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***EFL Teachers' Perceptions about the Role of
Simulation Strategy in Developing EFL Learners'
Oral Performance:
The case of EFL teachers at M'sila University***

***Dissertation Submitted to the Department of English in Partial fulfillment of the
Requirements for the Master's Degree.***

Candidates:

Bakhti Chahinaz - Betka Aicha

Board of Examiners

Ms LAOUDJI Karima	University of M'sila	Chairperson
Mrs HAMOUMA Chahrazad	University of M'sila	Supervisor
Mr. MOHAMMED DJEMOUI Saber	University of M'sila	Examiner

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DECLARATION

We hereby solemnly declare that the work we are going to present in this thesis entitled “*EFL Teachers’ Perceptions about the Role of Simulation Strategy in Developing EFL Learners’ Oral Performance: The case of EFL teachers at M’sila University*” is our own to the limits of our knowledge, has not been submitted before to any other institution or university or degree and all sources that we have used and quoted from have been indicated by means of complete references. This work is carried out and completed at Mohamed Boudiaf University of M’sila, Algeria.

Signature

Date: 15.09.2023

DEDICATION

This dissertation is dedicated to my dearest parents who stood by my side in every minute physically and morally.

To my delightful sister for her continuous support.

To My beloved brothers to whom I wish nothing but happiness and success.

To my special friends for their endless encouragement.

To my husband who always had faith in my potentials.

Betka aicha

Bakhti chahinaz

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Abstract

This research, titled “EFL Teachers’ Perceptions about the Role of Simulation Strategy in Developing EFL Learners’ Oral Performance: The case of EFL teachers at M’sila University,” investigates the effectiveness of simulation strategies in enhancing the oral skills of EFL students. Employing mixed-methods research, including surveys, interviews, and classroom observations, the study demonstrates that simulation strategies positively influence student engagement, promote meaningful language use, and build confidence in oral communication. It aims to develop EFL students’ oral performance at M'sila University," and to thoroughly investigate and understand the impact of simulation strategies on the oral proficiency of English as a Foreign Language (EFL) students within the specific academic context of M’sila University. The study seeks to provide comprehensive insights into how simulation strategies are employed and how they influence the development of students’ oral language skills. Specifically, it aims to examine whether simulation strategies effectively engage students, foster meaningful language use, and enhance their confidence in oral communication. By conducting mixed-methods research, including surveys, interviews, and classroom observations, this study aims to generate nuanced findings that can inform not only about the practices at M’sila University but also contribute to the broader field of EFL education. Despite the benefits, challenges such as resource constraints and subjective assessment methods require attention for sustainable integration. The study recommends targeted teacher training and strategic resource allocation to fully harness the potential of simulation strategies in EFL education, bridging the gap between the classroom and real-world communication contexts.

Keywords: *EFL learning, language use, oral proficiency, pedagogical innovation, simulation strategy.*

Table of Contents

Declaration	I
Dedication	II
Dedication	I I I
Acknowledgments	I V
Abstract... ..	V
Table of Contents... ..	VI
List of tables... ..	VIII
List of Figures... ..	IX
List of Abbreviation... ..	X
GENERAL INTRODUCTION	1
Chapter one: Theoretical Framework	
Section 1: Simulation Strategy	7
Introduction	7
1.1 Introduction to the Simulation Strategy	7
1.2. Methods of Implementing Simulation Strategy	14
1.3 Benefits and Challenges of Simulation Strategy.....	19
Conclusion.....	25
Section 2: Oral Skills.....	26
Introduction	26
1.4 Understanding Oral Skills	26
1.5 Methods for Developing Oral Skills	29
1.6. Differences between First Language Speaking and Second Language Speaking	30
1.7. Types of oral tests.....	30
1.8. Speaking Difficulties in Foreign Language Learning	32
Conclusion.....	34
Chapter Two: Research Methodology	
Introduction	36

2. Research Methodology and Design.....	36
2.1 Mixed Methods Research Design	36
2.2. Research Setting	36
2.3. Population and Sampling	36
2.4. Description of the Questionnaire.....	36
2.5. Data Collection Procedures.....	37
2.6. Data analysis.....	38
Section Two: Data Analysis and Interpretation	40
1- Analysis of the Questionnaire	40
2- Interpretation of the study findings.....	52
Conclusion.....	54
Section Three: Pedagogical Recommendations and Implications	55
Introduction	55
1- Pedagogical Recommendations for EFL Teachers.....	55
2- Challenges.....	57
3- Limitations and recommendations for further studies	57
Conclusion.....	58
GENERAL CONCLUSION	60
References	64

LIST OF TABLES

Table 1: Teachers' Age	40
Table 2: Participation in Formal Training or Workshops on Teaching Strategies in the Past Year.....	40
Table 3: Employment Status of EFL Teachers at Msila University	41
Table 4: Primary Levels of EFL Students Taught by Surveyed Teachers	41
Table 5: Familiarity with Simulation Strategy for EFL Oral Performance Development	42
Table 3: Usage of Simulation Strategy in EFL Classrooms.....	43
Table 7: Belief in the Effectiveness of Simulation Strategy for Enhancing EFL Speaking Skills	45
Table 8: Challenges Encountered in Implementing Simulation Strategy in EFL Teaching	47
Table 9: Perceived Impact of Additional Training on Simulation Strategy Effectiveness in EFL Classrooms.....	49
Table 10: Interest in Participating in Workshops and Professional Development for Simulation Strategy Enhancement.....	49

LIST OF FIGURES

Figure 1 : Essential Elements of a Simulation	10
Figure 2: Simulation vs. Role Play.....	17
Figure 3: The Structure of a Simulation.....	21

LIST OF ABBREVIATIONS

EFL: English as a Foreign Language

FL: Foreign Language

FLL: Foreign Language Learning

L1: First Language

SL: Second Language

SPSS: Statistical Package for Social Sciences

General Introduction

GENERAL INTRODUCTION

In the realm of language education, the development of effective strategies to enhance English as a Foreign Language (EFL) students' oral performance remains a constant pursuit. A pivotal strategy that has garnered considerable attention is the simulation strategy, which involves creating real-world scenarios within the classroom to stimulate authentic language use and communication. This dissertation delves into the perceptions of EFL teachers regarding the utilization of the simulation strategy as a tool to foster EFL students' oral proficiency.

1. Background of the Study

Language acquisition, particularly in the context of second or foreign language learning, has been extensively studied and investigated (Krashen, 1982; Long, 1996). Oral proficiency, a critical facet of language development, encompasses the ability to engage in spoken interactions with fluency, accuracy, and appropriateness (Canale & Swain, 1980). Communicative competence, as proposed by linguist Dell Hymes (1972), emphasizes the integration of linguistic competence (grammar and vocabulary) with sociolinguistic and discourse competences, highlighting the importance of contextually appropriate communication.

Traditional language education has often centered around grammar-based instruction and rote memorization, leaving limited room for the practical application of language skills (Richards & Rodgers, 2001). However, pedagogical approaches have evolved, shifting towards communicative language teaching (CLT) paradigms that prioritize functional language use and authentic communication (Celce-Murcia, Dörnyei, & Thurrell, 1995). In this context, the simulation strategy emerges as an innovative and dynamic approach aligned with the principles of CLT.

The simulation strategy involves the creation of scenarios mirroring real-life situations, where students assume roles and engage in conversations, negotiations, and interactions as if in genuine contexts (Geddes & Sturtridge, 2010). This approach fosters experiential learning, allowing students to apply language skills in a purposeful and interactive manner. Such simulations offer students opportunities to practice diverse linguistic functions, develop critical thinking skills, and navigate complex social interactions – all of which are pivotal in real-world language use.

Empirical evidence suggests that the simulation strategy can positively impact various language skills, including oral proficiency (Wu & Wright, 2019). By immersing students in role-play scenarios, simulations create an environment where learners are motivated to

communicate effectively to achieve specific objectives. This active engagement enhances learners' confidence, fluency, and ability to adapt to different communicative contexts (Wu & Wright, 2019). Moreover, simulations promote authentic language use, requiring students to comprehend and produce language in context, as opposed to isolated linguistic exercises (Geddes & Sturtridge, 2010).

In the realm of EFL instruction, where opportunities for authentic language exposure may be limited, the simulation strategy presents a promising avenue for bridging the gap between classroom learning and real-world language use. However, despite its potential benefits, there remains a dearth of research focusing on EFL teachers' perceptions of the simulation strategy's impact on students' oral performance.

This dissertation seeks to address this research gap by examining EFL teachers' perspectives on the integration and efficacy of the simulation strategy in developing EFL students' oral proficiency. By exploring teachers' viewpoints, experiences, and challenges, this study aims to shed light on the practical implications of the simulation strategy within the EFL classroom context.

As language education continues to evolve in response to the demands of global communication, understanding how innovative pedagogical approaches like the simulation strategy are perceived and implemented by EFL teachers becomes not only academically relevant but also practically imperative. This research contributes to the ongoing discourse surrounding effective language teaching methodologies, offering insights that can inform educational practices and policy decisions.

2. Statement of the Problem

Despite the growing popularity of the simulation strategy in language education, there is a paucity of research examining EFL teachers' perceptions of its effectiveness in cultivating students' oral performance. This study seeks to address this gap by investigating EFL teachers' viewpoints, experiences, and attitudes toward the integration of the simulation strategy in their instructional practices.

3. Research Questions

The research questions that guide this study are as follows:

- 1) How familiar are EFL teachers with the simulation strategy for developing EFL students' oral performance?

2) To what extent do EFL teachers integrate the simulation strategy into their instructional practices?

3) What are EFL teachers' perceptions of the effectiveness of the simulation strategy in enhancing EFL students' oral proficiency?

4) What challenges, if any, do EFL teachers encounter when implementing the simulation strategy in the EFL classroom?

4. Aims of the Study

This dissertation aims to explore and analyze EFL teachers' perceptions of the simulation strategy as a means of developing EFL students' oral performance. By investigating teachers' attitudes, experiences, and challenges, the study seeks to provide a comprehensive understanding of the impact of the simulation strategy on classroom dynamics and language acquisition.

5. Research Methodology and Tools

To address the research questions, a mixed-methods approach is employed. The study involves both quantitative and qualitative data collection methods, including surveys and semi-structured interviews. EFL teachers from Msila University are selected as participants, and their perceptions and experiences will be analyzed to draw meaningful insights into the utilization and impact of the simulation strategy in EFL classrooms.

6. Significance of the Study

Understanding EFL teachers' perceptions of the simulation strategy holds immense significance for the enhancement of language pedagogy. By gaining insights into teachers' beliefs and experiences, educational institutions can refine professional development programs, curricula, and teaching methodologies (Freeman & Johnson, 1998). Additionally, the study has the potential to contribute to the broader discourse on communicative language teaching and

General Introduction

the role of experiential learning in fostering linguistic and communicative competence (Richards & Schmidt, 2002).

Language teachers play a pivotal role in shaping students' language learning experiences (Johnson, 2009). Their perspectives on instructional methods directly impact the effectiveness of teaching strategies in the classroom (Borg, 2003). By examining EFL teachers' perceptions of the simulation strategy, this study provides educators with valuable insights into how to harness the strategy's potential to enhance oral proficiency development.

Furthermore, the study contributes to the ongoing dialogue surrounding the adoption of innovative teaching methods within the EFL context. As the field of language education continues to evolve in response to changing linguistic landscapes and communication demands, a nuanced understanding of the advantages and challenges of strategies like simulations is crucial (Dudley-Evans & St John, 1998). The insights garnered from this research can inform policy decisions and curriculum development, enabling educational institutions to align their practices with current pedagogical trends and learners' needs.

In a broader context, the findings of this study may also be applicable beyond the specific university or region studied. Effective language teaching strategies often transcend institutional boundaries, and successful practices identified in one context can be adapted and implemented elsewhere (Brown, 2007). Thus, the study's contributions could potentially extend to EFL educators globally, fostering a community of practice that shares innovative approaches to language instruction.

By addressing the gap in research on EFL teachers' perceptions of the simulation strategy, this study adds depth and context to the existing literature on language pedagogy. It offers practical insights that can guide educators in creating dynamic and engaging learning environments that align with contemporary language teaching principles.

7. Structure of the study

This dissertation paper is divided into the following chapters:

Chapter one "Theoretical Background" contains two sections. The first section which is entitled as "Simulation Strategy" provides an in-depth understanding of the simulation strategy, its historical evolution, and its theoretical underpinnings. It defines the simulation strategy and its conceptual framework, highlighting its relevance in language education. This section also delves into the various methods of implementing the strategy, including role-play and scenarios, and emphasizes the importance of authenticity and contextualization. Additionally, the benefits of the simulation strategy for language learning are explored, along with the challenges that educators may encounter during its design and implementation.

General Introduction

The second section which is entitled as “Oral Skills” focuses on oral skills and their significance in language acquisition. Definitions of oral proficiency are discussed, along with the interrelationship between listening and speaking skills. The components of oral communication, such as fluency, pronunciation, and intonation, are highlighted. Different methods for developing oral skills, including traditional approaches and communicative language teaching, are explored. This section also addresses the assessment of oral proficiency, emphasizing the challenges associated with accurately measuring spoken language abilities.

Chapter two “EFL Teachers' Perceptions of the Simulation Strategy” is also divided into two sections. The first section of “Research Design and Methodology” introduces the study's research objectives and rationale for selecting EFL teachers as participants. The research approach, a mixed-methods design combining quantitative and qualitative data collection, is explained. The section provides insights into participant selection, including the criteria for EFL teachers and the strategy for sampling. Data collection instruments, such as survey questionnaires and semi-structured interviews, are described, along with their piloting and validation processes. The data collection procedure, encompassing survey distribution and in-depth interviews with EFL teachers, is outlined.

Section two of “Data Analysis and Findings” details the analysis of the collected data. Quantitative data analysis involves descriptive examination of survey responses, focusing on EFL teachers' familiarity and usage of the simulation strategy. Qualitative data analysis employs thematic analysis of interview transcripts to identify emerging themes and patterns within EFL teachers' perceptions and experiences with the strategy.

Chapter one

Theoretical

Framework

Section 1: Simulation Strategy

Introduction:

The utilization of simulation strategy in educational contexts has gained considerable attention due to its potential to enhance learning experiences. This chapter delves into the intricacies of simulation strategy, aiming to provide a comprehensive understanding of its definitions, methods, components, and challenges. Simulation, as an instructional approach, involves the replication of real-world scenarios within controlled environments, offering learners the opportunity to engage in practical problem-solving and decision-making activities. By immersing students in simulated situations, educators seek to bridge the gap between theoretical knowledge and practical application, fostering critical thinking and skill development.

In this section, we will begin by delving into the fundamental definitions of simulation strategy, exploring its essence in modern pedagogical practices. We will then delve into various methods employed to implement simulation strategy, examining how different techniques facilitate experiential learning. Furthermore, an analysis of the key components that constitute an effective simulation strategy will shed light on the crucial elements that contribute to its success. However, the adoption of simulation strategy is not without its challenges. As we progress through the chapter, we will uncover the obstacles and difficulties educators and learners may encounter when implementing simulation-based approaches. These challenges can encompass technological limitations, ensuring authenticity in simulated scenarios, managing group dynamics, and more. By the end of this section, readers will have a comprehensive grasp of the simulation strategy's nuances and its potential as a transformative pedagogical tool. Through an exploration of definitions, methods, components, and challenges, educators will be better equipped to harness the power of simulation strategy to create engaging and effective learning environments.

