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**The Use of Role Play as a Teaching Technique to Promote
Memorable Lessons in Civilisation Classrooms.
The Case of Third Year English LMD Students at Laghouat
University**

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Abstract

This research aims to enhance civilisation teaching through role play. The main problem is that students find the memorisation of dates, names and historical facts too difficult. Therefore, there are many teaching strategies through which teachers can help their students to understand and recall the information easily. Since civilisation teaching is done through the lecture method only. The latter may make students feel bored and lose their interest during the session. Hence, this study shed the light on the use of strategies like role play that can actively engage students in which they learn by doing. Using role play to teach civilisation brings history to life consequently history learning can be facilitated, stored and easily retrieved. Correspondingly, this research hypothesises that the use of enhancing strategies like role play helps students to memorise civilisation courses. A descriptive and analytical study is chosen to prove or disprove this hypothesis. A questionnaire is used as method of collecting data. The data is collected from third year LMD students at English department of Amar Thelidji Laghouat University. This tool is used to look for students' attitudes toward role play use in teaching civilisation and its impact on delivering memorable lessons. The results from the analysis of students' questionnaire confirms the hypothesis in which students' responses are positive toward role play use in civilisation classrooms. Thereby, this research recommends the use of teaching techniques like role play while teaching civilisation to promote memorable lessons.

Résumé

Le but de cette recherche est d'encourager l'enseignement de civilisation, monter son importance à travers la stratégie du jeu de rôle. Le problème est que les étudiants ne peuvent pas mémoriser les dates, les événements historiques et les noms qui sont très difficiles. Pour cela il existe beaucoup de stratégies les enseignants peuvent les utiliser pour faciliter ces informations et aider les étudiants à aimer pour apprendre parce que la méthode d'autorité utilisée par les enseignants a poussé les étudiants et les détestée les cours. Or, les enseignants doivent utiliser la stratégie du jeu de rôle qui facilite l'apprendre de l'histoire à l'étudiant. Cette recherche émet l'hypothèse sur l'importance de jouer le rôle pour mieux comprendre, aimer et encourager les étudiants à mieux aborder et mémoriser les cours de l'histoire. Cette recherche est choisie pour prouver ou désapprouver cette hypothèse. Le questionnaire utilisé pour collecter des informations auprès des étudiants de la troisième année LMD de département d'Anglais, université Amar Thelidji LAGHOUAT. Il nous permet de voir la réaction des étudiants à cette méthode (jouer des rôles dans civilisation) et son impact. Les résultats de cette analyse du questionnaire des étudiants confirment l'hypothèse que les étudiants réagissent positivement à la méthode de jouer le rôle dans l'enseignement de civilisation en classe et facilite leur mémorisation.

المخلص

يهدف هذا البحث تسهيل فهم الحضارة لان طريقة التدريس بالمحاضرة تشعر الطلاب بالملل و تقلل من تركيزهم فالمشكلة التي يواجهها الطلاب يكمن في صعوبة حفظ التواريخ و الشخصيات و الحقائق التاريخية, لذلك فهناك استراتيجيات يمكن أن يتبعها يساعد بها طلبته في الفهم و استرجاع المعلومات, ومن بين هذه الاستراتيجيات التي نسلط عليها الضوء في هذا البحث هي إستراتيجية المسرحية لأنها تجعل الطلبة ينجذبون لفهم الحضارة و يزداد نشاطهم فهم يتعلمون المسرحي و بهذه الية نجلب التاريخ الحياة فيسهل فهمه و استرجاعه. فالفرضية التي ينطلق منها البحث هي محاولة استعمال استراتيجيات تعزيزيه فهم محتوى الدروس كإستراتيجية مثلا. و للتحقق من صحة هذه الفرضية دحضها اتبعنا المنهج الوصفي و قمنا استبيان على طلاب السنة الثالثة نظام ل.م.د لكلية اللغة الانجليزية جامعة عمار ثليجي الاغواط لمعرفة موقفهم حول تأثير استراجية لعب المسرحية في تقديم تروس لا تنسى. فجاءت النتائج ايجابية مؤكدة صحة الفرضية المطروحة حول توظيف إستراتيجية المسرحية كوسيلة لتسهيل استيعاب و استذكار دروس الحضارة.

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Dedication

I dedicate this work

To my parents

And specially my mother

To my brothers and sisters

To my second father who wished to be with us here

To my friends

To all who helped me to work

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List of abbreviations

FL: Foreign Language

EFL: English Foreign Language

EFLT: English Foreign Language Teaching

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Teaching a foreign language (FL) needs a multiple use of strategies and techniques. Most of the teachers use the traditional methods in which the teacher is the source of the information. However, some teachers use new strategies in order to make the learning process more effective. Thus, an effective learning can be achieved for instance by a group discussion or by using role play. Role play, the speaking activity, can be used as an effective technique to teach a FL mainly with literary and historical contexts.

History or civilisation teaching in the English department at University of Laghouat is done through the lecture method. This method refers to the conventional classrooms where the teacher explains the lesson and the students take notes. The content of civilisation lessons is delivered through a chronological approach or thematic approach. There is nothing like using or changing teaching techniques from time to time. All the courses are delivered either through a chronological order of events or by integrating many areas within one historical theme. These kinds of lessons may make students feel bored and uninterested. Therefore, teaching civilization via role play can be an effective strategy. It plays a massive role for keeping students focus, facilitating and understanding historical events, and thus memorising lesson's content.

Despite that, this research attempts to encourage civilisation teachers to use role play. This technique makes students actively involved and easily recalling information. Because most of the students find the memorisation of dates and names too hard in civilisation classes. However, through role play use students can learn history in a fun way and the information are stored in the brain.

This research discusses the use of role play in teaching civilisation that promotes memorable lessons. The major research questions that are related to this study are:

- 1) What is the importance of using teaching techniques that can enhance civilisation teaching and learning?
- 2) The other question is to what extent the use of role play leads to promote memorable lessons in civilisation teaching?

The hypothesis that can fit the above research questions is:

If civilisation teachers use some teaching techniques that can facilitate and enhance civilisation teaching. If they apply strategies like role playing, consequently students will be engaged and motivated. In addition, the courses can be facilitated, understood, and

remembered. According to the proverb that says if I hear I forget, if I see I remember, and if I do I understand. That is to say civilisation memorable lessons are done through role play since students are expected to hear, to see, and to do in role play session.

It is preferable for teachers to change the teaching strategies from time to time since most of the teachers have this lack of using different teaching techniques. This research aims to make civilisation teachers aware about the effects of the fun learning's environment that can be achieved through the use of several strategies one of which is role play. It is obvious that this speaking activity can be used effectively in FL classes because it develops many skills like speaking, listening, vocabulary, and fluency. Also, it is the best way of sending, receiving and understanding in English language. Furthermore, role play strategy brings real life situations in the classroom as far as historical events. Students are supposed to be engaged to play roles or to be observers. In this case students achieve history understanding in a way or another, because they can learn from playing a role or watching others. As a result the content of civilisation courses can be stored in the student's mind and easily recalled. Therefore, this research aims at investigating the effective use of role play that leads to deliver memorable lessons in civilisation teaching.

Teaching through role play has several advantages. According to Laure Paquette (2012), role play is a form of experimental learning that results on moving from passive student to active learners. Not only that, role play includes other positives such as long term learning of the content as well as the development of new skills like leadership, coordination, and collaboration student.

Moreover, role play can be used in many contexts as far as history teaching. According Adam Blatner (2009), Role playing is a method for exploring the issues involved in complex social situations. It may be used for the training of professionals or in a classroom for the understanding of literature, history, and even science. Role play in education can be used to teach about various topics in literature, social studies, and history. It can be used to help students understand some of the complexities of these subjects.

In addition, Christina Nechifor (n.d.) explains her experience of performing two masterful speeches that have been written by Brutus and Mark Antony about Julius Caesar. She has acted the two monologues herself with a bit of exaggeration on gestures and poses. Surprisingly, students have started to participate and to feel fun because they are motivated.

Therefore, Nichifor claims that she is convinced that when the teacher or his students student are put in the shoes of the characters history becomes closer to students' heart.

Through the above related studies, this research is done for the sake of delivering memorable lessons by using role play while teaching civilisation. Because roles play is a strategy that engages students to experience historical situations in which learning history becomes more appreciated and the information can be memorised easily through the learning by doing.

The population of this research is third year LMD students of English department at Amar Thelidji University. The population is about two hundred students consists of four groups each group includes fifty students. Due to the large number of third year students, it is compulsory to select a sample.

The sample of this research is sixty students from third year LMD students of English at Amar Thelidji University. They are selected randomly from the four groups of third year English students.

This research depends on questionnaire as a tool of research. A descriptive and analytical study is done through a questionnaire that is given to students. It contains ten questions in which the first four questions are related to civilisation classroom. The other questions refer to the students' attitudes about role play use in civilisation teaching and its contribution to promote memorable lessons.

This research has several obstacles. The first problem that this study has faced is with sources. There is no available source that speaks about teaching civilisation in EFL classrooms. The other limitation is related to the students' responses in which many students do not answer the open questions of the questionnaire.

This research has two parts theoretical and practical. The theoretical part consists of two chapters. The first chapter presents an overview about civilisation teaching including its didactics, approaches, methods and the strategies that can enhance civilisation teaching. The second chapter discusses the use of role play as an effective technique to teaching civilisation. It means this chapter concerns to link between the effects of role play use in teaching civilisation to promte memorable lessons. However, the practical part is devoted to the third

chapter. It is considered as an analytical chapter. The analysis is based on the analysis of students' questionnaire. Finally the research ends with a general conclusion.

