The Effectiveness of Dramatic Role-Playing on the Linguistic Achievement and the Development of Verbal Expressive Performance among the Basic 4th Grade Students in Jordan

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Abstract

This study aimed at examining the effectiveness of the dramatic role- playing upon the linguistic achievement and the development of verbal expressive performance among the basic 4th grade students in Jordan. To achieve the aims of the study, a linguistic patterns achievement test and the verbal expressive performance checklist were used. The sample of the study consisted of (52) 4th grade students from a school that was purposefully selected from public school of Al- Zarqa educational district. The sample was randomly distributed into two groups. The experimental group consisted of (25) students who were taught by   ) dramatic role- playing methods, and the control group consisted of 27(students who were taught by the conventional methods. The results indicated that there were statistically significant differences between the two groups in the linguistic pattern achievement test and the verbal expressive performance checklist in the favor of the experimental group.

Key words: Dramatic, Role-playing, Linguistic Achievement, Verbal Expressive Performance.

1.Introduction

The importance of verbal language development and role-playing in educational settings considered to be an important achievement goal and methods in the primary school. There is already a strong emphasis on verbal language and role-playing development in primary school. There is evidence that, some teachers may have struggled to implement these component because the underlying framework was unclear to them. The linguistic styles considered to be influential tools in helping students to develop the perfection of oral pronunciations and the recognitions of right and wrong in the correction of their speech and their abilities to write or understandings. These linguistic styles help students and training them to use the easy and the right way to develop or acquire good linguistic abilities. Moreover, these linguistic types provide the basic principles needed to use variety of sentences' such as names, verbs in consistence with the being the subjects males or females, negative or positive, question or used for exclamation content (Aldulimy & Alwaliy, 2005).

The current research seeks to recognize and consider links between the different contexts in which language develops and communication occurs by drawing the attention to the needs of students who are struggling with language development. A proposed action in the strategy is the development of learning outcomes for the curriculum, including learning outcomes in oral language for primary grade students.

Language acquisition and development can be provided through the theoretical framework of a language curriculum which can support the development of a diverse population of young children from different cultural and linguistic backgrounds. Some student's development may be inhibited by social/environmental circumstances and other student's development may be compromised or impaired by biological or environmental conditions, resulting in special educational need that effect their abilities to interact with others. Therefore, the goal of verbal expression is to familiarize students with the logical principles of thinking process, organize thoughts, learn new skills to communicate with others in order to avoid some psychological impairment such as shyness, and loneliness. It is important for students to learn the skills of listening and the respect of a different opinion or point ofview from others (Alsamouk & Alshamary, 2005).

From the social-interactions perspective, the effective practices for language development depend up on the pragmatic use of language, and its communicative function. It is the driving force of language learning for children, and their motivation to acquire the structural components of vocabulary and grammar (Tomasello, 2003).

Some researchers focus on the students developing language and their literacy skills. They emphasized that teacher-child dialogue as the most essential factor related to teaching and learning language. Also, the nature and quality of teacher interactional style considered to be predicting factors of the children's learning outcomes (Henry & Pianta, 2011).

To promote dialogue, teachers should work with their students through activities such as retelling stories, answering open-ended questions, giving explanations, describing, recalling, reporting event and processes and defining words (Snow, 1989).

Links between verbal language and literacy in which verbal language can support literacy development. A distinction was made between oral language as a skill upon which future success in reading and writing is based, and oral language as a context for learning and practicing reading skills. (Miccoli, 2003; Jalongo, & Sobolak, 2011).

Oral language is the child's first, most important, and most frequently used structured in communication, and it is the primary means that enable students to evaluate, to describe and to control their experience. Moreover, oral language is the Primary key for cultural interaction, which enables children to locate, define and perceive themselves in the world around them (Cregan, 1998) .

There are five elements for effective language instruction that contains useful information regarding the speaking and listening skills, the first is Develop and Listening Speaking Skills, second Teach a Variety of Spoken Texts, third Create a Language Learning Environment, fourth Teach and Extend Vocabulary and Conceptual Knowledge, and Promote Memory. It is important for all children to develop knowledge of word meanings from an early age and, they need to be actively engaged in vocabulary Delopment (Jalong, & Sobolak, 2011) .

