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**English Department**

**The Use of Role Play in the English Foreign Language Classroom: An Applied  
Research on Eleventh Grade Students at Dar Al Salam Secondary School for Girls**

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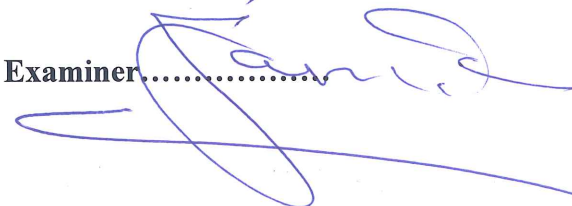
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### **Abstract**

This study investigates the efficiency of using role-play in the EFL classroom on reading, writing, and speaking skills of students. The researcher applies the experiment on one English class of seventeen eleventh grade students of the literary stream. The tools used include a pre- and post-test, interview, and role-play. A pre-test was given to the students in order to evaluate their levels in reading, writing, and speaking skills. Then, the researcher applied role-play techniques to act out Jules Verne's novel *Around the World in Eighty Days*. This story is already provided in their English textbook and has been taught to the students beforehand. Students were required to read out lines, act out scenes, and interact with one another through dialogue and role play. Afterwards, a post-test was given, testing the same skills as the pre-test. Upon applying a t-test using IBM SPSS version 20, the researcher was able to conclude that there was a significant difference of 0.001 in the overall average of the pre- and post-test. Furthermore, there was a significant difference of 0.001 in all the five sections of the test: reading comprehension, vocabulary, identify the speaker, writing, and speaking. It can be concluded that students learn through interaction and activity. Both teachers and students involved in this study agree that role-play develops EFL learners' English skills as well as building their characters in terms of increasing confidence and decreasing anxiety.

*Keywords:* role-play, interaction, anxiety, English proficiency

### الملخص

هدفت هذه الدراسة الى التحقق من أثر استخدام لعب الأدوار التمثيلية ( الدراما ) في تعليم اللغة الانجليزية كلغة ثانية ومدى تأثيرها على تطوير مستوى المهارات ( القراءة والكتابة والمحادثة ) . أجرت الباحثة التجربة على عينة مكونة من أحد عشرة طالبة من الصف الثاني الثانوي فرع الأدبي في حصة اللغة الانجليزية، وقد تم إجراء اختبار قبلي من أجل تحديد مستوى الطالبات في اللغة الانجليزية في مهارات القراءة ، الكتابة والمحادثة، ثم طبقت الباحثة أسلوب لعب الادوار من خلال تمثيل رواية "حول العالم في ثمانين يوما" للكاتب جولز فيرن والتي تم تدريسها للطلبة من قبل . وقد تفاعلت الطالبات مع بعضهن البعض من خلال قراءة نص الرواية وتوزيع الادوار بينهن وتمثيلها. وتم عقد اختبار بعدي لقياس نفس المهارات كما جاء في الاختبار القبلي . وقد أظهرت نتائج الاختبار ومن خلال برنامج التحليل الاحصائي (SPSS) واختبار ال ( t ) أن هناك فارق هام بنسبة 0.001 من المتوسط الاجمالي لالختبارات القبلية والبعديّة، وتبين أيضاً أن هناك تحسن بنسبة 0.001 في الاقسام الخمسة من الاختبار: قسم القراءة والمعاني ومعرفة المتحدث والكتابة والمحادثة. وقد أشارت النتائج إلى أن بإمكان الطالب تعلم اللغة من خلال التفاعل والانشطة ، وقد أقرت المعلمات والطالبات بأن استخدام لعب الادوار كأسلوب تعليمي يُنمي مهارات اللغة الانجليزية عند الطالب ويساعدهم في تطوير شخصياتهم من ناحية تعزيز ثقتهم بأنفسهم والتقليل من التوتر.

الكلمات المفتاحية : دور المسرحية ، تفاعل ، توتر ، اتقان اللغة الانجليزية

## **Chapter One: Introduction**

**The school of the future will, perhaps, not be a  
school as we understand it—with benches,  
blackboards, and a teacher’s platform—it may be a  
theatre, a library, a museum, or a conversation.  
—Leo Tolstoy**

### **1. Introduction**

#### **1.1. Overview**

It’s a never-ending battle; a question with many answers, yet; no answers at all. How can students who are learning English as a Foreign Language (EFL) be encouraged to learn the English language and to achieve native-like proficiency in order to apply it in daily interaction. Frustration, anxiety, nervousness, and even defeat are common feelings that many EFL learners experience due to the lack of motivation present in this field of study. Generating motivation isn’t an easy task, but it’s a task that all individuals must do and take into consideration, whether you are a student, teacher, principal, curriculum designer, textbook writer, or anything in between.

In recent years, there has been a growing interest in applying communicative and interactive methods within the English as a Foreign Language classroom. Methods such as the communicative language teaching (CLT) and task-based learning (TBL) have gained great recognition in the foreign language teaching world. David Nunan mentioned that a communicative task is “a piece of classroom work which involves learners in comprehending, manipulating, producing, or interacting in the target language while their attention is principally focused on meaning rather than form” (1989). Furthermore, the inclusion of literary work within the EFL environment has had a great impact on students’ ability to achieve high success rates in

all four language skills. Literary works are significant tools to use within the EFL classroom because it provides authentic material for both the teachers and student to take advantage of. Furthermore, many interactive activities can be created based off of these literary works. Parlindungan Pardede mentioned “the inclusion of literary works in ESL/EFL classes has attracted more interest among teachers, and more and more studies on how to use literature in EFL/ESL classes are conducted. This interest in using literature in language teaching lies in three interrelated elements: authenticity, culture and personal growth” (2011). Thus, students’ performances are improving in not only speaking but in reading, writing, and listening. Furthermore, learners are more likely to learn a foreign language and have a higher chance of attaining native-like fluency. However, CLT, TBL, using literature in the EFL classroom, and other teaching methods that include communication and interaction have been taught improperly, creating low success rates. Kindling communication and interaction amongst learners encompasses more than having two students stand in front of the classroom and reading lines off of the conversation section in a textbook. These activities are far from interaction. Here, learners are just reading lines off of a piece of paper. There is no creativity in the matter. In fact, calling upon students to read various roles and lines straight from the book is the most passive technique that could be used in the EFL classroom.

One interactive activity that motivates students to learn English as a foreign language and creates high success rates in English language skills is role-play. Role-play is the process of acting or dramatization that includes dialogue and movement. This type of physical and social interaction within the EFL classroom promotes achievement in the EFL learning process. Furthermore, motivation is created. Generating motivation includes various factors, influences, and issues. There are various forms of motivation. Each instructor emits encouragement in his or

her own ways that some students may absorb while others may not. This is a rather serious issue in the educational environment. Therefore, it is upon the teachers, principals, curriculum designers, and textbook writers to accept the fact that language learning motivation, especially when learning a foreign language, attains various motivational directions and instruction. Again, there is no right or wrong way. However, it is upon students, instructors, curriculum designers and others to work together in order to find the most appropriate form of motivation.

The reason for the improper teaching of communication in EFL classrooms roots back to the discovery of what is known as the best method. Nunan (1986) mentions that teaching English as a foreign language must be learner-centered. This means that the students' needs must be at the core of the teaching process. He goes on to mention that "much of the effort in applied linguistics has been directed towards the discovery of the 'one best method', the search for a sort of linguistic holy grail.... Somewhere along the way the learner seems to have got lost" (2). Teachers and teaching workshops focus all of their effort on amplifying one teaching method. Much time is spent on learning the regulations of that one method and applying it in the classroom. However, this leads both the student and teacher to instant failure. EFL teaching and learning isn't a matter of choosing one method. Rather, it is a journey that combines various methods, skills, techniques, and procedures in order to bring forth success.

It is stereotyped that gaining native-like proficiency comes only in the form of communication. The British Council defines language fluency as "speaking easily, reasonably quickly and without having to stop and pause a lot." However, The International English Language Testing System (IELTS) clearly state in their website that "fluency of speaking is well known to most language learners. However, many of us don't think about fluency for the other skill test areas in IELTS – reading, writing, and listening" (2018). Thus, EFL instructors that

believe fluency in a foreign language only comes about through speaking are probable to ignoring that skill. In other words, they associate fluency with only speaking. Speaking is an active, or productive, skill. This means that EFL learners must put in twice the effort of passive/receptive skills (listening and writing) because they are producing language. Because of its difficulty, it is ignored. Jack Richards (2015) mentions two main points when it comes to the productive vs receptive argument. He mentions first that “while learners’ receptive competence continues to develop, their productive competence remains relatively static.” Secondly, “language items that learners recognize and understand in the input they hear do not pass into their productive competence” (2015).

The search for teaching techniques that bring about high success levels in the EFL classroom is a difficult task, but it is not impossible. Trial-and-error can be defined as changing between methods and techniques within the classroom in order to fit the needs of the students. Trial-and-error is a vital step that must be taken in order to find methods and approaches that lead to good student performance. In other words, if the instructor practices with specific procedures one semester, and finds that those techniques were not helping students develop their English skills, then he or she needs to switch over to other methods and practices. The instructor will continue to try other methods if error occurs; hence the name “trial-and-error”. Of course, the trial and error procedure needs patience and time, two factors that instructors have a difficult time finding. However, it is the responsibility of the teacher to go on this quest for finding effective teaching methods. It may be time-consuming, but it will be rewarding in the end for both learners and instructors.

In my English teaching practice, for instance, I have experimented with various methods and techniques through trial-and-error. I have incorporated methods such as traditional, task-

based, communicative, kinesthetic, using literature, game-based, and total-physical response within my teaching. However, I found that one of the most effective techniques I experimented with was role-play. Applying role-play in the English as a foreign language classroom brought about successful results in improving students reading, writing, listening, and speaking skills. Furthermore, students felt more confident in themselves and motivated to continue learning.

Through role-play, all four language skills are taught. Macro and micro language skill are applied when role-play is used in the English as a foreign language classroom, from reading comprehension to writing summaries to listening to dialogues through audio, to speaking the lines. Another stereotype, found within the EFL environment, is that role-play only consists of simulation. This is where EFL learners are put in an imaginary situation where they mimic real-life conversation and dialogue that may be used in that situation. For example, the teacher may assign one student to be a bank teller and another student to be a customer. However, role-play includes more than just simulations. It is an umbrella term that includes many aspects of interaction. Ormiston, Epstein, and Campbell mention that ““Role play is a way of bringing situations from real life into the classroom. It may also include plays, dramas, sociodramas, and simulation. In role play, students need to imagine a role, a context, or both and improvise conversation” (2005).

## **1.2. Statement of the Problem**

A fundamental problem that many EFL learners face is the lack of motivation and encouragement when entering the world of foreign language learning. This may be a result of EFL teachers who have the habit of using traditional teaching methods and avoid using communicative and interactive approaches and activities. Despite understanding the roots of that problem, it is important to understand that the practice of sidestepping interaction in the EFL



classroom holds rather serious consequences. It prevents students from excelling, in not only speaking skills, but reading, writing, and listening as well. Furthermore, students develop a sense of fear in properly dealing with the English language in both passive and active manners.

Therefore, instructors need to find a way to properly incorporate all language skills within the English as a foreign language classroom in order for students to reach native-like fluency. The main issue here is that instructors are given a curriculum and most of them tend to teach that curriculum in dull, traditional manner. Teacher write lesson notes on the board and students are expected to copy them down. There is little to no student-speaking time. This is a rather large problem within the EFL environment. This stunts the growth of foreign language adequacy causing success rates to be low. It is upon the teacher to go beyond these ordinary and mind-numbing techniques and think of ways to educate the EFL learners in the best possible manner.

The searching process for the “best method” should be avoided. Instead, teachers should look for not one but various techniques that can be applied in the English as a foreign language classroom. One technique that utilizes all language skills (reading, writing, listening, and speaking) is role-play, specifically drama.

### **1.3. Purpose of Study**

The purpose of the stated problem has brought forth dramatic changes within EFL teaching and learning approaches. One of the variously modern techniques that has come under the spotlight is the use of role-play in the English as a Foreign Language classroom. Role play is used in order to set forth motivation and pave the way for learners to attain the English language with native-like accuracy and fluency. Study will investigate the various factors that discourage English as a foreign language learner from gaining native-like proficiency. Furthermore, the researcher will apply using dramatic role play in the English

language classroom in order to examine the benefits it brings about to students. This study plans to explore the relationship between English language learning and dramatic role play by applying it on one eleventh grade class in Dar Al Salam Secondary School. The story that will be used in this study is Jules Verne's *Around the World in Eighty Days*. The study also seeks to explain the negative factors as to why English as a Foreign Language students are demotivated to learning the English language.

#### **1.4. Research Questions**

1. Does role play enhance language skills such as reading, writing, and speaking?
2. Does role play increase motivation in English Language Learning?
3. Does role play enhance EFL learner's English language in comparison to traditional teaching methods?
4. What are the benefits of using role-play in the EFL classroom?

#### **1.5. Research Hypotheses**

Using role-play in the English as a foreign language classroom will increase learner performance in all four English language skills. This new educational environment will bring forth more active participation from the eleventh grade students at Dar Al Salam Secondary School for Girls.

By using a more active method of teaching English, students are more likely to not only memorize words and grammar rules, something they are used to doing in a traditional classroom, but will be able to utilize these words and grammar in the proper place. Students will achieve higher levels of English writing, speaking, listening, and reading skills. Other advantages include efficient grammar skills, pronunciation, English

fluency, and limited fear in using English in public environments. The following statements are the researcher's hypotheses:

1. There is no statistically significant difference ( $\alpha \leq 0.05$ ) in the pre- and post-exam t-test results.
2. There is no statistically significant difference ( $\alpha \leq 0.05$ ) in the individual sections of the pre- and post-exams. This includes the reading comprehension, vocabulary, identify the speaker, writing and speaking sections.
3. Students are more motivated and encouraged to take part in learning English through the use of role-play. Furthermore, their anxiety is limited.

#### **1.6. Limitations of Study**

1. The main limitation in this study is the size of the sample. The research was conducted only on one eleventh grade class in Dar Al Salam Secondary School for Girls. This is due to the limited amount of time given to complete the study.
2. Time was also a rather critical factor that limited the researcher to experiment on a deep level.
3. Amidst the study, a pandemic known as COVID-19 broke out. Due to the pandemic, a national lockdown took place causing transportation, schools, universities, and other sectors of life to close. The research was heavily impacted due to the outbreak. This forced the researcher to wait until the lockdown was lifted and circumstances were safe in order for the experiment to be taken place. Had the crisis not taken place, the researcher could have conducted the experiment on a larger number of participants over a longer period of time.

The use of role-play in the English Foreign Language classroom will improve the learners reading, writing, listening, and speaking skills. This is due to the great amount of interaction, authentic language, and motivation that is present in this type of learning activity. This research is conducted on eleventh grade students at Dar Al Salam Secondary School for Girls. The students will memorize lines and roles to the story of “Around the World in Eighty Days” and perform it as a play in order to heighten their performance in the English language skills.

## Chapter 2: Literature Review and Related Studies

### 2.1. Introduction

This chapter presents literature that discusses various studies that dealt with role-play and its utilization in the English as a foreign language classroom. The history of role-play and how it came to be a teaching technique will be investigated. Furthermore, the researcher will discuss definitions of role-play, as well as the types, the benefits that it brings to the EFL classroom and how it develops the four language skills, according to various scholars in the field.

### 2.2. Historical Background

Drama and acting have origins that root back to the early sixth century BC during Ancient Greek times. According to *The Greeks: Crucible of Civilization*, a 1999 Public Broadcasting Service (PBS) documentary directed by Cassian Harrison, ancient Athenians would partake in the singing of hymns called dithyrambs. Throughout the sixth century, these hymns were adapted to not only be sung, but performed while wearing costumes and masks. Eventually, the singers of the dithyrambs would take on special roles in order to adhere to the lyrics of the hymns. However, it wasn't later in sixth century BC when the concept of acting and actors officially gained recognition. During the Athenian rule of the tyrant Pisistratus, public festivals were established where various forms of entertainment took place. It was in the city of Dionysia where Thespis, a bard, jumped on to the back of a wooden cart and recited poetry, doing so in a manner as if he was the character in the poem (Harrison). This was the considered to be the first ever recorded actor in the history of the world.

From that point on, theatre gained a rather fundamental significance throughout various civilizations, playing an important role in culture, religion, society, and eventually education. Adam Blatner, an American professor and writer in the field of psychiatrics, and award winner of the Life Fellow of the American Psychiatric Association, published various professional publications on role play and its significance in education as well as other areas: psychology, business, communal events, psychiatrics, etc. Blatner mentions in his 1995 paper titled: *Role Playing in Education* that the term “role play” originated from the rolled-up scripts that were used by ancient Greek actors. “The term ‘role’ comes from the ‘rolled-up’ script actors used to use over two thousand years ago in Ancient Greece. In time, the script became the part, and actors then were said to play the ‘role’ of, say, Hamlet or Othello or Ophelia or Desdemona.”

### **2.3. Introduction of Role-Play on Various Fields of Study**

It was in the year of 1910 when Jacob L. Moreno, a Romanian-American psychiatrist, psychosociologist, and educator came up with a rather modern concept for his time: psychodrama and sociodrama. This was inspired by Moreno’s realization that drama during his time (17<sup>th</sup> and 18<sup>th</sup> century) was becoming rather tedious and needed some reinventing. “Jacob L. Moreno (1889-1974) sought to revive theatre by inviting the actors to improvise, and his early "Theater of Spontaneity" in 1921 became one of the first ‘improv’ troupes” (Blatner). The success of improvising influenced him to take the further step and apply drama in other fields of study: psychology and sociology. Moreno realized that the activity of dramatic improvisation not only has benefits for actors and the world of drama, but rather can bring forth therapeutic benefits to individuals dealing with difficult times; specifically, social issues. (Blatner). In 1925, after emigrating to the United States, Moreno was successfully

able to join his ideas and practices dealing with drama and its relationship to psychology and sociology into to fields of study: “psychodrama”, which focuses on the life of an individual, and “sociodrama”, which focuses on the individual in relation to work, study, and others.

#### **2.4. Introduction of Role-Play in Education**

The success of role-play in psychological and sociological rehabilitation, it spread out through other fields of study. Adam Blatner further mentions in *Role Playing in Education* that “one aspect of role playing was that of diagnosis or assessment--a test of how a person would act when placed in an imagined or pretend problematic situation. Interestingly, the German high command used this method in order to reform their officer corps. The goal was genuine merit instead of the old tradition of using the college-educated sons of the aristocracy--too many of whom were far from real leaders. And however horrible the political purposes this army then served, it did function to help create a remarkably effective organization, and its officers were a cut above those of other countries. Only after the beginning of the Second World War did the allies pick up this technique.” By the end of the 1940s, role play became a widely recognized tactic used in numerous parts of business, community and development. It was also during this time that role play was introduced in education. (Blatner).

Since its introduction to the educational environment in the 1940s, role play gained attention and interest. Numerous innovators and experts from the field of education, such as Nellie McCaslin, Henry Maier, Betty Jane Wagner, and Elizabeth Fine, as well as experts of theater worked with one another and alone in order to produce and foster a new language teaching technique. From journal articles to independent studies, from immense researches to whole textbooks, the use of role-play and its forms, such as creative drama and developmental

drama, was becoming a significant topic and many contributed in the field. It is vital to recognize that role-play is an umbrella term that contains various types and classifications. Furthermore, scholars in the field may identify their own divisions of the set classifications within literature. Blatner further mentions about the great amount of contribution and categories dealing with role play and drama in education. In his article *Role Playing in Education* he mentions: “ In America in the 1920s, Winifred Ward pioneered "playmaking," while in England in the 1950s, Peter Slade wrote about the power of drama in his book, *Child Drama*. This was different from theatrical production--there was to be no script, no fixed lines, no rehearsals. (Theater, as I'm using the term here, in contrast, traditionally emphasizes written scripts, rehearsals, and/ or an emphasis on the performer rather than participation by the whole group.)”.

## **2.5. Scholarly Definitions of Role-Play in Education**

Role play can be defined as a method in which participants take on a certain part or role of a dramatization. To be more specific, educational role play is a process in which the teacher assigns the students specific roles to act out with the intended aim to learn language through more interactive and task-based means. The main purpose of role play is to allow ESL/EFL learners to use the target language in various situations. Learners develop their language skills through communication, interaction, and conversation that takes place during role play. Learners are placed in unknown and imaginative situations. They take on the role of a new character with thoughts and judgements that may differ from their own in real life. This may motivate a reserved student to speak up in the classroom, because they are not representing themselves. One of the earliest documented definitions of role play can be found in *Notional Syllabuses* written by David Wilkins in 1976. The author of *Linguistics in*



*Language and Second Language Learning and Teaching* considers role play to be a significant process of teaching especially since authentic material is being used especially in a functional syllabus. He specifically mentions that role play “will ensure that all utterances are properly contextualized and it will require the learner to attempt to exhibit the very language behavior that we have defined as the principal objective of language teaching” (81).

Furthermore, Wilkins mentions in his book that proper language teaching requires interaction and production on the learners’ part (78). Comprehension as well as production must be included in the syllabus. (79). This is specifically mentioned in the following quote:

Based on a notional syllabus in particular, much more attention needs to be paid to the acquisition of receptive competence and that an important feature of material designed to produce such a competence would be authentic language materials. By this is meant materials which have not been specifically written or recorded for the foreign learner, but which were originally directed at a native-speaking audience... the importance of incorporating such material into courses is that the will provide the only opportunity that the learner will have to see the contrast between the somewhat idealized language that he is acquiring and the apparently deficient forms that people actually use, to meet the forms of language current in speech and to develop the ability to understand language that he will never need to produce (79).

This is an important point that tends to be ignored by ESL and EFL teachers. The use of authentic material must be taken into consideration, because as mentioned by Wilkins, material that is written for native speakers meets the needs and interest of native speakers. And the ultimate goal of learning a foreign language is to “gain native-like proficiency”. There is no better way to do this than to be immersed in authentic material.

Patricia Tompkins defines role play in her 2001 article, titled *Role Playing/Simulation*, as “an extremely valuable method for L2 learning. It encourages thinking and creativity, lets students develop and practice new language and behavioral skills in a relatively nonthreatening setting, and can create the motivation and involvement necessary for learning to occur. This paper will examine this technique in detail” (1). Tompkins further states that when using role play in the ESL classroom, students practice the target language in a setting similar to situations that occur in real-life. At the same time, negative factors such as stress and shyness that may occur in real life, are removed in the simulation. Gillian Porter-Ladousse defines role play in her book titled *Role Play*. She states that “role play activities range from highly controlled guided conversations at one end of the scale, to improvised drama activities at the other; from simple rehearsed dialogue performance, to highly complex simulated scenarios” (3). Porter-Ladousse’s textbook on role play emphasizes on various types that can take place. The activity of role play can be alone or with partners. Also, the dialogue can be improvised or previously practiced and set.

Diane Larsen-Freeman and Marti Anderson mention in *Techniques & Principles in Language Teaching* the importance of role play in Communicative Language Teaching. It gives students the chance to apply and practice English communication skills in various social contexts and roles (167). Freeman and Anderson divide role-play into two categories: structured and unstructured. The former being that the teacher assigns specific roles, dialogues, and lines to the students, and the latter giving the students the freedom to say as they want (167-168). Nellie McCaslin also defines role play in her book *Creative Drama in the Classroom and Beyond*. She mentions that role play is when the students pretend to be someone they are not. The learner is transcending themselves into roles that may attain

thoughts, feelings, and ideas different of themselves (264). This allows them to see the world with a different perspective while learning a foreign language at the same time. McCaslin also mentions in her book *Children and Drama* that “in drama we are not seeking solutions or finding answers, as is often the case when role-playing is used as an instrument in the curriculum. We are trying to release students into finding their own questions. The power of the teacher-in-role comes not from theatrical skills or a desire to perform but from a capacity for courageous, imaginative, and authentic engagement with students in the co-creation of an imagined world”.

Aleksandra Gołębiowska defines role play in her 1987 book *Let's talk: a book for teachers*. She states that learners are given a task which is intended to take over their state of mind. They are told what to do, say and believe (13). At first, this may seem to be an unsuitable way of teaching giving the fact that this activity restricts students to feel and think as they please. However, Gołębiowska argues that being given a role of a different character other than yourself reduces the fear that many EFL/ESL learners have from speaking publicly and confidently in the target language. The learners concentrate more on presenting themselves as different characters rather than the language use and making mistakes. Therefore, the students are unconsciously using the language which brings about better results.

