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**Using Role Play to Improve EFL Learners' Self-Confidence in
Oral Performance**

The Case of First-year Students at Laghouat University

A DISSERTATION SUBMITTED TO THE DEPARTMENT OF ENGLISH IN PARTIAL
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LITERATURE

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Declaration

We declare that this Master Thesis entitled ‘Using Role Play to improve EFL learners’ Self-Confidence in Oral Performance: The Case of First-Year Students At Laghouat University’ is our work and conducted by us at the University of Laghouat, Faculty of Letters and Languages, Department of English. All the data used in this dissertation has been appropriately cited, following the university guidelines and requirements for effective research. In addition, no sort of this work has been introduced and published previously for any higher degree or qualifications.

Dedication

In the name of Allah, Most Gracious, Most Merciful

All the praise is due to Allah alone, the sustainers of all the worlds. This thesis is dedicated to our wonderful parents, for their support and precious advice; to our brothers and sisters, and friends who have supported us throughout the process.

Sanaa and Ikrame

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Abstract

Algerian universities have some challenges in improving oral and communicative skills for EFL learners. Due to the complexity of the speaking skills, our learners find it hard to master all its aspects and use them appropriately in different social contexts. It has been noticed that learners' difficulties in expressing their ideas in the English language can be attributed to their lack of self-confidence. Therefore, this research attempts to investigate the use of Role Play as a technique to improve EFL learners' Self-Confidence. The present study aims at shedding light on improving learners' Self-Confidence through the Role Play technique to promote learners' oral skills. Accordingly, we hypothesize that using Role Play activities in EFL classrooms would make first-year students of English at Laghouat University interested to in speaking English and communicating effectively in different social situations. The descriptive method is adopted; it consists of administering a questionnaire to first- year LMD students in oral classes at Amar Telidji University of Laghouat to investigate their attitudes towards using Role Play to develop their Self-Confidence and enhance their oral performance. Results from the analysis of the questionnaire have shown that the use of the Role Play technique helps to improve learners' Self-Confidence as well as their oral and communicative skills to speak the English language easily. At the end of this research, we recommend that teachers should encourage students to use role-play with the aim of making them interact in real life situations and the ministry of education should support such techniques to overcome the learners' psychological difficulties that can harm their educational career.

Key words: Role Play, Self-Confidence, Oral Communicative Skills.

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List of Abbreviations

FL: Foreign Language

EFL: English as a Foreign Language

TEFL: Teaching English as a Foreign Language

Q: Question

LMD: Licence Master Doctorat

Para. : paragraph

General Introduction

Learning to speak is an essential aspect of language education. Most learners are motivated to improve their speaking because they are aware of the advantages of speaking English well. Thus, speaking is one of the basic language skills that should be important for communication. For this reason, learners must be given opportunities to practise their competence through different communicative activities, such as information gap, games, problem-solving and role playing, in their oral sessions to help them communicate effectively. Yet, the lack of confidence remains a problem for most learners to speak freely.

The ability to speak and communicate effectively is among the main objectives that EFL learners aim to achieve. However, it is observed that EFL learners have difficulties in communicating in English because of many obstacles learners encounter in oral sessions. Classrooms are the primary place where learners have the chance to use the Foreign Language. Hence to overcome the obstacles that learners face in their oral classes, teachers have to provide them with useful techniques that would help improve their oral and communicative skills. Role Play is proposed as one of these techniques, and it may solve the problem of lack of confidence for learners.

Thus, this study investigates the utility of role play technique to boost EFL learners' self-confidence, hence contributing to improving the learners' oral performance and communicative skills. Thus, two variables are to be considered: role play and self-confidence in this research. First-year students of English at Laghouat University are chosen as our sample.

Through this research, we aim to investigate the use of role-play techniques to improve self-confidence among first-year LMD students at university during oral sessions. It is based on the learners' ability to increase their level of self-confidence using role play as a teaching technique to develop oral and communicative skills. Therefore, our objectives can be set in the following lines:

- To explain the Role play technique as an important tool to develop learners' Self-confidence at first year level.
- To highlight how the Role play technique can help EFL learners to improve oral skills.
- To investigate learners' Self-Confidence to enhance their ability to speak fluently.

To achieve the research objectives, the main research question is posed:

To what extent does the Role Play technique affect first-year EFL learners' Self-Confidence improvement?

This study also seeks to answer the following sub-questions:

1. How can Role Play help teachers improve learners' oral skills?
2. To what extent does learners' Self-Confidence enhance their Oral potential?

So that many university teachers of English are confused about how to make their learners speak English in the classroom. It is believed that the role play technique can solve such problems; it can create comfortable atmosphere in the classroom to learn and speak English. Then, the following hypotheses are considered:

1. Role Play technique affect positively first-year EFL learners' Self-Confidence improvement?
2. First-year EFL learners' Self-Confidence affect positively their oral performance?

A review of the literature revealed that many studies have shown that EFL learners are unable to speak and use language in real-life situations in which their oral skills were tested and traces of failure have been proved to exist. It has been argued that those learners have psychological problems such as lack of confidence, which is considered to be an obstacle to communicating for them, and teachers. To solve these psychological problems, several teaching techniques have been proposed, such as role-play.

Harbour (2005) in his article entitled "Role playing game and activities: rules and tips" states that role playing is seen as a learning tool that can be very flexible and effective for teachers. In his study, he aims to help trainers and facilitators to provide an effective role playing for training and development of training activities.

In the same token, Benabadji (2006), in his Magister thesis entitled "Improving students' fluency through Role-Playing", he points out that using role plays in the classroom does stimulate the learners imagination, invention, and creation. It is a way to open a door which allows learners to speak about their dreams and imaginative ideas, through this technique, learners will be able to participate in real communication.

In another article entitled "Developing self-confidence in students learning English listening and speaking skills" (2019), Hutchinson attempts to consider a mixed-method, quantitative and qualitative. To conduct his study, he selected to use observation, an interview and a questionnaire as tools to collect data in his research. Findings show that confident learners tend to speak more and know how to get their point across. However, learning new materials can feel like swimming upstream for those learners who feel unsure and are not so confident.

In the light of what has been found in most of these researches, the present study further verifies the usefulness of role play as a teaching technique to improve learners' oral skills and how self-confidence would help EFL learners to speak fluently. This study investigates the benefits of Role Play activities to solve the psychological problem 'lack of Self-Confidence' for EFL learners- at Laghouat University, mainly first-year students who feel somehow strange in the new atmosphere at university. The present study, hence, focuses on role-playing to boost these learners' self-confidence while speaking and communicating in English and how a high rate of self-confidence can help in being fluent inside and outside classroom.

The present research study is considered significant because it is important for learners, teachers, and syllabus designers as it deals with psychological speaking difficulties that face learners in their first year at university who study English as a foreign language. Additionally, the Role play technique to the syllabus plays an important role in enhancing learners' Self-confidence to speak well.

Throughout this study, the descriptive method is used, which is appropriate to conduct such a topic. It is based on definitions, descriptions, and analyses of findings. A questionnaire is used as a collecting tool designed for First-year EFL students at Laghouat University in oral sessions. The used tool in this research helps us to analyse and discuss the gathered data to support the research hypothesis and answer the research questions.

This dissertation is divided into three chapters. Chapter one is about role-playing technique: definition, types of role-play, the reason for implementing role-play, role play

activities and the advantages and disadvantages of role-play in EFL classes. Chapter two deals with using role-play to improve learners' self-confidence. The chapter highlights the self-confidence definition, its characteristics, causes of lack of confidence, factors affecting self-confidence, and the use of role play to improve learners' self-confidence. The third chapter is devoted to the analysis and discussion of the data gathered. It highlights the main results of collected data. The study is concluded by summarizing of the findings and proposing recommendations.

Chapter One

The Role Play in EFL Classrooms

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Introduction

Role play is considered as one of the communicative techniques used to teach and learn a foreign language. This chapter provides an overview of role-play activities in EFL classrooms. The chapter highlights role play's definition, utility, objective, and its significant impacts on learning. The chapter also discusses how role play is used in EFL classes, and the kinds of tasks that can be done, focusing on its major advantages and drawbacks in EFL learning.

1.1. Definition of Role Play Technique

Role-play has been a sore topic of interest for many researchers (Matwiejczuk, 1997; Harmer, 2001; Prasetyo, 2001). It is one of the strategies that engages the learners in real-life communication, reduces their fears and overcome their learning difficulties. It is a means to practice language Orally in classrooms and real life situations .

According to Matwiejczuk (1997, p.01), "role play describes a range of activities characterized by involving participants in 'as-if' or 'stimulated' actions and circumstances". Therefore, role play is an activity that takes situations from real life and invites students to speak through an unreal identity in an imagined situation to present someone's perspectives. Additionally, Harmer (2001, p. 274) states that learners get great benefit from role play. He explains that role play can be used to encourage oral skill fluency and train learners for specific situations. In this technique learners will be able to practise communicating meanings, increase their creativity and improve their conversational skills.

