

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA

Ministry of Higher Education and Scientific Research

University Mohammed Boudiaf of M'sila

Faculty of Letters and Languages

Department of English



Using Role- Playing Technique to Enhance Learners' Cultural

Competence. The Case of Second Year EFL learners at Abd Al Majid Meziane
secondary school

**Dissertation Submitted in Partial Fulfillment of the Requirements For Master II
Degree in Linguistics**

Submitted by:

Guechi Wassila.

Souilah Safia

Mrs. Zine	University of M'sila	Chairperson
Mr. Guemid Boutkhil	University of M'sila	Supervisor
Mrs. Herizi Nacira	University of M'sila	Examiner

2018/ 2019

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA

Ministry of Higher Education and Scientific Research

University Mohammed Boudiaf of M'sila

Faculty of Letters and Languages

Department of English



Using Role-playing Technique to Enhance Learners' Cultural Competence. The case of Second Year EFL learners at Abd Al Majid Meziane secondary school

Dissertation submitted in partial fulfillment of the requirements for Master II Degree in Linguistics

Submitted by:

Guechi Wassila

Souilah Safia

Supervised by:

Mr. Guemide Boutkhil

2018/2019

Dedications

This work is dedicated to our parents and all members of our family. We are grateful for their support, love and care.

To our supervisor Mr. Guemide who provided us with his guidance

To all people who helped us to accomplish this work

Souilah safia

Guechi wassila

Acknowledgements

We would like to express our deepest appreciation first to our parents and the whole family.

Also, we would like to acknowledge with much appreciation the crucial role of our supervisor Mr Guemide who gave us all necessary equipment and encouragement.

We address special gratitude to the members of the Jury who accepted to examine our work.

Last but not least, we would like to acknowledge all people who have hand in the success of this work, especially participants of the role plays and Mr. A Chahitalma

Declaration:

I hereby declare that this thesis is my own original work, which I have created myself.

All the literature I used is properly quoted and is listed in Bibliography.

I declare that I worked on my final master's dissertation on my own using only cited literary sources, other information and sources in agreement with the disciplinary regulations for the Faculty of Letters and Languages at the University Mohammed Boudiaf of M'sila and with the regulations and laws of research of the Ministry of Higher Education and Scientific Research in Algeria.

I agree with the storage of this work in the library of the Faculty of Letters and Languages at the University Mohammed Boudiaf of M'sila and making it accessible for study purposes.

Guechi Wassila

.....

Souilah Safia

.....

M'sila: June, 2019

Abstract:

The present study attempts to investigate the fact of enhancing learners' cultural competence through the use of role-play technique. The participants of this study are Second Year Literature and Foreign Languages at Abd Al Majid Meziane secondary school. It was noticeable that learners face problems in different social and cultural situations where they should speak and act appropriately; they are knowledgeable but they are unable to practice this knowledge in real life situations. To achieve our aims for this study, the descriptive method is chosen. Data are collected through a mixed methodology based on qualitative and quantitative methods. We have used a classroom observation as qualitative method whereas a questionnaire is chosen as a quantitative one. The results from the analysis of the questionnaire and the description of classroom observation have shown that learners were so motivated to learn using such technique in their classes. Thus, we recommend EFL teachers to use this technique in their classes to motivate learners and to help them increase their level in English, especially its appropriate use in different target situations.

Key words: Role- plays, EFL learners, cultural competence.

List of contents

Dedications	I
Acknowledgements	II
Declaration	III
Abstract	IV
List of contents	V
List of abbreviations	XI
List of tables	XII
List of figures	XIV

Contents

1. Background of the study	1
2. Statement of the problem.....	3
3. The research questions and hypothesis.....	3
4. The significance of the study.....	4
5. Objectives of the study.....	4
6. Research	
Methodology.....	4
7. The sample of the study	5
8. Data Gathering Tools.....	5
9. The structure of the dissertation.....	5
Chapter one: The use of role-play technique in EFL classes.....	7
Introduction.....	7
1.1. An overview of role -play technique	7
1.1.1. Definition of role play.....	8
1.1.2. Types of role-plays.....	9
1.1.3. Role play and simulation.....	10
1.1.4. Steps in role-play activity:	11
1.1.4.1. Preparation and instruction:	11
1.1.4.2. Dramatic action and discussion:	11
1.1.4.3. Evaluation:	12

1.1.5. The advantages of role- playing:	12
1	
1.1.6. The disadvantages of using role-play.....	15
1.1.7. Teacher’s role in role-plays activities	16
1.1.8. The learner’s role in role-plays activities.....	17
1.1.9. Guide to use role- play.....	17
Conclusion	18

Chapter Two: Teaching Cultural Competence in EFL Classrooms

Introduction.....	19
2.1. Overview of culture.....	19
2.1.1. Definition of culture.....	20
2.1.2. The elements of culture.....	20
2.1.3. The importance of culture.....	20
2.1.4. The rise of the appreciation of culture in the context of language teaching.....	22
2.1.5. . Culture and language in the context of language teaching in the Algerian EFL curriculum.....	24
2.1.6. The importance of teaching culture in EFL classrooms.....	24
2.2. Teaching cultural competence in teaching EFL.....	25
2.2.1. Definition of cultural competence.....	26
2.2.2. Components of cultural competence.....	26
2.2.3. Teaching intercultural competence in EFL classes.....	27
2.2.4. The role of cultural competence in developing EFL skills.....	28
2.2.5. Barriers to foster cultural competence on EFL learners.....	29
2.3. Role playing in teaching cultural competence.....	30
2.3.1. The use of role playing to develop cultural competence.....	31
Conclusion	32
Chapter three: Research Methodology.....	34
Introduction.....	34
Section one: research design and data collection procedures.....	34

1.1. Research Design	34
1.2. Population and Sample.....	34
1.3. Research Tools.....	35
1.3.1. Classroom Observation.....	35
1.3.1.1. Description of classroom observation	35
1.3.1.2. Aims of classroom observation.....	36
1.3.2. The students' questionnaire.....	36
1.3.2.1. Aims of the questionnaire.....	36
1.3.2.2. Administration of the questionnaire.....	36
1.3.2.3. Description of the questionnaire.....	36
Section two: data interpretation and analysis	
2.1. Presentation and analysis of observation sheets.....	38
2.1.1. Observation sheet number one.....	38
2.1.2. Observation sheet number two.....	41
2.1.3. Observation sheet number three.....	43
2.1.4. Observation sheet number four.....	46
2.1.5. Observation sheet number five.....	49
2.2. Interpretation of students' questionnaire.....	51
2.2.1. Section one.....	52
2.2.2. Section two.....	54
2.2.3. Section three.....	60
Section three: limitation, pedagogic recommendations and suggestions for further research	
3.1. Research findings.....	68

3.2. Pedagogic recommendations.....	68
3.3. Limitations of the study.....	69
3.4. Suggestions for further research.....	69
Conclusion.....	69
General conclusion:	71
References:	73
Appendices:	78
Résumé	83
المخلص	84

List of abbreviations

CC: Cultural Competence

EFL: English as a Foreign Language

ELL: English Language Learning

ELT: English Language Teaching

FL: Foreign Language

ICC: Intercultural Communicative Competence

SL: Second Language

List of tables

Table 01: Observation sheet number one.....	38
Table 02: Observation sheet number two.....	41
Table 03: Observation sheet number three.....	44
Table04: Observation sheet number four.....	46
Table05: Observation sheet number five.....	49
Table 06: Learners' interest towards English.....	52
Table 07: Learners' EFL skills.....	53
Table 08: Learners' lacks.....	53
Table 09: Learners' Benefits.....	54
Table 10: Textbook activities	55
Table 11: Teacher Explanation of cultural aspects.....	55
Table 12: Learning culture in class.	56
Table13: Learners' contact with people of other cultures.	57
Table 14: Teaching target culture elements.	58
Table 15: Learners' favorite activities to learn culture.	58
Table 16: Students' opinion about their needs to learn foreign culture	60
Table 17: Learners 'working preferences.....	61
Table 18: Group- work activities in textbook	61
Table 19: Role-play Performing.	62
Table 20: Is role- play a wasting time activity?	62
Table 21: Learners' opinions about benefits of role-play	63

Table 22: Learning and experiencing new attitudes and behaviours.....	64
Table 23: Learners' opinion about the kind of problem they face in play acting.	65
Table 24: Learners' willingness to perform again.....	66

List of figures

Figure 1: The advantages of Role- play.....	19
Figure 2: Learners' interest towards English.	45
Figure 3: Learners' EFL skills.	46
Figure 4: Learners' lacks.	46
Figure 5: Learners' Benefits.	47
Figure 6: Textbook activities.	48
Figure 7: Teacher Explanation of cultural aspects.	49
Figure 8: Learning culture in class.	49
Figure9: Learners' contact with people of other cultures.	50
Figure 10: Teaching target culture elements.	51
Figure 11: Learners' favorite activities to learn culture.	52
Figure 12: Students' opinion about their needs to learn foreign culture.	53
Figure 13: Learners 'working preferences.	53
Figure 14: Group- work activities in textbook.	54
Figure 15: Role-play Performing.	54
Figure 16: Is role- play a wasting time activity?	55
Figure17: Learners' opinions about benefits of role-play.	56
Figure 18: Learning and experiencing new attitudes and behaviors. ...	57
Figure 19: Learners' opinion about the kind of problem they face in play acting.....	58
Figure 20: Learners' willingness to perform again.	59

General introduction:

1. Background of the study:

The mastery of linguistic forms of a language is insufficient for making learners competent in the target language (Krasner, 1999); therefore, the role of language teaching and learning has been changed from the acquisition of a linguistic and a communicative competence to a more intercultural one.

This tendency aims at helping learners to communicate appropriately in different contexts and situations in the target culture. Krasner (1999) assumed that when teaching EFL, teachers have to prepare learners to challenge whatever faces them when they are in English –spoken country .in addition to that, learners need to be knowledgeable about the various cultural aspects related to the target language to raise a positive attitude towards that culture. Basically, this knowledge will be realized via using effective techniques in the EFL classes.

Nowadays, the importance of intercultural competence in both global and domestic contexts is well-recognized (Bennett, 1986, 1993). However, a small number of learners were taught to adopt a new cultural way of thinking when using the second or foreign language because non-native teachers may feel inadequate when teaching an everyday culture. Which they are not familiar with (Claire Kramersch, 2012).

Palmer and Sharifian (2007) asserted that language teachers are recognizing the need to incorporate sociocultural factors into their classrooms. However, there is a lack of consensus on how to introduce cultural elements and there is no universally accepted set of criteria that instructors can use as a guide (Byrnes, 2008).

On the other hand, different studies have been conducted to affirm the effect of using role-play in learners' achievement of different aspects of language. Sato (2001) stated that to activate those who are being less motivated for communicative English, role-play is considered to be an effective technique. Moreover, Aliakbari and Jamavaludi (2010) indicated that by using role-play, learners will be able to live various real-life situations in which words and language is used. Similarly, Thuraya A. Alabsi (2016) highlighted that role-play offers an enjoyable way to encourage students to use vocabulary appropriately in simulated authentic situations. That is, role-play is used because it is fun (Ladousse, 2004) as well as, it exposes learners to the most common situations faced in future career (Shanker et al., 2002)

Priscilla and Tazria I (2012) investigated the importance of role-play in learners speaking skill enhancement. The results of that study showed that learners speaking skill had been improved as well they became more critical thinkers.

In another study, Tutyandari (2005) stated that role-play would seem the appropriate activity in which learners could use their English creatively. Qing (2011) experimented role-plays in the intermediate level, and noticed that the use of role-play could increase students' intercultural awareness, it also increases communicative competence.

Unsurprisingly, Thao Quoc Tran and Soepho S (2015) concluded that using role-play, simulation and drama are effective techniques to improve learners cultural competence. In addition to that, Bennett et al. (2013) affirmed that 'Role-play, simulation and drama are activities in which learners imagine themselves in an intercultural situation outside the classroom, and perform a role-play about a situation within their own culture or another culture'. That is, role-play technique provides learners an opportunity to feel free as well as, it helps learners to perform in

the target culture. Thus, role- play is an effective technique in developing learners' cultural competence.

2. Statement of the problem:

Culture has become recently a very necessary element in learning SL and FL. However, though EFL learners in Algerian schools learn culture alongside the language- English in particular, they are required to use the target language appropriately and behave as the native speaker of that language. In regard to intercultural contexts, they find difficulties to react in these situations. So, learning the target culture is not sufficient to make learners successful in learning language use; there should be a focus on another trend. Therefore, this study took place as an attempt to address EFL teachers in high schools to use role- play as a practical technique to enhance their learners' intercultural competence.

3. Research questions and hypotheses:

The present study seeks to answer the following questions:

- To what extent EFL teachers are aware of the importance of teaching culture in their classrooms?
- What kind of culture should be taught in EFL classes?
- Is it enough to enable EFL learners behave appropriately in different target situations?
- What are the benefits of using role-play in EFL classes?
- Is it significant in improving learners' cultural competence in the target language?
- How can EFL teachers use role-play technique properly to enhance learners' cultural competence?