Nasser Alasmari and Amal Alshae' term drama in education in their research titled *The Effect of Using Drama in English Language Learning among Young Learners: A Case Study of 6<sup>th</sup> Grade Female Pupils in Sakaka City*. They state that the process of using acting in the educational environment can be titled as “dramatic playing” (62). Specifically, they mention that dramatic playing can be “characterized by a high level of spontaneity when both teachers

and learners use fiction to examine issues important to them” (62). These issues refer to the subject being taught.

## **2.6. Scholarly Divisions of Role-Play**

As previously mentioned, role play covers a wide range of categories that it can be divided into. Role play is stereotyped to being the process in which teachers put students in real-life situations and the students act out what to say in those situations. For example, the teacher may set up an imaginary supermarket and require a group of students to go shopping for vegetables. The students are requested to use specific vocabulary that they have taken in the class. Assuredly this does take place in the language learning classroom; however, it is only a small portion of what role play in EFL/ESL classroom represents.

María Rojas Encalada, an English professor and researcher at Universidad Técnica de Machala, divides role-play into two main sectors. She mentions in *Role-plays as an Assessment Tool in English as a Foreign Language (EFL) Class*, a chapter published in *Beyond Paper-and-Pencil Tests: Good Assessment Practices for EFL Classes*, that role-play can be divided into situation-based role play and drama-based role play. The former is defined as a teaching and learning technique in which students are placed in various situations with a specific goal (Encalada 51). An example of this may be that the student is requested to play the role of a lost citizen. That same student is requested, as a part of his role, to ask for directions from a student, who plays the part of a local citizen. Encalada further states in her research that “In this respect, when students are learning to express themselves in situations related to a professional industry, they are presented with vocabulary, expressions, and phrases link to this sector” (51). Drama-based role play, the second type, deals with situations that are more theater or drama related, hence the name.

Students are required to come up with their own situation, dialogue, and acting. What differentiates drama-based role play with situation-based role play is that drama-based role play doesn't necessarily have to mimic a real-life circumstance. It can deal with fantasy or imagination. "...if the RP is about a marriage proposal, the participants will not only prepare the dialogues but also arrange the situation such as having them organize the place where the marriage proposal will take place as if it were a park or a house" (51).

Anna Kuśnierek, author of *Developing Students' Speaking Skills through Role-Play*, also divides role play into two types: real-plays and surreal-plays. These concepts originated from Ali Al-Arshi, author of the 1994 article *Role-play, real-play, and surreal-play in the ESOL classroom*. Role play that is used to prepare students for real-life events that may occur to them is called real-play. In other words, a mock situation is set place for the EFL learners to participate in. Here, realia and other authentic material are used in the mock setting in order to make the learner feel as if they are actually placed in the situation (Kuśnierek 82). The student is then asked to carry out specific orders and activities that might take place in real life. The purpose of these in class activities is to give the EFL learner a sort of trial to apply various language skills before they apply it in the real world.

Moreover, real-playing fits in the desire for realism because it gives students the chance to practice typical activities they will probably perform in real life; these are: ordering food in a restaurant, greetings, asking for directions, booking holidays at a travel agency, etc. Thanks to that kind of role-playing, learners have a possibility to rehearse these activities and then, in the future, they may have fewer problems because they have practiced in the classroom" (Kuśnierek 82).

Surreal-play, on the other hand, is a less fixed situation. In this type of role play, imagination and fantasy play a huge part in acquire prominent English language skills. “surreal-playing calls for promoting an expression of thoughts and feelings of each student’s mind. Such an activity is also called imaginative role-playing” (Kuśnierek 82). This is achieved through dramatizations in which each student is given a role or a character to play the part of. The important factor here is that the student must take on the role of that character, meaning that they have to adopt the ideas, thoughts, and beliefs of that character. The author further mentions that these types of role play are of a particular age group. Role play activities shouldn’t be serotyped for a particular age. Children, teenagers, and even adults are quick to choose more interactive activities that apply their own feelings and ideas as opposed to passive learning techniques.

Marianne Celce-Murcia also divide role play into various kinds in her book *Teaching English as a Second or Foreign Language*. She divides role play according to how the script is used. Role plays can utilize a prepared script or a written script (107). The former is “created from a set of prompts and expressions” while the latter uses “knowledge gained from instruction or discussion of the speech act and its variations prior to the role plays themselves” (107).

Alasmari and Alshae’ divide dramatization according to the ways in which it can be integrated into the classroom. These include: role playing, dramatized storytelling, mime, and simulation (63-64). They mention that by using role play in the language classroom, it helps learners acquire knowledge in the five aspects. These aspects are spatial, psychological, mental, social, and personal aspects. (64).

This strategy has great potential to help learners experience knowledge in five different aspects, namely, spatial (length, width, and height); psychological (internalization, identification, and empathy); mental (representation, assimilation, and imagination); social (participation, interaction, and acceptance by others); and personal (self-esteem, self-development, and self-actualization)”(64).

“The next division is dramatized storytelling, or scripted play. This is similar to role play in the sense that there is a script. However, the script is written in the students’ own words and the actions that are set to be performed are also created by the learners. Its main focus may be directed towards writing, however other skills (reading comprehension, vocabulary) are also gained (64). The third type is mime. Miming is the process in which physical movements and gestures are only used in a play or acting out a role. “Linguistically, mime plays an important role in fixing the language in the students’ minds, even though it might seem contradictory as it does not actually involve the verbal aspect of the language” (64). This allows for vocabulary to stick in the minds of learners due to the “enjoyable and funny” movements that motivates the students to learn.

Simulation is the third classification. This is when the teachers presents the learners with a specific situation in which the learners follow a guided dialogue and instructions in order use language. This usually involves situations like asking for directions, greetings, condolences, asking for help, introductions, and others. “It particularly develops learners’ social skills and their communicative abilities in general terms” (64). Improvisation is the final category mentioned by Alasmari and Alshae’. This is when acting occurs without the use of a script. It is also known as “on-the-spot” acting. This may be considered the most difficult type of role play in comparison to the previously mentioned categories. This is

because the learners are required to produce their own language rather than memorize a script or follow a guided dialogue. Although it is difficult, especially for EFL/ESL learners, it is the most beneficial. This is due to the fact that students have to create their own sentences and present them in a manner as if it is real-life. This particular category is later divided into two more types, that being spontaneous and open-ended improvisation (64). The former refers to the process in which the teacher presents the students with a problem that requires a solution to be acted out. The latter is when the theme is the only thing given to the students in which they must create a whole play surrounding the given theme.

## **2.7. Advantages of Role-Play in the EFL/ESL Classroom**

Using role-play in the EFL/ESL classroom brings about many benefits to students. Furthermore, it is also beneficiary to the teacher. In addition, role play can be of advantage to both the EFL learners and the educational environment as a whole. Rahimipour claims that “dramatic language and genre have proved to outperform other literary genres in case of language learning and teaching. Its poetic nature and prose, its colloquial and formal styles, its demonstration on the stage, and many more points all add to and assign priority of this genres over the other in the field of applied linguistics” (13). However, it is vital to understand that role play in the EFL/ESL classroom can achieve its full potential if it is implemented effectively. Student performance will not grow if the role-play isn’t applied properly. First and foremost, role play serves to develop and improve EFL learners four macro-language skills as well as the micro-skills that are included within. specifically reading, writing, and speaking. This will be discussed in further detail in the following sections.



### 2.7.1. Role-Play is a Form of Active Learning

Many scholars have discussed the rewards of using role play and other forms of dramatization, specifically in the EFL/ESL classroom. Koyluoglu mentions in *Using Drama in Teaching* that using drama creates an enjoyable and creative atmosphere in the EFL/ESL classroom (64). By using this technique, learners are driven to efficiently master the target language, whether it is English, Arabic, or any other language (64). Role play can be found under the category of active learning. This is the process in which students learn through interaction and participation within the classroom environment in order to better understand the subject being taught. Alasmari and Alshae elaborate on the connection between active learning and role play in their research by mentioning that “arts-integrated teaching brings lessons to life and helps learners realize better language achievements, as it triggers their natural desire for active learning and challenges them to use creativity and critical thinking” (62). Stacia Levy, author of *10 Methods to Incorporate Drama in the ESL Classroom* adds on to the idea that drama holds a large role in active learning. She states that drama gets the students to be more physical encouraging them to move around and interact with one another. She further mentions that although active learning may appeal to kinesthetic learner, it is also very successful for all types of learners (Levy). Patricia Flores mentions in her article *5 Reasons to incorporate Drama in Your ESL Classroom* that role-play “allows for collaboration”. This means that students are assigned different characters and must work and interact with one another in order to properly act out the story (Flores).

As ESL students begin writing their dramas, they must collaborate and make group decisions about characters, dialogue and scenery. Students must share ideas

and contribute to ensure the drama piece is successful. Teachers may use this collaboration time to conduct writing conferences, mini lessons, and follow up on students' progress" (Flores).

Zakhareuski defends the same claim as Flores' on collaboration. However, she further adds that not only do the students interact with one another, but the teacher is also a part of this team work process (Zakhareuski). The teacher's role here is to elicit ideas and promote communication and teamwork between the learners all in a safe learning environment (Zakhareuski).

### **2.7.2. Role-Play Improves Vocabulary and Grammar**

The use of role play also benefits EFL learners by allowing them to become familiar with vocabulary and grammar in context. It is because drama is considered authentic material which "helps students to promote their comprehension of the verbal / nonverbal aspects of the target language they are trying to master" (Rahimipour 14). Here, verbal aspects refer to vocabulary whereas nonverbal aspects refer to grammar. Acquiring vocabulary while learning a second or foreign language is a vital process. It can be considered the building blocks of language learning. Once those building blocks are set into place, it eases the acquisition of the rest of the language's features. In other words, upon acquiring vocabulary, learners of the English language can be seen as moving a level up in the English learning process and now must work on connecting those newly acquired words through grammar.

Nisreen Alahmadi mentioned in her article titled *Using Drama Activities in Vocabulary Acquisition* that even after years of language learning in classes, many

learners still cannot build the confidence necessary to use the language outside the classroom. Students' output is limited to fulfilling their role and producing accurate grammar in a very structured environment. In other words, learners do not usually master the skills of producing language utterances freely outside the classroom" (42). Here, Alahmadi focuses on the problem of the strict educational environment. In the ESL/EFL classroom, students are usually stimulated to follow a specific and structured framework when using the English language. This is done so in order to insure that students are as accurate as possible when using the English language, whether it is through reading, writing, listening, or speaking.

When using role play in the language classroom, it allows for students to learn in an active manner, as previously mentioned, which steers away from traditional teaching methods that focus intensely on structure and accuracy. Students take part in role play and become immersed in memorizing lines, actions, stage directions, and other aspects of the play. As they are preparing for the acting, learners are unconsciously gained new vocabulary and grammar as well as improving learnt grammar and vocabulary. This refers back to the use vs usage concept. Language usage, which is promoted in traditional classroom, refers to following strict structures, patterns, and forms when using language. This is usually done through habitual practice and following set out formulas. The theory of use, on the other hand, encourages learners to employ language through communicative means. An example of this can be found when teaching the present continuous. In classrooms that lean towards promoting usage in language learning may teach the students that when words such as "now" or "at the moment" are seen, than use present continuous. The teacher may go on to describe the present continuous form as if

they are teaching a math formula (is/am/are + verb + ing). An instructor that concentrates more on use rather than usage may teach the meaning of present continuous by informing the students on why this tense is used. The teacher may go on to say that the present continuous is used when an action is taking place right now or the near future. How lessons are presented show whether the teacher favors use or usage in the language learning.

When teaching English through role play, language use is vital. Here, the students are applying the language in an unstructured environment, focusing more on getting meaning across rather than memorizing a formula. Alahmadi mentions two main ways on how vocabulary is improved through role play. First off, she mentions that role play strengthens learners' abilities linguistically. "Using drama in teaching vocabulary is a strategy that is reported to be useful and effective. Having students express their thoughts and feelings by "acting and doing" while learning new vocabulary has the potential to motivate them to understand and remember the meanings of the words and expressions more effectively than rote memorization" (43). The second way is that drama "encourages learners to work in pairs or groups, which motivates learners to expand their knowledge and experience while using language structures effectively" (43).

Many other scholars also agree with role play and its positive influence on vocabulary and grammar. Alasmari and Alshae mention that "vocabulary and grammar can be internalized in an integrated and contextualized manner [in drama] ... effective tool to learn vocabulary and structure and presented it as utile for revision and reinforcement. The findings of the current research confirm these authors' claims" (65). Khatib, Reezaei and Derakhsan mention that reading and acting out dramas "could

potentially assist them in learning vocabulary and phrases; remembering the vocabulary and grammatical structures learned; and provides practice in using a sentence context to guessing the meaning of words and phrases they don't understand” (202). They go on to say that dramas are a good source for practicing structures in grammar. “Literary texts are the major sources where complex structures such as dangling structure, inversion, subjunctives, etc occur” (202).

### **2.7.3. Role-Play Boosts Self-Confidence**

Another advantage of role play is that the learner’s self-confidence and self-assurance increases. This may sound contradictory given the fact that the process of using role play requires students to get out of their comfort zone and act in front of an audience. Performing in front of others is automatically associated with anxiety and stage fright, especially when it comes to acting and speaking in a language other than your mother tongue. However, role play and its forms, does the exact opposite. When EFL learners are using the English language in a communicative and active learning environment, the level of nervousness decreases. They are not put on the spot in front of all their peers to answer a question about grammar or vocabulary, as done so in a traditional, passive educational environment. Role play in ESL/EFL learning limits embarrassment and discomfort when using the language (Alasmari and Alshae’ 62).

This point is also emphasized by Rahimipoor. He mentions that “drama can also provide the means for connecting students’ emotions and cognition as it enables students to take risks with language and experience the connection between thought and action” (Rahimipoor 13). When students are encouraged to take risks in education, it opens doors to many learning opportunities. Acquiring the foreign language becomes a much easier

process. Students are aware that when they want to perform any time of drama, it requires expressive and animated language. “This allows students to also use body language to their advantage and be overly dramatic and comical. Students will be ‘putting on a show’ for their peers and will not be anxious about being correct or formal while presenting their drama pieces” (Flores 42).

## **2.8. Role-Play Develops Language Skills**

### **2.8.1. Role-Play Develops Reading Skills**

Reading skill may be considered the most critical skill of all the language skills to master in the academic environment. Although it is a vital skill to master, it may be considered complicated for many EFL/ESL learners. It’s for that reason various instructional materials and teaching tools have been invented in order to enhance the learners’ reading skills. This is where role play comes into play. Before carrying out the actual role-play and acting, reading the drama, play, dialogue, and/or other forms must take place. In the process of reading whatever form of dramatization in the class, they are becoming deeply involved. They are learning new vocabulary words as well as the various contexts that these words can be used in. It’s important to understand that dramas and plays are authentic material. Words and grammar are being used in real life context not just listed for students to read off of in a textbook.

Many scholars agree with the advancement of reading skills through role play. Schlechty mentions that engaging learners to read these role plays brings about achievement to better language proficiency. “This concept refers to the deep involvement and participation of learners in the learning process, which are reflected through attention, commitment, and attendance” (62). Rahimipour mentions that “literature can

improve reading comprehension to a great extent, because reading proficiency rests on the interaction between reader and writer, interaction mediated by the text” (11). Reading literature promotes in learning vocabulary as well as phrases other. Furthermore, students become quicker remembering the vocabulary and grammatical structures learned; and [role play] provides practice in using a sentence context to guessing the meaning of words and phrases they don't understand (Khatib 11,12).

### **2.8.2. Role-Play Develops Writing Skills**

The development of writing skills may be ignored when thinking about the advantages of role play in the EFL/ESL classroom. Again, this goes back to the fact that role play is stereotypes to be limited to only dramas. However, this is untrue. As previously mentioned, role play is an umbrella term that attains various categories. Role play includes authentic, published dramas. It also includes plays, mock conversations, and dialogues that can be written by teachers and students. When students write these plays, dialogues, and other forms of dramatization they are learning to use the English language in a context other than the structured situation that they must adhere to in the traditional classroom setting.

Writing activities are plentiful in the EFL/ESL classroom. First off, students can write, edit, and assist others in correcting the language used in the script or dialogue being written. “Scriptwriting helps students focus on register, adjacency pairs, vocabulary in context, and fluency” (Dundar 148). In addition, students are required to reuse and well as learn new vocabulary when writing these scripts in order to get their plot and themes across to the audience (Alahmadi 47).

Students are given the opportunity to use their creativity and imagination when writing scripts. This motivates the students to use the English language to the best of their ability, thus building on their fluency. “Descriptive writing along with other types of writing adds to the imaginative nature of human and hence language is easily etched on our mind” (Khatib 202).

### **2.8.3. Role-Play Develops Speaking Skills**

Speaking without preparation is a common goal for those who want to gain fluency in a foreign language. Said Ahmed mentions this in his research titled *Using Drama Techniques for Developing EFL Speaking Skills and Reducing Speaking Anxiety among Secondary Stage Students*. He states that in order to become fluent in a language, performance is required (56).

However, speaking a foreign language in the classroom is inherently artificial. It is very difficult to involve students in artificial speaking activities. Students need lifelike situations to perform the elements of the language. They also need to feel as if they are not acting. When they are aware that they are imitating a foreigner, they become anxious” (56).

Role play opens doors to many developments in the speaking skill. Upon acting and carrying out any dialogue, students must speak in front of an audience. Here, the students are using the language openly to communicate with the fellow characters as well as the audience. As they are performing, the learners are usually memorized. When students are motivated to partake in any form of drama and speak openly in front of others, then they are more encouraged to speak in the English language in the real world.



The previous claim is supported by many. “Learners enjoy participating in RP [role play] using a foreign language. Students’ participation enables them to communicate without hesitation and fear in real-life contexts strengthening their process of foreign language acquisition (Kumaran, 72).

Another point to look at when it comes to developing the speaking skill through role play is fluency. There is a rather large focus on fluency as well as meaning and pronunciation when English is taught to EFL/ESL students through role-play. Students are learning new words and with this comes learning the correct pronunciation. Because students are acting and playing a role, they must be as believable as they possible can to the audience. Therefore, learners work hard to attain fluency as much as they possibly can, through understanding meaning and context as well as correct pronunciation. In this skill, particularly, the teacher attains a rather large role. It is also important for the teacher to provide the correct pronunciation of the words as well as give the student clear meaning to any new vocabulary as well as cultural aspect, proverbs, and any unclear aspects that may come about when reading and acting out the play. This eases the process of attaining English fluency.

The classroom environment, when using role play in the EFL/ESL classroom, encourages students to take part in the activity which leads to them leaving their comfort zone. Once students are able to step out of their comfort zone, especially shy learners, more achievements in language learning takes place. Shangeetha and Saravanan emphasis on this point by specifically stating that role play gives teachers the “opportunity to rectify any mistakes in learners’ spoken language and avoid fossilization,

unlike the traditional audio-lingual method where learners merely repeat perfectly formed sentences” (15).

## 2.9. Related Studies

Abdullah Al Zahrani and Marwan Arafat investigated the use of role play and other drama techniques in the EFL classroom in a 2019 research titled *The Effectiveness of Using Drama Techniques in Teaching Difficult Units of EFL Course on Developing Language Proficiency and on Decreasing Anxiety Level of Intermediate Stage Students*. This research was carried out on first grade students attending Al Mouwaih Intermediate School in Taif, Saudi Arabia. The researchers carried out a quasi-experimental design in which there was a control group and an experimental group. The control group was taught the English lessons from the textbook through traditional and passive means. The experimental group was taught English through role play and simulation. Furthermore, a questionnaire, achievement test, diagnostic test, and t-test were all used in order to fully understand the effects of role play and other forms of drama on these first-grade students. The results of the experiment showed that “using drama techniques in teaching difficult units had a positive effect on developing language proficiency. The experimental group outperformed the control group in the whole score of the post and an anxiety scale. This means that if the teacher uses an effective technique like drama technique in teaching language will develop their achievement in language proficiency and decrease the anxiety level” (36).

Another study that was also implemented on Saudi Arabian students is that of Doniazad Sultan Alshraideh & Nesreen Saud Alahmadi in 2019 titled *Using Drama Activities in Vocabulary Acquisition*. Here, the researchers applied five different types of

drama activities: mime, storytelling, simulation, improvisation, and role play. This was done in order to investigate the effectiveness of vocabulary acquisition through drama in the EFL/ESL classroom. The research was conducted on two perquisite English courses for university students at Taibah University. There was an experimental group and a control group. The experimental group was taught new vocabulary words through the previously mentioned drama activities. The control group was taught the new vocabulary in an ordinary fashion, that of which was currently used in the university. “The findings did show advantages for the experimental groups, indicating that using drama methods to teach vocabulary proved to be very efficient for L2 vocabulary acquisition... this study suggests that drama activities are flexible learning methods that can make a positive contribution to the acquisition of second or foreign language vocabulary acquisition by L2 learners” (48).

Another experiment conducted to investigate the effect of drama on EFL learners is that of Azlina Abdul Aziz and Nurual Raffi. This 2020 research is titled *The Effectiveness of Utilising Drama Performance in Enhancing Student Teachers' Engagement with Harper Lee's Novel 'To Kill A Mockingbird' (1960)*. This research is unique in the sense that it not only wants to test students' achievement after applying role play in the educational environment, but also wants to examine the “performance in enhancing student teachers' engagement with the literary text ‘To Kill a Mockingbird’” (70). this case study used three methods of data collection: questionnaire, student teachers' personal response and reflective essays. After applying the role play amongst the university students, students were asked to give their opinions. “The participants perceived that dramatization helps them to construct meaning from the literary text” (70).

Upon collected the data from the questionnaires, the researchers were able to determine that the three highest scores included: 1) Identify and apply own elements of dramatic language in order to express thoughts, experiences and feelings 2) Develop an interest for artistic manifestations: awakening a sense of aesthetics and 3) Achieve theatrical techniques of expression such as dramatization and improvisations” (74).

Alasmari and Alshae’s 2020 research titled “The Effect of Using Drama in English Language Learning among Young Learners: A Case Study of 6th Grade Female Pupils in Sakaka City” also looks into the influence of role play onto the EFL/ESL learning process. Here, the researchers provided pre and post language exams as well as classroom observations in order to examine whether or not there were any benefits upon applying role play in the sixth grade class. “Results showed that the use of drama develops participants’ language skills, especially the communicative ones such as interactions and conversations, and yields higher proficiency levels as it motivates them to become more engaged in the learning process. These participants also displayed more responsibility and self-reliance; thus, much learning took place. These results confirmed the general claim that introducing drama activities in language classrooms positively supports language acquisition” (61).

*The Impact of Drama on Iranian EFL Young Learners’ Reading Comprehension Performance* written by Tajareh and Oroji in 2017 combined two common tools that many of the related studies on this subject used. The researchers used both pre- and post-tests as well as a control and experimental group in order to examine the extent of influence that drama activities have on EFL learners, specifically Iranian eighth grade students. “In order to evaluate the results, an independent T-test was administered. The

results proved that the application of drama techniques can have a great impact on Iranian EFL young learners' comprehension ability" (67). According to the data of the t-tests, comthere was no significant difference between the two groups during the pre-exam. However, this was the opposite in the post-test analysis. "The results showed than with the inclusion of drama in the experimental group, there appears to be a significant difference between the group means in the post test stage" (76).

## Chapter 3: Methodology

### 3.1. Introduction

This research plans will identify the reasons for the lack of native-like adequacy in the English language amongst English as a Foreign Language learners. This will be achieved through measuring the level of English proficiency amongst eleventh grade female students attending Dar Al Salam Secondary School for girls located in the district of Hebron, Palestine. Students will be given a pre-exam in order to do so. Students, then, will be assigned to take part in a role play of Jules Verne's *Around the World in Eighty Days*, as presented in their textbook. This novel has been simplified for the purpose of suiting EFL learner levels. The researcher will apply various dramatization teaching techniques such as role play, acting, and literature circle while teaching the text. The experiment will be concluded with a post-exam for the students and interviews with the teacher in order to conclude the role of role play within the English and a Foreign Language environment.

### 3.2. Research Design

This research is an action research. According to Richard Sagor's book titled *Action Research*, this type of research is defined as "a disciplined process of inquiry conducted by and for those taking the action. The primary reason for engaging in action research is to assist the 'actor' in improving and/or refining his or her actions" (13). Here, the "actor" refers to the EFL educational system. In addition, the process of "improving and/or refining his or her actions" aims to show the use of role play in the EFL classrooms in order to improve the learners' English skills in reading, writing, and speaking.

In other words, action research deals with finding a problem in a specific situation. In this case educational, and seeking to solving it through applying some sort of transformation or change upon that situation. The problem, which is lack of motivation and native-like adequacy, has been brought to the forefront and will be investigated. Furthermore, action will be taken in order to find a solution. That action is the process of applying role-play into the English as a foreign language classroom.

