



Perceptions of Primary School Students in Amman towards Using the Role Playing Strategy in English Language Classes (An Empirical Research)

Dr. Amal Samir AbuAlhuda

Holder of a PhD degree in Linguistics, University of Jordan, Jordan

Email: a.abuhuda@gmail.com

ABSTRACT

This study explored the perceptions of primary school students in Amman towards using the role playing strategy in English language classes. The researcher adopted a descriptive analytical approach. She also adopted a quantitative approach. She designed a survey for collecting data. This survey is based on the five point Likert scale. The population is represented in all the students who were enrolled in primary schools in Amman during the academic year 2023 / 2024 / second semester. The researcher uploaded the survey to several Facebook pages. 276 survey forms were filled by primary students in Amman. Thus, the sample is a random sample. SPSS software was used to process the provided data. It was found that the perceptions of primary school students in Amman towards using the role playing strategy in English language classes are positive. This strategy improves the students' English reading, writing, speaking and listening skills. It motivates students to learn more about English language and improves their academic achievement and communication skills.

Keywords: Perceptions, students, primary schools, Jordan, Amman, the role playing strategy, English language classes, English language.



1. Introduction

Any language in the world consists from four skills (i.e. listening, speaking, reading and writing skills). When one seeks learning a specific language, he /she shall seek acquiring the four skills of the concerned language. In this regard, it should be noted that there are various learning strategies used for acquiring and improving such skills. Such strategies are used due to the difficulty of learning a language and developing the four language skills. They are used to learn the language in a systematic, planned and enjoyable manner. They are used to make sure that the outcomes of the language teaching-learning process are achieved. One of those learning strategies is the role playing strategy. Scholars offered numerous definitions for the latter strategy. This strategy can be defined as the process of acting in class in the aim of learning (p.123). It is used today in many English language classes worldwide (Maulanaa, and Lolitab, 2023).

The role playing strategy can be defined as a learning strategy that involves performing acting scenes by students during a lecture or a lesson to learn something, represent real life situations and shed a light on a specific subject or a phenomenon. That is carried out under the guidance of a teacher (Daghamin et al., 2017, p.4). There are three types for the role playing strategy. Those types are: fully scripted role-play, semi-scripted and non-scripted role playing strategy. In the fully scripted role-playing strategy, each student is given by a specific script and must comply fully with the concerned script while acting. In the semi-scripted role playing strategy, each student is given by a specific script and must comply partially with this script while acting. In the non-scripted role playing strategy, the students aren't given a script to memorize. Thus, they must improvise while acting (Widiyastuti et al., 2023).

The role playing strategy can be used for developing the English speaking skills of English language students. It can be used to develop various aspects of students' speaking skills. Such aspects include: accuracy, fluency, performance, and idea development. Accuracy is represented in how well the learner speaks without ignoring the rules of grammar. Regarding fluency, it is represented in how fluent the learner speaks the language. As for performance, it's represented in how the learner tries to share his/her thoughts through using eye contact, and gestures. It's also represented in how well the learner can deliver the intended message to the targeted listener. Regarding the idea development aspect, it's represented in the learner's ability to build his/her core thoughts and put his/her imagination into action (Maulanaa, and Lolitab, 2023)

The role playing strategy can be used for developing the English listening skills. That is because this strategy is an audio-visual strategy which enables students to avoid misunderstanding and understand the sentences they listen to. It is also because this strategy enriches students' vocabulary. Thus, that shall make understanding others much easier (Widiyastuti et al., 2023). According to Ibrahim (2021), this strategy can develop four types of listening skills, which are: (the skill of assessing the audio text,



the skill of understanding with comprehending the audio text, the skill of recalling the audio text, and the skill of distinguishing the audio text) (Ibrahim, 2021).

The role playing strategy can be used for developing the English writing skills (including creative and historical writing skills). That is because the students assigned to play roles must read a story before performing the scene. Through reading stories, students shall identify the story elements, the message embedded in the concerned story. In addition, the latter strategy can be used to improve students' persuasive writing skills (Daghamin et al., 2017). Persuasive writing is a type of writing in which the writer seeks supporting his/her allegations and presenting his/her special data about the subject. It involves trying to disprove the counter allegations and reaching a conclusion that's deemed convincing for others (Alwaely et al., 2020).