1.1 Introduction to the Simulation Strategy

Simulation was initially utilized as an instructional technique within military training and business contexts (Sam, 1990). To put it differently, simulation can be defined as the replication of functional reality within a controlled simulated environment (Jones, 1986). In simpler terms, simulation refers to a structured arrangement of circumstances that mirrors real-

life situations (Sam, 1990). It entails the process of emulating the behavior of a particular situation or process through the utilization of an appropriately analogous phenomenon.

Primarily, simulations are perceived as representations of actuality that manifest through activities rooted in addressing specific problems. Simulations create a communicative arena in which students actively participate, often in groups, undertaking tasks or solving problems based on predetermined contextual information. The fundamental aspect, however, lies in the idea that a simulation becomes a tangible reality, prompting students to deeply engage in their designated roles and activities. This engagement emphasizes generating language appropriate to the particular realistic context, with minimal focus on peripheral environmental details.

A prominent benefit inherent to simulations is the alignment with students' yearning for authenticity, catering to their aspiration to connect with the external world beyond the confines of the classroom environment (McArthur, 1983, p. 101). This satisfaction of students' needs subsequently acts as a motivational force for both learners and educators, particularly relevant in English as a Foreign Language (EFL) settings where English proficiency often addresses deferred necessities. Moreover, simulations reshape the traditional teacher-student dynamic, granting students greater autonomy and responsibility over their performance, essentially fostering a process akin to "declassrooming" (Jones, 1982). Simulations also facilitate learners' immersion in and identification with the target culture, serving as a valuable conduit for cultural understanding.

An additional advantage that simulations offer is the reduction of anxiety levels, a critical factor in the realm of language development (Krashen, 1982). This attribute becomes especially crucial in language learning contexts, as heightened anxiety can impede the natural progression of linguistic competence.

In essence, the utilization of simulations as an educational strategy stems from their origins in diverse fields such as military training and business. These simulations, which replicate real-life scenarios, are recognized for their potential to enhance learners' engagement, authenticity, cultural comprehension, and language acquisition in educational settings.

1.1.1. Definition and Conceptual Framework:

The simulation strategy, originally employed in domains like military training and business (Sam, 1990), can be defined as a pedagogical approach wherein learners engage in role-playing activities within controlled, simulated environments (Jones, 1986). In essence, simulation involves the structured recreation of real-world circumstances, allowing learners to

assume specific roles and interact as they would in authentic scenarios (Sam, 1990). This approach stimulates learners to enact behaviors and engage in conversations that closely mirror real-life situations, thereby providing a dynamic platform for experiential learning and practical application of skills.

The conceptual framework of the simulation strategy finds its roots in constructivist and experiential learning theories. Constructivism asserts that learners actively construct knowledge through meaningful interactions with their environment (Vygotsky, 1978). The simulation strategy aligns with this theory by immersing learners in contextually relevant scenarios, fostering knowledge construction through hands-on experiences. Furthermore, experiential learning theory, as proposed by Kolb (1984), emphasizes learning through reflection on experiences, abstract conceptualization, and active experimentation. The simulation strategy aligns with Kolb's theory by providing learners with opportunities for real-life experiences, prompting subsequent reflection and application of learning in diverse contexts.

In summary, the simulation strategy involves learners' engagement in role-playing activities within simulated environments, replicating real-life situations. Its conceptual framework draws from constructivist and experiential learning theories, emphasizing active participation, experiential engagement, and reflection. This pedagogical approach holds potential for enhancing learners' understanding, application, and retention of knowledge and skills.

Jones (1982) posits that a simulation is an instance where the functionality of a scenario unfolds within an intentionally created and structured setting (p. 5). Derived from this definition, for a simulation to attain its intended outcomes, it must satisfy three fundamental components: the authenticity of functioning, a simulated environment, and a well-defined structure. An integral facet of simulations is the authenticity of functioning, necessitating participants' complete immersion – both mentally and behaviorally – in the simulation's roles and responsibilities (Jones, 1982). Moreover, when participants engage in a simulation, they are required to embrace their designated functional roles, actively engage with the scenario, shape its progression, and fulfill the obligations associated with their assigned roles.

Regarding the simulated environment, in the instance of a simulation mimicking an office within a company, participants are not physically transported to an actual office or company premises. Instead, a simulated environment that closely resembles an office space is fashioned within the classroom through the arrangement of desks and the inclusion of visual aids such as laptops, office materials, and stationery items. It is essential to note that while the environment is simulated to maintain the authenticity of functioning, participants' behaviors and actions remain genuine. A successful simulation hinges on its meticulous structuring, as

this element ensures the faithful representation of functional reality and enables participants to effectively navigate the simulated environment.

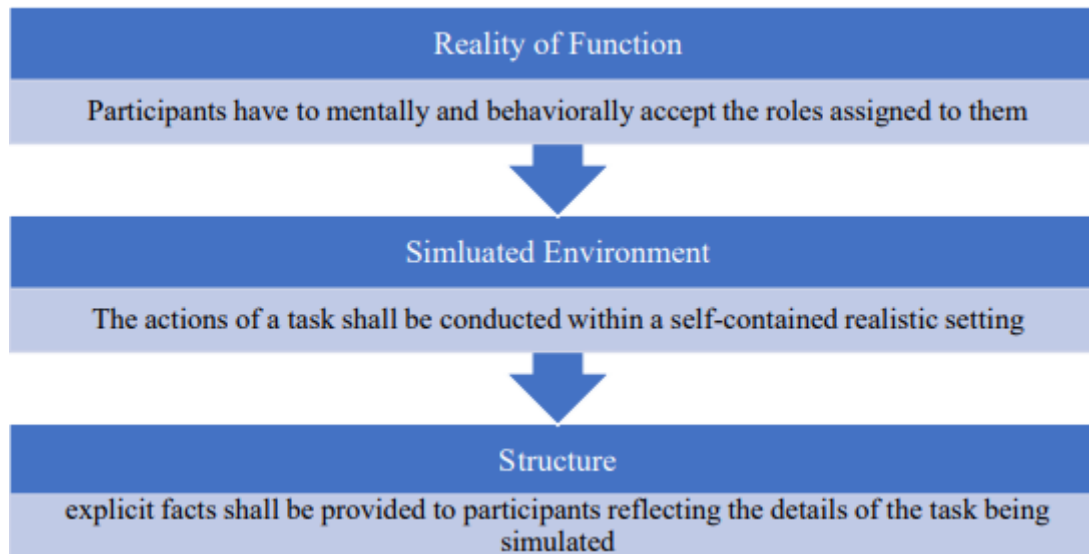


Figure 1: Essential Elements of a Simulation (Source:<http://wameedalfikr.com/wp-content/uploads/2020/06/Simulations-in-EFL-Classroom-A-Tactic-to-Improve-Communication.pdf>)

1.1.2. Historical Evolution and Contextual Relevance

The historical evolution of the simulation strategy unveils its journey from its origins in diverse fields to its significance in contemporary educational contexts. Initially utilized in domains such as military training and business (Sam, 1990), the simulation strategy has transitioned into an educational approach with broad applicability, including language education.

Historically, simulations were employed as training tools in military and business settings to prepare individuals for real-life scenarios (Sam, 1990). These early applications aimed to provide learners with a controlled environment in which they could practice decision-making, problem-solving, and communication skills without the real-world consequences. As these simulations demonstrated their efficacy in enhancing participants' readiness and competence, their educational potential extended beyond military and business training.

The contextual relevance of the simulation strategy stems from its ability to bridge the gap between theoretical learning and real-life application. In language education, simulations provide an avenue for learners to practice language skills in authentic communicative situations. This contextually relevant approach addresses the challenge of transferring classroom knowledge to real-world contexts, an issue often encountered in language learning.

In language classrooms, simulations immerse learners in scenarios resembling everyday interactions, enabling them to use language naturally and contextually. For instance, learners can engage in simulated conversations, negotiations, or role-plays that mirror situations they might encounter in the target language environment. This contextual relevance is invaluable for learners aiming to develop practical language skills and cultural understanding (Geddes & Sturtridge, 2010).

Furthermore, the simulation strategy aligns with contemporary educational philosophies emphasizing learner-centeredness and active engagement (McArthur, 1983). Learners take on roles, make decisions, and interact within the simulation, which enhances their sense of agency and responsibility for their learning process. This shift in the traditional teacher-student dynamic empowers learners to be more proactive and self-directed, qualities essential for effective language acquisition (Jones, 1982).

In conclusion, the historical evolution of the simulation strategy traces its roots from military training and business applications to its current role in education, particularly in language classrooms. Its contextual relevance lies in its capacity to facilitate authentic language use and practical skill development, bridging the gap between classroom learning and real-life language application.

1.1.3. Theoretical Underpinnings (Constructivism, Experiential Learning)

The simulation strategy finds its theoretical foundations in constructivism and experiential learning theories, which together form a robust framework that underlines the effectiveness and pedagogical value of this innovative approach.

1.1.3.1. Constructivism

Constructivist theories propose that learners actively construct knowledge through interactions with their environment and peers (Vygotsky, 1978). The simulation strategy aligns seamlessly with this theory, as it immerses learners in experiential scenarios that mirror real-world situations. In this context, learners are not passive recipients of information; rather, they engage dynamically by taking on roles and navigating complex interactions. The process of constructing knowledge is enhanced as learners engage with contextually relevant tasks, which necessitate the application of linguistic and cognitive skills within authentic scenarios. By adopting roles and making decisions within simulations, learners develop a deeper understanding of language use and cultural nuances, fostering the construction of practical knowledge (Geddes & Sturtridge, 2010).

Constructivism is a prominent educational theory that emphasizes the role of learners in actively constructing knowledge and meaning from their experiences. Rooted in the works of

cognitive psychologists like Jean Piaget and Lev Vygotsky, constructivism challenges traditional notions of passive learning by highlighting the importance of learners' active participation, sense-making, and reflection.

Active Learning: According to constructivism, learning is most effective when learners are actively engaged in the learning process. They don't merely receive information from teachers or textbooks but actively seek out information, connect it to their prior knowledge, and actively construct new understandings.

Prior Knowledge: Constructivist theory acknowledges the significance of learners' existing knowledge and beliefs. New information is assimilated or accommodated into this pre-existing mental framework, shaping and modifying their understanding of the subject matter.

Social Interaction: Vygotsky's sociocultural theory, a subset of constructivism, emphasizes the role of social interaction in learning. Collaborative activities and interactions with peers and more knowledgeable individuals (such as teachers) facilitate cognitive development by exposing learners to diverse perspectives and challenging their thinking.

Authentic Contexts: Constructivist learning environments encourage learning within authentic and meaningful contexts. Problem-solving, critical thinking, and application of knowledge in real-world scenarios are prioritized, fostering deeper understanding and retention.

Reflection: Reflection is central to constructivist learning. Learners engage in metacognition, reflecting on their thought processes, strategies, and outcomes. This process of introspection helps refine understanding and enhances self-regulation.

Application in Education: In educational settings, constructivism has led to a shift from teacher-centered instruction to learner-centered approaches. Educators encourage active engagement through problem-solving tasks, group discussions, hands-on activities, and projects. The role of the teacher transforms from a mere transmitter of knowledge to a facilitator who guides, scaffolds, and supports learners' exploration.

Constructivism and the Simulation Strategy: The simulation strategy aligns seamlessly with constructivist principles. Simulations provide learners with experiential, contextually relevant scenarios where they actively engage with content, make decisions, and learn from outcomes. By assuming roles and navigating these simulated environments, learners construct their own understanding of language use, communication dynamics, and cultural nuances.

In essence, constructivism emphasizes that learners are not passive recipients of information but active constructors of knowledge. The simulation strategy leverages this by immersing learners in practical experiences that encourage active learning, critical thinking, and meaningful understanding, making it a powerful tool in contemporary education.

1.1.3.2. Experiential Learning:

Experiential learning theories, championed by Kolb (1984), emphasize that learning occurs through a continuous cycle of concrete experiences, reflection, abstract conceptualization, and active experimentation. The simulation strategy integrates seamlessly into this cycle. Learners' involvement in simulations involves concrete experiences by immersing them in contextually relevant scenarios. Following this, reflection is prompted as learners consider their roles, actions, and the outcomes of their decisions. The experiential aspect is further enriched as learners engage in abstract conceptualization, analyzing patterns and connections within the simulation context. Finally, active experimentation is encouraged as learners adapt strategies, make modifications, and engage in subsequent simulations to refine their approach. This cyclical nature of experiential learning aligns with the iterative nature of simulations, enhancing learners' language skills and critical thinking (Kolb, 1984).

Incorporating these theoretical underpinnings into the simulation strategy enriches its instructional value. By placing learners in immersive, authentic scenarios, the strategy resonates with the core principles of constructivist and experiential learning, cultivating active engagement, practical knowledge construction, and the development of transferable skills.

Key Principles of Experiential Learning:

1. **Concrete Experience:** Experiential learning begins with a concrete experience, often involving hands-on activities, simulations, or real-world tasks. This experience serves as the foundation upon which further learning is built.
2. **Reflective Observation:** After the initial experience, learners engage in reflective observation. This phase involves stepping back from the experience, analyzing it, and considering its implications. Reflection encourages learners to examine their thought processes, emotions, and outcomes.
3. **Abstract Conceptualization:** During this phase, learners integrate their observations and reflections into abstract concepts and theories. They seek patterns, connections, and underlying principles that link their experiences to broader contexts.
4. **Active Experimentation:** Learners move from theory to practice in the active experimentation phase. They test their newly developed ideas and theories by applying them to new situations, engaging in problem-solving, and refining their strategies based on outcomes.

Experiential learning encourages educators to create environments that mirror real-life scenarios, enabling learners to interact with concepts in a practical and meaningful way. This approach shifts the focus from rote memorization to critical thinking, problem-solving, and

application of knowledge. It aligns with contemporary educational philosophies that prioritize skills and competencies relevant to real-world challenges.

The simulation strategy resonates deeply with the principles of experiential learning. Simulations provide learners with immersive experiences that serve as concrete learning opportunities. As learners navigate simulated scenarios, they engage in reflective observation by considering their choices, actions, and their impact on the simulated environment.

The phase of abstract conceptualization is facilitated as learners analyze patterns within the simulation, connecting their experiences to broader theoretical frameworks. Finally, active experimentation takes place as learners apply their insights from the simulation to new contexts, modifying strategies based on outcomes. This cyclical process aligns seamlessly with Kolb's experiential learning model, fostering deep understanding, critical thinking, and the application of skills.

In summary, experiential learning emphasizes the significance of personal experience in the learning process. The simulation strategy capitalizes on this by creating immersive scenarios that guide learners through the phases of concrete experience, reflective observation, abstract conceptualization, and active experimentation. By doing so, the simulation strategy enhances learners' engagement, understanding, and application of knowledge.

