unreliable or inefficient.

4- Biological priority: Human beinge are genetically predisposed not only to a quire language but also as part of the same programme to produce and perceive speech sounds.

2.26 Previous Studies:

2.26.1 Study (1):

The title of study: (The Impact of Using Role-play Technique on Promoting Oral Communication Competence among Sudanese Secondary School Students).

The researcher: Izzadeen Batran Ali: Sudan University (November 2016). The researcher of this study used two instruments for collecting data, questionnaire and classroom observation.

One of the important findings is:

Role-play has a great influence on developing oral communication competence among secondary school students. also one of the important recommendations is: Sudanese secondary schools students have to involve themselves in Role-play activities in order to improve their oral communication skills.

2.26.2 Study (2):

Tariq Yousif Bashir (December 2016).

The title of the study:

(Investigating the Effect of Role-play on Developing Speaking Skill of Sudanese Secondary Schools.

The researcher used questionnaire as a tool.

The researcher reached to the following findings:

1- Role-play is an effective technique for developing EFL learners communicative competence.

2- Role-play helps students discover themselves when they are communicating.

2.26.3 Study (3):

In 2010 Alia Kbari, M., and Jamalyandi, B. conducted a research on (The Impact of Role-play in Fostering Learners' Speaking Ability). They adopted the communicative language teaching approach (C.L.T) and the task based long Teaching (T.B.L.T) as approaches to Impact the knowledge oral speaking to learners through Role-play.

The researcher was successful and students speaking ability significantly improved.

2.26.4 Study (4):

The fourth research in the same field was carried out by Erasma Y. a teacher at teachers training and education faculty in (2012). The researcher carried out a classroom action research (ACR) on using Role-play technique to improve students' speaking skill. The data of that

research was collected by using measurement technique i.e. that was performance test to measure students' achievements. The research findings showed that speaking ability in the classroom increased by using Role-play technique.

2.26.5 Study (5):

A contrastive study on learning vocabulary through Role-play and memorization among EFL female learners.

By Elaheh Sadat Lajooee and Dr. Shaban Barima at Islamic Azad University. The researcher used questionnaire as a tool of data collection.

The result of findings of this study showed that Role-play is an effective technique to add in our curriculum.

2.27 Summary of Chapter Two:

Role –play is best used in teaching where the teacher wants students to experience and become include in the situation they are studding and to formulate their attitudes towards it. It is an excellent way of developing interpersonal and communication skills and provides highly motivating and memorable lessons. It is therefore more suited to teaching in the social sciences and humanities and indeed in any area where human interaction is paramount.

The main problem in its use is the amount of time it can take and the reduction of the teacher's control over what is learnt. It is a powerful technique which, like any other tool, can be misused. The anus is an responsible teacher to ensure that he has the skills and ability to use the technique in a sensitive way. Age should not be a problem either for teacher or student. The fact remains that using role-play is basically both

simple and enjoyable. The only requirement is that it is done in a thoughtful way.

The researcher, after reviewing the literature describing the concept and definition of role play technique, it was confirmed that the technique is benefit and useful in enhancing learners' communication skill. This fact also was confirmed by the previous studies that dealt with the topic and were reviewed by the researcher.

CHAPTER THREE

METHODOLOGY OF THE RESEARCH

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METHODOLOGY OF THE RESEARCH

3.1 Introduction:

This chapter gives account of the methodology used in this study to test the objectives of this study. The sample of the study is described and data collection instrument are explained .it describes the validity and reliability of the instruments used to gather information

3.2 The Study Sample:

Choosing sample for the research is one of the salient procedures, for providing answers for the question raised by the study; moreover, it helps in establishing evidence which is necessary for validation the hypotheses of the study. Thus the research samples are chosen from Sudanese secondary school teachers, at Khartoum state.

3.3 Tool of Data Collection:

It is known that, the tool of any research is the instrument which any researcher uses for gathering the required data for his study. The researcher depended on a questionnaire as a tool collect data from the target sample. The questionnaire consists of one section, this section particularly for experience teachers.

3.4 Teachers' Questionnaire:

The researcher has constructed a closed-ended questionnaire to gather data from secondary schools. The questionnaire concerns with the secondary school learners "the impact of role-play on developing E.F.L learners Oral Communication skills at secondary level".

Teacher's questionnaire has fifteen items which are reflect the opinions and ideas of Sudanese secondary school, teachers concerning the problem of the following options:

(Strongly agree, agree, neutral, disagree, strongly disagree). The respondents answer by making) (✓) In front of the choice. So this questionnaire contains closed-question which at the investigation of the opinions of the teachers towards THE SUDANESE secondary schools learners, the impact of role-play on developing E.F.L Learners Oral Communication skill at secondary level.

The aim of this questionnaire is look into the Sudanese secondary schools learners, whether role-play developing EFL learners Oral Communication skill or not?

3.5 The Validity of Questionnaire:

The questionnaire was first viewed by two teachers staff who are university lecturers with long experience in the field of teaching on English language as a foreign language. The final draft of the questionnaire are distrusted to an experience teachers at Sudanese secondary schools, as well as the questionnaire was distributed personally by the researcher to the subjects of the study.

All necessary oral and written explanation were provided by the researcher .more over the total number of the questionnaire that the researcher has received from the respondents was forty five of secondary school teachers. The statistical analysis (SPSS) used for calculation besides table for illustration.

CHAPTER FOUR
DATA ANALYSIS AND DISCUSSION

CHAPTER FOUR

# DATA ANALYSIS AND DISCUSSION

4.1 Introduction:

This chapter consists of the data analysis and discussion, it shows the analysis process of the questionnaire statements which were analyzed by the (SPSS) programme to prove the hypotheses of the study.