Using the role playing strategy in language courses allows students to acquire many skills, such as: the problem solving and analysis skills. That's because this strategy offers opportunities to analyse the information presented in the discussions held after playing roles. It's also because this strategy can be used to present the reality of a certain problem through playing roles (Ashamri, 2017).

In addition, playing roles shall improve the students' ability to describe things, illustrate ideas, and convince others using the second or foreign language. That's because students have to describe and illustrate things and concepts while improvising during the acting scene. It's also because students have to convince the targeted audience in the ideas and values they stand for during the scene. In addition, using this strategy improves the students' ability to hold discussions and dialogue, because this strategy is always followed by discussions. Due to holding such discussions, students shall have more tolerance of others. Such discussions shall promote positive values, and a sense of belonging to school among students (Ashamri, 2017)

Using the role playing strategy in language courses shall promote mutual respect among students. It shall contribute to fighting against conflict in society. That's because the acting scene can be used to present the consequences of the absence of peace, mutual respect and tolerance in society. In addition, using this strategy in language courses shall positively adjust students' behaviours. That's because this strategy can be used in language courses to promote positive behaviours through presenting good behaviours through the acting scenes. To add more, using this strategy improves the academic achievement of students in language courses, because it offers opportunities to practice the language (Ashamri, 2017).

Due to the advantages of using the role playing strategy in English language classes, the researcher of the present study believes that students' attitudes towards using this strategy must be explored. In case the students have positive attitudes towards the use of this strategy in English language classes, decision makers and school leaders must encourage English language teachers to use this strategy. That shall improve the quality of English language education in schools. Therefore, the present study



explored the perceptions of primary school students in Amman towards using the role playing strategy in English language classes.

2. Objective:

This study explored the perceptions of primary school students in Amman towards using the role playing strategy in English language classes

3. Question

This study explored the answer to this question:

(What are the perceptions of primary school students in Amman towards using the role playing strategy in English language classes?)

4. Significance of the Study

This study is significant due to the reasons below

-As far as the researcher knows, this study is the first study to explore the perceptions of primary school students in Amman towards using the role playing strategy in English language classes.

-This study provides the researchers interested in conducting studies about role playing strategy with a new instrument that can be used in similar studies.

-This study provides the developers of English language curricula of schools with information about the advantages of embedding role playing-based activities in such curricula

5. The Study's Limits

-Spatial limits: This study targets the primary schools located in Amman.

-Temporal limits: Data was obtained during the academic year 2023 / 2024/ second semester.

-Human limits: This study targets the primary school students in Amman.

-Thematic limits: This study explored the perceptions of primary school students in Amman towards using the role playing strategy in English language classes.

6. Definitions

6.1. Theoretical definitions

-The role playing strategy: It is a learning strategy that involves performing acting scenes by students during a lecture or a lesson to learn something, represent real life situations and shed a light on a specific subject or a phenomenon. That is carried out under the guidance of a teacher (Daghamin et al., 2017, p.4).



-Perceptions: They refer to one's attitudes (Al-Derbashi, 2017). They are represented in mental formations which are created based on one's five senses (i.e. hearing, vision, touch, taste, and smell senses). They are based on myths, facts, traditions, beliefs and customs (Prasad, 2020, p. 195)

6.2. Operational definitions:

-The role playing strategy: It is a strategy that involves choosing two or more students by the English language teachers in primary schools in Amman in order to act an acting scene in classroom in the aim of acquiring certain information.

-Perceptions: They refer to the attitudes of primary school students in Amman towards using the role playing strategy in English language classes.

7. Theoretical framework

Using this strategy in language courses has numerous advantages. For instance, it improves students' ability to use grammatical rules and expands students' grammatical knowledge. That's because this strategy allows students to observe the way their colleagues use the grammatical rules while acting. It is also because students shall search for grammatical knowledge while preparing for the acting scenes to identify the way of speaking without violating the grammatical rules. Learning grammar through this strategy is more effective than learning it through the lecturing method. That's because the role playing strategy is a learner-centered instructional approach that engages the learner in his /her learning process (Saeed, 2013).

Using this strategy in language courses contributes to improving the students' team work and oral and written communication skills. That is because performing a scene requires working in teams. It is also because working on an acting scene shall enable students to identify their communication-related shortcomings and address such shortcomings (Adrian et al, 2015).

Using this strategy in language courses plays a crucial role in enriching students' vocabulary. Such enrichment plays a major role in enabling students to understand others and communicate with them effectively. That's because no one can communicate with others without using vocabulary (regardless of the language being used) (Alabsi, 2016).