More specifically, talking about playing roles and plays leads to relate role play to theatre. Role play is considered as a theatrical activity (Tustin, nd. para2). As such, role play is a combination of performance, improvisation, and creativity of actors. Actors take their roles as a father, mother, a child, a doctor, or a neighbour. In theatre, role play is done in small

groups, and it needs too much time for training (Tustin, nd. para 2).

Further more, the role-play techniques a way to master learning material through developing students' imagination and appreciation .The development is done by students by acting as living figures or inanimate objects. The learner can act like somebody else according to their imagination and help to be critical by using communication strategies. Role play is considered a beneficial teaching tool as it develops practical professional skills and academic knowledge (Prasetyo, 2001, p.72). Learners generally enjoy this technique to learn and broaden their understanding through a process of stimulated experiences.

1.2. Types of Role Play

Through well-prepared communicative activities such as role-play, the teacher can encourage their learners to experiment and innovate with the language and create a supportive atmosphere that allows them to make mistakes without fear of embarrassment. This may contribute to building their self-confidence as speakers and motivate them to learn more.

Ments (1999) and Nickerson (2007) distinguish two types of role play. The first type deals with the skills development: the learner will be trained to know how to deal with different situations, which present a series of problems that many learners encounter in real life. Hence, the learner will develop his communicative skill as well as his problem-solving skill. According to Amstrong (2003) and Ruhanen (2005), role-playing gives learners diverse sets of skills for future employment (as cited in Westrup&Planander, 2013, p03). Furthermore, the participants are given a situation plus a problem or task to solve in the role-play activity.

The second type intends to explore feelings and attitudes. The learner will understand how people behave in different situations, and he/she will be able to comprehend their attitudes and feeling in several circumstances (Siddiqui, 2008, p. 63). The Role-play structure will allow the learners to engage themselves and use their personalities and experiences. For this reason, Siddiqui (ibid) states, “in role-play students learn through active involvement and therefore personal experience. They also have the opportunity to reflect on this experience”.

1.3. Role Play as Part of Simulation

Simulation is one of the drama techniques used in teaching foreign languages. Jones (1995) looks at simulation “as an event in which the participants have roles, duties and sufficient Key information about the problems to carry these duties without play-acting or inventing Key facts” (p.18). In addition, Jones states that simulation simulated real-life situations, the participants should have a maximum of background information about the problem they reproduce, and keep their characters.

For that reason, Ladousse (1987) views simulation as a broader concept than role playing. In other words, simulation is complex, lengthy and relatively inflexible, but role play is brief, flexible and simple in structure. Similarly, Siddiqui (2008) argues that role-playing is an ordinary learning method, and it is considered a less complicated technique of simulation.

In addition, Scarcella and Oxford (1992) argue that in role-play, learners represent and experience some characters known in everyday life, whereas they simulate real-life situations in simulation. By the same token, Ments (1999, p. 04) states that: "A revolution has been taken place in the use of simulation and gaming as teaching techniques; in particular there has

been a quiet burgeoning in the use of role-play as a flexible, cheap and easy device for instruction". Hence, role play is considered an inexpensive, easy technique compared to simulation.

1.4. Role Play as a Teaching Technique

It is said that Role play as an educational technique proved to be very powerful. It provides learners with the opportunity to practise real world or imaginary situations (Ments, 1999). In addition, role play is mainly a useful strategy to teach students with (Killen, 2007). For that reason, Salandanan (2008, p. 85) declares that "Role play is one of the teaching strategies that is action filled and fun". It means that Role play is an enjoyable and effective teaching technique.

Similarly, Tauber and Mester (2007, p. 85) claim, "Role play is such a vivid and enriching instructional tool; however, it merits the effort." Hence, it assists learners in practicing and acquiring new attitudes. Although students need to perform in order to play their roles in class, role-play in language class has little connection with the public theatre. Its purpose is not to produce a theatre play for an audience but to contribute to students' personality growth and facilitate their learning by responding to situations, dilemmas, or conflicts as they assume the role of imagined characters (Tatar, 2003).

In language classes, the teacher asks the students to behave exactly as they feel that person would. By doing this, the students can learn through interaction which gives the students a greater understanding of what is happening around them and enables them to use the target language for real communication.

1.5. Reasons for Implementing The Role Play

Effective learning depends on using techniques that make students actively involved and quickly remember the given knowledge. Chester and Fox (1996) offer four reasons for using role-play in the classroom. First, they believe learners can act out their true feelings without hesitation. Second, when role playing, learners will be acquainted with real life and imaginative situations. Third, learners use their intellectual potential through role-playing; to understand themselves and others. Finally, role play is an active technique that enhances the learners' learning centeredness.

According to Harmer(1989),the role-play activity is used for several reasons. Firstly, teachers tend to use role-play in their classroom because it is one of the motivating activities and enjoyable ones.In role play sessions, students learn in a fun way since they can speak,participate,share ideas,provide comments,and engage with each other.Secondly,role play activity gives shy students a chance to express themselves. All students are shy to party as players or observers. In this case,role play may provoke silent students to express themselves as players; they may choose a role that represents their personality or by giving remarks and opinions about the topic.Finally, language is an essential reason for using role play.Role plays tackle different issues from various perspectives.Language has its opportunity to be taught,role play teaches students what to say in such situations (as cited in Budden,n.d,para.5).

1.6. Role play Use and EFLT

It has been argued that 'Role play' as a teaching strategy can be used in EFL classes. To illustrate, role play as a speaking activity enhances speaking and listening skills,and it allows students to use English language and interact in different situations. Secondly, role play is an exercise that improves students' critical thinking.They are supposed to give

comments and opinions about a specific topic. Thereby, it tends to reinforce critical minds. Most importantly, all teachers like to see their students participating and enjoying the lesson. Hence, it is advisable to use role-play as a teaching strategy as far as FL classrooms are concerned, because role play promotes active learning (Clayton, 2008, p.10).

Also, Huang (2008) affirms that role play is a valuable and beneficial technique for language teaching. The reason behind the use of this strategy in EFL classrooms is that learning a FL includes writing, reading, speaking, and listening masteries. Meanwhile, it needs other skills to be required like observing, analyzing, suggesting and solving problems. These competencies can be achieved through role play use (Huang, *ibid*). The other reason is that role-play use leads to what is known as language awareness. It teaches students about real and correct use of language (Para.14).

1.7. Role Play Activities in EFL classrooms

Teaching methods include several activities that are used accordingly with particular purposes. Role-play activities include problem-solving activities and debates. These two types of activities are done for the sake of three goals. The first purpose is acting roles to gain new knowledge; in this case, what is important is to fulfill the information behind the role play. The other aim of the role-play activity is developing or changing a way of thinking and behavior. The role-play activity's purpose is to develop skills. The role play activity is a good choice as it improves speaking and fluency, and also other skills like creativity and critical thinking (Glover,nd,para.2).

More particularly, EFL classes are concerned with special types of role playing activities. The tasks that can be done through role play are conversations, interviews, and debates. Debates may include different points of view in which each one has his/her opinion so debatable role plays are done to discuss debatable topics. The other kind of activities is

interviews and conversations. Interviewing role plays are a good choice for language practice (keys 2017, para. 5).

1.8 Advantages and Disadvantages of Role Play Use in EFL Classes

Even if the use of role-playing and simulation provide good results for the students' learning process, one should consider the different shortcomings which may result from this technique. As any technique has some advantages and disadvantages on the learners and teachers too who use this technique.

1.1.1. Advantages of Role Play Use

In language teaching and learning, role play is said to be extremely motivating; it gives learners simple, short and quick reaction on the effect of their actions (Ments, 1999). For this reason, role play is argued to be a means of increasing learners' motivation, engagement and confidence (Ladousse, 1987).

Moreover, learners can improve the acquisition of vocabulary and grammar structures, and promote natural language use via role play, as explained by Leopold and Shapiro (2012). In fact, role play is a way of strengthening interaction and relationship among the learners (Morgra, 2012). This technique is a beneficial teaching tool since the learners develop their understanding and attitudes; it also develops practical professional skills and academic knowledge among the learners (Siddiqui, 2008). Thus, role play provides rapid feedback on learners' learning and develops their interaction ability. In addition, this technique offers confidence, especially for Shy students.

Furthermore, Killen (2007, p.263) states other merits of role play use. At first, students are highly engaged in learning; they are actively involved through their participation during the lesson. Second, role play use encourages experimentation. Students experience different

situations. It is the best tool to teach students how to conduct these situations in the future. At last, it helps students discover and clarify ambiguous ideas like historical events, complex problems, racism, and ethnicity and so on.