Researchers and practitioners identify the need to assess the impact arts experiences on students' developmental and achievement skills in the developmental of linguistic and dramatic arts settings (Mason, Steedly& Thormann, 2008).

Drama in education has been recognized as a dynamic methodology for teaching throughout the world. Students manifest a variety of roles and attitudes that allow them to understand and make critical interaction and deductions. Students have an ongoing opportunity to execute and refine critical literacy skill comprehension and production of complex thoughts and ideas through the process drama (Fisher & Williams,2000).

Drama is the central point between language and cognition and it enhances higher level of thinking skills by representing experience in symbolic form. Drama requires participants to look for patterns and relationships in order to understand events. Students are decoding symbols and shaping ideas based on purpose and audience by finding meaning, and constructing language. Moreover, Students retain and internalize new understandings through playing drama as a mean of the representations ideas. Feelings are constructed through the use of the acting of the whole body. It is important to know that students engaged in drama to reconstruct sophisticated and complex understandings of ideas and events. The demands of the dramatic context influence students to experience multiple forms of literacy such as listening, speaking, reading, and writing developing a variety of registers and levels of language (Sun,2003).

Children's linguistic abilities can be accessed through oral literate language, which comprises elaborated noun phrases, mental and linguistic verbs conjunctions, and adverbs   when considering how dramatic arts activities and enhance language production in children (Anderson, 2010).

Drama and role playing are highly regarded as an effective and valuable teaching strategies due to its unique ability to enhancing oral skills development (Miccoli, 2003).

Research problem

Students at the primary stage of developments face many problems in learning the Arabic language and its linguistic types. These difficulties can be due to many reason such as, difficulties cause by teachers, difficulties with the curriculum or the subject matter and difficulties concerning the students themselves. The teaching methods and strategies play an important and critical role in solving such difficulties. Many Arabic language teachers use methods and strategies that have a lack of class interactions among students and lack of student's involvement in the learning events in the classroom.

Many teachers depend only on themselves to present the learning of the subject's matters to their students. They focused on the subject matter more than the needs or the interest of their students. The researchers in this study attempting to introduce and investigate the modern methods of teaching the Arabic language components. Using the dramatic arts and role playing may simplify and enhance the learning outcomes of Arabic linguistic ability among students. The dramatic arts and role playing appear to be more suitable for students in this development stage. The need to conduct this research study came as an attempt to solve the problem of linguistic impairment among students through the linguistic training including the dramatic arts and role playing technique.

Research Questions

This study attempted to answers the following questions:
  1. What is the effectiveness of dramatic arts and role playing methods up on the linguistic achievement of the primary fourth grade students in Jordan?

2. What is the effectiveness of dramatic arts and role playing methods for the improvement of the verbal expressive performance among the primary fourth grade students in Jordan?

Significant of the Study

This study aimed to investigate the effectiveness of the dramatic arts and role playing methods up on the linguistic achievement and the development of verbal expressive performance among fourth grade students in Jordan. Dramatic arts and role playing methods consider being important methods in teaching and learning material. These methods are sutable for students at the primary stage of development. It enhance students performance, improve their abilities to learn and give instance feedback to students, reduce shyness, and improve involvement among students as indicated by many researchers (Bagley, 1994; Rashed,2002). This study is a practical design of experimental methods of investigating events that can be used by the people in the field of counseling and education in solving educational problem or solving a counseling dilemma among students. The results and the outcome of this study can benefit students, parents and their teachers in giving all of them a new   way of teaching and interacting with their children.

Hypothesis of the Study

1. There is no significant difference between the mean of students achievement who learn by the dramatic and role playing methods and their peers who learn by traditional methods at(.05 level or better).

2. there t is no significant difference between the mean achievements of students who learn by dramatic and role playing methods regarding the verbal expressive performance and the mean achievement of their peers regarding the verbal expressive performance students who learn by traditional methods at (.05 level or better).

