



Mohamed Kheider University of Biskra
Faculty of Letters and Languages
Department of Foreign Languages

MASTER THESIS

Letters and Foreign Languages
English Language
Sciences of the language

Submitted and Defended by:
KADRI Mohamed Lakhdar

Title

Using Role-Play Technique for Vocabulary Acquisition

A case of Third year EFL pupils at Al Imam Ali middle school in Touggourt

Dissertation Submitted to the Department of Foreign Languages as Partial Fulfillment of
the Requirements for the Degree of Master in Sciences of Language

Board of Examiners

Dr.	SALHI Ahlem	MCA	Biskra	President
Mrs.	HEBIRET Sara	MAA	Biskra	Supervisor
Mr.	ZENNOU Bilal	MAA	Biskra	Examiner

Academic Year: 2021-2022

Dedication

I dedicate this humble work to:

My Grandmother

My dearest parents “LAKHDARI Ouahiba” and “Kadri Abdelmotaleb”

My dear brothers Omar and Hako

My lovely sisters Rawnak and Mona

My second mother Fatima

My grand-mothers

My aunts and uncles, and

All my friends

Acknowledgements

After thanking Allah, the Almighty for providing me with the energy and strength to continue my efforts to prepare this work.

I am grateful to my supervisor, **Mrs. HEBIRET Sara**, for all of her guidance through this process; her discussion, ideas, and feedback have been absolutely invaluable.

I would like to express my heartfelt gratitude to the board of examiners, **Dr. SALHI Ahlem**.

I would be thankful to **Mr.ZENNOU Bilal** for reading and evaluating this work.

I would like to convey my heartfelt gratitude to **Mrs.DJEMOUI Saida**.

I would also be grateful to the EFL teachers (6) from Al Imam Ali, Ibn Rochd, El Bachir El Ibrahimi, and Ibn Badis Middle Schools in Touggourt that have contributed in this work for their assistance.

I am also grateful to the third-year pupils at Al Imam Ali for their involvement and collaboration.

Abstract

The study investigates the usefulness of role-play in boosting pupils' vocabulary learning. The focus of pupils on developing vocabulary acquisition – among other skills – that prompted us to investigate the impact of role-play on Al-Imam Ali Middle School third-year EFL pupils' vocabulary acquisition. A qualitative research is conducted in Touggourt using interviews and questionnaire provided to third-year EFL pupils of Al Imam Ali and teachers from Ibn Rochd, Ibn Badis, Al Imam Ali, and Al Bachir El Ibrahimi Middle Schools. The collected data have been analyzed interpreted. EFL teachers and pupils indicate that role play greatly facilitates language acquisition, comprehension, memorization, recall of words, and confidence development. It further facilities cultural orientation, empathy, and increases motivation to learn.

List of Abbreviations and Acronyms

BBC: British Broadcasting Corporation.

EFL : English as a foreign language.

ESL : English as a second language.

N : Number.

Q : Question.

% : Percent.

List of Tables

Table 2.1. The main constituents of knowledge of word use (Nation, 2001).....	35
Table 2.2. Examples of collocations	43
Table 3.2. The Difficult Teaching Aspect of Language	63
Table 3.3. EFL teachers' Views about Introducing New Word in each Lesson	63
Table 3.4. Techniques Used in Presenting New Vocabulary.....	64
Table 3.5. EFL teachers' Opinion on their EFL pupils' Attitude towards the Importance of Vocabulary.....	65
Table 3.6. EFL pupils' Difficulties with Vocabulary Mastery.....	66
Table 3.7. EFL teachers' Opinion about Using Role-play in EFL Classes.....	66
Table 3.8. The Frequency of Using Role-play in the Classroom.....	67
Table 3.9. EFL teachers' Perception of EFL pupils' Reaction towards Role-play.....	68
Table 3.10. EFL teachers' Views on Improving Vocabulary through Role-play	69
Table 3.11. EFL teachers' Difficulties in Using Role-play.....	70

List of Figures

Figure 1.1. Example of role-play: At the doctor situation.....	28
Figure 3.1. The Difficult Teaching Aspect of Language.....	63
Figure 3.2. EFL teachers' Views about Introducing New Word in each Lesson.....	64
Figure 3.3. Techniques Used in Presenting New Vocabulary	64
Figure 3.4. EFL teachers' Opinion on their EFL pupils' Attitude towards the Importance of Vocabulary.....	65
Figure 3.5. Pupils' Difficulties with Vocabulary Mastery	66
Figure 3.6. EFL teachers' Opinion about Using Role-play in EFL Classes	67
Figure 3.7. The Frequency of Using Role-play in the Classroom	68
Figure 3.8. Teachers' Perception of Pupils' Reaction towards Role-play.....	68
Figure 3.9. EFL teachers' Views on Improving Vocabulary through Role-play	69
Figure 3.10. EFL teachers' Difficulties in Using Role-play	70

Table of Contents

Dedication	II
Acknowledgements	III
Abstract	IV
List of Abbreviations and Acronyms	V
List of Tables	VI
List of Figures	VII
Table of Contents	VIII
Introduction	1
1. Statement of the problem	1
2. Research Questions	2
3. Research hypotheses	2
4. Purpose of the study	2
5. Research methodology	2
6. Research sample and population	3
7. Research tools	3
8. Interview for pupils	3
9. Questionnaire for teachers.....	3
10. Structure of the Dissertation.....	4
Chapter One	1
Probe on Role-Play Strategy	1
Introduction.....	5
1.1. Definitions of role play	5
1.2. Definitions of Vocabulary.....	6
1.3. Using role play to teach vocabulary	7
1.4. Background of Role-play and language learning methods	8
1.5. Role-play and language learning methods	9
1.5.1. Role play and competency-based approach	9
1.5.2. Competency-Based Learning Characteristics	10
1.5.2.1. The Benefits and Drawbacks of Competency-Based Learning.....	10
1.5.3. Role-play and grammar translation method	11
1.5.3.1. The grammar-translation method fundamentals'	12
1.5.3.2. The grammar-translation method Critical analysis'	13
1.5.3.3. Instructional Implications from language learning methods	14
1.5.4. Role-play and natural method	15

1.5.4.1. Principles and procedures of natural method	16
1.5.4.2. Role of the teacher.....	17
1.5.4.3. Pupils' role	18
1.5.4.4. The occurrence of grammar	18
1.6. Challenges in using role-play	19
1.7. Definition of Role Play	19
1.7.1. A Brief History of Role Play.....	20
1.7.2. Types of Role Play	20
1.7.2.1. Unscripted Role Play.....	21
1.7.2.2. Scripted Role Play.....	21
1.7.3. Benefits of Role Playing	22
1.7.4. Reasons for Using Role Play in Teaching Vocabulary	23
1.7.5. Procedure for Teaching via Role Playing.....	24
1.7.5.1. Selecting Teaching Materials	24
1.7.5.2. Determine Situations and Create Conversations	25
1.7.5.3. Teaching Role-Playing Dialogues.....	25
1.7.5.4. Pupils Perform Role Plays.....	25
1.7.5.5. Pupils Alter Situations and Dialogues.....	25
1.7.5.6. Evaluate and Check Pupils' Understanding.....	26
1.8. The Role of the Teacher in Role Playing	26
1.8.1. The Teacher as Facilitator	26
1.8.2. The Teacher as Participant	26
1.8.3. The Teacher as Spectator	27
1.9. Example of Role Play.....	27
1.9.1. Going to the Doctor.....	27
1.10. Using Role Play to Teach Vocabulary	29
Conclusion	31
Chapter Two.....	9
Teaching Vocabulary through Role Play	9
Introduction.....	32
2.1. Definitions of Vocabulary.....	32
2.2. The Importance of Vocabulary in EFL Teaching	33
2.3. Aspects of Knowing a Word.....	34
2.3.1. Meaning.....	34
2.3.2. Use.....	34