Table (1)
Role-play develops oral communication skill in all situations

Valid	Frequency	Percent (%)
Strongly disagree	0	0
Disagree	1	3.3
Neutral	1	3.3
Agree	6	20.0
Strongly agree	22	73.3
Total	30	100.0

Fig. (1)
Role-play develops oral communication skill in all situations
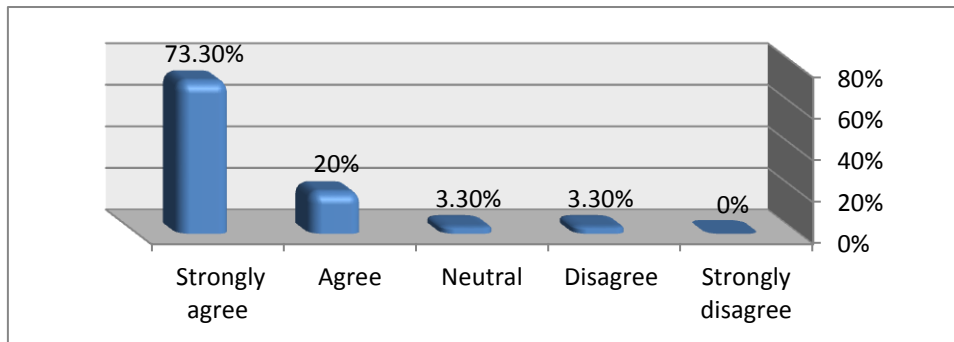
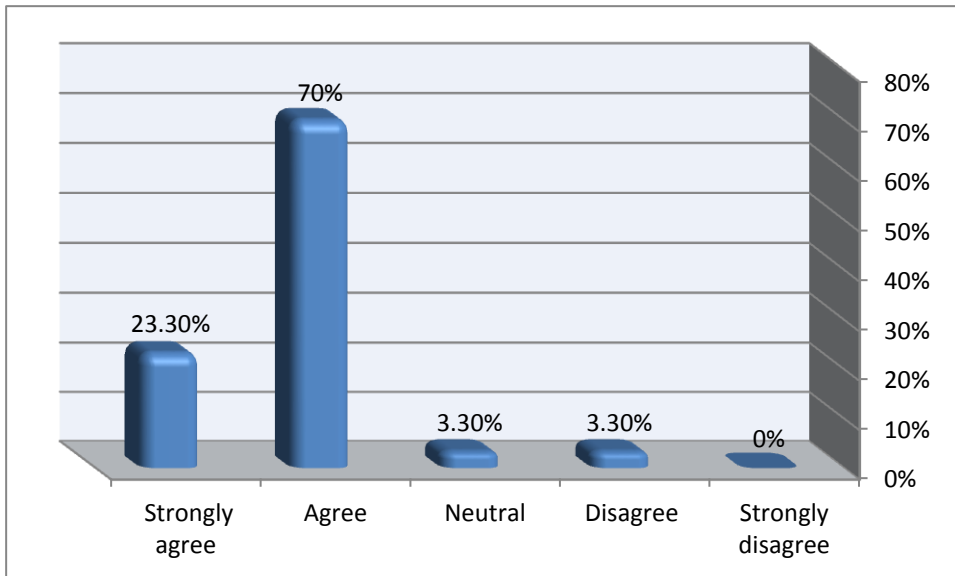Results in table (1) and figure (1) above explain that respondents were sample study, and pointed that high percentage in "strongly agree and agree" are exemplified "(73.3%) and (20%)" respectively are high equal (93.3%),so the highest percentage is going to positive direction of the statements and most answers of the study sample are agreeable. Therefore this hypothesis is successfully achieved.

Table (2)
Role-play supports limited numbers of students, oral communication skill.

Valid	Frequency	Percent (%)
Strongly disagree	0	0
Disagree	1	3.3
Neutral	1	3.3
Agree	21	70.0
Strongly agree	7	23.3
Total	30	100.0

Fig. (2)
Role-play supports limited numbers of students, oral communication skill.

Results in table (2) and figure (2   ) above explain that respondents were sample study, and pointed that high percentage in " agree and strongly agree" are exemplified "(70%) and (23.3%)" respectively are high   equal (93.3%),so the highest percentage   is going to positive direction of the   statements and all answers of the study sample are agreeable. Therefore this hypothesis is successfully achieved.

Table (3)
Role play is an effective method for developing school students' communication

Valid	Frequency	Percent (%)
Strongly disagree	0	0
Disagree	0	0
Neutral	0	0
Agree	14	46.7
Strongly agree	16	53.3
Total	30	100.0

Fig (3)
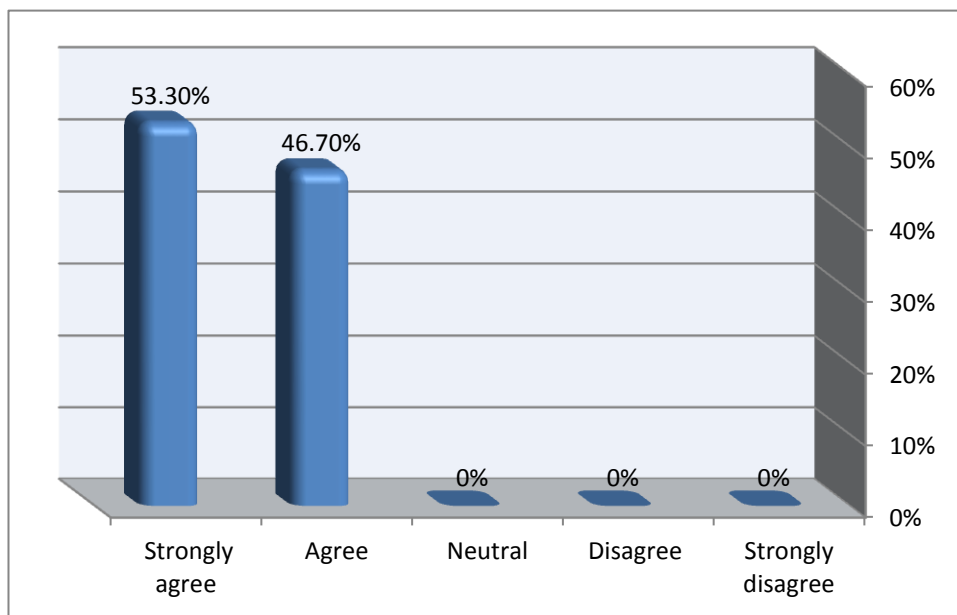**Role play is an effective method for developing school students' communication**

Results in table (3) and figure (3) above explain that respondents were sample study, and pointed that high percentage in " Strongly agree and agree" are exemplified "(53.3%) and (46.7%)" respectively are high equal (100%),so the highest percentage is going to positive direction of the   statements and all answers of the study sample are agreeable. Therefore this hypothesis is successfully achieved.