Using this strategy in language courses makes learning an enjoyable process, because it offers students opportunities to engage actively in their learning process. It is because carrying out enjoyable activities while learning makes learning enjoyable. In addition, using this strategy in language courses improves students' ability to imagine things, because preparing for the scene requires imagining the way of doing things in advance. It also enhances the students' skills in analysing and examining literary texts, because the students performing the acting scene must analyse and examine the scenario they shall perform (Daghamin et al., 2017).



In addition, using this strategy in language courses raises the students' self-confidence levels, because it offers students opportunities to socialize with their colleagues while preparing for the acting scene or performing it. It also promotes cooperation among students, because students must cooperate with each other to perform the acting scene. It also promotes a sense of responsibility among students, because each student shall be responsible for performing his/her role effectively (Momani, 2017).

Using this strategy in language courses raises students' social intelligence levels due to several reasons. Such reasons include: providing students with opportunities to criticise the acting scene played by their colleagues. They include: providing students with opportunities to socialize with their colleagues socially. They include: promoting positive values and attitudes among students and modifying students' behaviours through the acting scene. They include: the effectiveness of this strategy in improving students' abilities to work in groups competing each other. They include: the effectiveness of this strategy in improving students' abilities to identify others' motives and lead others. In this regard, it should be noted that raising the students' social intelligence levels shall increase their probabilities to succeed in their lives and career paths later on (Saleem, 2021).

Using this strategy in language courses improves students' listening and speaking skills. That is because this strategy offers students opportunities to practice the language through talking to others, listening to others, reading literature and holding discussions after playing the roles and while preparing for it. It is because this strategy offers students opportunities to listen to the language through seeing their colleagues speaking the language while acting. To add more, using this strategy in language courses makes students feel more confident to express their thoughts and feelings through using the language they are learning (Albadareen, 2023)

Using this strategy in language courses improves the students' reading skills. That is because the scenarios given to students are associated with images or suspense that encourages students to read the whole text. Mastering the reading skills shall enable students to learn effectively in language courses and other courses. That is because the ability to read plays a major role in enabling one to acquire information from references (e.g. books, studies and etc..). In addition, mastering the reading skills shall enable students to become intelligent, think critically, and creatively and reflect on what they read (Hartono, 2023).

Using this strategy in language courses allows students to have a better understanding for themselves through identifying the values and ideas they want to stand for. It also allows students to get to know to various types of characters living in society through the scenarios they read and analyse. That shall enable students to succeed in the future and deal with people effectively. Using this strategy in language courses allows students to learn from the messages embedded in the stories they act and avoid falling in the mistakes embedded in such stories (Hartono, 2023).



8. Empirical studies

Daghamin et al. (2017) explored the effectiveness of the role-playing strategy in improving the creative writing skills of the students majoring in English language at Al-Quds University in Palestine. They adopted a quasi-experimental approach. They sampled 15 students from the drama course in the English language department at Al-Quds University in Palestine. Data was acquired from the latter students through a pre-test and a post-test. Interviews were also conducted with six students. It was found that the role-playing strategy is significantly effective in improving the creative writing skills of the students majoring in English language at Al-Quds University. Based on the interview, it was found that this strategy helped them in organizing their writings and analysing the text in a better way. The interview results indicate that this strategy improved the students' ability to imagine events. This strategy made students enjoy the process of studying and analysing the literary text. It made students examine the literary texts in terms of aesthetic aspects.

Alzboun et al. (2017) explored the effect of role playing strategy in improving the speaking skill of 10th graders in Jordan. They adopted the experimental approach. The experimental group consists of 42 students and the control group consists of 44 students. The students in both groups are tenth graders. During the experiment, the experimental group was taught through using the role playing strategy. The latter researchers used a pre-test and a post-test. ANCOVA and MANCOVA were conducted to analyse data. It was found that using the role playing strategy positively and significantly affects the speaking skill of 10th graders in Jordan.

Al-Zboon (2020) explored the perceptions of students in primary public schools in Amman towards role playing strategy in Arabic language course. He adopted the descriptive analytical and quantitative approaches and used a survey. He chose a random sample from eight schools. This sample consists from 240 students enrolled in primary public schools in Amman. The latter researcher reached several results. For instance, this strategy didn't improve the listening and speaking skills of students, but doesn't improve the students' reading and writing skills. It motivates the students to learn more about Arabic language. It increases students' retention of Arabic language-related information. It expands students' knowledge on Arabic syntax and enriches their Arabic vocabulary. It promotes a sense of creativity among students and enhances their academic achievement. It improves their ability to engage in conversations.