2.3.3. Word Grammar	36
2.3.4. Word Formation	36
2.3.4.1. Derivations	37
2.3.4.2. Inflections.....	37
2.3.5. Spelling	38
2.3.6. Phonology	38
2.4. Types of Vocabulary Taught in EFL.....	38
2.5. Items in Teaching EFL Vocabulary	41
2.5.1. Form (Pronunciation and Spelling).....	41
2.5.2. Grammar	42
2.5.3. Collocation	42
2.6. Aspects of Meaning.....	43
2.6.1. Denotation.....	44
2.6.2. Connotation.....	44
2.6.3. Appropriateness.....	44
2.6.4. Polysemy	45
2.6.5. Synonym and Antonym.....	46
2.6.6. Hyponym and Super ordinate.....	46
2.7. Vocabulary Teaching Techniques.....	47
2.7.1. Using real objects	47
2.7.2. Drawings	48
2.7.2.1. Drawings on Blackboard.....	48
2.7.2.2. Flashcards.....	48
2.7.3. Using Illustrations and Pictures.....	48
2.7.4. Mime, Expressions and Gestures	49
2.7.5. Enumeration	49
2.7.6. Eliciting.....	50
2.7.7. Translation.....	50
2.7.8. Contrast	50
2.7.9. Guessing from Context.....	51
2.7.10. Games.....	51
2.7.10.1. Speller Line-up.....	52
2.7.10.2. Adverbs in Action	52
2.7.10.3. Twenty Questions.....	52

Conclusion	53
Chapter Three.....	37
Field work and Data Analysis	37
Introduction.....	54
3.1. The sample	54
3.1.1. EFL pupils' sample	54
3.1.2. EFL teachers' sample.....	54
3.2. Research Design.....	55
3.2.1. Data collection instruments	55
3.3.2. Definition of Interview.....	55
3.3.3. Definition of Questionnaire.....	56
3.3. Description of the Interview.....	56
3.4. Description of the Questionnaire	57
3.5. Data Analysis	58
3.5.1. Analysis of EFL pupils' interview	58
3.5.2. The EFL teachers' Questionnaire	61
3.5.2.1. Administration of the Questionnaire.....	61
3.5.2.2. Description of the Questionnaire.....	62
3.5.2.3. Analysis of Questionnaire	62
3.6. Discussion and Interpretation of the Main Results	71
Conclusion	72
General Conclusion.....	80
References.....	63
Appendices.....	63
الملخص	67

General Introduction

Introduction

The English language has recently become the first international language of communication, and it is used in a wide range of fields. As a result, there is a remarkable proclivity to learn English. Even though different methods of teaching English have been used, communicative language teaching appears to be the most effective approach for enabling EFL pupils to develop their communication skills. EFL pupils frequently struggle with communication as a result of their limited linguistic competence. According to Schmitt (2000), lexical knowledge is essential for communicative competence. In this regard, EFL pupils must be exposed to a variety of vocabulary through authentic teaching techniques. Role-play, like many other techniques, plays a critical role in facilitating vocabulary acquisition in real-life communication within the classroom. According to Lajooee and Barimani (2013), what is essential about learning vocabulary in EFL is not just knowing it. Use it in different situational contexts as well: Role-play, provides as many real-life scenarios as possible for vocabulary used in context. As a result, role-play effectively improves vocabulary learning and acquisition both inside and outside the classroom.

1. Statement of the problem

It has been observed that the primary goal of EFL pupils is to apply the most of their vocabulary in real-life situations. Third-year Imam Ali Middle School pupils have some communication difficulties. According to their teachers, they lack vocabulary to communicate effectively. Conversely, some pupils appear to have a good vocabulary, but they are unable to put it to use.

As a result, it has been a significant challenge for Imam Ali Middle School third-year EFL teachers to adopt a technique that allows pupils to acquire real-life vocabulary that will help them communicate effectively. In this regard, the issue raised by this study is whether or not teaching vocabulary by using role-play enhances pupils' vocabulary acquisition.

2. Research Questions

The following questions will be addressed by this study:

1. To what extent does the use of role-play technique help third-year middle school EFL pupils acquire new vocabulary?
2. To what extent does the use of role-play technique hinder third-year middle school EFL pupils acquire new vocabulary?

3. Research hypotheses

Based on previously mentioned questions, it is hypothesized that:

1. If role-play technique is carefully employed in EFL classroom, that would help third year middle school EFL pupils acquire new vocabulary.
2. If role-play technique is carefully employed in EFL classroom, that would hinder third year middle school EFL pupils acquire new vocabulary.

4. Purpose of the study

Based on the issue raised above, the purpose of this study is to examine whether or not role-play improves vocabulary acquisition of Imam Ali Middle School third-year pupils in the willaya of Touggourt. In general, it has three purposes. Firstly, it is to investigate the impacts of role-play on the pupils' vocabulary learning in the classroom. Secondly, it aims at providing pupils with the opportunity to take part in classroom activities. Finally, it is to test the ability of pupils' performance for using words in different positions.

5. Research methodology

Presenting the methodology used to construct this research study, which seeks to investigate whether or not role-play improves Al-Imam Ali Middle School third-year EFL pupils' vocabulary acquisition. Firstly, ten EFL pupils are interviewed. Second, we opt for a questionnaire to seven EFL teachers to elicit their views of using role-play as a technique to enhance vocabulary learning and acquisition.

6. Research sample and population

Our current work is concerned with teachers and pupils at middle school level. We emphasize on pupils of first year, because they are beginners in learning English language as well as they study this language for the first time. The whole population consists of 108 pupils studying English. We attain one class of twenty three (23) pupils at Imam Ali Middle School in Touggourt. Most of them lack the required abilities when performing orally in front of their classmates. Further, a sample of seven (7) teachers who are teaching English language at this school and other schools will be included in this study.

7. Research tools

In order to achieve our study's goal and to answer the questions stated above. First, we opted for an interview for pupils to elicit their views on using role-play to improve vocabulary learning and acquisition. Second, we designed a questionnaire for middle school English teachers to see their views about the implementation of this technique.