Table (4)
Using Role play secondary school students use their language in different real situation.

Valid	Frequency	Percent (%)
Strongly disagree	0	0
Disagree	0	0
Neutral	0	0
Agree	16	53.3
Strongly agree	14	46.7
Total	30	100.0

Fig (4)
Using Role play secondary school students use their language in different real situation.
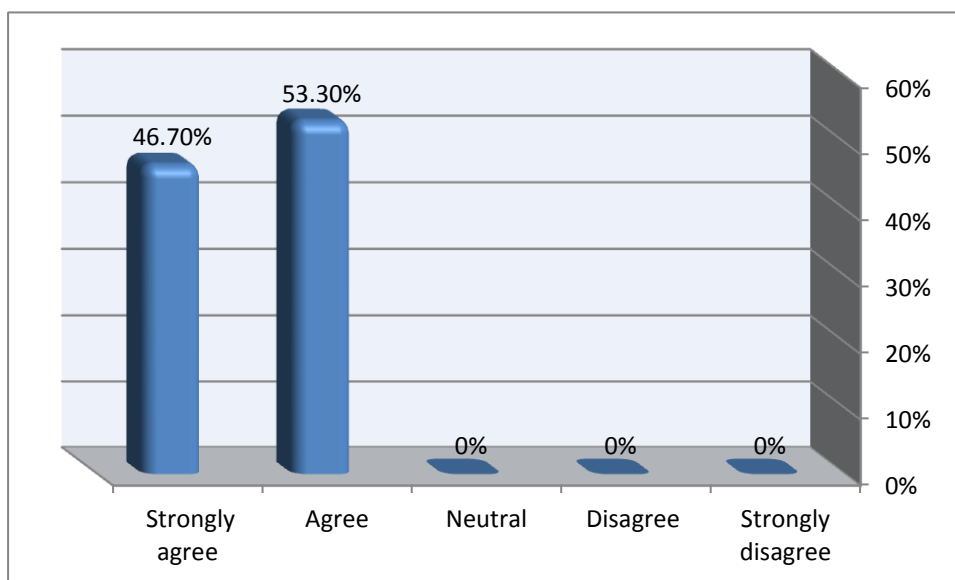

Results in table (4) and figure (4) above explain that respondents were sample study, and pointed that high percentage in " agree and strongly agree" are exemplified "(46.7%) and (53.3%)" respectively are high equal (100%),so the highest percentage is going to positive direction of the statements and all answers of the study sample are agreeable. Therefore this hypothesis is successfully achieved.

Table (5)

**Role-play encourage secondary school students to practice their
language feeely in the calssroom.**

Valid	Frequency	Percent (%)
Strongly disagree	0	0
Disagree	0	0
Neutral	1	3.3
Agree	16	53.3
Strongly agree	13	43.3
Total	30	100.0

Fig (5)
**Role-play encourages secondary school students to practice
their language feely in the classroom.**

Results in table (5) and figure (5) above showed that respondents
were sample study, and pointed that high percentage in " Strongly
agree and agree" are exemplified "(43.3%) and (53.3%)" respectively
are high equal (96.6%),so the highest percentage is going to positive
direction of the   statements and all answers of the study sample are
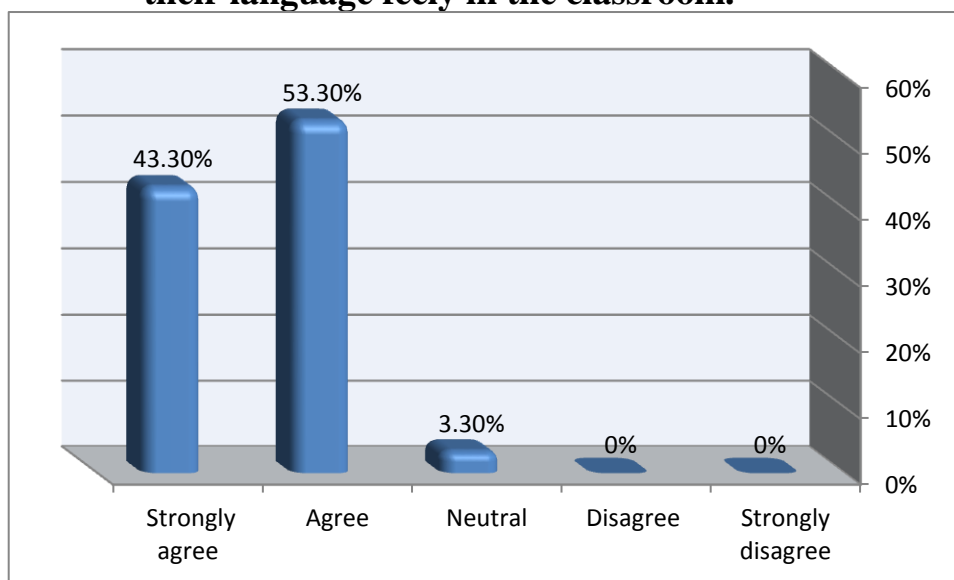agreeable. Therefore this hypothesis is successfully achieved.

Table (6)
Role-play helps secondary school students in understanding and using English language outside the class.