Definitions of Terms

1.Dramatic role playing: it referred to the teaching and learning methods designed to help students to play dramatic role about meanings, thinking and expressiveness of feelings by students own language or a language developed by others consisted with perfections of speech and the suitable expressive of thoughts by using the body language in communications with others. It is an activity of drama that was chosen by the researcher to be incoherent with the purpose of this study.

2. Linguistic types: it referred to the grammatical structures that included in the book of the fourth grade students for the second semester that included the following types: situational place (front, behind), situational of times (before, after), the grammatical principle of name of references such as (this, that, those) and the verbs or adjectives in the simple form.

3. The evaluation scale of the verbal expressive performance: it is a scale consisted of observational cards measure the linguistic performance of forth grade students that allow students to develop his verbal language about a given situation.

Limitations

This study is limited to the followings:

1. The sample consisted only of the fourth grade students at the Eben-Tolon primary school for boys in the city of Zarqa for the school year of (2010-2011).

2. The linguistic types of "our Arabic language book" the second part for the fourth grade students that included the following types: situational place (front, behind), situational of times (before, after), the grammatical principle of name of references such as (this, that, those) and the verbs or adjectives in the simple form.

2.Review of related literature

Dramatic and role playing strategies or methods have been the interest of many researchers most recently.

A study conducted by Naser and Alabady,(2005) aimed to investigate the effect of role playing strategies upon the development of speech skills of the third primary grade school students based on the verbal performance ability(flexibility, accuracy , fluently of speech). The sample consisted of (60) students from the Yarmouk university special school. Two instruments were used to measure the outcome of learning by students that give students the individual verbal responses. The result indicated a significant difference between students by their methods of learning in favor of the experimental group (role playing). Also a significant difference was found by students' genders in favor of females regarding the students' linguistic performance.

In a similar study conducted by Alsuarky,(2004) who investigated the effect of role playing in teaching fourth grade students the verbal and the types of linguistic skills. The sample consisted of (84) students who were randomly chosen from a school at the first Irbid school district. Two classes were chosen randomly; one class received traditional methods of teaching the other class received the role plating methods in teaching. The outcome of learning were measure by two instruments one for linguistic types the other scale measure the verbal performance of the linguistic skills. The result indicated a significant difference between both groups in favor of the excremental group who learned by role playing methods.

Atallah (2003) conducted a study aimed to know the effectiveness of linguistic games' for the treatment of elementary students who have some weakness in readings. The result indicated that there were a significant difference between students who learn to read by traditional methods and their peers who used the linguistic games' to learn reading in favor of students who learn by the methods of linguistic games to learn readings.

In a similar study conducted by Almsaied,(2003) aimed to know the effectiveness of the method of role-playing upon the achievement and the attitudes of the fifth grade students at the North -Western part of the Bedewing's region. The sample consisted of (2019) students males and females from (4) classes for males and (4) classes for female selected randomly. Two methods were used to learn, one learn by the role-playing methods and the other used discussion methods. The result revealed that no significant difference was found between males and females regarding their achievement by the methods of teaching.

Armstrong, (2001) investigated the effectiveness of the methods of role playing in teaching based on the opinions of principles' feedback in a survey developed for this purposes. The sample consisted of (315) principles who have different opinions regarding the effectiveness of the methods of teaching, there were (143) of the sample favor the role playing methods and (172) favor other teaching methods. The result indicated that the role-playing methods to be effective it should be cost effective and play a realistic role-playing of events.

The study of Marty, (2000) explained the important of the method of role-playing in the different environmental area. The result indicated that role playing influence students to learn and achieve role- playing

achievement of stories events. Also role-playing methods provides students with enjoyable story events in way of teaching new skills in their daily life.

3.Methodology and procedure

Samplings: the sample consisted of (52) fourth grade students who were enrolled in school for the year of (2010-2011). The school was chosen by the researcher for the following reason:

- The school has many classes of forth grade.

- The school administrators gave consent and cooperation to the researcher to conduct the research.

- The school has a good place at the library which provided many types of equipment and materials need for conducted the research.

- The school is very close in distance to one of the researcher who collected the data and knows the administrators in the school.