In the light of the above questions, the following hypotheses are formulated:

- If role-play technique is used in EFL classes, learners' abilities, skills and attitudes in the target culture will be enhanced;
- If EFL teachers use role-play technique appropriately, learners' cultural competence will be developed.

4. Significance of the Study:

The present study would be a contribution in the research on foreign language teaching and learning. Particularly, it is significant for teachers who desire to teach the different aspects of the foreign language appropriately as well as it is significant for learners who want to ameliorate their cultural competence in the target language.

5. The objectives of the study

Some objectives have been established to guide this research; those objectives are as follow:

- To investigate whether English Secondary school teachers are aware of the importance of teaching cultural aspects of the target language or not.
- To shed light on the kind that should be taught in EFL classes.
- To examine the effect of using role-play in the development of EFL learners' skills.
- To raise awareness about the significance of using role-play as a practical technique to enhance learners' cultural competence.

6. Research methodology:

This research is mainly descriptive. The descriptive method is chosen because it seems the most appropriate to achieve the aims of this study which are investigating the importance of culture in EFL classes, testing the effect of role-play in EFL classes and measuring learners' development of cultural competence using role-play technique.

7. The sample of the study:

The sample that took place in this study is second year pupils of Abd Al Majid Secondary School at M'sila. It consisted of one hundred learners of literary stream. From this sample, Literature and Foreign Languages class learners were chosen to be the sample of the current study. They are twenty- one pupils, both males and females. Their ages are between 17 and 19years old.

8. Data Gathering Tools:

The data gathering tools that are used in this study are basically a classroom observation which is conducted to observe learners' behaviors and a questionnaire delivered to learners to investigate learners' attitudes towards teaching culture in their classes and the effect of using role play-technique in their learning of English language aspects especially cultural ones.

9. The structure of the dissertation:

The present dissertation which is entitled "Using role-play to enhance learners' cultural competence" is split into two parts; the first part consists of two theoretical chapters. The first chapter under the title "The use of role-play in EFL classes" tackles an overview about role-play technique including: its definition, its types, the

concept of role-play and simulation, the stages of role-play, its advantage and disadvantages, the teachers' role in role play activities in addition to some guidelines for teachers to use role-play technique successfully.

The second chapter is entitled 'teaching cultural competence in EFL classes' deals with culture, its definition, elements of culture, its importance, particularly, its importance in language teaching in EFL classrooms. Moreover, it reviews the rise of the appreciation of culture in language teaching as well as its place in Algerian Educational System.

On the other hand, it covers the concept of cultural competence including: its definition, its components, how to teach cultural competence in EFL classes, its importance in improving learner' skills, barriers to foster cultural competence and finally, the use of role-play to enhance learners' cultural competence.

The second part is composed of the practical chapter which sets out the research design and data analysis. On the other hand, another part included in that chapter, will be dedicated for pedagogic recommendations and some suggestions for further researches

Chapter one: The use of role-play technique in EFL

classes:

Introduction:

There are various techniques and activities which are used by EFL teachers that can facilitate and make the learning process enjoyable. Role play is widely used technique among EFL teachers; it helps to develop skills of communication such speaking skill; it improves the cooperative work among learners; and it is used to enrich learners' knowledge about the target culture.

This chapter aims to provide an overview of role-play technique including its definition, its types, and its stages. In addition to that, it highlights the concept of role-play and simulation. Then, it tackles the stages of role-play activity, some of its advantages and disadvantages in addition to the different roles that EFL teachers can play when implementing this technique. Finally, it provides teachers with some guidelines to use role-play activity successfully.

1.1. An overview of role-play technique

Acting was an entertainment for human beings since the earliest days of history. It goes through many stages from acting in a theatre to radio- readings and then to be watched on TV. It is a way of working through a situation, a scenario, or a problem through assuming roles and practicing what to say and to do in a safe setting. This kind of learning experience has several advantages when it is implemented skillfully by a good trainer or a teacher.

1.1.1. Definition of role play:

Role-play is a technique used by teachers to explore various issues and themes. It provides learners with opportunities to express their feelings; act freely and discover social situations which are complex in nature (Subramani, 2017, p144).

Van Ments (1999) stated that “the idea of role-play in its simplest form is to ask people to imagine that they are either themselves or another person in a particular situation. They are asked to behave exactly as they feel that person would” (p. 4). So role playing is an activity where the students imitate the behaviors and actions of the others.

In her book, *Techniques and Principles in Language Teaching*, Larsen-Freeman believed that "Role-plays are very important in the Communicative Approach because they give students an opportunity to practice communicating in different social contexts and in different social roles” (as cited in Huang, 2008, p. 1).

On the other hand, Hyland (1993) defined role-play as an activity where learners are provided with tasks to perform or they are given problems to solve based on the environment in which to do it (p. 16).

In addition to that, Brown (2001) assumed that role-play minimally involves a giving role to one or more members of a group and assigning an objective that participant must accomplish." According to Brown role-play can be acted with a person, in pairs or in groups, and each person assigns a role to accomplish a particular objective (as cited in Huang, 2008, p. 1).

Paulston and Bruder (1976) defined role-plays as “exercises where the student assigns a fictitious role from which he has to improvise some kinds of behavior towards the other role characters in the exercise” (p. 70). Similarly, Livingstone

(1986) defines role-play as “a classroom activity which gives the student the opportunity to practice the language, the aspects of role behavior and the roles he may actually meet outside the classroom (p. 6).

1.1.2. Types of role- plays:

Role-play is an essential technique to be used in the field of language teaching and learning. Role-plays are used to achieve various aims. Teachers, for instance, might use this technique to enrich learners’ vocabulary; to teach specific tenses and their appropriate use; or to enable second and foreign language learners to know about the target culture. Therefore, there are different types of role-play. It is sometimes possible to mix between two or more types according to particular situations.

Four main types of role play are distinct in classroom and they are as follow:

Conflict role-play: In this type, students take roles of different participants in a given situation where they face each other and act out what might happen. Those situations include for example: an attempt to ask a neighbor to turn off the music. This type is well-recommended for those students who are confident in their abilities and mature enough to be tested under pressure.

Cooperative role-play: This type of role plays requires participants to work together for a common aim. For instance, planning for a party or finding ways to solve a problem. Cooperative role-play is recommended for shy students to push them participate in a conversation and to enable them build relationships with members of the group.

Information gap role-play: It is basically used to fill in the holes in the participants’ knowledge. For example: asking about timetabling or

interrogating a murder. Thus, it is an excellent way to practice question and answer patterns and enable learners to encounter real-life setting. This kind of role-play is easy to set up but fictitious situations may require more itemized preparations.

Task-based role-play: Task-based role-play requires participants to accomplish a set of activities like giving a direction for a lost person; or applying for a job in a particular company. This kind of role play is useful in practicing authentic language and to build participants skills to function better in real life situations.

1.1.3. Role-play and simulation

Role-play and simulation are effective ways to help learners evaluate decisions, develop problem-solving skills and connect knowledge to real-world situations. ('Knowledge and Employability Studio Teacher Workstation', 2005, p.1). Though, they share some characteristics, there is an overlap between them.

In this regard, Hyland (1993) stated that in simulation activity, participants act as themselves whereas in role-play activity, participants take roles of characters which are not their own. He adds that role plays are used to practice certain language functions in a highly controlled context unlike simulations which offer a realistic setting to increase interaction. This creates an environment that helps learners to employ the language more communicatively and creatively (p. 16).

Similarly, Timothy C. Clapper (2010) declares that role-play and simulation differ in a way that simulation involves real learning experience which resembles an actual setting but in role-play, actors are used to bring the experience to life (p. 39).

According to Ladousse (1987), role-playing is flexible, simple and brief whereas simulation is inflexible, lengthy and complex.

To conclude, both role-play and simulation are two effective drama techniques, but each one has specific characteristics. In addition, role-play is smaller than simulation where learners play in a specific situation.

1.1.4. Steps in role-play activity:

Chesler and Fox (1966) affirmed that role-play technique works better when the teacher follows definite sequence of steps. These steps lead to a logical and successful development of role play session. They are as follows:

1.1.4.1. Preparation and instruction:

In the first stage, learners may feel uncomfortable in their performance of the characters. However, when they began interacting and sharing with each other their ideas, their confidence became better.

In this stage, the teacher selects the problem; he makes a warm up and gives specific instruction to the participants and audience. After selecting the problem to be worked on, the teacher needs to warm up his participants in order to make them comfortable; the teacher needs to explain the problem situation to make clear the educational purposes for the entire class; he is in need to explain in detail the roles of each participant. In the final step of this stage, the roles of the learners who are not acting must be delineated. They observe their peers' interaction and they can watch particular event or even actors as well (p. 22).

1.1.4.2. Dramatic action and discussion:

This stage represents the role play itself and the discussion with other people of the group. Sufficient time shall be allowed to them to have a complete immersion in the selected problem or situation to discover various ways of acting.

In this stage, learners should perform real life shows or situations in order to bring reality to class. Moreover, the actors have to be separated from the roles they take in order to shed light the critics on the role behavior of the actor rather than on him as a person. Both role players and the audience may contribute to the analysis of this stage. Most importantly, the students should be able to apply what they have learned from acting the roles to their own interpersonal experience (p. 23).

1.1.4.3. Evaluation:

The final stage is a review about the role- play. In this stage, the purposes, the procedures and the effects of the experience should be analyzed to assume if students succeeded or failed in their performance to make decisions about the need for additional role-play; also, if they have achieved the planned aims. Moreover, the teacher has to take into consideration the learners' opinions about what they have learned from the experience to help him in designing better activities in the future as well as it helps learners to adjust their behaviors (p. 23).

1.1.5. The advantages of role- playing:

Role play is a technique which is used in EFL classrooms to help both teachers and learners in their careers. It has many advantages like:

First, enjoy playing of the roles: learners' interest toward learning becomes more enjoyable when the learners are involved in the activity. Mordecai (1985) stressed that the combination of learning a language and

drama activities creates a funny and purposeful experience (as cited in Heldenbrand,2003, p. 29). In this regard, Ladousse (2004) claims that role-play is a dynamic and fun technique that makes the learning-teaching process more enjoyable (p. 33).

Second, encourage the use of critical thinking: Unfortunately, the major part of education is oriented to learning activities that are easy to test such as memorization learning. Learners need not only to acquire knowledge; they need also to develop skills of critical thinking. Role-play creates a flexible atmosphere that enables learners to develop certain interdependent skills such: problem solving skills and self-awareness.

Third, developing sensitivity towards others' feelings: Role play provides learners opportunities to be in other situations and positions and those situations are mostly “real-life” situations (Oberle, 2004, p. 199). It helps them to be responsible for behaving as others behave the thing which could not reached through traditional methods. Moreover, it creates an empathy and deep understanding to the character being played.

Fourth, Developing communication skills: One of the most important reasons for using role play technique in EFL classrooms is that it is a communicative technique which develops learners' fluency. This pushes them to interact with each other and increases their motivation towards learning (Ladousse, 2004, p. 7). Thus, the use of role- play technique in EFL classes trains learners to speak and communicate fluently in different situations.

Fifth, building learners' confidence: Role-play is as enjoyable activity as it is a developmental way to build learners confidence and creativity. It helps learners to

experience various cases such being a doctor, a teacher and other cases. According to Lucas and Hiltunen (2002), ‘drama activities which provide opportunities to work on a team project build learners confidence and enable them reach creative and artistic potential’ (p. 15). To sum, this activity boosts someone’s confidence by giving him opportunity to act real life situation and learn unusual situations

Sixth, teaching different lessons to EF learners: Through role-play technique, learners can add a new knowledge to their old ones; they experience new feelings, actions and attitudes; through the different characters they take, they learn new lessons from the play; they understand things in their environments and in the target environment; in addition to that, they learn new ways to deal with social, academic and professional situations.

Seventh, allowing interaction between EF learners: Role-play is an interactive technique by which learners will be able to listen carefully to their teachers and their peers. Accordingly, Ladousse (2004) indicated that role-play, as flexible technique, encourages peer learning (p. 7). Thus, through the performance of different roles, they build skills of negotiation and discussion.

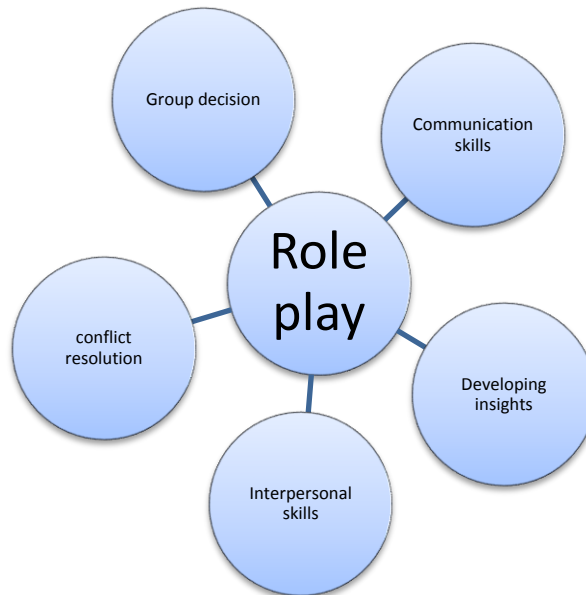


Fig. 1: The advantages of Role- play. Source: Adapted from(Ladousse: 2004)

1.1.6. The disadvantages of using role-play:

Role-play technique, as many techniques, has advantages and disadvantages. It sometimes cannot be used all the times in all the situations at classroom. It has some drawback such:

Needs experts' guidance: teachers need to be well-trained and competent enough to use such technique. Many learners have a bad experience within a role play because the teachers do not prepare them to the ground. In order to achieve the objective of performing, learners need to be well- engaged in using the warm up process in which they know each other and their roles and become involved in the theme to be learned. Teachers also need to explain problems that may arise while performing.