Valid	Frequency	Percent (%)
Strongly disagree	0	0
Disagree	0	0
Neutral	1	3.3
Agree	13	43.3
Strongly agree	16	53.3
Total	30	100.0

Fig (6)
Role-play helps secondary school students in understanding and using English language outside the class.
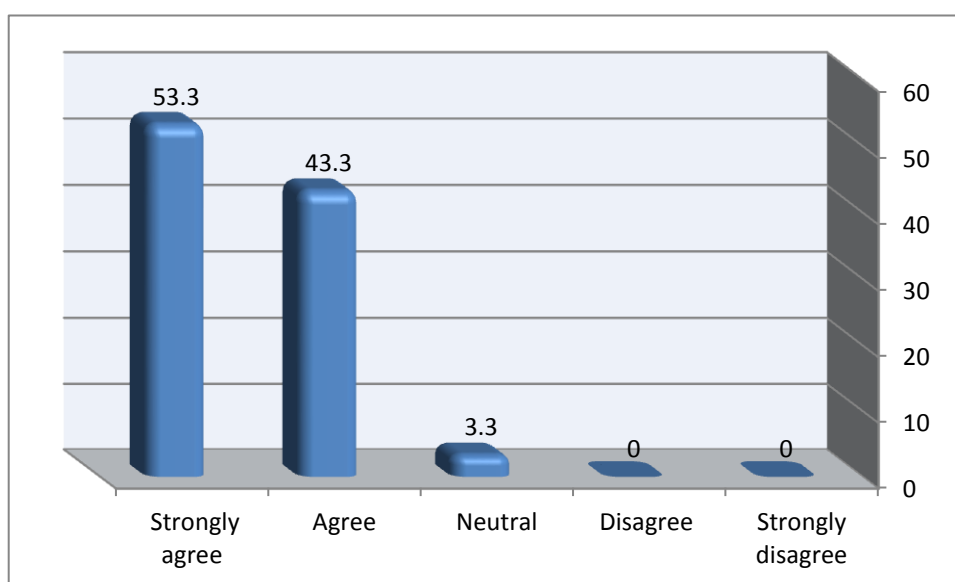

Results in table (6) and figure (6) above explain that respondents were sample study, and pointed that high percentage in " Strongly agree and agree" are exemplified "(53.3%) and (43.3%)" respectively are high equal (96.6%),so the highest percentage is going to positive direction of the statements and all answers of the study sample are agreeable. Therefore this hypothesis is successfully achieved.

Table (7)

Using Role play enhances secondary students fluency.

Valid	Frequency	Percent (%)
Strongly disagree	0	0
Disagree	0	0
Neutral	2	6.7
Agree	11	36.7
Strongly agree	17	56.7
Total	30	100.0

Fig (7)
Using Role- play enhances secondary students' fluency

Results in table (7) and figure (7) above explain that respondents were sample study, and pointed that high percentage in " Strongly agree and agree" are exemplified "(56.7%) and (36.7%)" respectively are high equal (93.4%),so the highest percentage is going to positive direction of the statements and all answers of the study sample are agreeable. Therefore this hypothesis is successfully achieved.
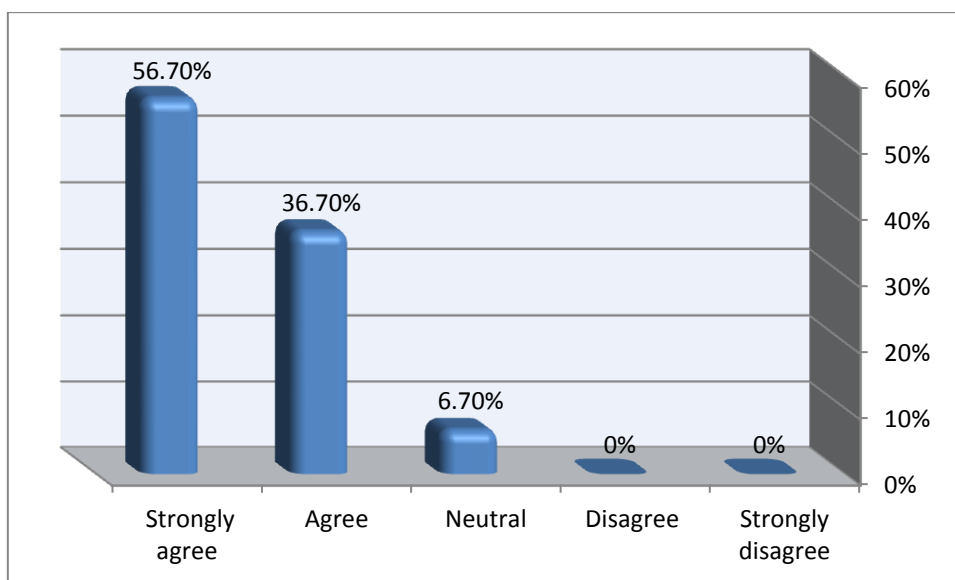
Table (8)
Teachers use role- play frequency in their classes.

Valid	Frequency	Percent (%)
Strongly disagree	1	3.3
Disagree	0	0
Neutral	2	6.7
Agree	20	66.7
Strongly agree	7	23.3
Total	30	100.0

Fig (8)
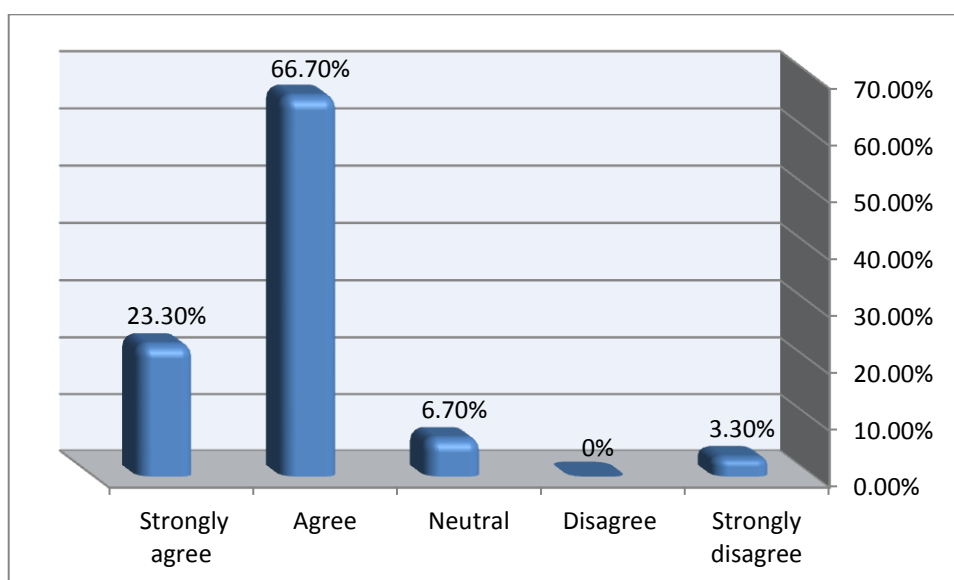**Teachers use role- play frequency in their classes.**