Action research brings about many positive effects thus has been chosen to be used in this specific case study. Stephen Kemmis and Wilfred Carr mention in their book titled *Becoming Critical: Education Knowledge Action Research* that “action research is simply a form of self-reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own practices, their understanding of these practices, and the situations in which the practices are carried out” (162). Researchers are generally drawn to this type of research because it is such an empowering experience. It helps educators to become more effective in developing their own teaching as well as their students’ learning experience. This is especially true when the researcher is a teacher themselves, such as in this particular case.

This research is also considered to be for it will explore all the factors limiting students from reach full potential in the English language and how role play can help students achieve this goal. Descriptive studies describe a situation as it is. It looks into a specific event and explains the theories associated with it. It looks into data, describes what the data is and shows (hence the name). As for the analytical study, Jeremy Howick describes it as “attempts to quantify the relationship between two factors, that is, the effect of an intervention (I) or exposure (E) on an outcome (O). To quantify the effect we will need to know the rate of

outcomes in a comparison (C) group as well as the intervention or exposed group. Whether the researcher actively changes a factor or imposes the use of an intervention determines whether the study is considered to be observational (passive involvement of researcher), or experimental (active involvement of researcher)”.

In simpler terms, an analytical study is concerned with finding a problem and trying to fix that problem by testing various hypotheses. The analytical method looks into solving any problem by applying nine steps, as mentioned by Jack Harich. The researcher will follow the succeeding nine steps. They are as mentioned below:

- A. Identify the problem.
- B. Choose an appropriate process in order to deal with it.
- C. Use the process to hypothesize analysis or solution elements.
- D. Design an experiment(s) to test the hypothesis.
- E. Perform the experiment(s).
- F. Accept, reject, or modify the hypothesis.
- G. Repeat C, D, E, and F, until the hypothesis is accepted.
- H. Implement the solution.
- I. Continuously improve the process as opportunities arise.

### **3.3. Sample**

#### **3.3.1. Population**

##### **3.3.1.1. Students**

The students on which this research will be applied are seventeen eleventh grade female students are Dar Al Salam Secondary School for girls in Dura, Hebron, Palestine. Students will be randomly selected in



order to participate in the role play. It is a random selection of eleventh grade girls as to include a mixture of levels, specifically in the English language.

Dar Al Salam Secondary School is a literary stream school meaning that students who study eleventh and twelfth grade at this school are following the literary curriculum. The literary curriculum includes classes such as history, English language, Arabic language, Islamic Studies, general math, geography, and general science. It excludes classes from the scientific stream such as biology, physics, calculus, and chemistry. Because this school marks the beginning of the secondary level in the Palestinian school grades, it is a mixture of students that have studied tenth grade any other schools. This comes to show that the eleventh-grade students at Dar Al Salam are a mixing pot of various levels and educational backgrounds, making it an adequate population.

#### **3.3.1.2. Teachers**

Three eleventh grade English teachers at Dar Al Salam will be interviewed in order to examine their current teaching techniques and how their methods motivate or demotivate students in the EFL learning process.

#### **3.3.2. Text**

The text that will be used in order to carry out the investigation is Jules Verne's *Around the World in Eighty Days*. This simplified novel is a part of the tenth grade

English for Palestine curriculum. It is given to the students as a sample literary text in order to expose Palestinian school students to close-to-authentic material in the EFL classroom.

In grade 10, the English for Palestine school curriculum introduces its first prolonged literature text. In the previous years, students are given short stories, songs, and poems. The reason why tenth grade text will be used on eleventh grade students is because of 2020 school closures for Coronavirus-19 prevention and safety. This caused the tenth-grade teachers and students of the last school year, who are now eleventh graders, to not finish teaching and learning the tenth-grade curriculum other than the first semester material. Furthermore, literary texts from every grade's curriculum have been omitted, and concentration is only given to grammar and vocabulary due to COVID-19.

### **3.4. Instrumentation**

#### **3.4.1. Observation**

English classes will be observed in order to recognize the various factors that bring about demotivation in the EFL environment. The researcher will focus on and document factors such as the class time, teacher-talk time, student-talk time, participation, active and passive teaching, and current level of motivation present in the class.

#### **3.4.2. Interview**

Both students and teachers will be give interviews. The students will be asked the following questions:

1. How did you feel about the pre-exam reading comprehension, vocabulary, “identify the speaker”, writing, and speaking questions? Were they easy or difficult?
2. How did you feel about the post-exam reading comprehension, vocabulary, “identify the speaker, writing, and speaking questions? Were they easy or difficult?
3. How did you feel about the overall experience?

Teacher will be asked an array of questions about their current teaching techniques and how they feel these techniques have encouraged students to learn English. Five interview questions will be asked:

1. What techniques are used in the English classroom? Do you lean more towards traditional or modern teaching methods?
2. How do you see the students’ reaction to your teaching style? Do you find students satisfied or dissatisfied at the quality of your teaching techniques?
3. In your opinion, is there place for improvement in your teaching style?
4. Have you ever used any form of role play in the class? Yes, no, explain.
5. Do you believe like EFL learners will achieve a higher level of adequacy in the English language through the use of role play?

### **3.4.3. Role-Play**

Seventeen students will be assigned to take part in a dramatized role play of *Around the World in Eighty Days*. This story text used in the textbook is

originally based off the novel written by Jules Verne, a French author. The version given in the tenth grade English for Palestine book is simplified, meaning that the same novel plot is present within the text, however the language that is being used has been simplified in order for English as a foreign language learner to comprehend. This story is a suitable example to apply a role play on because it contains various characters, dialogue, and action. This makes it appropriate to give students different roles and encourage them to play the part to the best of their ability. All of these factors enhance motivation and encouragement in the EFL classroom.

The students will be handed a copy of the story printed right out of the original textbook. This is as to keep the original format of the story as presented in the English for Palestine textbook. The purpose of this research is to develop teaching styles rather than the text or textbook used in the English classroom. Therefore, the original text is used. However, the researcher will not allow for the students to bring their old tenth grade textbooks as to avoid reading off any notes or translations that they or their teachers have given them to add to the story text. The purpose of this is to give students a “clean slate”. It allows for students to start all over, and understand the text, plot, vocabulary, and characters from the beginning.

#### **3.4.4. Examinations**

##### **3.4.4.1. Pre-Exam**

A pre-test will be given to the students in order to recognize their current level in the English level. Grammar, vocabulary, sentence

structure, and comprehension questions will be given to them. This is to analyze the levels of each student according to what they have learned from the original teaching methods used by their teacher.

The pretest begins with reading comprehension in the form of multiple-choice questions. Five questions are included in this question that ask about various events and details that occurred in the storyline. The next section is the vocabulary section. Five words are presented in a table and the students must match the definition with the correct word. All words have been taken from the story, included words that have specifically been highlighted in the text. The words range from simple intermediate to complex.

The third section includes “identify the speaker and listener” questions. This may be considered one of the more difficult sections of the exam considering the fact that the learners have to understand and analyze the quotations as well as know who said the quote as well as the audience. Although it may be difficult on EFL learners to answer this type of question, it is a crucial part to the English as a foreign language learning process. this allows for the researcher to know whether the students have reached a high level of comprehension.

The following section concentrates on writing, given in prompt format. One question is given asking about a specific event that occurred in the plot. Students are required to write a minimum of forty words explaining what happened.

The final section of the pre-test is the speaking section, a vital skill that will be tested in this experiment. Because speaking is a language skill that is usually left out in the English as a foreign language learning, it is important that the researcher focuses on how to develop this skill in particular. Here, the teacher will ask students individually a question about a specific point in the story. The students will be required to give their answers orally, explaining to the best of their ability their answers. Answers will be recorded in order for the research to analyze and grade students' responses. The researcher will be looking for elaborate and detailed answers.

In order to properly evaluate the students in the speaking section, the researcher will follow the Interagency Language Roundtable Scale (ILR) where students are given a score between 0-5, depending on their level of speaking proficiency in the English language. The following description of the IRL scale is given on their website:

Statements describing accuracy refer to typical stages in the development of competence in the most commonly taught languages in formal training programs. In other languages, emerging competence parallels these characterizations, but often with different details. Unless otherwise specified, the term 'native speaker' refers to native speakers of a standard dialect.

The "zero" is named no proficiency. It represents the inability of the student to function in the English language orally. The student may

answer in full in their mother language or may use English words in an occasional manner. However, complete, meaningful sentences that include a subject, verb and object are not used. “Most utterances are telegraphic; that is, functors (linking words, markers and the like) are omitted, confused or distorted. An individual can usually differentiate most significant sounds when produced in isolation but, when combined in words or groups of words, errors may be frequent (ILR)”.

The “one” score is labeled as elementary proficiency. Here, the student is scared to leave his or her comfort zone thus pertains to using familiar words. “Structural accuracy is likely to be random or severely limited. Time concepts are vague. Vocabulary is inaccurate, and its range is very narrow. The individual often speaks with great difficulty” (ILR). Furthermore, pronunciation is poor. The title of score 2 is “limited working proficiency”. This is where the speaker is able to satisfy the requirements in which they are comfortable in, such introducing themselves and personal interactions. However, when given a subject that may be unknown to them, they are able to communicate with intermediate range of vocabulary they attain. Subject, verb and objects are present in sentences however, they are used incorrectly. “The individual's speech to contain awkward or inaccurate phrasing of ideas, mistaken time, space and person references, or to be in some way inappropriate, if not strictly incorrect” (ILR).

The ILR titles a score of 3 as “general professional proficiency”, The state in their website that learners in this level are “able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations in practical, social and professional topics” (ILR). Furthermore, they use a variety of sentence structures and vocabulary in order to properly convey their message, or answer in this case. Vocabulary words are broadened, as comparison to level 1 and 2 learners, and little grammatical error is committed.

The score of four is named advanced professional proficiency. Here is learner is giving detailed and sophisticated answers, following all that is mentioned in the question. “Speaks effortlessly and smoothly and is able to use the language with a high degree of effectiveness, reliability and precision for all representational purposes within the range of personal and professional experience and scope of responsibilities. Can serve as an informal interpreter in a range of unpredictable circumstances”. A small amount of errors occurs in pronunciation, grammar, and vocabulary.

The final and highest mark in the ILR scale is 5, titled “functionally native proficiency”. Speaking proficiency mimics that of a native a speaker. “The individual uses the language with complete flexibility and intuition, so that speech on all levels is fully accepted by well-educated native speakers in all of its features, including breadth of vocabulary and idiom, colloquialisms and pertinent cultural references” (ILR). Grammar, pronunciation, and vocabulary errors are uncommon.



The pre-exam has a total of 25 marks, which are a part of the total average of 100. which will later be into an average out of 100. The multiple choice, vocabulary, and identify the speaker questions are given one mark each. There are five multiple choice questions thus attaining a total score of five marks for this particular section. The vocabulary section also contains five questions, which means five total points. The identify the speaker and listener questions are six points in total. This gives the multiple choice, vocabulary, and identify the speaker and listener sections a total of sixteen points. The writing section consists of one separate question. The question is given four marks due to the elaboration expected in this section since it asks for 50-60 words. The final section, speaking, is worth five points. This marks a total of 25 points.

#### **3.4.4.2. Post-Exam**

After the researcher's experiment, a post exam will be given to the participants. The post exam, as the pre-exam, will include different questions but within the same fields: writing, speaking, sentence structure, vocabulary, and comprehension. This will be given in order to recognize if using role play in the English classroom has positively affected their EFL learning experience.

To be more specific, the post exam begins with a reading comprehension question: five multiple choice questions. This section asks learners about specific events that occurred in the plot. Just as in the pre-test, students are expected to give two-three sentence answers. The next

section is the vocabulary section. The vocabulary section consists of five questions requesting the students to omit the word that are irrelevant. All words are taken from the text included those that have been highlighted and included in the text glossary.

Questions eleven to sixteen are “identify the speaker” questions. The specifically ask for the students to identify the speaker of each quotation, without mentioning the listeners. The reason why the speaker was only asked to be given is because the quotes hold great significance to characterization of those specific characters whom say the quotes. Therefore, it requires a high level of thinking in order to answer these specific questions. The writing section in the post-exam contains a picture taken directly from the text present in the English for Palestine 11<sup>th</sup> grade book. It is important to include some sort of visual in exams to bring about creativity and help ease any anxiety students may face while taking exams. As for this question in particular, the researcher included a picture of the Suttee scene in which Aouda was sentenced by religious leaders to be burned alongside her dead husband, for widows were considered unserviceable in that particular society. Students are requested to describe the picture by mentioning what is happening in that scene as well as included the names of the characters who were involved.

The post exam is finalized with a speaking task which includes the questions: What was Passepartout accused of doing in the temple? How did Mr. Fogg get them out of this problem? These questions are a

repetition of an open-ended writing question that was previously mentioned in the pre-exam. The reason the researcher repeated the same question, but in a different format, is to be able to properly evaluate the improvement and development of the students, or lack thereof, specifically in speaking. The series of events that occurred in the scene that is mentioned in the question is wedged in the minds of the students for it is one of the scenes in the story that gets the attention of the students. They can summarize it in Arabic and may even be able to write about it. However, it is the process of being able to speak about that specific scene and mentioning the various actions and characters that shows whether there is true progress or not.

It is important in both the pre- and post-exam that the researcher includes a variety of question types rather than it all being multiple choice. Exams that contain all multiple choice don't represent student's intelligence properly nor does it call for creativity. Jindrich Klufa mentions in his 2012 research titled "Test from Probability Point of View" that there are many disadvantages to using multiple choice exams. "a student can obtain certain number of points in the test purely by guessing the right answers and this fact affects reliability of the test and should be considered in interpretation of test scores" (230).

Ben Clay mentions that is important to "mix it up" when writing exam questions. He specifically mentions "It is often advantageous to mix types of items (multiple choice, true-false, essay) on a written exam or to

mix types of exams (a performance component with a written component). Weaknesses connected with one kind of item or component or in students' test taking skills will be minimized" (3).

Both the pre- and post-exams include an array of question types: multiple choice, fill in the blank, essay, open-ended, visuals, matching, omission, and oral. It is important to mix and match questions types especially for EFL learners. It allows for the researcher in this case, and the teacher in everyday teaching situations, to be able to fully examine student development. Furthermore, students are given a fair opportunity to answer to their best knowledge and deal with questions more apt to their learning style.

The post-, as the pre-exam, has a total of 25 marks which will later be averaged to a total score of 100. The reading comprehension multiple choice questions are one point each. Therefore, five multiple choice questions have a total score of five marks. Questions 6-10 are vocabulary questions, with one point each. There are five vocabulary questions giving this section a total of five marks. There are six identify the speaker questions with one point each, thus consisting of six total marks. The writing section is worth four marks and the speaking section is five marks. This makes the total of the post exam 25 total marks.

### **3.5. Procedure**

The research will be applied to seventeen, randomly selected, eleventh grade students at Dar Al Salam Secondary School for girls. The researcher will meet with the students on a regular basis, depending on the accommodation between the researcher, principal and teachers. Before giving the students the pre-exam, the researcher will request that all participating students to read *Around the World in Eighty Days*, as presented in their textbook. It will also be advised of them to go over any class notes that have from their previous teachers. Upon the first meeting, the pre-test will be handed out and students will be requested to complete the exam in the span of forty minutes, the time length of one full class.

For the speaking part of the exam, the researcher will individually ask the students outside of this classroom. This is to decrease the amount of anxiety students may have when answering the question only with the researcher present as to answering the question in front of their peers. Students' answers will be recorded so that the researcher can easily go back to the answers and grade it properly, following the Interagency Language Roundtable scale.

During these meetings, brief discussions about *Around the World in Eighty Days* will be given. The plot, characters, setting, and other literary elements will be discussed. The students will be requested to only use the copy of the text that the researcher has handed out to them. This is to ensure that there is no outside influence from previous classes or the internet. First, the researcher will have the students read, although they have already read it in their original English class, the story as it is presented in their textbook. However, students will not be seated in the traditional manner, but rather in a literature circle, in which the research will be a part of. Literature circles increase students' motivation in the

sense that the whole class is going to be reading together, including the teacher, rather than the teacher reading to the students alone. This way, topics can be easily discussed such as misunderstood concepts, vocabulary words, dialogue, or plot.

Elena Aguilar mentions in her article titled *The Power of Literature Circles in the Classroom*, that literature circles bring about many advantages to the learning process, specifically promoting speaking. She states that: “Literature circles are fun, in part because they are social experiences. Students are expected to talk a lot, (in contrast to the rest of their time at school) to debate and argue their ideas. Students are invited to bring their experiences and feelings into the classroom and to share them. Reading has to be fun some of the time; if we don't make the experience enjoyable, our students are not likely to continue it once they're released from our grip” (Aguilar).

Discussions will be held throughout the reading the text. Students will be encouraged to ask questions and the researcher will continuously explain certain language, cultural, and social factors that might bring about confusions towards the students. Throughout the reading process, the researcher will act out various scenes and request students to take part in “mini role-plays” before assigning roles. This is to encourage students to step out of their comfort zone. When students see the researchers acting in front of them, they will be more motivated to do so as well. After the students have received a thorough understanding about the storyline and all the various literary, historical, cultural, and social elements connected, the researcher will begin to apply the actual role play. Some students will be assigned roles while others will work on making a backdrop, props, and other embellishments required for the play to take place.

Furthermore, students are required to memorize their lines. The researcher will meet with them twice to three times a week in order to ensure that props are being made, lines are being memorized, and rehearsals are taking place. During these meetings, the researcher will continuously mention various aspects of language; whether it be vocabulary or grammar, so it stays in the minds of the students. These “information drops” that the researcher does allows the students to unconsciously learn the English language, without being in a classroom environment. After rehearsals have been finalized, the students will partake in a final performance. The final play may be presented class-wide or school-wide depending on various circumstances such as time and suitability with the principal, teachers, and other students.

Throughout rehearsals, the researcher will interview various English teachers working in the school. The researcher will ask five questions, as previously mentioned in the instrumentation section. The questions revolve around inquiring the various methods that teachers use in the EFL learning process as well as their feelings and experience with role play in the English classroom.

Once the performance is given, the seventeen students will take the post-exam. The post-exam will measure whether role play motivates students and truly advances EFL learners' English experience. This will be done by comparing the scores of the pre-exam with the post-exam. A statistical analysis will be done on the pre and post exam through the use of Statistical Package for Social Science (SPSS). This is done in order to observe whether there is a significant difference in the before and after process of using role play in the EFL classroom.

### **3.6. Data Collection**

Data collected from this experiment were analyzed using SPSS 20 and Excel. Percentage, Correlation, Arithmetic Mean (M), Standard Deviation (SD) and t test were employed in the data analyses. T-tests are used to find any statistical difference between the means of the pre- and post-exams. Some of the data were analyzed manually such as the mean, median, and mode of individual test sections.

The researcher gave the participants in the study pre-exam and post-exams. In order to compare both exams in terms of mean and significant difference, the scores were analyzed based on t-tests. The T-test was administered using SPSS version 20. T-tests were applied on each section (reading comprehension, vocabulary, identify the speaker, writing, and speaking) as well as the exam as a whole.



## Chapter 4: Results and Discussion

### 4.1 Introduction

In this chapter, the researcher displays the results of the pre-test, post-test, and teacher and student interviews. Firstly, the results of the pre- and post-test will be presented through statistical analysis (SPSS). The results were transformed into scale items in order to carry t-tests amongst the pre- and post-exam scores. The same t-test was conducted amongst all individual sections in order to see whether the significant difference is absent or present between the pre- and post-exam as a whole as well as the individual section. The statistics are displayed in tables and graphs which then are further discussed and analyzed in relation to the researcher's hypothesis. Detailed discussion about the findings is given.

### 4.2 Overall Student Averages of the Pre-Exam

The following table shows the pre-exam averages of each of the seventeen students that took part in the study.

Table 1

Pre-Exam Overall Average Scores

Student	1	2	3	4	5	6	7	8	9
Mark	10/25	11/25	7/25	18/25	7/25	8/25	9/25	2/25	3/25

Student	10	11	12	13	14	15	16	17
Mark	12/25	8/25	7/25	6/25	14/25	9/25	8/25	10/25

The first row shows the students' numbers whereas the second row presents the marks in which the student received in the pre-exam. The pre-exam was given to the students before the researcher applied the role-play and other dramatic teaching techniques on the participants of the study. All overall scores were rounded up in order to be given a whole number score

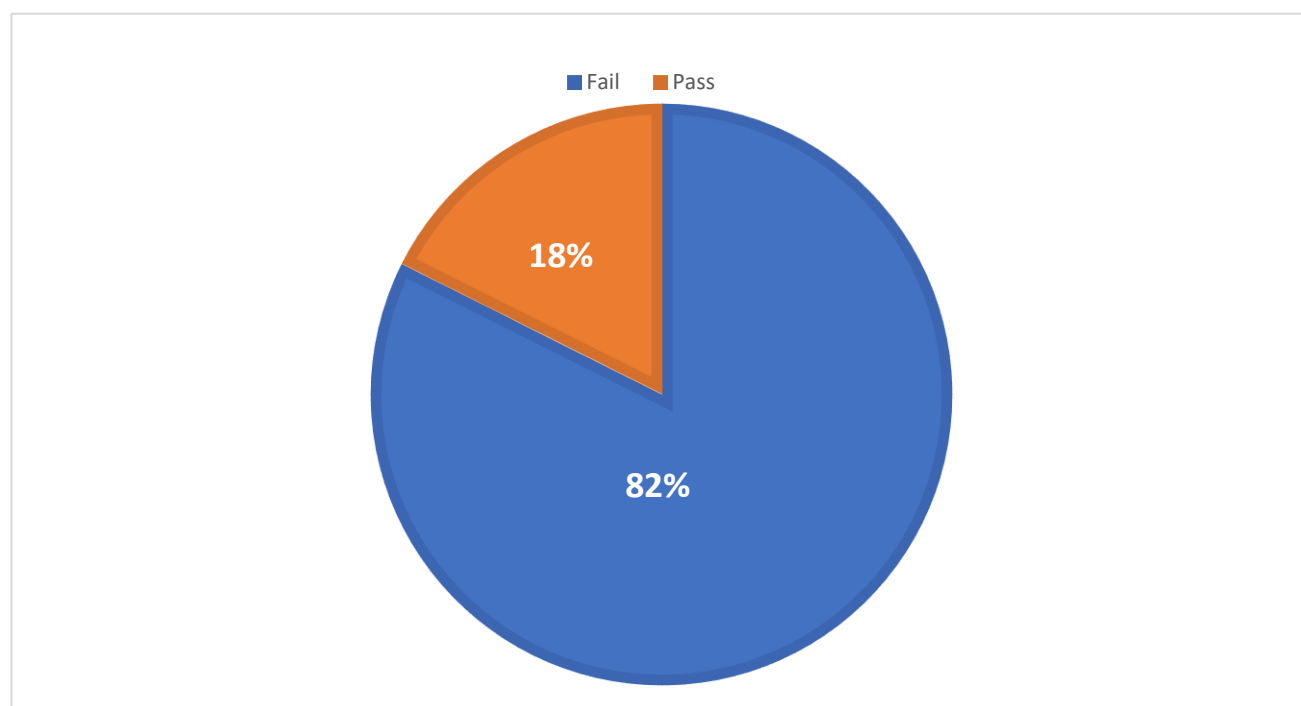


Fig.1. Pass-Fail Ratio of Pre-Exam

The pie chart in figure 1 presents the pass to fail ratio of the pre-exam taken by the subjects of the study. The pre-exam contained a total 25 points. Therefore, the pass-fail mark lies at 12.5 points. Out of the seventeen students, only two passed the exam, one receiving a total of 18 marks and the other a total of 14.

Table 2

Mean, Median, Mode of Pre-Exam Scores

<i><b>Mean</b></i>	<b>9</b>
<i><b>Median</b></i>	<b>8</b>
<i><b>Mode</b></i>	<b>7, 8</b>

Table 2 displays the mean, median, and mode for the pre-exam scores. The mean is the overall average of the data set, thus being the pre-exams. The original mean is 8.76; however, it was rounded up to give the whole number of 9. The median of the scores is 8. The mode, or the score that occurred the most, is 7 and 8. Three students received a score of 7 and three students received a score of 8, thus meaning that the mode is bimodal. With 7 and 8 being the most reoccurring score, it allows the researcher to get a strong idea as to where the levels of the students are. It is important to have these figures (mean, median, mode) in mind when conducting the research. It gives the researcher an awareness of the students' fundamentals as well as how to improve on them.