The researcher chose one class (A N= 27) that was taught and learn by traditional methods and class (B N= 25) that was taught and learn by dramatic and role playing methods. The total N=52 students

Instrumentations

 The following two scales were used in this study:
First: The achievement linguistic Type's scale: the researchers developed this instrument after reviewing the related literature and reviewing the Arabic language curriculum. The instrument consisted of 20 items of multiple choices. The instrument has two parts the first included the instructions and the second included the actual items. Each question and correct responses has one point so the highest possible score is (20) and the lowest possible score is (zero).

validity of the scale: The validity obtained by the feedback from specialized professors from the department of psychology and consultant from Arabic language educators who gave their feedback regarding the length of the instrument, the suitable language of the items, and whether the items measure what it supposed to measure provided the validity for this instrument. The instrument was considered reliable and valid after all the modifications suggested by the specialized professors and expertise.

Reliability of the scale: In order to determine the reliability of the instrument, the researcher administered it to (30) students, outside the sample of the study. The reliability of the scale established through the overall measure of the, test –retest reliability which was   (0.84), and this consisted to be highly reliable for the purpose of the study. The spirman- Brown correlation coefficient indicated (.085).

Administration of the scale: the sample of the students was informed about the date to administer the test so they can be prepared one week prior to take the test.   The researchers obtained the consent form and explain to the students the aims of the study and how to answer the items by the limitation of time that is consisted of (45) minutes.

Second: The verbal expressive performance scale: The scale was used by Alsoarky, (2004) in a similar condition and the researchers adopted the scale in this study.

   The variables of the study: the study contains the following variables:
Independent variables: teaching methods (traditional methods and dramatic role playing methods).
Dependant variables
 1- Student's achievement on the scale of linguistic types.

Student's achievement on of verbal expressive performance test. 2−

Statistical Analysis

The researchers used the following research techniques:

1- Calculation of the means and the slandered deviation.

2- t- test to measure the significant difference between the performances of students for each methods of teaching.

3- Parsons test- retest of coefficients.

4- The statistical analysis of the (One-Way- ANOVA) .

4. RESULTS

To answer the **first research question** regarding, what is the effectiveness of dramatic arts and role playing methods up on the linguistic achievement of the primary fourth grade students in Jordan?, the mean and the slandered deviation for both group were calculated   table 1 displays that:

Table # 1 The means and the slandered deviations between students achievement on the linguistic types test.

Groups	Means	Standard deviation	Number
Control group	13.16	3.87	27
Excremental group	16.52	2.91	25

Result from table # 1 indicated that there is an apparent difference between the two groups regarding the achievement of students on the linguistic types test. The mean of control group that learned by the traditional methods was (13.16), and the mean for the experimental group that learn by the dramatic role playing methods was (16.52). To reveal any significant differences between the achievements of the two groups the statistical analysis of the One-Way- ANOVA was used. As indicated in table # 2.

Table # 2 the statistical analysis of the One-Way-ANOVA result for the performance of students by the variable of the teaching methods..

Source	Sum of Squares	df	Mean Square	F	sig
Between groups	159.16	1	161.16	12.12	**0.001
Within groups	661.96	54	12.27		
total	821.12	55			

   Significant at .005 ** significant at .001∗

Result from table # 2 indicated that there is a significant difference between the two groups regarding the achievement of students on the linguistic types test. The mean of control group that learned by the traditional methods was lower (13.16), than the mean for the experimental group that learn by the dramatic role playing methods was higher (16.52). the F value = (12.13), and since 0.001 is less than 12.13 the result is significant at 0.001 level. This is an indication that students who learn by dramatic role playing learn significantly higher more than their peers who learn by traditional methods. Thus we reject the null hypothesis #1.

 To answer the second research question regarding what is the effectiveness of dramatic arts and role playing methods for the improvement of the verbal expressive performance among the primary fourth grade students in Jordan?, the mean and the slandered deviation for students performance on the verbal expressive test for both group were calculated table 3 displays that:

Table # 3 the means and the slandered deviations between students achievement on the verbal expressive performance test.

