

The Attitudes of English Teachers towards the Use of Role-play and Pictures in Developing the Speaking Skill

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ABSTRACT

The present study aimed at describing the attitudes of the English teachers towards the use of role-play and pictures in developing the students' speaking skill. This study attempted to answer the following question:

1-Do the use of role-play procedures and techniques develop the students speaking ability based on the English teachers' point of view?

2-Do the use of pictures procedures and techniques develop the students speaking ability based on the English teachers' point of view?

3-Which of the two techniques is better in helping of the development of the English speaking ability according to the English teachers' point of view?

The participants of the study consisted of 14 English teachers, males and females, from Amman and Zarqa, private and governmental schools, who were students of masters' degree in English teaching methodology in the Hashemite University during the second semester of the academic year 2009\2010. The researcher used two questionnaires, descriptive statistics and the paired sample t-test. After the study was conducted the results showed that using the role-play and pictures techniques help students' development in speaking skill.

KEYWORDS: Attitudes - English Teachers - Role-play - Pictures Developing - Speaking Skill

Background of the study

The communicative approach in language teaching starts from a theory of language as communication. The goal of language teaching is to develop what Hymes (1972) referred to as "communicative competence." Richards J.C. & Rogers T.S. (1996:69)

Hymes's theory of communicative competence was a definition of what a speaker needs to know in order to be communicatively competent in a speech community. In Hymes's view, a person who acquires communicative competence acquires both: knowledge and ability for language use. (p:70)

According to Longman Dictionary of Applied Linguistics (Richards et al 1985), communicative competence includes:

- 1- Knowledge of the grammar and vocabulary of the language.

- 2- Knowledge of the rules of speaking (knowledge how to begin and end conversations, what topics maybe talked about in different types of speech events, which address forms should be used with different persons in different situations, etc.)
- 3- Knowledge of how to use and respond to different types of speech acts, such as requests, apologies and invitations.
- 4- Knowledge of how to use language appropriately.

Paz (1993) confirmed that communicating spontaneously must be the aim of teaching the speaking skill. Krashen (1983) stated that developing the communicative competence could basically be achieved by using the language for real communication. Meier (1997) said, "The communicative competence has achieved ascendancy in the goals of foreign and second language pedagogy." (p:21)

Stevick (1988) proposes a number of techniques that can help in developing the learners' oral ability, especially the speaking skill. Among the different ways he proposes is the use of role-play.

Bowen (1985) suggests about twenty different techniques which aim at providing the opportunity for the pupils to talk including role-play and pictures. He suggests (p. 107) that:

"a speaking activity that can be very appropriate for several levels of student achievement is picture description. In one pattern the student does not have to understand complicated directions or cues. He simply tells what he sees."

Bowen (1985: p 125) also stresses the use of role-play in this respect by saying:

"Role playing and the preparation of skits (short, small-group dramatic efforts), If interesting and instructive can be presented to the class. These are excellent activities that involve several students at once, with several groups proceeding simultaneously, and consequently more students getting active practice in the speaking skill."

Ladousse (2004) stated that role-play is one of a wide range of communicative activities, which contributes to the development of language learners' fluency, increases intelligible classroom interaction, and enhances learners' motivation. Furthermore, role-play supports collaborative learning by shifting part of the learning responsibility from the teacher to the students. He also argued that role-play could be the most adaptable communicative technique, since well- designed and effective role-play exercises enable teachers to direct variety of learners needs.

Wills (1985) emphasizes the impact of both role-play and pictures on the enhancement of the pupils' oral practice and production. In the same direction, Wright (1990) mentions about twenty types of pictures that can be used in teaching the different EFL oral language skills. He begins with the pictures of single objects and ends with explanatory pictures. He believes that pictures can be used to provide the pupils with the opportunity to imagine, speculate express opinions, experiences and feelings, and dramatize. Moreover, he also stresses the role of role-play and simulation in founding the opportunity for the pupil to talk or imagine. He describes the role of these techniques as follows:

"In role-play the students imagine they are in a specified situation. They may take on the character and role of someone else or be themselves. Pictures can be used to illustrate the context of a situation; the people involved; the subject of the communication." (Wright, 1990: 126)

Pino (1988) wrote about teaching and testing the oral skills using pictures. She designed her methods to develop broader-based skills and knowledge, reduce stress and promote students' motivation and participation. Rings (1983) mentioned that picture games can be used to help students improve oral skills in a second language by having on student describe a picture and another try to reproduce it from the description.