Also, being time consuming: another drawback for this technique is that not all teachers operate in ideal circumstances. It happens sometimes that the number of learners is huge and the size of the class is small. Here, role

play groups may be difficult to be practiced (Kholmakova, 2017, p. 166). For instance, a class of fifty members divided into five role-play groups in a small classroom will make high noise and will evoke bad concentration. This will take time in organizing the groups. In addition to that, teachers have a syllabus to complete and sometimes, they may lose control in role-play technique. So, the use of such technique will be a waste of time if it is not used carefully and logically (Van Ments, 1999, p. 102).

1.1.7. Teachers' role in role-play activities:

Teachers take different roles in the performance of role plays depending on the situations and what learners need to achieve and improve. They can be facilitators, spectators and participants as well.

First, facilitator: When practicing in a role-play, students may face problems. They can find themselves stuck for some words and phrases or cannot get some points in the character they play. Here, the teacher intervenes as a facilitator to make things clear and easy. S/He provides them with guidelines and advices of how to perform.

Then, spectator: When learners finish the performance of the role plays, the teacher could provide them with constructive comments and advices about the whole performance. For instance, s/he can comment on their use of body language, the language itself as well as he can positively comments on their behaviors when they were performing. In other words, he observes them performing when they finish, he comments on their total performance.

Finally, participant: getting involved in the role-plays with the learners and taking part in the performance can facilitate learning; it also adds more

fun. It sometimes seems more appropriate that the teacher takes part in the role-play with his learners to encourage them getting rid of their fears and shyness. However, he should not take a major role because he may become a dominating personality (Kholmakova, 2017, p. 167).

1.1.8. Learners' role in role-play activity:

Learners like teachers have different roles to play in role-play activity and all roles are essential. They can be actors who play roles either as individuals or as part of choral group. They can also be narrators who give information in the gaps between the actors' lines. In addition to that, they take a role of the audience who watch and evaluate the work.

1.1.9. A guide to use role-play technique successfully:

If the teacher does not use role-play as an activity of a pair-work or group-work properly and in an organized manner, many problems will appear; it may be time consuming; it also can be uninteresting learning activity.

So, here are some guidelines for teachers to succeed in implementing this technique:

- Teachers should be able to distinguish between noise and chaos.
- They had better to begin with a pair-work rather than group-work.
- They should keep the activity short until the learners get used to it.
- They should make sure that the role-play can be used with different numbers of learners.
- Before starting, teachers had better to make sure that the learners have understood the situation and the roles that they will perform.

- If the learners use their native language while acting, teachers had better to set up the task more progressively for example starting with pair-work and keeping them motivated to use the target language.
- Teachers should always make a follow up activity to the groups that finished first before the others.
- They should stick to the time devoted to the activity whatever happened.
- Teachers should be aware to involve learners in over-emotional involvement or sensitive subjects.
- Learners should experience various roles because there some talented learners.

Conclusion:

Role-play is an interesting learning and teaching technique which offers the opportunity to engage learners in the learning process. This technique has been applied widely by EFL teachers through history to teach and improve different skills.

This chapter presented an overview of role-play technique in EFL classes. It tackled the types of role-play technique, its stages. On the other hand, it explored the idea of simulation and its relation with role-play. Then, it reviewed some of its advantages and disadvantages in addition to the roles that the teachers and learners can take when implementing this technique. Moreover, some guidelines were proposed for teachers to use this technique properly.

To sum up, Role play as a practical technique allows students to learn new attitudes and perspectives in different situations and contexts.

Chapter Two: Teaching Cultural Competence in EFL

Classrooms:

Introduction:

Language is a basic form of communication by which we express our needs, feelings, and thoughts. Also, we use language to identify ourselves. So, to learn a language, it is not sufficient to learn one or two aspects, there should be a complete focus on all aspects including linguistic, social as well as cultural aspects.

The aim of this chapter is to shed light on teaching cultural competence in EFL classrooms. It is divided into three main sections; the first section consists of the definition of culture, its elements, its importance, the rise of the appreciation of culture in the context of language teaching, culture and language in the context of language teaching in the Algerian EFL classrooms and the importance of culture in language teaching. The second section explores the concept of cultural competence, its components, teaching cultural competence in EFL classes, the role of cultural competence in developing EFL learners' skills and barriers to foster cultural competence. Finally, the last section is devoted to the use of role playing in enhancing EFL learners' cultural competence.

2.1. An overview of culture:

Though there was a debate on its significance in learning the target language, culture, in recent times, becomes an important element for language teaching and learning for better learning and mastering both a second and a foreign language.

2.1.1. Definition of culture:

The concept of culture has been the interest of various disciplines; such as, literature, philosophy, anthropology, as well as cultural studies. Each of these disciplines offer divergent definitions to the term.

According to Juliane, H. (2007), it refers to the overall “way of life of a community or society”(p. 8).i. e. Culture is associated with all that concerns societies and communities including habits, presupposition, preferences, and values. Additionally, Goodenough (1964) offered an important definition for culture. He defined culture as “... an organization of many things such people, things, emotions and even behaviors in addition to the things people have in mind and how they perceive, relate and interpret them”(as cited in Juliane, 2007, p. 9).

From another point of view, culture is defined as a set of learned and shared interpretations about beliefs, values, norms, and social practices which affect the behaviors of a relatively large group of people (Myron et al., 2010, p. 25).

Moreover, culture is seen as a lens through which people perceive life and its differences in different aspects including: values, sense of time and space and conventions of how people communicate and interact.

In her publications, Kramsch (1998) referred culture as all what has been grown and groomed” (p. 4).She contrasted it with nature and argued that it is a gift of a different kind. Furthermore, the humanistic concept of culture captures all what involves knowledge of literature and the arts.

2.1.2. The elements of culture:

Culture is usually thought to be associated with artifact. For instance: literature, food, clothing and music or conventions such as: values, ideas, and social interaction.

It is distinct between what we call big C culture that involves literature, symbols, films, and music, and little c culture that contains traditions, customs, and institutions.

Jerrold (2013) categorized the elements of culture into the following three levels:

- **Surface culture:** it contains elements such as: traditional music and dance, food and certain national customs which are a kind of artifacts.
- **Sub-surface culture:** it involves communicational patterns such: the way people look, sit, the use of eye contact, body language, and gestures (this level is considered to be behavior-based).
- **Deep-culture:** it refers to concepts and notions that are hardly identified by learners like concept of food, role that genders take in a particular society, and notions of modesty. (p. 4)

Edward T. Hall (1976) developed an analogy to help EFL learners conceptualize elements of culture called “Culture Iceberg”. Hall referred to the elements of culture to be divided into two sections. The first section refers to the surface culture (the tip of the iceberg) which involves apparent things such the products of culture while the submerged part of the iceberg refers to the deep culture that involves cultural and social practices of a given cultural group which are difficult to be observed. The use of the iceberg analogy is a helpful way to make learners more conscious about the elements of culture (p. 21).

2.1.3. The importance of culture:

All over the world, the way people think, interact, and transmit knowledge is affected by the environment they live in. Culture contributes a lot in the life of people in different settings and domains.

Knowledge about culture is important in the mastery of communication and helps people to behave appropriately in target situations.

In this regard, Samovar, Poster, and Jain (1981) stated that:

Culture and communication are inseparable because culture not only dictates who talks to whom, about what, and how is the communication, it also helps to determine how people encode messages, the meanings they have for messages, and the conditions and circumstances under which various messages may or may not be sent, noticed or interpreted...culture... is the foundation of communication. (as cited in Lessard-Clouston, 1997, p. 3)

Similarly, the characteristics of culture provide people guidelines about what things to do and not to do, what do they mean, and which is important. In this sense, “culture establishes predictability in human interaction”(Myron et al., 2010, p. 28).

2.1.4. The rise of the appreciation of culture in the context of language teaching:

Integrating culture into foreign language learning is dated back since 1880. The concept of culture was connected to reading literature for academic purposes. In the US (1960s), a light was shed on the need to use culture in a form of teaching. This discussion opened numerous studies for culture and language teaching.

Kramersch (2012) clarified until the 1970's, culture was regarded as the humanities component of language study and it was associated with the grammar. In the 70's and 80's, following the communicative turn in language pedagogy, culture become synonymous with the way of life and everyday behaviors of members of speech communities" (p. 64). In other words, culture that was taught in that period was big" C" culture; however, with the reform in pedagogical language learning and teaching led by Hymes, a little attention was paid to the small "c" culture.

Additionally, Byram states the history of language teaching-especially in the post war period- has been dominated by discussions of the methods used in teaching, psychology of learning and acquiring the linguistic competence which was inadequate in ELL and ELT. This matter leads to the need to teach culture in use (p. 86). That is, language teaching emphasized knowledge of linguistic features and ways of teaching and learning.

Kramersch and Zhu (2016), on the other hand, claim that from the 1970s onwards, English language learning was based on the functional and communicative approaches which made a great focus on rules of grammar and knowledge about English and its native speakers. The issue of relationship between language and culture in applied linguistics arose since the end of the Cold War in 1990; since then, the integration of culture was very necessary in ELT (p. 38). i.e. the link between language and culture in language teaching was emphasized in the 1990s due to the globalization and the spread of multiculturalism in societies.

To sum, the integration of culture in the context of language teaching came as a consequence of different changes; starting from the teaching of grammar rules arriving at the need to teach language in its social environment which was at an extent not enough to teach language in use.

2.1.5. Culture and language in the context of language teaching in the Algerian EFL curriculum:

English is considered as a foreign language in the Algerian Educational System. It is taught in both middle and secondary school as a compulsory course. Basically, it is learned for educational purposes; it is taught in formal classrooms to pass exams.

In Algeria, English textbooks included only linguistic features and both the social and cultural aspects were ignored. According Benmati (2008), the Algerian Educational System has gone through three different periods where changes occurred in the programs, curricula and textbooks (p. 217). Different methods (structural method, Competency Based Approach and others) and textbooks (Practice and Progress, Developing Skills, etc. ...) were introduced in all the periods to the educational system but there was no real content which may serve as a window about the target culture except for some materials like Sihing bull and Humour and Leisure (pp 272-283).

Accordingly, language presented in Algerian textbooks to learners is artificial and it represents something far away from the real. In other words, it lacks contextualization and pragmatic information about the target culture (Gilmore, as cited in Benmati 2008, p. 221). Thus, English language learning in Algerian Educational System is mainly taught as an instrumental tool; it rarely tackles social behaviors and daily life habits. In other words, it deals mostly with big 'C' culture.

2.1.6. The importance of teaching culture in EFL classrooms:

Teaching a second or a foreign language in terms of only linguistic features is insufficient in the acquisition of the target language. There must

be some attention to be paid to the effect of the integration of culture in the EFL classrooms.

Byram(1990) advised to stop considering the foreign culture as an alien environment because learning a foreign language has many advantages like the increase of social competence, as it leads learners to establish positive attitudes towards other people from foreign cultures (p. 77).

Similarly, learners need to be taught about the target culture that offers an explanation to the social as well as the cultural elements to infer the appropriate meaning of an utterance in a given society (Maria, 2007, p. 60).

According to Lessard-Clouston M (1997) language teaching is considered to be culture teaching due to its great value in L2/FL education (p. 3).In this regard, Jerrold (2013) argued that the acquisition of familiarity with culture that is associated with a particular language is part of FL learning which means that culture learning is tightly related to language learning. In accordance, Fantini (2000) believed that both language and culture constitute inseparable relationship (p. 27).

Byram (1990) stated that language teaching introduces people to cultures other than their own. It contributes to their general education as it has social significance as well (p. 86).Thus, language and culture construct an interwoven relationship. This relationship is very crucial in the foreign language classroom. Particularly, it is important for EFL learners who need to familiarize themselves with the foreign environment.

2.2. Teaching cultural competence in EFL classes:

Recently, English language teaching and learning advocated a new concern from teaching and acquiring knowledge about the target culture to the new trend which is

mostly concerned with the development of behaviors, attitudes and skills to understand and engage in the foreign environment.

2.2.1. Definition of cultural competence:

The development of behaviors and skills to act appropriately in a particular culture is usually called cultural competence. The term cultural competence has been referred to many other terms which are interchangeably used.

Cultural competence involves knowledge, skills and attitudes that concern a particular cultural area (Risager, 2005, p. 39). In the field of language teaching, it is defined as the ability to successfully teach culture to students who do not share the same culture. However, in foreign language teaching/learning, the term intercultural competence is widely used.