Results in table (8) and figure (8) above indicated that respondents were sample study, and pointed that high percentage in " Strongly agree and agree" are exemplified "(66.7%) and (23.3%)" respectively are high equal (90%),so the highest percentage is going to positive direction of the statements and all answers of the study sample are agreeable. Therefore this hypothesis is successfully achieved.

Table (9)
Teacher use role plat for variety of situations.

Valid	Frequency	Percent (%)
Strongly disagree	1	3.3
Disagree		
Neutral	3	10.0
Agree	9	30.0
Strongly agree	17	56.7
Total	30	100.0

Fig (9)

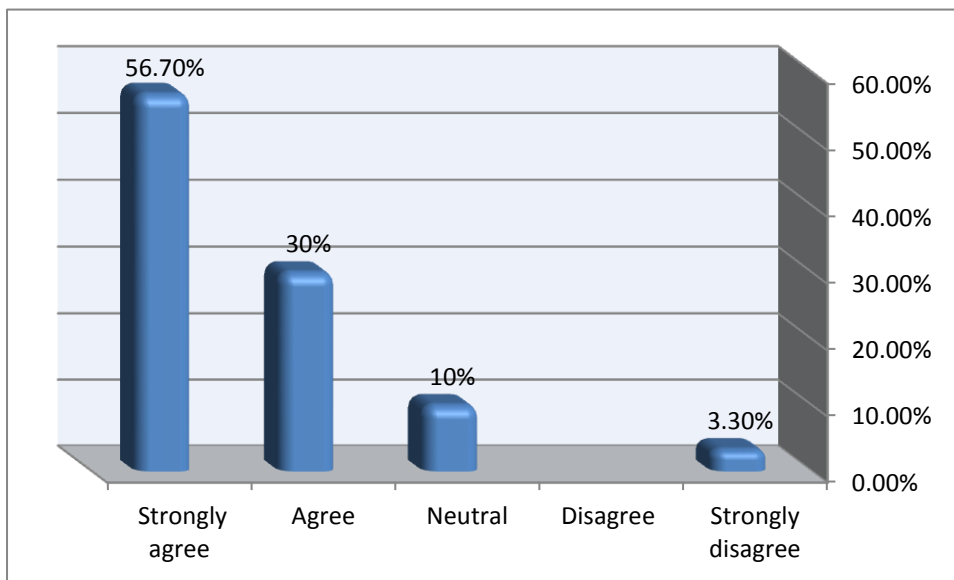## Teacher use role plat for variety of situations.

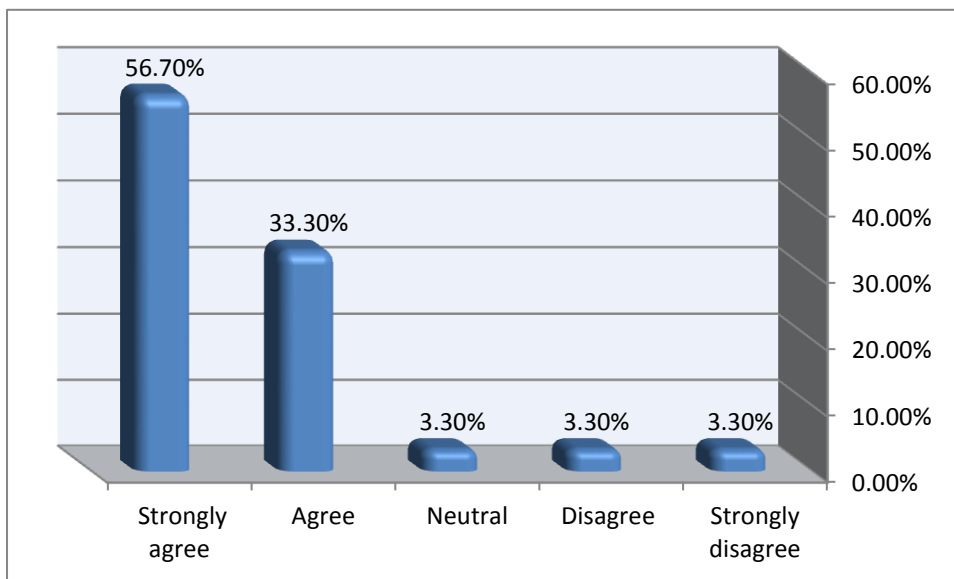Results in table (9) and figure (9) above pointed that respondents were sample study, and pointed that high percentage in " Strongly agree and agree" are exemplified "(56.7%) and (30%)" respectively are high equal (86.7%),so the highest percentage is going to positive direction of the statements and all answers of the study sample are agreeable. Therefore this hypothesis is successfully achieved.

Table (10)
Teachers use role play for variety of fluency task.

Valid	Frequency	Percent (%)
Strongly disagree	1	3.3
Disagree	1	3.3
Neutral	1	3.3
Agree	11	33.3
Strongly agree	17	56.7
Total	30	100

Fig (10)

Teachers use role play for variety of fluency task.

Results in table (10) and figure (10) above explain that respondents were sample study, and pointed that high percentage in " Strongly agree and agree" are exemplified "(56.7%) and (33.3%)" respectively are high   equal (90%),so the highest percentage is going to positive direction of the   statements and all answers of the study sample are agreeable. Therefore this hypothesis is successfully achieved.