Chapter One: Theoretical Background about Teaching Civilisation.

In EFL classes, students learn the British and American history in civilisation classrooms. civilisation teaching includes many problems. One of the most important issues that students suffer from is the didactics of teaching civilisation. Civilisation teachers use the lecture method while lecturing. This kind of conventional classes may cause the failure of learning history because students can lose their focus. As a result they may find civilisation learning too difficult and hard. Thereby, the following chapter tackles civilisation teaching in general including its definitions, what history teaching is about, the characteristics of a good history teacher...etc. Then, this chapter deals with the pedagogy of teaching civilisation. It means the theories of teaching history, civilisation's approaches and methods. finally, this chapter shed the light on the teaching techniques that can be used to enhance and facilitate teaching civilisation.

1.1 Definition of Civilisation:

Many scholars prefer to give a description rather than a definition of what civilisation is. The following are descriptions of civilisation .At first, historians have said that civilisation has appeared when the past societies have started to live in well structured societies with political, economical, and religious systems. That is to say civilisation has started to emerge five to six thousand years ago (Spielvogel, 2012, p.14). Second, Vurusic (2014) has described civilisation as follow:

A civilization is a complex culture in which large numbers of human beings share a number of common elements. Historians have identified the characteristics of civilization. Six of the most important characteristics are: cities, government, religion, social structure, writing and art. (para.1)

This saying tends to give a full description about civilisation in which the early societies have lived in rivers for the sake of getting food, but when the food has become plentiful people have started moving to live in the city (complex society). As a result, these cities with large groups of people have needed food and safety. So, these two basic elements have marked the building of the government that has established militaries and it has passed laws to control and organize people's life. In addition to the foundation of religious beliefs and they started to develop an economy and trade. Also, writing and art both have been used in the early societies as a tool of expression and also for recording information.

Additionally, the other description of the word civilisation is related to culture. Many scholars have usually said that civilisation means culture. Meanwhile, culture is a life style and civilization is one of culture's categories and kinds (brown, 2009, para.6).

Moreover, talking about civilisation as a term its origin is civilis which is a Latin word that means civil. The word civilisation has come to exist during the Enlightenment period, because this era has looked to civilize people through education and science (Sullivan, n.d., para.5).Civilization's meaning has been changed over time. Its traditional meaning has referred to citizen. However, by the nineteenth century when the West has started to classify civilisation according to race as an excuse to colonize other nations to bring them civilisation. Thus, the modern description of civilisation alludes to be civilized (Barlett, 2012, para.7).

1.1.1 Civilisation teaching:

Civilisation teaching in EFL classes depends on history teaching. Ibn Khildun (1379) has defined history as follow:

History is the record of human society, a world civilisation, of the changes that take place in the nature of that society, such as savagery, sociality and group solidarity, of revolution and uprisings by one set of people against another, with the resulting kingdoms and states , with their various ranks, of the different activities and occupations of men, whether for gaining their livelihood or in the various sciences and crafts, and in general of all transformations mat society undergoes by its very nature.(as cited in Singh, 2008, p.2)

To put it another way, history is the file of human community. This file contains all the information that needed to be known about the human society. History tackles how did the human civilisation start and how did some civilizations fall. History depicts what exactly have been happened and how did life change, it depicts also life of human beings including their daily life, their food, clothes, jobs, weapons, thoughts and so on. Generally, history covers all the developments that the human community has witnessed. therefore, that is what exactly civilisation courses have delivered to students. Students are taught about the British history and the American history starting from the first settlers till nowadays. Thereby, civilisation teaching is purely a history teaching.

By the twentieth century history becomes more broader in which history is studied accordingly with economical, social, and political aspects. This modern history has been firstly introduced after the Napoleonic wars in France and Germany schools. Then, it has been introduced in public schools of England by Dr. Arnold a headmaster. Next, in 1852 modern history has been introduced at Oxford after the grammar school act 1840 that picked up the prohibition of modern studies many contributions are introduced for history teaching from Oxford and Cambridge as well as America. Many scholars have been interested with history teaching and they made contributions that consist of history teaching methods (Singh, 2008, p8).

1.1.2 History Teacher Characteristics:

The teacher of history is absolutely responsible for the lesson's success or failure (Aggarwal, n.d., para1). He is responsible for checking whether his way of teaching is effective and the lesson's objectives are clearly delivered or not (Aggarwal, n.d., para.2). For that, Kothari Commission (1966)¹ states that any teacher should have some qualifications that refer to the teacher's competency and some qualities that refer to his personality and character (as cited in Aggarwal, n.d., para5). Therefore, a history teacher should be characterized by some qualifications and qualities.

In this regard, many authors provide the characteristics of a good history teacher. At first, history teacher should be enthusiastic about history and history teaching. He may make them really like studying history. He should be aware about the content that he delivers and the methods he tends to use. Thus, his students' interest is highly increased. Also, history teacher is required to create a peaceful and respectful environment of learning. Students may express their opinions so they should listen to each other and respect each other. Here the teacher is responsible to get them used with such qualities. In addition, a good history teacher

¹ National Education Commission (1964-1966), popularly known as Kothari Commission, was an ad hoc commission set up by the Government of India to examine all aspects of the educational sector in India, to evolve a general pattern of education and to advise guidelines and policies for the development of education in India. It was formed on 14 July 1964 under the chairmanship of Daulat Singh Kothari, then chairman of the University Grants Commission. The terms of reference of the commission was to formulate the general principles and guidelines for the development of education from primary level to the highest and advise the government on a standardized national pattern of education in India. However, the medical and legal studies were excluded from the purview of the commission. The tenancy of the commission was from 1964 to 1966 and the report was submitted by the commission on 29 June 1966.

enables his students to think historically. He gives them an opportunity to analyse historical events, cause and effect relationships, historical themes, scholars' interpretations...etc. Analysing these elements make students think as historians, they gain a deep understanding and they are actively involved. More importantly, history instructor should not be racist. He should convey messages of social justice and he forgets about his beliefs and from where he belongs. Further, it would be beneficial if the teacher has the quality of a storyteller. It helps him to make a connection between past and present. Thus, a good history teacher should care about the information and the way of transmitting them. He should usually look for the best to do (Raymer, n.d., para.2).

1.2 History Teaching Theories:

Scholars' contribution in history teaching can be summarised into three main theories. Booth & Black (2003) state that history teaching consists of three models. First of all, the first theory is teaching history as transmission. In this model teaching is based on conveying content. What is important in this theory is delivering content including historical facts, findings of scholars, historical concepts and so on. In this model the teacher transmits information and students are only listeners who take notes. Here, they are seen as passive learners. However, most of students like this kind of lesson in which it helps them for revision. The teacher explains clearly the lessons that is to say students are supposed to succeed, but it is not the case. For that reason, another theory comes to improve history teaching. Second, the other theory considers history teaching as managing student activity. History teaching is based on the use of strategies that can make learning more effective. In this theory, learning is managed according to students' interest. It focuses on building an interaction between the teacher and his students. Generally, this theory care about students in which they should be motivated through the multiple use of teaching techniques like debates, group work, visual aids. Finally, the third theory makes a link between the teacher, the student, the topic, and the environment of learning. Starting by the teacher, the history teacher should help his students to acquire the knowledge. He thinks about how they learn in which they should be interested with topic. So, the students should be active and the topic should be interesting. This theory looks for facilitating history learning as possible as can. In other words, in this model students achieve history understanding when they are actively involved with an interesting context. To sum up, history teaching theories shed the light to move from

teacher centered approach to learner centered approach. Also, it encourages moving from focusing on the content to look for what facilitates history understanding (pp.59-64).

1.2.1 Approaches to Teach Civilisation:

Any teacher should think about the planning of how to teach a subject matter. Thus, civilisation teaching depends on different approaches.

1.2.1.1 The Chronological Approach:

The chronological –based approach is an approach used to teach history. The origin of the word chronological is a Greek word “chronos” that means time, and the word chronology refers to timeline and order. Thus, history is taught through a chronological order starting from the beginning to the end (“Homeschool History-A Chronological Approach”, n.d., para.1). In addition, it is absolutely necessary to use a chronological order in history teaching. It is used for listing events, names, and dates. In this case, historical events are listed in well ordered way. This leads students to understand what happen first and what is last (Edraw, n.d., Use Timeline in History Class, para.2).

Using the chronological approach in teaching history promotes some advantages in the classroom. At first, teaching history chronologically makes students satisfied about what they have learned. The order of events can seem as telling a story in which there is characters, a problem rising, and then it becomes as a conflict. Through a narration of historical events students’ interest is increased in which they focus during the lesson (Ben, 2016, para.3). Second, this approach promotes understandable courses because it clarifies many things since the teacher moves smoothly from past to present. Thus, history learning becomes easy and logic (Ben, 2016, para.6). At last, a chronological order of events helps to develop many skills like critical thinking. The historical events which are organized from first to last help students to understand cause effect relations. All events are related to each other (Ben, 2016, para.7).

Although the chronological -based approach is widely used in history classrooms, but it has some drawbacks. The first limitation is that the teacher may use some examples of present days to clarify some complex past events. So, to connect between past and present can

be seen as a challenge for teachers in which it takes time. The other limitation is related to the content. A day may include many events what about a year or decade. Thus, teachers are confused about what should be mentioned and what should not be mentioned. It becomes too hard to cover everything even for students (Metro, 2017, p.2).