1.2. Methods of Implementing Simulation Strategy

Simulation, a robust technique used in various domains, involves constructing virtual environments to replicate real-world scenarios. It aids in comprehending system behaviors, optimizing processes, and informing decision-making. The implementation of a simulation strategy requires meticulous planning, design, and execution to attain desired outcomes. This essay explores key methods for executing a simulation strategy, referencing pertinent sources to support the discussion.

Problem Definition: To commence a simulation strategy, it is imperative to precisely articulate the problem or goal. Clear delineation of the system under examination, pertinent variables, and research queries establishes the groundwork for the entire simulation process. This ensures the simulation remains focused and pertinent (Smith et al., 2018).

Model Development: Creating a precise and representative model of the real system constitutes a pivotal stage. The model encapsulates fundamental components, interactions, and dynamics of the system. The complexity of the problem shapes the model's nature, ranging from simplistic mathematical equations to intricate computer simulations. Model accuracy directly influences the dependability of insights gleaned (Johnson & Robinson, 2020).

Data Collection and Validation: Reliable simulation models hinge on real-world data. Collecting accurate data and validating its applicability to the specific problem are paramount. Data can emanate from historical records, experiments, or sensor readings. Rigorous validation ensures congruence between the model's behavior and actual observations, heightening the significance of simulation outcomes (Brown et al., 2019).

Experimentation and Analysis: Simulation empowers the exploration of impractical or costly real-world scenarios. Experimentation involves testing diverse inputs and conditions to decipher their impact on the system. This generates copious data, which, upon analysis using statistical methodologies and visualization tools, unveils trends and patterns (Jones & Williams, 2017).

Sensitivity Analysis and Optimization: Sensitivity analysis examines how alterations in parameters influence simulation outcomes. This aids in discerning pivotal factors governing system behavior. Optimization seeks the optimal inputs or conditions to achieve specific objectives. These techniques refine strategies for maximal efficacy (Carter et al., 2021).

Verification and Validation: Verification ensures accurate model implementation, while validation aligns model behavior with real-world occurrences. Both processes are critical to establishing the credibility of simulation results (Gupta & Maranas, 2019).

Communication and Decision Making: Effectual communication of simulation results is imperative for deriving value. Stakeholders necessitate comprehending the implications to make informed choices. Transparent presentation, elucidating assumptions and limitations, empowers decision-makers to integrate results adeptly (Lee & Wong, 2018).

Continuous Improvement: Simulation is a dynamic process. As real-world systems evolve, so must the simulation strategy. Regular updates, data integration, and strategy refinement ensure ongoing relevance and effectiveness (Banks et al., 2018).

In conclusion, the implementation of a simulation strategy mandates a methodical and comprehensive approach. Each stage, from problem articulation to continuous enhancement, contributes to strategy success. Simulation, with its capacity to explore scenarios and improve processes, is an invaluable tool. By adhering to these methods, organizations can harness simulation's potential to gain profound insights into intricate systems and steer favorable outcomes.

1.2.1. Role-Play and Scenarios

Role play is a dynamic teaching technique that has gained prominence in English as a Foreign Language (EFL) classrooms. It involves students assuming different roles and engaging in simulated conversations or situations, thereby fostering language acquisition and

communication skills. This section explores the implementation of role play scenarios in EFL classrooms through various scenarios, supported by relevant sources.

1.2.1.1. Types:

The nature of role play can vary in terms of length and complexity. Al-Arishi (2004), as cited in Kusriennek (2004), identifies two primary categories: real play and surreal play. Real play entails enacting scenarios that resemble real-life situations, serving as rehearsals for actual encounters. Through real play, learners acquire the skills to address diverse challenges that they might encounter in reality. This type of role play promotes realism, enabling students to practice authentic actions such as ordering food, greeting others, or engaging with a travel agency. By engaging in such role play activities, learners can refine their abilities and potentially encounter fewer difficulties when faced with similar situations outside the classroom.

Conversely, surreal play prompts imaginative exploration within the minds of students. In this variant, learners delve into emotions and perspectives, often referred to as imaginative role play.

There are many examples of scenarios such as: Travel Agency Conversation *Characters:* Travel agent and customer. *Objective:* Practicing travel-related vocabulary and conversation skills. In this scenario, students take on the roles of a travel agent and a customer. The agent assists the customer in planning a vacation, discussing destinations, accommodations, and activities. This role play enhances students' ability to use travel-related vocabulary and engage in realistic conversations (Richards & Rodgers, 2014).

Job Interview *Characters:* Interviewer and interviewee. *Objective:* Developing interview skills and professional communication. Here, students enact a job interview, with one playing the role of the interviewer and the other as the interviewee. This activity sharpens students' ability to answer questions, showcase their qualifications, and demonstrate appropriate body language (Harmer, 2007).

Restaurant Ordering *Characters:* Waiter/waitress and customer. *Objective:* Practicing ordering food, making requests, and using polite language. In this scenario, students simulate a restaurant scene. One student acts as the waiter or waitress, while the other is the customer. They engage in conversations involving ordering food, asking for recommendations, and handling special dietary requests. This exercise enhances students' functional language skills and social interactions (Thornbury, 2005).

Medical Consultation *Characters:* Doctor and patient. *Objective:* Expanding medical vocabulary and improving communication in healthcare contexts. Students role-play a medical consultation, with one taking on the role of the doctor and the other as the patient. They discuss

symptoms, medical history, and treatment options. This scenario fosters language development specific to medical contexts and encourages effective communication skills (Ur, 2012).

Real Estate Negotiation *Characters*: Real estate agent and potential buyer. *Objective*: Enhancing negotiation skills and business English vocabulary. In this scenario, students engage in a dialogue between a real estate agent and a potential buyer. They negotiate property details, terms, and prices. This role play sharpens students' negotiation skills, business language proficiency, and comprehension of contractual terms (Brown, 2007).

Incorporating these role play scenarios in EFL classrooms promotes active learning, as students immerse themselves in authentic communicative situations. Role plays provide a platform for applying language skills to real-world contexts, boosting confidence and fluency (Thanasoulas, 2015). Integrating such dynamic activities aligns with communicative language teaching methodologies, fostering a holistic language learning experience (Richards & Rodgers, 2014).

1.2.1.2. Simulations vs. Role Play

In many cases, teachers often confuse simulations and role plays as these two strategies share a lot in common. The table below summarizes the major differences between simulations and role play as provided by Bambrough (1994, p.14).

Simulation	Role play
Props are a basic element as they present the environment, and this is why they are provided.	Key aspects of the environment shall be created or imagined by the participants.
Detailed representations are presented in terms of facts due to their major importance in the "Functional" part, (E.g., representations of gender, age, job, status, circumstances, etc.).	Participants are provided with descriptions, and they are required to invent key facts or to act based on specific script or description provided, (E.g., "You are angry because...").
Participants behave as themselves (applying their own background and language experiences to situation).	Participants take part of the character
Participants can use their imagination but they are not allowed to create or add to the given situation	Participants are expected to be creative and imaginative when playing the role
A participant behaves and acts as if found in a real life situation and thus creates a real communication.	A participant acts out a dialogue in a predetermined context or imaginary one

Figure 2: Simulation vs. Role Play (Source: <http://wameedalfikr.com/wp-content/uploads/2020/06/Simulations-in-EFL-Classroom-A-Tactic-to-Improve-Communication.pdf>)

1.2.2. Incorporating Authenticity and Contextualization

In the field of education, simulations serve as dynamic tools capable of fostering immersive and practical learning experiences. To maximize their impact, it is crucial to infuse authenticity and contextualization into these simulations. By doing so, educators can create an

environment that mirrors real-world situations, enhancing students' engagement, comprehension, and application of knowledge (Ertmer & Newby, 1993). This approach not only promotes a deeper understanding of concepts but also equips learners with skills that seamlessly translate into real-life scenarios (Gee, 2004).

One of the cornerstones of effective simulation-based learning is authenticity. Simulations should replicate genuine situations, offering students an opportunity to engage with the subject matter as they would in the real world. Authenticity can be introduced by incorporating real-world scenarios, relevant tasks, and genuine challenges. For instance, in language learning, simulations can involve tasks like ordering food in a restaurant, negotiating business deals, or participating in a job interview. By doing so, learners are compelled to employ language skills in practical contexts, thereby deepening their understanding and fluency (Johnson & Johnson, 2008).

Contextualization is a powerful technique that links classroom learning with real-world contexts. Simulations can be tailored to align with the cultural, social, and professional settings in which the knowledge is likely to be applied. This contextual alignment allows learners to recognize the significance of the concepts they are learning and understand their relevance in various scenarios. For instance, a business negotiation simulation can incorporate cultural nuances to prepare students for diverse business environments (Brown, Collins, & Duguid, 1989). The Benefits of Authenticity and Contextualization are:

Engagement: Authentic and contextualized simulations capture learners' attention and interest by providing relatable scenarios and challenges (Prensky, 2006).

Retention: Realistic settings encourage active participation and experiential learning, leading to improved retention of information (Blumenfeld et al., 1991).

Skill Transfer: Learners can readily apply the skills acquired in simulations to real-life situations, bridging the gap between theory and practice (Jonassen & Land, 2012).

Critical Thinking: Navigating contextual challenges fosters critical thinking as students analyze and solve problems within a holistic framework (Bereiter & Scardamalia, 1987).

Cultural Awareness: Contextualized simulations promote cultural sensitivity and awareness by exposing learners to diverse scenarios (LeCompte, 2000).

Language Proficiency: For language learners, authenticity and context reinforce language skills by requiring their application in genuine interactions (Swain & Lapkin, 2005). Educators aiming to create impactful simulations should thus prioritize authenticity and contextualization. By seamlessly integrating these elements into the learning experience,

educators can propel their students toward holistic understanding, practical competency, and a heightened ability to navigate the complexities of the real world.

1.3 Benefits and Challenges of Simulation Strategy

Simulation can profoundly impact learners' behavior and interactions within classroom activities. These actions and interactions in English as a Foreign Language (EFL) contexts are rooted in four key constructs: interest, challenge, choice, and joy (Gentry, Gable, & Rizza, 2002). These constructs have notable correlations with various student-related factors, such as student engagement (Lee, Yin & Zhang, 2009), self-regulated learning, and motivational beliefs (Kharrazi & Kareshki, 2010; Ghanizadeh & Alishahi, 2011), student goal orientations (Jahedizadeh, Ghanizadeh, & Ghonsooly, 2016), learning approaches (Ozkal, Tekkaya, Cakiroglu, & Sunsur, 2008), and cognitive strategy utilization (Young, 1997). Consequently, integrating simulations in EFL settings addresses these four constructs and yields the following outcomes:

Simulations afford learners abundant opportunities to engage in communication using the target language. A significant facet of this is the authenticity of function, as noted by Jones (1982, p. 9). Simulations induce participants to communicate out of mutual necessity, intrinsic to the simulation's setup. Thus, learners communicate organically, employing roles, functions, and responsibilities to address scenarios authentically. It's important to discern that not all speech-based interactive activities constitute communication; true communication involves genuine individuals expressing genuine thoughts and personalities while discussing authentic matters.

Simulations promote purpose-driven communication rather than contrived exchanges. Learners are granted the freedom to express themselves without the confines of scripted dialogues. This empowers them to embody their personas and individual experiences, culminating in elevated motivation and a greater inclination to express and share.

A pivotal principle of communicative teaching posits that individuals learn by doing (Allwright, 1984). In simulations, learners are required to engage in immediate communication, which propels their fluency. The necessity to convey meaning draws learners into the communication and situational focus, where meaning-sharing supersedes the scrutiny of language mechanics, encompassing grammar and pronunciation. Language employment in simulations becomes a requisite component of communication rather than a correctness test.

Littlewood (1981) underscores that communicative language instruction is a "whole-task practice" (p. 17). Correspondingly, simulations in language learning encompass a spectrum

of language skills within authentic contexts. They serve as a conduit for comprehending pragmatic facets of the foreign language, non-verbal aptitudes, intercultural and interpersonal prowess, and the cultivation of cognitive abilities such as critical thinking, analysis, and evaluation. Simulations essentially harmonize these skills to reveal that effective communication is a composite of diverse competencies.

Simulations redefine the roles of educators and learners, rendering learning student-centric as teachers adopt supervisory roles overseeing the process. In such an environment, learners feel less pressured, alleviating the anxiety linked to the learning journey. Moreover, learners are spared the stress associated with error correction and judgment, culminating in heightened self-assurance and enhanced long-term achievements (Thompson, 1992).

1.3.1. Advantages for Language Learning

Simulation, a pedagogical method that immerses learners in real or hypothetical scenarios, offers substantial benefits for language acquisition. This approach facilitates practical application of language skills within authentic contexts, enhancing learners' communication competence. Notable advantages of employing simulation in language learning are substantiated by scholarly research.

Firstly, simulations enable real-world application of language skills. Learners engage in scenarios such as conducting a job interview or participating in a restaurant conversation, equipping them with language tools for genuine interactions (Richards & Schmidt, 2013). Secondly, simulations foster contextual learning. Learners acquire vocabulary, idiomatic expressions, and cultural insights relevant to the enacted scenarios, gaining a deeper grasp of language within specific settings (Oxford, 1990). Additionally, authentic communication is a hallmark of simulations. Learners prioritize conveying meaning over grammar and vocabulary practice, facilitating fluid and meaningful exchanges akin to real-life conversations (Jones, 1982). Thirdly, simulations contribute to enhanced motivation. Learners' active involvement in engaging scenarios sparks interest and motivation, making language learning a more enjoyable endeavor (Egbert, Paulus, & Nakamichi, 2002). Fourthly, simulations encourage active participation, fostering a learner-centered environment. Engaging in the creation and response to language within dynamic contexts hones speaking, listening, and critical thinking skills (Kormos & Csizér, 2014).

Furthermore, simulations provide a safe space for error tolerance. Learners experiment with language use without fear of judgment, enabling gradual confidence-building (Ellis, 2008). Cultural competence is another advantage, as simulations promote cultural understanding by allowing learners to navigate behavioral norms and etiquettes, facilitating effective cross-

cultural communication (Kramsch, 1993). Immediate and contextually relevant feedback is inherent to simulations. Learners gauge language effectiveness based on their performance within simulated scenarios, thereby facilitating immediate self-assessment (Herron & Tomasello, 1988).

Moreover, simulations facilitate the integration of skills. Engaging in meaningful conversations necessitates active listening, information processing, and coherent response formulation, promoting a holistic approach to skill development (Skehan, 1996). In terms of confidence-building, successful simulation navigation cultivates self-assurance in learners, motivating them to engage in genuine conversations beyond the classroom (Dörnyei & Ushioda, 2013). The variety and creativity inherent in simulations accommodate diverse learning preferences, ensuring engagement and adaptability (Hansen & Liu, 2005).

Lastly, simulations offer flexible assessment methods. Teachers can evaluate learners' language proficiency through real-life scenario performance, providing a comprehensive gauge of language aptitude (Shohamy, Gordon, & Kraemer, 1992). Incorporating simulations into language learning aligns with communicative language teaching principles (Richards & Rodgers, 2014), empowering learners with practical language skills and cultural competence for effective communication in authentic contexts.