#### **4.3 Discussion of Pre-Exam Averages and Figures**

Out of the seventeen students that took the pre-exam, only two received a passing grade, that being above 12.5. The rest of the fifteen students failed. This makes the pass-to-fail ratio 18/82 percent. For every one student who passes, about eight fail. This is a very disappointing number. Furthermore, three separate students received a score of seven and three students scored an eight on their exams. That allows the researcher to construe that the students not only failed, but failed on a severe level. For every one student that passed, about eight failed giving it a 1:8

student pass/fail ratio. It can be interpreted that the students don't have proper background knowledge or basic fundamentals of the text *Around the World in Eighty Days*. Furthermore, the participants of the study have poor test taking strategies given that some of the sections were left blank. Many of the students claimed that most of their answers were guessed, especially in the reading comprehension and vocabulary section, according to student interviews (see Appendix H).

#### 4.4 Average Score of Individual Sections of Pre-Exam

The following table shows the average score of all the students for each individual section of the pre-exam.

Table 3

Mean of Individual Sections for All Participants in Pre-Exam

Section	Reading Comprehension	Vocabulary	Identify the Speaker	Writing	Speaking
Mean	2.65	2.59	1.76	0.82	0.76

The pre-exam contained five individual sections: reading comprehension, vocabulary, identify the speaker, writing, and speaking. The first three sections test the reading macro-skill, including the micro-skills of vocabulary and identify the speaker. The last two sections concentrate on the language skills of writing and speaking. Reading comprehension scored the highest of all sections, receiving an average of 2.65 in its individual section of 5 total marks. The vocabulary section received the second rank with the mean of 2.59 out of the five total questions in its individual section. Identify the speaker questions placed third with an average of 1.76.

Writing received 0.82 and speaking placed last with a mean of 0.76. The following figure compares the overall averages of the individual sections in a pie chart.

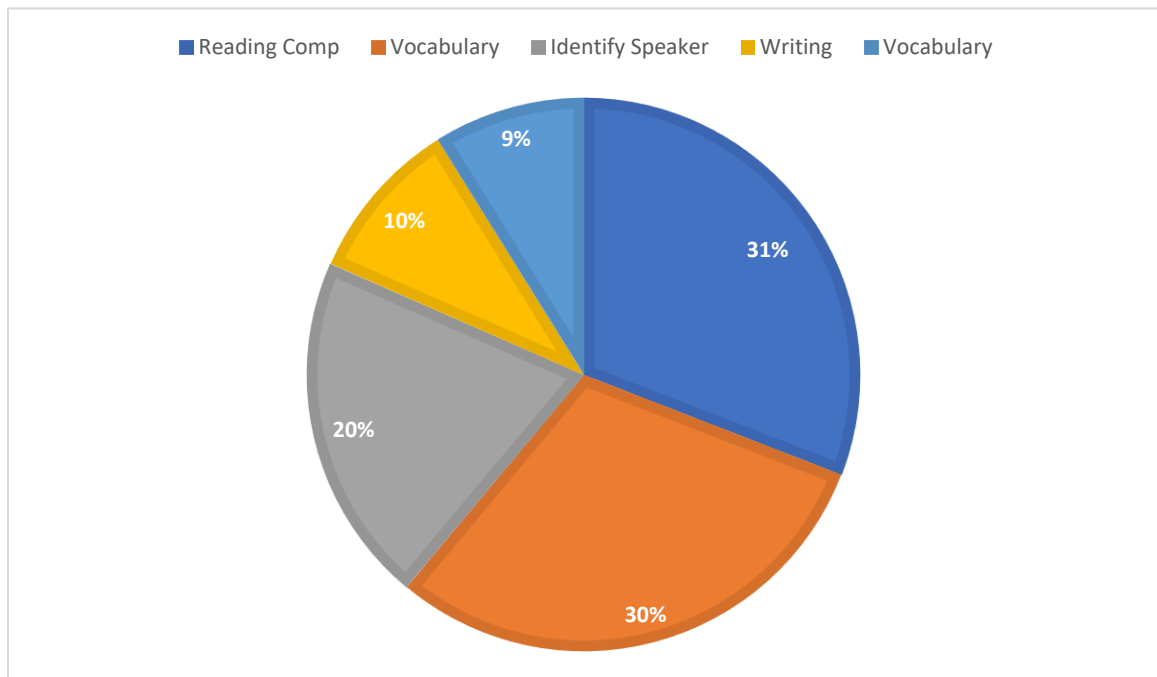


Fig. 2. A comparison of the means of the individual sections of the pre-exam.

Reading comprehension received the highest percentage in comparison to the rest of the pre-exam section, that being 31%. The vocabulary section is tails close behind with an overall average of 30%. Identify the speaker section attained an average of 20%. Writing received a 10% average while vocabulary averaged at 9%. The reading comprehension and vocabulary section each are made up of five questions, thus five marks for each individual section. The identify the speaker section contains six questions; therefore, six marks are in that section. The writing section holds four marks whereas the speaking section is five total marks. Although each section contains a different number of set questions, the percentages were conducted through using the

common denominator of 60. This allows for a reliable comparison between the five different sections in the pre-exam.

#### 4.5 Reading Comprehension Section

Table 4

Scores of the Pre-Exam Reading Comprehension Section

Student	1	2	3	4	5	6	7	8	9
Mark	2/5	4/5	0/5	5/5	3/5	3/5	2/5	2/5	2/5

Student	10	11	12	13	14	15	16	17
Mark	5/5	3/5	3/5	0/5	4/5	3/5	3/5	1/5

The reading comprehension section contained five multiple choice questions. All of the students answered all of the questions. None of the multiple-choice questions were left blank by any of the students. The reason for this is that, according to student interviews, previous teachers have taught the students to never leave multiple-choice questions empty. Even if that means using “counting rhymes” to select an answer. This is a very poor test-taking skill. As a teacher, it is important to teach students to never leave a question empty. However, using counting rhymes is not a way to do it. Teachers should teach students how to use the process of elimination when it comes to multiple-choice questions. In this test-taking strategy, the test taker eliminates the wrong answers to the best of their ability. This is done by disregarding any “silly” or irrelevant answers as well as inappropriate answers. Furthermore, if students don’t know the meanings of words in the question or answers, they should try to define root words, prefixes, suffixes, or

affixes within the words in order to give them hints as to what the question is asking or what the answer may be. This will be further discussed in the recommendations section.

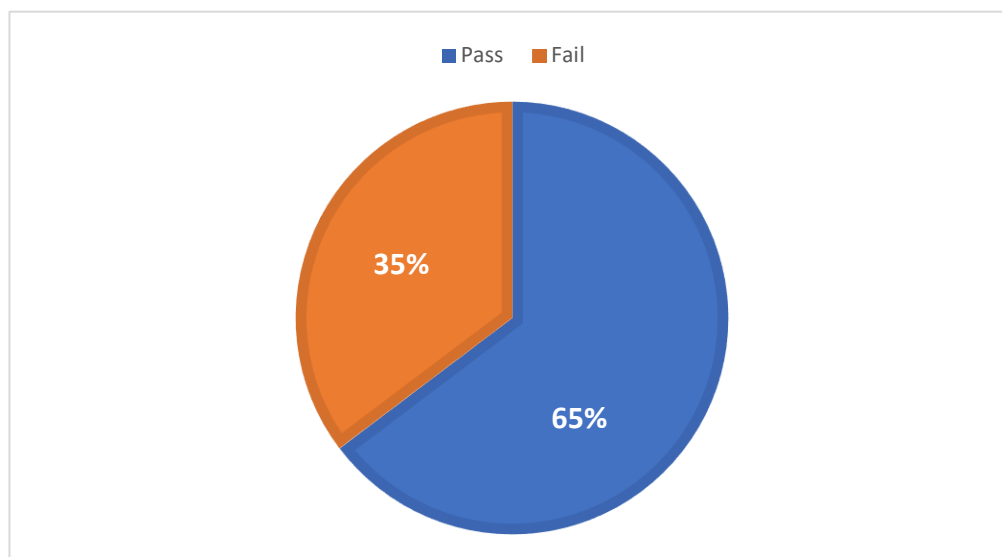


Fig. 3. Pass/Fail ratio of the reading comprehension section in the pre-exam

As for the reading comprehension section, six students received a failing score and eleven students received a passing score. There are five total questions in the reading comprehension section thus making 2.5 the pass/fail mark. However, because no half marks were given in the reading section, as well as the whole exam, a score of two or below is failing and three or above is passing. Therefore, 35% of the students failed in the reading section and the remaining 65% passed.

Table 5

Mean, Median, and Mode of Pre-Exam Reading Comprehension Section

<b><i>Mean</i></b>	<b><i>2.65</i></b>
<b><i>Median</i></b>	<b><i>3</i></b>
<b><i>Mode</i></b>	<b><i>3</i></b>

The previous table shows the mean, median, and mode of the reading comprehension section of the pre-exam. The mean is 2.65, which is rounded up to the nearest whole number, 3. The median and mode are also 3. Six different students received a score of 3/5 in the reading comprehension section. With the mean, median, and mode all being three, it gives the researcher a better understanding as to where the reading comprehension levels of the students lies. Here, one can interpret that the subjects of the study attain an intermediate level of knowledge when it comes to reading comprehension for *Around the World in Eighty Days*. The students have sufficient understanding and basic knowledge of the storyline, specifically on smaller details that occur within in the story.

As for the understanding which part of the storyline and details the students were able to comprehend, a table has been put together to demonstrate so. The following table shows the five reading comprehension questions and which of the seventeen students answered each question correctly.

Table 6

Correct Questions of the Reading Comprehension Section for Each Student (Pre-Exam)

Question Number	Students' Number											Total Students	Total Student Percentage
1	1	2	4	5	7	9	10	14	16			9	53%
2	2	4	6	8	10	11	12	14	15			9	53%



3	1	4	5	6	8	9	10	11	12	14	15	11	65%
4	2	4	5	10	14	15	16	17				8	47%
5	2	4	6	7	10	11	12	16				8	47%

a. See Appendix A for pre-exam questions

The first question of the reading comprehension section asks “Why did Fogg hire Passepartout?”. Nine of the seventeen students answered this question correct, giving a total percentage of 53%. “Why did the police send detectives around the world?” is question number 2. As question one, nine out of seventeen students (53%), answered the question correctly. The third question was answered correctly the most out of all the five reading comprehension questions. Question number 3 asked “How much money was Fogg carrying?”. Out of the seventeen students, eleven of them answered this question correctly, making the total percentage 65%. The final two questions: “Where did Fogg first meet Passepartout?” and “What happens in a Suttee?” both were answered correctly by eight individual students. This total percentage of 4 and 5 is 47% each, a little less than half of the whole sample.

#### **4.6 Discussion of Pre-Exam Reading Comprehension Section**

This section received the highest scores out of all the five sections in the pre-exam. The mean of the reading comprehension was 2.65 out of 5 (see table 3). It received the highest percentage of 31% (see figure 2). The reading comprehension questions were considered to be the simplest of the questions. They asked of basic details that occurred in the plot of the text. This section was also given in multiple choice format which allowed for students to give educated guesses, thus higher their chances of receiving higher scores in comparison to the rest of the sections. According to the student interviews (see Appendix H) many agreed that the reading comprehension section was simple. Student B stated: “The easiest part was the multiple

choice because I knew almost all the answers. And if didn't know the answer I just guessed from the words that I understood".

As for the breakup of the questions and the students whom answered correctly (see table 6), there are many things to consider. Question number three was answered correctly most frequently. Table 6 shows that 11 out of the seventeen students answered this question correct. The question specially asked "How much money was Fogg carrying?". There were three answer options: a. 50,000 pounds, b. 30,000 pounds, c. 20,00 pounds. Upon conducting the student interviews, many agreed that question number three was the easiest of reading comprehension questions. Student A stated: "Even if I didn't read the question, I would have known the answer. I remember that from the story. I can see the number in front of me. I think it was the only large number in the story." Student B shared Student A's opinion. "I remember seeing 20,000 pounds in the story more than once. I also remember that it was on the first page and the characters kept saying that number to one another".

Questions four and five received the least number of students who answered correctly. Question four asked: "Where did Fogg and Passepartout first meet Mr. Fix?". The answer choices that were given were Egypt, Japan, and London. Student C mentioned in the interview (see Appendix H) that she was confused with question due to the various names of characters and countries. "I wasn't able to fully understand what the question was asking. There were too many names of people and places". Question five asked: "What happens in a Suttee?". "When a father dies, his body and his daughter's body are burned" was the first choice. The second choice was "A traditional dance that Indians do". The final choice stated "when a man dies, his body and his wife's body are burned". Upon asking the students what question they found difficult in the pre-exam test, student B and D directly mentioned the last question of the reading

comprehension section. Student B stated: “When I saw that word, that one [suttee], my brain stopped thinking and I guessed the answer”. Student B mentioned: “I tried to use clues in the question and answers. I saw that word, the one that starts with an ‘s’. I didn’t know it. After that, I looked at the answers and I saw the word traditional. I thought that maybe because I didn’t know what that word meant it had something to do with tradition or religion. So, I connected those two ideas together and I answered the question”.

#### 4.7 Vocabulary Section

Table 7

Scores of the Pre-Exam Vocabulary Section

Student	1	2	3	4	5	6	7	8	9
Mark	5/5	3/5	4/5	4/5	3/5	2/5	3/5	0/5	1/5

Student	10	11	12	13	14	15	16	17
Mark	3/5	0/5	3/5	3/5	4/5	3/5	0/5	3/5

The vocabulary section contained five individual questions. It came in the form of matching question. The pre-exam contained a table in which five vocabulary words were listed on the left, and their definitions on the right. The definitions were put in random order so that the students can match the correct definition with the appropriate word. The five words given were consulate, clock, lit, canal, and guilty. Unlike the reading comprehension section, some students left answers blank while other students answered all of the questions wrong. The highest score in this

section was a 5/5, with only one student receiving that score. The lowest mark was 0/5, in which three different students scored.

With the passing mark at 2.5/5, twelve students passed the vocabulary section whereas five students failed. Therefore, 71% of the 17 students passed this particular section and 29% failed.

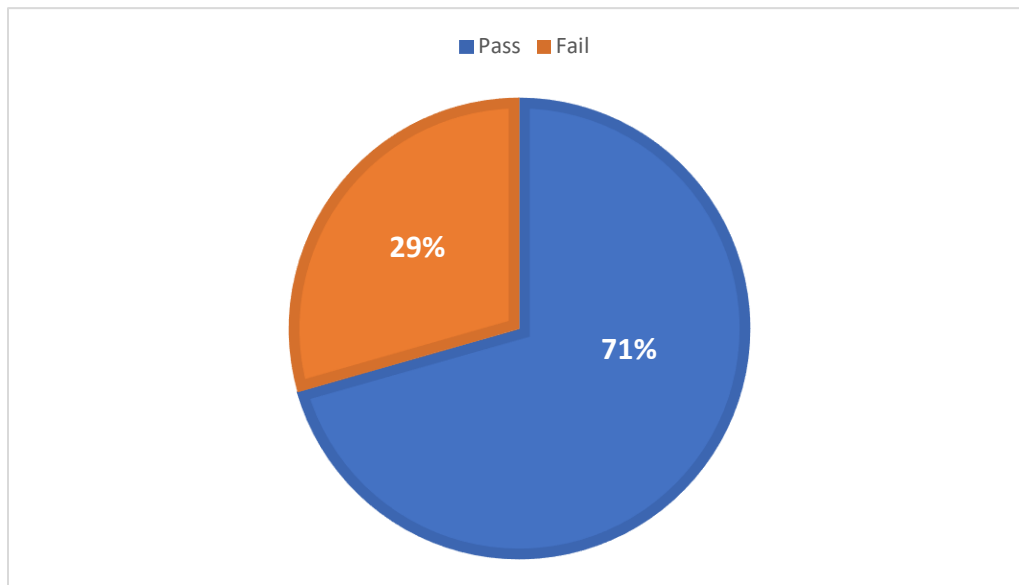


Fig. 4. Pass/Fail ratio of the vocabulary section in the pre-exam

Table 8

Mean, Median, and Mode of Pre-Exam Vocabulary Section

<b><i>Mean</i></b>	<b><i>2.59</i></b>
<b><i>Median</i></b>	<b><i>3</i></b>
<b><i>Mode</i></b>	<b><i>3</i></b>

The mean of the vocabulary section, as previously shown in table 3 is 2.59. The median and mode are 3. The score of 3 was given to eight different students. With the median and mode

both being three, one can conclude that the students' level is intermediate. Since the mean, median and mode are over the pass/fail mark of 2.5, it allows the researcher to recognize that students attain a basic level when it comes to vocabulary. But more importantly, the mean is borderline failing; therefore, much improvement is needed.

Table 9

Correct Questions of the Vocabulary Section for Each Student (Pre-Exam)

Question Number	Students' Number												Total Students	Total Student Percentage
6	1	2	3	4	5	7	13	14	15	17			10	59%
7	1	3	4	5	6	7	9	10	12	14	15	17	12	70%
8	1	2	3	4	5	7	12	13	14				9	53%
9	1	2	4	10	13	17							6	35%
10	1	3	6	10	12	14	15						7	46%

b. See Appendix A for pre-exam questions

The vocabulary section tested the knowledge of students on the definitions of the vocabulary words in the following order: consulate, clock, lit, canal, and guilty. The word 'consulate' was answered correctly by 10 of the seventeen students, giving it a percentage of 59% correctness by the students. Question number 7 asked about the word 'clock'. It was answered by 12/17 students, which received a 70% correctness rate. The word 'lit' was answered correctly by nine students or 53%. Question nine asked about the word 'canal'. Six students

answered correctly, scoring a percentage of thirty-five. Finally, the word ‘guilty’ was answered by 7 students correctly. It received a correctness percentage rate of 46%.

#### **4.8 Discussion of Pre-Exam Vocabulary Section**

The vocabulary section received the second highest scores in the pre-exam, with the mean of 2.59 (see table 3) and a percentage of 30% (see figure 2). Students were simply asked to match five vocabulary words with their appropriate definition. In this section, one student received a full score and three students received no points whatsoever. This differs from the reading comprehension in which two students received a full score and two students received zero marks. Because of the three students that received zero marks in the vocabulary section, along with the large number of failing scores, it brought the overall mean of the vocabulary section to be lower than reading comprehension section. However, it isn’t much lower for the difference is only 1%.

All of the vocabulary words that were used in this exam were taken from the vocabulary appendix in the English for Palestine 10<sup>th</sup> Grade textbook. The words were not only found in the story’s appendix but they were also highlighted in the actual text, drawing the students’ attention to understand the definition of the word. The vocabulary word that was answered correctly the most was ‘clock’. This may not come as a surprise for it is considered to be a simple vocabulary word that the students have been introduced to in previous grade levels. Furthermore, the word is a noun and nouns are easier to comprehend. The word that was answered the least was ‘canal’. Although a noun, this word may be considered more complex than ‘clock’ for it is not an object used on a daily basis. The word ‘guilty’ also received a low score with a difference of only one student than the word ‘canal’.

Student B mentioned in the interview (see Appendix H) that “some of the words were easy and some were hard. I knew what clock meant and answered it right away. There was one word, I don’t remember which one, but the same word came up in the definition so I just put them together”. Student B is referring to the word ‘consulate’. Student C stated in the interview that she had a hard time answering the vocabulary section. “I left the whole section blank. I didn’t remember any of the words. I didn’t even understand the definitions. There were no hints whatsoever”. Student A’s opinion differs from student C’s. “When you answer vocabulary question, you need to have a strategy. You have to know if the word is a noun or a verb. It makes it a lot easier. That’s what the teacher told us when we read this story. I just divided the words and answered”.

When asked “how did your English teacher teach the vocabulary words or any unfamiliar words in the text?”, the students gave disappointing answers (see Appendix H). All four students of the student interviews mentioned that the teacher didn’t care for teaching the vocabulary. She simply gave translations and moved on. Student D stated, “The teacher gave us the same word in Arabic. We would write it down on top of the word in English. And then we memorized it”.

Many English teachers give translations to vocabulary and unfamiliar words in reading texts. Using Arabic is not a forbidden strategy; however, it should be lessened as much as possible. Translating vocabulary words in the mother tongue should be the last option when teaching English as a foreign language. There are many other methods and teaching strategies that must take place before hand. Students should be given the opportunity to understand the word used in context. The definition should be given in English. If not understood, then the teacher should use the word in a sentence. Images, acting, and other strategies should occur

before giving the translation of the word. However, teachers tend to take the easy way out and simply provide the translation as a way to save time and effort.

By providing the translation of unfamiliar words, students benefit nothing more than just the process of conversion from one language to another. However, when having students act out specific words, and seeing them in context, it is more likely for the students to comprehend the meaning of the word rather than just memorizing it.

#### 4.9 Identify the Speaker Section

Table 10

Scores of the Pre-Exam Identify the Speaker Section

Student	1	2	3	4	5	6	7	8	9
Mark	2/6	2/6	2/6	4/6	1/6	2/6	3/6	0/6	0/6

Student	10	11	12	13	14	15	16	17
Mark	2/6	1/6	1/6	1/6	3/6	1/6	2/6	3/6

The identify the speaker section contained six questions. Quotes of various characters were given in which the students must write the speaker and listener(s) of that particular quote (see Appendix A for pre-exam questions). Question number eleven presented the quote: “Come with us to Europe” in which one individual speaker and listener should be given. “The religions of India are protected by law...” is the quote of question 12. Here, one speaker and one listener are required. The final quote: “They will burn the woman alive with her dead husband tomorrow



morning”, requires one speaker and two listeners. As for this section, the highest grade is 4/6 and the lowest is 0/6. Only one student received the highest mark in this section. Two students received the lowest mark of zero.

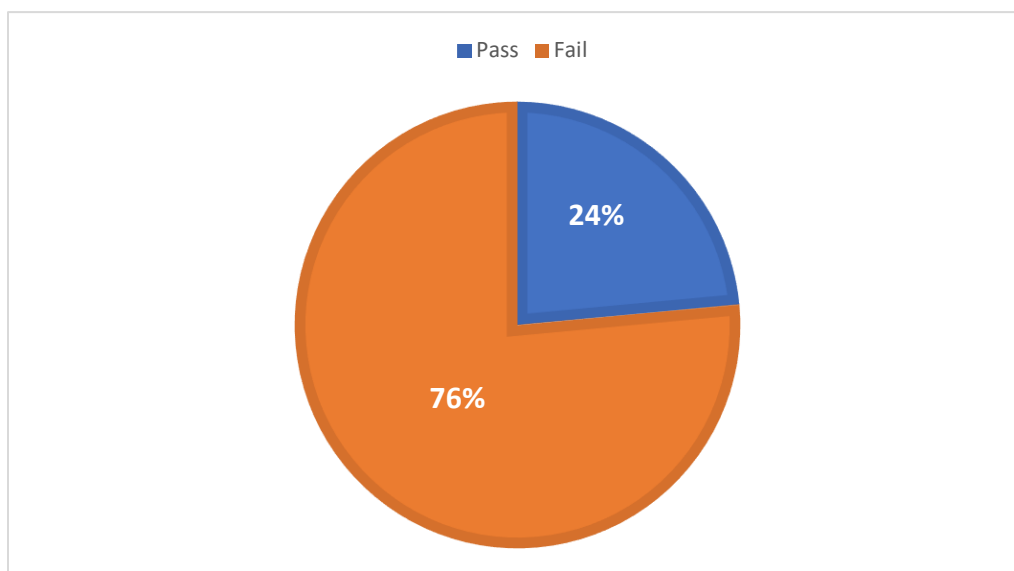


Fig. 5. Pass/Fail ratio of the identify the speaker section in the pre-exam

The passing mark in this section is 3/6. Thirteen students in the identity of the speaker section failed whereas only 4 students passed. There is a rather drastic difference between this section and the previous two sections of the pre-exam. In the reading comprehension section, there was a 70% passing rate, and a 64% passing rate for the vocabulary section. However, it is the opposite in the identify the speaker section since the failing rates are 76%.

Table 11

Mean, Median, and Mode of Pre-Exam Identify the Speaker Section

<b>Mean</b>	<b>1.76</b>
<b>Median</b>	<b>2</b>
<b>Mode</b>	<b>2</b>

Due to the limited number of students who passed this particular section, there was a drop in the mean, median, and mode. The mean is 1.76 while the median and mode are 2. The score reoccurred six times. This comes to show that the students found difficulty in answering this particular section. The passing mark for the identify the speaker section is 6. The mean, median, and mode all attain a value of two and under, thus the students on average failed.