8. Interview for pupils

The pupils' interview is used as the first instrument in this study. We choose the structured interview over the semi-structured and unstructured interviews because it is a type of interview that relies on a set of standardized and premeditated questions. It contains fourteen (14) questions, which Tavakoli (2012) defines as a type of interview that contains a set of pre-selected questions and in which the interviewee has the option of responding to the questions.

9. Questionnaire for teachers

In relation to the nature of this study, we will use questionnaires to achieve more reliable and comprehensive picture. In this sense, we opted for an open-ended questionnaire for 7 EFL teachers from Al Imam Ali, Ibn Rochd, El Bachir El Ibrahimi, and Ibn Badis Middle Schools in Touggourt. The questionnaire contains twelve (12) questions divided into

General Introduction

three sections. The first section is teaching methods in vocabulary, and it contains three questions. The second section is teaching vocabulary, and it contains two question. The third section is the use of role-play technique in teaching vocabulary, and it contains seven questions.

10. Structure of the Dissertation

This research is divided into three chapters: The first chapter; Probe on Role-Play Strategy provides a broad description of the role play approach, its use, and the possibilities of using it to improve pupils' vocabulary acquisition in an EFL classroom. The second chapter; teaching vocabulary through role-play covers the fundamentals of vocabulary concepts as well as the primary components of teaching vocabulary in EFL. Furthermore, it sheds light on several vocabulary presentation approaches, and it is followed by a conclusion. The third chapter is field work and data analysis presenting the technique, the population, and the sample, as well as data collecting tools and findings analysis. Finally, this study work concludes with a broad conclusion.

Chapter One

Probe on Role-Play Strategy

Contents

Introduction	Error! Bookmark not defined.
1.1. Definitions of role play	Error! Bookmark not defined.
1.2. Definitions of Vocabulary	Error! Bookmark not defined.
1.3. Using role play to teach vocabulary	Error! Bookmark not defined.
1.4. Background of Role-play and language learning methods.....	Error! Bookmark not defined.
	defined.
1.5. Role-play and language learning methods	Error! Bookmark not defined.
1.6. Challenges in using role-play	Error! Bookmark not defined.
1.7. Definition of Role Play	Error! Bookmark not defined.
1.8. The Role of the Teacher in Role Playing	Error! Bookmark not defined.
1.9. Examples of Role Play	Error! Bookmark not defined.
1.10. Using Role Play to Teach Vocabulary	Error! Bookmark not defined.
Conclusion	Error! Bookmark not defined.

Introduction

Considering how important it is for a teacher to make his or her lesson classroom activity enjoyable, active, secure, and full of more exposure to language input and more opportunities to practice the languages, he or she must develop his or her teaching techniques. Role-playing is one of the techniques for teaching public speaking (Broughton, 1980). A role-play enables pupils to explore their inner resources, empathize with others, and use their own experiences as scaffolds for credible action. As a result, pupils can improve their ability to produce the target language, learn many of its nonverbal nuances, improve their ability to work cooperatively in group settings, and effectively deal with affective issues.

1.1. Definitions of role play

Role-play is one of the most well-known teaching strategies used by EFL teachers to help pupils improve their language skills. This technique aims to engage pupils in real-life situations, reduce their fear, and, most importantly, develop their communicative skills. Role-play is defined by Ric Hards and Schmidt (2010) as,

Dramatic classroom activities in which pupils take on the roles of various participants in a situation and act out what might typically occur in that situation. To practice how to express complaints and apologies in a foreign language, pupils could act out a scenario in which a customer in a store returns a faulty item salesperson. (p. 501).

Further, one method for teaching pupils to speak is through role-play. In her research, Huang (2008) concludes that role-play is a beneficial learning experience for both pupils and teachers. pupils will not only have more opportunities to "act" or "interact" with their peers who are attempting to use the English language, but their English speaking, listening, and understanding skills will also improve. In a British Council teaching English (BBC) article titled "Role-play," Badden (1998, p. 45) states, "Role-play is a speaking activity when you

Chapter One: Probe on Role-Play Strategy

either put yourself in somebody else's shoes, or when you stay in your own shoes but put yourself in an imaginary situation."

What she means by 'imaginary people' is that pupils can transform into anyone they want for a short period of time. According to Byrne (1986), role-playing is a part of drama activity. He explains that the drama activities are classified into three categories: mime, simulation, and role-play.

Furthermore, Harmer (1998) defines role-play as, "activities in which pupils imagine themselves to be in various situations and act accordingly." Additionally, Bailey and Nunan (2005) define role-play as a speaking-based activity in which pupils act out various characters and interact with them based on their characteristics, such as age, gender, occupation, and so on. Moreover, Bailey and Nunan clarify that role-play includes specific communicative activities such as making reservations, negotiating prices, and so on.

Based on the definitions provided above, it is clear that there is no single precise definition of role-play, and each author sees it differently, but it is generally agreed that this technique contributes significantly to communicative language teaching.

1.2. Definitions of Vocabulary

First, according to Thompson (1993), vocabulary is a collection of words used in a specific language. Further, she claims that vocabulary refers to an individual's word stock, whereas Ur (1996) considers vocabulary to be the words taught in FL. Furthermore, she believes that vocabulary may consist of more than one word. That is, phrasal verbs, idiomatic expressions, and collocations such as fast food or mother-in-law are used to express a single idea, while vocabulary can be multi-word idioms where the meaning of the phrase cannot be deduced from the individual meanings of each word. In other words, it is regarded as a chunk that is employed in a specific context. As a result, she (ibid) emphasizes that the term 'items' is more conventional, covering all previous cases about vocabulary, than the term 'words.'

Chapter One: Probe on Role-Play Strategy

Second, according to Hatch and Brown (1995), vocabulary refers to a set of words for a specific language or a set of words that individual speakers of a language may use. Furthermore, Richard and Renandya (2000) contend that vocabulary is at the heart of language proficiency, reflecting how well the learner speaks, listens, reads, and writes. In other words, vocabulary is crucial for any FL. Thus, without extensive use and acquisition of vocabulary, pupils may be unable to use the various tools and strategies of language learning such as talking to a native speaker, listening to songs, and reading books. According to Diamond and Gutlohn (2006), "Vocabulary is the knowledge of words and their meanings" (<http://www.readingrockets.org/article/9943>). This suggests that EFL pupils' vocabulary acquisition is better materialized and used in context.

Based on the definitions above, vocabulary can be considered an essential part of language teaching to promote EFL pupils' acquisition, as its teaching touches on all levels of language, including phonology, morphology, semantics, and so on.

1.3. Using role play to teach vocabulary

For a variety of reasons, the role-playing technique is used in vocabulary instruction. For starters, it is one of the most important techniques in communicative language teaching, with the goal of making language useable in everyday situations. According to Alabsi (2016), role play "is a major strategy in the communicative approach and has many advantages, as it can encourage forms of social interaction that provide an important stimulus to use the language in real life and challenge pupils' existing beliefs" (p. 229). Secondly, according to Alabsi, role-play allows pupils to apply what they have learned through activities. Thirdly, AlJabri (2005) claims that "pupils of English have frequently faced communication barriers in various situations that require control over a large variety of vocabulary items rather than a narrow range of syntactic structures" (p. 1). In this regard, Alabsi (2016) believes that the goal of learning vocabulary is to communicate effectively.

