King Saud University
Educational and Academic Affairs
Center for Excellence in Learning and Teaching

Role Playing Strategy

Educational Situation:

The students are afraid to respond to the discussion in the grammar course for fear of making mistakes and being criticized, in addition to their aversion to this course and similar courses, due to the prevailing belief that it is useless and far from daily practice. The course professor suffers from the ineffectiveness of in-class questions and their attraction to the students on one hand, and the load of the work in the course is only on the professor who explains the grammatical rule, clarifies the concepts and analyses the examples, then evaluates them by tests and assignments, without noticing the impact of her efforts in the following lessons. Her students express their fears of the grammatical analysis question, which shows the disintegration of concepts in their minds and the reliance of this type of question on their structural language skills. Student (X) says: I do not trust the presence of these language skills, and I suffer from social shyness when I try it in front of my colleagues.

The issue:

The standard image of some university courses being heavy and single-directed, where the student receives only from his professor, limits the student's practice of the required skills, which emphasizes the need for an educational environment that makes the student the core of the educational process.

Role Playing Strategy

Educational Practice: Using Role Play in Education

The use of role-playing in education has a great impact, especially in shaping metacognitive skills, due to its effect on controlling the educational environment, increasing communication and improving its quality, enhancing the psychological and cognitive impact of information, and highlighting the main points of the lesson in an attractive way. In addition to allowing information to be received in an entertaining and exciting way. It has been noted that this method is useful in attracting the attention of students, including students who feel bored and dull, by actively involving them in role-playing, with its impact on emotions, self-confidence, communication skills, reflecting skills, aesthetic understanding, and engaging the senses. All of this enhances the great benefit achieved in enabling students to learn with others, as the slow-learning student learns more from the excellent student than from the professor, through observation and practice, and the exchange of skills and experiences.

The areas of employing role-playing in education include:

1- Training in human relations, teaching the values, and the approaches of supervision, guidance, leadership and organization, such as representing the characters of the teacher, the dependent and cooperative student in educational specializations, the character of the judge, the prosecutor, the accused and witnesses in a legal argument, the character of the doctor and the illiterate patient in health sciences specializations, and others.

Role Playing Strategy

2- Diagnosing and evaluating; where the student represents his understanding of a specific work or job, such as representing the character of the psychologist and the prisoner in explaining the profession of the criminal psychologist.

3- Representing a historical figure; the student memorizes the words of this character and impersonates it, such as representing the character of "Ghaliyya Al Bogmmiah" or "King Abdulaziz", may Allah have mercy on them.

Implementation Procedures:

Preparation and follow-up phase:

- Determine the appropriate course topic to apply the role-playing strategy.

- Use a rubric that clearly and accurately specifies the expected achievement for the student and attaches it for students to evaluate themselves and follow up on their performance.

- Ensure that the student understands each of these tasks separately - even if it is group work - to ensure that the idea and requirements are conveyed to each student.

- Follow up on students gradually from the idea to the presentation, by developing a scheduled work plan to ensure that the work is kept serious.

- The professor's expression of excitement and admiration for the work phases leads to the students' support and their eagerness to complete the work, in addition to his expression of his notes and alterations.

Role Playing Strategy

Implementation phase:

- A portion of the lecture is devoted to student presentations, and this is specified previously in the course plan.

- The professor provides feedback to his students after the presentation and obtains their opinions on the idea and phases of work.

- Students are encouraged to provide effective feedback to their colleagues, including strengths and areas for improvement.

Resources:

Jabbary, Dyar. (2010). Role-Play Theory in Learning.
Guliyeva, G. (2011). The Role of Drama in Language Teaching.