Gale (2001) claimed that Role-play has steadily flourished for over fifty years expanding into multiple areas of public and private life. Formal examples include: teaching (especially in the development of social skills and interpersonal skills), self-help groups, role-playing as a form of personal entertainment may be overtaking in numbers the formal practice of educational role-play.

Many essays and articles were published in different periodicals on the use of role-play. Most of these essays praised the use of role-play in teaching different aspects of life and in social studies. Blatner (2002) reported that Role-play is commonly used in social studies and in guidance to help develop the communicative competence of participants.

Tomalin (2007) suggested four role-play activities which deal with cultural products and examined cultural behavior and patterns of communication. For example, in one of these role-plays, students dramatize an incident that happened to them and caused cross-cultural misunderstanding. He concluded that role-play enabled students to develop communicative strategies to overwhelm similar problems in real life settings.

Consequently, it should be mentioned that providing information to the learners such as when to speak and what to say in certain contexts is important in successful communication. I believe that the speaking activities in general and role-play and pictures in specific, aim at providing the learners with real life situations and often help bring the English culture to the classroom.

Thus, both role-play and pictures can be useful instruments to develop the learners' communicative competence and students cope with the main aim of the communicative approach.

Statement of the Problem

Speaking plays the most important role in mirroring the real application of all the linguistic functions and themes that the students have already learnt. It exhibits the different skills that cannot be seen in writing or even in reading. For example, pronunciation can be seen through reading but not through writing, though of course it is different when spoken from memory than read from a written text.

In brief, students are weak in speaking. They feel shy and hesitant whenever asked to speak or answer a question, because they are not given enough opportunity to speak English even in the English classes. It is assumed that the use of role-play and pictures in teaching of the oral skills will help enhance the learner's oral proficiency. This study is an attempt to investigate the relevance of this assumption.

Significance of the study This study will shed more lights on the using of role-play and pictures activities to help students to get rid of the obstacles which they create when speaking in English. It will help students to practice the language in situations. Besides, the hours of English learning will become more beneficial and more interesting.

Questions of the study

- 1- Do the use of role-play procedures and techniques develop the students speaking ability based on the English teachers' point of view?
- 2- Do the use of pictures procedures and techniques develop the students speaking ability based on the English teachers' point of view?
- 3- Which of the two techniques is better in helping of the development of the English speaking skill based on the English teachers' point of view?

Definition of Terms The following terms will be used through this study with the given designations:

-Role: the amount of a student's participation in linguistic exchange in order to accomplish an intended task.

-Role-play: members of the group pretend that they are different people (like actors in a play in a theater) and act their roles, they are playing. It is very useful activity when encouraging students to produce English suitable to a particular situation (Wills, 1983)

-Picture: a design or representation made by various means (as painting, drawing, or photography) (Webster, 1976).

-Speaking skill/ (Oral Proficiency): the appropriate production as defined by the proposed proficiency criteria of the following components: pronunciation, grammar, choice of words, fluency and comprehension. (Hughes, 1989, Oller, 1979)

Limitation of the Study This study has the following limitations:

1. The English teachers of the masters program of English teaching methodology in the Hashemite University.
2. The study used a questionnaire of likert scale type which made by the researcher.

Review of Related Literature

Studies Conducted on Role-play

Some writers used the term "role-play" to mean the same as "simulation". Harmer (1993) considers simulation and role-play as one thing. They share the same objective and idea which is to create the pretense of a real-life situation in the classroom. Students practice acting as they become enthusiastic and involved. Jones (1988:89) states that "Role-play is short and episodic. If it were longer, it would tend to be either a simulation or an informal drama. It can be either prepared or impromptu." Littewood (1983) classifies both role-play and simulation under social interactive activities that help learners communicate and place emphasis on the social as well as on the functional aspects of communication. "Simulation and role-playing are now important techniques for creating a wider variety of social situations and relationships than would otherwise occur." (Ibid:20). He also goes to say (p:49): "In looking for ways of creating more varied forms of interaction in the classroom, teachers of foreign languages have turned increasingly to the field of simulation and, within that field, especially role-play."