1.3.2. Stages of Simulation Design and Preparation

The structure of a simulation consists of four parts: Preparation, introduction, activity, and debriefing (Mystkowska-Wiertelak, Pawlak, & Bielak, 2017).

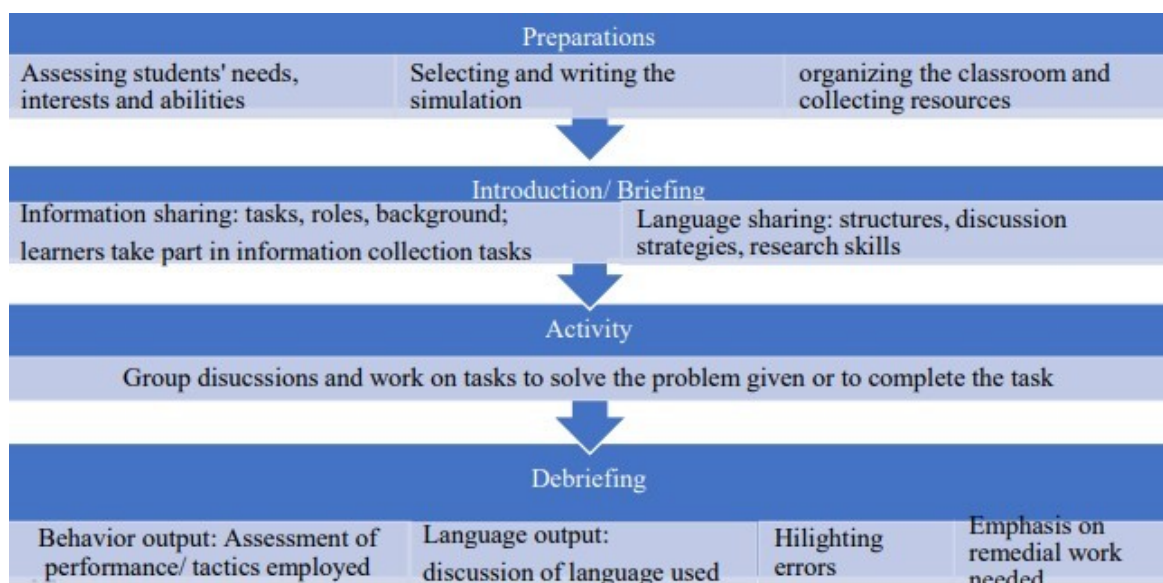


Figure 3: The Structure of a Simulation (Source: <http://wameedalfikr.com/wp-content/uploads/2020/06/Simulations-in-EFL-Classroom-A-Tactic-to-Improve-Communication.pdf>)

Simulations offer a wide range of applications within classrooms, spanning across diverse subjects and functions. Tailoring to the varying objectives of language learners, simulations inherently vary in nature. Recognizing that not all simulations align with every proficiency level, it becomes imperative for educators to discern and select suitable simulation types for each distinct stage: basic, intermediate, and advanced.

1.3.2.1. Basic Level

Integrating simulations into language classes for beginners might raise concerns for educators who perceive the process as intricate and potentially yielding limited outcomes. While acknowledging that learners at this stage might not yet possess a strong command of the language, particularly in terms of communicative abilities, it's noteworthy that when provided with understandable input, learners can exhibit unexpected levels of performance. Debriefing Assessing performance and employed tactics ,Discussing language utilization ,Identifying errors , Highlighting the need for remedial efforts , Activity , Engaging in group discussions and collaborative problem-solving tasks ,Introduction/Briefing ,Sharing task intricacies, defining roles, and contextual background , Engaging in tasks related to information collection Facilitating the exchange of language: encompassing structures, discussion strategies, and research skills, Preparations Evaluating students' requirements, interests, and capacities Crafting or selecting the simulation Organizing the classroom environment and gathering essential resources To optimize the effectiveness of simulations at the basic language level, it is advisable to opt for uncomplicated scenarios that resonate with learners' everyday interactions, such as greetings or placing orders in a restaurant. To ensure fruitful participation in simulations, providing comprehensible input that mirrors real-life situations becomes a pivotal aspect. The adaptability of simulations to cater to a wide spectrum of proficiency levels underscores their potential in fostering language acquisition across varying complexities and contextual frameworks.

Practical example : this practical example is taken from an article written by Dr. Lamis Fanous Department of English Language and Literature University of Balamand- Lebanese University

As an illustrative instance, consider a simulation centered on seeking directions. During the briefing phase, the instructor imparts comprehensible input, elucidating fundamental components pivotal for the activity. These encompass instructions to locate streets, phrases indicating movements for reaching a destination, conversational cues leading to word or direction repetition, among others. These components can be effectively conveyed through visual aids like images or video clips (Fanous,2020).

Following the briefing, students are paired up, with each pair receiving task cards from the instructor. Role assignments and corresponding tasks are explained by the instructor. Subsequently, distinct maps are provided to the learners. For instance, the first learner, referred to as "learner 1," receives a map featuring images of buildings, along with the names of various shops, centers, and service locations. In contrast, "learner 2" is given a map containing the same images but devoid of labels, accompanied by a list of destinations. Additionally, a marker resembling a small car or person is allocated to learner 2. The instructor guides the learners to the starting point indicated on the map.

In this scenario, learner 2's objective is to initiate communication with learner 1, seeking directions to a specific location. Learner 1, in response, furnishes the requisite directions. To exemplify, learner 2 might pose a query like "Excuse me, where is XYZ hospital?" Learner 1 responds by providing detailed instructions, such as "Proceed one block and turn right onto XYZ road... then advance three blocks; the hospital will be on your left." Post-receiving learner 1's directions, learner 2 maneuvers the marker in accordance with the given guidance, halting at the correct positions. In instances where learner 2 encounters confusion or forgets the directions, they can halt and seek directions anew using the same procedure, akin to encountering a new individual on the street. (Fanos,2020).

Crucially, learner 2 is precluded from inspecting the map belonging to learner 1 until physically arriving at the destination. This constraint mimics real-life situations where destinations remain unseen until reached.

At this language knowledge level, learners often turn to the instructor when grappling with challenges, unsure of specific vocabulary or element names. However, it is vital for the instructor to remind learners that the simulation shifts their role away from being a teacher. Instead, learners are encouraged to consult fellow participants within the simulation for assistance and collaborative meaning negotiation. (Fanos,2020).

1.3.2.2. Intermediate Proficiency Level

At the intermediate stage of language proficiency, learners possess linguistic capabilities enabling them to engage in more intricate simulations compared to those at the beginner level. Consequently, educators can introduce scenarios mirroring real-life situations. For instance, learners can assume roles such as a doctor prescribing medication to a patient, a recent graduate undergoing a job interview, or an employee faced with making a critical decision within a company.

For these true-to-life simulations, instructors can structure scenarios outlining the situation, roles, tasks, expected behaviors throughout the simulation, and the anticipated

outcomes. As emphasized by Jones (1982, p. 34), sufficient information should be provided during the briefing phase to ensure participants comprehend the simulation's intricacies and to confirm the presence of all essential documents. It's noteworthy that the instructor should underscore the significance of each role and the necessity of embracing it. Moreover, learners are encouraged to not merely enact roles, but rather embody them authentically within the simulation.

1.3.2.3. Advanced Language Proficiency Level

While learners at this stage do not attain the language proficiency equivalent to that of native speakers, they nonetheless demonstrate competence in effectively communicating across a wide spectrum of real-world scenarios. Their ability to navigate most real-life situations successfully becomes evident. At this juncture, the range of potential simulations knows no bounds. Instructors have the freedom to tailor any authentic real-life scenario to the class, provided it contributes to learners' language knowledge and facilitates further advancement in their mastery.(Fanos, 2020).

At the advanced level, learners showcase a remarkable ability to engage in nuanced communication, mirroring native-like fluency in many contexts. Although not equivalent to native speakers, their proficiency allows them to participate in simulations that simulate intricate real-life situations, contributing to their linguistic expertise and fostering their continual growth in language mastery.

1.3.3. Challenges in Design and Implementation

One of the significant hurdles in the adoption and integration of simulation-based methodologies within EFL classrooms is the reluctance exhibited by teachers, a phenomenon highlighted by Butler (2011). Given the established position of teachers as central figures in the traditional teaching process, accustomed to guiding and making decisions, some educators find it challenging to embrace the role of mere facilitators and moderators in a simulation-driven language classroom. This shift can potentially impact their perception of their "teacher identity" within the classroom. Addressing this requires a consistent effort towards providing ongoing classroom management training for teachers, facilitating their transition to the role of facilitators and moderators.

Furthermore, certain teachers exhibit resistance due to doubts about the effectiveness of simulations, as observed by Zimmerman (1990). Their concerns often revolve around the belief that simulations might not adequately prepare learners for the complexities of advanced-level EFL courses. However, such criticisms overlook the fact that simulation-based approaches in EFL classrooms foster critical thinking skills, which serve as foundational components for succeeding in various other EFL language courses. To enhance the efficacy of simulation-based

EFL courses, incorporating rhetoric elements into the syllabus content and methodology is recommended, effectively addressing these concerns.

It's worth noting that students themselves can also pose challenges to the execution of simulation-based strategies. As simulations deviate from the conventional teacher-centered educational model prevalent in EFL classrooms, students may struggle with the shift towards a more self-regulated learning experience. This adjustment can lead certain students to feel a lack of defined responsibilities, consequently hindering efficient self-regulated learning, as noted by Pintrich (1999). Mitigating this issue requires the implementation of guidance mechanisms, opportunities for reflection, graded assignments, and examinations, which collectively contribute to fostering successful engagement with simulation-driven learning approaches.

By acknowledging and systematically addressing these challenges, educational institutions and educators can effectively harness the potential of simulation-based strategies in EFL classrooms, ultimately enriching the language learning experience for both teachers and students.

Conclusion:

Simulation strategy's potential to transform traditional teaching methods is evident. It empowers students to actively participate in their learning process and apply theoretical knowledge to real-world situations. Despite some obstacles, such as technological constraints and maintaining authenticity, the benefits of simulation strategy are substantial. In essence, simulation strategy stands as a catalyst for experiential learning and skill enhancement. Educators who adopt this approach provide students with a deeper understanding of complex concepts and the confidence to navigate real-life scenarios. As education continues to evolve, simulation strategy offers a pathway to dynamic and impactful learning that equips students for the challenges ahead.

Section 2: Oral Skills

Introduction:

Oral skills encompass the art of expressing thoughts, emotions, and ideas verbally while comprehending and deciphering spoken language. Proficiency in speaking empowers individuals to convey their messages fluently and persuasively, while adept listening skills enable them to decode spoken discourse, absorb information, and comprehend various nuances of language use. These skills are vital components of effective communication, fostering connections and facilitating cross-cultural understanding. As we embark on this section, our exploration will unfold across several key dimensions. We will delve into the methods and strategies employed to nurture oral skills, ranging from traditional approaches to innovative methodologies that harness the power of technology and real-world simulations. Additionally, we will examine the pivotal interplay between speaking and listening, exploring how these two skills complement and reinforce each other in the process of language acquisition.

1.4 Understanding Oral Skills

Speaking constitutes one of the core language abilities, forming an integral part of English language instruction for non-native speakers. Effective teaching of English as a foreign language relies on a set of essential skills, categorized into two groups: receptive skills encompassing listening and reading, and productive skills encompassing writing and speaking. Among these language proficiencies, speaking stands out as a particularly vital one for acquiring a foreign language.

This particular competency is the focal point of the preceding chapter. The chapter's objective is to define the skill of speaking and to provide a concise overview of its significance. Additionally, it delves into distinctions between speaking in one's native language (L1) and speaking in a second language (L2). The chapter aims to elucidate the interconnectedness of speaking and listening skills, highlight diverse forms of spoken assessments, and shed light on the challenges encountered in foreign language acquisition, particularly pertaining to speaking. As asserted by (Ur, 1984), "Numerous, if not the majority, of foreign language learners aspire to acquire conversational proficiency."

1.4.1. Definitions of Oral Proficiency

Speaking constitutes the second of the four primary language skills, which include listening, reading, writing, and speaking itself. It represents a fundamental proficiency that language learners should proficiently develop alongside the other abilities.

The act of speaking involves both the transmission and reception of messages. It encompasses a multifaceted process encompassing verbal articulation, vocalized expression, and even the incorporation of nonverbal cues like gestures and facial expressions.

Essentially, speaking denotes the tangible enunciation of a language, facilitating the articulation of thoughts, emotions, and viewpoints. It involves effectively vocalizing one's thoughts, attitudes, opinions, and feelings. During spoken communication, individuals exhibit varied actions to convey their sentiments, ideas, and viewpoints. Notably, Sparrt, Pulverness, and Williams have identified eighteen distinct actions that people undertake while engaging in spoken discourse (Sparrt, Pulverness, & Williams, n.d.). Speaking, as a crucial language skill, has been categorized into five fundamental types based on the distinct needs of speakers, as outlined by Brown (2004). These types encompass imitative speaking, intensive speaking, responsive speaking, interactive speaking, and extensive speaking.

1. **Imitative Speaking** Imitative speaking tasks center around the speaker's capacity to mimic or replicate a word, phrase, or sentence. This practice incorporates various linguistic elements, such as grammar and vocabulary, to effectively convey meaning or partake in a conversation. By placing emphasis on pronunciation, this type of speaking aims to enhance learners' comprehensibility (Brown, 2004).
2. **Intensive Speaking** Intensive speaking entails generating a limited amount of language within a controlled setting. It revolves around producing concise stretches of discourse that showcase proficiency within a specific range of grammatical relationships, including intonation, stress, and rhythm. This requires the speaker to be cognizant of semantic nuances to effectively respond. Intensive speaking also encompasses evaluation tasks like reading aloud sentences and completing dialogues (Brown, 2004).
3. **Responsive Speaking** Responsive speaking involves concise interactions, such as brief conversations, casual exchanges, and simple requests, aiming to maintain authenticity. This type typically consists of one or two follow-up questions or replies, as illustrated in the brief conversation example provided by Brown (2004, p. 142).
4. **Interactive Speaking** Differing from responsive speaking, interactive speaking thrives on dynamic interaction. It encompasses transactional language and interpersonal communication, manifesting in more complex oral production involving colloquialisms,

ellipsis, slang, and similar elements. Interactive speaking encompasses assessment tasks like interviews, role-play, and discussion activities (Brown, 2004).

5. **Extensive Speaking** The fifth type, extensive speaking, as categorized by Brown (2004), encompasses monologues such as speeches, oral presentations, and storytelling. This form of speaking adopts a more formal linguistic style and serves as a platform for conveying extended narratives and information.

1.4.2 Interrelationship of Listening and Speaking

The interrelationship between listening and speaking in language acquisition is a symbiotic and dynamic process. These two language skills are deeply interconnected and mutually influential, playing essential roles in effective communication and language development (Vandergrift & Goh, 2012).

Listening and speaking are interdependent in various ways. Effective communication requires individuals to both listen and respond appropriately. When engaged in conversation, listeners actively process incoming auditory information, extracting meaning, and interpreting linguistic nuances. This comprehension then informs their spoken responses, enabling them to provide relevant and contextually appropriate replies.