1.2.1.2 The Thematic Approach:

The thematic approach is the integration of different areas of a particular topic within a theme (Brogdon, n.d., para.1). In history teaching is used in a way that any historical topic is tackled with a connection of different areas. Thematic approach comes as a reaction to the chronological approach. It has been introduced by Comenius as an approach that facilitates history teaching and learning (Aggarwal, n.d., para.11).

The use of thematic approach in history classes includes several merits and demerits. Teaching history thematically makes students more interested not only in the classroom even out the classroom. They may look for an area that is mention during the lesson in which they are interested in. Also, since many areas are connected within a theme students have to analyse each area alone in order to come up with a unifying theme. Thus, students understand and learn history deeply. Another advantage to consider is that the thematic approach decreases cheating in which students are not able to search for essays and copy them for the exam because they do not find what exactly the teacher has provided as related subject matter areas. So, students should focus and understand while the teacher is lecturing (Raymer, n.d., para.7). In the contrary side, teaching history through a thematic approach can be seen as a hard method. It includes limitations like consuming time for preparation in which many topics are taken under one theme so it takes time to integrate many areas under one theme. In addition, the teacher should integrate the topics in well structured way if it is not well integrated the lesson may become meaningless. Therefore, these limitations can make this approach hard to be implemented (Raymer, n.d., para.8).

1.2.2 History Teaching Methods:

Choosing the right way to deliver the lesson can affect the result of teaching. Thus, any method is used according to the purpose of the course. After identifying the objectives in history classes like analysing, developing skills, offering knowledge...etc, the teacher tries to choose the right method. History teacher should be familiar with the different types of methods in order to choose the right one that suits his lesson's goals. The methods that are used in history teaching should be interesting ones that keep his students focusing. And also, the teacher uses methods that make students appreciate history in way that real situations are brought in the classroom (Kochhar, 1984, pp.170-171).

In history classes, the teaching methods are divided into two categories participatory and non-participatory. The participatory methods are those methods that engage student to speak and participate. However, the non participatory methods refer to the conventional classes when students taking notes from the teacher's explanation. The lecture method is one of the non participatory methods .It is widely used in history classes because it can be done with large number of students (Minga, n.d, para.5).

The lecture method is also known as the authority method. Since the teacher has an absolute authority in the classroom. It is a teacher centered method. The teacher delivers his lesson and students take notes. It is the most useful method in teaching history.this way of lessons help to memorise facts and dates (Gill, 2013, para.2).

1.3 Some Strategies to Enhance Civilisation Teaching:

Students may feel bored from the above useful method. Hence, there are some suggested techniques which can be used in history classrooms to motivate and facilitate history learning. These strategies are: Brainstorming, visual representation, student questions and small groups, debates and role playing (Booth & Hyland, 2000, p.102).

1.3.1 Brainstorming:

Brainstorming is a strategy of capturing ideas. It is defined as a technique that is done to solve problems by suggesting and creating solutions. It aims to gather ideas without evaluating them whether they are true or false (Turner & Harrington, 2013, p.153).

In relation to history classes, brainstorming can be used as a tool to improve and enjoy history learning. In this regard, Booth and Black (2003) explain how it works in history classrooms. Firstly, De Bono (1986) states that brainstorming strategy can be used at any time during the session, however it is advisable to be used at the beginning of the session (as cited in Booth & Blach, 2003, p.94). Secondly, the teacher has to write the course's title in the middle of the board. Then, students are supposed to participate and tell the teacher all what they know about the historical topic. Students' ideas should be summarised in a single word and written in the board without criticizing them in which all ideas are accepted. The last step is for discussion. Students are asked to talk about each word and they have to explain their ideas, here the course is done in another way. There is another possibility to discuss the topic. The teacher has to omit wrong words and ideas. Then, the whole class should be divided into groups according to the number of words in which each group takes a point and reporting it later. Brainstorming strategy is beneficial for both teachers and students in history classes. This technique gives the teacher an idea about students' knowledge, he can figure out what they know and what they do not know about the topic. As a result, his job becomes now easy. For students is an enjoyable and fun experience. They are actively involved and they feel relax to speak because their ideas are accepted (pp.94-95).

1.3.2 Visual Representation:

Visual representation is another strategy that can be used in history classrooms. Visual representation refers to visual aids which are used in the classrooms. There are some visual tools that can be used in history classes like maps, images, drawings. Maps represent the place and the situation of the historical event. Pictures of some persons are used to portray figures like politicians. Also, drawings and paintings are used to depict life at that time how it looks like. To sum up, visual aids in history classrooms can make the learning meaningful (Lamb, 2016, para.2).

Meaningful history learning is tackled by many researchers such as Gordon. Gordon (2006) focuses on the use of images to teach history. According to her, history teachers utilise images as an illustration of what they are teaching. Students also confirm that the use of images in history classes is valuable and beneficial, because they make history learning too easy, quicker, and concrete. Moreover, using images as an illustration to teach history is an enjoyable experience. Students analyse historical events via seeing images (para.3). Gordon mentions that she encourages students to know more about history by saying to them, “The more you look, the more you will see” (para.6). Thus, she insists on having critical mind by seeing carefully and paying attention for each detail in the photo. The teacher should start asking questions to students about the photo’s form and then they start analysing the picture. Therefore, this engagement encourages students to learn and build their knowledge in active way (para.8).

1.3.3 Student Questions and Small Groups:

The teacher may use questions as technique that facilitates history learning. Asking questions when teaching history can be used as an effective tool. When the teacher asks some questions of course many students like to participate and reply. However, many students who are less involved in the class think only for the answer without saying it. Therefore, according to Stearns (1993) asking question is a beneficial tool not only for those who answer the question but also for those who at least think to find an answer (as cited in Timmins, Vernon, & Kinealy, 2005, p.141). Moreover, Pannell (2000) explains the types of question that can be asked to help students. The first type of questions is known as low level questions that are used for recalling the gained knowledge only. However, the other type is considered as a higher order questions. These kinds of questions are used to think critically or analyse historical events (as cited in Timmins et al., 2005, p.141). Furthermore, the teacher tends to ask questions to confirm whether his students grasp the information or not. Even students may ask the teacher. As a result, asking questions is a valuable teaching technique since it boosts the understanding of history, it develops skills like critical thinking, and also it promotes an interaction between the teacher and his students (Timmins et al., 2005, p.142).

Hence, the teacher may use small groups to make asking question technique more active. The cooperative learning is a powerful way of learning .the cooperative learning is when students gain knowledge through a group wok. This group work can be a large group or

small group. Working in group boosts interaction between students in which they are encouraged to work in group cooperatively. Further, small group work can be used with some activities like solving a problem, doing a presentation, analysing some topics (Lyon, 2008, p.50). Therefore, the teacher may divide his classroom into small groups in order to answer higher order question that tend to analyse historical events and to develop critical thinking. here, each student has his own point of view about the question so they work together in order to come up with an answer.

1.3.4 Debates and Role Playing:

A debate is a discussion that is opened between two persons or more than two. Each participant has to convince the other with his own opinion about a particular topic or question (Glover, 2014, para.1). Debating is one of the best motivating strategies. Any history debatable topic can be discussed in which the class is divided into two sides. Each student chooses the side that suits his point of view. He has a chance to express and justify his opinion (Frederick, 1993, para.25). In a case students do not choose any side, the teacher is obliged to add a third side for those who choose none of the two sides. During the debate session students are highly involved and motivated to speak and participate from the beginning to the end of the session. They are also responsible for ending the debate by summarizing the discussion with its different perspectives or by voting for the good opinion (Frederick, 1993, para.27).

On the other hand, role play is considered as one of the strategies that promote active learning. Role play is an approach that brings real world situations in the classroom. It refers to the process of playing out roles. In history classrooms students take roles of historical figures or historical events. It includes some benefits. It makes history learning interesting in which students are involved rather than passive students. It helps students to understand complex topics and meanings. In addition, they study a particular topic according to different perspective in which they may empathise with other people's issues. Moreover, implementing role play in the classroom consists of four steps. The first step is that the teacher explains the topic for his students. Then, the instructor chooses players who are engaged to play the roles. Next, players are supposed to act out their roles, and finally the teacher has to discuss the role play's topic with his students ("Active Learning", n.d., para.10).

To conclude, this chapter highlights some strategies to enhance civilisation teaching. The techniques that are suggested to facilitate history teaching are active ones where students are actively involved not like the conventional methods that leads students to be less active and careless. The lesson's information are considered as heavy and hard to be grasped. Because of the lecture method that is used by civilisation teachers. One of these active strategies that can be used in civilisation teaching is tackled in the following chapter.

Chapter Two: Delivering Civilisation Memorable Lessons through the Use of Role Play Teaching Technique.

As mention above, role play is one of the strategies that improve civilisation learning and teaching. Therefore, this chapter provides an overview about role play activity in classroom including its definition, when it is used, why it is used, and how does it work....etc. Then, it discusses role play use in EFL classes, its advantages and drawbacks, and the kinds of tasks that can done in EFL classrooms using role play. Finally, the possibility to use role play in civilisation classes is tackled in which this chapter focuses on the memorable aspect of role play strategy that leads to deliver civilisation memorable lessons.

2.1 What Is Role Play?

Since there is no one accurate definition of role play and many writers have defined it in various ways. According to Ladousse (1987), to define role play it is preferable to start with the two words role and play. Pretending to be someone else is taking on a role, and taking on a role is playing out in a certain situation. That's why it is said role play (p.5).