Gower and Walters (1983:134) assert that role-play can be used to diagnose the strengths and weaknesses of the students' English and so would indicate which areas need working on, give the students an opportunity to try out language recently presented and practiced, and finally help them, through a wide range of language exchange, to talk freely in a variety of moods and attitudes and "negotiate" with other speakers.

In order to foster students' motivation to speak English, Su (1990) sought for an appropriate method which does not rely on the help of the native speakers. His review of the research and literature in this field suggests that role-play is a valuable and valid means for helping students to gain communicative competence in the classroom because it provides EFL learners with a close-to-real-life speaking situation conducive to the development of oral communicative skills. Therefore, he tried to investigate whether the role-play activity would help: (a) improve Chinese college students' language, (b) inhibit their learning behavior both inside and outside the classroom in presence of the teacher and the students, or (c) improve their communicative competence, especially their oral skills. The results of the study were positive; they showed that (a) there was a significant improvement in language-learning behavior, (b) the students became more self-confident and less inhibited, and (c) they made progress in English language proficiency, especially in oral ability.

Many essays and articles were published in different periodicals on the use of role-play. Most of these essays praised the use of role-play in teaching different aspects of life and in social studies. Strohmets and Skleder (1992) wrote about the use of role-play in teaching research ethics. They concluded that role-play helps sensitize students to ethical issues in research. Waters et la. (1992) described role-play as a versatile cooperative learning activity because it reduces anxiety, and promotes risk taking. Students share ideas, knowledge, and skills creating mutual problem solving.

Weeks (1993) remarked that role-play is not carried out properly. He observed that in the majority of cases the teacher does most of the talking while students sit passively with pen in hand. Students soon get bored of this unidirectional approach, and feel that the class becomes so boring and one of the least favorite classes. He suggested that the use of role-play is an appropriate method that can effectively address this problem because it provides an active response to problems, and increases emphatic understanding and can lead to gains in decision-making skills, student expressiveness, and creativity.

Agelasto (2005) viewed role-play as a limited part of a comprehensive approach to teaching conversation. He emphasized that conversation would motivate the class participation, which is an important element. So that, he experimented role-playing in skits (short humorous scenes) which involved either two or four students were given brief handouts to rehearse. Each student must be prepared to play all roles. In conclusion, he reported the following results:

- group work is strongly motivating and provides a way to make reticent students more active.
- the more we provide the students with activities within their needs, the more active the class will be.
- the role of the teacher should be shifted from a controller to a participant.

Tomalin (2007) suggested four role-play activities which deal with cultural products and examined cultural behavior and patterns of communication. For example, in one of these role-plays, students dramatize an incident that happened to them and caused cross-cultural misunderstanding. He concluded that role-play enabled students to develop communicative strategies to overcome similar problems in real life situation.

Studies conducted on Pictures

Ernestova (1981:5-9) indicated that pictures should be used at all levels, starting with the beginning level of English and continuing as long as the student is studying the language. She stressed that pictures could be used to (a) introduce a new lexical item, (b) illustrate a new grammar structure, and (c) eliminate some pronunciation difficulties. The writer concluded that pictures boost students, motivation and provide beneficial practice material as well as test material. Pictures go beyond the limited classroom environment and make possible discussion of a wide variety of situations and circumstances. Li-Shing (1981:10-15) identified the purposes of using pictures (drawings, and stick figures) to: teach listening comprehension, elicit talking, explain words which are often confused, teach grammar, and teach writing. The writer ended his article by saying that “teaching English this way is more like conducting play than doing hard work.” Skrzypczynska (1992:42-44) points out that pictures provide each learner with the chance to try to use the language he or she has learned. They can be used to practice speaking and writing. The writer mentioned the pictures not only make foreign-language lessons more attractive and interesting but also simulate conversation and discussion.