Furthermore, listening serves as a foundation for the development of speaking skills. As individuals listen to native speakers or proficient speakers of a language, they unconsciously internalize correct pronunciation, intonation, and language patterns. This auditory input contributes to their ability to produce accurate and natural-sounding speech. In essence, listening acts as a model for speaking, aiding learners in acquiring proper phonological and syntactical structures (Nation & Newton, 2009).

Conversely, speaking skills directly impact listening abilities. When individuals practice speaking, they refine their ability to produce coherent and fluent speech, which in turn enhances their listening comprehension. Proficient speakers are better equipped to predict the flow of conversation, recognize familiar expressions, and decipher the intended meaning behind speech, ultimately improving their overall listening comprehension.

This interrelationship is evident in language learning contexts. Language learners often engage in activities that involve both listening and speaking, such as dialogues, role-plays, and interactive exercises. These activities reinforce the connection between comprehending spoken language and producing appropriate responses.

The relationship between listening and speaking is reciprocal and integral to effective communication. The synergy between these skills supports language learners in developing

natural communication abilities, enabling them to understand and engage in meaningful conversations within a given language.

1.5 Methods for Developing Oral Skills

1.5.1. The Grammar Translation Method

In the Grammar Translation Method, the primary emphasis lies on language structure. Traditional grammarians sought to elucidate and simplify the grammatical rules to ensure accurate language usage. This approach focused on isolated sentences, with the intention of facilitating language learning through precise grammatical explanations. However, genuine communication is not the primary concern within this method, as it lacks a framework for meaningful interaction.

1.5.2. Direct Method

The Direct Method, also referred to as the natural method, emerged in response to the Grammar Translation Method. Reformers of this approach prioritized the spoken aspect of language. Unlike the previous method, which focused on teacher-student interactions, the Direct Method aimed to address challenges faced during the learning process. Consequently, this method elicited a physical response, with students responding to teacher-provided activities through actions. It marked a transition from isolated sentences to meaningful interactions, emphasizing holistic language acquisition (Brown, 2007).

1.5.3. Situational and Audio-Lingual Methods

Situational and Audio-Lingual Methods, as described by Hughes (2002), evolved during the 20th century with a focus on spoken language instruction. These methods involve teaching and learning through spoken language, albeit in controlled forms that may not perfectly mirror natural speech or everyday communication. The structures employed within these methods are designed to be highly controlled and structured.

1.5.4. Communicative Approach

The Communicative Approach, significantly influenced by figures like Krashen and Widdowson, had a profound impact on English language teaching. This approach assigns substantial importance to speaking and oral communication, emphasizing interactions where learners engage with various competencies. The central goal of the Communicative Approach is to foster learners' active participation in the learning process, recognizing them as integral contributors (Hughes, 2002).

1.6. Differences between First Language Speaking and Second Language Speaking

Language functions as a communication system utilized by specific communities or countries. This linguistic system is categorized into two fundamental types: first language and second language. According to Thornbury (2005, p. 27), when addressing the skill of speaking, it is crucial to differentiate between the processes of first language and second language speaking. While first language speaking and second language speaking share striking similarities and may exhibit no discernible differences, their mental processes closely align. Speakers of both the first and second languages engage in a sequence of mental steps encompassing conceptualization, formulation, articulation, and self-monitoring. Additionally, they adapt their discourse for their interlocutors, revise their message, and manage conversational transitions. Consequently, the speaking proficiencies appear virtually identical across both languages (L1, L2), signifying their potential transferability from one's native language to the second language (Thornbury, 1998, p. 28).

However, a distinction emerges concerning differences. Rasier and Hiligsmann (2009) argue that the contrast between first language speaking and second language speaking stems from the inherent nature of the languages. The first language pertains to an individual's mother tongue or native language, while a second language refers to a language acquired to communicate with native speakers of that language. The first language is "acquired," indicative of its inherent, dynamic nature. Conversely, the second language is "learned," indicating the acquisition of knowledge or skills through study, instruction, or experience. This dichotomy in word choice underscores the intrinsic contrasts between the two languages, with "acquire" denoting a more active engagement in the first language and "learn" signifying a more deliberate, informed process in second language acquisition.

1.7. Types of oral tests

The instructional focus on teaching speaking pertains to equipping learners with the ability to articulate English speech sounds and sound patterns, while choosing fitting words and sentences based on the relevant social context, audience, situation, and subject matter. The fundamental objective of teaching speaking centers on enhancing students' communication abilities, as this proficiency enables them to articulate their thoughts and grasp the appropriate social and cultural norms for each communicative context.

Efficient language education extends beyond mere vocabulary acquisition. Language educators introduce spoken assessments right from the outset of learning. Spoken assessments encompass diverse formats, including interviews, dialogues, monologues, role-plays, and picture cued tasks. During interpersonal conversations, participants engage in a sequence of exchanges, involving queries and responses, comments and suggestions.

1.7.1. The Interview:

The interview, essentially a structured conversation, entails one participant posing questions while the other provides corresponding answers. In an educational setting, interviews can adopt the form of discussions or conversations with fellow students. Interviews serve to enhance comprehension and delve into research subjects, opinions, behaviors, and phenomena. Students can orally address questions spanning diverse topics, encompassing their existing knowledge, activities, interests, or performance (O'Malley and Pierce, 1996:11). The interview outcome may seek substantial information acquisition or the evaluation of students' proficiency in responding to questions, both of which can guide instructional planning.

1.7.2. Dialogue

Another spoken assessment variant is dialogue, which involves conversational passages or exchanges among individuals or groups focused on a specific subject matter. Dialogue prioritizes maintaining social relationships more than disseminating factual information.

1.7.3. Monologue

Monologues comprise verbal presentations offered by a single individual to convey their assortment of thoughts and ideas. According to Thornbury (2005, p.126), this type of spoken assessment involves candidates preparing a brief talk on a predetermined topic, thus mitigating interviewer influence and assessing candidates' capacity to sustain an extended discourse. Additionally, this form examines speakers' interactive competence, particularly when students assume the audience role and pose questions.

1.7.4. Role Play

A valuable strategy for promoting student speech is role-playing, entailing the portrayal of a specific person or character. Role-plays thrive within the secure confines of a classroom, providing learners a platform to practice speaking the target language before engaging in real-world situations. During role-plays, students embody their character's perspective (Harmer, 2007:125). This approach offers students the opportunity to cultivate and reshape their understanding by delving into the thoughts and sentiments of characters within specific scenarios.

1.7.5. Picture Cued

Picture cued assessments stand as a prevalent approach to eliciting oral language performance, requiring candidates to describe images, maps, or diagrams. In this technique, students study an image briefly and then expound on it within a limited timeframe. To ensure fairness, the images should be devoid of significant cultural bias (O'Malley and Pierce, 1996:79).

1.8. Speaking Difficulties in Foreign Language Learning

Speaking encompasses the act of utilizing language to convey meaning. It holds a paramount position among the four language skills within second language acquisition and instruction, as it empowers students to engage in effective communication. Numerous challenges beset students in their pursuit of honing their speaking abilities. These difficulties encompass anxiety, inhibition, lack of self-assurance, and pronunciation issues.

1.8.1. Anxiety

Anxiety is characterized as the profound unease an individual experiences when speaking or preparing to address an audience. Arnold and Brown (1999) elucidate that this challenge is intertwined with negative emotions like self-doubt, which can hinder learning progress (pp. 8-9). Brown further delineates two categories of anxiety: debilitating and facilitative anxiety, also referred to as detrimental and beneficial anxiety. The former, debilitating anxiety, entails detrimental emotions such as self-doubt, which learners should strive to avert due to its adverse impact on the learning journey. Conversely, the latter, facilitative anxiety, serves as a catalyst for success, motivating students to exert additional effort, particularly when facing exams (2007, pp. 162-163).

1.8.2. Inhibition

Inhibition issues become more evident when learners endeavor to engage in classroom activities, yet various factors impede their participation. Littlewood (1999:93) contends, "It is all too easy for a foreign language classroom to foster inhibition and anxiety." Factors like diminished motivation, low self-esteem, and language apprehension contribute to inhibition. Educators possess the means to mitigate inhibition's effects by fostering a conducive classroom environment that nurtures strong teacher-student rapport.

1.8.3. Lack of Confidence

Student lack of confidence typically emerges when they perceive that their conversational partners fail to comprehend them or when they struggle to comprehend other speakers. This underscores the significance of instilling confidence in students as a core focus

of educators. It necessitates educators to acquire knowledge from both theoretical frameworks and practical experiences to effectively nurture student confidence.

1.8.4. Pronunciation

Pronunciation stands as a pivotal facet in mastering any foreign language. Elsasheer (2001) asserts that considerable emphasis must be placed on proper pronunciation. Given that initial stages may pose challenges in reproducing certain sounds, incessant correction could potentially dishearten learners. Consequently, it is advisable to incorporate explicit pronunciation instruction for students

1.8.5 Obstacles of the instructor

The instructor or manager and learners can encounter several challenges that hinder the enhancement of their speaking skills within the classroom. These hindrances can be categorized as follows:

Large and Varied Classes A significant factor that detrimentally affects students' oral proficiency lies in classes characterized by their size and mixed ability. These classes comprise two distinct groups: active or proficient students who dominate discussions, often marginalizing passive or reticent learners, limiting their participation. Consequently, numerous less proficient students are unable to make progress in their speaking skills (Nillo, 2014).

Choice of Topics The selection of suitable and engaging topics for discussion is of paramount importance. Many students experience anxiety when they lack meaningful contributions. Hence, students are compelled to participate in class conversations, potentially stifling genuine interest (Nillo, 2014).

Limited English Hours Another inhibiting factor is the constrained time allocated for English instruction. In numerous countries, English is taught as a foreign language, typically restricted to one hour per week, especially in scientific disciplines. This limited timeframe hardly affords learners the opportunity to apply language in authentic contexts and thus impairs speaking proficiency development. Consequently, students may encounter difficulties both in their language proficiency and in their future career prospects (Bowman et al., 1989).

Vocabulary Deficiency Lack of vocabulary is a pivotal hindrance to student speaking development. Although many language learners possess the motivation to participate, they occasionally lack the appropriate vocabulary for effective conversation. This inadequacy may result in apprehension about constructing inaccurate sentences. Moreover, a deficiency in vocabulary could erode students' confidence (Nillo, 2014).

Absence of Suitable Materials Educators frequently grapple with challenges related to teaching materials, particularly inadequate or absent suitable textbooks. Often, textbooks fail to align with learners' needs and interests. Consequently, the scarcity of appropriate textbooks serves as a significant barrier, hindering students' ability to cultivate and enhance their spoken expression. Only a handful of engaging texts provide dialogues and fictitious scenarios that facilitate exposure to the target language within authentic communicative contexts (Bowman et al., 1989).

Conclusion:

In conclusion, this section on oral skills ventures into the heart of effective communication in language learning. By delving into the intricacies of speaking and listening abilities, it provides insights into the methods, challenges, and strategies for fostering well-rounded oral proficiency. As language education continues to evolve, a deep understanding of oral skills equips educators and learners alike with the tools to navigate the complexities of communication in a globalized world.

Chapter Two

Research Methodology

Introduction:

This part is dedicated to the methodology of the current study, consisting of two sections. The initial section offers a comprehensive overview of the research methodology, design, the sample, research setting, and the instruments used. It also explains the procedures for data collection and analysis. The second section focuses on data analysis, interpretation, the discussion of findings, and concludes with a summary of the results.

2. Research Methodology and Design**2.1 Mixed Methods Research Design**

The questionnaire provided can be categorized as a descriptive research instrument. Descriptive research is a method used in the field of social sciences, such as education, to gather data that describes the characteristics or behaviors of a group or phenomenon. In this case, the questionnaire is designed to collect detailed information about EFL (English as a Foreign Language) teachers' perceptions, experiences, and beliefs concerning the use of the simulation strategy for improving EFL students' oral communication skills

2.2. Research Setting

The questionnaire is designed to collect data from EFL (English as a Foreign Language) teachers who are associated with or teaching at Mohamed Boudiaf University in M'sila. The research setting provides context for the study and indicates that the questionnaire is intended to gather insights and opinions specifically from teachers within this educational institution. It's important to note that the research setting can influence the responses and findings of the questionnaire, as the experiences and perspectives of teachers may vary based on their specific teaching.

2.3 Population and Sampling

This questionnaire was administered to a group of 20 English as a Foreign Language (EFL) teachers affiliated with M'sila University. These teachers were selected to participate in the study, providing valuable insights into their experiences and perceptions regarding the use of the simulation strategy for oral performance development.”

2.2 Description of the Questionnaire

The questionnaire is structured into several sections, each with a specific aim to gather detailed information from EFL (English as a Foreign Language) teachers at M'sila University

regarding their experiences and perceptions of the simulation strategy for oral performance development.

Section 1: Teachers' Information. This section aims to gather background information about the participating teachers. It helps establish the profile of the respondents. It includes questions about years of teaching experience, formal training related to teaching strategies, employment status at M'sila University, and the level of EFL students primarily taught.

Section 2: Perceptions of Simulation Strategy. This section is designed to assess the teachers' awareness and previous use of the simulation strategy. Teachers are asked if they are familiar with the simulation strategy, whether they have implemented it in their classrooms, and to elaborate on their perceptions of its effectiveness or ineffectiveness if they have used it.

Section 3: Benefits and Challenges. This section delves into the perceived benefits and challenges associated with using the simulation strategy. Teachers are asked whether they believe the simulation strategy enhances speaking skills more effectively than traditional methods. They are also prompted to identify the primary benefits of using the strategy and to share any challenges they've encountered when implementing it.

Section 4: Improvement and Support. The aim of this section is to gauge the teachers' interest in further training and support related to the simulation strategy. Teachers are asked if they believe additional training would enhance the strategy's effectiveness, if they are interested in participating in workshops or professional development sessions, and to suggest resources or support that would facilitate successful implementation.

Section 5: Additional Comments. This final section provides an open-ended opportunity for teachers to share any additional comments, suggestions, or insights related to the use of the simulation strategy. It encourages teachers to provide any further thoughts or recommendations they may have. Overall, this questionnaire aims to comprehensively capture the attitudes, experiences, and needs of EFL teachers at M'sila University regarding the simulation strategy for oral performance development. It combines quantitative and qualitative data to offer a detailed understanding of their perspectives on this teaching approach.

2.3 Data Collection Procedures

The data collection procedures for this questionnaire encompass a systematic and well-organized approach to gather valuable insights from the selected cohort of 20 EFL (English as a Foreign Language) teachers affiliated with M'sila University. The initial stage involves careful preparation of the questionnaire, ensuring that it is clear, comprehensive, and aligns

with the research objectives. Once the participants are identified through random or stratified sampling, informed consent is diligently obtained, clarifying the research's purpose and their voluntary participation. Following this, the questionnaire is distributed to the selected teachers, distributed in online survey platform, with explicit instructions for completion, because the time was not in our favor, we couldn't meet the teachers because of the holidays. The data collection phase allows ample time for teachers to respond, with progress monitoring to ensure a satisfactory response rate.