Table (11)
Role - play technique enhances EFL Learners their oral communication

Valid	Frequency	Percent (%)
Strongly disagree		
Disagree		
Neutral		
Agree	18	60.0
Strongly agree	12	40.0
Total	30	100.0

Fig (11)
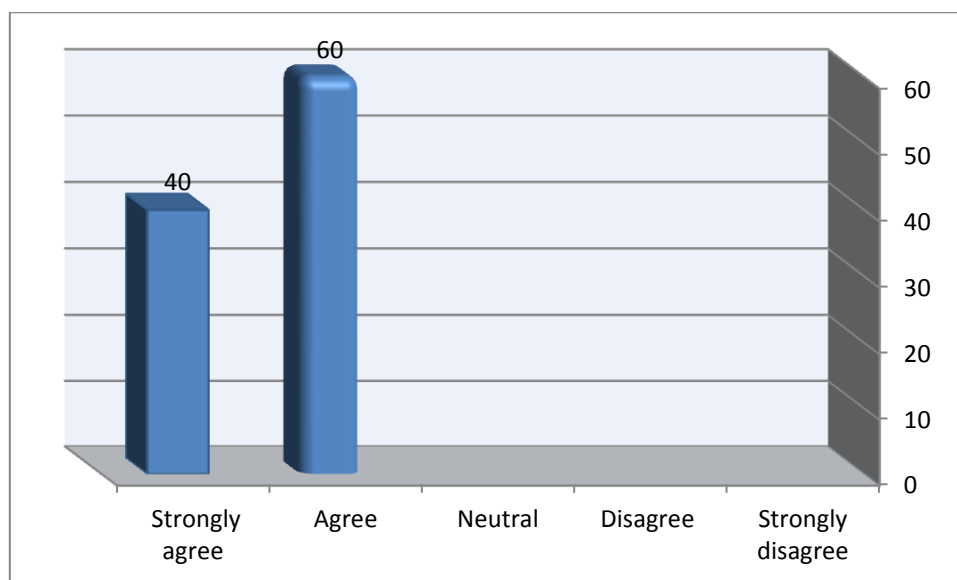**Role - play technique enhances EFL Learners their oral communication**

Results in table (11) and figure (11) above explain that respondents were sample study, and pointed that high percentage in " agree and Strongly agree" are exemplified "(60%) and (40%)" respectively are high equal (100%),so the highest percentage is going to positive direction of the statements and all answers of the study sample are agreeable. Therefore this hypothesis is successfully achieved.

Table (12)
Role- play technique helps EFL Learners Speak outside the class.

Valid	Frequency	Percent (%)
Strongly disagree		
Disagree		
Neutral		
Agree	14	46.7
Strongly agree	16	53.3
Total	30	100.0

Fig (12)
Role- play technique helps EFL Learners Speak outside the class.
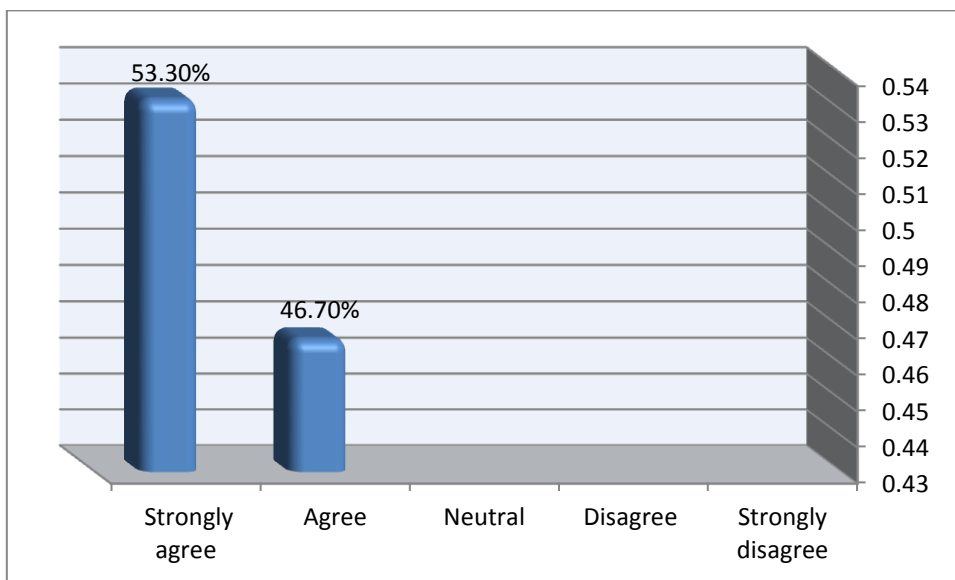

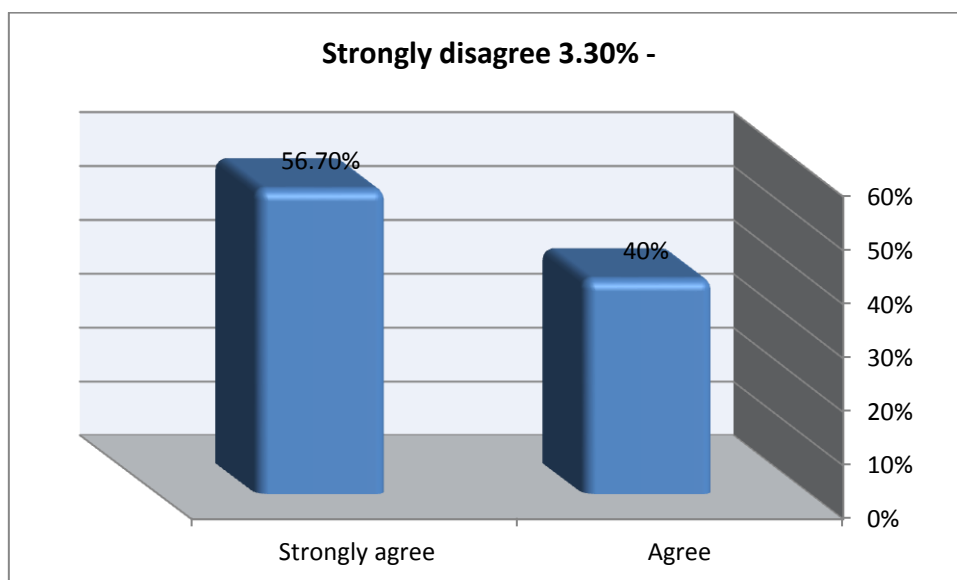Results in table (12) and figure (12) above explain that respondents were sample study, and pointed that high percentage in " agree and strongly agree" are exemplified "(53.3%) and (46.7%)" respectively are high ,so the highest percentage Equal (100%) is going to positive direction of the statements and all answers of the study sample are agreeable. Therefore this hypothesis is successfully achieved.