Additionally, role play in its broad meaning refers to the act of portraying. The portrayer may depict himself or others. Also, role play can be identified by its basis elements. Any role play should include a setting to be played in, an identification of a situation it can be an event, complex topic ...etc, participants who are supposed to play roles, and finally it includes the reasons and the objectives behind such role play (Furrman, 1990, pp.20-21).

More specifically, talking about playing roles and plays leads to relate role play to theatre. Role play is considered as a theatrical activity. Here, role play is a combination of performance, improvisation, and creativity of actor's (Tustin, n.d., para.1). Actors take their roles as a father, a mother, a child, a doctor, a neighbouretc. In theatre role play is done in small groups and it needs too much time for training (Tustin, n.d., para.2).

Further, role play also is defined as a simulation. Role play is a simulation because of pretending or taking a role of someone else ("Role Play Training Method", n.d, para.1). Role play and simulation are interchangeable terms, in which both of them are done to adopt characters and acting out others' roles. However, a simulation is about depicting realistic

situations not like role play that encourages creativity and imagination use (“Accessing with Role Play and Simulation”, n.d, para.2).

2.2 Role Play and Education:

Role play is widely used in education as a teaching method. As an educational method, role play is used as a teaching technique that tends to give a group of students roles to be played. Players dramatize a certain situation for the sake of educational purposes. As an illustration, to teach students the parliament’s work it is better to dramatize the situation by taking roles of ministers and rulers. Thus, it is an enjoyable and active learning strategy (Mangal, 2009, p.297).

As a historical background of role play, Moreno has developed role play. His contribution has been started by the nineteen-tens in which he has fascinated inventiveness and spontaneity of actors in theatre. Moreno also has insisted on improvisation of artists (Blatner, 2009, para.13). In addition, as a psychologist he has found that improvisation in drama is a therapist tool. Therefore, he has started to use this method as a treatment method. In nineteen-twenty five when he has immigrated to the United States, he has developed this method to be called psychodrama at first and then as socio-drama since it has been helpful in social issues (Blatner, 2009, para.14).

Additionally, by the end of the nineteen-forty role play use has increased. It has been used as a teaching technique although it has faced some obstacles. It has been utilised in many fields like community and business. By the nineteen-seventy it has been used in other branches like social studies (Siddiqui, 2009, p.58).

2.2.1 The use of role play in the classroom:

Role play is a technique used in the classroom in order to conduct unfamiliar situations. A play is done by students in which the players may assume roles of other characters or they may play roles as students. In this case students are put in others person’s place through which they share their feelings, emotions, experiences, reactions...etc. Under these circumstances students understand and become familiar with such situations (Glover,

2014, para.1). Therefore, role play is a teaching and learning approach that keeps learning meaningful and valuable. It is advisable for teachers who do not use role play in their lessons yet to do so. They have just to know more about its tips, when to use it and how does it work (Glover, 2014, para.8). For this reason the followings are some advices to gain a successful role play session.

Role play in classroom is certainly a powerful strategy. However, usually it is not well understood by teachers. They do not use it in proper way and they may ignore its real functions. It is considered as a strong and powerful technique since role play can cause both student's involvement and changing student's attitudes about any topic. Thus, if the role play's message is conveyed in wrong way so a wrong behaviour is perceived. That is why role play is extremely powerful because of its convince quality. For that reason the teacher should take some remarks into consideration to achieve a successful role play session. The first remark is related to interaction. The interaction of students is a key point in role play's success. When there is a feedback, there is an accomplishment of the role play objectives. If there no interaction the role play session becomes meaningless. The second point is that role play has not to be so long. Short role plays focusing on a particular point are effective rather than charged ones. Students may be uninterested with role plays that contain much of joke and laugh. So role play's scenarios should be precise and concise. The last advice is for participants to have their time to think about their roles before starting the play. They feel more comfortable if they are given a few time to think about what they want to say. If not they may feel uncomfortable and they may play wrong roles and thus wrong messages are conveyed "How to Use Role Play Effectively in Training Seminars", 2017, para.1).

2.2.1.1 When to Use Role Play in the Classroom?

Role play is a useful tool in the classroom, but the teacher should know when to use it. The first possibility to use role play teaching technique is when solving a problem. Role plays generally address debatable topics that can be seen from different perspective in order to provide a solution and to solve the problem. Further, role play can be used in nursing and medicine classes, social studies, and foreign language classes. All these classes need requirement of some skills consequently role play can be used to require many skills and abilities (Nickerson, 2008, pp.1-2).

In addition, there are other suggested cases that need role play's use. It is mostly used with complex and unusual situations. Like interviewing, presentation of something and so on. Students are taught how to conduct difficult situations (Mind Tools, n.d., para.5). Also, if the teacher wants his students to know about why this response is done or a decision is taken it is better to make student experience the situation as the real one. They may share the same experience with its emotions and reactions (Mind Tools, n.d., para.6).

2.2.1.2 The Reasons behind Role Play Use:

The effective learning depends on the use of activities that make students actively involved and easily remembered the given knowledge. Thus, according to Jeremy Harmer (1989) role play activity is used for several reasons. Firstly, teachers tend to use role play in their classrooms because it is one of the motivated activities and enjoyable ones. In role play session students learn in a fun way since they are able to speak, participate, share ideas, provide comments, engage to each other. Secondly, role play activity gives shy students a chance to express themselves. All students are supposed to participate as players or observers. In this case, role play may provoke silent students to express themselves as players they may choose a role that represent their personality or by giving remarks and opinions about the topic. Finally, language is an important reason for using role play. Role plays tackle different topics with 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).

Furthermore, there are many other motives to teach using role play strategy. The first motive is that students' understanding is increased. Students perceive and understand well some difficult situation and also they may relate things to each other since role plays have the ability to clarify ambiguities. The other reason behind role play use is that role play because it leads students to use their empathy and mental processes. They are put in others' shoes. They use their brains for thinking and creating and they may share the same or opposite others' feelings. The last reason refers to students' expanding experience. While dealing with various situations, each player explores new experiences. Therefore, their experiences are expanded ("Classroom Activities", n.d., para.14).

2.2.1.3 Types of Role Play Activity in the Classroom:

There are many options to do a role play in a classroom. The first kind is that the whole class is divided into groups. Each group acts out the role play and after they finish all the groups have to analyse their acting and the role play's objectives that would be accomplished. The other option of role playing is that only one group plays the role and the rest of students have to watch and later discussing the role play. The last type is done individually in which each participant takes and plays a role. The player should stop and discuss the points that can be grasped from his enactment ("Role Play Training Method", n.d., para.3).

Furthermore, many writers provide other types of role play such as scripted and non-scripted role plays. The first one refers to written role plays which are taken as an example and they are given to students to be read and played at the same time. However, the non-scripted role plays are non-written role plays that are played by students using their own knowledge and creativity. These two kinds of role play can be done as an individual work, pairs work, or group work (Zakhareuski, n.d., para.1).

2.2.1.4 Steps of Role Play Activity:

There is an agreement about role play steps. This technique can be done either between two students or more than two. The first step of this strategy in class is to use some tools like images and pictures in order to make students figure out the topic. They may give suggestions. Thus, it is possible to open a small discussion (Pesce, n.d., para.3). The second step is for students to enact the situation after giving them their roles (Pesce, n.d., para.4). They do have a few time to think about what do they say and do as players. The third and last step is the time of interaction. The teacher may give some remarks concerning players for instance he may correct some mistakes that are made by players like pronunciation, grammar...etc. Students also give their opinions about what they have watched and learned (Pesce, n.d., para.6).

In addition, Ladousse (1987) points out other similar steps of role play in class. He starts by identifying the objectives. The teacher should put the aim of the activity as such learning how to conduct such situation, facilitating some difficult concepts and so on. Then,

the teacher introduces briefly the topic that is supposed to be played. Next, students start to act out their roles depending on their given role play cards. Finally, once the players have finished their enactment a discussion should be done for the sake of asking questions, analysing the role play or the situation itself, and clarifying students' ambiguities (as cited in Queen, 2009, p.135).

2.2.1.5 The Teacher's Role:

Role play is a purely learners centered activity. Thus, the teacher has a limited role he is no longer the figure of power in the classroom. He is supposed to be a facilitator. Since this technique is a speaking activity as well as language is concerned, the teacher intervenes to explain some concepts and thoughts thereby he makes the learning of new vocabulary or ideas easier. The other role of the teacher is an observer. As it is mentioned above that he may give comments and remarks after watching the role play. He should not interrupt during the students' enactment but he should give his opinion, point of view, and remark after finishing the role play. The last role is to be a part of the role play. He may participate himself as a player in which he takes a role and pretending to be someone else (Al-harbie, 2011, para.7).

Furthermore, many scholars introduce other roles of the teacher during role play exercise. For instance, Golwitzer (n.d.) states the teacher roles as follow:

The teacher will want to be very clear on the purpose of the role play. Being clear on the purpose will drive what rules need to be set for the role play and its execution. Secondly, the teacher will want to be encouraging. Many students are afraid to speak in front of each other, much less act in front of each other, so you probably want to avoid referring to the role play as an opportunity to try one's acting chops. Probably the best way to approach a role play is to pitch it to students in the spirit of experimentation, of trying on someone else's ideas, point of view, or opinion. The teacher is also a facilitator during role play, making students keep on track. After the role play has been done once, the teacher might switch the roles so that students who have been observing will have a chance to role play and vice versa.(para.5)

That is to say , the role of the teacher begins before starting the enactment. The teacher is supposed to focus on the purpose or the aim behind this role play's scenario. Because it is necessary to clarify from the beginning the objective of the role play in order to achieve it easily at the end. Also, the teacher can be seen as an involver because he may encourage and

convince students to take roles by saying for example role play is a tool of experimenting others' feelings and points of view. At last, the teacher can take decisions like repeating the role play while changing players by choosing from those who are watching. In this case the teacher is a guider and arranger.