It is generally defined that people are able to communicate effectively with people from another culture. Accordingly, Hammer et al. (2003) define IC as the ability to think, and act in an intercultural appropriate ways” (p. 422).

Byram and Fleming (1998) described IC as: the knowledge of one or more cultures involving knowledge about social identities, and acquiring a relationship with people from other cultures”(as cited in Juliane, 2007, p. 1).

The concept of intercultural competence is the expansion of the notion communicative competence which was first established by Hymes. For Byram (1997), intercultural competence is an organization of knowledge, skills and attitudes which comprise five savors (p. 81).

2.2.2. Components of intercultural competence:

IC cannot be acquired perfectly because it is impossible to acquire knowledge of the target culture and because culture is dynamic; it changes from time to time. In the field of FLL and FLT, the Framework set by Byram for the components of IC is the widely used. Byram (1997) specified five components (referred to “savoirs”) that shape the intercultural competence which are as follow:

- Intercultural attitudes (savoir- etre): the willingness to know about other cultures and one’s own. In other words, as Byram called it the ability to decenter. Moreover, the knowledge about the function of social groups, identities, and what intercultural interaction involves.
- Knowledge (savoirs): acquiring knowledge about social groups, what do they practice, and what do they produce in one’s own culture and in one’s interlocutor’s country.
- Skills of interpreting and relating (savoir comprendre): the ability to interpret meanings and relate cultures.
- Skills of discovery and interaction (savoirs-apprendre/faire): the amount of skills that serve in the learning of cultures and interacting in an independent meaningful way.
- Critical cultural awareness (savoir-s’engager): the capacity to perform in an interculturally competent way in different intercultural confrontations where the interlocutors’ cultural identity must be taken into consideration to act properly (pp. 85- 9).

2.2.3. Teaching intercultural competence in EFL classes

Intercultural competence is a complex process which the learner cannot acquire completely. The pressure of teaching cultural competence is on teachers whom need to master techniques to use in EFL classes.

According to Sercu (2004), EFL teachers must acquire the necessary knowledge of the sociocultural behaviors of the target language community and skills for teaching communicative competence; they have to familiarize themselves with use of certain pragmatic rules and levels of communication; such as, speech acts, notions, and non-verbal communication at which learners may encounter intercultural misunderstanding (p. 19).

The aim of developing intercultural dimension in language teaching is to prepare learners interacting, understanding and accepting people from other cultures. Furthermore, it helps them figure out how interaction takes place. Therefore, teachers have better to design activities based on what they have heard and read about the target culture to enable learners draw conclusions; they can tell learners factual information about the everyday life of members in the target culture to motivate them establishing a comparative analysis between their own culture and the target culture (Byram et al., 2001, p. 10).

Additionally, teachers have to teach literature, history and other matters of the target culture. They have also to teach their learners to tolerate differences between the learners' culture and the target culture.

The teacher can use the modern Information and Communication Technology (ICT). It shifts learning from memorization to transformation; it immerses learners in the foreign cultural context; and it offers a closer alternative to real life experience (Bélisle, as cited in Marczak, 2010, p. 11).

Most importantly, teachers should have the willing to teach CC as well as they have to learn the way of doing so. Thus, what teachers should ask in teaching intercultural competence is how they can develop competences which will help learners interact properly with members of other cultures (Byram et al., 2001, p.12).

2.2.4. The role of cultural competence in developing EFL

skills:

Intercultural competence is one of the areas which took a considerable value in the world of learning's programs and activities.

According to Myron W et al (2010) the unsuccessful learning of students is due to the lack of the IC. This means that learners are in need to master the IC in order to succeed in their learning of a FL (p. 65).

The development of IC is a process which serves learners to enhance their abilities and awareness of the world based on their experience in their cultural background. In the light of this point, IC provides people the opportunity to go beyond their own worldview and construct notions about culture (Fantini, 2002, p. 31).

Moreover, knowledge of the IC' components helps learners to compare cultures. In the field of FLL, the comparison is between the EFL learners' culture and the foreign culture.

The correct and appropriate acquisition of linguistic competence needed in communication is done through the focus on language teaching with an intercultural dimension (Byram et al., 2001, p.5).

In sum, intercultural teaching in the EFL classroom aims at preparing learners to engage in the social life; to act in different intercultural settings; and to appreciate their own culture.

2.2.5. Barriers to foster cultural competence:

IC is a difficult task to be achieved especially for EFL learners who may suffer in this process due to the barriers encountering them when trying to acquire such competence.

In terms of constrains, the EFL learners may dislike to practice the communication skills in English because of the formal communication style and the social distance between teachers and students ('Contact', n. d. p. 12)

According to Fantini (1995), introducing pupils to traditions different from theirs encourages the conception of weirdness of these traditions (p. 31). Berry et al. (1992) described IC experience as an uncomfortable one which obliges learners to revise beliefs, notions, and attitudes they are familiar with (as cited in Sercu L, 2005, p. 25). Therefore, when learners learn a language other than their own, they may experience feeling such identity confusion and cultural shock.

2.3. Role playing in teaching cultural competence:

Historically, the use of role-play in EFL classrooms plays a significant role in the development of EFL learners' skills. Role play is a technique by which learners' vocabulary will be enriched; their fluency will improve; and their cultural competence in the target language will be increased as well.

2.3.1. The use of role-playing to develop EFL learners'

cultural competence

Role-play is a technique which EFL learners can use to train themselves interacting with the native speakers whenever they travel to English-speaking countries

Fleming (2004) declared that cultural content and meaning can be reached through the use of plays. He adds that drama-which takes into account both context and form serves in the confrontation of intercultural themes properly (p.113). Correspondingly, Huber et al. (2003) asserted that role play helps learners to be aware of the other cultures, so they can react to intercultural setting appropriately (p. 87).

In this regard, Barrett et al (2013, cited in Trang, T. Q & Seepho S, 2016) affirm that role play is among the activities in which learners imagine themselves in an intercultural situation; they experience situations which might occur in real life; and most importantly, they develop their intercultural competence and language proficiency including skills of adapting and empathy, skills of interpretation and skills of comparing and contrasting cultures (p. 74).

Additionally, Jerrold (2013) declared role-plays involve learners in the lesson and allow them empathize with people from other cultures. In other words, role plays increase students' awareness towards the target culture. It makes them able to express daily habits and ask about necessities such as: in the restaurant, asking about time, and shopping as well (p. 8).

Role plays utilize and foster communicative techniques and methods such as tone of voice, intonation, gestures and eye contact which are understood from an intercultural perspective (Xi Qing, 2011, p. 38)

Thus, Role play technique helps students to use the language in social, academic, and professional situations. Often, it is considered to be a fun and enjoyable way which liberates learners from their own personalities, customs and traditions by acting characters of the target culture.

Conclusion:

In the light of the matters presented in this chapter, it is clear that culture is an element which must accompany the teaching and learning of language as both SL and FL.

This chapter attempted to clarify the importance of culture; Particularly in EFL classes. It reviewed the concept of culture, its components, and its importance in language teaching. Second, it explored the idea of cultural competence, its role in promoting EFL learners' skills, barriers to foster learners' cultural competence and the use of role play technique to enhance learners' cultural competence.

To sum, learners of foreign languages do not need to know about the target culture but rather they need to improve skills, attitudes and abilities to act in different intercultural setting.

Chapter three: Research methodology

Introduction:

In the previous chapters, we have dealt with a review of related literature to cultural competence and role play. The present chapter deals with the methodology of research and mainly to test the research hypothesis mentioned in the general introduction of this study. This study is descriptive and to accomplish the aim of the research, the following tools are implemented: a classroom observation and a questionnaire delivered to learners at the end of the study. In addition to that, a part in this chapter is devoted to some pedagogic recommendations and suggestions for further researches on the topic.

Section One

Research Design and Data Collection Procedures

1.1. Research Design

This study is descriptive and it is chosen because it seems the appropriate one to achieve the objectives of the study. We have applied a classroom observation to observe how learners behave when acting different characters in different situations. Additionally, we have administered a questionnaire to investigate learners' attitudes towards teaching cultural competence and the use of role-play technique in EFL classes

1.2. Population and Sample

The population of this study is Second Year Secondary School at Abd Al Majid Meziane secondary school. They are about one hundred pupil grouped into different streams.

The sample for this study is second year literature and foreign languages class which include 21 pupils. It is selected because those pupils were excited to participate in this study. In addition to that, this study is mainly devoted to EFL learners.

1.3. Research Tools

This study aims at examining the effect of role-play technique on enhancing EFL learners' cultural competence. In other words, it seeks to see the effectiveness of this technique in improving learners' attitudes, skills and abilities in the target culture. Therefore, a classroom observation is chosen as a qualitative method in addition to a questionnaire delivered to learners as a quantitative method.

1.3.1. Classroom Observation:

Classroom observation is a systematic method that aims at measuring classroom behaviors from direct observation. Griffe (2012) defined it as 'the systematic, intentional and principled looking, recording and analysis of the results of our observation for the purpose of the research' (p. 178).

Equally, O'Leary (2014) argued that '...classroom observation is used as an instrument for observing and assessing classroom teaching and learning' (p. 49).

1.3.1.1. Description of Classroom Observation:

The classroom observation of this study took place first on Monday, November, 19, 2018 at Abd el Majid Meziane Secondary School–M'sila. We made a checklist in order to observe the behaviors of learners and to examine the effect of role-play technique in learners' cultural competence improvement. The items of classroom observation checklist were scaled as follows: could improve, acceptable, excellent and not observed.

1.3.1.2. Aims of Classroom Observation:

The classroom observation is conducted to achieve particular objectives. The main objective is to observe the effects of using role-play technique in EFL classes to improve learners' abilities and skills in learning cultural aspects. In addition to that, it aims to see the difficulties that may face learners and teachers when applying such technique.

1.3.2. The Students' Questionnaire:

1.3.2.1. Aims of the Questionnaire:

The present questionnaire is devoted to secondary year students at Abdel Majid Meziane Secondary School-M'sila, during the year 2018-2019. We have purposefully chosen the case of secondary year literature and foreign languages learners due to their motivation to learn and master their level in English.

The aims of this questionnaire are to investigate the EFL learners' attitudes towards learning the target cultural aspects and what should be learned. In addition to that, it aims at investigating their opinions towards the use of role-play technique to teach cultural competence.

1.3.2.2. The Administration of Questionnaire:

The questionnaire was administered to the participants in their classrooms with the presence of the teacher. Pupils were given instructions before the completion of the questionnaire on how to complete it. It took learners about fifteen minutes to finish filling in the questionnaire then, it was collected.

1.3.2.3. Description of the Questionnaire:

The questionnaire consists of 19 questions split into three sections. The questions of this questionnaire are basically closed questions; the three sections are as follow:

SECTION ONE: devoted to general information about learners (Q1-Q3)

SECTION TWO: tackles culture in EFL classes and its importance in English language teaching. (Q4-Q11)

SECTION THREE: this section is concerned with the use of role-play technique in EFL classes. (Q12-Q19)

Section Two

Data Interpretation and Analysis

2.1. Presentation and Analysis of Observation Sheet

2.1.1. Observation Sheet (01): IN THE STADIUM

Date: on November 26, 2018

Time: From 10am to 12

Criteria:

1. Could improve
2. Acceptable
3. Excellent
4. Not observed

Table One: Observation sheet number one

	1	2	3	4
<i>Plays</i>		√		
1/ Provides well-designed materials				√
2/ Employs non-lecture learning activities (i.e. small group discussion, student-led activities).				√
3/ The learners participate in the preparation of the role plays		√		
4/ The content of the play is related to learners needs				

<p>Teacher- Pupil/Pupil-pupil interaction</p> <p>1/The learners are motivated.</p> <p>2/ Teacher actively encouraged learners' questions.</p> <p>3/ Learners listened carefully to each other.</p> <p>4/ teacher discussed the content of the play with the learners.</p> <p>5/ Learners were helped by each other to play the roles.</p>	<p>√</p>	<p>√</p> <p>√</p> <p>√</p>	<p>√</p>	<p>√</p>
<p>Presentation</p> <p>1/ The learners use non-verbal cues (gestures, signals and eye contact) appropriate to the situation</p> <p>2/ The learners presented themselves in the role play with their real identity</p> <p>3/ The learners experience new attitude through the role play</p>	<p>√</p> <p>√</p>	<p>√</p>	<p>√</p>	<p>√</p> <p>√</p>

<p>4/ Teacher writes key terms on blackboard</p> <p>5/ The students achieve the purpose of the role-play effectively.</p>				
<p><i>Cultural Knowledge</i></p> <p>1/ The teacher appears culturally knowledgeable</p> <p>2/ Appears well organized</p> <p>3/ The teacher relates plays content to pupils' experience</p> <p>4/ The teacher selects plays appropriate to level of learners.</p>		<p>√</p> <p>√</p>	<p>√</p>	<p>√</p>

The above observation sheet shows that the play is well-designed and its content fits to learners needs; however, learners do not participate in the design of the plays and there is no use of other learning activities.