Chapter One: Probe on Role-Play Strategy

As a result, pupils should be able to use them to recall information as well as recognize how and when to use appropriate words. On this foundation, role-play allows pupils to learn and acquire vocabulary within a communicative context.

Fourthly, in addition to using role-play for knowledge acquisition and skill development, Alabsi (2013), adds that role-play is a useful technique in vocabulary learning because it allows pupils to increase their vocabulary knowledge by reading, discussing, and debating various issues. Lastly, role-play encourages pupils' creativity in terms of vocabulary usage.

According to Afdillah (2015), "Many pupils will be more creative and active in playing their role because the teacher gives pupils opportunities to explore their actions" (p. 20). Sixth, according to Ladousse (1987), role-play can be fundamentally used because it is enjoyable. In other words, role-play allows pupils to practice using language in real-life situations in a fun way. Finally, Ladousse claims that role-play improves pupils' fluency and interaction in the classroom.

1.4. Background of Role-play and language learning methods

Despite having a vast vocabulary for speaking, EFL pupils typically lack the ability to express themselves freely in discourse owing to a lack of linguistic competence. As a result of the evolution of education, many tactics have emerged and been adapted to better learning and teaching processes.

Role-playing is one strategy that brings together varied social contexts by replicating real-life events. This method should be utilized to change the pace, add excitement, encourage pupils to interact, and, most importantly, encourage them to produce language. As a result, it is the teacher's role to assist pupils in putting their vocabulary knowledge into practice in order to become more communicative. The efficacy of this strategy is decided by

Chapter One: Probe on Role-Play Strategy

the difficulty of performing language; nevertheless, how this approach is handled in the classroom is what matters.

The present chapter is devoted to providing definitions of the role-play and presenting a brief history of its evolution over time. The chapter discusses the benefits, types, and motives for use. We also attempt to discuss how role-play is developed, teachers' roles in employing role-play to their pupils in the classroom, and clear examples demonstrating how this approach can be utilized. Furthermore, it elucidates how language vocabulary might be acquired via role-play. The chapter concludes with a conclusion.

1.5. Role-play and language learning methods

There are several ways and strategies that one might follow or employ, and each individual chooses the approach that he believes is most suited to meet his goals and ambitions.

Furthermore, the learning methods employed for training adhere to a variety of concepts. Learning techniques might involve class, participation, recitation, memory, or a mix of skills being taught, and they can also be impacted by pupils' ability and interest.

1.5.1. Role play and competency-based approach

Competency-based learning is an educational strategy that places the student's demonstration of desired learning outcomes at the center of the learning process. It is primarily focused with a student's advancement through a curriculum at their own speed, depth, and so on. Pupils advance when their competencies are demonstrated. It is related to mastery-based learning, with the main distinction being that competency-based learning frequently focuses on visible abilities or 'competencies,' whereas mastery learning may be academic—focusing on concepts as well as skills.

As with most educational issues, there is dispute over what competency-based learning truly entails, what its distinguishing characteristics are, and how it should ideally be utilized

or operate. It is commonly conceived of in terms of talents and vocation, but it may also be totally 'academic.'

1.5.2. Competency-Based Learning Characteristics

The emphasis on mastering is a major feature of this form of learning. Other learning models expose pupils to content—whether skills or concepts—over time, and progress is judged cumulatively. Pupils are not permitted to proceed in a competency-based learning system unless they have proven mastery of the designated competencies (i.e., the desired learning outcomes to be demonstrated). As a result, the notion of competency-based learning is inextricably linked to mastery learning.

Competency-based learning is similar to outcomes-based learning in that the outcomes—in this case, referred to as "competencies"—are specified ahead of time, and pupils are often tested. In this sense, competency-based learning is a type of outcomes-based learning.

1.5.2.1. The Benefits and Drawbacks of Competency-Based Learning

Its usefulness is, of course, dependent on the environment in which it is placed. Competency-based learning can be an effective model in a system with deep and diverse support systems, robust assessment forms, and clear and manageable learning outcomes that are accessible to all pupils. It has the potential to reduce inefficiency (including time spent learning) while increasing pedagogical precision and student achievement.

Its virtues lay in its adaptability, since pupils may progress at their own rate. This helps pupils with a wide range of knowledge backgrounds, reading levels, and other associated abilities. Most educators would recognize its limitations, such as the difficulty in identifying—and agreeing on—the most critical abilities, how to appropriately test them, and how to help struggling pupils.

On principle, technology offers a new twist to competency-based learning by giving pupils access to information to help them acquire those abilities. When every student has access to the same information as the teacher, there is less need for the class to move together, and pupils may demonstrate their learning on more personal and real terms.

Reterived 15.03 2022 from:<https://www.teachthought.com/learning/what-is-competency-based-learning/>

1.5.3. Role-play and grammar translation method

The grammar-translation approach is defined by Richards and Schmidt (as cited in Longman Dictionary of Language Education and Applied Linguistics, 2002, p. 231) as "A technique of foreign or second language teaching that uses translation and grammar study as the core teaching and learning activities." The grammar-translation approach is originally known as the classical method since it is primarily employed in the 16th century to teach Latin and Greek. The grammar-translation approach is developed in the early nineteenth century, with the collapse of Latin and its relegation to an academic language, to assist L2 pupils in reading, studying, and translating other languages and linguistic literature. Two of the methodology's fundamental assumptions were:

Language pupils must develop a strong understanding (learning and memorizing grammatical rules) of their first (L1) and second (L2) grammar systems, as well as the capacity to translate texts from their L1 into the L2 and vice versa. The capacity to acquire the grammatical system of the target language is linked to the ability to properly translate texts. The grammar-translation technique saw language learning as the memorizing of rules in order to control its morphological and syntactical systems. Grammar is taught deductively (by presenting principles followed by translation practice), and the major objective of this technique is accuracy in translating phrases and texts.

"Grammar Translation dominated European and foreign language instruction from the 1840s to the 1940s, and in modified form it is still extensively employed in various areas of the world today," write Richards and Rodgers (2001, p. 6). The grammar-translation approach is comprised of many major elements that serve as the foundation of this language teaching style.

1.5.3.1. The grammar-translation method fundamentals'

The grammar-translation method of language learning and instruction includes the following principles:

1. Teachers must exert their authority since their duty is to convey information to pupils, and the medium of education is the learner's native language. There is very little instruction in the target language. It is a very teacher-centered form of instruction.
2. Pupils must be able to read material published in the target language as well as understand all of the necessary vocabulary and grammar. Pupils are not active participants, and there is minimal learner–learner interaction.
3. Literary language outperforms spoken language. Learning a language entails reading and translating texts into and out of the target language. The primary goal of instruction is to improve the learner's ability to read, write, and translate. Teachers would not divert pupils' attention to the substance of a piece that is being translated. Reading difficult classical books begins at a young age. Learning to converse in the target language is not a priority for most pupils.
4. The emphasis is on precision rather than eloquence. Grammar is taught systematically (i.e., according to a sequenced grammar curriculum) by explicit, thorough, and detailed instruction in grammatical rules. The essential premise is that a second language is learnt through deducing the grammatical features of a target L2.