2.2 Role Play Use and EFLT:

Role play as a teaching strategy can be used in FL classes as far as EFL classes are concerned. Firstly, role play as a speaking activity enhances speaking and listening skills. It allows students to use English language in different situations and interacting using English language. Secondly, role play exercise improves students' critical thinking. They are supposed to give comments and opinions about the topic. Thereby, it tends to reinforce critical minds. Most importantly, all teachers like to see their students participating and enjoying the lesson. Therefore, it is advisable to use role play as a teaching strategy as far as FL classrooms are concerned, because role play promotes an active learning (Claxton, 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, analysing, suggesting, solving problems. These competencies can be achieved through role play use. 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).

2.2.1 Role Play Activities in EFL Classrooms:

Any method includes 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 a role play to gain new knowledge in this case what is important is to fulfill the information behind the role play. The other aim of role play activity is when developing or changing a way of thinking and behaviour. Here it is better to choose good participants who can convey the message properly

and they should have the ability to convince the observers. The last role play activity's purpose is aimed to develop skills. Role play activity is a good choice. It improves not only speaking and fluency but also other skills like creativity and critical thinking ("types of role - playing activities", n.d., para.2).

More particularly, FL 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 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 ("role play-in the EFL classroom", 2017, para.5).

2.2.2 Advantages and Disadvantages of Role Play use in EFL classes:

Although role play is a useful teaching technique in EFL classrooms, however it has some advantages and drawbacks.

2.2.2.1 Advantages of Role Play Use in EFLT

Role play has several advantages in language learning. The first advantage is that role players become more self-confident. Thus, this technique offers confidence especially for shy students. The other benefit is the development of different skills like speaking, fluency, and interpersonal skills. Also, this technique contributes a lot in teaching vocabulary. Not only that, it teaches students how to use vocabulary properly, the right word for the right situation. Finally, role play exercise can be used as an assessment activity since it covers all the abilities (Oduka, 2014, p.73).

Furthermore, Killen (2007) states other merits of role play use. At first, students are highly engaged in learning that is to say they are actively involved through their participation during the lesson. Second, role play use encourages experimentation. Students experience different situations. It is a best tool to teach students how to conduct these situations in their future. At last, it helps students to discover and clarify ambiguous ideas like some historical events, complex problems, racism, and ethnicity...etc (p.263).

2.2.2.2 Disadvantages of Role Play Use in EFLT

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 its real functions. When players are not brave 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 their objectivity (Kumar, n.d., para.14).

Moreover, Subramani (2017) introduces some other limitations of EFL's role play use. According to him running a role play with huge numbers of players can cause role play's failure. Also, this technique may disturb the teacher since he is no longer the controller of the class. He 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 (p.144).

2.3 The Problem of Memorisation in Civilisation Classes:

Learning a FL language requires to learn its history and culture. In EFL classrooms British and American history are taught in civilisation classes. Since civilisation classes are based on teaching British and American history and history is all about past names and dates. Therefore, students may have a problem with the memorisation of dates and facts. In that sense, Ciciora (2009) points out that students' perception toward history course is not good. Students find history lessons as boring lessons because they are just a narration and a recall process of past events (para.4).

Similarly, the findings of Midwest survey shows that most of students consider history courses as a boring ones (Strauss, 2017, para.1). She tries to figure out the reason behind this negative attitude. She finds that all of them feel like fearing and suffering from memorising dates, names of places, war leaders' names ...etc (Strauss, 2017, para.4). They find it too difficult to stick all the historical details in their brains. Nevertheless, it is necessary to mention that the dates and the names that are difficult to be memorised should be memorised because they are important. They contextualise historical events (Strauss, 2017, para.10).

Concerning teachers are obliged to use dates and names too much to provide content to their lessons. And also these elements make their students more competent in history (Strauss, 2017, para.11).

The negative attitude of students toward civilisation classes is due to memorisation. This problem can be solved by using some fun methods while lecturing. Thus, scholars have provided solutions for this issue one of them is learning by experiencing. Depending on reading only from books to gain knowledge is a weak way to remember or recall information. It is better to learn by doing. if it is possible to experience what have been learned do it .In this case, informations are stick easily, quickly, and for long term because learning becomes meaningful and appreciated (“Memory Techniques for Exam Preparation 10 Astonishing Ways to Harness the Power of Your Brain”, 2014, para.13).

2.3.1 Teaching Civilisation through Role Play:

Civilisation classes are concerned with experiential learning to achieve memorable lessons. For this reasons there are many methods that can be used to experience learning that helps to memorise and recall informations. One of these methods is role play.

Role play as a teaching technique, it can be used in many contexts such as historical context. Role play strategy can be utilised in history teaching. Firstly, role play exercise facilitates history learning because it brings history to life. Thus, students’ comprehension is increased when they are like living the events (Sherrin, 2015, para.3). Secondly, it demonstrates the real meaning of complex aspects as identity, power and so on. It represents difficult ideas in simple way or manner. Finally, it develops fluency since it is a speaking activity, and also it improves creativity and critical thinking. Because students are experiencing feelings and emotions of others as a consequence they start thinking by putting themselves in such situations (Sherrin, 2015, para.4).

To illustrate, many history teachers believe on the use of role play in history classes. For instance, Merton strongly believes that such activities like role play can be used effectively to teach history. He already uses role play to conduct historical questions which are ethically complicated and highly difficult to be understood by students (as cited in Gabriel, 2014, para.2). From Gabriel’s experience, he claims that at the end of the lesson

students are able to comprehend and share others emotions. Thus, role play can bring history to life and it helps to achieve understandable history lessons (para.3).

2.3.1.1 Historical Role Play in Civilisation Classes:

History role playing generally is a performance of historical events. Students take a role of historical characters. Adopting a role of historical characters is an effective technique to learn history because it is the most convincing and enjoyable strategy (Keys, 2017, para.1). In addition, historical roles' enactment needs to be really living the role with its past time and place. The player should focus on the past rather than his present life ("Elements of Historical Role Playing", n.d., para.1). Playing a historical character demands the use of first person pronoun "I" and present tense. While talking, the participant should use the pronoun "I" and the verbs that he uses should be in the present tense in order to make the event and characters alive. It would be unforgettable experience in which history is brought to the classroom (Elements of Historical Role Playing, n.d., para.2).

Furthermore, historical role plays in the classroom mark several benefits for the students. In general, historical role playing exercise make students understand life of past people. It facilitates difficult and complex situations in addition to the clarification of some historical gaps that the students may encounter when learning history. Also, students become more interested and aware of others' culture (thinkinghistory.co.uk, para.3).

2.3.2 The Memorable Aspect in Role Play:

Before talking about memorable history lessons that can be achieved through role play use, it is necessary to take into consideration the memorable advantage of role play as a teaching technique in which role play use helps on memorising informations. One of the most benefits of role play is the memorable aspect. The engagement of the students in the lesson leads them to remember the information easily. In this content, Duncombe & Heikkinen (1988) tackle the memorable advantage of role play. Duncombe declares that his students' answers are good especially when it comes to the subjects that are taken through role play (As cited in Stewart, 2004, p.65).

In addition, Leigh (2006) has stated that role play can be used effectively to gain a memorable lesson. He explains the memorable side of role play by saying, “Learning by doing is one of the most effective means of learning and experiences gained first hand are remembered clearly and for longer”(p.43), it means that the students can remind and remember the gained knowledge for a long term when they are more engaged and responsible for their learning.

2.3.2.1 Delivering Memorable Civilisation Lessons Using Role Play:

Since memorisation is seen as an obstacle that makes students feel bored from civilisation courses. The experiential learning is suggested as a solution that can be done through role play teaching technique. The latter contributes a lot concerning memorising informations. The followings are some examples that emphasise this point.

Many teachers have used role play in history teaching for many reasons. Among these reasons is that role play helps students to remember dates and historical facts. As an illustration, a history teacher tells his experience with role play use. He tends to use drama activities like role play in his classes (Brock, 2014, para.2). He believes that delivering memorable lessons through role play use is achieved by bringing history to life. However, it is not that easy to make history alive. In addition, from his experience he affirms that role play can bring history to life and thus the lessons are memorised easily in a fun way. And also, he adds one important point that should be taken into consideration. The point is that the teacher has to do something memorable while keeping it meaningful. He emphasized that “students should not come away from a dramatization having done something memorable and learned nothing valuable” (Brock, 2014, para.15), because many teachers focus on role play use as a memorable tool and they may convey meaningless courses. In other words it is good to make students remember historical facts and dates, but if the teacher knows when role play can be used effectively is something better .it can be used with complex situations or critical topics and so on. So, teaching history using role play leads to memorable lessons by bringing history to life without ignoring the right choice of topics that keeps learning meaningful.

Likewise, another teacher has an experience with role play use in history classrooms. This teacher name’s is Neil Bates he is also familiar with role play and drama activities use in which he declares that he uses two types of role plays in his classes which are scripted role

play and the other type is the teacher himself in role. He finds that these are the most effective role play's types that can be applied in history classes (Drury, 2013, para.3). According to Bates, role play lessons are successful courses. Students enjoy these kinds of lessons due to the active involvement. And lessons are memorable so that students can remember the course's content easily. Also, it is an enjoyable method that can be used in history teaching instead of taking notes method only (Drury, 2013, para.6). Consequently, role play use affects history teaching through the engagement of students that facilitates history learning and memorisation in an enjoyable way.