Heard (1991) studied the effect of pictures on students’ recall ability of text information. She had 126 seventh grade students. She compared the effects of print-only, nonredundant, and redundant conditions on students’ immediate and delayed recall of central text information. She also interviewed eleven people who were involved in the screening, selection and/or using of textbooks. The result of the interviews indicated that administrators, teachers, and students acknowledged the motivational, explicative and retentional functions of pictures during the screening and use process.

Sloan (1992) studied the impact of four picture types on vocabulary acquisition by students with developmental disabilities. She noticed that pictures are used for a variety of educational and vocational activities with students with developmental disabilities. For example, pictures serve as tools for learning new vocabulary, prompts for steps in a work task, and as alternative\augmentative communication systems. The four picture types were 1) black-and-white, 2) line drawing or photo, 3) color line drawing or 4) photo. The result of the study showed that there was no difference in trials to criterion, percentage of errors, generalization, and maintenance among the four picture types.

Renandya (1993) examined the effects of mnemonic and non-mnemonic pictures on (84) eighth-grade students’ learning of lengthy complex narrative (memory). This researcher examined two different classes of illustrations in the context of students, learning of a lengthy and informationally challenging narrative text taken from actual school reading materials. The 84 eighth-grade subjects were randomly assigned to one of three conditions: (a) transformational (mnemonic) illustration where students were provided whit illustrations that integrated the characters, “keywords” and associated events, (b) representational (non mnemonic) illustrations where students were provided with illustration that veridically depicted the characters and associated events; and (c) free study where students were left to their own devices to study the passage. Different question types were included to assess a number of learning outcomes, questions

about illustrated and unillustrated passage information, and questions that required inferential reasoning. The results showed that more-skilled readers were found to outperform their less-skilled counterparts. He used two types of tests, immediate and one-week delayed tests. However, contrary to predictions, students in the three experimental conditions performed equally well on both tests.

Many other writers wrote about the use of pictures in instructional materials, particularly in changing the different language skills and enriching the students' vocabulary. Holt (1995) classified a number of instructional materials that can make low-level adult ESL learners behave and respond actively although they have little or no schooling in their native languages. Among these materials was the use of pictures. Swan (1992) described how picture books can be used to encourage speaking and the other language skills. Bein-Aime (1993) carried out a pretest-posttest study on Haitian and Hispanic limited English proficient students using a number of instructional material including pictures. The sample of the study consisted of 15 Haitian and 5 Hispanic third- grade students. They were instructed for 2 hours a day for 12 weeks. The result of the posttest indicated that all of the students gained significantly in overall English language proficiency.

In summary, pictures seem to play a good role in developing speaking and helping the learners to gain more vocabulary. Besides, they can be used as a measure for assessing students, learning. Their effectiveness is validated, but need to be chosen appropriately and accurately. Finally, some believe that pictures encourage individual learning only, but we have seen that they can also encourage group work like role-play.

Methods and Procedures

This chapter describes the participants, the instruments, the validity and reliability test of the two questionnaires, the procedures of the study in addition to the design and the statistical analysis of the two questionnaires.

Participants of the study

The participant of the study consisted of the available teachers of English language in the masters program of English teaching methodology in the Hashemite University during the academic year 2009\2010, the second semester. They vary in working in private schools and government schools in Amman and Zarqa. They vary also in the grades which they teach, from elementary grades and intermediate grades. They consisted of 14 English teachers, 3 males and 11 females. The two questionnaires were distributed on them (two questionnaires for each of them, one for the use of role-play and one for the use of pictures). The researcher collected 28 questionnaires from all of the participant

The Design of the study

This was a descriptive study which aimed at describing the attitudes of English teachers towards the use of role-play and pictures as speaking techniques by the English teachers to develop the students' communicative competence.