When pupils have formed a conscious and explicit representation of the language, they can use this skill to produce sentences by translating from one language to another.

5. Errors are fixed. If pupils answer a question wrong, the teacher will choose someone else to offer the proper answer and/or respond immediately.
6. Vocabulary should be memorized in the form of isolated word lists by pupils. Translation from the native language is used to learn vocabulary in the target language.

Reterived 15.03 2022 from:<https://literariness.org/2020/11/09/grammar-translation-method/>

1.5.3.2. The grammar-translation method Critical analysis'

The fundamental purpose of training in the grammar-translation technique is to achieve a high level of expertise in translation and grammatical correctness. It does not necessitate teachers being native speakers (lessons are not conducted in the target language), nor does it necessitate much preparation. The primary purpose of education is not to enable pupils to converse in the target language. This style teaches pupils that language is essentially a collection of discrete and independent words. It seems that this system did not need pupils to acquire the four language skills (listening, speaking, reading, and writing). In the mid-nineteenth century, scholars and language instructors questioned the grammar-translation technique. L1 and L2 acquisition researchers believed that humans learn languages by hearing the target language and creating connections between words and their meanings.

Communication and the development of speaking and comprehension abilities were emphasized by educators. The grammar-translation technique is rejected because it placed too much focus on memorizing of grammatical rules and translation and not enough emphasis on developing comprehension and speaking skills. Teachers opted to focus their

efforts on methodologies such as the direct approach (Wong, 2005), which emphasized listening and communication skills.

The grammar-translation method, according to Richards and Rodgers (2001, p. 4), is "a tedious experience of memorizing endless lists of unusable grammar rules and vocabulary and attempting to produce perfect translations of stilted or literary prose," and "it is a method for which there is no theory." There is no literature that provides a reason or justification for it, nor does it seek to connect it to concerns in linguistics, psychology, or educational philosophy." Despite these flaws, the grammar-translation technique is still used by language instructors today (Richards & Rogers, 2001).

1.5.3.3. Instructional Implications from language learning methods

A number of approaches have been created to assist pupils in translating, practicing, and memorizing the new language based on the ideas mentioned in the preceding section. The primary approaches are as follows:

1. A literary text should be read and translated. Pupils are required to translate a literary passage and then convert the target language (mostly through written translation) into their native language. The piece serves as a stimulus for vocabulary and grammatical acquisition. Reading and writing take precedence over hearing and speaking. The native language of the pupils is used for explanations, translations, and comparisons between the native and target languages.
2. Questions on reading comprehension Pupils respond to questions in the target language based on the reading material and their own experience with the text.
3. Practice with deductive grammar. Teachers convey grammatical rules using paradigms and examples. Through translation activities, pupils are challenged to learn norms and apply them. Sentences are the primary unit of instruction, and pupils are expected to translate them into and out of the target language.

Chapter One: Probe on Role-Play Strategy

4. Fill in the blanks activities Pupils are given phrases or sections that are lacking words. They must fill in the gaps with the appropriate vocabulary or grammatical item.
5. Practice memorization. Pupils are given a list of terms and instructed to memorize the native language equivalents. The vocabulary is chosen depending on the text, and pupils are taught using bilingual word lists. They are also required to know grammatical rules and paradigms. The objective is to improve accuracy and achieve very high translation standards.
6. Composition. Teachers provide a topic to pupils and ask them to produce a composition in the target language on that topic. Typically, the subject is based on some aspect of the reading material.

Reterived 15.03 2022 from:<https://literariness.org/2020/11/09/grammar-translation-method/>

1.5.4. Role-play and natural method

It appears around the end of the nineteenth century as an alternative to the standard approach of grammar-translation. This strategy is not founded on an explicit linguistic theory, but rather on the premise that a language is a communication instrument that is employed in everyday settings. The language is taught by exposure, as structures, sounds, and words are gradually internalized. As a result, what is spoken is given precedence over what is written; also, the value of precise grammatical explanations is undervalued, and translation is restricted. The informal spoken language serves as the template for language learning.

This approach is established in France and Germany around the turn of the twentieth century and became well-known in the United States owing to L. Sauveur and M. Berlitz, who used it in their schools. However, based on past experience, mistake correction is critical in order to consolidate good habits; otherwise, communication may suffer. Associations,

Chapter One: Probe on Role-Play Strategy

particularly with pictures but also with conceptual ones, are employed to draw on the student's life experience (language is a system of representation of the world).

The direct approach is developed in 1900 in Germany and France by Berlitz and Sauze. This technique is founded on the premise that learning a second language should be an imitation of the mother tongue because this is how people naturally acquire any language. This technique emphasizes accurate pronunciation of the language being studied.

The written text, according to this technique, should be kept away from the learner until he has appropriate understanding of the oral component of the language, just as a student does not use the written text until he has adequate knowledge of his native language.

Learning to write and spell should be postponed until the written text is not entered. Grammar and translation should be avoided since they will include the student's mother tongue.

This strategy avoids the usage of the pupils' native language and focuses nearly exclusively on the second language.

Retrieved 12.03 2022 from:<https://englopedia.com/direct-method-principles-and-activities-with-explanation/>

1.5.4.1. Principles and procedures of natural method

The direct technique has only one restriction: written translations are not permitted. The direct approach, like the Audio-Lingual method, refused to apply the essential techniques of the grammar-translation method, and as a result, it became highly popular. Its concepts have been used by instructors for many years and have left their imprint on the history of teaching approaches.

1. Instructions are only supplied in the second language.
2. Oral communication skills are taught progressively, with the teacher and pupils exchanging questions and responses

Chapter One: Probe on Role-Play Strategy

3. They are taught a set amount of phrases and terminology each day.
4. Inductive grammar instruction is used.
5. Demonstrations, objects, and images are used to teach tangible language, whereas associations of concepts are used to teach abstract vocabulary.
6. They are taught conversation skills as well as listening comprehension.
7. Correct pronunciation and grammar are stressed.

1.5.4.2. Role of the teacher

Teachers of English as a foreign language want their pupils to think and communicate in the target language 100 percent of the time in class. The direct technique stresses interaction and pronunciation while placing less emphasis on traditional grammar learning through reading and writing. The instructor should employ exercises to assist pupils to listen, talk, and think fluently in the language they are learning. The curriculum is based on real-life scenarios. Pupils learn via induction. Vocabulary is always studied in whole phrases, never in isolation.

Dictation: Direct approach teachers read out to pupils in the target language. The teacher reads a passage appropriate for the student's language level three times. The kids pay attention the first time. The teacher reads the material again, this time phrase by sentence, slowly enough for pupils to jot down what they hear. The third time, the teacher reads the paragraph regularly, and the pupils check their work to ensure it is right.