1.8.2. Disadvantages of Role Play Use

Research has shown that there are some drawbacks of using role playing in EFL classes. These demerits are related to students. At first, if players are timid, consequently their roles lose their real functions. Then, when players are not brave enough and bold, they may feel afraid or frightened. So, they cannot do good jobs. Second, if players are highly involved, they may deviate and forget about the aim or the activity's objective. Finally, they may confuse other students by giving them wrong images in case they miss theirs (Kumar, n.d, para.14).

Moreover, Subramani (2017, p. 144)) introduces some other limitations of EFL's role play use. According to him running a role play with many players can cause role-play's failure. Also, this technique may disturb the teacher, since he is no longer the controller of the class. The teacher can find it as a technique that causes noise. The other problem with role-play is taking a lot of time. The teacher may face time as an obstacle while preparing the scenario and role play cards or managing the classroom setting before and after the role playing.

Although the shortcomings attributed to role play technique, an EFL teacher can change those disadvantages so as to be beneficial for maximizing learners' speaking skill and not minimizing it, and avoid their effect on teaching and learning processes.

Conclusion

Using different techniques in teaching English as a foreign language is a useful and innovative method. Role-play would provide meaningful ways of learning the target language. It also provides a relaxed learning setting which lessens the learners' affective side; thus, their learning process is facilitated and they become involved in performing the task. Role play can improve communication, heighten self-esteem, self-confidence, motivation, and spontaneity, and shy students become more willing to talk. Therefore, using such techniques should be part of the communicative methodology encouraging students' positive attitudes in the language learning process and relevant to the students' needs.

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Improving learners' Self-Confidence
via Role Play

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Introduction

In oral sessions, learners may be motivated to practise some activities and prefer to keep silent in others. This is due mainly to different psychological factors which affect their oral performance. Various researches have been conducted on this issue, and several factors have been proposed, such as anxiety, lack of motivation, and lack of self-confidence. In the following chapter, one psychological factor, the learners' lack of self-confidence, is examined. The chapter highlights role-play's utility in improving EFL learners' self-confidence.

2.1. Definition of Self-Confidence

In speaking English as a foreign language, there are some problems that learners may encounter; one is the lack of self-confidence. Self-confidence refers to the belief that you can do things well and that other people respect you (Cambridge dictionary). It refers to the degree to which people have confidence in themselves and tend to take action to overcome obstacles.

According to Shranger and Scholm (1995), self-confidence is a sense of self-competence and skill and one's perceived capability to deal effectively with various situations. As Webster (1997) proposed, it is the confidence in oneself powers and abilities. This means that confidence is considered an important issue in learning and speaking a foreign language. Thus, EFL learners need self-confidence in order to learn the language and use it.

In another definition by Robio (2007), Self-Confidence is seen as "a feeling of self-competence that an individual requires for overcoming the fundamental problems of life" this means that Self-Confidence is needed for any person not only learners but for individuals who should be confident to face the problems in their lives as it is linked to self-competence which is a very important aspect in the learning process.

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Additionally, self-confidence can be seen as a personal factor that plays a supportive role in the achievement of language learning. "It is like the foundation of a building; if they are not enough, even the best technology will be insufficient to build solid walls over them" (Mustafa, 2015, p23). It means that Self-Confidence is the basic element for teachers who are giving knowledge to EFL learners, if a learner has a problem of lack of confidence, his/her acquisition of language learning would be weak mainly in oral sessions. So, Self-Confidence is regarded as a supportive factor for learners.

Therefore, self-confidence can refer to someone's belief in his/her ability. So that, when learners have self-confidence about their abilities, they will succeed and be able to communicate easily in a foreign language. This belief is a key concept for EFL learners who must have a belief in their capacities to reach a high level of Self-Confidence which will help them to use the language effectively in classrooms and real life.

2.2. Characteristics of Self-Confidence

Self-confidence is a psychological factor that affects positively or negatively learners' oral performance and their learning in general. So, if a learner wants to improve his/her self-confidence, he/she should have some qualities to be a confident person because not any one can be a confident person unless he / she acquire some qualities which are linked to personal behaviours .

According to Wright (2009, pp. 24-26), there are two characteristics of self-confidence: low and high. "Someone with low self-confidence shows fears of change; low confidence people tend to be reactive, and pessimistic. Also, they want to please others more than be true to themselves. On the other side, some people have high self-confidence; they are ambitious and goal-oriented". This means that people with high level of confidence are more

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active than non-confident people because they have goals to reach and challenges to pass, unlike others who fear making changes being isolated from other people.

Moreover, to know someone's confidence level is by assessing some indicators. According to Burton and Platts (2006, pp. 12-13), there are some core indicators of confidence: "Direction and values, motivation, emotional stability, self-confidence awareness, flexibility, eagerness, good health, and willingness to take risk". These indicators are seen as signs to assess someone's level of confidence, whether learners have high or low level of Self-confidence that plays an essential role in affecting learners' readiness to communicate and if someone or the learners have been known that they have a low self-confidence; so, it is needed to develop their self-confidence through appropriate activities in the classroom.

2.3. Qualities of Confident People

There are several factors that decrease learners' confidence or stop them from speaking. Learners feel worried that they will be criticized or making mistakes while producing a sentence. Therefore, despite of having a lot of knowledge about the topic of discussion, learners make a lot of mistakes in the sentences they say or they choose to keep silent and not to participate in class activities. Looking at this problem, EFL learners should be motivated to speak confidently in order to improve their oral and communicative skills.

Pasarlay (2018, p. 276) states that motivation is an important factor that leads language learning to success or failure. Learners should be understood that if they make a mistake, it is a natural process of learning a language because learners learn from their mistakes. Vocabulary knowledge is another important factor as when learners' vocabulary is not improved they have the fear of speaking the English language. The more words they know, the more ideas they will have to express themselves.

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Brown (2001) mentions that if people can create comprehensive utterances when they learn more vocabulary; though, they do not have any grammatical knowledge. Learners with more vocabulary knowledge can have more confidence in participating in discussions. Thus, if EFL learners have some of these qualities, they would be seen as self-confident learners in

the classroom, while they participate in the oral sessions to improve their speaking skills. Solving any problem in learning because of their confidence motivates them to learn more and speak the language inside and outside classes.

2.4. Causes of Lack of Confidence

During the learning process, many EFL learners encounter various difficulties and obstacles; among which lack of confidence is mentioned which influences negatively their achievements. In this issue, Juhana (2012, p.12) argues that “learners’ lack of confidence usually occurs when they realize that their conversation partners have not understood them or when they do not understand other speakers”. In other words, when learners feel that they did not pass the information correctly to others this refers to a problem of Self-Confidence for them.

In addition to this, learners feel shy during oral sessions because they are not sure of their abilities, and this will give birth to low confidence. Many learners think that they do not have a good level of English. For that, they keep silent in class even if they know the answers. Moreover, lack of encouragement will also lead to lack of confidence. In this concern, Brown (2001, p. 275) states: “lack of encouragement from the teacher can be a cause of lack of confidence which demotivates learners”. This means that teachers’ positive words and continuous encouragement can play a great role in raising learners’ motivation which in turn helps to raise the level of self-confidence.

2.5. Factors and activities Affecting Self-Confidence

Self-confidence plays an essential role in affecting learners' readiness to communicate; if the learners know that they have low self-confidence, so it is needed to be developed. In speaking English, to build learners' self-confidence, there should be some factors and activities in the classroom to be undertaken. Those factors and activities will encourage EFL learners to get more knowledge and be more confident in using the language effectively .

2.5.1. Factors Affecting Self-Confidence

Self-confidence is the belief in one's capacities and abilities to perform or achieve goals. This belief is affected by external and internal factors related to personality and the surrounding environment. Amalia (2021) states that it includes internal and external factors. These are summarised as follows:

1. Self-image: it means the way a person sees himself can affect his confidence; if in his mind he sees himself can do something, it will make him ready to take challenges, deal with hard situations and can find a way to fix what goes wrong in his life.
2. Life experiences: when a person knows he is good at doing something, when he knows deep inside that he can get back to where he was, he will still continue to improve.
3. Education: confident person is the one who needs education in his life. Goldsmith (2010, p.28) states that a person cannot feel confident unless he knows what he needs to know. He also adds a person needs to get educated, learn, do a research, and never stop reading.

2.5.2. Activities Affecting Self-Confidence

There are many activities that can be used to develop self-confidence in English classes. Learners must be involved in dialogues, monologues, questions-answer, list of difficult word meanings and phrases.

According to Nazaragova and Umurova (2016, pp. 48-49), there are some possible ideas for improving self-confidence. The first is for EFL learners to listen to and pronounce each sentence of English speech (dialogues and narrative texts with transcription) under the teacher's guidance. Second, a teacher helps learners practise speaking on a topic and this is the Role Play technique. Third, it is useful for teachers and EFL learners to prepare potential questions and answers with helpful content or everyday topics and practise speaking.