The instrument of the study

Two questionnaires of likert scale offering five options to responses (strongly agree: 5 marks, agree: 4 marks, neutral: 3 marks, disagree: 2 marks, strongly disagree: 1 mark). The questionnaires were prepared by the researcher. The first one is for role-play; consisted of 20 items and the second one is for pictures; consisted of 20 items. The questionnaires were distributed on teachers of English.

Validity of the instrument

To ensure its content validity, the questionnaires were shown to juries from The Hashemite University as well as English language teachers. They were asked to write their relevant notes, comments and recommendations about the questionnaires. Their comments and recommendations were taken into consideration.

Reliability of the instrument

The researcher measures the reliability of the questionnaires by trying out the questionnaire on a group of (10) teachers from the participant. The data collected were computed by using Cronbach's Alpha formula. The value of Cronbach's Alpha of the role-play questionnaire was (.70) and of the pictures questionnaire was (.73) which is good because it is above the accepted value which is (.60).

Reliability Statistics

Cronbach's Alpha	N of Items
.708	20

(Role-play)

Reliability Statistics

Cronbach's Alpha	N of Items
.737	20

(pictures)

Procedures of the study

The researcher conducted this study through the following steps:

1. Reviewing the related literature.
2. Preparing two questionnaires to the teachers.
3. Administering the two questionnaires for the teachers.
4. Using appropriate statistical analysis of data to attain results.
5. Discussing the results.

6. Concluding and recommendations.

Statistical Analysis

The researcher used a series of statistical measures to analyze the collected data such as mean scores and standard deviation, rank and the paired sample T-test.

Findings of the study

This chapter introduces summaries of the results obtained from the statistical analysis of the questionnaires. The chapter also shows the results related to each of the study questions and highlights the main outcome of the results.

The first question:

Do the use of role-play procedures and techniques develop the students speaking ability based on the English teachers’ view point?

To answer this question means and standard deviation was calculated and the following question showed the result.

Table (1)

Show means standard deviation for before the role-play activity

	Means	Std	Rank
2. The teacher gives information about the situation or problem and how characters should behave.	4.29	0.91	1
3. The activities must not be too long.	4.29	0.61	2
1. the teacher gives the role cards to the students	3.93	0.73	3
4. The first time students do the activity the language is clear.	3.79	1.19	4
Overall means	4.07	0.58	

From table (1) we notice that the means of before the role-play activity items range from (3.79 – 4.29) and the overall means was 4.07 which show positive attitude toward role play activity.

Table (2)

Show means standard deviation for during the role-play activity

	Means	Std	Rank
1.the students perform in pairs or groups.	4.36	1.08	1

3. the teacher leaves the stage for the students to feel confident.	4.36	0.63	2
2. the teacher does not correct during the students' performance.	3.86	1.29	3
Overall means	4.19	0.84	

From table (2) we notice that the means of during the role-play activity items range from (3.86-4.36) and the overall means was 4.19 which show positive attitude toward role play activity based on teacher point of view.

Table (3) Show means standard deviation for After the role-play activity

	Means	Std	Rank
2.the teacher makes sure that the meaning of the vocabulary is comprehended by the students .	4.29	0.47	1
1. the teacher corrects the mistakes.	4.00	0.68	2
3. the teacher makes sure that the students understood the situation in which the dialogue were acted.	3.93	1.07	3
4.the students will be more courageous to speak as they were put on the spot.	3.71	1.07	4
Overall means	3.98	0.67	

From table (3) we notice that the means of after the role-play activity items range from (3.71- 4.29) and the overall means was 3.98 which show positive attitude toward role play activity based on teacher point of view.

Table (4) Show means standard deviation for The role-play activity helps....

	Means	Std	Rank
7. students to be more interesting and motivating.	4.57	0.51	1
2. more students will practice communication.	4.43	0.65	2
4. encouraging pair work and group work.	4.29	0.61	3
5. students learn to use the language in more realistic, practical and real-life situation.	4.29	0.73	4
6. students to overcome the obstacle of reticence and shyness.	4.07	0.62	5

3. improving students fluency regardless of accuracy.	3.93	0.73	6
8. students to practice pronunciation.	3.93	0.92	7
1. less confident students to take part.	3.86	1.23	8
9. students to practice grammar.	3.50	1.09	9
Overall means	4.10	0.25	

From table (4) we notice that the means of the role-play activity help items range from (3.50 – 4.57) and the overall means was 4.10 which show positive attitude toward role play activity based on teachers’ point of view.