Moreover, most importantly another teacher is used as an example to be mentioned. An interview has been done with an old teacher his name is Bill Bigelow in which he has a big experience with teaching. History teaching is his favor classes. When he has been asked about the effective techniques that he has used during his career he replies that role play is the most effective one. He has enjoyed the teaching of history through role play and as a teacher he still remembering examples of role plays like role play about labour history. Thus, role play demonstrates memorable lessons (Schrum, 2002, para.11). He declares that that history teaching should be done through role plays. History classes should be based on performing plays (Schrum, 2002, para.12). From his experience with teaching, he knows the benefits of role play use in history teaching especially when it comes to make students appreciate history by bringing real historical events in the classroom. The latter provides a memorable experience for students. So, it becomes easy to remember the lesson's content.

As a conclusion, this chapter attempts to make a link between civilisation classes and role play use as a teaching technique. Role play refers the process of acting out roles that may portray the players themselves or other characters. It is used as an educational method that can be used in many contexts with various ways. Role play exercises are considered as one of the memorable and active activities which lead to an effective learning. It offers students' engagement and informations' recall. Indeed, it is needed in history classes. Students are obliged to stick all the historical facts and details like names, dates, place ...etc. Playing historical characters brings history to life. Therefore, history learning becomes meaningful and memorable in which civilisation teachers can deliver memorable courses. The following chapter shows students' attitude toward civilisation classes and their problem with memorisation that can be solved by using role play.

Chapter Three: Methodology and Data Analysis

The previous chapters discuss in details role play use and civilisation classrooms. However, this chapter focuses on verifying the hypotheses to come up with results. At first, the chapter is started by identifying the research method, the population, the sample, and finally the data collection method moving to the data analysis and interpretation. Second, the analysis is based on the gathered information from the questionnaire. A questionnaire is used to take the students' opinions about the use of role play in civilisation classes. The analysis has several steps in which it begins with a description for the data, analysis for a given data, and then opening a discussion about the findings. Finally, this chapter covers the findings about role play use in civilizations' classes to deliver memorable lessons.

3.1 Research Design:

Any scientific study is based on research design. Research design is considered as a framework that makes the research more organised and systematic (Blakstad, n.d., para.1). Of course, any research should provide answers to the research questions. Thus, this framework aims to answer the research questions through a plan that consists of collecting, analysing, and interpreting data (Mcgaghie et al., 2001, para.1).

Additionally, the research design is an approach that systematises and structures the work. It paves the way to reach results. Further, this systematic approach has a methodology to be followed. Research design methodology refers to one of these three types which are: exploratory, explanatory, and descriptive researches (Youssaf, n.d., para.1).

3.1.1 The Choice of Research Method:

It is known that science comes to explain, predict, or describe elements. The descriptive purpose of scientific work is purely a description of a certain situation rather than giving a precise predictions or explaining cause and effect (Hale, n.d., para.1).

Descriptive study is used to describe the features of individuals, groups, situations, statuses, and phenomena. Also, it clarifies the relationship between elements. It tends to depict the existed situations as they are (Dulock, 1993, p.154).

Furthermore, descriptive studies are mostly used in many fields like education, studying human and animal behaviour...etc. It has to be started by observing, analysing, and then describing. Descriptive studies include several methods which are: observational research, correlation research, and survey. The correlation research tends to make a link between elements and variables. The observational research refers to the observation of human and animal behavior. And the last method is survey. The Survey includes interviews and questionnaires (Koh& Owen, 2000, p.219).

Hence, this research is descriptive and analytical because of many reasons. The first is that this research aims to answer the “what” as the descriptive study is concerned too. Also, taking the opinion of the students and their attitudes toward role play in civilisation classes is the track to choose the descriptive study as method of research. And the most important reason is that this research starts from observing civilisation classrooms including the methods used and the way of teaching, moving to describe and analyse the situation. Thus, it is compulsory to conduct this research through a descriptive and analytical method that can depict the situation as it is.

3.1.2 Research Population and Sample:

Research questions are always directly identified after getting interested by a collection of individuals 'problems. This collection is called population of the research. In general, research population refers to persons or things that make the researcher interested in (Yaya, 2014, para.2).

According to Blankenship (2010), the population is all the members that are involved in the research. Since the study population is a large group of individual or objects that can take much more time and money to be studied in order to collect data and come up with results of the study. So, it is better to select part of this large study population as an example that represents the whole population. The proces of selecting individuals or objects from the whole population is known as a sample (p.82).

For this research, the sample is selected from third year LMD students, at department of English, at Amar Theledji University, during the academic year 2017-2018. The population is about two hundred students, through a process of sampling, sixty students are selected randomly from the four groups of third year. This sample is selected for many reasons. As

undergraduate students, they have studied civilisation module during three years and they may encounter many teachers with different methods of teaching. So, it is helpful to determine whether civilisation teachers during these three years have used multiple strategies or not. Most importantly, this sample is selected for the sake of language in which students at this level normally they easily understand and answer the questionnaire.

3.2 Data Collection:

As it is mentioned above that the research design is an outline of data collection and analysis. The collection itself is known as data and the methods that are used to collect data are known as collection data methods. Collecting data is an essential step in the research since it leads to the analysis and the interpretation of the study (Khan, 2011, p.97).

Historically speaking, the methods of collecting data have witnessed a development over time. The methods that are used before the twentieth century are those related to quantitative including tests, scales, tools, machines. However, by the middle of the twentieth century they have become broader in which it includes methods like interviews, taking the opinions of participantsetc (Mcmillan& Gogia, 2014, para.1).

Therefore, gathering collection methods contain two categories. On one hand there is quantitative data collection methods that include questionnaire with closed questions, correlation methods (“Data Collection Methods”, n.d., para.4). On the other hand, the second category is known as qualitative data collection methods which include questionnaire with open questions, interviews, focus groups, case studies...etc (para.6).

3.2.1 Data Collection Method:

A questionnaire is used as a research instrument to collect data that would be analysed and interpreted. A questionnaire is defined as a number of questions that are asked to gather information about a certain area of interest. It has many forms such as telephone, computer, or face to face forms (Mcleod, 2018, para.1). It is a useful method specially on testing behaviours, taking opinions and so on (Mcleod, 2018, para.4). The series of questions may include close and open questions. 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 a static form, numerical form, and graphs. In contrast, the qualitative data refers to those open questions that can give the opportunity for expressing ideas, feelings, and experiences (McLeod, 2018, para.5).

3.2.2 Advantages and Disadvantages of Questionnaire:

Using questionnaire as a gathering data method can provide many advantages. First of all, all of the respondents answer the same series of questions. Thus, questionnaire is best known by standardisation that leads to collect objective data (Nayab, 2011, para.2). Second, this tool is one of the flexible methods. Data collection and data analysis can be done easily and quickly (Nayab, 2011, para 3). Also, questionnaire does not consume much time and money in which gathering information from the large number of involvers can take large much time and money. However, it is less expensive. Finally, questionnaire is one of the comfortable tools for respondents. They have time to think and respond freely (Dua, n.d., para.1).

Nevertheless, questionnaire has some limitations. The first point is that the researcher has no chance to explain some ambiguous questions. The respondent may misunderstand some questions in which he may give answers that can add nothing to the research (Dube, 2010, para.5).the other demerit of the questionnaire is that the researcher take much more time with open open-ended questions .they consume time to be analysed. Most importantly, respondents may take the questionnaire not seriously (Milne, 1999, para.2). All these circumstances can affect the results later.

3.3 Description of the Questionnaire:

The questionnaire seeks students' attitudes concerning civilisation classrooms and teachers' way of teaching. In addition to their opinion about the implementation of role play in civilisation classes and its benefits. The questionnaire consists of ten questions. Some of them are opened questions and others are closed questions. The questionnaire is divided into two sections which are:

Section one: civilisation classrooms (Q1-Q4): this section gives an overview about civilisation classrooms, meaning its didactics and environment. It seeks students’ opinion about the didactics of civilisation.

Section two: role play in civilisation classes (Q5-Q10): this section looks for the opinion of students about the use of role play in civilisation classes and its benefits.

3.3.1 Analysis of the Results:

Section one: civilisation classrooms

Q1: What do you study in civilisation?

This question is asked to have a look about the content of civilisation classes, whether civilisation teachers are teaching history or culture. Since learning a FL needs to learn its culture and history.

Option	Number of students	percentage
History	60	%100
Culture and daily life	0	%0
Total	60	%100

Table 01:civilisation courses’ content

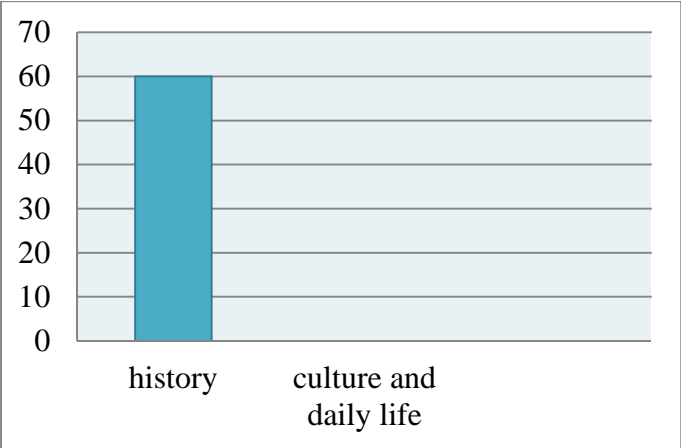


Figure 01: civilisation courses’ content

Table 1 show that 60 students (100%) choose history as a content of civilisation courses. Table 1 and figure 1 indicate that civilisation teachers focus on history rather than

culture. It means they teach only historical events of British or American civilisation and they neglect the life style of those societies.