Content	Groups	Means	slandered deviation
Structures& Pronunciation	Control	10	2.4
	experimental	14	1.6
Subjects	Control	8.7	2.4
	experimental	17	1.8
Sounds	Control	9.3	2.3
	experimental	14.8	1.9
Linguistic types	Control	4.7	0.5
	experimental	7.8	1.5
Speaker's personality	Control	9.6	1.7
	experimental	14.1	1.8

Result from table # 3 indicated that there is an apparent difference between the two groups regarding the achievement of students on the verbal expressive performance test in favor of the experimental group. The content group ranks number one with the mean = 17 with a standard deviation of 1.8. The second ranks were for mean of sound which has the mean of 14.8 with a stander deviation of 1.9. Finally the ranks of the linguistic types came to be number five with a mean of 7.8 and a slandered deviation of 1.5. To reveal the level of significant differences between the achievements of the two groups the statistical analysis of the t- test was used. As indicated in table # 4.

Table # 4 the statistical analysis of the t- test result for the performance of students by the variable of the verbal expressive performance test between the two groups.

Content	Groups	means	Slandered deviation	df	t	Sig
Structures& Pronunciation	Control	10	2.14	18	5.51	0.000 **
	experimental	14	1.6			
Subjects	Control	8.7	2.4	18	6.80	0.000 **
	experimental	17	1.8			
Sounds	Control	9.3	2.3	18	4.81	0.000 **
	experimental	14.8	1.9			
Linguistic types	Control	4.7	0.48	18	6.61	0.000 **
	experimental	7.8	1.5			
Speaker's personality	Control	9.6	1.7	18	4.00	0.001 **
	experimental	14.1	1.8			

* Significant at .005 **significant at .001

Table # 4 indicated that there are significant differences for all the content of verbal expressive performance, and these differences were in favored of the excremental groups. This revealed that the dramatic role playing is significantly improved the skills and of students verbal expressive performance.

5.Discussion and Conclusions

The researchers organized their discussion based on the null hypothesis of the study.
First: the result indicated that there is a significant difference between students performance regarding their linguistic achievement in favor of the experimental group who were taught with the dramatic role playing methods. Therefore we rejected the null hypothesis #1. The researchers' explanation of this finding can be indicated by the followings:

1. The dramatic role playing is an organize methods, and promote students to positively attended and improve their likening to the lessons taught by teachers in practical and meaningful way of performing events.

2. The dramatic role playing methods give instant feedback to the participants, which increase their involvement and increase the motivation to learn and interact.

3. This method provided students with the feeling of excitements and happiness which in return improves their retention of what has been taught to them.

4- This methods provide students with the freedom to act and interacts with others which increase their enthusiastic and their competition which enhance their understanding to what been taught, and increase their brain storm way of thinking.

The finding of this study is in consistence with (kutamy,& kutamy, 2001) their research indicated that linguistic abilities correlate with the strategies been implementing in teaching that including the verbal freedom to act and interact effectively with their environment. Also the finding of this study is in coherent with similar other researchs (Areek,2002; Ataallh,2003; Almasaeed,2003; Alsourky, 2004; Armstrong , 2001, and Marty, 2000). Whom the indicated the effectiveness of the dramatic and role playing methods in learning in general.
Second: the result indicated that there is a significant difference between students performance regarding their verbal expressive performance of linguistic achievement in favor of the excremental group who were taught with the dramatic role playing methods. Therefore we rejected the null hypothesis #2. The researchers' explanation of this finding can be indicated by the followings:

1. The feedback, the involvement of the students increases their awareness and their orientation to what being taught.

2. This methods increase the acting and the interacting of students with each other's which decrease the shyness, anxiety and fear of the involvement in learning new subjects.

These findings have been supported by many researchers (2002;Naser & Abady, 2005; and Asourky, 2004) who all came to the similar conclusion that verbal expressive performance can be improve and enhance by dramatic and role playing methods.

Recommendations

The followings are the recommendations based on the findings of this research study:
1. Teachers and the school curriculum should implement and include the dramatic and role playing strategies in school.

2. Conducted more study on the effect of dramatic and role playing strategies to include other educational levels and for a longer period of time.

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