Second question: - Do the use of pictures procedures and techniques develop the students speaking ability based on the English teachers’ view point?

To answer this question means and standard deviation was calculated and the following question showed the result.

Table (5) Show means standard deviation for before the picture activity

	Means	Std	Rank
5.students practice the pronunciation.	4.29	0.61	1
3.the teacher explains the new words.	4.14	0.66	2
2.the teacher writes the new words on the board.	4.07	1.00	3
1.the teacher gives the picture to the students.	3.86	1.10	4
4.the teacher explains the structure.	3.79	0.97	5
Overall means	4.03	0.50	

From table (5) we notice that the means of Before the picture activity items range from (3.79- 4.29) and the overall means was 4.03 which show positive attitude toward picture activity based on teacher point of view.

Table (6) Show means standard deviation for . During the picture activity

	Means	Std	Rank
2.the teacher does not correct the mistakes during the students’ description.	4.29	0.73	1

1. .the students can describe in pairs or groups.	4.21	0.89	2
3. the teacher asks eliciting questions.	4.00	0.55	3
Overall means	4.17	0.52	

From table (6) we notice that the means of Before the picture activity items range from (4.00 – 4.29) and the overall means was 4.17 which show positive attitude toward picture activity based on teacher point of view.

Table (7) Show means standard deviation for after the picture activity

	Means	Std	Rank
2.the teacher praises the students to encourage them to participate again.	4.36	0.50	1
4. the teacher may use drilling in this stage.	4.14	0.66	2
3. the teacher revise the description together with the students.	4.07	0.62	3
1.the teacher corrects the mistakes.	3.64	0.93	4
Overall means	4.05	0.37	

From table (6) we notice that the means of after the picture activity items range from (3.64 – 4.36) and the overall means was 4.05 which show positive attitude toward picture activity based on teacher point of view.

Table (8) Show means standard deviation for picture activity helps

	Means	Std	Rank
7 bringing the outside world and culture to the classroom. (through different pictures).	4.43	0.65	1
1. stimulating students to speak.	4.38	0.51	2
5.enlarging students' vocabulary.	4.36	0.63	3
6.retaining and recalling the new words.	4.36	0.50	4
2.practicing the language freely and fluently.	4.00	0.88	5
3.students to initiate conversations.	4.00	1.04	6
4. using a variety of vocabulary.	4.00	0.58	7
8. Assessing students learning.	4.00	0.78	8

Overall means	4.12	0.43	
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From table (8) we notice that the means of picture activity help items range from (4.00 – 4.43) and the overall means was 4.12 which show positive attitude toward picture activity based on teachers’ point of view.

Third question: Which of the two techniques is better in helping of the development of the English-speaking ability based on the English teachers’ point of view?

To answer this question paired sample t test and the following table showed the result

Table (9) Paired sample t- test result

	Means	N	Std	T	Sig
before activity	4.07	14	0.58	0.30	0.77
	4.03	14	0.50		
during activity	4.19	14	0.84	0.09	0.93
	4.17	14	0.52		
after activity	3.98	14	0.67	-0.51	0.62
	4.05	14	0.37		
elements of helping	4.10	14	0.25	-0.24	0.82
	4.12	14	0.43		

From the table (9) we notice that the means differences is not significant at level 0.05, this means that there are no significant differences between using the role-play technique and the pictures technique in developing students speaking skills based on the English teachers’ point of view.

Discussion, Conclusions and Recommendations

The purpose of this study was to describe the attitudes of the English teachers towards the use of role-play and pictures to develop speaking skill for students. This chapter presents a discussion of the findings of the questions of the study as well as conclusions and recommendations.

Discussion related to the first question: Do the use of role-play procedures and techniques develop the students speaking ability based on the English teachers’ point of view?