When ESL teachers employ the direct approach, the focus is on talking rather than reading and writing. To do this, the teacher will offer easy questions that he knows pupils will be able to answer at their current level, even if it is a bit challenging. The instructor will select a student and pose a question such as "What are you planning to have for lunch today?" before waiting for the kid to respond with a complete phrase. To prepare for this, the

Chapter One: Probe on Role-Play Strategy

instructor shows how a full response might be "I'm going to have a sandwich and a banana for lunch today" rather than "A sandwich and a banana."

Aloud reading: When using the direct approach, the instructor wants pupils to talk as much as possible in the target language, although the pupils' capacity to do so may be restricted. To encourage pupils to speak in the target language at a higher level, the instructor selects sections from novels, plays, periodicals, or other sources and has them take turns reading aloud. Pupils are introduced to new terms and improve their pronunciation, understanding, and oral presentation.

Self-correction: Instead of immediately correcting pupils, a teacher who employs the direct method instructs pupils to reflect on their own faults when speaking. If a teacher asks a student, "What are you having for lunch today?" and the student responds, "I will have a sandwich with bananas" rather of "a sandwich and a banana," the teacher may inquire, "Does your sandwich have bananas in it or are you eating a banana and a sandwich?" The learner must pause, reflect on how he constructed the statement, then amend himself.

1.5.4.3. Pupils' role

Pupils must be actively involved. Their engagement and usage of the language should be maximized during the classes.

1.5.4.4. The occurrence of grammar

Grammar is taught inductively by observation of instances. Without getting explicit grammatical explanations from the teacher or being able to offer those explanations himself, the student is supposed to be able to derive grammar rules directly from the language he listens to and reads.

Retrieved 12.03 2022 from:<https://englopedia.com/direct-method-principles-and-activities-with-explanation/>

1.6. Challenges in using role-play

One of the most difficult aspects of the role-playing process is getting all kids to participate and be fully interested. Instructors should think about approaches to increase the possibility of good student involvement. The teacher may provide a participation score based on a short product pupils create from their perspective in their assigned position. If pupils are playing their parts in a group environment, it is a good idea to find strategies to raise them awareness of the possibility that their group will be called upon to share their solution with the entire class. The teacher may also consider include some of the role-playing duties in test questions and make this known to pupils. The instructor may even inform pupils that they may be required to answer a question from the perspective of any of the roles, not simply the one to which they have been allocated.

Retrieved 12.03.2022 from: <https://serc.carleton.edu/introgeo/roleplaying/challeng.html>

1.7. Definition of Role Play

Brown (2001) defines role-playing as "establishing a role to one or more members of a group and (b) assigning an aim or purpose that players must complete". Brown propose that role-playing can be done with a single person, in pairs, or in groups, with each individual assigned a role to accomplish a goal. (p.183)

According to Gass and Mackey (2006), the primary contribution of Role-play is to engage pupils in a joyful atmosphere that avoids rivalry and competitiveness among pupils. Huang (2008), on the other hand, claims that role-play-based teaching and learning approaches have created more suitable conditions for learning a foreign language and supported pupils in practicing English in a more appropriate manner.

Role-playing is a functional language activity that allows English language pupils to use various corrective approaches, such as error correction, self-correction, peer correction, and so on (British Council, 2004). However, some professors refuse to employ Role-Plays

Chapter One: Probe on Role-Play Strategy

since, it creates disruption in the classroom (noise, laughing, yelling, as well as disarray, etc.). Nonetheless, several researches on the benefits of Role-Play as a teaching tool have been conducted to enhance pupils' English speaking abilities.

According to the descriptions offered above, there is no one precise definition of role-play and each author perceives it differently, but it is widely accepted that this strategy adds greatly to communicative language instructions.

1.7.1. A Brief History of Role Play

Role-play is seen as a sub-cultural phenomenon that is linked to the evolution of popular culture. According to historians, the first cohesive role-playing games, Dungeons & Dragons, were produced in 1974. The latter resulted in the release of several types of role playing games, such as live action role playing, tabletop, and virtual gaming. Role-plays mirror several genres in terms of atmosphere, place, and, most notably, fantasy, science fiction, and horror (Bowman, 2010).

According to Bowman (2010), role-play is inherently a part of human social interaction. In his explanation of self in everyday life, Erving Goffman (1959) views the latter to be a sort of performance. When we are requested to play a specific job, such as a teacher, as a kid, our conduct adjusts automatically to meet these criteria in order to foster social cohesiveness.

1.7.2. Types of Role Play

According to Byrne (1983), role-play activity appears to be like drama done inside the classroom in which pupils take on different parts of each other in a certain setting and perform out how it would happen. These are classified into two types: unscripted and scripted role-play.

1.7.2.1. Unscripted Role Play

Unlike scripted role-play, Doff (1988) believes that this form employs scenarios that transcend beyond textbooks. As a result, pupils should decide on the language to employ and how to build the dialogue. This type of role-play is sometimes referred to as free role-play. Careful planning is essential for such activity to take place inside the classroom. He also gives an example of unplanned role-play, which is represented below:

- a. One pupils has misplaced a backpack and is at the police station to report it.
- b. The other pupils introduces himself as a police officer and requests more information.

Based on the given ideas supplied by the pupils' teacher to enrich the dialogue, the two pupils who take the roles of the person who lost his/her bag and the police officer are asked to act the situation out, develop the conversation, and solve the problem as they perform it in front of their classmates.

1.7.2.2. Scripted Role Play

According to Byrne (1986 as cited in Susanti 2007), this type of role-play is based on the use of either textbook dialogue or reading texts in a form of speech in order to convey the meaning of language items in a more memorable way. Furthermore, in order to explain more this type, Doff (1998) illustrates with an example of scripted role-play dialogue and reading text as the following:

Angela: Good morning. I want to send a letter to Singapore.

Clerk: Yes, do you want to send it by air mail or ordinary mail?

Angela: I think I will send it by air mail. I want it to get there quickly. How much does it cost?

Clerk: To Singapore? That will be 30 pence, please.

Angela: (give to Clerk 50 pence) here you are.

Clerk: Here's your stamp, and here's 20 pence change.

Angela: Thank you, where is the post box?

Clerk: You want the air mail box. It is over there, by the door.

The main point based on these methods is that the dialogue can be done by different pairs of pupils each time, and the pupils are invited to play the parts by improvising the discussion in front of their peers in the classroom.

1.7.3. Benefits of Role Playing

EFL pupils frequently want encouragement during the learning process. According to Alabsi (2016), the role-play approach has a remarkable effect and impact on pupils. Furthermore, it boosts the pupils' passion and self-confidence. Furthermore, role-play is a very useful approach for pupils since it enhances vocabulary development and allows them to study in an enjoyable way (Kuipers& Clemens, 1998; Huang and Shan, 2008; Altun, 2015 as cited in Alabsi, 2016). Furthermore, Aliakbari and Jamalvandi (2010) state that using the role-play approach allows pupils to use the language and phrases they have learned in real-life circumstances. Furthermore, according to Alabsi (2016), "Acting out a scenario promotes pupils to employ natural emotions and intonations of native speakers as well as gestures"(p.229). In other words, the circumstances that pupils act out in role-play allow them to employ ready-made phrases and native speakers' intonation. Teachers, according to Ur (1996), can employ role-play settings to teach functions, such as providing advice, seeking permission, and so on. As a result, teaching functions via the role-play approach helps pupils to recall vocabulary of ready-made statements as well as pieces. Furthermore, pupils will be aware of the meaning and purpose of what they are saying. In this context, Ur provides the following example which is Adapted from Alan Maley and Alan Duff, *Variations on a Theme*, Cambridge University Press (1978, p.46):

A: Can I help?