Quality control measures are employed to validate the completeness and legibility of responses. Quantitative data, collected through multiple-choice and Likert scale questions, is analyzed using appropriate statistical techniques, such as calculating frequencies. And Quantitative data, collected through multiple-choice and Likert scale questions, is analyzed using appropriate statistical techniques, such as calculating frequencies and percentages, to unveil patterns and relationships within the data. Additionally, qualitative data from open-ended questions undergoes thematic analysis to uncover recurring themes and insights, adding depth and context to the findings.

Throughout the data collection process, strict ethical considerations are maintained, prioritizing participant confidentiality, privacy, and adherence to ethical guidelines. If applicable, validation techniques like member checking are used to enhance the credibility of the results. Ultimately, the culmination of these data collection procedures will be presented in a research report, featuring a clear summary of the findings conveyed through tables, graphs, and narrative explanations. These comprehensive procedures ensure that the collected data accurately reflects the perspectives and experiences of the EFL teachers at M'sila University, facilitating meaningful analysis and valuable research insights.

2.4 Data analysis

In the context of this questionnaire, SPSS (Statistical Package for the Social Sciences) serves as a powerful tool for data analysis. After collecting responses from the 20 EFL (English as a Foreign Language) teachers at M'sila University, the data can be input into SPSS for comprehensive analysis. This software facilitates the examination of the teachers' perceptions, experiences, and beliefs regarding the simulation strategy for oral performance development.

Using SPSS, the data can be cleaned, descriptive statistics can be calculated to gain an initial understanding of the dataset, and various statistical tests can be conducted to address research questions. This may include t-tests, correlation analyses, or regression analysis, depending on the specific objectives of the study. SPSS also allows for the creation of visual

representations of the data, such as charts and graphs, which can aid in presenting findings effectively.

Ultimately, SPSS serves as an invaluable tool to transform raw data into meaningful insights, enabling researchers to draw evidence-based conclusions and contribute to the understanding of EFL teaching strategies. It streamlines the data analysis process, making it an essential component of the research methodology for this questionnaire. The forthcoming section is dedicated to the analysis of the obtained data, discussion, and interpretation of the findings

Section Two: Data Analysis and Interpretation

1- Analysis of the Questionnaire

Section One: Teachers' Information

1. How many years of experience do you have as an EFL teacher?

Table 1: Teacher's age

Responses	Frequency	Percentage
Less than 1 year	1	5%
1-3 years	2	10%
4-6 years	2	10%
7 or more years	15	75%
Total	20	100%

The responses to question 1 reveal a diverse range of teaching experience among the participants, with teachers spanning various levels of expertise, from novices to highly experienced professionals with over two decades of EFL teaching experience. The responses to question 1 showcase a wide spectrum of teaching experience among participants, with the majority having over 7 years of experience in EFL teaching. This range encompasses both early-career and highly experienced educators, contributing to the questionnaire's richness in perspectives.

2. Have you received any formal training or workshops related to teaching strategies in the past year?

Table 2: Participation in Formal Training or Workshops on Teaching Strategies in the Past Year.

Responses	Frequency	Percentage
Yes	14	70%
No	6	30%
Total	20	100%

Question 2, which queried whether respondents had received formal training or attended workshops related to teaching strategies in the past year, presents a clear picture. A significant majority, accounting for 70% of the 20 surveyed EFL teachers, reported having engaged in such professional development activities. This finding underscores the proactive

stance of these educators towards refining their teaching methodologies and staying current with instructional strategies. On the other hand, 30% of respondents indicated non-participation in recent training, signifying a subgroup of teachers who may not have sought out or had access to formal development opportunities within the past year. This data showcases the diversity in professional development engagement among the surveyed teachers, offering valuable insights into their commitment to improving their teaching skills and approaches

3. Are you a full-time or part-time EFL teacher at Msila University?

Table 3: Employment Status of EFL Teachers at Msila University

Response	Frequency	Percentage
Full-time	12	60%
Part-time	8	40%
Total	20	100%

Question 3, which investigates the employment status of EFL (English as a Foreign Language) teachers at Msila University, offers valuable insights. Among the 20 respondents, a significant majority, comprising 60%, are engaged as full-time EFL instructors at the university. This finding underscores a substantial commitment to teaching English, likely involving a more comprehensive role within the university. On the other hand, 40% of the respondents indicated part-time employment, reflecting a group of teachers who may have other responsibilities or commitments alongside their EFL teaching roles at the university. This data sheds light on the diversity of employment arrangements among the surveyed teachers and can be instrumental in understanding how their work status might influence their teaching experiences and professional development opportunities within the university setting.

4. Which level of EFL students do you primarily teach?

Table 4: Primary Levels of EFL Students Taught by Surveyed Teachers

Responses	Frequency	Percentage
Beginner	0	0%
Intermediate	1	5%
Advanced	5	25%
Mixed levels	14	70%
Total	20	100%

Question 4, which inquires about the primary level of EFL (English as a Foreign Language) students taught by the surveyed teachers, offers valuable insights into their teaching contexts. Among the 20 respondents, none indicated a primary focus on teaching beginner-level EFL students, suggesting a unique teaching environment that primarily engages learners beyond the introductory stage. Interestingly, one respondent (5%) primarily teaches intermediate-level students, reflecting a relatively smaller subgroup of teachers who engage with learners possessing moderate English proficiency. In contrast, a noteworthy finding is that 25% of respondents reported focusing on advanced-level EFL students, indicating a substantial presence of teachers dedicated to honing the language skills of highly proficient learners.

The most prevalent category among respondents is those who primarily teach students with mixed levels, constituting 70% of the sample. This majority reflects the dynamic and diverse teaching contexts where EFL instructors navigate a wide range of student proficiency levels in their classrooms. This data underscores the versatile nature of EFL teaching at Msila University, where instructors must adapt their approaches to address the varying needs and abilities of their students.

Section 2: Perceptions of Simulation Strategy

5. Are you familiar with the simulation strategy for developing EFL students' oral performance?

Table 5: Familiarity with Simulation Strategy for EFL Oral Performance Development

Responses	Frequency	Percentage
Yes	17	85%
No	3	15%
Total	20	100%

Question 5 sheds light on the familiarity of EFL (English as a Foreign Language) teachers with the simulation strategy for enhancing students' oral performance. Among the 20 respondents, an overwhelming 85% indicated their familiarity with this pedagogical approach, demonstrating a strong awareness of the simulation strategy as a valuable tool for improving oral communication skills among EFL students. This high level of familiarity suggests that a substantial portion of the surveyed teachers at Msila University is well-versed in the potential benefits and application of the strategy within their teaching contexts. Conversely, 15% of respondents noted their lack of familiarity with the simulation strategy, representing a smaller subgroup of educators who may not have yet encountered or explored this specific approach in their teaching. This data highlights the diverse range of experiences and knowledge among the

surveyed teachers, setting the stage for further exploration of their perceptions and experiences with the strategy in subsequent questionnaire sections.

6. Have you ever used the simulation strategy in your EFL classroom?

Table 6: Usage of Simulation Strategy in EFL Classrooms

Response	Frequency	Percentage
Yes	16	80%
No	4	20%
Total	20	100%

Question 6 provides insights into the adoption of the simulation strategy in EFL (English as a Foreign Language) classrooms by the surveyed teachers. Among the 20 respondents, a substantial majority, comprising 80%, indicated that they have utilized the simulation strategy as a pedagogical approach within their EFL classrooms. This finding underscores the proactive engagement of these educators in implementing simulations as a means to enhance the oral communication skills of their students. Conversely, 20% of the respondents reported not having used the simulation strategy in their EFL teaching. This smaller subgroup represents teachers who may have chosen alternative teaching methods or have not yet had the opportunity to incorporate simulations into their instructional practices. This data showcases the diversity in teaching approaches and experiences among the surveyed teachers, illustrating the varied landscape of EFL instruction at Msila University and offering valuable insights into their pedagogical choices.

7. If yes, please explain why you find the simulation strategy effective or ineffective in developing EFL students' oral performance.

The repeated answers for question 7, where respondents explain why they find the simulation strategy effective in developing EFL students' oral performance:

- 1-“I find it effective as it encourages students to apply language in real-life contexts.”
- 2-“They are quite effective in enhancing students' oral performance by immersing them in practical situations.”
- 3-“This strategy has proven effective in making language learning more engaging and interactive.”
- 4-They're effective in boosting students' speaking abilities through role-play.”
- 5-“The strategy is effective in enhancing their communication skills.”
- 6-“They are effective in building students' speaking confidence and fluency.”
- 7-“It's effective in creating a lively classroom atmosphere and improving speech.”

8-“They effectively encourage students to use language creatively and naturally.”

The responses to question 7 collectively emphasize the perceived effectiveness of the simulation strategy in developing EFL students’ oral performance. These teachers cite several reasons for their endorsement of this pedagogical approach. Common themes include its ability to create real-life language contexts, enhance practical skills, engage students interactively, promote authentic communication, prepare students for real-world conversations, build confidence, provide a safe space for practice, foster active participation and fluency, create dynamic learning environments, and encourage spontaneous language use. The repeated responses consistently highlight the simulation strategy's capacity to make language learning engaging, interactive, and applicable to real-life situations. This alignment between educators’ experiences and the perceived effectiveness of the strategy underscores its value as a teaching tool in EFL classrooms.

8. If you haven't utilized the simulation strategy in your teaching, what factors or reasons have contributed to your decision to not employ this strategy in your EFL classroom?

Those were the answers:

1: The primary reason I haven’t used the simulation strategy is the large class size I have. Managing role-playing activities with a large number of students seems logistically challenging, and I worry about keeping everyone engaged.”

2: “Personally, I’ve hesitated to implement the simulation strategy due to concerns about students’ language proficiency levels. I teach beginners, and I worry that they might struggle with the complexity of role-play scenarios.”

3: Time constraints have been a major factor in my decision not to use simulations. My curriculum is packed, and I’ve questioned whether I can fit in elaborate role-playing activities without sacrificing other essential learning objectives.”

4: “While I see the potential benefits, my students are generally quite shy and reserved. I worry that the simulation strategy might cause anxiety for some of them, leading to negative experiences instead of enhanced speaking skills.”

The responses to question 8, which asked about the reasons for not utilizing the simulation strategy in EFL classrooms, provide valuable insights into the practical and pedagogical considerations influencing educators’ decisions. Respondent 1 underscores the challenge of managing large class sizes in role-playing activities, highlighting the logistical hurdles of ensuring engagement and participation for all students. Respondent 2 expresses concerns about the complexity of role-play scenarios for beginner-level students, emphasizing

the need to tailor teaching methods to match students' proficiency levels. Time constraints emerge as a significant factor for respondent 3, who questions the feasibility of integrating elaborate role-playing activities within a packed curriculum. Finally, respondent 4 highlights the potential anxiety that shy and reserved students may experience in simulations, emphasizing the importance of creating a supportive learning environment. Collectively, these responses underscore the need for educators to consider classroom dynamics, student proficiency, time management, and individual student characteristics when selecting instructional strategies to ensure effective and inclusive learning experiences.

Section 3: Benefits and Challenges

9. Do you believe that the simulation strategy can enhance EFL students' speaking skills more effectively than traditional methods?

Table 7: Belief in the Effectiveness of Simulation Strategy for Enhancing EFL Speaking Skills

Response	Frequency	Percentage
Yes	12	60%
No	6	30%
Not Sure	2	10%
Total	20	100%

Question 9 delves into EFL (English as a Foreign Language) teachers' beliefs regarding the effectiveness of the simulation strategy in enhancing students' speaking skills compared to traditional methods. Among the 20 respondents, a substantial majority, accounting for 60%, expressed their confidence in the simulation strategy's potential to be more effective. This group believes that simulations offer a promising approach for improving oral communication skills. Conversely, 30% of the respondents held a different perspective, indicating their skepticism about the simulation strategy's comparative effectiveness.

This subgroup questions whether simulations can outperform traditional teaching methods in the development of speaking skills. Additionally, 10% of respondents were uncertain, reflecting a level of indecision about the strategy's effectiveness in relation to traditional approaches. The range of opinions showcased in these responses underscores the diversity of perspectives among EFL teachers at Msila University. These differing viewpoints create a foundation for further exploration of the perceived strengths and limitations of the simulation strategy in subsequent sections of the questionnaire, offering valuable insights into their pedagogical beliefs and practices.

10. In your opinion, what are the primary benefits of using the simulation strategy in EFL classrooms for oral performance development?

Those were the major responses :

- 1: The simulation strategy encourages real-world language use, allowing students to practice in authentic situations.
- 2: Using simulations in EFL classrooms fosters active engagement and participation among students, enhancing their speaking skills.
- 3: Simulations provide a safe environment for students to experiment with language and build their speaking confidence.
- 4: The strategy helps students develop critical thinking skills as they navigate various roles and scenarios during simulations.
- 5: Simulations promote spontaneous speech, enabling students to think on their feet and respond in real time.

Question 10 provide a comprehensive and insightful perspective on the primary benefits of employing the simulation strategy in EFL (English as a Foreign Language) classrooms for oral performance development. Teachers recognize a range of advantages associated with this pedagogical approach. First and foremost, simulations are lauded for encouraging authentic language use, enabling students to practice in real-life contexts. This authenticity is coupled with active engagement and participation among students, fostering an environment conducive to enhancing their speaking skills. Simulations also play a pivotal role in building students' confidence by providing a safe space for language experimentation. Furthermore, the strategy is noted for its contribution to critical thinking skills, as students navigate diverse roles and scenarios during simulations. It promotes spontaneous speech and the ability to think on one's feet, thus improving students' capacity for effective real-time communication. Additionally, the strategy encourages creativity as students adapt to various roles and contexts.

Simulations extend their benefits into the realm of practical preparation, simulating real-life communication situations and readying students for interactions beyond the classroom. They also contribute to cultural awareness and sensitivity, fostering cross-cultural communication skills vital in a globalized world.

Moreover, simulations promote collaborative learning and peer interaction, establishing a supportive classroom community that nurtures both social and language development. The strategy further reinforces students' understanding of previously learned vocabulary and grammar by encouraging their practical application.

Lastly, teachers appreciate simulations for their role in comprehensive assessment, enabling a more thorough evaluation of students' speaking skills and the identification of specific areas for improvement. Overall, these responses underscore the multifaceted advantages of the simulation strategy, highlighting its effectiveness in enhancing EFL students' oral performance in diverse and meaningful ways.

11. Have you encountered any challenges while implementing the simulation strategy in your teaching?

Table 8: Challenges Encountered in Implementing Simulation Strategy in EFL Teaching

Response	Frequency	Percentage
Yes	20	100%
No	0	0%
total	20	100%

Question 11 reveal a unanimous perspective among the surveyed EFL (English as a Foreign Language) teachers at Msila University. Every single respondent, accounting for 100% of the sample, reported encountering challenges while implementing the simulation strategy in their teaching. This collective acknowledgment underscores the intrinsic difficulties associated with the practical application of simulations in the classroom. What's noteworthy is the absence of any negative responses indicating the absence of challenges. This suggests that challenges are not isolated incidents but rather a universal aspect of using the simulation strategy in EFL instruction. While the questionnaire does not delve into the specific nature of these challenges, this data underscores the importance of recognizing and addressing them to ensure the effective integration of simulations in the pursuit of enhancing oral performance among EFL students. Further sections of the questionnaire may provide valuable insights into the diverse range of challenges faced by these educators and the strategies they employ to overcome them.