The results of the first questionnaire related to the role-play showed positive attitudes of the English teachers towards the use of the role-play techniques and procedures in developing the students speaking skill. The results reflect the importance of the role-play strategy that should be used by English teachers in the English speaking classroom. As the items of the first three domains of the role-play questionnaire show the appropriate procedures, the teachers were aware of their appropriateness in helping students to perform better. The results of the fourth domain show that the teachers highly agree that the role-play technique helps students to practice the language fluency, grammar, communication and practice the language in real-life situation. Furthermore, the teachers agreed that the students being engaged with the role-play activity, help them to overcome the psychological obstacle of shyness and fear of committing mistakes when speaking.

The researcher noticed, as well as the results showed that the teachers were aware of the effectiveness of the role-play in helping the students to improve the communicative competence.

Discussion related to the second question: Do the use of pictures procedures and techniques develop the students speaking ability based on the English teachers' point of view?

The results of the second questionnaire related to the pictures showed positive attitudes of English teachers towards the use of the pictures techniques and procedures in developing the students speaking skill. The teachers agreed on the procedures that they should follow

Discussion related to the third question: Which of the two techniques is better in helping of the development of the English speaking ability based on the English teachers' point of view?

The results comparing the role-play technique and the pictures technique show no significant differences between them. Both of them are useful from the teachers' viewpoint. The develop students communicative competence as they are put on the spot either to perform the role-play or describe the given pictures.

Recommendations:

On the basis of the previously mentioned results of the study, the researcher offers the following recommendations:

1. Teachers teach English as a set of communicative tasks not as lectures.
2. Role-play and pictures activities have to be an integral part of speaking class syllabus.
3. Teachers are recommended to use the role-play and pictures techniques to develop the students' communicative competence.

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Appendix

	Strongly agree	agree	neutral	disagree	Strongly disagree
1.Before the <u>role-play</u> activity....					
1. the teacher gives the role cards to the students					
2. the teacher gives information about the situation or problem and how characters should behave.					
3. the activities must not be too long.					
4. the first time students do the activity the language is clear.					
2. During the <u>role-play</u> activity....					
1.the students perform in pairs or groups.					
2. the teacher does not correct during the students’ performance.					
3. the teacher leaves the stage for the students to feel confident.					
3. After the <u>role-play</u> activity....					

1. the teacher corrects the mistakes.					
2.the teacher makes sure that the meaning of the vocabulary is comprehended by the students.					
3. the teacher makes sure that the students understood the situation in which the dialogue were acted.					
4.the students will be more courageous to speak as they were put on the spot.					
4. The <u>role-play</u> activity helps....					
1. less confident students to take part.					
2. more students will practice communication.					
3. improving students fluency regardless of accuracy.					
4. encouraging pair work and group work.					
5. students learn to use the language in more realistic, practical and real-life situation.					
6. students to overcome the obstacle of reticence and shyness.					
7. students to be more interesting and motivating.					
8. students to practice pronunciation.					
9. students to practice grammar.					

	Strongly agree	agree	neutral	disagree	Strongly disagree
1.Before the <u>picture</u> activity.....					
1.the teacher gives the picture to the					

students.					
2.the teacher writes the new words on the board.					
3.the teacher explains the new words.					
4.the teacher explains the structure.					
5.students practice the pronunciation.					
2. During the <u>picture</u> activity....					
1. .the students can describe in pairs or groups.					
2.the teacher does not correct the mistakes during the students' description.					
3. the teacher asks eliciting questions.					
3. After the <u>picture</u> activity....					
1.the teacher corrects the mistakes.					
2.the teacher praises the students to encourage them to participate again.					
3. the teacher revise the description together with the students.					
4. the teacher may use drilling in this stage.					
4. The <u>picture</u> activity helps.....					
1.stimulating students to speak.					
2.practicing the language freely and fluently.					
3.students to initiate conversations.					
4.using a variety of vocabulary.					
5.enlarging students' vocabulary.					
6.retaining and recalling the new words.					
7 bringing the outside world and culture to					

the classroom. (through different pictures).					
8. assessing students learning.					