Al-Amery (2022) explored the perceptions of students in Iraqi primary schools towards using the role playing strategy in Arabic language course. He adopted the descriptive analytical and quantitative approaches and used a survey. He chose a purposive sample consisting from 208 fifth grade students in Baghdad. The survey forms were passed to the students by hand. They were all retrieved and deemed valid for analysis. Several findings were reached. For instance, using this strategy improves the listening and speaking skills of students. It improves their academic



achievement, expands their language-related knowledge, enrich their vocabulary. It raises their motivation to learn and acquire language-related knowledge. It improves students' analysis and higher thinking skills, makes learning enjoyable, and promotes creativity. However, it doesn't improve the students-teacher relationship. It doesn't improve my leadership skills. It doesn't improve the students' reading and writing skills.

Hussein (2023) explored the effectiveness of using the role-playing strategy in improving the achievement of fifth-grade primary school students in the dictation course. She used the experimental approach. She sampled thirty students divided equally into two groups (experimental and control groups). During the experiment, the experimental group was taught through the role playing strategy. The latter researcher analysed the dictation books of all the students before and after the experiment. It was found that using the role-playing strategy has a positive impact on students' achievement in the dictation course.

9. Methodology

This part offers data about the study's methodology. To be specific, it offers data about the study's population, data analysis, instrument, sample, and approaches. It offers data about the reliability and validity of the instrument.

9.1. Approach

The researcher used the descriptive analytical approach. She also used a quantitative approach to process data. According to Al-Derbashi and Moussa (2022), the quantitative approach is usually used in studies for investigating the links and relationships existing between a specific theory and empirical results. It is usually used for developing a theory and checking the validity of a set of theoretical assumptions (Al-Derbashi and Moussa, 2022). According to Alderbash & Khadragey (2018), it is adopted to collect data about the observations of the sampled individuals.

According to Alderbashi and Tawdrous (2023), the descriptive analytical approach can be adopted in the aim of offering a description for the experiences, views, or experiences of the sampled people about the topic being investigated.

9.2. Population and sample

Population refers to a group of people who share a set of characteristics. As for the term (sample), it refers to a group of people chosen from the population (Banerjee, & Chaudhury, 2010). In this study, the population is represented in all the students who were enrolled in primary schools in Amman during the academic year 2023 / 2024 / second semester. The researcher uploaded the survey to several Facebook pages. 276 survey forms were filled by primary students in Amman. Thus, the sample is a random sample. It consists from 276 male and female students. Data about the sample of this study are listed in the following table below:

**Table (1): Data about the sample of this study**

Variable	Category	Frequency	Percentage %
Gender	Male	117	42.3913
	Female	159	57.6087
School type	Public school	148	53.62319
	Private school	128	46.37681

N=276

53.63% of the sampled students were enrolled in public schools and 46.37% of the sampled students were enrolled in private schools. 42.39% of the sampled students are males and the rest (57.60%) are females.

9.3. Instrument

The researcher designed a survey that's based on the five point Likert scale. She uploaded the survey to several Facebook pages in order for primary school students in Amman to fill it. Then, the survey was filled by 276 primary school students. Those students include males and females. The survey consists from two parts. Part one collects data about the demographic characteristics (gender, and school type) of respondents. Part two collects data about the perceptions of respondents towards using the role playing strategy in English language classes.

The second part was designed based on the articles of the following researchers: Daghamin et al. (2017), Hartono (2023), Albadareen (2023), Ibrahim (2021), Al-Zboon (2020), Saeed (2013), Adrian et al. (2015), Momani (2017) and Al-Amery (2022).

9.4. Validity of Instrument

The researcher passed the questionnaire in its initial version to two faculty members. Those faculty members work in a well-known Jordanian university. They were asked to assess the targeted survey in terms of clarity, language, and ability to meet the pre-set research goal. They were asked to write down their modifications, corrections and recommendations to improve the validity of the survey. After emulating the survey, they informed the researcher that the survey is well-written and doesn't include language-related errors. They added that the instrument is clear, and strongly related to the research goal.