On the other hand, we notice that learners are highly motivated in this activity. The teacher is also observed to encourage learners' questions but they are not helped by each other and they do not pay too much attention to the opinions of their peers.

Moreover, learners-in this play-are not able to use non-verbal cues because they cannot detach themselves from their real identities. Therefore, they do

not learn new and achieve the purpose of the play effectively in spite the fact that the teacher is culturally knowledgeable and well-organized.

2.1.2. Observation Sheet (02): THE LITTLE BABY FISH

Date: On January 07, 2018

Time: From 10 am to 12am

Criteria:

1. Could improve
2. Acceptable
3. Excellent
4. Not observed

Table Two: Observation sheet number two

	1	2	3	4
<i>Plays</i>		√		
1/ Provides well-designed materials	√			
2/ Employs non-lecture learning activities (i.e. small group discussion, student-led activities).				√
3/ The learners participate in the preparation of the role plays			√	
4/ The content of the play is related to learners needs				

<p><i>Teacher- Pupil/Pupil-pupil interaction</i></p> <p>1/The learners are motivated.</p> <p>2/ Teacher actively encouraged learners' questions.</p> <p>3/ Learners listened carefully to each other.</p> <p>4/ teacher discussed the content of the play with the learners.</p> <p>5/ Learners were helped by each other to play the roles.</p>		<p>√</p> <p>√</p> <p>√</p> <p>√</p>	<p>√</p>	<p>√</p>
<p>Presentation</p> <p>1/ The learners use non-verbal cues (gestures, signals and eye contact) appropriate to the situation</p> <p>2/ The learners presented themselves in the role play with their real identity</p> <p>3/ The learners experience new attitude through the role play</p>		<p>√</p> <p>√</p> <p>√</p> <p>√</p>	<p>√</p>	<p>√</p>

<p>4/ Teacher writes key terms on blackboard</p> <p>5/ The students achieve the purpose of the role-play effectively.</p>				
<p><i>Cultural Knowledge</i></p> <p>1/ The teacher appears culturally knowledgeable</p> <p>2/ Appears well organized</p> <p>3/ The teacher relates plays content to pupils' experience</p> <p>4/ The teacher selects plays appropriate to level of learners.</p>		<p>√</p> <p>√</p>	<p>√</p>	<p>√</p>

In this sheet, it is noticed that the play presents a well-designed material besides the use of small-group discussion which is appropriate to learners' needs and levels; however, learners are still unable to participate in the preparation of the plays. Learners' motivation is positively noticed and their cooperation with each other is gradually changing to the better.

Though, they experience new attitudes in this play, they are still unable to use some gestures properly and they do not achieve the purpose of the play.

2.1.3. Observation sheet (03): IN THE BUS STATION

Date: JANUARY28, 2019

Time: From 10 am to 12 am

Criteria:

1. Could improve

- 2. Acceptable
- 3. Excellent
- 4. Not observed

Table Three: Observation sheet number three

	1	2	3	4
<p><i>Plays</i></p> <p>1/ Provides well-designed materials</p> <p>2/ Employs non-lecture learning activities (i.e. small group discussion, student-led activities).</p> <p>3/ The learners participate in the preparation of the role plays</p> <p>4/ The content of the play is related to learners needs</p>			√	√
<p><i>Teacher- Pupil/Pupil-pupil interaction</i></p> <p>1/The learners are motivated.</p> <p>2/ Teacher actively encouraged learners' questions.</p>		√ √	√ √	

<p>3/ Learners listened carefully to each other.</p> <p>4/ teacher discussed the content of the play with the learners.</p> <p>5/ Learners were helped by each other to play the roles.</p>	√			
<p>Presentation</p> <p>1/ The learners use non-verbal cues (gestures, signals and eye contact) appropriate to the situation</p> <p>2/ The learners presented themselves in the role play with their real identity</p> <p>3/ The learners experience new attitude through the role play</p> <p>4/ Teacher writes key terms on blackboard</p> <p>5/ The students achieve the purpose of the role-play effectively.</p>	√	√		√
<p><i>Cultural Knowledge</i></p> <p>1/ The teacher appears</p>				

<p>culturally knowledgeable</p> <p>2/ Appears well organized</p> <p>3/ The teacher relates plays content to pupils' experience</p> <p>4/ The teacher selects plays appropriate to level of learners.</p>		<p>√</p> <p>√</p>	<p>√</p>	<p>√</p>
--	--	-------------------	----------	----------

In the table above, the play presents an excellent designed material which is appropriate to learners' needs. This play makes both learners and the teacher motivated to participate and complete the activity due its significant content.

This play helps learners to cooperate and listen carefully to each other. On the other hand, the teacher is well-organized and chose appropriate content to learners' levels; this thing served learners to use some cues suitable to the situation.

2.1.4. Observation sheet (04): Team BL Extract

Date: February 18, 2019

Time: From 10 am to 12 am

Criteria:

- 1. Could improve
- 2. Acceptable
- 3. Excellent
- 4. Not observed

Table Four: Observation sheet number four

	1	2	3	4
--	---	---	---	---

<p><i>Plays</i></p> <p>1/ Provides well-designed materials</p> <p>2/ Employs non-lecture learning activities (i.e. small group discussion, student-led activities).</p> <p>3/ The learners participate in the preparation of the role plays</p> <p>4/ The content of the play is related to learners needs</p>			<p>√</p>	<p>√</p> <p>√</p>
<p><i>Teacher- Pupil/Pupil-pupil interaction</i></p> <p>1/The learners are motivated.</p> <p>2/ Teacher actively encouraged learners' questions.</p> <p>3/ Learners listened carefully to each other.</p> <p>4/ teacher discussed the content of the play with the learners.</p> <p>5/ Learners were helped by</p>		<p>√</p> <p>√</p> <p>√</p>	<p>√</p> <p>√</p>	

learners.				
-----------	--	--	--	--

In this sheet, we notice that the content of the play is suitable for learners needs and the teacher is already knowledgeable about it. So, this helps the teacher to design a better activity and to make learners motivated all the time. Moreover, the teacher explains and discusses well the content and the roles with his learners. Learners, in this play, experience new attitudes unlike the first ones. Thus, it helped them to personate the characters as they should be; however, their ability to use some non-verbal cues is still not perfect.

2.1.5. Observation sheet (05): RIDICULOUSLY MADLY

Date: April 20, 2019

Time: From 10am to 12 am

Criteria:

- 1. Could improve
- 2. Acceptable
- 3. Excellent
- 4. Not observed

Table Five: Observation number five

	1	2	3	4
<i>Plays</i>				
1/ Provides well-designed materials			√	
2/ Employs non-lecture learning activities (i.e. small group discussion,				√
				√

<p>student-led activities).</p> <p>3/ The learners participate in the preparation of the role plays</p> <p>4/ The content of the play is related to learners needs</p>			√	
<p><i>Teacher- Pupil/Pupil-pupil interaction</i></p> <p>1/The learners are motivated.</p> <p>2/ Teacher actively encouraged learners' questions.</p> <p>3/ Learners listened carefully to each other.</p> <p>4/ teacher discussed the content of the play with the learners.</p> <p>5/ Learners were helped by each other to play the roles.</p>		√	√ √ √	
<p>Presentation</p> <p>1/ The learners use non-verbal cues (gestures, signals and eye contact) appropriate to the situation</p>			√	√

<p>2/ The learners presented themselves in the role play with their real identity</p> <p>3/ The learners experience new attitude through the role play</p> <p>4/ Teacher writes key terms on blackboard</p> <p>5/ The students achieve the purpose of the role-play effectively.</p>			<p>√</p> <p>√</p>	<p>√</p>
<p><i>Cultural Knowledge</i></p> <p>1/ The teacher appears culturally knowledgeable</p> <p>2/ Appears well organized</p> <p>3/ The teacher relates plays content to pupils' experience</p> <p>4/ The teacher selects plays appropriate to level of learners.</p>			<p>√</p> <p>√</p> <p>√</p>	<p>√</p>

As usual, the content of the play is appropriate to learners' needs and levels in addition to their inability to participate in the preparation of the plays but they are motivated. As it is observed in the table above, learners became able to cooperate and listen carefully to each other. This offered the

teacher an opportunity to discuss the content of the play with them and asks them about the preferred characters.

Moreover, learners use some gestures appropriate to the context and they are able to detach their personal identities from the characters to be played.

2.2. Interpretation of Students' Questionnaire

2.2.1. Section one:

Personal information:

Q 1: Are you interested in learning English?

Options	Subject	Percentage (%)
Yes	21	100
No	0	0
Total	0	100

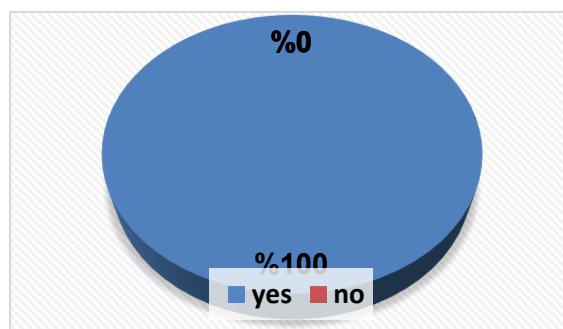


Table 06: Learners' interest towards English. Fig. 2: Learners' interest towards English

The reason behind asking this question is to test learners' willingness towards learning foreign language and whether they are interested or not in learning the language. According to the results shown in the table above, 21 of learners who represent 100% have a positive attitude towards learning language since they study in the branch of foreign languages and they chose their specialty intentionally. Consequently, their interest to learn English will be high.

Q02: which skill do you think you master better?

Options	Subject	Percentage (%)
Reading	3	14.28
Speaking	11	52.38
Listening	1	9.52
Writing	5	23.82
total	21	100

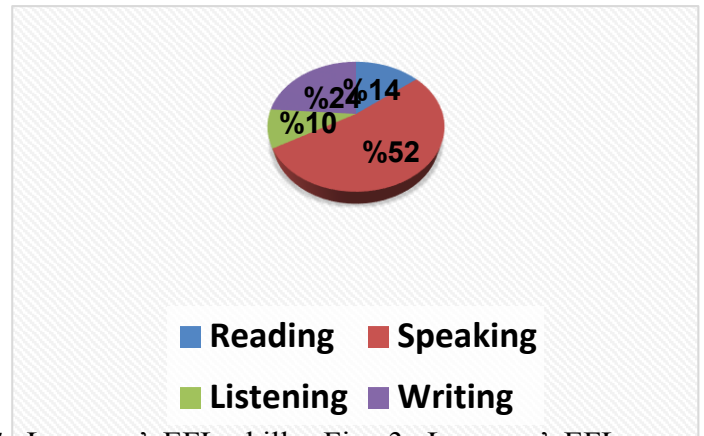


Table 7: Learners' EFL skills. Fig. 3: Learners' EFL skills.

The reason behind asking this question is to know which skill the learners master perfectly in order to choose the most appropriate activity which could improve their lacks and enhance their level of achievement.

Only 3 participants who represent 14.28 % opted reading and 52.38% opted speaking whereas 9.52 % believe they need to improve listening and 23.82% of participants thought they need to improve writing skill. Thus, from the results obtained above, teachers have to find out the best activity in order to improve learners' speaking skill.

Q 3: What do you think you need to improve?

Options	Subject	Percentage (%)
Fluency	18	85.71
Accuracy	3	14.29
Total	21	100

Table 8: Learners' lacks.

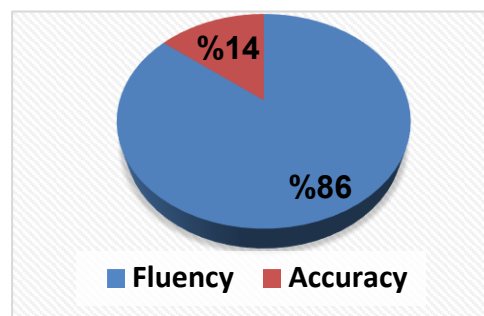


Fig. 4: Learners' lacks.

The table above demonstrates that 18 of students need to improve their fluency which represents 85.71% whereas only 03 of them responded that they need to improve their accuracy which means 14.29 %. The answers of learners showed that teachers have to implement more speaking activities in their classes in order to accommodate the learners’ needs and to enhance their communicative skills.

2.2.2. Section Two: culture in EFL classes

Q 4: What have you learned from your teacher of English?

options	Subject	Percentage (%)
Skills and abilities	12	57.14
Knowledge about different matters in life	6	28.57
Familiarity with target culture	3	14.28
Total	21	100

Table : Learners' Benefits.