Therefore, the mentioned speaking activities and factors are still the teacher's responsibility to choose or adapt the activities and materials according to the learners' level of English and fields of interest to make it effective in promoting learners' self-confidence. The use of Role Play technique can help teachers to improve learners' oral and communicative skills through different manners such as dialogues, working in pairs, and other activities. It also helps EFL learners to improve their Self-Confidence to use the language correctly and communicatively.

2.6. The Use of Role Play to Improve Learners' Self -Confidence

Role Play is a technique which that may help EFL Learners to have an opportunity to involve in thinking about how acting and reacting. It is one of the strategies that improve learners' self-confidence. Learners may have challenges in using this technique but they try to benefit from the practice of the Role play technique more when working in groups or in pairs.

Chapter Two: Improving Learners' Self-Confidence Via Role Play

Role Play gives learners the chance to demonstrate how to use English in real-life situations and makes the focus more on communication than on grammar (Fadilah, 2016, p. 215). Role Play activities can provide a lot of fun; however, a class full of shy learners may be challenging to participate in; so, as a teacher, it is important to know the learners' characteristics to use the suitable technique for practical learning classes. Teaching speaking by presentation, or Role Play, is one of the choices in English classes. Considering the benefits and challenges is so important; good oral presentation skills will allow learners to communicate ideas and information easily in a way that the audience would understand.

Siddon (2008, in Imaniyah, 2018, p. 47) argues that there are essential ingredients of presentation; these are the audience, the presenter, and the presentation itself. Each of these three ingredients is essential to enhance the goal of presentation to be successful. No matter how well constructed the presentation; if it is badly delivered, it will fail; no matter how well delivered the presentation; if it doesn't make sense, then it will fail. Most essentially of all, even if the presentation is perfect and presentation will certainly fail (Wallwork, 2010, in Imaniyah, 2018, p.47). Then, it is important to prepare the presentation in advance to get the best results from it. When the presenter prepare the presentation speaking will be easy and errors will decrease and moreover Self-confidence level will be improved.

Having said that, King (2002) claims that teachers should also discuss the problem of speech anxiety with the learners and try to get solutions for this problem from the psychological side, and reined the presenters to use communicative English and keep in mind their audience to overcome a group of boredom. As a result, learners will feel that they are not alone, and will develop a sense of self-confidence and therefore improve their English language proficiency. All this is due to the use of the Role-Play technique.

2.7. Problems and challenges in Using Role Play

Although Role Play is an effective learning technique, but learners may face some problems while using it because of their fear and anxiety to speak in front of their friends and teacher. Harun, Islam, and Rahman (2016, pp. 150.151) find that learners due to nervousness some of them forgot the points they liked to present in front of their friends and course instructor in their oral sessions. Also, since learners are not used to speaking in English, they were very frightened to present a topic in English for the first time. However, they asserted that their practise for preparation developed their language skills to some extent. Lack of practice in English made it difficult to present the assigned topic.

The most common challenges faced by learners during presentation class were to face the audience (their colleagues) and say something in English. Lack of self-confidence and experience, mainly, would affect their psychological state for which some of them were afraid in first presentation. Role Play can be referred to as a beneficial tool to make the learners prepared for their future careers and real life; however, even from the most confident learners' point of view, presenting a talk to the public may be a source of anxiety and stress. Giving oral presentation is a complex activity, especially for the foreign language learners (Imaniyah,2018,p. 48).

Moreover, there are challenges for the teacher (Imaniyah, 2018, p.49). The challenge for the teacher is to provide a relevant framework for learners upon which they construct knowledge and become active participants in the learning process. Besides that, the teacher is the supporter, one who supports the learners by means of suggestions that arise out of ordinary activities, by challenges that inspire creativity, and with projects that allow for independent thinking and new ways of learning information. Additionally, there is a demand

Chapter Two: Improving Learners' Self-Confidence Via Role Play

for the teacher in the classroom not to be a guide, organizer, instructor, mediator and supporter, but to hold questions and answers sessions provide feedback, and evaluation of learners' performance.

According to Isnaini (2018 , p.92) the role play technique have strength and weakness in improving learners' Self-Confidence which are mentioned as follows :

- The strength :
 - 1- Working in pairs to make a dialogue and practicing the dialogue encouraged learners work collaboratively.
 - 2- Learners were enthusiastic during the activities since they worked in pairs.
 - 3- Practicing oral skills will help learners to think critically.
 - 4- Learners will be more confident to speak frequently .
- The limitations :
 - 1- It is challenging to help learners to play roles naturally and without memorizing the dialogue.
 - 2- Learners could not play their roles naturally because they are limited to a given text.
 - 3- There were some learners who were not confident enough to participate in dialogue activity.
 - 4- Some of learners did not concentrate and made noise during the learning process and this will reduce their level of Self-Confidence.

So the use of the Role Play technique can help teachers to improve learners' oral and communicative skills through different manners such as dialogues, working in pairs, and other activities. It also can help EFL learners to improve their Self-Confidence for better achievement in their learning process.

Chapter Two: Improving Learners' Self-Confidence Via Role Play

Thus, the problems and challenges in doing Role Play are not only in the learners but also in the teacher. The learners often felt nervous while presenting their materials in front of people. Due to their nervousness, they are difficult to utter and explain their mind. The causes can be from the lack of practice, lack of exposure, and lack of self-confidence, which is our concern in this research.

Conclusion

This chapter aimed at investigating the use of Role Play technique for EFL learners in oral classes to improve their Self-Confidence in classrooms and real-life situations. We tried to clarify the causes and factors that would affect learners' Self-confidence. In addition, the chapter highlighted the activities that may motivate and help EFL learners improve their Self-confidence through speaking English language correctly and in a communicative environment. Also, the Role Play technique can help teachers improve learners' communicative skills through different activities such as dialogues, working in pairs, and presentations.

Chapter Three

Data Analysis and Discussion

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Introduction

In the light of what has been discussed in the previous chapters as far as role play use and self-confidence are concerned, this chapter is practical. It focuses on verifying the hypotheses and answering the posed research questions to produce results that would contribute to this research field. At first, the chapter identifies the research method, the population, the sample, and finally, the data collection method moving to the data analysis and interpretation. Second, the study is based on the gathered information from a questionnaire devoted to thirty first-year LMD students. The questionnaire is used to take the learners' opinions about the use of role-play to improve self-confidence. The analysis has several steps, which it begins with a description of the data, an analysis of a given data, and then opening a discussion about the findings. Finally, this chapter covers the results of role play used to improve EFL learners' self-confidence.

3.1. Population and Sampling

The population of this study is the first-year LMD English students of the department of English at the University of Ammar Thelidji, during the academic year 2022/2023. The population is Seven groups ,Thirty students are selected from three groups of first year to represent the sample.We have selected this sample because of limited time to do it. This sample is chosen for many reasons. They may encounter different techniques and teaching methods as they study oral sessions. So, it is helpful to determine whether the role play technique has a good effect on learners' self-confidence.

3.2. Research Variables

This study is based on two research variables: the first is the independent variable, the role play technique. The second is the dependent variable, Self-Confidence. Another dependent variable is regarded, which is oral performance. Our objective is to discover the

relationship between the two variables. In other words, we attempt to prove that role play as a technique contributes in improving learners' Self-Confidence.

3.3. Research Method

As a research method, we used the descriptive method, which is the most suitable for this topic because it is based on definitions, descriptions, and analyses of findings. A questionnaire is used as a collecting tool designed for some first-year EFL learners at university in oral sessions.

A questionnaire is used as the research tool to collect data that would be analyzed and interpreted. After being validated by the teacher of the oral session, the questionnaire is used as a useful instrument especially on testing behaviors, taking opinions and so on. This means a questionnaire is a tool that can be obtained for both qualitative and quantitative data. The analysis of quantitative data is represented in statics, numerical form, and graphs. In contrast, the qualitative data refers to open questions that allow the opportunity to express ideas, feelings, and experiences (McLeod, 2018, para.5). The questionnaire is one of the comfortable tools for respondents since the sample has time to think and respond freely.

The questionnaire seeks students' opinions about implementing role play to improve self-confidence. It consists of 14 questions. Some of them are open-questions and others are closed. The questionnaire is divided into three sections which are:

Section one: Role play technique (Q1- Q5): this section gives an overview about the Role play technique. It seeks the students' opinion about this technique.

Section two: Boosting Self-Confidence in EFL classes (Q6-Q11): this section looks whether EFL learners feel confident when speaking English.

Section three: Role Play and Self-Confidence relationship (Q12-Q14): this section discusses the relationship between Role Play and learners' Self-Confidence.