Table 12

Correct Questions of the Identify the Speaker Section for Each Student (Pre-Exam)

Question Number	Students' Number										Total Students	Total Student Percentage
11a	1	3	4	6	16	17					6	35%
11b	1	2	3	4	7	10	13	14	15	17	10	58%
12a	2	4	5	6	7	10	16	17			8	47%
12b	1	2	14								3	17%
13a	4	7									2	12%
13b	11	14									2	12%

c. See Appendix A for pre-exam questions T

The identify the speaker section contained three questions that were divided into part A and part B. Part A asks for the speaker and part B asks for the listener (s). The question that received the highest percentage of correctness is 11b. This particular question asked for the listener of the quote: "Come with us to Europe". The questions that received the least

number of correct answers was 13a and 13b. Question 13 asked for the speaker and listener for the following quote: “They will burn the woman alive with her dead husband tomorrow morning”. This question may be considered to be difficult since two listeners are required to be given. Only two students answered question 13a and 13b correctly. The correctness percentage for 13a and 13b is 12% each.

#### **4.10 Discussion of Pre-Exam Identify the Speaker Section**

The identify the speaker section received the third highest average score compared to the rest of the four sections in the pre-exam. The mean of this section is 1.76 (see table 3), receiving 20% of the overall pre-exam average. The students were simply asked to give speakers and listeners of the presented quotes. This section may come as more complex to the students in comparison to the reading comprehension and vocabulary section because it requires more critical thinking and understanding of the story as well as the characters. The researcher chose quotes in the pre-exam that attain critical importance to the storyline. At first glance, students may think, and was eventually confirmed through student interviews, that they are required to memorize all the quotations in the story, as well as who said what to whom. But in fact, this is not true. If the student has a strong understanding of the plot as well as characterization, then he or she can identify speakers and listeners without hesitation.

Question 11b was most often answered correctly. This question asked for the listener of the following quote: “Come with us to Europe”. This quote was said by Fogg to Aouda. There are two reasons why this quote was chosen to be put in the exam as well as why a large number of students may have answered it correctly. First and foremost, it holds great significance in the plot of the story. This is when Fogg offered Aouda to go to Europe with them after saving her from being burned alive. Secondly, the placement of this quote is found in the middle of the

story (page 3 of 6), under the “Saving Aouda” chapter. This chapter contained the most action and attraction. Furthermore, Europe is associated with Aouda’s uncle more than the actual “traveling around the world” that occurs in the story. Therefore, it is more likely that the students were able to know the listener of this quote more than the speaker as well as the rest of the answers for the identify the speaker questions.

Another question that was answered correctly by many students was question 12a, the speaker of “The religions of India are protected by law...”. Upon conducting the student interviews (see Appendix H), student C mentioned that she knew the speaker to the quote mentioned in question 12 right away. “I saw the word ‘law’ and knew that ‘law’ has to deal with lawyers and the court. So, I automatically wrote ‘judge’ as the answer”.

Questions 13a and 13b were answered correctly the least. The quote presented was: “They will burn the woman alive with her dead husband tomorrow morning”. According the student d’s interview, she mentioned that questions 13a and 13b were the most difficult of the identify the speaker section. “I knew that they were talking about Aouda and that the Indians wanted to burn her. But I didn’t know who was speaking about it”. Student A mentioned that it was anxiety that got her to leave the question blank. “The question asked that we write more than one listener. I couldn’t even remember one listener. How can I write two?”.

This allows the researcher to conclude that fear and anxiety play a large role in examination. When students fear that they will get a question wrong, they tend to ignore it all together. They believe that leaving a question blank is better than guessing and getting it wrong. Students should be motivated to never leave any question blank. They should guess even if they don’t know the correct answer.

### 4.11 Writing Section

Table 13

Scores of the Pre-Exam Writing Section

Student	1	2	3	4	5	6	7	8	9
Mark	0/4	1/4	1/4	2/4	0/4	1/4	1/4	0/4	0/4

Student	10	11	12	13	14	15	16	17
Mark	1/4	1/4	0/4	1/4	1/4	1/4	2/4	1/4

The writing section instructed the students to write 50-60 words as the answer to the following question: “What is the problem that occurred in the temple?”. Eight blank lines were given so that the students are given enough room to answer the question in as much detail as they want. The average number of words in each line ranges from 10-12. Therefore, eight lines are more than enough for the students to answer with the expected word count.

The highest score in the writing section is two out of four and the lowest is zero. Two individual students received the highest score of 2 whereas five students received a score of 0.

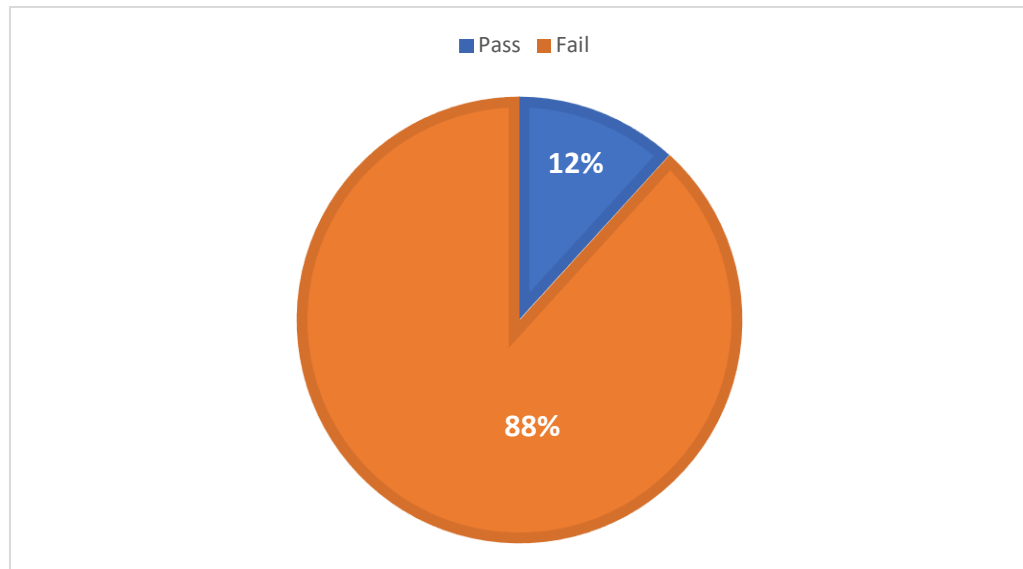


Fig. 6. Pass/Fail ratio of the writing section in the pre-exam

The writing section is out of four marks. Thus, the passing grade for this particular section is 2/4. Only two students received a passing grade of 2, which is a borderline grade. The rest of the students received either a 0 or a 1, which is considered a failing grade. The percentage of the passing students is 12% whereas the failing student make up 88%.

Table 14

Mean, Median, and Mode of Pre-Exam Writing Section

<b><i>Mean</i></b>	<b><i>0.82</i></b>
<b><i>Median</i></b>	<b><i>1</i></b>
<b><i>Mode</i></b>	<b><i>1</i></b>

The mean of the writing section is 0.82, a failing score. The median and mode are 1. Ten individual students received a score of 1 in the writing section. Here, the majority of the students failed to conducted the writing section properly.

#### 4.12 Discussion of Pre-Exam Writing Section

The writing section simply asked of the students to summarize the events that occurred in relation to the problem in the temple. The students were expected to write 50-60 words explaining the events that occurred in proper order, using appropriate language, spelling, grammar, and punctuation. Students that received a score of 2 following the instructions to some extent. They weren't able to answer to question in 50-60 words; however, they were able to give proper details of the incident that occurred in the temple. Furthermore, the information was organized in chronological order, with little grammar and spelling errors. The following is an example of a writing prompt that received a score of 2. See Appendix C for a full transcript of the writing section answers.

“Passepartout go to the temple and he didn't take off his shoes then the people in the temple are angry. There was a big fight. The priests go to take off his shose. This is against the religions of India. So the priest are angry”.

Students who received a score of 1 gave answers made up of one to two sentences. Their short answers answered the question correctly; however, little detail was given. Furthermore, there were various grammar and spelling errors. The following are answers that received a score of 1:

“Paspartot didn't took off his shoes when he enter the temple. He hit the priests.”

“He entered the timple with the shose and it is not good in India. You have to take the shoe outside the people is so bad and the priest hit paspartoo. Because he is wearing the shoe.”

There were five instances of students received a score of 0. This is due to many reasons. One student gave their answer in Arabic. This is considered unacceptable in an English course exam. Other students wrote small notes stating that's such as "I don't no" and "I don't care". One student drew a picture while another student rewrote the question given.

Anxiety plays a large role in students' failure in the writing section. When it comes to writing in the EFL classroom, students tend to build up some sort of wall in their head preventing them from attaining and using this skill. The writing skill may be considered to be one of the more difficult skills of the four skills in the English language. This is due to the fact that many aspects must be considered and followed appropriately in order to achieve a proficiency in writing. These factors include grammar, spelling, punctuation, handwriting, coherency, cohesiveness, unity, format, and organization. These features are not so much considered when using English through speaking, listening, or reading.

The students had a lot to say about the writing section. Student A expressed that she didn't understand what the question asked. "I only understood the word 'problem'. And there were many problems in the story so I didn't know what to write about exactly". Student B mentioned "I understood the question but I only knew to answer in Arabic. If the question was in Arabic, I would have received five marks!". Student C stated that this section was simple for her to answer. "This was my favorite part in the story. And I still remember the details. I remember the teacher explained the scene many times so it stuck in my head". Student D expressed her frustration about the instructions for the writing section. "I saw the number of lines and number of words and left the whole question blank. I don't even know how to write sentences. How am I supposed to write a whole paragraph?".



The question requested that students write between 50-60 words. This is considered to be a standard paragraph to describe the incident in the temple with enough detail. But as mentioned by student D, the number of lines and words may scare students into skipping the question. It is important in this situation to take account in confidence and self-assurance in one's self before teaching the student about the actual writing skill. When students feel assurance, they are able to tackle any obstacle in their way, even if they don't understand the question 100%. After gaining self-assurance, students can move on to improving their writing skills. Students simply need basic vocabulary, grammar, and sufficient knowledge on the plot of they story and they can answer the writing question properly.

#### 4.13 Speaking Section

Table 15

Scores of the Pre-Exam Speaking Section

Student	1	2	3	4	5	6	7	8	9
Mark	1/5	1/5	0/5	3/5	0/5	0/5	0/5	0/5	0/5

Student	10	11	12	13	14	15	16	17
Mark	1/5	0/5	0/5	1/5	2/5	1/5	1/5	2/5

The highest score in the speaking section is 3/5, in which one student received that score. The rest of the scores are failing scores. Two students received a 2/5, six students received a 1/5, and eight students received a score 0. The following is the question asked in the speaking section: "What is the news that the men hear in the beginning of the story? Explain the bet that

occurs between Fogg and his friends.” The students here are expected to give a detailed answer about the events that occurred in the beginning of the story. It was required to give a brief summary including character names and dialogue that occurred in this particular scene.

Table 16

Mean, Median, and Mode of Pre-Exam Speaking Section

<b><i>Mean</i></b>	<b><i>0.76</i></b>
<b><i>Median</i></b>	<b><i>1</i></b>
<b><i>Mode</i></b>	<b><i>0</i></b>

The speaking section received the lowest scores thus the lowest mean out of all the five sections in the pre-exam. The mean of this section is .76. The median of the speaking section is 1 and the mode is 0. With the mean, median, and mode all attaining a score of 1 and below, it allows the researcher to analyze the weaknesses of the subjects of the study. The figure that stands out in this section is the mode being zero. This shows that eight of the seventeen students, almost half, have no knowledge to answer the speaking section.

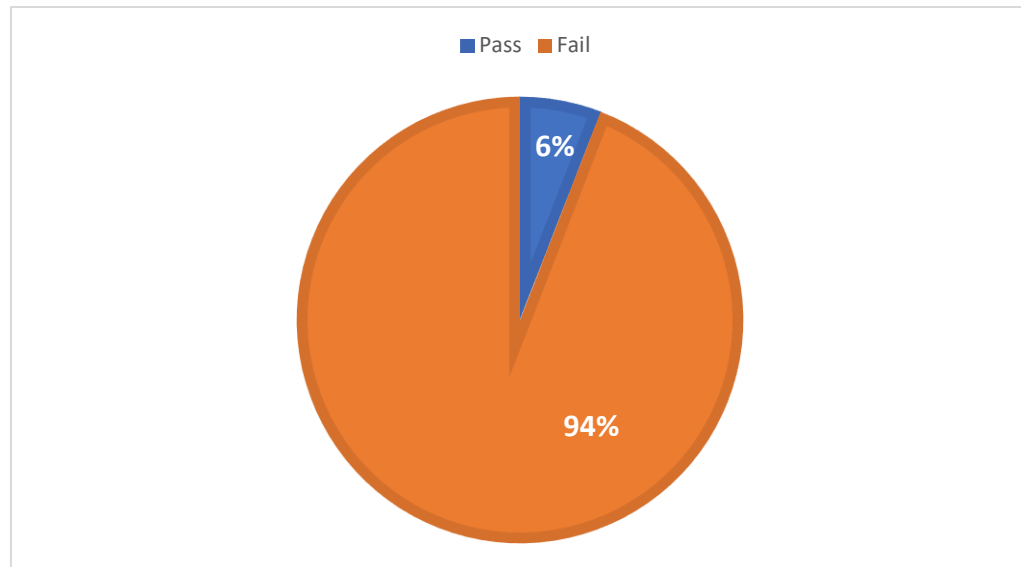


Fig. 7. Pass/Fail ratio of the speaking section in the pre-exam

The passing score in the speaking section is 2.5. Only one student received a passing score of 3. The rest of the students received a score of 0, 1, and 2. This creates a passing percentage of 6% and a failing percentage of 94%.

#### 4.14 Discussion of the Pre-Exam Speaking Section

The speaking section received the lowest rates in mean, median, mode and pass/fail ratio of the whole pre-exam. In order to properly score the students in the speaking section, the researcher will follow the Interagency Language Roundtable Scale (ILR) in which students are given a score between 0-5 depending on their level of speaking proficiency in the English language. The lowest score of 0 is titled “no proficiency” and 1 is labeled “elementary proficiency”. A score of two is “limited working proficiency” while three is labeled “general professional proficiency”. Four is titled “advanced professional proficiency”. The highest score, 5, is labeled “functionally native proficiency”.

Only one student received a score of 3 or general professional proficiency. This particular student was able to explain in great detail about the bet that occurred in the beginning of the

story. The following is a transcript of her answer (see appendix D for a full transcript of the pre-exam speaking section answers):

“They heard that someone has stolen money from London bank...uh... then...uh... there was a bet between Fogg and his...his friend, Stewart. The bet was if Fogg could travel around the world in eighty days, Stewart will give him 20,000 pounds. But if he couldn’t he will give Stewart 20,000 pounds.”

The reason this particular student received a mark of 3/5, “general professional proficiency” is because she gave a clear answer with adequate vocabulary and detail. However, there were errors in grammar and pronunciation. Furthermore, the student continuously stumbles throughout her answer limiting her smoothness and clarity. Two students received a score of 2 in the speaking section. The following is a transcript of one student who received a 2:

“A man stole 55,000 pounds from the Bank of England. Fogg bet that he can find the man in eighty days”.

Here, the student received a score of 2 or “limited working proficiency”. The student was able to satisfy the bare minimum of the requirements of one part of the question. However, there was not enough detail and information as to the full series of events that occurred. As for the student’s vocabulary, it was very basic and safe. The student could have improved on adding more detail, advanced vocabulary, and proper grammar. The following is a transcript of a student who received a 1:

“Fogg and his friends bet...eh...that he can travel...eh...the world in eighty days”.

This received a one or “elementary proficiency” because her answer contained many pronunciation and grammar errors that have defected understanding of the listener. This

particular student pronounced “bet”, “travel”, and “eighty” incorrectly causing obstruct in meaning.

Eight students received the lowest possible score of zero. The reason why these eight students didn’t get any marks in this section is due to many reasons. Some students replied in the Arabic language, which is unacceptable in an English exam. Other students simply stated “I don’t know”, without even trying to put together an answer. The rest of the students refused to even partake in the speaking section.

Upon conducting student interviews the researcher was able to understand that a large number of students received a zero in this section for two main reasons: lack of speaking skills and lack of self-confidence. “Teachers never taught us how to speak in English!” exclaimed student A. “We never talked in the classroom. Even the teacher would teach in Arabic”. Student C mentioned an interesting point. “I can’t remember ever seeing speaking exercises in the English textbook. It is just reading and grammar. ‘He is’ and ‘They are’. Nothing more, nothing less”. Student A and C mention vital points. Both the teacher and curriculum designers are not giving enough attention to the speaking skill. The English for Palestine book is compiled of reading and grammar exercises with few speaking activities. Most of the speaking activities in the curriculum can be found in the teacher’s book. The teacher’s book of the English for Palestine curriculum encourages the teacher to partake in speaking activities with their students and give them enough student-talk time in the English language. However, few teachers refuse to do so for many reasons: limited time, large number of students, no proper training.

Lack of self-confidence is another problem area. Because students don’t have enough knowledge in speaking the English language, they tend to shy away from partaking in any

English interaction. That is why a large number of students refused to answer to question or did so in their mother tongue, Arabic.

#### 4.15 Overall Student Averages of the Post-Exam

The following table shows the post-exam scores of each of the seventeen students.

Table 17

Post-Exam Scores

Student	1	2	3	4	5	6	7	8	9
Mark	19/25	23/25	16/25	23/25	16/25	17/25	18/25	11/25	13/25

Student	10	11	12	13	14	15	16	17
Mark	19/25	20/25	18/25	19/25	22/25	16/25	19/25	22/25

The post-exam was given to the students after the application of role play and other dramatic techniques. The highest grade was 23/25 and the lowest is 11/25.

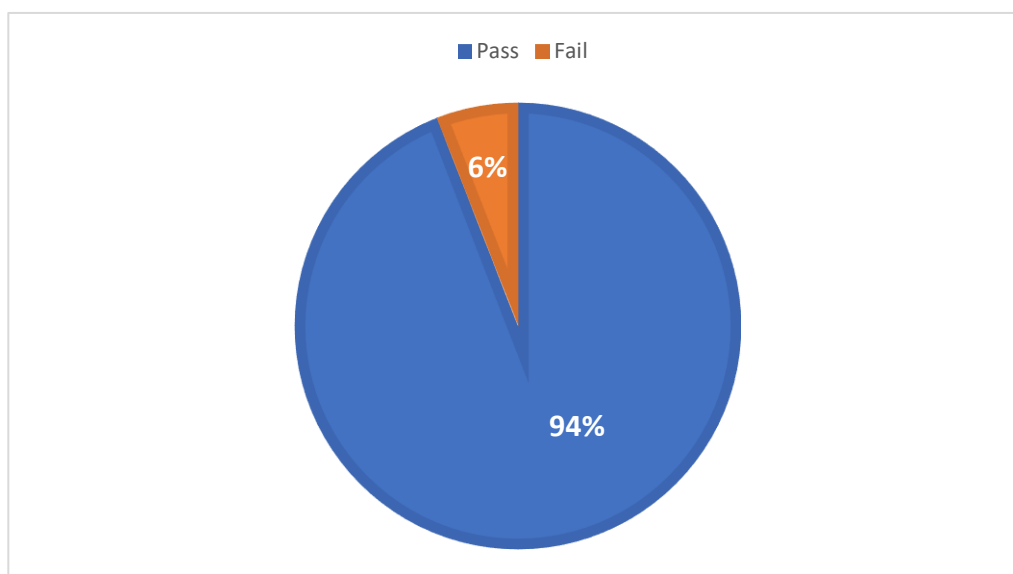


Fig. 8. Pass/Fail ratio of the post-exam

Sixteen out of the seventeen students passed the post-exam, with one remaining student that failed. In terms of percentage, 94% of students passed while six percent of students failed. There is a great difference between the pass/fail ratio of the pre-exam and the post exam.

Table 18

Comparison between Pass/Fail Ratio of Pre- and Post-Exam

<b>Exam</b>	<b>Number of Passing Students</b>	<b>Percentage of Passing Students</b>	<b>Number of Failing Students</b>	<b>Percentage of Failing Students</b>
<b>Pre-Exam</b>	2	18%	15	82%
<b>Post-Exam</b>	16	94%	1	6%

There is a 76% difference in the number of passing students. In the pre-exam, only 18% of the students, or 2, passed the pre-exam. As for the post-exam, 16 students, 14 more students than the pre-exam, passed. The difference is a 76% increase. In the pre-exam, 15 students failed. However, in the post-exam, 1 student failed. Here, there is a 76% decrease.

Table 19

Mean, Median, Mode of Post-Exam Scores

<b><i>Mean</i></b>	<b><i>18.3</i></b>
<b><i>Median</i></b>	<b><i>19</i></b>
<b><i>Mode</i></b>	<b><i>19</i></b>

The mean of the post-exam scores is 18.3, which converts to 73% out of one hundred. This is a passing score. The mean score of the pre-exam was a 9. This converts to 53%, which is a failing score. Here, we have a 9.3-mark difference or an increase of 20%. Another interesting point here is the difference in modes from the pre-exam to the post-exam. In the pre-exam most of the students received a score of either 7 or 8 (see table 2). Six students all together received scores of 7 or 8. In the post-exam, a total of four students received a score of 19 (see table 19). Here, there is a 12/13-point difference between the modes of each exam.

#### **4.16 Discussion of Post-Exam Averages and Figures**

All of the students received a passing grade in the post-exam except for one student. The passing score is 12.5 and the failing student received a 12, half a mark less than the passing score. The rest of the students, 16, all passed with grades between 13 and 23. Here, there was a large amount of improvement.

In order to see if there was a significant difference present or not on the scores of the pre-exam and post, a T-test was conducted between the overall pre-exam average with the overall post-exam average. The same process is also done to the individual sections. The following table shows the t-value and p-value of the pre- and post-exam averages. The t-value represents the generic test statistic whereas the p-value represents the probability of observing a significance within a statistical hypothesis test. See appendix E for the full results of the T-Test, as done through IBM SPSS Statistics. The specific version of SPSS that is used in this particular research is version 20.



Table 20

T-Value and P-Value of Overall Pre-Exam and Post-Exam Average

	t-value	p-value	Std. Deviation
Overall Average	-17.259	0.001	2.23

Here, the t-value is -17.259 and the p-value is 0.001. If a p-value is less than 0.05, there isn't a difference between the means, and thus no significant difference is present. Upon conducted the t-test between the pre-exam and post-exam, the researcher is able to conclude that there is no significant difference. The standard deviation is 2.23 which is far enough from zero to indicate that there is no difference.

#### 4.17 Average Score of Individual Sections of Post-Exam

Table 21

Mean of Individual Sections for All Participants in Post-Exam

Section	Reading Comprehension	Vocabulary	Identify the Speaker	Writing	Speaking
Mean	4.70	4.53	3.81	2.42	2.05

In the post-exam, the reading comprehension section received the highest mean average in comprehension to the rest of the sections. The reading comprehension section received a mean of 4.70. The second highest section was the vocabulary which attained an average of 4.53. The identify the speaker section came in third with a mean of 3.81. The writing section got the fourth

highest mean average of 2.42. Coming in last is the speaking section, which attained a 2.05 mean average. The following figure shows a comparison of the means of the individual sections of the post exam. Although each section contains a different number of set questions, the percentages were conducted through using the common denominator of 60. This allows for a reliable comparison between the five different sections in the pre-exam.

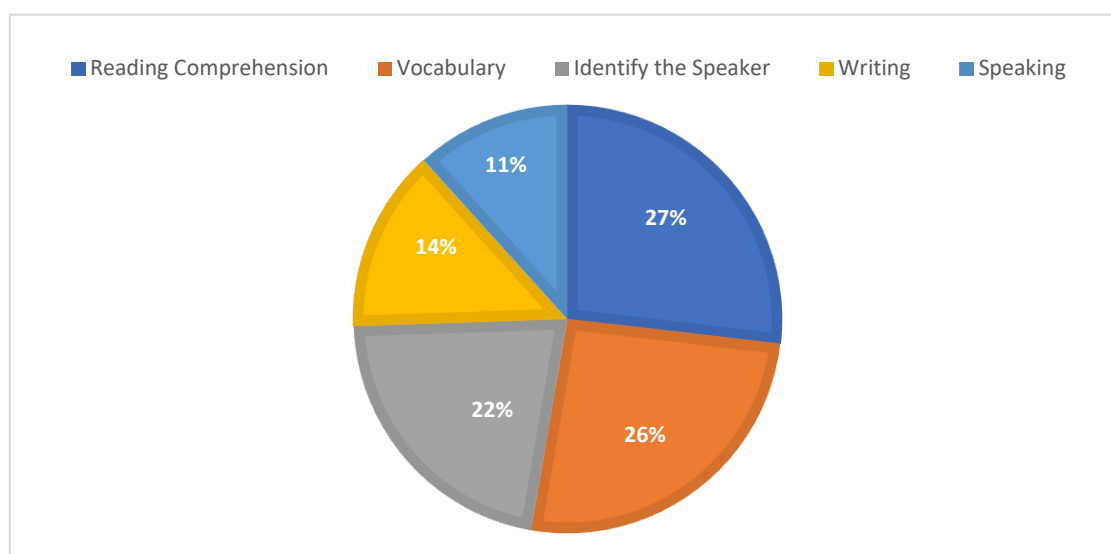


Fig. 9. A comparison of the means of the individual sections of the post-exam.