Table (13)
Role - play technique develops EFL Learners speaking

Valid	Frequency	Percent (%)
Strongly disagree		
Disagree	1	3.3
Neutral	-	-
Agree	12	40.0
Strongly agree	17	56.7
Total	30	100.0

Fig (13)
Role - play technique develops EFL Learners speaking
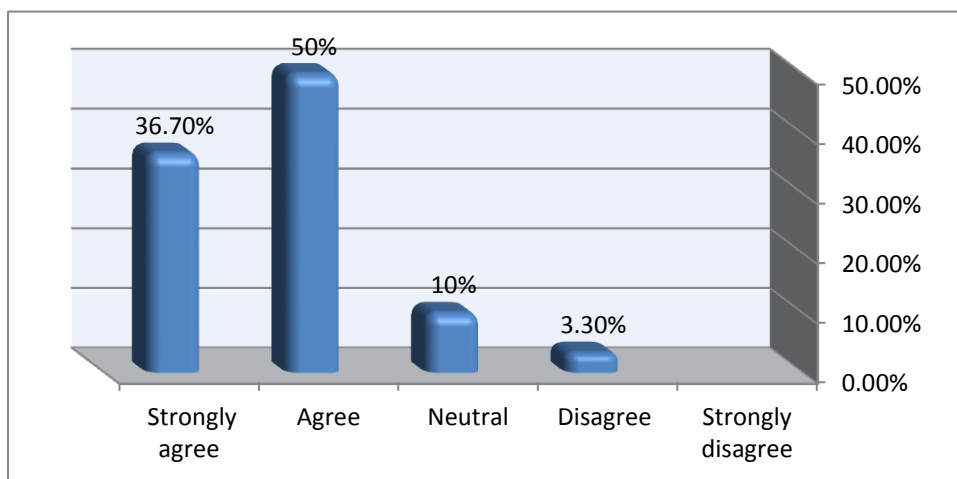

Results in table (13) and figure (13) above explain that respondents were sample study, and pointed that high percentage in " Strongly agree and agree" are exemplified "(56.7%) and (40%)" respectively are high ,so the highest percentage is going to positive direction of the statements and all answers of the study sample are agreeable. Therefore this hypothesis is successfully achieved.

Table (14)
Role - play technique enhances EFL Learners to participate during the lesson

Valid	Frequency	Percent (%)
Strongly disagree		
Disagree	1	3.3
Neutral	3	10.0
Agree	15	50.0
Strongly agree	11	36.7
Total	30	100.0

Fig (14)

Role - play technique enhances EFL Learners to participate during the lesson

Results in table (14) and figure (14) above explain that respondents were sample study, and pointed that high percentage in " agree and Strongly agree" are exemplified "(50%) and (36.7%)" respectively are high ,so the highest percentage is going to positive direction of the statements and all answers of the study sample are agreeable. Therefore this hypothesis is successfully achieved.

Table (15)
Role - play technique helps EFL Learners motivate their vocabulary.

Valid	Frequency	Percent (%)
Strongly disagree		
Disagree		
Neutral	2	6.6
Agree	16	53.3
Strongly agree	12	40.0
Total	30	100

Fig (15)

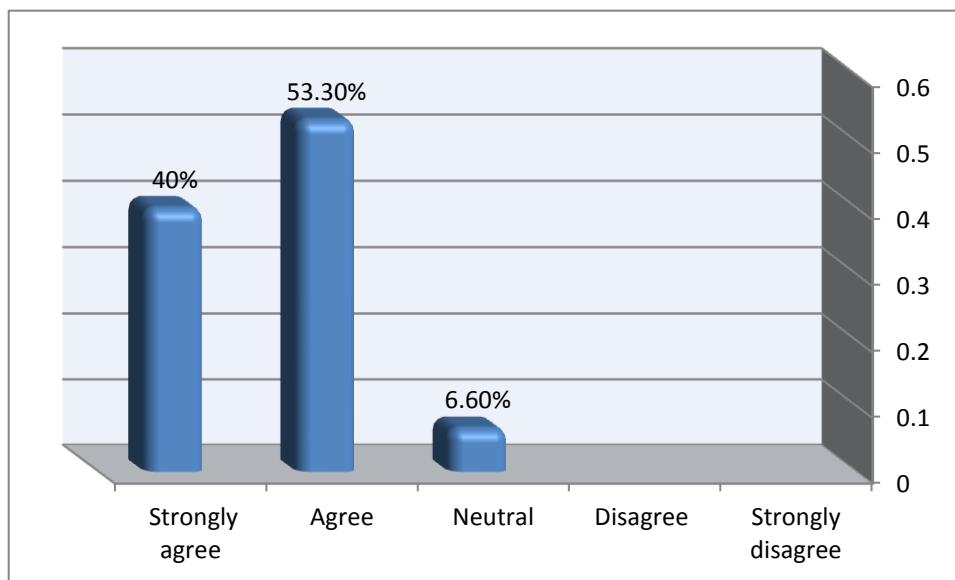**Role - play technique helps EFL Learners motivate their vocabulary.**

Results in table (15) and figure (15) above explain that respondents were sample study, and pointed that high percentage in " agree and Strongly agree" are exemplified "(53.3%) and (40%)" respectively are high ,so the highest percentage is going to positive direction of the statements and all answers of the study sample are agreeable. Therefore this hypothesis is successfully achieved.

Table (16)
Illustrates the mean and stander deviation and Chi-Square and degree of freedom and p.value of answering about the Statements.