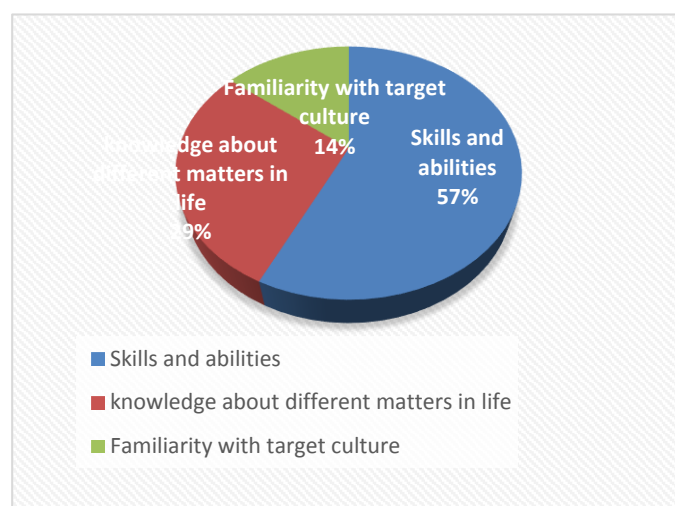


Fig. 5: Learners' Benefits.

The results obtained from the table showed that learners who learned skills and abilities from their teacher represent 57.14% because this category of students think that they still have a lack in their learning abilities (writing, speaking, and listening) which could be improved by the teacher. Also, we have 28.57% who acquire knowledge but unfortunately only 14.28% who learned about the target culture

because their knowledge and skills and abilities still incomplete for this reason, few of learners think in learning the target culture.

Q 5: Does the content of your textbook include activities about the target culture?

Options	subject	Percentage (%)
Yes	9	42.85
No	11	52.38
Total	21	100

Table 10: Textbook activities.

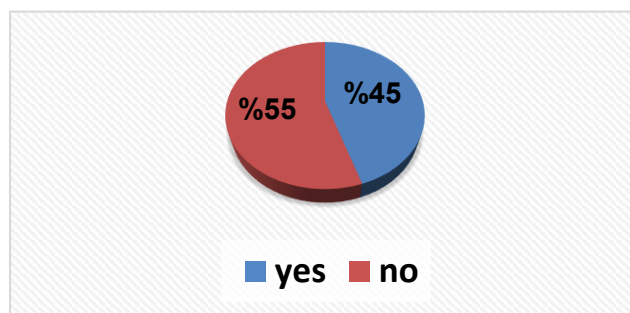


Fig.6: Textbookactivities.

We have asked this question in order to test the learners' awareness about availability of activities which is related to the target culture in the text book. The participants who confirm its availability represent 42.85% and the ones who deny its existence represent 52.38%.

Q 6: Does your English teacher explain some cultural aspects?

Options	subject	Percentage (%)
Yes	14	66.66
No	7	33.34
Total	21	100

Table 11: Teacher Explanation of cultural aspects.

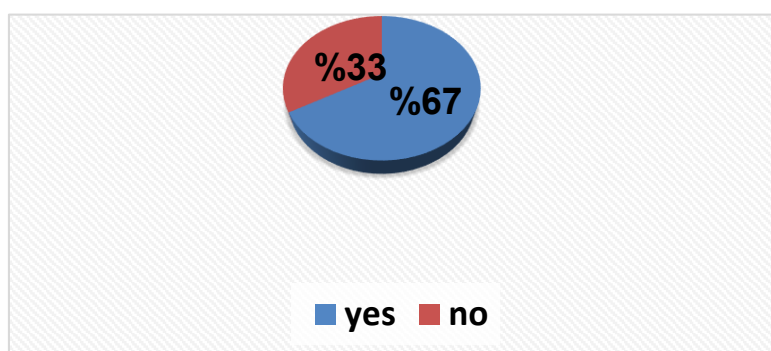


Fig. 7: Teacher Explanation of cultural aspects.

The reason behind asking this question is to know whether the teachers of foreign language give time and explain cultural aspect of that language and consider it as an important element to be included in their program.66.66% of participants confirmed that their teacher explain some aspects of foreign culture while 33.34 % answered that he did not.

Q 7: Do you think that learning culture is important in your classes?

Options	subject	Percentage (%)
Yes	15	71.43
No	6	28.57
Total	21	100

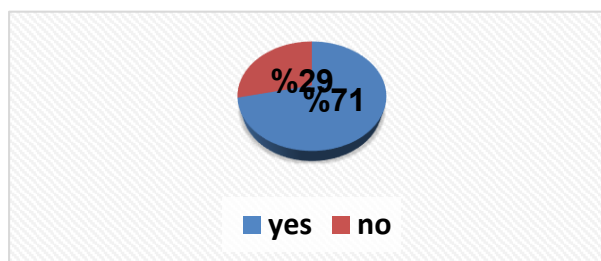


Table 12: Learning culture in class.

Fig. 8: Learning culture in class

This question aims at shedding the light on the importance of learning culture.71.43% of participants believe that it is very essential to learn about a foreign culture because learning language without culture is inadequate whereas 28.57% think that learning culture in not important.

Q 8: Do you have any contact with people of the target culture?

Options	subject	Percentage (%)
---------	---------	----------------

Yes	12	57.15
No	9	42.85
Total	21	100

Table 13: Learners' contact with people of other cultures..

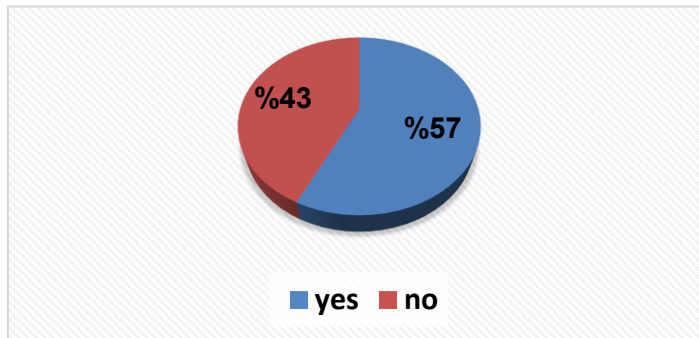
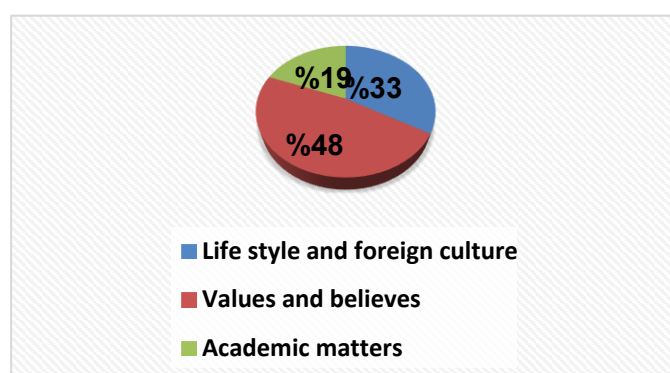


Fig. 9: learners' contact with people of other cultures.

Communicating with people from different cultures was considered as a challenge .it requires an understanding of cultural diversity, stereotypes and values.This question was asked aiming to discover whether the learners have an intention to know about this diversity. 57.15% of student contact people from different cultures using Facebook or Instagram. On the other hand, 42.85% of participants do not have this kind of contact. From this result, we can say that students have an interest to know about foreign culture.

Q 9: What do you think learning culture must involve?

Options	subject	Percentage (%)
Life style of foreign culture	7	33.33



Values and believes	10	47.62
Academic matters	4	19.05

Table 14: Teaching target culture elements.

Fig. 10: Teaching target culture elements

In this question we obtained different responses about the learners' perspectives about what learning target culture must involve. 33.33% responded that they need to learn about the lifestyle of the target culture and 47.62% think that they should know about the values and believes that govern the society of foreign culture; moreover, 19.05 % think that when learning about a different culture, they need to know about their academic matters.

Q 10: What kind of activities do you prefer your teacher to practice in the classroom to teach the target culture?

Options	subject	Percentage (%)
Telling stories	2	9.53
Projects	4	19.04
Role-playing	13	61.90
Using data show	2	9.53
Total	21	100

Table 15: Learners' favorite activities to learn culture.

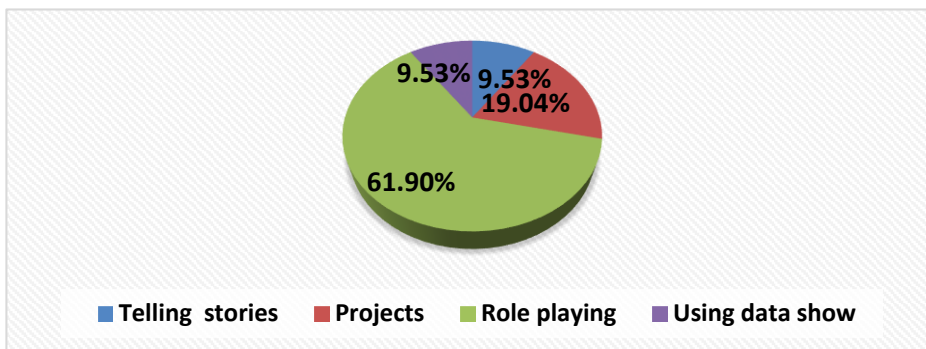


Fig. 11: Learners' favorite activities to learn culture.

We have asked this question to know which activities that learners enjoy when learning the target culture. 9.53% choose telling stories because they learn from listening and 19.04% like doing projects in class but 61.90% prefer role-play activity because they are good in speaking and they enjoy acting and few of them which represents 9.53% like using data show because they find it more interesting and beneficial.

Q 11: Why do you want to learn about the foreign culture?

Options	subject	percentage (%)
Contact foreign people	4	19.05
Visit the English spoken countries	4	19.05
Get information	4	19.05

about people living there		
Professional and academic purposes	6	28.57
All of them	3	14.28
Total	21	100

Table 16: Fig. 12: Students' opinion about their needs to learn foreign culture.

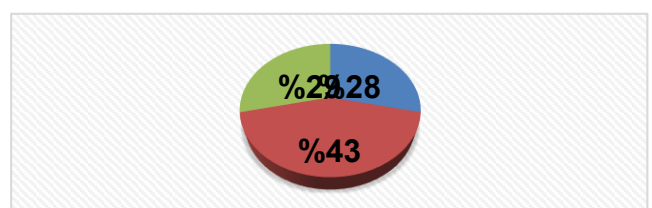


Fig. 12: Students' opinion about their needs to learn foreign culture

From the table above, learners have different needs to learn foreign culture. 19.05% of participants need to know about a foreign culture to contact foreign people and 19.05% need to learn it to visit the English spoken countries. While 19.05% want to have some extra information about people living there and 28.57% of participants need it for professional and academic purposes. According to 14.28% of participants, they need to learn it for all of the reasons mentioned above.

2.2.3. Section three: Role-play Technique

Q 12: According to you, what do you prefer in classroom?



Options	subject	Percentage
Individual work	6	28.57
Pair-work	9	42.85
Group-work	6	28.57

Table 17: Learners 'working preferences. Fig. 13: Learners 'working preferences.

From the table above, we noticed that 28.57 of participants prefer to work individually whereas 42.85 like to work in pairs and 28.57 prefer group-work. Thus from the obtained answers, we can prove that role-play as a practical activity can suit the majority of participants working preferences .

Q 13: Does your English textbook involve group-work activities?

Options	subject	Percentage(%)
Yes	18	85.95
no	3	14.05
Total	21	100

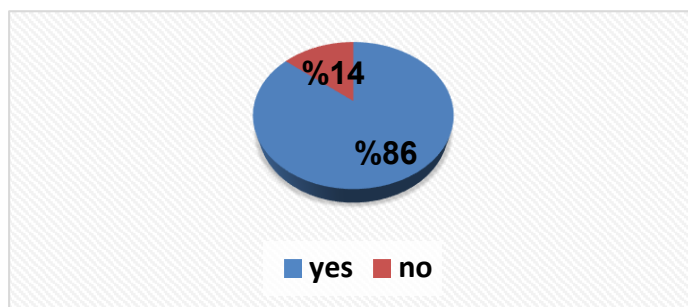


Table 18: Group- work activities in textbook. Fig. 14: Group-work activities in textbook.

From the table above, we observed that the textbook go hand in hand and support group-work activities. The majority of learners who represent 85.95 confirmed that the text book contains group-work activities whereas only 3 learners who represent 14.05 deny its existence in the text book.

Q 14: Have you ever acted in a role-play?

Options	subject	Percentage
Yes	18	85.95
No	3	14.05
Total	21	100

Table 19: Role-play Performing.

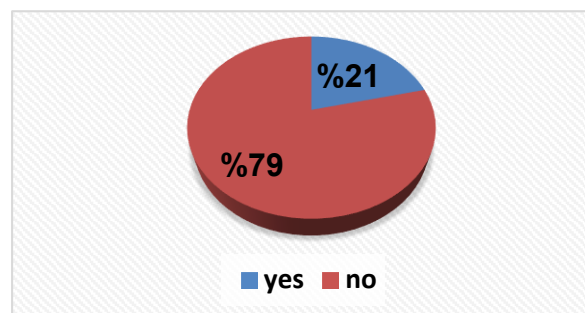


Fig. 15: Role-play Performing.

From the participants' response, we notice that learners have experienced role-play activity during their learning process. 85.95 have acted before in role-play and 14.05 did not experience that activity because they are passive learners or they do not like to work in cooperation with their classmates.

Q 15: Do you think that performing in a role play is a waste of time?

Options	subject	Percentage (%)
Yes	4	19.05
No	17	80.95
Total	21	100

Table 20: Is role-play a wasting time activity?