Here, the reading comprehension section received an average percentage of 27%, the highest percentage. The vocabulary section came in second with 26%. Next is the identify the speaker section which received a percentage of 22%. The writing section is 14% whereas the speaking section received an 11% average.

#### 4.18 Pre-Exam vs Post-Exam Individual Section Average

The following table shows the means of the individual sections in both the pre-exam and post-exam. The first row is labeled section in which the five sections of the pre- and post-exam are written: reading comprehension, vocabulary, identify the speaker, writing and speaking. They

are presented in the same order as they are given in both the pre- and post-exam. The second row shows the means of the pre-exam whereas the third row presents the means of the post-exam.

Table 22

Mean of Individual Sections for All Participants in Pre-Exam and Post-Exam

Section	Reading Comprehension	Vocabulary	Identify the Speaker	Writing	Speaking
Mean of Pre-Exam	2.65	2.59	1.76	0.82	0.76
Mean of Post-Exam	4.70	4.53	3.81	2.42	2.05
Increase in Percentage	41%	38.8%	41%	32%	25.8%

The highest average score in both the pre- and post- exam is in the reading comprehension section in comparison to the vocabulary, identify the speaker, writing and speaking sections. The mean of the pre-exam is 2.65 and the means in the post-exam is 4.70. Here, there is a 2.05-mark difference. This is a little more than fifty percent. This section received the highest increase in percentage, along with the identify the speaker section. There is a 41% increase solely in the reading comprehension section. In the vocabulary section, there is a 1.94 difference in marks. As for the increase, the post-exam scored higher by 38.8%. The identify the speaker section, tied with the reading comprehension section, attained the largest difference in increase. Here, there is a 2.05-mark difference, receiving an increase of 41%. The writing section has a 1.60-mark difference, an increase of 32%. The final section, the speaking section, received an increase of 25.8%, and difference of 1.29 in marks.

#### 4.19 Discussion of Pre-Exam vs Post-Exam Individual Section Average

The highest percentage increase between the pre- and post-exam is in the identify the speaker section. Then, the reading comprehension, vocabulary, writing, and speaking section follow in that particular order. During the pre-exam, the participants of the study were given no preparation or teaching. The researcher informed them that they will be taking an exam on Jules Verne's *Around the World in Eighty Days* as presented in their tenth-grade textbook. They were given a week to go over their individual notes, teacher notes, textbook, previous exams, and other resources they may find helpful for conducting the pre-exam. Despite the independent study preparation that they had, only two students passed and 15 failed (see table 22).

This is when the researcher stepped in and took charge of student study. The researcher applied role-play, circle reading, and classroom discussion upon teaching the text of *Around the World in Eighty Days*. After weeks of meeting with the students, much improvement was coming about. The researcher observed many changes within the students, psychologically and academically.

In the beginning of the experiment, the students were stand-offish. The experiment began with the teacher applying the reading circle technique. The students were put into a large circle in which the students were requested to read the text aloud along with the researcher. The researcher would give mini lesson and act out some scenes in order to get the students to pay attention and participate. During the first meeting in which the reading circle took place, the students were quite stand-offish. They refused to interact with the teacher, let alone read the text aloud. Some students even refused to join the literature circle. However, after much persistence from the researcher, the students all came together during the second meeting. During the second

meeting, the researcher would stop the reading and act out small scenes on her own. After acting a couple of time alone, she requested that a couple students mimic her actions while a student was given the role of the narrator to read the text aloud at the same time as the action.

The moment the research stepped in and took it upon herself to act out a couple of scenes on her own, it was as if the whole atmosphere of the room changed. The ice was broken and students began to participate. This is mentioned in Abdul Aziz and Raffi's (2020) research titled: *The Effectiveness of Utilizing Drama Performance in Enhancing Student Teachers' Engagement with Harper Lee's Novel 'To Kill A Mockingbird' (1960)*. They mentioned in their study that once role play was applied on university students, the subjects gained three main skills. Firstly, they were able to create their own dramatic language in order to express thoughts, experiences and feelings. Secondly, the students developed an interest in artistic manifestations otherwise known as the awakening of the sense of aesthetics. The final skill is that the subjects achieve theatrical techniques of expression such as dramatization and improvisations (74).

By the second meeting, the subjects of the research became more interactive and the reading circle. Students continuously volunteered to read and some were eager to get up in front of the class and act out scenes with the teacher. Once the researcher and students were done reading and understanding the text, the actual role-play took place. The researcher acted out every scene that is present in the English for Palestine 10A textbook, with the students. Meeting after meeting, more and more students were motivated to take part in the scenes. Furthermore, the researcher brought props and costumes in order for the students to feel the characters and play the role to the best of their ability. The more familiar the students became with the storyline, characters, and language, the more they were willing to participate. Some of the students even

created their own actions or ways to carry out the scenes. This relates to Alasmari and Alshae's 2020 research titled "The Effect of Using Drama in English Language Learning among Young Learners: A Case Study of 6th Grade Female Pupils in Sakaka City". Students in Alasmari and Alshae's research, as the subjects in this particular study, developed skills in communication and interaction. "These participants also displayed more responsibility and self-reliance; thus, much learning took place. These results confirmed the general claim that introducing drama activities in language classrooms positively supports language acquisition" (61).

Alasmari and Alshae' as well as Rahimipoor both mention in their research that although acting and interacting in role-play may seem to cause fright and nervousness amongst students, it is actually the opposite. With the subjects of the study, they have never been introduced to role-play until the researcher applied the study. The classroom environment was passive and traditional. Therefore, once the researcher introduced role-play to the classroom, all the students refused to participate. When EFL learners are using the English language in a communicative and active learning environment, the level of nervousness decreases. They are not put on the spot in front of all their peers too answer a question about grammar or vocabulary, as done so in a traditional, passive educational environment. Role play in ESL/EFL learning limits embarrassment and discomfort when using the language (Alasmari and Alshae' 62). Flores presents it as the students are more concerned about acting a and "putting on a show" in front of their peers rather than being correct or formal while presenting their drama pieces (42).

#### **4.20 Post-Exam Reading Comprehension Section**

Table 23

## Scores of the Post-Exam Reading Comprehension Section

Student	1	2	3	4	5	6	7	8	9
Mark	5/5	5/5	5/5	5/5	5/5	4/5	4/5	3/5	5/5

Student	10	11	12	13	14	15	16	17
Mark	4/5	5/5	5/5	5/5	5/5	5/5	5/5	5/5

In the reading comprehension section of the post-exam, none of the students received a score below 3. Thirteen students received a score of 5, three students received a score of 4 and one students received a score of 3.

As for the pass/fail ratio, all of the seventeen students passed the reading section thus creating a 100% passing proportion.

Table 24

## Mean, Median, and Mode of Post-Exam Reading Comprehension Section

<b><i>Mean</i></b>	<b><i>4.70</i></b>
<b><i>Median</i></b>	<b><i>5</i></b>
<b><i>Mode</i></b>	<b><i>5</i></b>

The mean of this section is 4.7, three-tenths away from receiving a full score of 5. The median and the mode are both 5. This shows that a majority of the students received the highest mark of 5.

Table 25

Correct Questions of the Reading Comprehension Section for Each Student

Question Number	Students' Number	Total Students	Total Student Percentage
1	1, 2, 3, 4, 5, 6, 7, 9, 10, 11, 12, 13, 14, 15, 16, 17	16	94%
2	All	17	100%
3	All	17	100%
4	All	17	100%
5	1, 2, 3, 4, 5, 9, 11, 12, 13, 14, 15, 16, 17	14	82%

d. See Appendix B for post-exam questions

The reading comprehension section of the post-exam, like the pre-exam, contained five multiple choice questions. They questioned various details and parts of the storyline. Above is a table showing the students' number along with the questions they answered right. Question number 2, 3, and 4 were answered correctly by all the seventeen students. The question that was answered the least correctly was question number 5. This question asked: "Why did the passenger leave the train in India?". The following are the answer choices given: a. It was the end of the railway, b. It was raining, c. There was traffic, d. The train had problems.



During student interviews, the researcher was able to learn that the students were quite satisfied with the reading comprehension section. When asked how she felt about the post exam reading comprehension section, student C answered enthusiastically. “It was so easy! I remember this section in the pre-exam. I guessed all the answers. I didn’t understand a word!”. Student B mentioned that all the questions were easy except for question number 5. “I couldn’t remember the reason why the train stopped. The answer choices confused me”. Student D mentioned that she was able to answer the questions quickly. “I understood the words and the questions right away. There was no need to overthink.”.

#### 4.21 Pre- VS Post-Exam Reading Comprehension Section Discussion

Table 26

A Comparison of the Pre- and Post- Reading Comprehension Section: Mean, Number of Passing and Failing Students, and their Percentages

<b>Exam</b>	<b>Mean</b>	<b>Number of Passing Students</b>	<b>Percentage of Passing Students</b>	<b>Number of Failing Students</b>	<b>Percentage of Failing Students</b>
<b>Pre-Exam</b>	2.65	11	65%	6	35%
<b>Post-Exam</b>	4.70	17	100%	0	0%

The mean of the pre-exam reading comprehension section was 2.65 whereas the post-exam received a mean of 4.70. There is a 2.05-point difference. Only eleven of the students passed the reading comprehension section in the pre-exam. As for the post-exam, all students passed. Here there is a difference of six students or a 35% increase. In summary there is a 35% increase of passing students between the pre- and post-exam.

It is an accomplishment to get all the seventeen students to pass the reading comprehension section. With the lowest grade being three and thirteen students receiving a full mark, this is considered substantial. In order to see if there is a significant difference available or unavailable between the pre- and post-exam, a T-Test took place on the SPSS program. The following table shows the results of the T-Test.

Table 27

## Results of the T-Test on the Reading Comprehension Section

Section	T-Value	P-Value	Std. Deviation
Reading	-5.307	0.001	1.60

Upon conducting the T-test, the results were as following. The T-value is -5.307 with a P-Value of 0.001. Since the P-value is below 0.05, there is no significant difference present. The standard deviation of 1.6 hints that there is no difference. Thus, the researcher can conclude that role-play played a large role in improving the subjects reading comprehension skills.

The reading comprehension section in both the pre-exam and post-exam asked of small details, characters, and settings that occur in the text. The level of the questions is simple and basic. After applying the role-play on the subjects of the study, there was much development and improvement in their reading skills. At first, the students didn't agree to the literature circle as well as reading aloud. However, after the researcher began recreating various scenes through acting, the students were quick to respond. Students were motivated to read their lines aloud, as well as take turns to speak the role of the narrator.

Before acting any role-play, participants must have deep knowledge about the story. This occurs through reading the play, as well as the dialogue and background information, in order to have a profound understanding of the text. Once this is done, acting and role-playing can take place. The students were encouraged to read and understand the text so that they can act it out to the best of their ability. In Tajareh and Oroji's research titled "The Impact of Drama on Iranian EFL Young Learners' Reading Comprehension Performance", the researchers used a pre- and post-exam, as does this research, in order to determine the influence of role-play on reading. Research findings indicate that drama helps in developing students' literacy rates and skills. The subjects of the study were able to decode meaning, analyze discourse, and understand ideas, values, and attitudes present within the text. The students became more aware of the text, characters, setting, and plot which influenced the students to become more interactive.

#### 4.22 Post-Exam Vocabulary Section

Table 28

Scores of the Post-Exam Vocabulary Section

Student	1	2	3	4	5	6	7	8	9
Mark	5/5	5/5	3/5	5/5	5/5	4/5	5/5	3/5	3/5

Student	10	11	12	13	14	15	16	17
Mark	5/5	5/5	5/5	5/5	5/5	4/5	5/5	5/5

The vocabulary section brought about grades of three and over. The highest grade is five and the lowest is 3. Twelve students attained a mark of five where two students received the lowest grade of 3. With 2.5 being the pass/fail mark, none of the seventeen students failed. This creates a 100% pass proportion for the vocabulary section in the post-exam.

Table 29

Mean, Median, and Mode of Post-Exam Vocabulary Section

<b><i>Mean</i></b>	<b><i>4.53</i></b>
<b><i>Median</i></b>	<b><i>5</i></b>
<b><i>Mode</i></b>	<b><i>5</i></b>

The mean of the vocabulary section is 4.53, 0.17 marks less than the reading comprehension section. This is due to the fact that more students received a score of three in comparison to the reading comprehension section of the post-exam. The median and mode of this particular section. this is a good sign that the students have gained a large number of skills upon understanding and decoding vocabulary.

The mean of this section is 4.7, three-tenths away from receiving a full score of 5. The median and the mode are both 5. This shows that a majority of the students received the highest mark of 5, a great improvement from the pre-exam.

Table 30

Correct Questions of the Vocabulary Section for Each Student

Question Number	Students' Number	Total Students	Total Student Percentage
6	All	17	100%
7	1, 2, 3, 4, 5, 6, 7, 8, 10, 11, 12, 13, 14, 16, 17	15	88%
8	1, 2, 3, 4, 5, 6, 7, 10, 11, 12, 13, 14, 15, 16, 17	15	88%
9	1, 2, 4, 5, 7, 9, 10, 11, 12, 13, 14, 15, 16, 17	14	82%
10	1, 2, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17	16	94%

e. See Appendix B for post-exam questions

The vocabulary section contained five questions in which students were instructed to “cross out the word that doesn’t belong”. This means that four words were given and the students were requested to choose the word that doesn’t relate to the rest of the words in the group. Question number six was answered correctly by all the students. The question gave the students to choose the word that doesn’t belong from the four following options: “court room, acrobat, prison, judge”. The students became quite familiar with the words that dealt with law due to the number of times it was repeated and concentrated on during the experiment. Student D mentioned that had she played the role the role of the judge. “I remember I concentrated a lot when I was memorizing my lines. That’s why I was able to remember it!”. Student A mentioned that she had a difficult time answering question eight. “There were two words that sounded the same...Can I see the exam? Yes, bail and rail. I couldn’t differentiate their meanings”.

#### 4.23 Pre- VS Post-Exam Vocabulary Section Discussion

Table 31

### A Comparison of the Pre- and Post-Exam Vocabulary Section: Mean, Number of Passing and Failing Students, and their Percentages

<b>Exam</b>	<b>Mean</b>	<b>Number of Passing Students</b>	<b>Percentage of Passing Students</b>	<b>Number of Failing Students</b>	<b>Percentage of Failing Students</b>
<b>Pre-Exam</b>	2.65	12	71%	5	29%
<b>Post-Exam</b>	4.53	17	100%	0	0%

The mean of the post-exam for the vocabulary section is 4.53. This is 1.88 marks higher than the mean of the vocabulary section in the pre-exam which rounded up to be 2.65. As for the number of passing students, only 12 students passed the pre-exam, which gives it a 71% passing proportion and a 29% failing rate, with 5 students not reaching the passing mark. In the post-exam, all of the seventeen students passed. There is a 5-student passing difference between the pre-exam and post-exam. This, just as the reading comprehension section, is considered to be an accomplishment, since none of the students failed.

In order to see whether there is a significant difference between the pre- and post-exam vocabulary section, their answers were coded into items and a t-test was conducted. The following table shows the t- and p-value of the t-test.

Table 32

#### Results of the T-Test on the Vocabulary Section

<b>Section</b>	<b>t-value</b>	<b>p-value</b>	<b>Std. Deviation</b>
<b>Vocabulary</b>	-5.416	0.001	1.48

The t-value presented here is -5.416. As for the p-value, it is 0.001. Because it is below 0.05, the p-value shows that there is a no significant difference in vocabulary section of the pre- and post-exam. Furthermore, the standard deviation is 1.48, shows that there it is a proper amount away from zero which creates a difference.

Before applying the role-play on the subjects of the experiment, the students seemed quite lost and unaware of the vocabulary words used throughout the story text, as well as the pre-exam. The students simply had smalls notes from the original English class that simply translated words that they didn't know. They memorized the word with its translation, rather than memorizing the unfamiliar word's meaning and the context in which it is used. In a traditional classroom setting, the teacher would give the translation of the words that the students don't know. In the exam, the teacher would ask the students to match the words with their Arabic translation or vice versa. There is no deep knowledge of the word which is a huge problem. This is known as passive learning. students are only memorizing without getting the full jest of how to use the word properly. It's a battle of use vs usage.

After applying the role-play on the students, their mindset became more open to acquiring new vocabulary words. While the students were memorizing lines, learning their scripts, becoming familiar with the scenes, and acting it out, they became used to using the word in the proper situation. The students became familiar with the adequate pronunciation as well how to properly use it, not only in the play, but outside of the classroom environment. Previously, students were memorizing vocabulary words for the sake of getting points on their exams. However, with the use of role-play as a teaching method, the students were more encouraged to learn the word and its usage, not only its translation.

Alshraideh and Alahmadi came to the same findings in their research titled: “Using Drama Activities in Vocabulary Acquisition”. The research states that: “using drama activities to learn vocabulary has a significant impact on the acquisition of vocabulary in this specific context. Also, the responses from learners seem to indicate that drama activities facilitate both emotional and physical engagement in the classroom (48)”. When vocabulary is taught in a well-structured environment, the students are more likely to learn. Furthermore, the use of role-play helps students acquire new vocabulary words and expressions since it is considered authentic material; thus, students with limited vocabulary are more encouraged to take part. Rahimipour also mentions this in his research by mentioning the use of role-play helps students comprehend verbal aspects of language, that being vocabulary (14).

#### 4.24 Post-Exam Identify the Speaker Section

Table 33

Scores of the Post-Exam Identify the Speaker Section

Student	1	2	3	4	5	6	7	8	9
Mark	5/6	6/6	4/6	2/6	4/6	5/6	5/6	2/6	3/6

Student	10	11	12	13	14	15	16	17
Mark	6/6	6/6	4/6	6/6	6/6	4/6	4/6	6/6

In this section, the highest score is 6 and the lowest is 2. Six students received a full score of six. As for the lowest score, there are two students who received the low score of 2. This



particular section is where students are beginning to fail. Because there are six questions here, the pass/fail mark is three. Anything below a three is a failing grade. Therefore, two students failed and fifteen students passed. The pass/fail percentage ratio is 88/12%.

Table 34

Mean, Median, and Mode of Post-Exam Identify the Speaker Section

<b><i>Mean</i></b>	<b><i>3.81</i></b>
<b><i>Median</i></b>	<b><i>5</i></b>
<b><i>Mode</i></b>	<b><i>6</i></b>

Because there are six questions in the identify the speaker section, the mean turned out to be 4.58 out of six potential marks. But once this is transferred to a scale of 5 as to compare to the rest of the sections, the mean turned out to be 3.82. This is 0.71 marks down from the mean of the previous section. The reason for the decrease is because of the range of marks in the identify the speaker section. Here, there are two failing scores, which is not present in both the vocabulary and reading comprehension section. Although there were low scores in this section, the median is five and the mode is six.

Table 35

Correct Questions of the Identify the Speaker Section for Each Student

Question Number	Students' Number	Total Students	Total Student Percentage
11	1, 2, 3, 4, 5, 6, 7, 10, 11, 12, 13, 14, 15, 17	14	82%
12	1, 2, 6, 7, 10, 11, 13, 14, 16, 17	10	59%
13	All	17	100%
14	1, 2, 3, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17	16	94%
15	1, 2, 3, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17	16	94%
16	2, 5, 7, 19, 11, 12, 13, 14, 15, 16, 17	11	65%

Things become a bit difficult for the students in the identify the speaker section. In the previous sections, at least 80% of the students answered the questions correctly. Here, the questions have a total student percentage rate ranging between 59%-100%. Question number 13 was answered correctly by all students. The quote stated: "I used to be a circus acrobat, and late I was a firefighter in Paris". The reason the speaker of the quote was identified correctly 100%. This is one of the first scenes that the researcher acted out in the first meeting. The researcher read the sentence in English, explained the meaning of the two occupations, and acted them out as to get the word to stay in their minds. "I answered the question right away," stated student A. "I can picture the scene in my head right now. I can see [the researcher] right now acted out the scene in front of me". The question that was answered the least correctly was question 12. The quote in this question stated: "I only know of one... Shanghai". This quote was spoken by Fogg. Only ten, or 59% of the students, answered this question correctly. Student B mentioned that this

question was difficult because she didn't remember reading about this city. "I don't remember seeing this name in the story. Is it a person...Oh, a city! I don't even remember!"

#### 4.25 Pre- VS Post-Exam Identify the Speaker Section Discussion

Table 36

A Comparison of the Pre- and Post-Exam Identify the Speaker Section: Mean, Number of Passing and Failing Students, and their Percentages

Exam	Mean	Number of Passing Students	Percentage of Passing Students	Number of Failing Students	Percentage of Failing Students
Pre-Exam	1.76	4	24%	13	76%
Post-Exam	3.81	15	88%	2	12%

The mean of the post exam is 3.81, 2.05 points higher than the pre-exam mean. The mean of the pre-exam "identify the speaker" section was below the passing line. However, the grade boosted in the post-exam. This is due to the number of passing students. In the pre-exam, only four students passed. However, fifteen students passed in this section in the post-exam. Percentage-wise, there was a 64% increase of passing marks from the pre-exam to the post-exam. Furthermore, only two students failed this section. The failing students decreased by 11 from the pre-exam.

Table 37

Results of the T-Test on the Identify the Speaker Section

Section	t-value	p-value	Std. Deviation
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Identify the Speaker	-7.508	0.001	1.55
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The results of the identify the speaker section t-test are as follows: the t-value is -7.508, the p-value is 0.001, and the standard deviation is 1.55. Just as the previous sections, there is a p-value of 0.001, thus there is no significant difference between the pre-exam identify the speaker section and the post-exam identify the speaker section. Although two students failed this section and the mean is lower than the previous sections, the most progress occurs here. This is seen by the t-value. The t-value is -7.508, in comparison to the reading comprehension section which received a t-value of -5.307 and the vocabulary section in which the t-value was reported at -5.416.

In the pre-exam, the students stuck with using three main names in the identify the speaker section. Those names included: Passepartout, Fogg, and Aouda. The students didn't have a broad knowledge neither of the characters nor the characterization. Their knowledge was limited to three main characters and the scenes that consisted of greater action. However, the students had limited familiarity with smaller details, minor characters, and setting of the storyline. With the application of the role-play on the subjects of the research, their knowledge was widened to recognize the various characters within the story. Furthermore, the students were introduced to their personality traits. They got to understand the characters on a developed level.

During the process of reading the story, memorizing lines, and acting, the students were able to identify the various speakers and listeners in the story. They take on the role of a character and thus understand their dialogue, relations, and traits. This relates to Zahrani and Arafat's research titled *The Effectiveness of Using Drama Techniques in Teaching Difficult Units*

*of EFL Course on Developing Language Proficiency and on Decreasing Anxiety Level of Intermediate Stage Students.* They mentioned that being able to identify various aspects of the story is one of the greater benefits of using role-play in the EFL classroom. The subjects of Al Zahrani and Arafat's study were able to identify the various characters in the story as well as each one's personality as well as relationships.

#### 4.26 Post-Exam Writing Section

Table 38

Scores of the Post-Exam Writing Section

Student	1	2	3	4	5	6	7	8	9
Mark	2/4	3/4	2/4	2/4	1/4	2/4	2/4	1/4	1/4

Student	10	11	12	13	14	15	16	17
Mark	2/4	2/4	1/4	2/4	3/4	1/4	3/4	3/4

In the writing section, the grades range from 1 to 3 out of four possible marks. This is the second section in which there are failing marks. Four students received a mark of 3, eight students received a 2, and five students received a score of 1. Because the writing section is out of four, the passing mark is two. Therefore, all students that received a score of 2 have failed this particular section. Twelve students passed and five students failed. This makes the pass/fail percentage at 70%/30%. The students were given an illustration copied from their English for Palestine book. it was used in the story text. The illustration showed the scene of the suttee. The

students were asked to write 50-60 words on the following topic: “Mention what is happening in the picture and the characters involved”.