3.4. Analysis of Questionnaire

In the following questionnaire , we focused on two variables The Role Play technique and Self-Confidence which are done in the first and second section , while in the third section we analyze the relationship between the two variables The Role play technique and Self-Confidence.

Section One: Role Play Technique

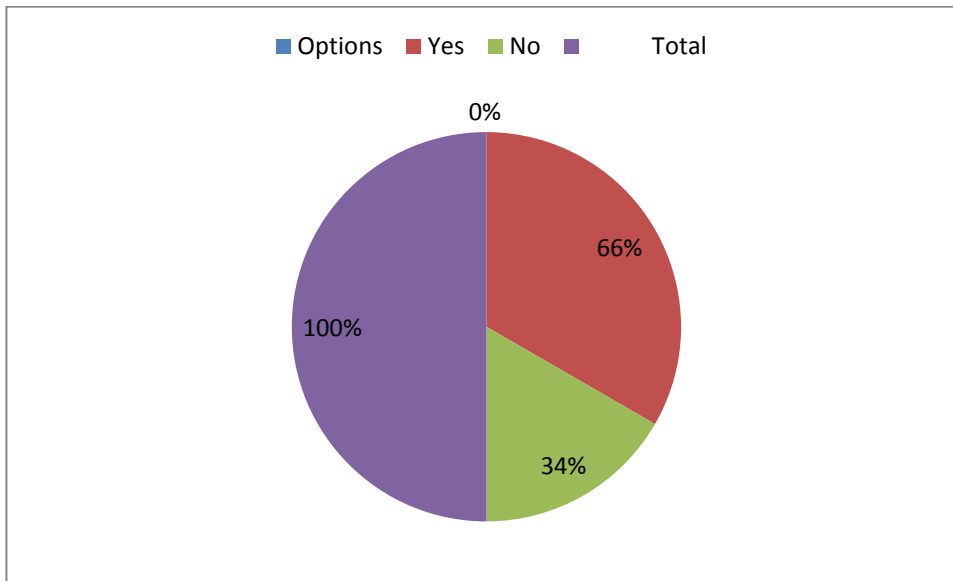
In this section we interpreted and discussed the data collected through the students' questionnaire. Our objective is to make students' familiar with Role play technique. The results are represented and interpreted in tables and graphs that may explain the results in colors beside numbers in tables.

Q1: Do you know what role play is?

Table 3.1: Students' Knowledge about Role Play

Options	Subjects	Percentages
Yes	20	66.7%
No	10	33.3%
Total	30	100%

This question is designed for first-year LMD students. As shown in the above table, the majority of students (20), representing 66.7%, Know what role-play is. This knowledge of role play technique is due to its frequent use by the students in the oral sessions. Students prefer to perform role play activities.



Graph 3.1 : Students' Knowledge about Role Play

The graph above shows the number of students' who already knew the role play technique; so, the majority (66%) have used it in their classes whereas (34%) did not know this technique in their classrooms.

Q2: Does your teacher allow performing role play?

Table 3.2: Opportunities to Perform Role play

Options	Objects	Percentage
Yes	18	60%
No	12	40%
Total	30	100%

This question aims is to know if the learners used to practice this technique. From the preceding table, we recognize that the teacher of oral expression module allowed his students to perform role play activity. So, 18 students, 60%, answered 'yes'; whereas 12 students, 40%, answered 'No'. Emphasizing the previous item (question), the students attributed their

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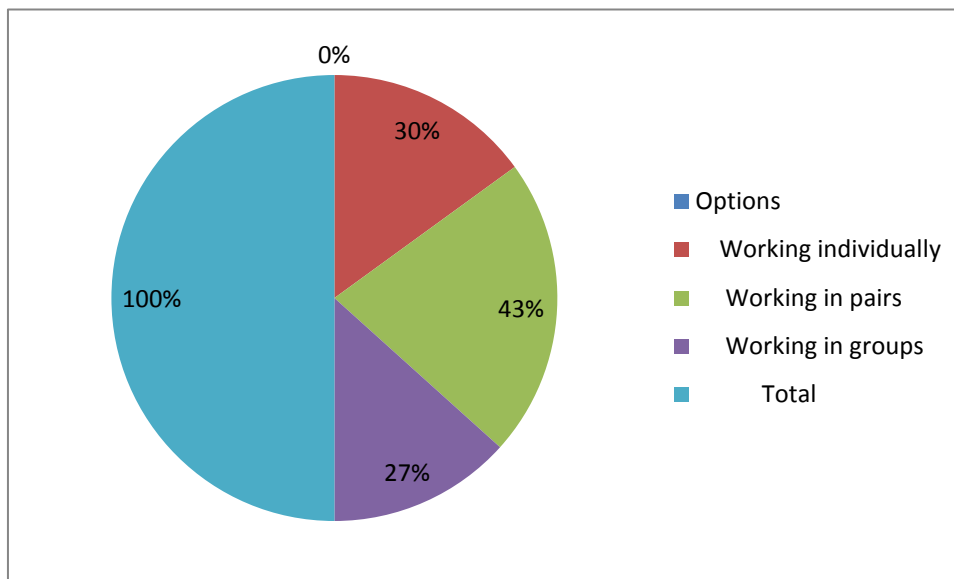
knowledge of role-play technique to their teacher, who sometimes gave them the opportunity to act role play in the oral session.

Q3: What do you prefer? Working individually, working in pairs, or working in groups?

Table 3.3: Students' Working Preferences

Options	Subjects	Percentages
Working individually	09	30%
Working in pairs	13	43.3%
Working in groups	08	26.5%
Total	30	100%

As shown in the table above, 13 students out of 30 preferred to work "in pairs" in oral sessions, representing 43 %. At the same time, we noticed that there was equivalence in the number of students who answered that they liked working individually and working in groups of nine students (30%) and eight students (26%) respectively. Thus, these answers prove that the students have different preferences in how they act role-play activities; yet, working in pairs was the most preferable.



Graph 3.2: Students' Working Preferences

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The above graph illustrates the results presented in the previous table. The red color is students who prefer to work individually. The green color represents those who prefer working in pairs and the purple color those who prefer to work in groups.

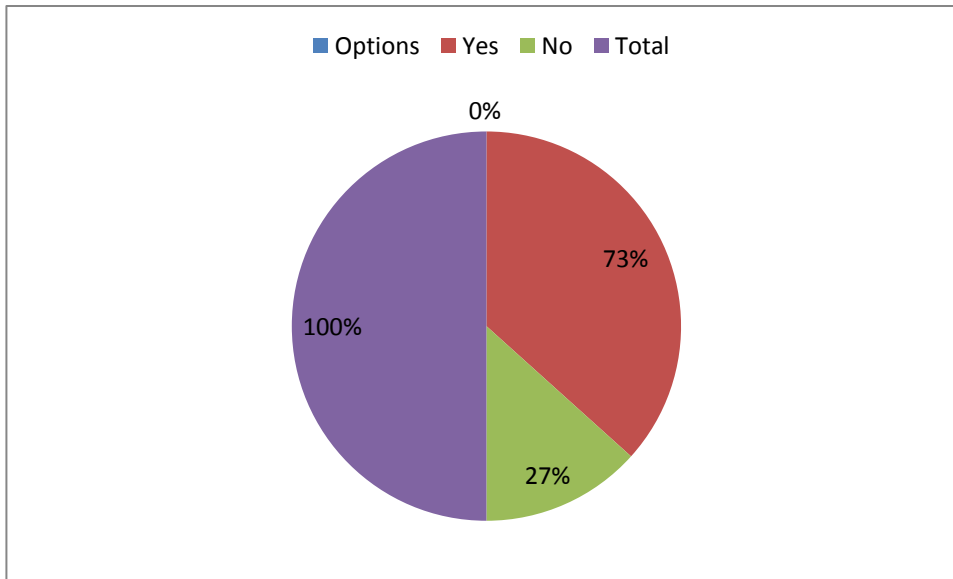
Q4: Do you think that role play helps to improve your self-confidence?

Table 3.4: Role Play in Improving their Self-Confidence

Options	Subjects	Percentages
Yes	22	73.3%%
No	08	26.7%%
Total	30	100%

This question was designed to ask the participants to give us their opinions about whether role-play can be a practical means to improve their self-confidence or not, showing their possible reasons for the answers. The results showed that most participants (22 students, representing 73.3%) agreed that role play would help them improve their self-confidence because they thought it could allow them to perform different roles they needed in real or future life.

Role play would give them valuable opportunities to practise their language and to know how to deal with people in different situations; in addition, they felt relaxed and motivated to perform and play roles. Hence, the majority have a positive attitude towards role play.