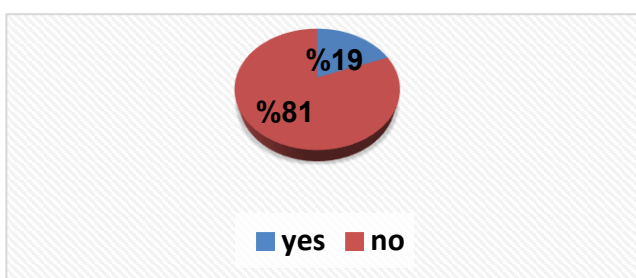


Fig. 16: Is role-play a wasting time activity?

The reason behind asking this question is to know whether the learners are aware of the importance of role-play as an activity or they thought it is wastes of time.80.95 %of participants think that role-play is an important activity and has its positive effect on their achievements but 04 learners think that it is a waste of time.

Q 16: Where do you think role play can help you in?

Options	subject	Percentage (%)
Raising motivation	4	19.05
Enrich vocabulary	5	23.81
Knowledge about foreign culture	7	33.33
Facilitate learning	3	14.28
All of them	2	9.53
Total	21	100

Table 21: Learners’ opinions about benefits of role-play.

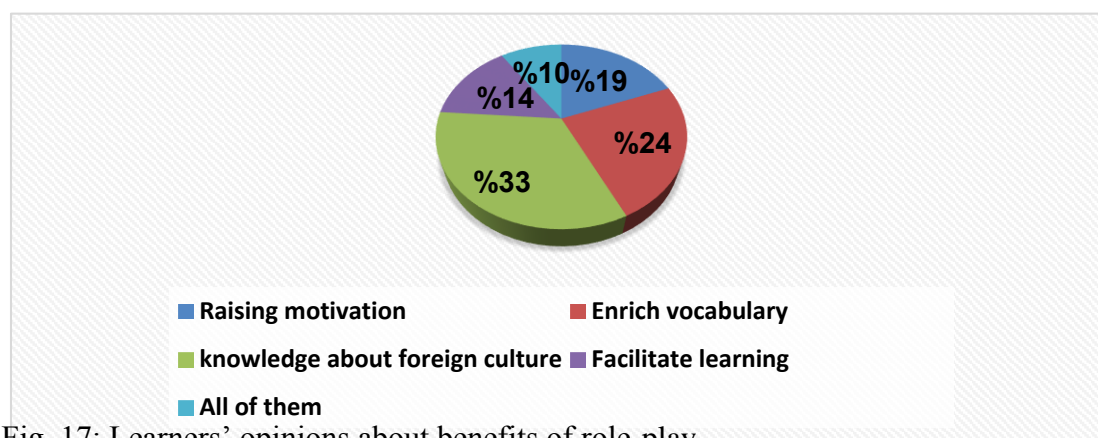


Fig. 17: Learners’ opinions about benefits of role-play

From the above results, we notice that role-play activity has various advantages that affects learners’ level of achievement and expand their knowledge about foreign

language. We observe that the learners have benefited from this activity each one in a different way. 19.05% think that it helped them in raising their motivation and 23.81 believe that role-play enriches their vocabulary. 33.33% respond that it helped them to know more about foreign culture and 14.28 % confirmed that it facilitates learning for them. 9.53% benefited from all above suggestions.

Q 17: When you have performed several times, have you learned new attitudes and behaviours?

Options	subject	Percentage (%)
Yes	14	66.67
No	7	33.33
Total	21	100

Table 22: Learning and experiencing new attitudes and behaviors

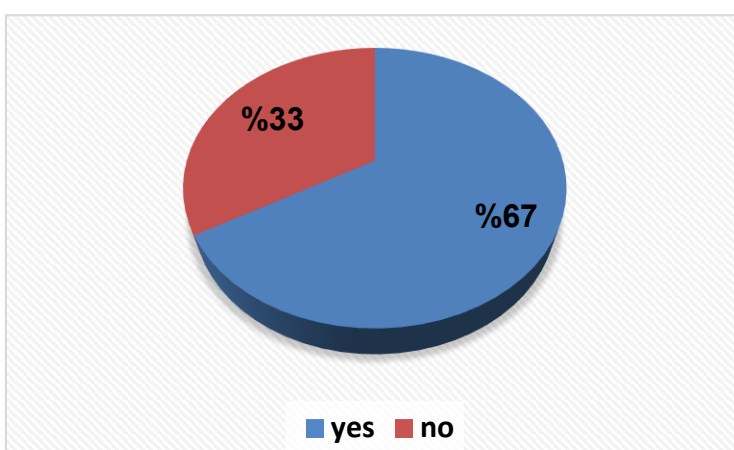


Fig. 18: Learning and experiencing new attitudes and behaviors

Participant of role taking could acquire new attitudes and change their behavior positively. The question above was asked to know the effects of role taking on the learners' behaviors. 66.67 %of participants thought that they have learned new

attitudes and perception whereas 33.33% answered that they did not learn any new attitudes. Thus, the results confirm that role-play is a changing behavior activity.

Q 18: What kinds of difficulties have you faced while acting?

Options	subject	Percentage(%)
Problem in language	9	42.86
In comprehension and acceptance	7	33.33
In Activity itself	2	9.52
In Cooperation	3	14.29
Total	21	100

Table 23: Learning and experiencing new attitudes and behaviors

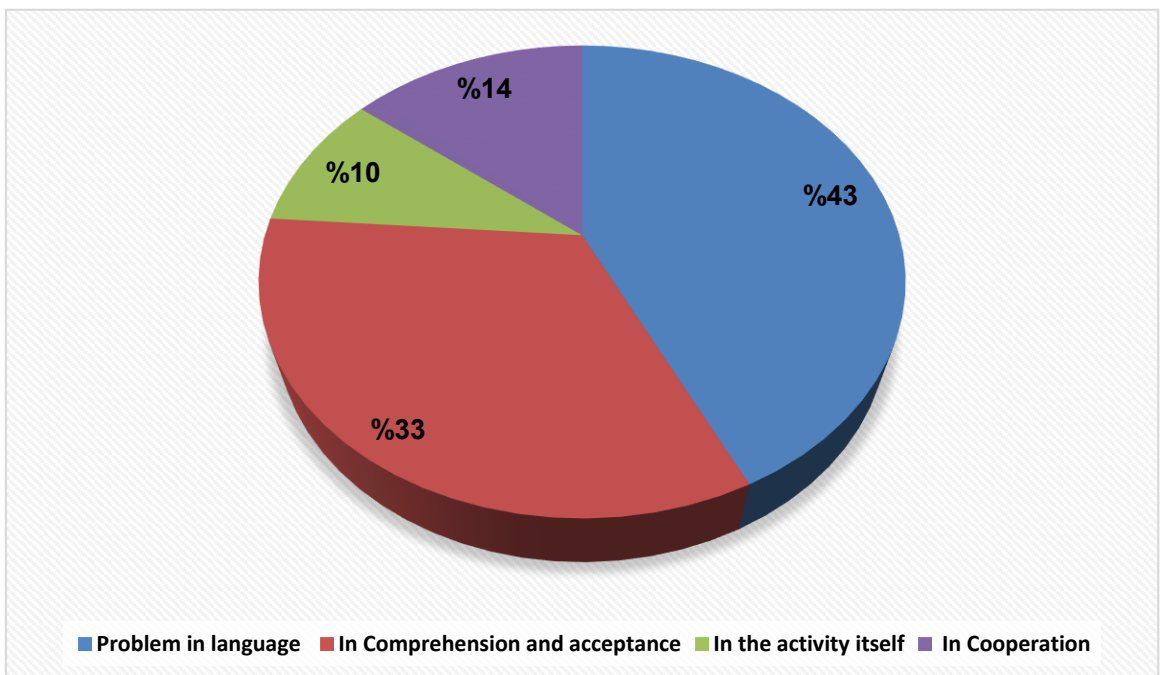


Fig. 19: Learners' opinion about the kind of problem they face in play acting.

While experiencing role-play activity, learners appeared to face many problems because of different reasons. For 42.86% of participants find problems in language

itself because they do not know how to express themselves correctly or they do not have enough vocabulary.

For 33.33% the difficulty is in comprehension and acceptance of different concepts. 9.52 % of participants do not like the activity itself because it doesn't suit their style of learning and 14.29% of participant find problems in cooperative activities and they like to work individually.

Q 19: Will you enjoy acting in a role play again?

Options	subject	Percentage
Yes	19	95.24
No	2	4.76
Total	21	100

Table 24: Learners' willingness to perform again.

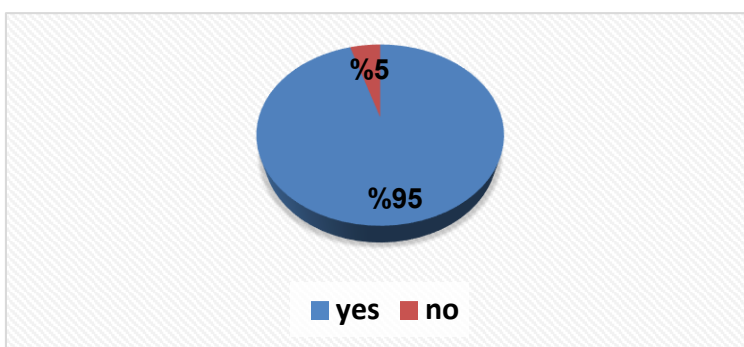


Fig. 20: Learners' willingness to perform again.

This question was asked because of the future implementation of role-play activity in teaching classes. The majority of learners 95.24 % like performing in role-play and they have ambition to act it again because this activity helped them in enhancing their skills of communication and their vocabulary; in addition to that,

they expand their knowledge about the foreign culture, whereas only 02 students vote to not play it again.

Section three

Limitations, Pedagogic Recommendations and Suggestions for Further Research

3.1. Research findings

Throughout this study, various findings have been concluded which are as follow:

- The participants, at the beginning of this study, have faced problems with performing in English.
- The participants liked role-play activities because they offer an enjoyable and funny atmosphere so that learners will be motivated.
- Participants in role-play activities not only enriched their vocabulary and enhanced their communicative competence; they learned new attitudes and skills to help them act in different target situations and contexts appropriately.

3.2. Pedagogic Recommendations:

This study showed that role-play technique is suitable for both EFL teachers and learners in their teaching and learning process. The results showed that learners, through this technique, could act real life situations; experience new attitudes and behaviors that are different from their own; and build interactive skills which are very important in intercultural situations.

Additionally, through this technique, they could build linguistic skills and abilities; they learn sentence structures better; enrich their vocabulary; speak spontaneously and decode complex messages.

Therefore, we recommend teachers to use this technique in their classes and here are some findings that could help teachers:

- At the beginning, teachers have better to use short plays as much as possible to liberate learners from their fear and shyness of facing the audience.
- The effects of role-play technique do not appear immediately; they take much time to be valuable and interesting.
- Teachers do not have to limit the characters for learners; they should play different characters because they may be good and feel comfortable at particular characters. Moreover, to discover what suits them and what they lack.
- When using long plays, teachers should take part in the play to organize the participants

3.3. Limitations of the Study

Though positive results of the present study have been noticeable, our research encountered some limitations which affected the completion of the study. First, the number of participants which is only 21 learners who represent the class of Second Year Literature and Foreign Languages at Abd el Majid Meziane Secondary School could limit the generalization of the findings to the whole population. Second, the manifestations and strikes that have occurred in the current academic year 2018-2019 because of political uprising which was noticed all over the country had a great effect on our classroom observation. Finally, we have faced problems in getting permission to start our classroom observation in the secondary school.

3.4. Suggestions for Further Research

Based on the findings of the present study, these suggestions are proposed for further research:

- Other researches can be conducted using role-play technique to help learners build interactive skills.
- Role-play technique can be used in EFL classes to motivate learners use authentic materials appropriately.
- Moreover, role-play technique can be used to help EFL learners get rid of their shyness to communicate freely and cooperate with their peers especially the introvert ones.

Conclusion

In this chapter, data gathering tools, analysis and description of research tools and some pedagogic recommendations in addition to some suggestions for further research were highlighted. As a result, role-play is an excellent technique to enhance EFL learners' cultural competence. Moreover, it is a remarkable technique to make EFL learners use the language effectively and freely in different target situations and contexts. Therefore, the hypotheses have been affirmed.

General conclusion:

The aim of this study is to use role-play technique to enhance learners' cultural competence among Second Year Secondary School at Abd El Majid Meziane Secondary School in M'sila. In this study, we have hypothesized that if EFL teachers use role-play in their classes logically and appropriately, learners' abilities, skills and attitudes towards the target culture will improve. We believe that the implementation of role-play in the field of English language learning is very useful in the learners' development of cultural competence because it provides learners an opportunity to experience different intercultural contexts. It also helps them to explore certain behaviors and common daily life habits of people living in the communities which use the target language.

Our research is divided into two parts. The first part involves two theoretical chapters to review the literature of the two variables (role-play technique and cultural competence) whereas the second part is composed of a practical chapter to gather and analyze data for this study.

