Final Draft

Graduation project

The Effect of Role playing Strategy on Developing English Vocabulary for Sixth Primary Grade Students

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❖ <u>Abstract</u>

This study Focus on the efficacy of a strategy role-playing in the development of language skills and improve vocabulary of English Language as well as to strengthen confidence and social status among students since the sixties to the present time the teacher in the role-playing receiver and a resident a small number of sixth-grade students from 4-10 playing their roles effectively in time The exact location was the most important objectives role-playing show enthusiasm and desire to learn through the representation of the work that he has been associated with a theatrical drama student mastered all the learning skills in a way dramatics enthusiasm in the desire shows to learn new vocabulary .

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Introduction

Education face many problems were impediment to show off the talents of children and exploited in promoting claim the child himself, because of the need for role-playing learning Typical dish in many schools *exactly what role-playing?*
Role-playing is to teach linked to Drama acting looked in the the sixties of the twentieth century was sponsored this type of education Vanek and George Chanel and its positive effect on all students, not only on the participating students use this kind of education, "role-playing" in both public and private education.
For example, a student playing the role of Amir which is gets up early every morning how prepares to go to School A second example of a student playing the role of receptionist at the Egyptian Museum being a conversation with a person who wishes to visit the Egyptian Museum ask about the hours the museum Time .
Use role-playing since the sixties of the twentieth century so that he expresses oneself and solves role-playing psychological problems through the development of communication skills and communication between the students in the form of a very short scene can be re-played roles by changing personnel and changing roles and changing the scenario is displayed through Project in device role-playing participants choose according to their interaction with the scenario where

Where they are displayed by Project device in role-playing we choose the participants according to their interaction with the scenario to give students the opportunity to fully learn from the mistakes and role-playing his way to detect relationships between students who are expressing their familiar things, including which Ejreboha before they Atqmson personalities favorite cartoon they have and this confirms readiness wonderful children themselves to start to play the roles that define Throwaway

In the process of division and summarize and extracting carried out by both the teacher and whole class asking each other for their opinion every one in performing his colleague, the other question then guided a small public :

How was the performance of your colleagues in the scene analog, evaluating peers students discuss each other to extract the the right information then evaluates the teacher cognitive information and sentimental cases among students.

Here is an example we mention in detail explains exactly role-playing?

Assuming that we have a sentence, such as apple sweet first student explains the name and then the other student explains adjective when we see the scene actor playing the roles we have benefited and learned interest at the full and informed us that the second name he told us of the taste of apple.

Literature Review

Findings show that the enthusiasm and desire big for this kind of education quite sufficient to reduce fears the possible rejection of the children the kind of education that kids also love for this kind of very sufficient education to enrich their vocabulary and language development The opposite of what thinks *Leyser yona* in(1976-feb) in her book The Effect of Role Playing in Elemetary School classrooms on children with low Sociometric .

"This investigation developed role-playing materials and trained teachers in their use in the classroom to help students develop skills in coping with situations and behaviors previously identified as leading to rejection" attends the desire of the child the right way to create a beautiful environment, quiet and comfortable to serve as an encouraging start to explain his understanding and save the rest of the students, viewers properly Contributes to this type of education in the survival of information larger than normal education as becomes difficulty to forget what he learned of the child into the classroom the child becomes able to express dramatically for his skills in front of other his colleagues Stated Adam Bltner .m.D(1995) in his book Role

Playing in Eduction "Unfortunately ,So much of education is oriented to the kinds of learning that can bemore easily teasted ,which is assimilative ,memorization_type learning" We launch the child's imagination in this type of education is filming the live and non-alive the things expressed by himself and play Whether it's dining room, .city or news .... etc.

Also encourage the other students on the skill of listening and listening to ensure access to all information graders and then we can assess the level of language skills is expected to arrive on each student after the completion of the role-playing.

Sigificance of Research

  Importance of this study Focus the positives of role-playing as a kind of active learning and change misconceptions about children's rejection of this type of education because of social fear, which is in the form of the art of a theatrical representation of enriches children's vocabulary and linguistic improves social networking among children .