B: Oh yes, please, I don't know what to do...

A: What's the matter?

B: He doesn't understand what I'm telling him!

A: Would you like me to explain?

B: Please do!

The illustration above is an example of employing language in a real-life situation to describe a function of giving aid, allowing pupils to recall vocabulary items and ready-made phrases of offering help, such as 'would you want me to...?'.

1.7.4. Reasons for Using Role Play in Teaching Vocabulary

For a variety of reasons, the role-playing approach is employed in vocabulary instruction. For starters, it is one of the most essential approaches in communicative language instruction that strives to make language useable in everyday situations. In this sense, Alabsi (2016) describes role-play as "a crucial technique". It has several advantages in the communication approach and can foster types of social interaction, engagement that provides a vital stimulus for using the language in everyday situations and challenges existing beliefs of pupils" (p.229).

Second, role-play, according to Alabsi (2016), helps pupils to apply what they have acquired through activities. Third, according to Al-Jabri (2005), "English pupils have frequently confronted communication challenges in numerous contexts that need control over a vast variety of vocabulary items rather than a restricted range of syntactic structures" (p.1). In this case, similarly, According to Alabsi, the goal of acquiring vocabulary is to utilize it correctly in conversation. As a result, pupils should be able to recollect them as well as know how and when to use acceptable terms. Role-play, on this premise, offers pupils with the opportunity for vocabulary learning and acquisition within a communicative setting.

Chapter One: Probe on Role-Play Strategy

Fourth, in addition to using role play to accomplish various ends such as information acquisition and skill development, Alabsi(2016) adds that role play is such a valuable strategy in vocabulary learning since it allows pupils to enhance their vocabulary understanding of terminology gained via reading, discussing, and arguing many problems. Fifth, role-play encourages pupils to be creative with their terminology. In this sense, Afdillah (2015) says that "many pupils will be more imaginative and energetic in playing their role since the teacher" provides chances for pupils to investigate their behaviors" (p.20).Sixth, according to Ladousse (1987), role-play may be fundamentally exploited since it is enjoyable. In other words, role-play allows pupils to practice using language in real-life circumstances in a pleasant way. Last, According to him, role-play improves pupils' fluency and interaction inside the classroom.

1.7.5. Procedure for Teaching via Role Playing

As a result of the practical consequences of role play, there has been a movement toward using a role play method in teaching EFL in general and vocabulary in particular. Teachers, on the other hand, should monitor the process closely. Furthermore, EFL teachers must be aware of the processes involved in practicing good role-play inside the classroom in order to promote efficient learning and acquisition. Huang (2008) describes the procedure as follows: Role-playing strategies have been demonstrated to be effective in teaching English to pupils because they increase motivation. Encourage pupils' enthusiasm, self-confidence, empathy, and critical thinking. Role-playing is a method of teaching.

1.7.5.1. Selecting Teaching Materials

Teachers should begin by selecting appropriate instructional materials before engaging in role-play. Text books and non-textbook instructional resources, such as picture books, tale books, movies, cartoons, and so on contain the targeted direct object. However, this does not imply that instructors' personal lives are unimportant. Touch is not permitted; they may also

Chapter One: Probe on Role-Play Strategy

develop their own realistic teaching materials for role-play. The educational materials used should be based on the pupils' level, interests, objectives, and teaching methods.

1.7.5.2. Determine Situations and Create Conversations

Following the selection of the educational content, teachers should choose the situation to be acted out through role-play. There should be a discourse in each role-play setting either offered by the educational materials or produced by the pupils themselves.

1.7.5.3. Teaching Role-Playing Dialogues

When the role-play context is chosen, teachers must then teach the necessary vocabulary, phrases, and dialogues for the circumstance before the role-play activity takes place. However, teachers should allow their pupils inquire how to speak the words they wish to say.

Retrieved 18.03.2022 from:

<https://dspace.univ-ouargla.dz/jspui/bitstream/123456789/25371/1/Hedjoudja%20-%20Bakelli.pdf>

1.7.5.4. Pupils Perform Role Plays

Pupils might work in pairs or small groups to rehearse and prepare for the circumstance. They switch roles once they have played their respective parts a few times. In this manner, they will be able to play many roles at the same time. The teacher oriented the pupils to act out the incident in front of their peers when they are ready and confident to do so.

1.7.5.5. Pupils Alter Situations and Dialogues

After the pupils have been familiar with the original role-play setting, they may add their own spin to it by changing and developing modifications.

1.7.5.6. Evaluate and Check Pupils' Understanding

The final stage for teachers is to assess the success of role-playing exercises and ensure that pupils understand the intended meanings of words, phrases, and sentences in the dialogue. Teachers can evaluate their pupils in a variety of methods, including oral and written assessments. Listening tests For instance, in oral exams., pupils are required to answer a few questions relevant to the role play in which they participated, but for listening exams, novice pupils are requested to do activities relating to topics, such as listen and circle, listen and match, and so on and so forth.

Retrieved 12.03.2022 from:

<https://dspace.univ-ouargla.dz/jspui/bitstream/123456789/25371/1/Hedjoudja%20-%20Bakelli.pdf>

1.8. The Role of the Teacher in Role Playing

The effectiveness of role-play is dependent on a number of elements, one of which is the role of the instructor. The question here is concerning the role of the teacher in role-playing activities. The instructor may serve in three capacities. These are explained in details below.

1.8.1. The Teacher as Facilitator

The instructor may act as a facilitator. According to Budden (2004), pupils may fail to execute their duties owing to a lack of vocabulary; hence, it is the teacher's responsibility to equip them with the vocabulary when necessary. However, the teacher may discontinue assisting them if only rehearsal time could be extended.

1.8.2. The Teacher as Participant

Teachers, in addition to serving as facilitators, may also act as participants in certain situations. Teachers may choose to participate in role-play or speaking activities in order to supply pupils with information, maintain the continuity of the activity, and promote

participation. Pupils to get more involved teachers, on the other hand, should not become overly involved in the activity. They should dominate the conversation since it will bring attention to them.

1.8.3. The Teacher as Spectator

The third role that the instructor might play is that of a spectator. Budden (2004) states that the teacher's responsibility in this role is to monitor the pupils' role play performance and offer criticism at the conclusion. Furthermore, Ladousse (1987) believes that the teacher's position as an observer is walking throughout the classroom, listening to pupils, pointing out communicative tasks, and pointing up errors that will be rectified later. Furthermore, he emphasizes that the instructor should think about ten times because he deals with different levels and different mindsets. Priority should be given to increasing fluency and less attention should be given to faults in order to avoid suppressing the exercise.