Q2: How do you study civilisation?

There are many approaches to teach civilisation. The reason of asking this question is to determine the lesson plan of teaching civilisation and which approach is useful and which one is useless.

option	Number of students	percentage
Through a chronological approach	60	%100
Through a thematic approach	60	%100
others	0	%0
total	60	%100

Table02 :civilisation’s approaches

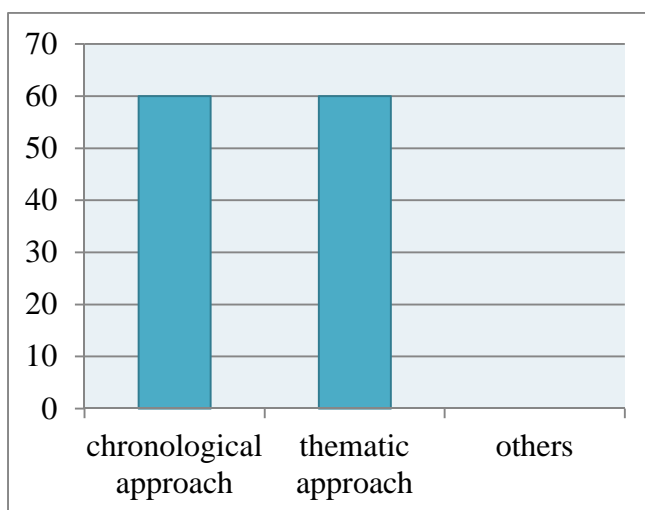


Figure 02: civilisation’s approaches

The table above indicates 60 students (100%) choose both the chronological approach and the thematic approach and no one for the others. From the description of the table and the figure, it is noticeable that teachers utilize the well two known approaches which are the thematic approach and chronological approach in civilisation classes, however there is no utility of other approaches like gaming approach and others.

Q3: In civilisation classroom, there is nothing like changing teaching strategies from time to time?

This question is related to the didactics of civilization in which any teacher may use different methods and strategies while lecturing.

option	Number of students	percentage
never	60	%100
sometimes	0	%0
total	60	%100

Table 03: changing teaching strategies in civilisation classe

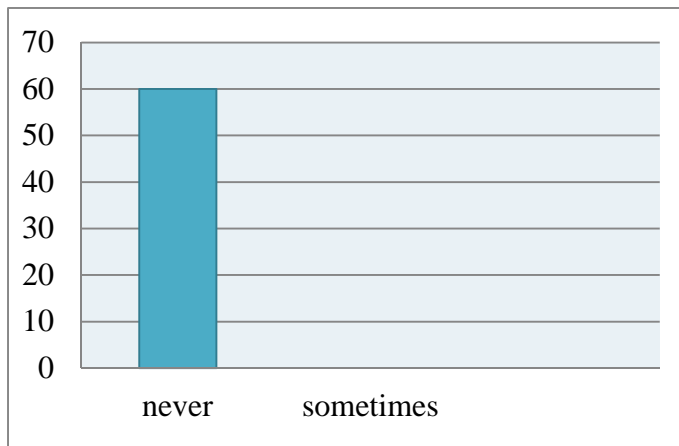


Figure 03: changing teaching strategies in civilisation classes

As it is represented in the table that 60 students (100%) say that civilisation teachers during their lessons they do not change teaching strategies that is to say teachers do not use pairs work or group work through which they may change the setting in the classroom and so on . This leads to imagine civilisation’s classes as the conventional classes the teacher gives information and students are grasping information each time the same setting the same situation there is nothing different or new while delivering lessons.

Q4: Do you feel bored from these kinds of lessons?

Thinking of changing the situation needs first to confirm by students that this situation needs a change. Hence, this question affirms the opinion of students about the way civilisation lessons are taught.

option	Number of students	percentage
yes	52	%87
no	8	%13
total	60	%100

Table 04: the opinion of students about the kind of civilisation lessons

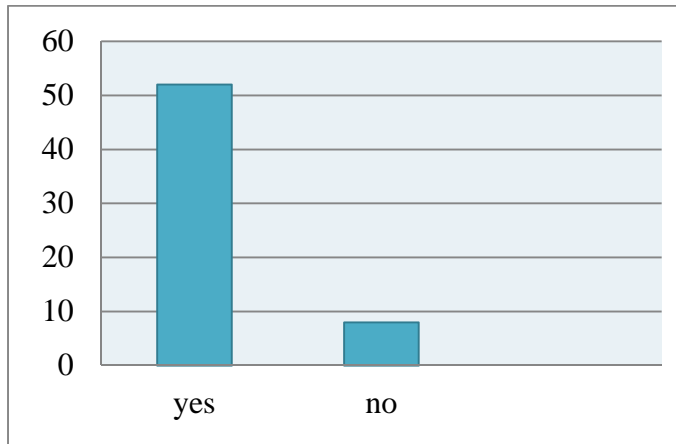


Figure 04: the opinion of students about the kind of civilisation lessons

The table above indicates that 40 students (67%) answer by yes and 20 students (33%) answer by no. From the description of the table and figure, the majority of students feel bored from this kind of lessons when there is no changing of teaching strategies. This majority justify the why question by saying that this kind of lessons make them passive rather than active since they are less involved during the lesson. Also, this way is a teacher centered learning they like be a learner centered method that makes them more interested, involved, and study in a fun way. However, students who do not feel bored they justify their answers by saying they like to be as listeners in which the teacher gives a full explanation and they take notes.

Section two: role play in civilisation classes

Q5: Do you study civilization through role play?

This question examines role play utility in civilisation classrooms.if civilisation teachers try to use this strategy or no.

option	Number of students	percentage
yes	0	0
no	60	%100
total	60	%100

Table05: role play utility in civilisation classroom

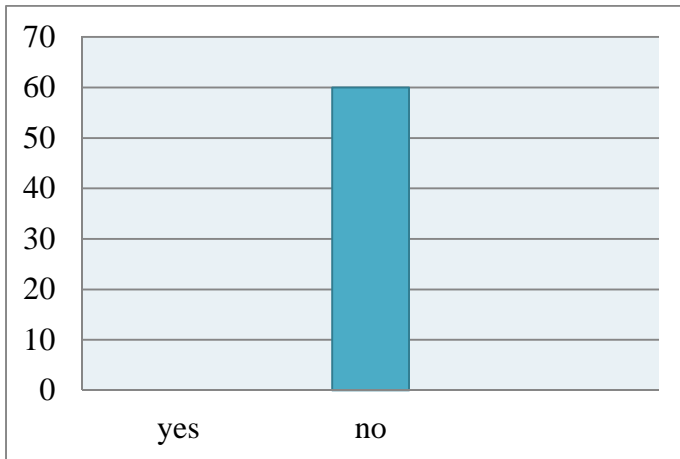


Figure 05: role play utility in civilisation classrooms

Table 5 notices that 60 students (100%) choose no for the use of role play in civilisation classrooms. This means that teachers do not use role play as a teaching technique to teach civilisation.

Q6: As a third year student, what do you think about teaching civilisation through role play?

This opened question gives each student’s point of view toward role play in civilisation classes.

Student one: “it would be effective because it puts the teacher in the atmosphere of the lesson. And the student gets rid of anxiety and shyness. Also, it adds fun to the boring lessons.”

Student two: “I think that teaching civilisation through role play is an effective method to teach history. It makes students understand the lessons easily and it leads them be more active and interested.”

Student three: “it is a useful and creative method even though it needs effort, yet it is active.”

All the opinions are positive in which students encourage the idea of teaching civilisation through role play. They believe that it can be good, effective, and helpful strategy. They relate it to teaching environment and to the lesson’s information. They see it as an active strategy that makes them involved and extremely interested and as a consequence they easily understand and grasp information.

Q7: it is obligatory in civilisation classes to memorise historical names, dates, places...etc.
So, do you have a problem with memorisation?

This question is asked to see whether students have a problem with memorisation or not.

option	Number of students	percentage
yes	60	% 100
no	0	%0
total	60	% 100

Table 07: the problem of memorisation in civilisation classes

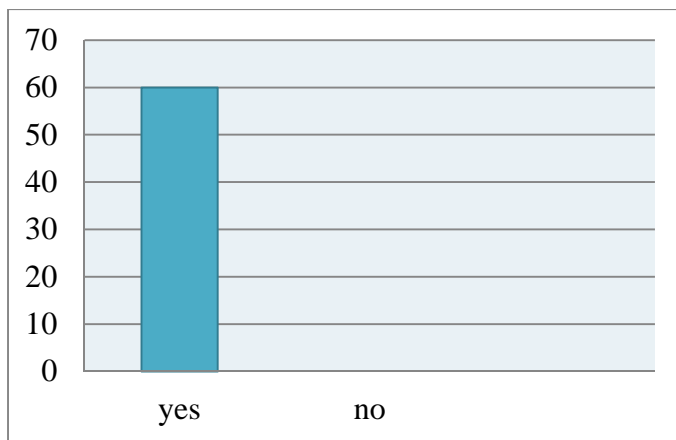


Figure 07: the problem of memorisation in civilisation classes.