Graph 3.3: Role Play in Improving their Self-Confidence

This graph explains students' opinions if Role Play can help in improving their Self-Confidence so that (73%) said Yes in the red color ,it motivate us to improve our confidence. The rest (27%) said No it can not help us to any improvement and this may refers to their fear to participate and speak in front of their classmates.

Q5: What are the other benefits of using role play technique to raise learners' self-confidence?

Table 3.5: Benefits of Using the Role Play Technique.

Options	Subjects	Percentages
Give opportunities to practice language	19	63.4%
Breaks the fear	11	36.6%
Total	30	100%

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We have asked this question to discover the other benefits students gain from role play technique. Learners' opinions differed from one to another; the majority of the students 63.4% agreed that playing different roles may give them the opportunity to practice language and breaks students' fear.

Section Two: Boosting Self-Confidence in EFL Classes

In the following section, we tried to interpret how self-confidence can affect students' oral and communicative skills. We aim to get opinions about students' attitudes while speaking English in EFL classes.

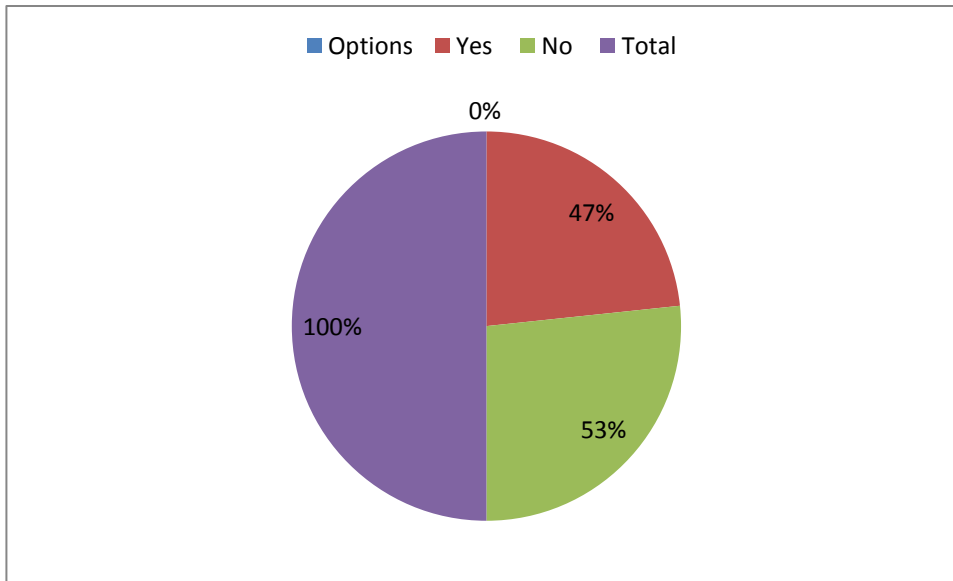
Q6: Do you feel comfortable when you speak English in front of the class?

We have asked this question to check the student's self-confidence when he/she is speaking English in front of his/her colleagues and teacher. Results are tabulated as follows:

Table 3.6: Students' Opinions about Speaking English

Options	Subjects	Percentages
Yes	14	46.6%
No	16	53.4%
Total	30	100%

As results indicate, some of the respondents (14) opted for 'Yes'; they feel comfortable speaking in front of the class. This is due to their high level of confidence; however, others said 'No' (16), which refers to the psychological factor they used to suffer from, which is the lack of self-confidence. An obstacle to them to feel comfortable when speaking English, and these students unfortunately outnumbered the confident ones because they fear making mistakes in speaking.



Graph 3.4: Students' Opinions about Speaking English

As it is shown in the above graph, the opinions of students who feel comfortable (47%) when speaking English are nearly same to those who feel confused (53%) when using the language in classrooms .

Q7: How do you feel when you have a **moral** activity in the classroom; how do you react?

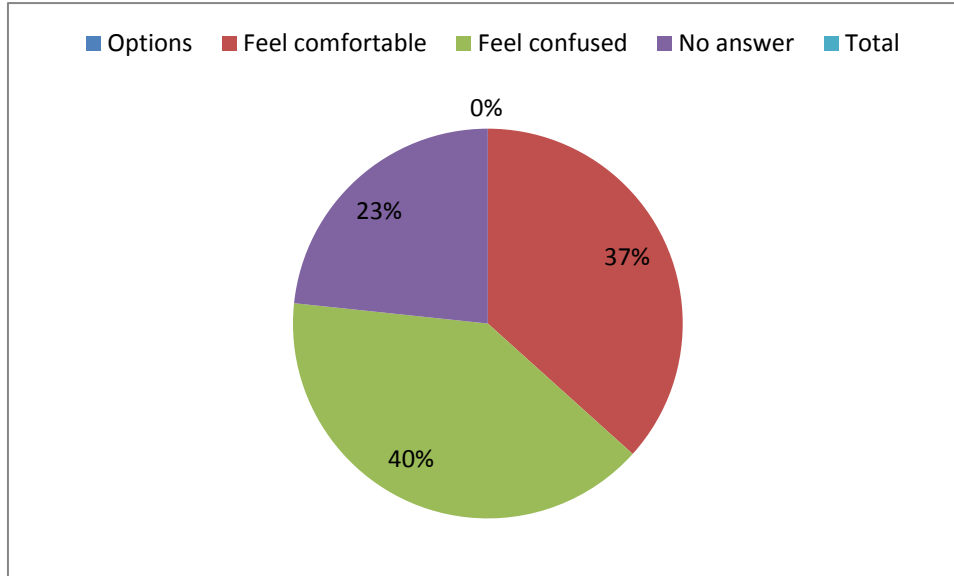
Table 3.7: Students Feeling toward Moral Activities

Options	Subjects	Percentages
Feel comfortable	11	36.7%
Feel confused	12	40 %
No answer	7	23.3%
Total	30	100%

Answers to this question were diverse. Eleven students with 36.7% felt comfortable and reacted positively to this type of activity, but other 12 students, 40%, were confused in responding to such activities. In contrast, some others (07) did not answer at all and kept silent to this question. The last two groups of students who did not respond or keep silent to a

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moral activity can be understood as lacking self-confidence, because they may have something to speak but are afraid to express themselves.



Graph 3.5: Students' Feeling toward Moral Activities

Graph 3.5 above shows the students' feelings toward moral activities. The red color (37%) is the option for students who feel comfortable, and the green color (40%) is for those who feel confused, and the purple one (23%) represents those who did not answer.

Q8: How do you think other students and your teacher in class will react if you make mistakes?

Table 3.8: Students' Views about Correcting Mistakes

Options	Subjects	Percentages
Correct mistakes by others	14	46.7%
Correct mistakes by the teacher	16	53.3%
Total	30	100%

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This question is asked to test Students' self-confidence levels. Answers are mainly the same, i.e., the same opinion (30). They argued that if anyone made mistakes while speaking, others would correct them; similarly, the teacher benefited the students by correcting their mistakes. Students further explained that their teacher and colleagues were the sources of considering mistakes as a way to learn, which would raise their level of Self-Confidence to react positively later when using the Role Play technique.

Q9: Does the others' (teachers and your classmates) judgment and regard influence your oral performance?

Table 3.9: Judgment of Teachers and Classmates

Options	Subjects	Percentages
Yes	16	53.4 %
No	14	46.6%
Total	30	100%

In this question, students were asked to give their opinions about whether others' judgments and regards could influence their performances. Results indicated that answers were balanced; some opted for 'Yes' (**16**) and others for 'No' (**14**). Those who answered 'Yes' believed that this judgment is a challenge to produce more and encourage them to speak English in classrooms and outside. The respondents did not care about negative reviews; they tried, instead, to improve their oral performances to be better. Those who selected 'No' as their answer seemed to have a high level of self-confidence; in that, even if teachers gave them judgment, they could carry on their speaking; yet, this group of students could not learn effectively like the first group who accepted others' judgments.

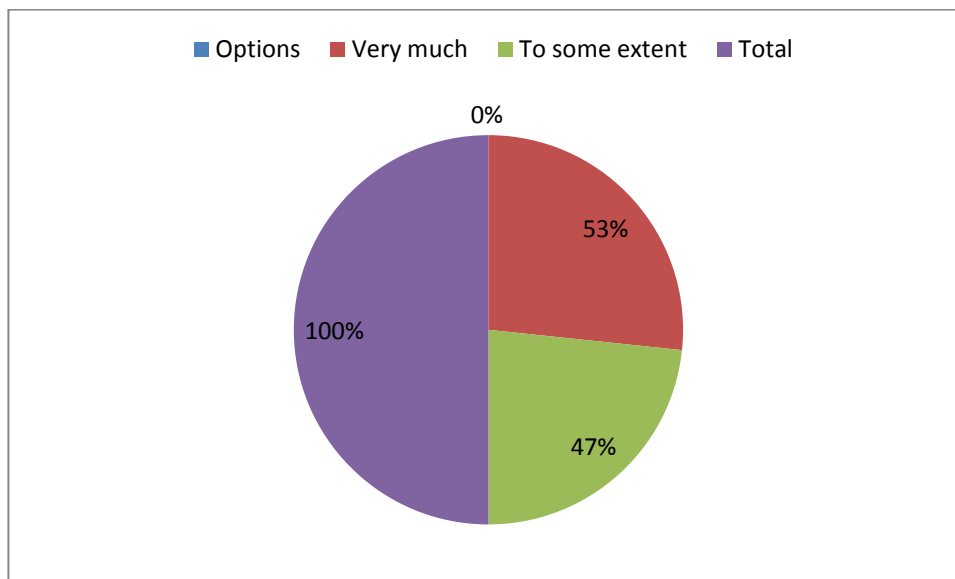
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Q10: To what extent you think that the atmosphere in the classroom is relaxed and enjoyable?