Basically, our study is a descriptive one. It depended on two methods for data collection which are qualitative and quantitative; the qualitative method included a classroom observation to scrutinize learners' behaviors throughout the study whereas the quantitative method is presented through a questionnaire delivered to learners in order to investigate their opinions towards the teaching of cultural aspects in EFL classes and the use of role-play technique to enhance their cultural competence.

To conclude, the results for this study showed that learners are motivated to learn using this technique; for them, it was an enjoyable experience; it also represented an activity where they expressed themselves freely through the characters they played.

Moreover, they learned new behaviors and attitudes which made them able to act properly in some target situations. Therefore, we recommend EFL teachers to use this technique in their classes to familiarize their learners with the target environment and to help them build skills of communication and interaction within intercultural contexts. To sum, some suggestions are recommended for further research on the topic. For instance, teachers can use this technique to help EFL learners build interactive skills. They can also use it to help introvert learners become more cooperative with their peers.

References

- Baker, W. (2003). "*Should culture be an overt component of EFL instruction outside of English-speaking countries? The Thai context.*" Asian EFL Journal, 5. Available at: <https://www.asian-efl-journal.com/1492/main-journals/should-culture-be-an-overt-component-of-efl-instruction-outside-of-english-speaking-countries-the-thai-context/>
- Byram, M. (1997). *Teaching and Assessing Intercultural Communicative Competence*. Bristol, UK: Multilingual matters.
- Byram, M. (1990). *Foreign Language Teaching and Young People' Perception of Other Cultures*. In Harrison B. *Culture and the Language Classroom*. (pp 76-87).
- Byram, M; Gribkova, B; and Starney H.(2001). *Developing the Intercultural Dimension in Language Teaching: A Practical Introduction for Teachers*
- Chesler, M. and Fox, R. (1966). *Role-playing methods in the classroom*. Chicago: Science Research Associates.
- Clapper. C. T. (2010). "*Role play and Simulation Returning to Teaching for Understanding.*" *Education Digest: Essential Readings Condensed for Quick Review*. 75 (8). pp. 39-43.
- Fantini. A. E. (2000). "A Central Concern: *Developing Intercultural*

Competence."Adapted in part from a "Report by the Intercultural Communicative Competence Task Force," World Learning, Brattleboro, VT, USA, 1994. pp. 25-42.

Fleming, M. (2004). "*Drama and Intercultural Education.*" *GFL Journal*, 1. pp. 110- 123. Available at: <http://www.gfl-journal.de/1-2004/fleming.pdf>.

Gallagher, E. (2012).*On the Road to Excellence: An EFL-Teacher's Handbook. Plays for Young English Learners.* Mexico.

Griffiee, D. T. (2012). *An Introduction to Second Language Research Methods: Design and Data.* U. S. A: Congress.

Heldenbrand, B. (2003). "*Drama Techniques in English Language Learning.*"*The Korean TESOL Journal*. 6(1). pp. 27-39.

Huber-Kriegler, Martina , Idiko Lazar, &John Strange. (2003). *Mirrors and Windows: An Intercultural Communication Textbook.* Strasbourg, France, European Centre for Modern Languages. Council of Europe Publishing.

Hyland, K. (1993). "Language Learning Simulations: A Practical Guide." *English Teaching Forum*, 31(4):16-22.

Jerrold, F. (2013). *Raising cultural awareness In the English Language Classroom*. Available at: <https://blog.gaijinpot.com/teaching-tips-role-plays>

Jiang, W. (200). *The Relationship between Culture and Language*. *ELT Journal*, 54, 328_334. Doi: 10.1093/ELT/54.4.328.

Kholmakova I. V. (2017). “*The Advantages and Disadvantages of Drama Techniques in Foreign Language Teaching.*” pp. 163-170.

Available at:
<http://enpuir.npu.edu.ua/bitstream/123456789/19482/1/Kholmakova.pdf>.

Kramersch, C. (1998). *Language and Culture*. Oxford. Oxford University

Kramersch, C. (2012). “*Culture in foreign language teaching Iranian Journal of Language Teaching Research.*” *Urania University Teaching Forum*, 31 (4):16-22

Kramersch, C and Zhu Hua. (2016). *Language, Culture and Language Teaching*. In g. Hall (Ed), *Routledge Handbook of English Language Teaching* (pp 38-50). London: Routledge.

Ladousse, G. P. (2004). *Role Play*. Oxford: Oxford University Press.

Lakehal-Ayat, Benmati (2008). *Is the Algerian educational system Weakening ? An Investigation of the High School Curricula and their Adequacy with the University Curricula*. Ph D Thesis.

Lavingstone C. (2007). *Role play in Language Learning*. Retrieved from <http://perlinguam.journal.ac.za/pub/>

Lessard-Clouston, M.(1997). Towards an Understanding of Culture in L2/FL education. The internet TESL Journal, 3, 1-12. Retrieved from <http://iteslj.Org/Articles/Lessard-Clouston-culture.Html>

Lucas, H and T, Hiltunen. (2002). “*From Page to Stage: Lord of the Files.*” *Forum*. 40 (1). pp. 12- 5.

Moule, J. G. (2010).*Cultural Competence: A Primer for Educator*. (2nd Ed.). Wadsworth: Cengage Learning.

Koester, J. & Myron W. Lustig. (2010).*Intercultural Competence: Interpersonal Communication across Cultures* (6th Ed.). Boston: Pearson.

Subramani, P.C.Naga. (2017). *Methods and strategies of teaching pedagogical subjects*. Morrisville, North Carolina: Lulu Publications.

O' Leary, M. (2004). *Classroom observation: A guide to the effective observation of teaching and learning*. NY: Routledge.

Porter-Ladousse G. (1987). *Role-Play*. Oxford: OUP.

Qing, X. (2011). “Role-play an Effective approach to developing overall

communicative competence.”*Cross-Cultural Communication*,
7(4),36-9. Available at:[https://www.cscanada.net/index.php/ccc/
Article/download/j.ccc.1923670020110704.317/2177](https://www.cscanada.net/index.php/ccc/Article/download/j.ccc.1923670020110704.317/2177)

Sercu, L et al. (2005). *Foreign Language Teachers and Intercultural Competence: An International Investigation*. Clevedon: Multilingual Matters.

Sherrin, D. (2015).*The Classes They Remember: Using Role-plays to Bring Social Studies and English to Life*. (1st Ed.). London: Routledge.

Sweeney, P; O’toole,l; Simmie, G; O’leary,m; and Jeffers, G (2000). Supporting Active Teaching and Learning: Role play. Transition Year Curriculum Support Service. Dublin

Trang. T. Q, & Sirinthorn Seepho. (2015).“A Proposed Framework for EFL Learners’ Intercultural Communicative Competence Development in the Vietnamese Context.”*Thai TESOL Journal*. 29 (1). pp. 73-93.

Van Ments, M. (1999). *The Effective Use of Role-play: Practical Techniques for Improving Learning*. (2nd Ed.). London, Kogan Page

Appendices

Appendix A: Pupils' Questionnaire:

Dear pupils,

You are kindly invited to take part in the current research through filling in the questions bellow. The questionnaire is designed to gather information about the use of role-play as a practical technique to enhance learners' cultural competence. Please answer by ticking (x) in the appropriate boxes or giving full answers in the space provided.

Section One: Personal Information:

1. Are you interested in learning English?

Yes

No

2. Which skill do you think you master better?

Reading

writing

listening

speaking

3. What do you think you need to improve?

Fluency

Accuracy

Section Two: Culture in EFL Classrooms

4. What have you learned from your teacher of English1?

. Skills and abilities to enhance English learning

. Knowledge about different matters in life

.Familiarity with the target culture

5. Does the content of your textbook include activities about the target culture?

Yes No

6. Does your English teacher explain some cultural aspects?

Yes No

7. Do you think that learning culture is important in your classes?

Yes No

8. Do you have any contact with people of the target culture?

Yes No

If yes, what kind of contact do you have?

.....
.....

9. What do you think learning culture must involve?

- . Lifestyles and routines about the foreign culture
- . Information about shared values and believes
- . Academic matters

10. What kind of activities do you prefer your teacher to practice in the classroom to teach the target culture?

- .Telling stories
- .Projects
- .Role playing
- .Using data show

11. Why do you want to learn about the foreign culture?

- .To contact people from the target culture

.To visit the English spoken countries

.To gain information about people living in the target culture

.For professional and academic purposes

Section Three: Role-play Technique

12. According to you, what do you prefer in classroom?

Individual work

Pair work

Group work

13. Does your English textbook involve group-work activities?

Yes No

14. Have you ever acted in a role-play?

Yes No

-If yes, did you enjoy it?

Yes No

15. Do you think that performing in a role play is a waste of time?

Yes No

16. Where do you think role play can help you in?

Raising your motivation an interest towards learning the language

Enriching your vocabulary

Knowing about the others culture

Facilitate learning

17. When you have performed several times, have you learned new attitudes and behaviors?

Yes

No

18. What kinds of difficulties have you faced while acting?

Problem in language

Problem in comprehension and acceptance the other culture

Problem in the activity itself

Problem in the cooperation

19. Will you enjoy acting in a role play again?

Yes No

Appendix B: Classroom observation checklist

	Could Improve	Acceptable	Excellent	Not Observed
Plays 1/ Provides well designed materials 2/ Employs non-lecture learning activities (i.e. small group discussion, student- led activities). 3/ The learners participate in the preparation of the role plays.				

<p>4/ The content of the play is related to learners needs</p>				
<p>Teacher- Pupil/ Pupil- Pupil interaction</p> <p>1/The learners are motivated.</p> <p>2/ Teacher actively encouraged learners' questions.</p> <p>3/ Learners listened carefully to each other.</p> <p>4/ teacher discussed the content of the play with the learners.</p> <p>5/ Learners were helped by each other to play the roles.</p>				
<p>Presentation</p> <p>1/ The learners use non-verbal cues (gestures, signals and eye contact) appropriate to the situation</p> <p>2/ The learners presented themselves in the role play with their real identity.</p> <p>3/ The learners experience new attitude through the role play.</p> <p>4/ Teacher writes key terms on blackboard.</p> <p>5/ The students achieve the purpose of the role-play effectively.</p>				
<p>Cultural Knowledge</p> <p>1/ The teacher appears culturally</p>				

knowledgeable.				
2/ Appears well organized.				
3/ The teacher relates plays content to pupils' experience.				
4/ The teacher selects plays appropriate to level of learners.				

Résumé:

La présente étude tente d'étudier le fait de renforcer la compétence culturelle des apprenants en utilisant le jeu de rôle comme technique pratique. Il était à noter que les apprenants rencontraient des problèmes lorsqu'ils se trouvaient dans différentes situations sociales et culturelles où ils devaient parler et agir de manière appropriée; ils sont compétents mais ils sont incapables de mettre en pratique ces connaissances dans des situations réelles. Pour atteindre nos objectifs pour cette étude, la méthode descriptive est choisie. Les données sont collectées selon une méthodologie mixte basée sur des méthodes qualitatives et quantitatives. Nous avons opté pour une observation en classe comme méthodes qualitatives, alors que le questionnaire est choisi comme quantitatif. Les résultats de l'analyse du questionnaire et la description de la recherche-action et de l'observation en classe ont montré que les apprenants étaient tellement motivés à apprendre à utiliser cette technique dans leurs classes. Nous recommandons donc aux professeurs d'anglais d'utiliser cette technique dans leurs cours pour motiver les apprenants et les aider à augmenter leur niveau en anglais, en particulier son utilisation appropriée dans différentes situations cibles.

Mots-clés: jeux de rôle, apprenants EFL, compétence culturelle.

الملخص:

تحاول هذه الدراسة استكشاف حقيقة تعزيز الكفاءة الثقافية للمتعلمين من خلال استخدام لعب الأدوار كأسلوب عملي. كان من الملاحظ أن المتعلمين يواجهون مشاكل عندما يتم وضعهم في مواقف اجتماعية وثقافية مختلفة حيث يجب عليهم التحدث والتصرف بشكل مناسب؛ هم على دراية لكنهم غير قادرين على ممارسة هذه المعرفة في مواقف الحياة الحقيقية. لتحقيق أهدافنا لهذه الدراسة، تم اختيار الطريقة الوصفية. يتم جمع البيانات من خلال منهجية مختلطة على أساس الأساليب النوعية والكمية. لقد اخترنا إجراء ملاحظة في الفصول الدراسية كطرق نوعية في حين يتم اختيار استبيان باعتباره كميًا. أظهرت نتائج تحليل الاستبيان ووصف كل من البحوث العملية ومراقبة الفصول الدراسية أن الدارسين كانوا متحمسين للغاية لتعلم استخدام هذه التقنية في فصولهم. لذلك، نوصي معلمي اللغة الإنجليزية كلغة أجنبية باستخدام هذه التقنية في فصولهم لتحفيز المتعلمين ومساعدتهم على زيادة مستواهم في اللغة الإنجليزية، وخاصة استخدامها المناسب في المواقف المستهدفة المختلفة.

الكلمات المفتاحية: لعب الأدوار المسرحية، متعلمي اللغة الإنجليزية كلغة أجنبية، الكفاءة الثقافية.