Table 39

Mean, Median, and Mode of Post-Exam Writing Section

<b><i>Mean</i></b>	<b><i>2.42</i></b>
<b><i>Median</i></b>	<b><i>2</i></b>
<b><i>Mode</i></b>	<b><i>2</i></b>

The mean of the writing section is 2.42. The median and mode are two. In this section, there are four possible marks that the students can achieve. In that case, the score of 2 is the pass/fail mark. This shows that a majority of the students are borderline passing. This is considered worrying for the researcher since it is preferred that the students received higher marks.

#### **4.27 Pre- VS Post-Exam Writing Section Discussion**

Table 40

A Comparison of the Pre- and Post-Exam Writing Section: Mean, Number of Passing and Failing Students, and their Percentages

<b>Exam</b>	<b>Mean</b>	<b>Number of Passing Students</b>	<b>Percentage of Passing Students</b>	<b>Number of Failing Students</b>	<b>Percentage of Failing Students</b>
<b>Pre-Exam</b>	0.82	2	12%	15	88%
<b>Post-Exam</b>	2.42	12	70%	5	30%

There is a 1.60-mark difference between the pre-exam and the post-exam. This is due to the difference in the number of passing students. There is an increase of ten passing students. Therefore, the percentage of passing students jumped by 58%. Another way to look at it is through the decrease of the failing students from the pre-exam to the post-exam. There is a decrease of ten failing students.

Table 41

## Results of the T-Test on the Writing Section

Section	t-value	p-value	Std. Deviation
Writing	-7.677	0.001	0.600

With a t-value of -7.677 and a p-value of 0.001, there is no significant difference in the writing section between the pre-exam and post-exam. The standard deviation is 0.600. This is due to the fact that there is a 1.60-point difference. The previous sections have point differences 1.88 and higher thus attain higher standard deviations. So far, this section, along with the previous three sections (reading comprehension, vocabulary, and identify the speaker) all attain no significant differences.

The writing section in the pre-exam received weak scores. Only two students passed, attaining a score of 2, and five students received a mark of zero. The rest of the students received one. In other words, all of the students failed except for two who received a mark of 2, which is borderline failing. This comes to show that the students did not have adequate skills nor were

they properly taught to write a paragraph in the English language. The students were simply taught to explain the event that occurred in the temple. It was one of the main events that occurred in the story, thus it was expected that the students had prior knowledge and a deep understanding of this particular scene. However, many of the students left the answer blank, wrote in Arabic, or wrote incomplete sentence with unclear ideas. Example answers of students are presented below. See Appendix F for the full transcript of the post-exam writing section answers. The following student received the highest score of 3:

“This is a tradition in India. This tradition is when a man died they must burn his body. They take the man wife and burn her too. Its name is suttee. The Indian tribe are taking Aouda to burn her body. Passepartout took Aouda’s place and Fogg hold Aouda and escaped”.

The following received a score of 2:

“aouda is burn in fire because it tradition India. but then fogg jump and get her and run. And passpertout he is in the fire. And then passpertout he runs.”

The following received a score of 1:

“In this picture there is a fire they want to burn aoda bc husband diz , fog take her”

There were significant changes from the pre-exam to the post-exam. Although five students failed, none of them received a score of zero. Furthermore, a majority of the students passed which turned out to be 70%. It is expected that drama and role-play have no connection to bettering writing skills, since limited writing is actually done when acting out scenes.



However, it is important to understand that when applying role-play on EFL students, they are more likely to understand the various characters, actions, and the plot all together. This gives them enough vocabulary and comprehension to be able to write complete ideas regarding any topic dealing with the text. The only problem that may stand here is that previously, the students weren't properly taught to write complete and grammatically correct sentences. Therefore, this took affect on them when taking to pre- and post-exam. However, once the role-play was applied on the subjects of the study, they had good enough familiarity of the story to be able to write about the series of events that occurred. The students were able to present adequate content and ideas. But they missed their mark on carless errors such as spelling, subject-verb agreement, incorrect use of punctuation, and other grammar errors.

When asking the students how they felt about the writing section this time around, the majority of the interviewed students were satisfied. "The moment I saw the picture, I remembered the acting. I remember when [student name] lied down on the table and the other girls picked her up" stated student B. Student A mentioned that this was her favorite scene. "I really liked this scene. [The researcher] made us repeat the word suttee a million times so that we can pronounce it". Student D mentioned that she didn't even remember this scene occurred when she first took this story. "I don't even remember that we talked about this scene or even read it. I liked the story more and I understood it more when we acted it out".

This related to Dundar's study titled: *Nine drama activities for foreign language classrooms: Benefits and challenges*. Dundar mentioned in his research that when students are involved in role-play, they are more likely to attain new words and ideas that influence writing (1429). The fundamentals of writing are having the right words and ideas to jot down on a piece

of paper. Once those ideas and words are there, the wiring process becomes a lot simpler. He specifically mentions “it provides an opportunity for thoughtful expression and exercise of imagination; it effectively integrates all the basic language skills; it involves participation by all members of the class and is quite informative and entertaining” (1428).

#### 4.28 Post-Exam Speaking Section

Table 42

Scores of the Post-Exam Speaking Section

Student	1	2	3	4	5	6	7	8	9
Mark	2/5	4/5	2/5	2/5	1/5	2/5	2/5	1/5	1/5

Student	10	11	12	13	14	15	16	17
Mark	2/5	2/5	3/5	2/5	2/5	2/5	2/5	3/5

The speaking section contained 5 possible marks in which the student can achieve. Because five is the highest possible score, the passing scores lies at 2.5. Anything below a 2.5 is considered a failing mark. With the subjects of this particular experiment, none of the students were able to achieve a full mark. The highest grade is 4/5 which was achieved by one student. Two students received a score of 3. As for the failing score, eleven students received a score of 2 and three students received a score of 1. No students received zero marks. Three students passed this section, and fourteen students failed. This makes the pass/fail ratio at 18%/82%.

Table 43

Mean, Median, and Mode of Post-Exam Speaking Section

<b><i>Mean</i></b>	<b><i>2.05</i></b>
<b><i>Median</i></b>	<b><i>2</i></b>
<b><i>Mode</i></b>	<b><i>2</i></b>

The mean of this section is 2.05. Unfortunately, it didn't receive the passing mark of 2.5. This also pertains to the median and mode. All three received failing marks below 2. This is a troubling outcome.

#### 4.29 Pre- VS Post-Exam Speaking Section Discussion

Table 44

A Comparison of the Pre- and Post-Exam Speaking Section: Mean, Number of Passing and Failing Students, and their Percentages

<b>Exam</b>	<b>Mean</b>	<b>Number of Passing Students</b>	<b>Percentage of Passing Students</b>	<b>Number of Failing Students</b>	<b>Percentage of Failing Students</b>
<b>Pre-Exam</b>	0.76	1	6%	16	94%
<b>Post-Exam</b>	2.05	3	18%	14	82%

The mean of the pre-exam is 0.76 and which later changed to 2.05 in the post-exam. This is a 1.29-mark increase. Two more students passed in the post-exam in comparison to the pre-

exam. The passing percentage of students in the pre-exam was 6% whereas the post-exam contained a passing percentage of 18%, and 12% increase.

Although it seems that there isn't much difference between the passing and failing rates between the pre-exam and post-exam, one must analyze deeper in order to understand the difference. The following table shows outcome of the t-test performed on the speaking section of the pre- and post-exam.

Table 45

#### Results of the T-Test on the Speaking Section

Section	t-value	p-value	Std. Deviation
Writing	-4.612	0.001	1.138

With the p-value at 0.001, there is no significant difference in this particular section. Thus, the researcher can conclude that all five sections of the exams attained no significant differences from the pre- to post-exam. The standard deviation is 1.138. This allows the researcher to understand that although the results of the speaking section were not that of a passing mark, the overall mark deviates far from the original grade, thus resulting in no significant difference.

It is important to understand the various figures and values that are looked into upon conducting comparison between two exams, especially through using a t-test. At first sight, one may believe that there is no possible way that there is not a significant difference in the speaking section results. This is since the mean of the post-exam was under the passing mark of 2.5. In

fact, it was almost a full half-mark away from receiving a passing grade. However, one must consider the individual grades of the pre-exam speaking section to the post-exam speaking section.

Like the pre-exam, the post-exam was graded by using the Interagency Language Roundtable Scale (ILR). The students are graded on the same scale in order to ensure that the comparison between the pre- and post-exam section are done fairly and properly. A score of zero is labeled “no proficiency” and the next score, 1, is titled “elementary proficiency”. Two is titled “working proficiency”, three is “general professional proficiency”, and four is “advanced professional proficiency”. The final and highest mark of five is titled “functionally native proficiency”. See appendix G for a full transcript of the post-exam speaking section. The following student received a score of 4 in the post-exam speaking section:

“When Fogg and Passepartout arrived to Mumbai, Fogg was interested in discovering the city. However, Passepartout was really excited to be there. After he finished shopping he decided to go to beautiful temple. But, he got into trouble because he didn’t know the rules there. Then, when he entered the temple, he didn’t take off his shoes and this was his first mistake there. Then three priests noticed him and they were very angry. They attacked on him and he started pulling them off. Then, ran out of the temple. And this was his second mistake.”

The following student received a score of 3 in the speaking section:

“When he entered the temple, he didn’t take off his shoes...uh... three angry priest noticed him, they attack on him and he ran out.”

The following student received a score of 2:

“When Passepartout went to the temple he didn’t take off his shoes. Uh.. the priests...uh... hit him because it is against...uh...against the Indian religion. Passepartout attacked them.”

The following student received a 1 in the speaking section:

“Passepartout go to the temple enter temple and the priest...uh... he take off the shoes... and they fight. “

The following table shows the individual marks (0-5) and how many students received each mark.

Table 46

Number of Students Receiving Various Possible Marks in the Speaking Section

Score	0	1	2	3	4	5
Students in Pre-Exam	8	6	2	1	0	0
Students in Post-Exam	0	3	11	2	1	0

In the pre-exam, eight students received a mark of zero, or no proficiency. This is almost half of the students receiving no marks at all. This demonstrates just how weak the students were before the role-play was applied. The students were labelled as having no proficiency according to the ILR scale. Moving on to the post-exam, no student received a score of 0. In the pre-exam,

students were giving answers in Arabic, while others refused to even take part in the speaking section of the exam. Upon seeing the grades for the post-exam, it can be determined that the students really gave it their all and tried their best to form any sort of answer in order to prevent themselves from getting a zero. This comes to show that beforehand, during the pre-exam, the students didn't care for the role-play let alone taking the exam. But once the role-play was applied onto the students, they were encouraged to work their hardest and receive the best grade they could possibly get.

A score of one, or "elementary proficiency", was received by six students in the pre-exam and 3 students in the post-exam. It is vital to recognize that 14 students in the pre-exam have received grades up to the one-mark point. Again, this can be seen as an extreme failure for the speaking section. as for the post-exam, up to the one-mark point, only three students have been graded, all three receiving a score of one and none of zero. As for the "working proficiency" level, or a mark of 2, only two students in the pre-exam received that grade and eleven students in the post-exam. The majority of the students in the post-exam received a grade of 2. Since these group of students are labelled as having "working proficiency", it should be recognized that they are only a half-point away from passing. The students in this grade level are working, hence the name, or improving themselves in order to speak English to the best of their ability. The score of three, or "general professional proficiency", was received by one student in the pre-exam and two students in the post-exam. Here, marks the beginning of the passing scores. So far, these are the only students that received a passing grade in both the pre- and post-exam. As for "advanced professional proficiency", or a score of 4, no students in the pre-exam received this grade and only one student received this grade in the post-exam. The final score, "functionally native proficiency", or 5, wasn't attained by any of the students. This is expected since none of

the students in the experimental group are native speaker nor are the expected to have native-like proficiency.

Now the question is, how isn't there a significant difference in this section when a majority of the students failed in both the pre- and post-exam. As previously mentioned, one should only look at the passing and failing rates. This is only a portion of what makes up whether there is a significant difference or not. One must look at the individual scores of each student in order to understand the patterns. First off, eight students received a mark of zero in the pre-exam, almost half of the students. Six more students received a score of 1. This makes up 14 students who received a one or below in the pre-exam. This is three students away from the overall student number. As for the post-exam, only three students passed the exam; however, eleven students received a score of 2. This is the majority of the students. With eleven students receiving a score of 2, it is perceived as 1 or 2 whole marks higher than most of the scores in the pre-exam section. This is where the absence of significant difference take place.

The students gave more positive feedback this time around. Student C mentioned that she "was happier with myself in the speaking section. When I took the first exam, I was saying random words in English". Student D recognized an increase in confidence. "Do you remember when you asked me and I told you I didn't want to answer? I was so scared because I didn't want to make any mistakes. But now I know, like you said, that it is better to speak and make mistakes than to not speak at all". This is common in the results of the previous related studies mentioned in the methodology. Said Ahmed mentions in his research titled: "Using Drama Techniques for Developing EFL Speaking Skills and Reducing Speaking Anxiety among Secondary Stage Students", that students' anxiety levels are decreased and thus speaking is increased. He



continues by stating that students are in need of authentic language. English must be used in situations other than passive learning environments. “The results of the present study showed that the drama techniques-based program has improved the study participants EFL speaking skills and reduced speaking anxiety among them. These improvements can be due to the effectiveness of using the drama techniques-based program, the appropriateness of the drama techniques used and the speaking activities and tasks offered through the sessions, to the study participants” (80). The same can be found in the subjects of this particular study. The students were more willing to cooperate and speak English to the best of their knowledge due to the decrease in anxiety they received through the application of role-play.

#### **4.30 Student Attitudes Towards Role-Play**

In order to understand the students’ attitudes towards the use of role-play in the English classroom, the researcher conducted interviews with four of the seventeen students (see Appendix H full transcript of student interviews). The researcher asked about students’ feelings towards the pre-exam and post-exam, which has been previously mentioned throughout the discussions of the various sections. Furthermore, the researcher was interested in understanding the students’ opinions on the overall experience. Student A mentioned in her interview that she was ecstatic about the experiment from the first day. “I remember I was a little nervous when the researcher first explained what was going to happen. But I was also very curious and excited. I really want to improve my English skills. The curriculum at school is not helpful whatsoever. And sometimes I feel like the teachers are lazy to apply activities in the class”.

Student B was also satisfied with her experience. “This is the first time I have ever taken part in a play. Not even in Arabic. So, it was really fun. I didn’t remember the story being this

exciting when we read it in class. I just remember having my notebook next to my textbook and copying down all the words I didn't know. And the teacher would say the word in English and then translate it into Arabic. I wrote them down, and memorized them for the exam. I didn't know how to use them by myself. I needed guidance. But now, I am so confident. Now I know many new words. I can say many new sentences. I am very proud of myself".

Student C spoke about her anxiety. "I was nervous, and still nervous till this day. I played the smaller roles in the play because I don't like speaking. But I learned a lot of vocabulary words. I feel wiser in the English language. Now, when I study English, I have many new skills so it is much easier for me. Usually, I am very shy. I don't even like to answer questions in class. I am scared that I will make a mistake. That is why I decided to be the priest in the play. He didn't say anything but there was a lot of action. I learned how to connect vocabulary words with my actions. That was the biggest advantage."

In Student D's answer, she, as student A and B, was all around pleased. "It was a new way of learning. We can even use this way in other classes like history and Arabic. We are always sitting, reading, and memorizing. This way of learning is so boring. I hated English class because of this reason. But now, I really enjoyed taking the English lessons with the [researcher]. It is the first time I leave my seat during class time. It was nice to move around and speak freely. Also, [the researcher] gave us the freedom to add our ideas and words in the play. It was a good idea. I wish to do this for many more classes".

#### **4.31 Teacher Attitudes Towards Role-Play**

Not only is it important to understand the students' feelings and opinions towards using role-play in the English classroom and the experiment in particular, but the teachers' attitudes matter as well. Many of the students mentioned that teachers rarely use interactive methods in the English classroom, let alone role-play. Therefore, the researcher was interested in knowing what the teachers' opinions were towards role-play as well as their experience in teaching in general. Three English language teachers at the same school in which the experiment was conducted were interviewed. There are only three teachers that teach English at Dar Al Salam Secondary School for Girls and all were interviewed. Due to the pandemic, the teachers were interviewed online because a lockdown was put into place during the time in which the researcher planned to interview the teachers. For a full transcript of the teacher interviews, see Appendix I.

The first question that was asked by the researcher was: What techniques do you use in the English classroom (traditional methods, communication approach, etc.)? All three teachers mentioned that they try to steer away from traditional methods and focus on more interactive techniques when teaching English. Teacher A mentioned that she tries to “mix between the traditional and communication approach depending on the material explained and different situations...though most of the time I try to focus on the communication one as I notice that it helps all of the students to be involved in the learning process”. When asked whether the students are satisfied with their teaching techniques, and whether the teachers have noticed any student progress, the answers varied. Teacher A mentioned that in her eight years of teaching her students were quite satisfied with her teaching methods. “I was able to measure that after the exams, worksheets, even during different discussions inside the classroom”. Teacher B mentioned that she uses teaching methods that are “unconventional”. She goes on to mention that

she likes to involve her students in speaking activities as a way to begin lessons. “This usually takes 10 to 12 minutes and then if there is any, I try to establish connection between the lesson and what the students have shared with me”. Teacher C states that although she tries to avoid using passive methods in the classroom, she sometimes has to use them. “When I apply different activities on the students, some of them refuse to participate. They just want me write notes on the board. Interactive activities don’t always work. Sometimes, they waste a lot of time”.

The third question asked if the teacher felt that they can do better to enhance the learning environment. All three agreed that there is always room for improvement. There is no teacher that is 100% perfect. Teacher B states that “there is always something to improve, add, or change. The class environment is crucial to better learning, especially with children”. Interview question number four asked: Have you ever used any form of role-play in the class? Again, all three teachers answered yes to this question. Teacher A mentioned: “I always try to use role-play inside the classroom and I find this technique very effective and useful especially in literature”. Teacher B also mentioned that she has used role-play in the past on several occasions. Teacher C stated in the interview that “I use role-play when I have to time and I see it fit. But I like to use it when I act out words so that the students can memorize the meaning like with the game charades”.

The final question of the interview asked the teachers if they believed that EFL learners will learn English better with role-play. All teacher agreed that role-play plays a large part in improving EFL learners English and in the educational environment in general. Teacher A states that it “enables students to play different and new roles that they don’t experience in their daily lives”. She goes on to mention that students are exposed to the English language in different

situations which helps to improve their language skills. Teacher B simply mentioned that role play “definitely” help EFL learners improve their English language and skills. Teacher C states that role-play not only helps the students learn English but also builds their character. “Right, it helps with learn the four language skills. But also, you can see that the children who are shy and reserved blossom and become very interactive. This is the best advantage.”

#### **4.32 Results Regarding Hypotheses**

The first hypothesis mentions that there will be no statistically significant difference or  $\alpha \leq 0.05$  for the overall average of the exam scores. Upon applying the t-test on the pre-exam scores with the post-exam scores, the researcher is able to conclude that there is no significant difference since the results were 0.001, a score less than 0.05.

The second hypothesis mentions that there will be a significant difference less than 0.05 in each individual section. There are five sections in the pre- and post-exam that include: reading comprehension, vocabulary, identify the speaker, writing, and speaking. Upon conducting t-tests on each section, the results show that each individual section received a significant difference of 0.001. Therefore, all sections in the exam attain no significant difference.

The third hypothesis states that the students’ confidence levels will increase while their anxiety decreases. This hypothesis has been proven correct. This can be shown through the student interviews, the various figures previously mentioned in the results as well as the absence of a significant difference in each section of the exam. Students became more open to interaction and performance. In the first days of the study, students refused to take part in any activity.

However, once the role-play was applied, students became more open to interacting and participating in the role-play as well as using the English language all together.

## Chapter 5: Conclusion

### 5.1. Overview

The current study investigated the effectiveness of using role-play in the EFL classroom on reading, writing, and speaking skills of students. Despite the various limitations (COVID-19, time, transportation) the researcher applied the experiment on one English class of seventeen eleventh grade students in the literary stream. A pre-exam was given to the students in order to understand their levels and test their reading, writing, and speaking skills. Then, the researcher applied role-play techniques to act out Jules Verne's *Around the World in Eighty Days*. This story is already provided in their English textbook and has been taught to the students beforehand. Students were required to read out lines, act out scenes, and interact with one another through dialogue and role play. Afterwards, a post-exam was given, testing the same skills as the pre-exam. After applying a t-test, the researcher was able to conclude that there was a significant difference of 0.001 in the overall average of the pre- and post-exam. Furthermore, there was a significant difference of 0.001 in all the five sections of the exam: reading comprehension, vocabulary, identify the speaker, writing, and speaking. Therefore, it can be concluded that students learn through interaction and activity. Both teachers and students involved in this study agree that role-play develops EFL learners' English skills as well as building their characters in terms of increasing confidence and decreasing anxiety.

### 5.2. Recommendations

In light of the results of the present study, the researcher suggests the following recommendations:

1. English as a Foreign Language skills e.g. reading, writing and speaking should be given more attention when planning English language curricula.
2. The presence of anxiety when using the language skills (reading, writing and speaking) should be given more attention when planning English language curricula.
3. Teachers and curriculum designers should apply role-play in the EFL classroom in order to enhance reading comprehension skills such as reading for details, identifying the speaker, acquiring vocabulary, and understanding plots, themes and characters.
4. Teachers and curriculum designers should apply role-play in the EFL classroom in order to enhance writing skills such as coherence, cohesion, creativity, summarizing, and paraphrasing.
5. Teachers and curriculum designers should apply role-play in the EFL classroom in order to enhance speaking skills such as pronunciation, enunciation, fluency, cohesion, and non-verbal communication.
6. Teachers and curriculum designers should apply role-play in the EFL classroom in order to limit students' anxiety and nervousness when learning and using the English language.
7. Teachers and curriculum designers should apply role-play in the EFL classroom in order to increase students' confidence and self-assurance.
8. Teachers and curriculum designers should include role-play in the EFL classroom in order to encourage use over usage.



9. Students should open themselves up to participating in classroom activities that steer away from traditional passive methods and encourage more interaction.
10. EFL teachers should be trained to properly teach English through drama techniques such as role-play.
11. EFL students should be trained to use drama techniques such as role-play in order to develop their English language.

### **5.3. Suggestions for Further Research**

This particular study took place amidst the COVID-19 pandemic. Due to the lockdowns and closures that took place, it was difficult for the researcher to gather data and collect information to the fullest potential. Due to safety protocols, the researcher was only allowed to experiment with a limited number of students, for a limited time, and limited visitations. Therefore, the researcher recommends that the same experiment take place on under healthier and safer circumstances. In order to get more precise results, it is recommended that this research be applied on a larger number of students throughout a whole year.

In order to study the effect of using role-play on EFL learners' listening skills, the text of the story could be listened to and questions could be asked as to see whether the students could understand the plot of the story through audio. Furthermore, the students could listen to their lines and memorize them through audio. This way, the researcher can truly understand whether role-play impacts all four language skills rather than concentrating solely on reading, writing and speaking. Furthermore, the same research could be applied to younger children. Here, the researcher is more likely to find interaction and participation from the students since anxiety and

nervousness is limited in younger students. In addition, using role-play during the fundamental stages of language learning can positively impact the EFL learner and develop their language skills proficiently.

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## APPENDIX A

### Pre-Exam

#### Reading comprehension (multiple choice)

Choose the correct answer.

1. Why did Fogg hire Passepartout?
  - a. To be Fogg's business partner
  - b. To be Fogg's servant
  - c. To be Fogg's detective
  
2. Why did the police send detectives around the world?
  - a. They are searching for a man who stole gold from the bank
  - b. They are searching for a man who stole jewels from the bank
  - c. They are searching for a man who stole money from the bank
  
3. How much money was Fogg carrying?
  - a. 50,000 pounds
  - b. 30,000 pounds
  - c. 20,000 pounds
  
4. Where did Fogg and Passepartout first meet Mr. Fix?
  - a. Egypt
  - b. Japan
  - c. London
  
5. What happens in a Suttee?
  - a. When a father dies, his body and his daughter's body are burned.
  - b. A traditional dance that Indians do.
  - c. When a man dies, his body and his wife's body are burned.

#### Vocabulary

Match the following words with the correct definition.

6. Consulate _____	A. a small clock you carry with you
7. Clock _____	B. someone who has committed a crime
8. Lit _____	C. a government building in another country in which a consul works

9. Canal _____	D. manmade river
10. Guilty _____	E. move higher

**Identify the speakers**

State who is saying each of the following quotations and to whom it is being said to:

11. "Come with us to Europe"

Speaker: \_\_\_\_\_

Listener: \_\_\_\_\_

12. "'The religions of India are protected by law...'"