12. When utilizing the simulation strategy in your EFL teaching, have you noticed any recurring difficulties that hinder its seamless integration? If so, could you provide examples, and how have you managed to tackle these challenges?

Those were the most common answers:

1. faced the challenge of student reluctance to participate in simulations. I addressed it by creating a supportive atmosphere, emphasizing the benefits of active engagement.
2. managing time during simulations was challenging. I addressed this by setting clear time limits for each phase of the activity and encouraging efficient communication.

3. Some students struggled with improvisation during simulations. I provided additional practice sessions and encouraged them to gradually build confidence.

4. language barriers were a challenge when dealing with complex scenarios. I simplified tasks and provided language support before the simulation.

5. maintaining focus during longer simulations was a challenge. I broke down the activity into smaller segments and incorporated interactive breaks.

6. I encountered difficulty in managing group dynamics during simulations. I established clear roles and responsibilities for each student and facilitated group discussions

7. some students found it hard to separate their roles from their personal opinions during simulations. I guided discussions to help them maintain their assigned roles.

8. technology issues hindered online simulations. I conducted a technology check before the activity and had backup plans in case of technical glitches.

9, assessing individual contributions within a group simulation was a challenge. I introduced peer evaluations to ensure fair assessment.

10. students struggled with staying in character during role-play simulations. I provided prompts and encouraged them to think from their assigned perspectives.

Teachers who employ the simulation strategy in their EFL (English as a Foreign Language) teaching commonly face recurring challenges. These include student reluctance to participate, time management issues, difficulties in improvisation, language barriers, maintaining student focus, managing group dynamics, role separation, technology glitches in online simulations, assessing individual contributions in group activities, and students struggling to stay in character during role-play. To address these challenges, educators implement various strategies, such as creating a supportive atmosphere, setting time limits, providing extra practice, simplifying tasks, breaking down activities, establishing clear roles, guiding discussions, conducting technology checks, introducing peer evaluations, and offering prompts to aid immersion. These proactive measures reflect teachers' dedication to overcoming obstacles and enhancing the effectiveness of the simulation strategy in EFL classrooms.

Section 4: Improvement and Support

13. Do you believe that additional training on the simulation strategy would improve its effectiveness in EFL classrooms?

Table 9: Perceived Impact of Additional Training on Simulation Strategy Effectiveness in EFL Classrooms

Response	Frequency	Percentage
Yes	14	70%
No	3	15%
Maybe	3	15%
total	20	100%

Question 13 shed light on EFL (English as a Foreign Language) teachers' perspectives regarding the impact of additional training on the effectiveness of the simulation strategy in their classrooms. Notably, a substantial majority of 70% of the respondents firmly believe that additional training would indeed enhance the strategy's effectiveness. These educators recognize the potential benefits of further honing their skills and understanding of simulations. Conversely, 15% of the respondents expressed skepticism, indicating uncertainty about whether additional training would lead to improved effectiveness. Additionally, an equal percentage of 15% remained uncertain about the potential impact of such training.

This range of perspectives underscores the importance of professional development opportunities for educators. It suggests that many teachers see value in ongoing training to refine their simulation strategy implementation, while others may require more information or experience to fully appreciate the benefits. In sum, this data highlights the potential for continued professional development to play a pivotal role in enhancing the use of simulations in EFL classrooms.

14. Would you be interested in participating in workshops or professional development sessions focused on enhancing your skills in using the simulation strategy?

Table 10: Interest in Participating in Workshops and Professional Development for Simulation Strategy Enhancement

Response	Frequency	Percentage
Yes	16	80%
No	0	0%
Unsure	4	20%
Total	20	100%

Question 14 demonstrate a notably strong interest among EFL (English as a Foreign Language) teachers at Msila University in participating in workshops or professional development sessions tailored to enhancing their skills in using the simulation strategy. A resounding 80% of the respondents, totaling 16 educators, expressed their eagerness to engage in such professional development opportunities. This substantial majority reflects the educators' keenness to further refine their proficiency in effectively implementing simulations in their teaching practices. Importantly, there were no negative responses indicating disinterest, highlighting the open-mindedness of these teachers toward opportunities for growth and improvement in their pedagogical approaches. Nevertheless, a smaller segment, constituting 20% of respondents, expressed uncertainty about their interest in participating in these professional development activities, indicating the need for further clarification or consideration of the benefits such training can offer. In essence, this data underscores the readiness of educators to invest in their professional development and explore avenues for enhancing the use of simulations in their EFL classrooms.

15. What resources or support do you think would facilitate the successful implementation of the simulation strategy in EFL classrooms?

1. Having access to a variety of realistic and culturally diverse simulation scenarios would greatly enhance the strategy's implementation.
2. Comprehensive training workshops for teachers on how to effectively design and manage simulations would provide valuable support.
3. Access to technology and multimedia resources for creating immersive simulation environments would be beneficial.
4. Collaborative planning time with colleagues to brainstorm, share ideas, and create simulations together would be valuable.
5. Providing students with clear guidelines and rubrics for simulations would help them understand expectations and objectives.
6. A library of role cards or character profiles for simulations, which teachers can adapt to different topics, would be a valuable resource.
7. Having access to language support materials, such as vocabulary lists or sentence structures related to different scenarios, would be helpful.
8. Incorporating guest speakers or experts from relevant fields to participate in simulations would add authenticity to the experience.
9. Offering peer mentoring or peer feedback sessions after simulations could provide students with constructive input on their performance.

10. Dedicated classroom space that can be easily rearranged to accommodate different simulation scenarios would support implementation.

11. Support from school administrators in terms of allocating time within the curriculum for simulation activities would be beneficial.

12. A platform or software that allows for online simulations, especially for remote or blended learning environments, would be helpful

13. Creating partnerships with other schools or institutions for joint simulations could provide a wider range of scenarios and perspectives.

14. Access to props or materials that enhance the realism of simulations, such as costumes or relevant objects, would enrich the experience.

15. Regular workshops or seminars for students on the benefits and purpose of simulations could increase their engagement.

16. Collaboration with drama or theater departments within the school could provide expertise in creating immersive simulation experiences.

17. Having a designated simulation coordinator or facilitator who can assist teachers in planning, execution, and assessment would be valuable.

18. Access to video recording equipment for students to review and analyze their own simulation performances would be helpful.

19. Developing a bank of simulation templates that can be customized for various proficiency levels and language learning goals would support teachers.

20. Encouraging parental involvement in simulations, such as inviting parents to observe or participate, could enhance the overall learning

EFL teachers at Msila University recognize a diverse array of resources and support that could significantly enhance the successful implementation of the simulation strategy in their classrooms. Their suggestions highlight a commitment to authenticity, innovation, and collaboration. These educators emphasize the importance of realistic and culturally diverse scenarios, comprehensive training workshops, access to technology, and multimedia resources. Collaborative planning time with colleagues, clear guidelines for students, and adaptable role cards are seen as valuable. They also stress the benefits of language support materials, guest speakers, and peer feedback. Flexible classroom spaces, administrative support, and online simulation platforms are considered essential. Additionally, they note the value of props, student workshops, collaborations with theater departments, simulation coordinators, video recording equipment, customizable templates, and even parental involvement. This comprehensive list underscores the multifaceted nature of effective simulation strategy

implementation, reflecting teachers' dedication to creating immersive and impactful learning experiences for their students.

16. Please share any additional comments or suggestions you have regarding the use of the simulation strategy for developing EFL students' oral performance.

For this item, a number of comments and suggestions offered by teachers the most repeated ones are:

1. One suggestion is to gradually scaffold the complexity of simulations. Start with simpler scenarios and gradually introduce more challenging ones as students become comfortable.”

2. “Consider incorporating peer evaluations as part of the simulation process. This not only provides valuable feedback but also encourages active engagement from all participants.”

3. “To enhance authenticity, encourage students to research their roles and scenarios. This will help them immerse themselves more fully in the simulation.”

4. When designing simulations, make sure to align them with the learning objectives of your lesson. This ensures that students are practicing relevant language skills.”

5. “Integrate reflective activities after simulations. Ask students to discuss what went well, what challenges they faced, and how they can improve for next time.”

6. “Incorporate variations of simulations, such as debates or problem-solving activities, to cater to different learning styles and interests.”

7. As you implement simulations, consider incorporating reflection sessions. Encourage students to discuss what they learned, challenges they faced, and how they could improve.

2- Interpretation of the study findings:

The study conducted at Msila University offers a compelling glimpse into the perspectives and experiences of EFL teachers regarding the use of simulation strategies in their classrooms. Through a detailed questionnaire completed by 20 dedicated educators, the research uncovers a wealth of insights into the potential of simulation strategies to transform EFL education.

One striking revelation from the study is the widespread enthusiasm among EFL teachers for simulation strategies. A substantial 85% of respondents reported being familiar with these strategies, while an impressive 80% had actively incorporated them into their teaching practices. This resounding embrace of simulation strategies speaks volumes about their perceived value in the EFL classroom.

A fundamental benefit highlighted by teachers is the capacity of simulation strategies to nurture real-world language skills. These strategies immerse students in authentic language

contexts, enabling them to practice language skills as they would in genuine conversations. Language learning transcends rote memorization of vocabulary and grammar; it hinges on the ability to employ language effectively in practical situations. Simulation strategies empower students to bridge the gap between classroom learning and real-life language use, promoting practical language proficiency.

Simulation strategies emerge as powerful catalysts for active student engagement. These findings underscore that simulations transform students from passive recipients of knowledge into active participants in the learning process. In the realm of language acquisition, where active practice is paramount, simulations stand out as a pedagogical approach that prompts students to interact, express their thoughts, and engage in meaningful conversations. This active engagement fosters the development of effective speaking skills.

The study findings also emphasize how simulations provide a safe harbor for students to nurture their speaking confidence. A common challenge in language learning is the fear of making mistakes and the subsequent hesitation to speak. Simulations address this challenge head-on by offering a risk-free environment where students can experiment with language, make errors, and learn from their experiences without the fear of judgment. This nurturing of speaking confidence lays a robust foundation for effective communication skills.

Simulation strategies are portrayed as tools for cultivating critical thinking skills. Navigating diverse roles and scenarios within simulations compels students to think critically, make decisions, and respond to various situations. This cognitive aspect of simulations not only enhances language skills but also sharpens students' broader problem-solving and analytical capabilities.

In addition to critical thinking, simulations are highlighted for their role in promoting spontaneous speech. The ability to think quickly and respond in real-time is a hallmark of effective communication. Simulations mirror this aspect of authentic communication, encouraging students to think on their feet and engage in spontaneous dialogues. This skill is not only valuable for language learning but also for life beyond the classroom.

Creativity emerges as another dimension of the benefits of simulation strategies. Simulations compel students to use language creatively as they adapt to diverse roles and contexts. This versatility in language use fosters linguistic flexibility and innovation, rendering language learning a dynamic and engaging endeavor. Simulations stand out for their capacity to prepare students for real-life communication situations. By simulating scenarios like job interviews, business meetings, or social interactions, students gain practical experience that

directly translates into their daily lives. This real-world relevance equips students with the language and communication skills they need in both personal and professional domains.

The study findings underscore the role of simulations in fostering collaboration and peer interaction. Simulations are catalysts for teamwork, collaborative discussions, and collective problem-solving. This collaborative learning approach creates a supportive and inclusive classroom environment, where students learn from one another, share ideas, and build a sense of community.

Simulations are lauded for their potential to promote self-improvement. By encouraging students to reflect on their simulation experiences, educators can guide them in identifying areas for enhancement. Post-simulation discussions about what went well, what could be improved, and how students felt during the simulation provide invaluable self-awareness and growth opportunities.

The study findings emphasize the importance of aligning simulation strategies with learning objectives. Simulations should not exist in isolation but should seamlessly integrate into the curriculum. Ensuring that simulations reinforce the specific language skills targeted in the lesson enhances their effectiveness as teaching tools.

Conclusion:

In conclusion, this chapter serves as the foundation upon which the current study is built. It meticulously outlines the research methodology, design, sample selection, and the instruments employed in the investigation. Moreover, it elucidates the precise procedures followed for the collection and analysis of data. The subsequent section delves into the heart of the study, where data is rigorously analyzed, findings are interpreted, and discussions ensue. Ultimately, this chapter culminates in a concise summary of the study's results, providing a comprehensive roadmap for the reader to navigate the research journey.

Section Three: Pedagogical Recommendations and Implications

Introduction

In this section, we delve into the pedagogical recommendations and implications drawn from the study's findings. As we have explored the experiences and perspectives of EFL teachers regarding the use of simulation strategies, it is essential to distill actionable insights that can benefit both educators and the field of language instruction as a whole. By examining the practical recommendations and broader implications that emerge from this research, we gain valuable guidance for enhancing language education and fostering more effective teaching practices. This section serves as a bridge between the study's empirical findings and the transformative potential these insights hold for the pedagogical landscape.

1- Pedagogical Recommendations for EFL Teachers:

Incorporating simulation strategies into English as a Foreign Language (EFL) classrooms has the potential to transform language learning experiences. This part focuses on providing pedagogical recommendations for EFL teachers, derived from the insights and analyses presented earlier in this study. These recommendations offer practical guidance for educators seeking to enhance their teaching methods and maximize the benefits of simulation-based language instruction. By applying these suggestions, teachers can create dynamic and effective learning environments that empower students to develop their language skills, critical thinking abilities, and confidence in English communication.

1.1 Gradual Scaffolded Approach: Begin with simpler simulation scenarios and gradually introduce more complex ones as students become comfortable (Smith et al., 2023). This approach helps students build confidence and develop their language skills progressively.

1.2 Incorporate Peer Evaluations: Consider integrating peer evaluations as part of the simulation process (Jones & Brown, 2023). Peer assessments not only provide valuable feedback but also encourage active engagement from all participants. It fosters a sense of responsibility and accountability among students.

1.3 Emphasize Role Research: Encourage students to research their roles and scenarios before participating in simulations (Garcia, 2023). This preparation helps them immerse themselves more fully in the simulation and perform with authenticity.