Table 3.10: Views on Classroom Atmosphere

Options	Subjects	Percentages
Very much	16	53.4 %
To some extent	14	46.6%
Total	30	100%

Opinions on this question depend on the type of activities that students participated in because they thought that Role Play activities were more enjoyable than other activities. Results showed that, according to 16 students, playing roles will help motivate students to speak English freely, so they will feel relaxed and enjoy the classroom atmosphere. Others (14) feel that role-play activities can help them to some extent.



Graph 3.6: Views on Classroom Atmosphere

For this question, it is related to classroom atmosphere because it should be enjoyable for students'. That some of them (53%) see it very enjoyable and relaxed but others (47%) see it to some extant enjoyable because this refers to the type of activity they used to practice.

Q11: What does your teacher do to encourage you raise your Self-Confidence about your own capacities?

Table 3.11: Options on Techniques Used to Raise Students' Self-Confidence

Options	Subjects	Percentages
Don't know	07	23.4%
To speak and express	11	36.6%
Use the Role Play	12	40%
Total	30	100%

This question was designed to know students' opinions about the techniques used by teachers. For some of them (07), it was difficult to know what techniques teachers have to use to encourage them and raise their self-confidence. Some students (11) said that to speak and express their ideas in oral sessions, teachers have to give them a free talk to improve their Self-Confidence, and others (12) said that the Role Play technique is the best one to raise students' Self-Confidence.

Section three: Role play and self-Confidence Relationship

The third section is a combination of the first and second sections, where we tried to interpret the relationship of two variables, Role Play and Self-Confidence. How can the independent variable affect the dependent one in oral sessions?

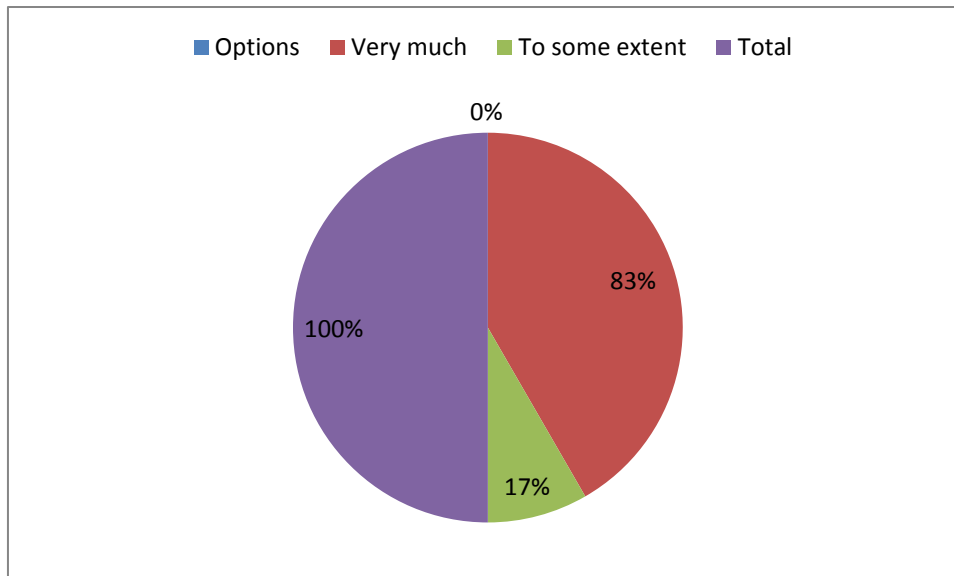
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Q12: To what extent does role play affect learners' self-confidence?

Table 3.12: Role Play effect on Learners' Self-Confidence

Options	Subjects	Percentages
Very much	25	83.3%
To some extent	05	16.7%
Total	30	100%

We have asked this question in order to find students' attitudes toward the relationship between role play and self-confidence. The majority of the students (25) showed in their answers that role play could be an excellent method to improve self-confidence. They considered it as a suitable way to build their self-confidence, express their ideas and learn new attitudes and behaviours for different real-life situations. The rest (05) said that other techniques can improve their self-confidence more than role play. The following graph expresses the result obtained clearly.



Graph 3.7: Role Play effect on Learners' Self-Confidence

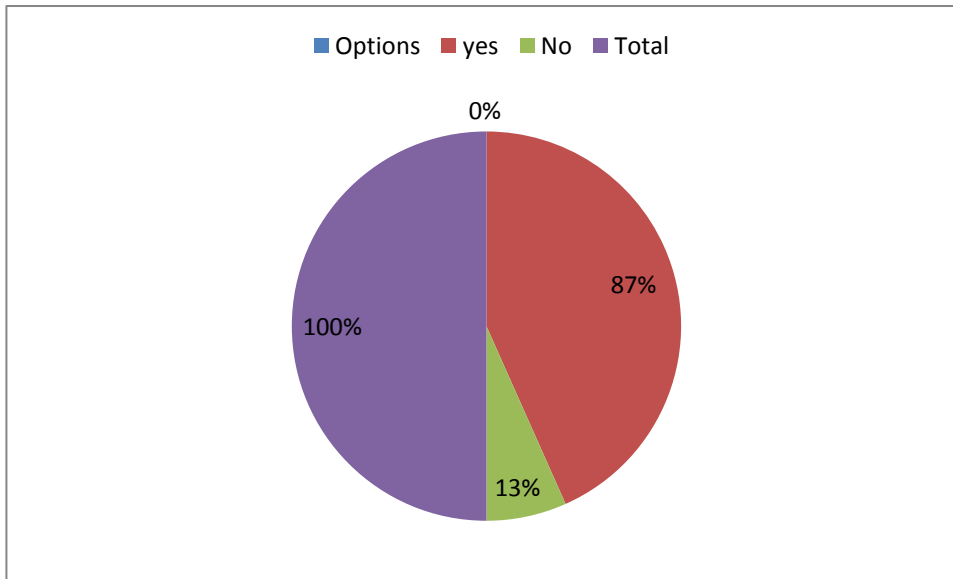
The graph 3.7 represents the options of using the Role play technique on learners' self-confidence. The red colour is the majority of student' who said that role play help them very much in improving their self-confidence while the green colour is (8%) who said to some extent it helped them in affecting their self-confidence.

Q13: Do you think that learners' self-confidence level is improved after using role play technique?

Table 3. 13: Student' Options about Self-Confidence Improvement

Options	Subjects	Percentages
yes	26	86.6%
No	04	13.4%
Total	30	100%

Most students opted for 'Yes' as their answer (26). They thought that learners' Self-Confidence level after using the Role Play technique was improved, as it motivated learners to speak and express their ideas freely and comfortably, feeling proud of themselves and of their speaking abilities. Others (04) said that using role-play technique is not evident in improving students' self-confidence.



Graph 3.8 :Role play and Self-Confidence Improvement

Colors in the above graph refers to number of students who agreed that the role play technique can improve students' Self-Confidence. Majority (87%) agreed that it is a useful technique, and just few students (13%) disagreed as it is clear in colors .Red for the majority who opted Yes and green for minority who opted No.

Q14: Do you practice role play technique in other modules? To what extent you benefited?

Table 3. 14: The Use of Role Play in Other Modules

Options	Subjects	Percentages
Oral sessions	21	70%
Other modules	09	30%
Total	30	100%

This question is asked to know how students benefited from using role-play in other modules. Answers vary. 21 students said that the most suitable module to practice the Role Play technique is oral sessions because it is a special session for improving oral and

communicative skills. Other respondents (09) also argued that sometimes in literature sessions, when studying drama, they acted in some plays to achieve their ultimate aims. That really seemed enjoyable.

3.5. Results Discussion

This study found that the role-play technique was beneficial and valuable in helping students to improve their self-confidence. The results showed that role-play allowed students to act in different real-life situations. The students experienced new attitudes that permitted them to speak without hesitation. Teachers in oral sessions and EFL classrooms, in general, should take into consideration that the more students play roles, the more they build their self-confidence, reduce their shyness and anxiety and become active.