Speaker: \_\_\_\_\_

Listeners: \_\_\_\_\_

13. "They will burn the woman alive with her dead husband tomorrow morning."

Speaker: \_\_\_\_\_

Listeners: \_\_\_\_\_

**Writing : (Write 50-60 words)**

14. What is the problem that occurred in the temple?

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**Speaking**

What is the news that the men hear in the beginning of the story? Explain the bet that the occurs between Fogg and his friends.



## APPENDIX B

### Post-Exam

#### Reading comprehension (multiple choice)

1. Who carried Aouda and saved her?
  - a. Fogg
  - b. Mr. Fix
  - c. Passepartout
  - d. Sr. Francis
2. What evidence did the judge have that proved Passepartout guilty?
  - a. Hat
  - b. Scarf
  - c. Jacket
  - d. Shoes
3. All of the following places were visited in the story except...?
  - a. Russia
  - b. Egypt
  - c. India
  - d. Japan
4. Why did Fogg decide to go to Hong Kong?
  - a. He has always wanted to travel to China
  - b. Fogg offered to take Aouda to her uncle
  - c. Fogg needs money from Aouda's uncle
  - d. Fogg wants to learn the Chinese language
5. Why did the passengers leave the train in India?
  - a. It was the end of the railway
  - b. It was raining
  - c. There was traffic
  - d. The train had problems

#### Vocabulary

Cross out the word that doesn't belong

6. court room – acrobat – prison – judge

7. journey – priest – temple – religion

8. passenger – train – railway – bail

9. boat – ship – sail – weather

10. Paris – Calcutta – London – Egypt

**Identify whether Fogg, Fix, or Passepartout said the following statements:**

11. "How much is the bail? I will pay it now." \_\_\_\_\_
12. "I only know of one... Shanghai." \_\_\_\_\_
13. "I used to be a circus acrobat, and later I was a firefighter in Paris." \_\_\_\_\_
14. "I'm sorry, but your uncle has moved to Europe." \_\_\_\_\_
15. "Round the world!" \_\_\_\_\_
16. "I've done nothing wrong, so I will continue my journey." \_\_\_\_\_

**Writing (write 50-60 words)**

Describe the picture. Mention what is happening and which characters are involved.




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**Speaking:** What was Passepartout accused of doing in the temple. How did Fogg get them out of the problem?

## **APPENDIX C**

### **Pre-Exam Writing Section Transcript**

#### **Student A**

Answer in Arabic

#### **Student B**

He entered the temple with the shoes and it is not good in India. You have to take the shoe outside the people is so bad and the priest hit paspartoo. Because he is wearing the shoe.

#### **Student C**

He go to the temple with the shoes and everyone is angry and hit him

#### **Student D**

Answer in Arabic

#### **Student E**

I don't no

#### **Student F**

so when he got to the temple he wear his shoe

#### **Student G**

Passepartout go to the temple and he didn't take off his shoes then the people in the temple are angry. There was a big fight. The priests go to take off his shoes. This is against the religions of India. So the priest are angry.

#### **Student H**

Forgot to take off his shoes and the priest no allow. They go to hit him because he enter temple

#### **Student I**

I don't care

#### **Student J**

In the story Passerpotout he went to the temple. He did not remove his shoes and the priest hit him. He run away and go to finish his journey.

#### **Student K**

He go to the temple with the shoes and against religion. So the priests hit paspartut

#### **Student L**

Paspartot didn't take off his shoes when he enter the temple. He hit the priests.

**Student M**

Taking his shoes off in temple and he run away from the men

**Student N**

Don't wear shoe no allow in temple

**Student O**

No Answer

**Student P**

In the temple wear shoes priest fit together and passport he go away

**Student Q**

He's wearing the shoe in the temple so then the men they are angry and hit him

## **APPENDIX D**

### **Pre-Exam Speaking Section Transcript**

#### **Student A**

I don't know

#### **Student B**

There is a bet to know if the ...uh.... man can go around the world. Eh.. he take the money if...  
eh ... he is correct

#### **Student C**

Someone take the money from the bank... okay... and he ... Mr. Fogg... him and Passepartout  
going in the traveling to see for the bet...okay... in the eight days.

#### **Student D**

Answer in Arabic

#### **Student E**

I don't know

#### **Student F**

"Fogg and his friends bet...eh...that he can travel...eh...the world in eighty days".

#### **Student G**

They heard that someone has stolen money from London bank...uh... then...uh... there was a  
bet between Fogg and his...his friend, Stewart. The bet was if Fogg could travel around the  
world in eighty days, Stewart will give him 20,000 pounds. But if he couldn't he will give  
Stewart 20,000 pounds.

#### **Student H**

Answer in Arabic

#### **Student I**

In the 20,000 pounds... uh... there is bet...to traveling for eighteen days.

#### **Student J**

A man stole 55,000 pounds from the Bank of England. Fogg bet that he can find the  
man in eighty days.

#### **Student K**

Answer in Arabic

**Student L**

No Answer

**Student M**

Someone stole the money. And they find the man... uh.. so make a bet. can you travel in the world for eighty days?

**Student N**

I don't know

**Student O**

They talking about the bank...uh... and the man he say... Mr. Fogg... he bet he can traveling in the ship. Going around the world for the 20,000 pounds.

**Student P**

Answer in Arabic

**Student Q**

They bet that they can go around the world... uh... but in the eighty days... so because there is a bank robing. And they make this bet in the first of the story.

**APPENDIX E****Full Results of Paired Sample Test**

		Paired Differences				
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference	
					Lower	Upper
Pair 1	readPRE - readPOST	-2.05882	1.59963	.38797	-2.88128	-1.23637
Pair 2	vocabPRE - vocabPOST	-1.94118	1.47778	.35841	-2.70098	-1.18137
Pair 3	identifyPRE - identifyPOST	-2.82353	1.55062	.37608	-3.62078	-2.02628
Pair 4	writePRE - writePOST	-1.11765	.60025	.14558	-1.42626	-.80903
Pair 5	speakPRE - speakPOST	-1.31250	1.13835	.28459	-1.91908	-.70592
Pair 6	total 25 - total 25	-9.35294	2.23442	.54193	-10.50178	-8.20411

		t	df	Sig. (2-tailed)
Pair 1	readPRE - readPOST	-5.307	16	.000
Pair 2	vocabPRE - vocabPOST	-5.416	16	.000
Pair 3	identifyPRE - identifyPOST	-7.508	16	.000
Pair 4	writePRE - writePOST	-7.677	16	.000
Pair 5	speakPRE - speakPOST	-4.612	15	.000
Pair 6	total 25 - total 25	-17.259	16	.000

## **APPENDIX F**

### **Post-Exam Writing Section Transcript**

#### **Student A**

In the Indian tradishion you get the fire and the husband he is ded.

#### **Student B**

Because in the india you go to the fire if husband is not alive. If he die you go to the fire. So Audoa her husband he is die. They take her to the fire and Mr. Fogg and Passpertout they take her from the fire. They will goe to her uncle in cheena.

#### **Student C**

Mr. fogg and pass they save audo saving her from the fire becous her wife he is ded.

#### **Student D**

Becus they take her to unlce hong kong her in the fire, she die

#### **Student E**

In the fire hubnd die. So in india go to the fire he come passperot and help her.

#### **Student F**

When te wife him die , go to fir, he dis. Audo she is save from mr. fogg take her away from fir

#### **Student G**

This is a tradition in India. This tradition is when a man died they must burn his body. They take the man wife and burn her too. Its name is suttee. The Indian tribe are taking Aouda to burn her body. Passepartout took Aodua's place and Fogg hold Aouda and escaped.

#### **Student H**

In the pcitruue there is a fire and there is the characters involved... auada, mr fogg, passpertout. They burn auoda becace huband diying. So mr fog he take her. And passpertout he saving her.

#### **Student I**

The picture with the fire it show the fire auoda go to but then the man they come .. Mr. Fogg a he is saving her from the big fire.

#### **Student J**

aouda is burn in fire because it tradition India. but then fogg jump and get her and run. And passpertout he is in the fire. And then passpertout he runs."

#### **Student K**



Aouda her husband is dead. So they want to put in the fire this is india religion like the hundos passpertout goes and he take her and he sleeps exchange for aouda. Mr. fogg takes her they will go to china for her uncle.

#### **Student L**

In the religen of india they take the people to the fire becuse of the husband he is dying. So they take auoda to the fire becuse she husband he die. Then the Mr. and posspoertot they go to save her because she go to her uncle in china.

#### **Student M**

When they go to india they see tradition of the fire. He is burning the dead people,,, audo husbnad he is di and now its time for the wife, mr fogg he go to take her and running away.

#### **Student N**

Audoa is going to the fire bc the husband he is die. When she go mr fogg he come and first passpertout he go to the place of her on the fire and she run away with mr fogg. They will go to china

#### **Student O**

In the picture this is a fire for the people they are no hbsand. Okay so when audoa she go to the fire, then he come mr. fogg. He hide and passpertot he go to the fire and audo she running to mr fogg. They go to the ship for hong kong in china

#### **Student P**

So they go to fire . audo wife he die and go to burning .. when paspertout he com and mr fogg he go to her and go on the fire, because he go for running to china together.

#### **Student Q**

So they take Audo to burn her becuase her husband is die. They do this all the time in The India becuase religons they say it Fogg he comes and he take Audo from the fire and she alive.

## APPENDIX G

### Post-Exam Speaking Section Transcript

#### Student A

The three priest saw Passepartout he come with the shoes. Hit him and fight. Passepartout he running

#### Student B

When he entered the temple, he didn't take off his shoes...uh... three angry priest noticed him, they attack on him and he ran out

#### Student C

Passepartout go to the temple with the shoes inside the temple... I think. And the priest hitting.

#### Student D

They hit him for the shoes in the temple

#### Student E

The law it say don't in the temple with the shoes. So why he go to the temple in the shoes uh.. the priest they go to hit him because uh... I forgot... he Passepartout.. he go inside with the shoe. They are angry really.

#### Student F

I don't know why he wearing the shoes. He don't know the rules attention uh... pay attention to rule.. so he enter and the priest he come and fighting together. Passepartout he running to the fix... go to the court

#### Student G

When Fogg and Passepartout arrived to Mumbai, Fogg was interested in discovering the city. However, Passepartout was really excited to be there. After he finished shopping he decided to go to beautiful temple. But, he got into trouble because he didn't know the rules there. Then, when he entered the temple, he didn't take off his shoes and this was his first mistake there. Then three priests noticed him and they were very angry. They attacked on him and he started pulling them off. Then, ran out of the temple. And this was his second mistake

#### Student H

When Passepartout went to the temple he didn't take off his shoes. Uh.. the priests...uh... hit him because it is against...uh...against the Indian religion. Passepartout attacked them

#### Student I

When he go to the temple he wear the shoe because law in India. The Hindu.

**Student J**

So he go to the temple with the shoe

**Student K**

The Hindus didn't wear the shoe. Temple they go inside. Passepartout...uh... he wear the shoe in the temple.

**Student L**

It against the law to wear the shoes when you go to the church because law in india. You know he uh.. wear the shoes when he go inside

**Student M**

Passepartout go to the temple enter temple and the priest...uh... he take off the shoes... and they fight.

**Student N**

Go to the temple. He wear shoes. Uh...fighting.

**Student O**

So I know this answer. He.. uh.. Passepartout he going to the mosque and he wear shoes on feet. Because he go to the mosque with the shoe the uh... I don't know what name is... the people they go to running... uh... because the shoe

**Student P**

He go with uh... the shoe in temple. The priest he fighting together

**Student Q**

Passepartout entered the temple. He is not wearing ... uh... he is wearing the shoes ... I think he forget to not wear them. But he going in the temple. But the people, uh... the working men... they are so sad. Why he is coming in with the shoes? So they hit him.

## APPENDIX H

### Student Interview Transcript

#### 1. How do you feel about the pre-exam reading comprehension questions? Were they easy or difficult?

**Student A:** “The questions were easy, especially question number 3. “Even if I didn’t read the question, I would have known the answer. I remember that from the story. I can see the number in front of me. I think it was the only large number in the story.”

**Student B:** “Some of them were easy, and some were hard. One of the easiest questions was number 3. I remember seeing 20,000 pounds in the story more than once. I also remember that it was on the first page and the characters kept saying that number to one another. But the hardest question was the last one. When I saw that word, that one [suttee], my brain stopped thinking and I guessed the answer.”

**Student C:** “I didn’t understand most questions. Number four was really difficult. I wasn’t able to fully understand what the question was asking. There were too many names of people and places”.

**Student D:** “Thank God the questions were multiple choice or I would have gotten all the questions incorrect. The fourth question was the most difficult. I tried to use clues in the question and answers. I saw that word, the one that starts with an ‘s’. I didn’t know it. After that, I looked at the answers and I saw the word traditional. I thought that maybe because I didn’t know what that word meant it had something to do with tradition or religion. So, I connected those two ideas together and I answered the question”.

#### 2. How do you feel about the pre-exam vocabulary questions? Were they easy or difficult?

**Student A:** “When you answer vocabulary question, you need to have a strategy. You have to know if the word is a noun or a verb. It makes it a lot easier. That’s what the teacher told us when we read this story. I just divided the words and answered”.

**Student B:** “Some of the words were easy and some were hard. I knew what clock meant and answered it right away. There was one word, I don’t remember which one, but the same word came up in the definition so I just put them together.”

**Student C:** “I left the whole section blank. I didn’t remember any of the words. I didn’t even understand the definitions. There were no hints whatsoever.”

**Student D:** “It was difficult. That’s it.”

#### 3. How did your English teacher teach the vocabulary words or any unfamiliar words in the text?

**Student A:** “Everything was in Arabic. She teaches English using Arabic. And this is the biggest problem.”

**Student B:** “I don’t even remember if the teacher ever taught vocabulary. Sometimes she would give us definitions or tell us to use the dictionary.”

**Student C:** “The teacher translates the words in English we don’t know into Arabic.”

**Student D:** “The teacher gave us the same word in Arabic. We would write it down on top of the word in English. And then we memorized it.”

**4. How do you feel about the pre-exam “identify the speaker” questions? Were they easy or difficult?**

**Student A:** “This is the first time I answer questions like these. I’ve never seen questions like this. I didn’t know anything! I got very nervous, especially when I was answering number 13. The question asked that we write more than one listener. I couldn’t even remember one listener. How can I write two?”

**Student B:** “I didn’t remember the speakers or the listeners. I just guessed for all of the questions.”

**Student C:** “I like this kind of question, but when it’s in the exam it is difficult. The easiest question was 12. I knew the speaker right away. I saw the word ‘law’ and knew that ‘law’ has to deal with lawyers and the court. So, I automatically wrote ‘judge’ as the answer. But question number 13, the speaker and the listener were so difficult”.

**Student D:** “The first question was the easiest question. I answered it right away. But I didn’t know the answer to number 13. I knew that they were talking about Aouda and that the Indians wanted to burn her. But I didn’t know who was speaking about it.”

**5. How do you feel about the pre-exam writing section?**

**Student A:** “I didn’t understand the question. I only understood the word ‘problem’. And there were many problems in the story so I didn’t know what to write about exactly.”

**Student B:** “I understood the question but I only knew to answer in Arabic. If the question was in Arabic, I would have received five marks!”

**Student C:** “It was so easy! This was my favorite part in the story. And I still remember the details. I remember the teacher explained the scene many times so it stuck in my head.”

**Student D:** “I didn’t like this question at all! I saw the number of lines and number of words and left the whole question blank. I don’t even know how to write sentences. How am I supposed to write a whole paragraph?”

**6. How do you feel about the pre-exam speaking section?**

**Student A:** “I am sure everyone in the class failed this section. Teachers never taught us how to speak in English! We never talked in the classroom. Even the teacher would teach in Arabic”.

**Student B:** “Out of all the questions in the exam, this one was the hardest. I didn’t know how to answer. I just said random words in English. Oh God, it was embarrassing.”

**Student C:** “It’s unfair to have speaking questions in the exam. I can’t remember ever seeing speaking exercises in the English textbook. It is just reading and grammar. ‘He is’ and ‘They are’. Nothing more, nothing less.”

**Student D:** “The only reason I thought this question was easy is because I like to speak in English. I like to practice at home a lot. That’s why I could answer the question and the rest of the students couldn’t.”

**7. How do you feel about the post-exam reading comprehension questions? Were they easy or difficult?**

**Student A:** “It was a huge difference from the pre-exam. I feel more confident. I answered using strategy not guessing. It was a lot easier, thank God”.

**Student B:** “All of the questions were easy except number five. I couldn’t remember the reason why the train stopped. The answer choices confused me”.

**Student C:** “It was so easy! I remember this section in the pre-exam. I guessed all the answers. I didn’t understand a word.”

**Student D:** “I understood the words and the questions right away. There was no need to overthink.”.

**8. How do you feel about the post-exam vocabulary questions? Were they easy or difficult?**

**Student A:** “Most of the questions were easy. But number eight was the most difficult. There were two words that sounded the same... Can I see the exam? Yes, bail and rail. I couldn’t differentiate their meanings”.

**Student B:** “We actually used the words in the acting. That is what helped us when we answered these questions. Some of them were easy and some of them I got incorrect. But it is okay because I feel more relaxed when I answer.”

**Student C:** “The questions in the post-exam were easier than the pre-exam. Maybe because we practiced a lot and we used the words in the play. All together it was okay.”

**Student D:** “Question number six was the easiest one. I played the role of the judge and the question had to deal with the court. I remember I concentrated a lot when I was memorizing my lines. That’s why I was able to remember it!”

**9. How do you feel about the post-exam “identify the speaker” questions? Were they easy or difficult?**

**Student A:** “The first one was the easiest one. I answered the question right away. I can picture the scene in my head right now. I can see [the researcher] right now acted out the scene in front of me.”

**Student B:** “Maybe I got only three marks in this section correct. I don’t really like these types of questions. One of the questions, I think 12... yes 12. I don’t remember seeing this name in the story. Is it a person... Oh, a city! I don’t even remember!”.

**Student C:** “I enjoyed this section. I remember in the pre-test I didn’t like it. But now I understand it more because I actually took on the role of the characters. So I know the names and who they are.

**Student D:** “This is a hard section. I can’t remember what every character said. It shouldn’t have been added into the exams”.

#### 10. How do you feel about the post-exam writing section?

**Student A:** “I really liked this scene. [The researcher] made us repeat the word suttee a million times so that we can pronounce it. I answered it quickly.”

**Student B:** “The moment I saw the picture, I remembered the acting. I remember when [student name] lied down on the table and the other girls picked her up. I had a lot of words to write. Thank God it was easy.”

**Student C:** “I was able to write about it. I gave some details but not too much. I couldn’t remember all the words in English.”

**Student D:** “I only could write maybe two sentences. I’m not good in writing. But I was shocked about this scene. The first time I heard that this even happened in the story is from [the researcher]. I don’t even remember that we talked about this scene or even read it. I liked the story more and I understood it more when we acted it out.”

#### 11. How do you feel about the post-exam speaking section?

**Student A:** “Speaking is hard for me. I always practice but its always hard. I didn’t understand the question completely so I tried to answer using the words I understood. It was okay, the speaking sections was okay.”.

**Student B:** “It was good. I answered it fine. But some of the other girls said they didn’t answer it good because they don’t like speaking.”

**Student C:** “It was good. I Student C mentioned that she “was happier with myself in the speaking section. When I took the first exam, I was saying random words in English.”

**Student D:** “Do you remember when you asked me and I told you I didn’t want to answer? I was so scared because I didn’t want to make any mistakes. But now I know, like you said, that it is better to speak and make mistakes than to not speak at all.”

#### 12. How do you feel about the overall experience?

**Student A:** “I was really happy when I heard we were going to act. I remember I was a little nervous when the researcher first explained what was going to happen. But I was also very curious and excited. I really want to improve my English skills. The curriculum at school is not helpful whatsoever. And sometimes I feel like the teachers are lazy to apply activities in the class.”

**Student B:** “It was really fun. This is the first time I have ever taken part in a play. Not even in Arabic. So, it was really fun. I didn’t remember the story being this exciting when we read it in class. I just remember having my notebook next to my textbook and copying down all the words I didn’t know. And the teacher would say the word in English and the translate it into Arabic. I wrote them down, and memorized them for the exam. I didn’t know how to use them by myself. I needed guidance. But now, I am so confident. Now I

know many new words. I can say many new sentences. I am very proud of myself

**Student C:** “I was nervous, and still nervous till this day. I played the smaller roles in the play because I don’t like speaking. But I learned a lot of vocabulary words. I feel wiser in the English language. Now, when I study English, I have many new skills so it is much easier for me. Usually, I am very shy. I don’t even like to answer questions in class. I am scared that I will make a mistake. That is why I decided to be the priest in the play. He didn’t say anything but there was a lot of action. I learned how to connect vocabulary words with my actions. That was the biggest advantage.”

**Student D:** “It was a new way of learning. We can even use this way in other classes like history and Arabic. We are always sitting, reading, and memorizing. This way of learning is so boring. I hated English class because of this reason. But now, I really enjoyed taking the English lessons with the [researcher]. It is the first time I leave my seat during class time. It was nice to move around and speak freely. Also, [the researcher] gave us the freedom to add our ideas and words in the play. It was a good idea. I wish to do this for many more classes”.



## APPENDIX I

### Teacher Interview Transcript

#### 1. What techniques are used in the English classroom? Do you lean more towards traditional or modern teaching methods?

**Teacher A:** “Actually, I believe that teaching any language has to mix between the traditional and communication approach depending on the material explained and different situations. Though most of the time I try to focus on the communication one as I notice that it helps all of the students to be involved in the learning process”.

**Teacher B:** “My teaching techniques are a little bit unconventional. I always start my classes by asking students questions like: What is your main concern for today? What movies, news, matches did you watch last night? Do you care sharing a statement about it? This usually takes 10 to 12 minutes and then if there is any. I try to establish connection between the lesson and what the students have shared with me. At least once every 10 classes, I ask my students if they like to write something before starting the class, free writing, then share it with the class if they like. They love this part. What I do work hard on with 11th graders is teaching them how to use their sources of knowledge to achieve better learning...websites, dictionaries, me, their peers or other teachers when needed.”

**Teacher C:** “I try to use both. I like to give them many activities in the class. but sometimes we have to sit down and write notes. The students have different learning styles so we have to consider everyone when teaching.”

#### 2. How do you see the students’ reaction to your teaching style? Do you find students satisfied or dissatisfied at the quality of your teaching techniques?

**Teacher A:** “Throughout my experience in teaching English for about 8 years I noticed that students were satisfied with most of my teaching techniques and I was able to measure that after the exams, worksheets, even during different discussions inside the classroom.”

**Teacher B:** “I can say, yes, to the second question. Still, some students prefer the very traditional ways of teaching and assessment learning something in particular and sit for exams. I definitely witness progress especially enhancement in self-learning and self-expressing.”

**Teacher C:** “When I apply different activities on the students, some of them refuse to participate. They just want me write notes on the board. Interactive activities don’t always work. Sometimes, they waste a lot of time.”

**3. In your opinion, is there place for improvement in your teaching style?**

**Teacher A:** Of course, successful people and especially teachers MUST believe in improving everything related to teaching and learning process. These improvements could be for the teacher's skills in teaching, for the environment of the classroom or whatever.

**Teacher B:** "Sure, there is always something to improve, add or change. Class environment is crucial to a better learning specially with children. With adults there isn't much impressive work but helping students feel that the classroom is theirs is a good trick."

**Teacher C:** "There is always room for improvement. But sometimes the situation doesn't allow for improvement. Like sometimes we don't have all the tools we need."

**4. Have you ever used any form of role play in the class? Yes, no, explain.**

**Teacher A:** "I always try to use role play inside the classroom and I find this technique very effective and useful especially in literature."

**Teacher B:** "Of course I did. Role play is a good approach when it comes to literature. Drawing is another satisfying technique specially to those students who don't talk much or don't have a good speaking skill. Something similar is flipped teaching techniques, when students take the role of teachers and do presentations."

**Teacher C:** "I use role-play when I have to time and I see it fit. But I like to use it when I act out words so that the students can memorize the meaning like with the game charades."

**5. Do you believe like EFL learners will achieve a higher level of adequacy in the English language through the use of role play?**

**Teacher A:** "Of course, "role play" is a very effective technique in teaching English as it enables students to play different and new roles that they don't experience in their daily lives and this certainly will give them the ability to behave and use English properly in different situations."

**Teacher B:** "Definitely!"

**Teacher C:** "Right, it helps with learn the four language skills. But also, you can see that the children who are shy and reserved blossom and become very interactive. This is the best advantage."