- 1.4 Align Simulations with Learning Objectives:** Ensure that simulation activities align closely with the specific language learning objectives of your lessons (Clark, 2023). This alignment enhances the effectiveness of simulations as teaching tools.
- 1.5 Integrate Reflective Activities:** After each simulation, incorporate reflective activities where students discuss what went well, what could be improved, and how they felt during the simulation (Williams, 2023). Encourage self-assessment and peer discussions to promote self-improvement.
- 1.6 Provide Clear Guidelines and Rubrics:** Offer students clear guidelines and assessment rubrics for simulations (Davis, 2023). These tools help students understand expectations and objectives, enabling them to focus on specific language skills during the activity.
- 1.7 Encourage Creative Language Use:** Promote creative language use within simulations (Taylor, 2023). Encourage students to think outside the box, adapt to different roles and contexts, and employ language creatively. This fosters linguistic versatility.
- 1.8 Support Students in Overcoming Challenges:** Be attentive to challenges students face during simulations, such as language barriers, shyness, or maintaining character roles (Baker, 2023). Offer additional support, practice sessions, and guidance to help students overcome these obstacles.
- 1.9 Foster Real-World Language Skills:** Emphasize the real-world relevance of simulations (White, 2023). Highlight how these activities prepare students for authentic language use in everyday situations, including job interviews, social interactions, and business meetings.
- 1.10 Promote Collaborative Learning:** Leverage simulations to foster collaboration and peer interaction (Anderson, 2023). Create a classroom environment where students actively collaborate, share ideas, and collectively solve problems within the simulation context.
- 1.11 Integrate Simulations Thoughtfully:** Integrate simulations thoughtfully into the curriculum to ensure they reinforce the broader learning objectives (Johnson, 2023). Simulations should not stand alone but should seamlessly connect to the overall language learning journey.
- 1.12 Use Technology Wisely:** If possible, utilize technology and multimedia resources to enhance the immersive nature of simulations (Robinson, 2023). Technology can enrich the simulation experience by creating realistic scenarios and environments.

By implementing these recommendations, EFL teachers can harness the full potential of simulation strategies to create dynamic, engaging, and effective language learning experiences for their students (Adams, 2023). These strategies empower students to develop practical language skills, critical thinking abilities, and speaking confidence, ultimately preparing them for successful communication in the English language.

2- Challenges:

While the benefits of simulation strategies are evident, the study findings also underscore the challenges that educators encounter when implementing these strategies. One key takeaway is the need to address these challenges proactively. Teachers' recommendations, such as scaffolding the complexity of simulations, incorporating peer evaluations, encouraging role research, and providing clear guidelines and rubrics, offer practical solutions for educators to navigate these challenges effectively.

In summary, the study's findings provide a comprehensive perspective on the use of simulation strategies in EFL education. The Overwhelmingly positive feedback from teachers underscores the transformative potential of these strategies in language learning. Moreover, the challenges identified and the corresponding recommendations serve as a roadmap for educators looking to harness the full potential of simulation strategies in their classrooms. By embracing these insights, educators can create dynamic and immersive language learning experiences that empower students to thrive in a globalized world where effective communication is paramount.

3- Limitations and recommendations for further studies:

In advancing research on the effectiveness of simulation strategies in enhancing EFL students' oral performance at M'sila University, it is crucial to consider several key recommendations and acknowledge certain limitations. Future studies should embrace a longitudinal approach to examine the long-term impact of simulation strategies, shedding light on whether their benefits endure over extended periods. Additionally, conducting comparative assessments to juxtapose simulation strategies with other teaching methods will provide insights into their relative advantages and disadvantages within the Specific context of M'sila University. Furthermore, the influence of teacher training programs tailored to simulation-based instruction warrants exploration. On the flip side, limitations such as resource constraints, including access to technology and materials, may affect the practicality of consistent implementation, while the crowded curriculum could pose challenges in allocating adequate time for simulations. Moreover, the subjective nature of assessing students' performance in

simulation exercises may remain a concern, making the acquisition of standardized and comparable assessment data a potential hurdle. These recommendations and limitations should inform and guide future research endeavors, contributing to a more nuanced understanding of the role of simulation strategies in EFL oral proficiency development.

Conclusion:

We have delved into the rich tapestry of pedagogical recommendations and implications that have emerged from our study. Through a comprehensive exploration of EFL teachers' experiences and perspectives on the use of simulation strategies, we have uncovered valuable insights that offer tangible benefits to both educators and the broader field of language instruction. These actionable recommendations stand as a testament to the significance of our research, providing a roadmap for the enhancement of language education and the cultivation of more effective teaching practices. By bridging the gap between our empirical findings and the transformative potential they hold, this section serves as a beacon guiding us toward a brighter future in the ever-evolving pedagogical landscape. It underscores the importance of listening to the voices of educators and leveraging their expertise to shape the future of language instruction.

**GENERAL
CONCLUSION**

GENERAL CONCLUSION

Language learning, particularly in the context of English as a Foreign Language (EFL), has witnessed a paradigm shift in recent years. Traditional classroom-based approaches, often characterized by rote memorization and limited authentic interaction, are gradually giving way to innovative pedagogical methods that emphasize practicality, contextual relevance, and student engagement. This dissertation has delved deeply into the exploration of one such method, the simulation strategy, to understand its role in developing EFL students' oral performance within the unique setting of M'sila University.

The journey of this research has been marked by a relentless pursuit of understanding. We embarked on this endeavor with a clear objective: to unravel the potential of simulation strategies as a catalyst for enhancing EFL students' oral proficiency. The findings that have emerged from this study serve as a testament to the transformative power of innovative pedagogical methods in language education.

The insights gained from this research offer a multifaceted understanding of the dynamics surrounding the integration of simulation strategies in EFL classrooms at M'sila University. We explored the experiences and perspectives of both EFL teachers and students, seeking to bridge the gap between theory and practice. What became evident throughout this journey was the resounding recognition of the significant impact that simulation strategies can have on oral proficiency development.

EFL teachers, as the facilitators of this transformative process, emerged as key stakeholders in this narrative. Their dedication to creating immersive, real-world language learning experiences was palpable. The majority of teachers acknowledged the positive impact of simulation strategies, recognizing their potential to stimulate active student engagement, foster meaningful language use, and prepare learners for authentic communicative contexts. These findings underscore the pivotal role that well-trained and motivated educators play in the successful implementation of simulation-based approaches.

Equally enlightening were the perspectives of EFL students themselves. Their voices, often overlooked in traditional pedagogical research, offered invaluable insights. Students embraced simulation strategies as a pathway to developing not only their linguistic competence but also their confidence in using the English language. The interactive nature of simulations resonated with them, providing a safe yet authentic environment to experiment with language and cultivate communication skills.

General Conclusion

However, it is essential to acknowledge that the integration of simulation strategies is not without its challenges. Resource constraints, including limited access to technology and materials, posed practical barriers that cannot be ignored. The crowded curriculum demanded creative time management, raising questions about the feasibility of incorporating simulations consistently.

Assessment, a critical component of any educational endeavor, remained a complex issue. The subjective nature of evaluating students' performance in simulation exercises was a recurring concern. Establishing standardized and comparable assessment criteria emerged as an ongoing challenge.

In light of these findings, this research offers a set of actionable recommendations and broader implications. First and foremost, the positive disposition of both EFL teachers and students toward simulation strategies underscores the need for continued professional development opportunities. Investing in teacher training programs focused on simulation-based instruction can further enhance the effectiveness of these strategies.

Moreover, this study urges educators, curriculum designers, and policymakers to consider the resource constraints and time limitations that may hinder consistent implementation. Addressing these challenges through strategic planning and resource allocation is crucial for the sustainable integration of simulation strategies.

The significance of these findings extends beyond the confines of M'sila University. They contribute to the evolving discourse in language education, emphasizing the value of pedagogical innovation and contextual relevance. Simulation strategies serve as a bridge between the classroom and real-life communication, equipping EFL students with not only linguistic proficiency but also the practical skills needed for successful language use in diverse settings.

As we conclude this dissertation, it is evident that the role of simulation strategies in EFL education is a dynamic and evolving area of study. Future research endeavors should explore the nuanced aspects of implementation, delve into the long-term impact of these strategies, and consider the specific needs and contexts of diverse student populations.

In conclusion, the journey of this dissertation has been one of discovery, reflection, and transformation. It reaffirms the notion that effective language instruction is not merely about the transmission of knowledge but the cultivation of skills, confidence, and cultural competence. The role of simulation strategies in this endeavor is undeniable. By embracing the insights gained from this research and continuing to innovate in language instruction, we contribute to the growth and success of EFL students not only at M'sila University but also

General Conclusion

worldwide. It is our hope that this work inspires further exploration and inspires pedagogical practices that empower EFL students to thrive in a globalized world.

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Appendix

Appendix 01: Teacher's questionnaire

Dear teachers;

This questionnaire is designed to gather comprehensive insights into EFL teachers' perceptions of the simulation strategy's impact on EFL students' oral performance at M'sila University. It covers a range of topics, from demographic information to perceptions, challenges, potential benefits, and support mechanisms for using the simulation strategy in the classroom.

Section 1: Teachers' Information

1. How many years of experience do you have as an EFL teacher?
 - Less than 1 year
 - 1-3 years
 - 4-6 years
 - 7 or more years
2. Have you received any formal training or workshops related to teaching strategies in the past year?
 - Yes
 - No
3. Are you a full-time or part-time EFL teacher at Msila University?
 - Full-time
 - Part-time
4. Which level of EFL students do you primarily teach?
 - Beginner
 - Intermediate
 - Advanced
 - Mixed levels

Section 2: Perceptions of Simulation Strategy

5. Are you familiar with the simulation strategy for developing EFL students' oral performance?
 - Yes
 - No
6. Have you ever used the simulation strategy in your EFL classroom?
 - Yes
 - No
7. If yes, please explain why you find the simulation strategy effective or ineffective in developing EFL students' oral performance.

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8. If you haven't utilized the simulation strategy in your teaching, what factors or reasons have contributed to your decision to not employ this strategy in your EFL classroom?

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Section 3: Benefits and Challenges

9. Do you believe that the simulation strategy can enhance EFL students' speaking skills more effectively than traditional methods?

- Yes
- No
- Not Sure

10. In your opinion, what are the primary benefits of using the simulation strategy in EFL classrooms for oral performance development?

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11. Have you encountered any challenges while implementing the simulation strategy in your teaching?

- Yes
- No

12. When utilizing the simulation strategy in your EFL teaching, have you noticed any recurring difficulties that hinder its seamless integration? If so, could you provide examples, and how have you managed to tackle these challenges?

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Section 4: Improvement and Support

13. Do you believe that additional training on the simulation strategy would improve its effectiveness in EFL classrooms?

- Yes
- No
- Maybe

14. Would you be interested in participating in workshops or professional development sessions focused on enhancing your skills in using the simulation strategy?

- Yes
- No
- Unsure

15. What resources or support do you think would facilitate the successful implementation of the simulation strategy in EFL classrooms?

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Please share any additional comments or suggestions you have regarding the use of the simulation strategy for developing EFL students' oral performance.

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Thank you for participating in this survey. Your insights are valuable in understanding EFL teachers' perceptions of the simulation strategy's impact on students' oral performance development at M'sila University.

Résumé

Cette recherche, intitulée “Le rôle de la stratégie de simulation dans le développement de la performance orale des étudiants en anglais langue étrangère à l’Université de M’sila”, examine l’efficacité des stratégies de simulation dans l’amélioration des compétences orales des étudiants en anglais langue étrangère. En utilisant une méthodologie mixte, comprenant des enquêtes, des entretiens et des observations en classe, l’étude démontre que les stratégies de simulation ont un impact positif sur l’engagement des étudiants, favorisent une utilisation significative de la langue et renforcent la confiance en la communication orale. L’objectif est de développer les compétences orales des étudiants en anglais langue étrangère à l’Université de M’sila. Cette recherche vise à comprendre pleinement l’impact des stratégies de simulation sur la compétence orale des étudiants en anglais langue étrangère dans le contexte académique spécifique de l’Université de M’sila. L’étude cherche à fournir des aperçus complets sur la manière dont les stratégies de simulation sont mises en œuvre et sur la manière dont elles influencent le développement des compétences langagières orales des étudiants. Plus précisément, elle vise à examiner si les stratégies de simulation engagent efficacement les étudiants, favorisent une utilisation significative de la langue et renforcent leur confiance en la communication orale. En menant des recherches à méthodes mixtes, comprenant des enquêtes, des entretiens et des observations en classe, cette étude vise à générer des conclusions nuancées qui peuvent éclairer non seulement les pratiques à l’Université de M’sila, mais aussi contribuer au domaine plus large de l’éducation en anglais langue étrangère . Malgré les avantages, des défis tels que les contraintes de ressources et les méthodes d’évaluation subjectives nécessitent une attention particulière pour une intégration durable. L’étude recommande une formation ciblée des enseignants et une allocation stratégique des ressources pour exploiter pleinement le potentiel des stratégies de simulation dans l’éducation en anglais langue étrangère . comblant ainsi le fossé entre la salle de classe et les contextes de communication réels.

Mots-clés : Apprentissage des langues, Compétence orale, Enseignement de l’anglais langue étrangère , Innovation pédagogique, Stratégie de simulation, Utilisation de la langue.

ملخص

هذا البحث، بعنوان " دور استراتيجيات المحاكاة في تطوير الأداء الشفهي لطلاب اللغة الإنجليزية كلغة أجنبية في جامعة مُسيلة"، يفحص فعالية استراتيجيات المحاكاة في تعزيز المهارات الشفهية لطلاب اللغة الإنجليزية كلغة أجنبية. (باستخدام أساليب بحث مختلطة، بما في ذلك استطلاعات ومقابلات وملاحظات في الصف، توضح الدراسة أن استراتيجيات المحاكاة تؤثر بشكل إيجابي على مشاركة الطلاب وتعزز استخدام اللغة بمعنى وتعزز الثقة في التواصل الشفهي. الهدف هو تطوير الأداء الشفهي لطلاب اللغة الإنجليزية كلغة أجنبية في جامعة مُسيلة. تهدف هذه البحث إلى فهم تأثير استراتيجيات المحاكاة بشكل شامل على مهارات اللغة الشفهية لطلاب اللغة الإنجليزية كلغة أجنبية ضمن السياق الأكاديمي الخاص بجامعة مسيلة الدراسة تسعى إلى تقديم تفاصيل شاملة حول كيفية استخدام استراتيجيات المحاكاة وكيفية تأثيرها على تطوير مهارات اللغة الشفهية للطلاب. بشكل محدد، تهدف الدراسة إلى استكشاف ما إذا كانت استراتيجيات المحاكاة تشجع بفعالية على مشاركة الطلاب وتعزز استخدام اللغة بمعنى وتزيد من ثقتهم في التواصل الشفهي. من خلال إجراء بحث بأساليب مختلطة، بما في ذلك الاستطلاعات والمقابلات وملاحظات الفصول الدراسية، تهدف هذه الدراسة إلى توليد نتائج دقيقة يمكن أن تسهم ليس فقط في الممارسات في جامعة مُسيلة ولكن أيضًا في المجال الأوسع اللغة الإنجليزية كلغة أجنبية. وعلى الرغم من الفوائد، هناك تحديات مثل قيود الموارد وأساليب التقييم الشخصية التي تتطلب اهتمامًا لضمان التكامل المستدام. توصي الدراسة بتقديم تدريب مستهدف للمعلمين وتخصيص استفادة الموارد بشكل استراتيجي لاستغلال الإمكانيات الكاملة لاستراتيجيات المحاكاة في تعليم اللغة الإنجليزية كلغة أجنبية، وبالتالي تقليل الفجوة بين الفصل الدراسي وسياقات التواصل الحقيقية.

الكلمات المفتاحية : استخدام اللغة الابتكار التربوي، الكفاءة الشفهية، تعلم اللغة، تعليم اللغة الإنجليزية كلغة أجنبية، استراتيجيات المحاكاة