Another result from the given questionnaire is that role play activities can encourage students to be more confident in oral classes, and it is the teachers' responsibility to motivate students to raise their level of Self-Confidence which will positively affect their achievement inside classrooms and outside.

Finally, findings proved that role play is a motivating technique for the students. It pushes the students to communicate the English language by taking turns and performing in front of their classmates. Hence, it allows them to be creative. Teachers can adopt this technique to create a positive atmosphere in the classroom, motivating the students to develop their competences.

Conclusion

This chapter tended to give the analysis and interpretation of students' questionnaires. This data collection tool aimed at investigating the use of role play to improve learners' self-confidence in oral sessions. As a method, we used the descriptive method to analyze the

Chapter Three : Data Analysis and Discussion

gathered data after presenting a questionnaire to EFL students. A questionnaire is used as a collecting tool designed for some first-year EFL learners at university in oral sessions. Thus, we can say that the results in the students' questionnaire are directed to our hypotheses and let us notice that Role play can improve students' Self-Confidence levels. The findings generally demonstrated positive attitudes towards the Role play technique, mainly in improving oral and communicative skills. Finally, we proved that the Role Play technique was very helpful to EFL learners to improve their Self-Confidence and encouraging them to communicate using the English language in classrooms as well as life situations.

General Conclusion

This research aimed to consider ‘role play’ as a teaching technique to improve learners' self-confidence among first-year LMD students at the Department of English at the University of Laghouat and hence facilitate their oral performance in English. It was hypothesized that if our teachers in the EFL context implemented role play as a teaching technique, this would help in building up the students’ self-confidence, and enhancing their oral performance. The descriptive method was used to conduct this study, and a questionnaire devoted to the sample students was used to collect data. The researchers attempted to gather the students’ views and experiences regarding the usefulness of this technique in their classes. The Oral Session Module was selected to be the focus since speaking skills are manifested more. A sample of thirty students contributed to this study.

This research provides a theoretical background about the two variables of the study: role play technique and self-confidence in the first two chapters. The first chapter overviewed the role play technique in the EFL classroom. It highlighted its main definitions, types, advantages and Disadvantages. The chapter also suggested some benefits of using the role play technique to improve learners' self-confidence. The second chapter was a bridge between learners' self-confidence and role play techniques. It focused on factors and activities affecting self-confidence and how can Role-Play improve learners self-confidence in oral classes, besides problems and challenges that face EFL learners and teachers in using Role play technique.

The practical side of the research is presented in the third chapter. The researchers conducted fieldwork and discussed their findings from the questionnaire used to collect the needed data. Results were tabulated and then analysed. This chapter was framed to test the hypothesis raised and prove or disprove all the questions asked.

The analysis of data indicated significant results which emphasised the importance of role- playing in enhancing learners' self -confidence. Also, it had led us to know that oral practice is an important activity in the language classroom because the unique opportunity for learners to express themselves freely. The results confirmed the presented hypothesis that if teachers used the Role Play technique efficiently, this would improve their learners' Self-Confidence.

All along with this study, our supposition was confirmed, and we reached interesting findings including:

- ✓ First-year students of English have a good understanding of role play technique. They are involved effectively in acting different roles in different situations.
- ✓ Role-play had a positive effect on developing students 'self-confidence. The students acquired new attitudes and behaviours and also developed their communicative competence. In addition, teachers should consider that the more students play roles, the more they build their self-confidence and reduce their shyness.
- ✓ A high level of self-confidence pushes learners to communicate the English language by taking turns and facing their classmates. Hence, it gives them the opportunity to be creative, free, and ready to show their internal competence.

Finally, this research may enlighten EFL teachers to consider using the role play technique, and start looking for other available tools during their sessions to help learners learn effectively. Most importantly, teachers should consider new methods to adopt and adapt while lecturing. Teachers should be aware that active strategies like role play would be an opportunity to overcome learning difficulties and improve the learner's capacities.

The researchers recommended the following for future research:

- Teachers should encourage students to use role play to make them interact in real-life situations.
- The ministry of education should support such techniques to overcome the learners' psychological difficulties that can harm their educational careers.
- New international experiences and strategies should be followed to enhance the national level.
- Based on the literature review and the research findings, the researchers suggest that other researchers can also conduct this study on implementing Role play as a technique to motivate students to do better in oral performance.
- Future researchers can also carry out a study that would illustrate how role play technique could develop students' oral communicative competence.

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Appendixes

Appendix

Student's Questionnaire

Dear, students,

You are invited to take part in the current research through filling in the questions bellow.

The questionnaire id designed to gather information about the use of role play technique to improve EFL learner 'self-confidence .please answer by ticking (v) in the appropriate boxes or giving full answers in the spaces provided.

Section one: Role play technique.

1) Do you know role play is?

A. Yes.

☐

B. No.

☐

2) Does your teacher allow performing role play technique in oral sessions?

A. Yes.

☐

B. No.

☐

3) What do you prefer?

A. Working individually.

☐

B. Working in pairs.

☐

C. Working in groups.

☐

_Role play is an activity that takes situations from real life and invites students to speak through an unreal identity in an imagined situation.

4) Do you think that role play helps to improve your self-confidence?

A. Yes.

☐

B. No.

☐

Because,

.....

.....

.....

.....

- 5) According to you, what are the other benefits of using role play technique to raise learners 'self-confidence'.....

Section two: Boosting Self-Confidence.inEFLClasses

- 6) Do you feel comfortable when you speak English in front of the class?

- 7) How do you feel when you have amoral activity in the classroom how do you react?

- 8) How do you think other students and your teacher in class will react if you make mistakes?

- 9) Does the others (teachers or your classmates) judgment and regard influence your performance
- | | |
|---------|--------------------------|
| A. Yes. | ☐ |
| B. No. | ☐ |
- If yes, why

- 10) To what extent you think that the atmosphere in the classroom is relaxed and enjoyable?

- 11) What does your teacher do to encourage you to raise your self-confidence about your own capacities?

Section Three:RolePlay and Self-Confidence Relationship

- 12)To what extent does role play has an effect on learners self-confidence ?

13)Do you think that learners'self confidence level after using role play technique is improved?.

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

14)Do you practice role play technique in other sessions?towhat extent you benefited?

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

المخلص

تواجه الجامعات الجزائرية بعض التحديات لتحسين المهارات الشفوية و التواصلية لمتعلمي اللغة الانجليزية كلغة اجنبية نظرا لصعوبة مهارات التحدث, يجد المتعلمون صعوبة في اتقان جميع جوانبها و استخدامها بشكل مناسب في مجالات اجتماعية مختلفة. و لقد لوحظ ان الصعوبات التي يواجهها المتعلمون في التعبير عن افكارهم باللغة الانجليزية يكمن في عدم ثقتهم بأنفسهم. لذلك يحاول هذا البحث دراسة استخدام لعب الادوار كأسلوب لتحسين الثقة بالنفس لدى متعلمي اللغة الانجليزية كلغة اجنبية. كما تهدف الدراسة الحالية الى تسليط الضوء على تحسين الثقة بالنفس لدى المتعلمين من خلال استخدام اسلوب لعب الادوار لتعزيز المهارات الشفوية للمتعلمين. وفقا لذلك نفترض ان استخدام أنشطة تقمص الادوار في برنامج اللغة الانجليزية كلغة اجنبية سيجعل طلاب السنة اولى تخصص لغة انجليزية بجامعة الاغواط يشعرون بأهمية التحدث باللغة الانجليزية و التواصل بشكل فعال في مختلف المواقف الاجتماعية. و لإجراء هذه الدراسة تم اعتماد المنهج الوصفي الذي يتألف من استبيان مقدم لطلبة السنة اولى بقسم اللغة الانجليزية في الحصص الشفوية بجامعة عمار بالاغواط. و ذلك لاستبيان موقفهم تجاه اسلوب لعب الادوار لتطوير ثقتهم بأنفسهم و تعزيز ادائهم الشفوي. اظهرت ثلجي نتائج تحليل الاستبيان ان استخدام اسلوب لعب الادوار يساعد على تحسين و تعزيز الثقة بالنفس لدى المتعلمين اضافة الى مهاراتهم الشفوية و التواصلية للتحدث باللغة الانجليزية بسهولة. في نهاية هذا البحث تم تقديم توصيات بان يشجع الاساتذة الطلاب على استخدام اسلوب لعب الادوار بهدف جعلهم يشاركون في الحياة الواقعية. كما يجب على وزارة التعليم دعم هذه التقنيات للتغلب على الصعوبات النفسية التي يواجهها الطلاب في مسيرتهم العلمية.

الكلمات المفتاحية: لعب الادوار – الثقة بالنفس – مهارات التواصل.