9.5. Reliability of Instrument

The Cronbach alpha value was calculated for the survey. That's because the latter value reflects how reliable the instrument is and how accurate the results are. The latter value is 0.831. It is considered a high value, because it is greater than 0.70 as it's mentioned by Salehi & Farhang (2019), Aburayya et al. (2023) and Salloum et al. (2023)



9.6. Statistical Analysis

SPSS program was employed in the aim of processing the data acquired through the study's survey. Through the use of the latter program, results were reached. In addition, the following statistical techniques were used:

- Means and standard deviations
- Frequencies and percentages
- The value of the Cronbach alpha coefficient.

For classifying the means, the criteria below were adopted

Table (2): The criteria that was adopted for having the calculated means classified into three categories

Range	Level	Attitude
2.33 or less	Low	Negative
2.34-3.66	Moderate	Neutral
3.67 or more	High	Positive

*Sources: Alderbashi (2021) and Alderbashi (2022)

The five point Likert scale was used in the survey. It includes 5 main categories for rating the attitude. Those categories are displayed below

Table (3): The categories and scores of the Likert scale used in this research

Category	Score
Strongly agree	5
Agree	4
Neutral	3
Disagree	2
Strongly disagree	1

*Sources: Al-Derbashi and Moussa (2022), Al-Derbashi & Abed (2017), Alderbashi (2023)



9.7. Discussion and Results

This part presents information about the results reached through the statistical analysis. It identifies the nature of the perceptions of primary school students in Amman towards using the role playing strategy in English language classes. Table (4) presents the means and standard deviations representing such perceptions.

Table (4): Perceptions of primary school students in Amman towards using the role playing strategy in English language classes

No.	Statement	Mean	Std.	Attitude
	Using the role playing strategy in English language classes			
1	improves my English writing skills	4.88	0.47	Positive
2	improves my English reading skills	4.85	0.26	Positive
3	improves my English speaking skills	4.92	0.78	Positive
4	improves my English listening skills	4.94	0.81	Positive
5	motivates me learn more about English language	4.75	0.33	Positive
6	improves my relationship with my English language teacher	2.03	0.52	Negative
7	expands my knowledge on English grammar	4.65	0.17	Positive
8	increase my retention for English language-related information	4.73	0.64	Positive
9	improves my leadership skills	2.16	0.70	Negative
10	improves my communication skills	4.62	0.83	Positive
11	promotes cooperation among students	4.59	0.42	Positive
12	improves my academic achievement	4.53	0.76	Positive
	Overall	4.30	0.55	Positive

Based on this table, it was found that the perceptions of primary school students in Amman towards using the role playing strategy in English language classes are positive. That's because the overall mean is 4.30. It was found that using the role playing strategy in English language classes improves the students' writing skills, because the mean of item 1 is 4.88. This result is in agreement with the one found by



Daghamin et al. (2017). It is attributed to the fact that this strategy allows students to write articles commenting on the performed scene. It may be attributed to the fact that this strategy allows students to write articles summarizing the ideas (or events) in the acting scene.

It was found that this strategy improves the students' reading skill, because the mean of item 2 is 4.85. This result is in agreement with the one found by Hartono (2023). It can be attributed to the fact that performing scenes requires reading literary texts and scenarios. That shall contribute to improving students' reading comprehension skills and skills in analysing texts. It was found that this strategy improves the students' speaking skill, because the mean of item 3 is 4.92. This result is in agreement with the one found by Albadareen (2023). It can be attributed to the fact that this strategy requires practicing the language orally and using their speaking skills. That shall contribute to improving students' fluency while speaking.

It was found that this strategy improves the students' listening skill, because the mean of item 4 is 4.94. This result is in agreement with the one found by Ibrahim (2021). It can be attributed to the fact that this strategy requires listening to others while using English language (whether while performing the acting scene or preparing for the acting scene). It was found that this strategy motivates students to learn more about English language, because the mean of item 5 is 4.75. This result is in agreement with the one found by Al-Zboon (2020). It can be attributed to the fact that this strategy shall make students feel motivated to learn English language-related information to perform the acting scene efficiently and communicate the intended message effectively through the acting scene.

It was found that this strategy expands students' knowledge on English grammar, because the mean of item 7 is 4.65. This result is in agreement with the one found by Saeed (2013). It can be attributed to the fact that this strategy shall make students pay attention to the way their colleagues use grammatical rules while speaking. That shall provide students with numerous examples on the way of using grammatical rules. The latter result can be attributed to the fact that performing scenes requires gaining information about grammatical rules to deliver the intended meaning effectively.