Statement	Mean	STD	Ch2	DF	p.value
1. Role play develops oral communication skill in all situations	4.63	.72	36.60	3	0.00
2.Role play supports limited numbers of students, oral communication skill.	4.13	.63	35.60	3	0.00
3. Role play is an effective method for developing school students communication	4.53	.51	13.14	1	0.00
4.Using Role play secondary school students use their language in different real situation.	4.47	.51	13.30	1	0.00
5. Role play encourage secondary school students to practice their language feeely in the calssroom.	4.40	.56	12.60	2	0.00
6. Role play helps secondary school students in understanding and using English language outside the class.	4.50	.57	11.40	2	0.00
7. Using Role play enhances secondary students fluency.	4.50	.63	30.53	2	0.00
8. Teachers use role play frequency In Their classes.	4.07	.78	20.66	3	0.00
9.Teachers use role play for variety of fluency task.	4.37	.93	12.42	3	0.00
10. Teachers use role play for variety of fluency task.	5.67	0.73	10.12	5	0.00
11.Role play technique enhances EFL Learners their oral communication	4.40	.50	23.07	1	0.00
12. Role play technique helps EFL Learners Speak outside the class.	4.53	.51	12.48	1	0.00
13. Role play technique develops EFL Learners speaking	4.50	.68	19.33	2	0.00
Role play technique enhances EFL Learners to participate during the lesson	4.30	.75	12.6	3	0.00
Role play technique helps EFL Learners motivate their vocabulary	4.40	.56	15.67	2	0.00

4.2 Discussion:

The above table indicated the mean , standard deviation, Chi-Square ,degree of freedom and p.value .regarding the answers of respondents of the study sample about the above Statements it has been noticed that all means are greater than mean stated in hypothesized mean which is about (3) that implies that all means of these Statements are in positive direction and show that the standard deviation ranges from (0.50 to 0.93) The difference between the highest standard deviation and lowerst is less than one that means there's similarity and homogeneity of answers made by respondents which pointed that the p.value of all Statements is less than 0.05 this show that the answers are in the positive direction .this is in line with what has been stated in the hypothesis .

CHAPTER FIVE

CONCLUSION, FINDINGS, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER STUDIES

CHAPTER FIVE

CONCLUSION, FINDINGS, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER STUDIES

5.1 Introduction:

This chapter will make changes of the study by giving answers to the research questions and verifying the hypotheses. Data from chapter four will accumulate under each question and hypotheses.

5.2 Conclusion:

1- The tutor may have to spend a lot of time helping the group to appreciate the implications of what has happened.

2- Many linguists recommended us as teachers don't concentrate on just a textbook for preparing a role-play and call it free role-play.

3- Many other linguists have recommended us as teachers can use Role-play in curriculum.

4- Role-play enables students to express hidden feeling.

5- Role-play encourages students emphasize with others and understand their motivation.

6- It gives practice in a various types of behavior.

7- It provides rapid feedback for both students and teachers.

5.3 Summary of Finding:

Since, the aim of this study was to find out the impact of Role-play on developing E.F.L learners' oral communication skill, and to identify the teachers' attitudes toward the role-play technique as developing means the learners' oral communication skill. The researcher, after the analysis and discussion of the obtained data, concluded the following findings:

1- Role-play develops oral communication skill in all situations.

2- Role-play supports limited numbers of students' oral communication skill.

3- Role-play helps secondary school students in understanding and using English language outside the class.

4- Using Role-play enhances secondary school students' fluency.

5- Teachers use Role-play frequency in their classes.

6- Teachers use Role-play for variety of fluency task here in Sudan.

7- Role-play technique helps E.F.L learners speak outside the class.

8- Role-play technique develops E.F.L learners speaking.

9- Role-play technique enhances E.F.L learners to participate during the lesson.

5.4 Recommendations:

The researcher has recommended the following:

1- Teachers should use Role-play for secondary schools to enhance pupils in speaking English.

2- The ministry of education should support textbook with Role-play because it helps students in understanding and using English language outside the classroom, since this technique is neglected in SPINE series.

3- Teachers should encourage students to use Role-play for the aim that makes them interact in real life situation.

4- Teachers should use Role-play for variety of situations.

Other researchers should investigate the suitable methods for practicing.

6- Teachers should revise vocabulary regularly to encourage their students to study daily manual.

7- Teachers should encourage pair working in classes and give clues to develop speaking accurately and fluently.

8- Teachers should use recorders t enable students to listen to native speakers and even imitate them.

5.5 Suggestions for Further Studies:

The researcher has suggested that;

1- Role-play needs more time during practice in the classroom which is it applied in a proper way.

2- Teachers use their mother tongue language instead of English this may hinder students to acquire speaking skill.

3- Most teachers agree effectiveness method of using Role-play technique in developing oral communication skill.

4- Teachers should apply this activity appropriately through students will show their creativity.

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APPENDIXES

Appendix (I)

Sudan University of Science and Technology

College of Graduate Studies

College of Languages

Questionnaire

Dear teacher,

This questionnaire is part of M.A study entitled investigating the impact of role play on developing EFL oral communication skill. I would be thankful to your assistance by providing your opinion on the questionnaire statement please put (✓) in front of your choice.

Statements	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1- Role play develops oral communication skill in all situations.					
2- Role play supports limited numbers of students' oral communication skill.					
3- Role play is an effective method for developing school student's communication.					
4- Using role play helps secondary school students use their language in different real situation.					
5- Role play encourages secondary school students to practice their language freely in the classroom.					
6- Role play helps secondary school students in understanding and using English language outside					

the class.					
7- Using role play enhances secondary school students' fluency.					
8- Teachers use role play frequently in their classes.					
9- Teachers use role play for variety of situations.					
10- Teachers use role play for variety of fluency task.					
11- Role play technique enhances EFL learners their oral communication.					
12- Role play technique helps EFL learners speak outside the class.					
13- Role play technique develops EFL learners' speaking.					
14- Role play technique encourages EFL learners to participate during the lesson.					
15- Role play technique helps EFL learners motivate their vocabulary.					