The importance of this research showing to the reader and barriers to success misconceptions about role playing

❖ There are many positives role-playing, which developed from the vocabulary of English Language:

  ♦ 1-fluent child English Language should pay understanding and explanation
  ♦ 2. the child learns the art of acting and diction style
  ♦ 3 -development Skills social communication in children and develop their character and - self confidence

❖ Research Questions

What is the effect of a strategy role-playing in the development of vocabulary of English Language?

How was the influence of role-playing in enriching Activity sixth grade students?

What is the importance of developing the vocabulary of English to students sixth grade?

What is the role of the teacher in the role-playing?

Is the choice of participating students to play the roles at random?

❖ Research Methodology

To see the link between the role-playing in the development of skill English to students sixth grade section graders into two equal groups, each group of 16 students The first group learned to play roles and the second group learned at the end of normal education samstr give every student the same test and then compare the results found that students who learned to play the roles higher and faster answers from other students Teachers saw the way role-playing helped develop many skills are not only reading skills and vocabulary for conservation even in the promotion of social communication among students.

❖ Ethical considerations

Was an experience playing roles in the classroom to the participants in this study did not not specifically mention their names and was standard test for students. It was reached in a report and experience.

❖ Limitations of the Study:

May limit the absence of self-consciousness for teachers and a failure to provide the appropriate access roles play to the positive situation of children, strategic environment, so it is important to be addressed to developing a plan for teacher training on the role-playing strategy, especially on children under the age of 12 to be applied at a time Set too short to make an impact this study, which highlight the positives of playing roles in the development of English vocabulary and improve the social situation of children and children claim himself building Imagines
what the reader and the teacher role-playing by answering the following questions :
What is the objective to be achieved?
What is allocated to the the implementation the time?
What is the reason behind the the use of role-playing?
This research answers to all the above questions
The reader knows that there are two types of role-playing role-playing role-playing free and restricted The reader knows it is necessary to provide a suitable place to play and non-interference by the teacher during the representation of the role the reader knows also that when practice English lexical increases wealth and that the goal of the role play to highlight the most important problems facing the individual and society

This study was the sixth grade students in the city of Dammam, was meeting with a group of teachers.

The parents had the effect of role-playing and clear in the classroom and the teachers and parents of this study can be a big difference occurring in the public and private education in Saudi Arabia.

Expected Results: ❖

  Showed the results of this research, which was applied to the sixth grade students in Dammam that the impact of a strategy role-playing within the classroom helped lift the spirit of enthusiasm and willingness to learn and promote themselves as students breaking the social shyness also showed role-playing positive too high with the sixth grade students in the City Dammam, as is the role-playing of free activities where students express thoughts interesting and granulated them in the form of a dramatic monologue which is also student learning to role playing activities favorite of all is frightful, but it's easy student builds of role-playing character and improves social communication with fellow students . Expected play roles under the standards of the 1997 Safe Porten, To achieve its objectives in enriching vocabulary also give a chance to other great skills such as reading, diction and acting, writing and self-reliance Portan put 1997 classroom climate specifications Express all traditional and alternative behaviors Respect for the feelings of others and are accepted their ideas.

References: ❖

 Adam Blatner .m.D1995

Role playing in Education

First written in 1995 and corrected October 18,2009

See this link http://www.blatner.com/adam/pdntbk/rlplayedu.htm

Instructional Strtegy _Role play

Micro Teach ing Role Play https://www.youtube.com/watch?v=Rsx3cnsj1gQ

Role play activity "Peace atlast" in classroom at LMA 6-E
https://www.youtube.com/watch?v=nEFlHDNAH8Y

Role-Playing Exercises

http://serc.carleton.edu/introgeo/roleplaying/index.html

Leyser yona 1976-Fep

The Effect of Role Playing in elementary School classrooms on children with low Sociometric

http://eric.ed.gov/?id=ED161837

❖ <u>Appendix</u>

Interview Questions

- Was Negatives the regular education one of the reasons the use of role-playing?
- Are the students were divided individually or in groups?
- Are emerged positives role-playing at all grade students, or the students involved only?
- Do you see that the school applied the strategy role-playing multiple positives?
- Are you a teacher felt comfortable with the strategy role-playing?
    - What is the role of the teacher in the role-playing?
    - Is the choice of participating students to play the roles at random?