It was found that this strategy improves increasing students' retention for English language-related information, because the mean of item 8 is 4.73. This result is in agreement with the one found by Al-Zboon (2020). It can be attributed to the fact that using an audio-visual learning strategy shall make students retain information more.

It was found that this strategy improves students' communication skills, because the mean of item 10 is 4.62. This result is in agreement with the one found by Adrian et al. (2015). It can be attributed to the fact that using this strategy shall enable students to interpret others' body language effectively. That shall contribute to communicating better with others. It was found that this strategy promotes cooperation among students, because the mean of item 11 is 4.59. This result is in agreement with the one



found by Momani (2017). It can be attributed to the fact that this strategy requires cooperating with colleagues and the English language teacher to perform the acting scene as intended and deliver the targeted message.

It was found that this strategy improves students' academic achievement because the mean of item 12 is 4.53. This result is in agreement with the one found by Al-Zboon (2020). It can be attributed to the fact that this strategy engages students in their learning process. That shall motivate students to use the language in the best possible manner when using it while acting or commenting on the scene. Despite the aforementioned results, it was found that this strategy doesn't improve students' relationship with English language teachers. That's because the mean of item 6 is 2.03. This result is in agreement with the one found by Al-Amery (2022). It can be attributed to the fact that the student-teacher relationship is affected by the way in which the teacher deals with his/her students and the amount of respect he/she shows to them.

It was found that this strategy doesn't improve the students' leadership skills. That's because the mean of item 9 is 2.16. This result is in agreement with the one found by Al-Amery (2022). It can be attributed to the fact that such skills requires taking the leader's role and that's not always possible for the students performing the acting scene.

10. Conclusion

It was found that using the role playing strategy in English classes improves the students' English reading, writing, speaking and listening skills. This result is attributed to the fact that this strategy offers students numerous opportunities to practice the language (orally and in writing). For instance, the teacher may hold discussions about the performed scene after the students finish performing it. He/ She may ask students to write articles summarizing the main ideas and messages in the acting scene after the students finish performing it.

It was found that using the role playing strategy in English classes motivates students to learn more about English language. That's because this strategy shall make students feel motivated to learn English language-related information to perform the acting scene efficiently and deliver the intended message effectively. In addition, it was found that using the role playing strategy in English classes expands students' knowledge on English grammar. That's because students shall seek gaining more knowledge about English grammar to use English language correctly while performing the acting scene. In addition, it was found that using the role playing strategy in English classes improves students' communication skills and promotes cooperation among them. That is because using this strategy requires communicating and cooperating with colleagues to prepare for the acting scene.



11. Recommendations

The researcher recommends:

-Providing Jordanian teachers with training courses about the way of using the role playing strategy in teaching students.

-Embedding role playing-based activities in the school curricula of English language course.

13. Suggestions for Future Research:

The researcher recommends:

-Conducting a study about the perceptions of the Jordanian school students towards using the role playing strategy in other courses (e.g. history courses).

- Conducting a study about the effect of this strategy on the motivation to learn English language by primary school students in Amman.

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**Appendix: The Instrument**

Hello,

This is a questionnaire that aims to collect data for conducting a study. This study aims to explore the perceptions of primary school students in Amman towards using the role playing strategy in English language classes. If you are a student enrolled in a primary school in Amman, please fill in this questionnaire with showing objectivity and honesty.

Part one:

A)-Gender:

- I am a male
- I am a female

B)- School type:

- I am enrolled in a public school
- I am enrolled in a private school

Part two: Please, answer the items below after reading them carefully

No.	Item	Strongly agree (5 scores)	Agree (scores)	Neutral (3 scores)	Disagree (2 scores)	Strongly disagree (1 score)
	Using the role playing strategy in English language classes					
1	improves my English writing skills					
2	improves my English reading skills					
3	improves my English speaking skills					
4	improves my English listening skills					
5	motivates me learn more about English language					



6	improves my relationship with my English language teacher					
7	expands my knowledge on English grammar					
8	increase my retention for English language-related information					
9	improves my leadership skills					
10	improves my communication skills					
11	promotes cooperation among students					
12	improves my academic achievement					

Thanks for dedicating time to fill in the survey