The table shows that 60 (100%) students reply by yes they have a problem with memorisation and no one says no. This means that all students suffer from this problem of recalling information when it is needed. It is a phenomenon.

Q 8: Teaching civilisation through role play makes students understand history in a way or another either by playing a role or watching others?

The question is asked to examine whether this technique is beneficial for understanding history and historical events or not.

option	Number of students	percentage
yes	52	%87
No	8	% 13
total	60	% 100

Table08: role play and the understanding of history

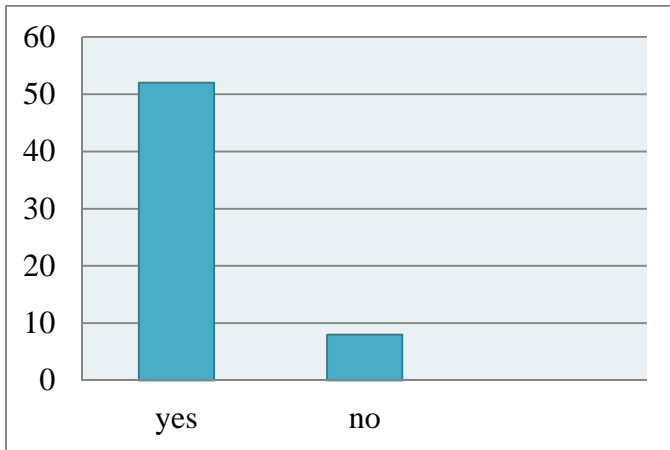


Figure 08: role play and the understanding of history

The table and the figure above indicate that 52 students (87%) answer by yes and only 8(13%) say no. The majority argue that through role play civilisation’s lessons become understandable.

Q 9: Role play can bring history to life . Thus, it helps memorise and remember the courses’s information.

This question is asked to determine if role play really can help to memorise and recall the details of historical events that are delivered through a play or not.

option	Number of students	percentage
Agree	52	%87
Disagree	8	%13
Total	60	%100

Table 09: student’s answers about delivering memorable lessons via role play

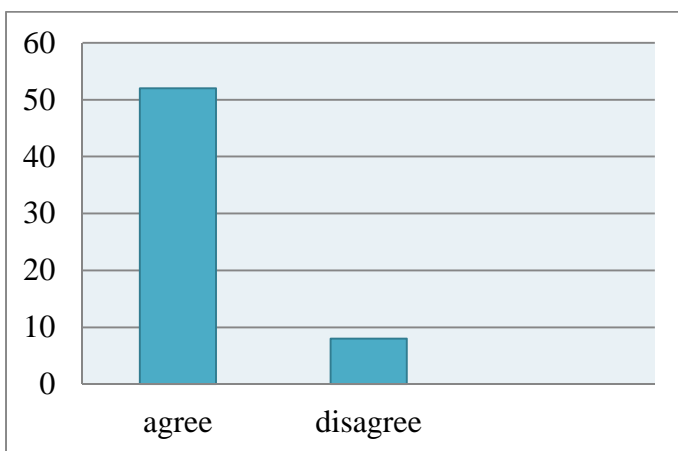


Figure09: student’s answers about delivering memorable lessons via role play

According to the result of table and the figure, most of students agree with the memorable aspect of role play, 52 students (87%) show that they are agree with this advantage of role play implementation in civilisation classes. Meanwhile 8 students (13%) disagree with this point. From this description, it is remarkable that role play can bring history to life consequently lessons become more meaningful and memorable.

Q 10: According to you, what are the other benefits of teaching civilisation through role play?

According to this question, students have a chance to add other strengths of role play strategy besides the memorable aspect.

Student one: “it makes students living the story and it helps in consolidating the given information. It takes us from the present to the past as if we are living the moment.”

Student two: “it helps students to interact with the teacher and get involved in the lesson. And also it boosts students’ self confidence and efficiency.”

Student three: “one of the most benefits of role playing is motivation.”

Student four: “the other advantage for me is related to practice of language and fluency.”

From the answers above, students add other advantages of role play in classroom. They mention benefits of role play as a teaching technique in general not only in civilisation classes. They add benefits like motivation, fluency, interaction, self confidence...etc. And for role play in relation to history and civilisation classrooms they focus mainly on the memorable aspect which is already tackled, and they insist on the idea of bringing history to life.

3.3.2 Discussion:

The analysis of students’ questionnaire fits the purpose of role play impact on students’ understanding and memorising lessons. Through the section one, it is noticeable that third year students want the situation in civilisation classes to be changed from a teacher centered learning to learner centered learning. Students like to get involved and participate during the lesson. In the section two students’ answers indicate that they encourage teachers to use role play in civilisation teaching. They consider it as an effective method to understand history and historical events through watching or playing roles. Also, they think role play can

help for the memorisation of lessons since it is a phenomenon. They all find it too difficult to remember all the dates, names, places, and other details. By bringing history to life, information are stored in the brain. In this case students can recall them easier.

As a conclusion, this chapter tends to give the analysis and interpretation of students' questionnaire. This tool of data collection looks for the effects of role play use in civilisation courses. Therefore, the results of the questionnaire are too close with the hypotheses of using strategies like role play that facilitates civilisation teaching in which history comes alive and remembered. Generally, students' responses are positive toward the memorable lessons that can be promoted through role play use.

This research tackles the didactics of civilisation at English department of Amar Thelidji University. Civilisation teachers use the lecture method only while teaching civilisation. It is a good method for students to take notes that help them in revision. Meanwhile, it can affect students negatively in which they are passive learners and just listeners. When they do not focus during the lesson they may forget what they have learned easily. So, one of the most important issues that students suffer from is the memorization of dates, names, and historical fact. For that reason civilisation teachers should look for teaching strategies that can help their students. There are many teaching techniques that make students actively involved and easily stored and recalled the informations. One of these strategies is role play.

This research provides a theoretical background about civilisation teaching in the first chapter. The latter tackles the didactics of civilisation including its theories of teaching, approaches, and methods. By the end, the first chapter suggests some strategies that can help to enhance and facilitate civilisation teaching. Role play is one of these strategies that is tackled in the second chapter. The second chapter links between civilisation teaching and role play teaching strategy that is used to promote memorable lessons. This strategy is an effective tool to deliver memorable lessons because it makes students engaged and more responsible for their own learning. And thus they may grasp information easily and they remember them when it is needed to recall them. In order to determine whether students really feel bored from the authority method and to determine whether they have a problem with recalling information or not. A practical chapter can prove or disprove all these questions.

Third year students is the population of this research and sixty students are chosen randomly to represent the whole population. The sixty students answer series of questions. The analysis of students' questionnaire provides some conclusions. At first, the first finding is that civilisation courses offer history teaching only. Teachers do not focus on the British or American culture. Since their lectures are based on history they deliver their lessons' content through a chronological order following a timeline method. Or, they integrate many subject areas under one historical theme. They do not use anything else. There is nothing like changing the setting or using visual aids, working on groups. Thus, this lack of changing strategies makes students feeling bored and uninterested in civilisation classes. Second, they also find the memorisation of lessons content too hard. Therefore, they encourage the idea of using role play to teach history. They consider role play as an effective strategy because they learn in a fun way and the informations are stored in the brain. They can recall

information easily if they learn by doing, by experiencing historical situation, by bringing history to life. Generally, they appreciate the idea of promoting civilisation memorable lessons by using role play.

This research shed the light on role play use in civilisation teaching in order to enhance students' understanding and solving the problem of memorisation. Civilisation teachers should care about using multiple methods and teaching techniques to facilitate history teaching. They should always look for what suit their students needs. This research tackles the problem of memorisation that makes students hate and dislike civilisation teaching. Using teaching techniques like role play is highly appreciated by the students. They believe on the impact of this strategy on the learning process. They can learn in a fun and effective way. In addition, in EFL classrooms role play use is absolutely too beneficial tool. It develops vocabulary, fluency, speaking and listening skills, self-confidence and many other skills.

Finally, this research may make teachers think for writing scenarios. They can start looking for available scenarios to be played during their sessions, or they write scenarios by their own and make them as a reference. Most importantly, it is possible that civilisation teachers start thinking about the methods they have adopted while lecturing. They become more aware about using active strategies like role play or any other strategy. The reflective teachers they may start thinking for improving their way of teaching by asking their students to determine whether they enjoy civilisation teaching or it needs to be enhanced.

Students' questionnaire

Dear students,

You are invited to take part in the current research through filling in the questions bellow. The questionnaire is designed to gather information about the use of role play technique in teaching civilisation. Please answer by ticking () in the appropriate boxes or giving full answers in the spaces provided.

Section one: Civilisation Classrooms

1) What do you study in civilisation?

History

Culture and daily life

2) How do you study civilisation?

Through a chronological approach

Through a thematic approach

Others

3) In civilisation classroom, there is nothing like changing teaching strategies from time to time?

Never

Sometimes

4) Do you feel bored from these kinds of lessons?

Yes

No

Why ?

.....

.....

.....

.....

.....

Section two: Role Play in Civilisation Classes

5) Do you study civilisation through role play?

Yes

No

6) As a third year student, what do you think about teaching civilisation through role play?

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

7) it is obligatory in civilisation classes to memorise historical names, dates, places...etc. So, do you have a problem with memorisation?

Yes

No

8) Teaching civilisation through role play makes students understand history in a way or another either by playing a role or watching others?

Yes

No

9) Role play can bring history to life . Thus, it helps to memorise and remember the courses's information.

Agree

Disagree

10) According to you, what are the other benefits of teaching civilisation through role play?

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