1.9. Example of Role Play

EFL teachers can use role-play to help their pupils improve their vocabulary, communicative competence, and fluency, based on the premise that role-play allows pupils to imagine themselves in real-life situations and act correctly. Consider the following role-playing scenarios below.

1.9.1. Going to the Doctor

The following example is a sample of what generally happens in the doctor's office and the type of dialogue that takes place between both the patient and the doctor. Role-play in a real-life setting allows pupils to acquire terminology, ready-made phrases, and so on.

<p><u>Going to the Doctor</u></p> <p>Hugo: I feel bad. My <u>throat hurts</u>.</p> <p>Diego: Maybe you have a <u>sore throat</u>.</p> <p>Hugo: I have a <u>headache</u> as well.</p> <p>Diego: I can turn down the TV if you like.</p> <p>Hugo: Thank you, Diego. You are a good brother.</p> <p>Diego: Do you want an <u>aspirin</u> for your headache?</p> <p>Hugo: Yes, please. My <u>back hurts</u> too.</p> <p>Diego: Maybe you should go to the Doctors.</p> <p>Doctor's Office</p> <p>Doctor: Come in.</p> <p>Hugo: Hello. I'm Hugo.</p> <p>Doctor: Hello. How do you feel?</p> <p>Hugo: I feel terrible. My head, throat and back hurt.</p> <p>Doctor: Are you <u>tired and exhausted</u>?</p> <p>Hugo: A little. Sorry. I have to <u>sneeze</u>. AHHCHOO!</p> <p>Doctor: I have to ask you some questions. Do you <u>feel sick</u>?</p> <p>Hugo: I <u>feel very sick</u>! Please help me!</p> <p>Doctor: Calm down. Don't worry. Everything is going to be okay. Do you have an <u>earache</u>?</p> <p>Hugo: No. I have a <u>headache, a backache</u> and a <u>sore throat</u>. I feel <u>dizzy</u>.</p> <p>Doctor: Are you <u>allergic to</u> anything?</p> <p>Hugo: I don't think so.</p> <p>Doctor: When was the last time you <u>were sick</u>?</p> <p>Hugo: I never <u>get sick</u>, I never <u>catch colds</u>. I am healthy. I do sports every day and I still <u>get sick</u>. AACHHOO!</p>	<p>Doctor: Would you like a <u>tissue</u>?</p> <p>Hugo: Yes, please.</p> <p>Doctor: Here you go.</p> <p>Hugo: Thank you, Doctor.</p> <p>Doctor: No problem. I think you have a cold, Hugo. My advice for you is to go home and try to get some rest.</p> <p>Hugo: My head is spinning!</p> <p>Doctor: I'm going to give you a prescription for some <u>headache tablets</u>. Also, I am going to give you a prescription for some <u>cough syrup</u>. It will help you with your <u>sore throat</u>.</p> <p>Hugo: Thank you, Doctor.</p> <p>Doctor: In a few days, you will start to feel better. Do you know where the <u>pharmacy</u> is?</p> <p>Hugo: I think there is a pharmacy near my house but <u>I feel too sick</u> to go there.</p> <p>Doctor: There is a pharmacy on this street. As you leave this building, walk 500 metres and it is on your left. Did you come here with anyone?</p> <p>Hugo: My big brother brought me here. He told me I had to come here.</p> <p>Doctor: Your brother cares about you. I think he should take you home now. I hope you get well soon.</p> <p>Hugo: Thank you very much, Doctor. Have a good day. Bye!</p> <p>Doctor: Take care. Bye.</p>
--	---

Figure 1.1. Example of role-play: At the doctor situation
Adapted from <https://busyteacher.org/14019-roleplay-going-to-the-doctor.html>

1.10. Using Role Play to Teach Vocabulary

Due to the typical approach in EFL classrooms, pupils may find it challenging to acquire vocabulary. Their professors' preferred method of imparting terminology. Vocabulary instruction is frequently used. Vocabulary training Role-play is a novel strategy that EFL teachers may use to teach their pupils. Discover new vocabulary Herrell and Jordan (1998) state in this regard,

Vocabulary role-play is a strategy used to encourage pupils to make connections among their past experiences, the content currently being studied, and vocabulary that is new or being used in an unfamiliar way. Pupils are introduced to new vocabulary and given an opportunity to discuss and use the vocabulary in context through role-playing. (p. 160)

Furthermore, Herrell and Jordan (1998) believe that skits may be used to teach vocabulary terms. The latter enables pupils to distinguish the many settings in which words might be used appropriately. In summary, they offer eight methods to teach vocabulary through role-play that EFL teachers may use to improve their pupils' vocabulary acquisition, which are as follows:

1. **Identifying key vocabulary:** Before the session begins, the instructors should choose the vocabulary to be addressed, and they may utilize word flashcards for the presentation.
2. **Teaching the lesson:** The educator should highlight key terms, illustrate their meaning, and replicate them as needed during the session. The teachers should then assume responsibility for the term's accurate pronunciation. Following that, pupils are told to go back and review what they have already read. They should read more in order to enhance their fluency.
3. **Connecting the vocabulary to past experiences:** After finishing the reading, the pupils are allowed to debate their knowledge of the previously chosen concepts. Pupils have the

Chapter One: Probe on Role-Play Strategy

opportunity to study connotative, which implies a connotation is the baggage attached to a term or notion. The word "baggage" is often used negatively. When you mention someone has luggage, unless they are at the airport, you imply they are carrying some drama. Some words have both positive and denotative meanings, such as "excellent birthday cake." Denotation literally translates as "a word for a word!" It is the literal, emotionless meaning of a speech, gesture, or mark. There are no conditions associated. The origins of the term denotation is "to take attention of." meanings by combining a number of words.

4. **Sorting the words:** During this stage, the instructor seeks to persuade pupils to link the previously chosen words with any other terms that may have the same meaning, or to determine if they are related to identifying things-nouns. The instructor should next go through the definitions of the terms being addressed to help pupils memorize them.

5. **Planning ways to use the words:** During this stage, the instructor encourages pupils to use the new terms and displays joy when they do. In addition, the instructor may break the pupils into small groups and invite each group to come up with a unique concept. It is an instance in which all of the new vocabulary phrases are employed.

6. **Giving pupils time to practice:** As each group plans scenes, the teacher allots time for their pupils to practice role-playing scenarios.

7. **Performing the scenes:** During this phase, the groups are given the chance to reenact the scenarios that they have been working on as well as show how they employ the new language in the scene. Pupils are encouraged to use new vocabulary.

8. **Focusing on multiple word meanings:** Because certain words have connotative connotations, pupils are divided into groups to investigate the many meanings and settings in which a specific vocabulary is used while performing the pole play.

Chapter One: Probe on Role-Play Strategy

If these stages were rigorously followed, the results would be promising. These steps it may be useful for EFL teachers to have their pupils practice their language and utilize of their lexicon.

Conclusion

As long as pupils use the vocabulary they have learned in communication and because teaching vocabulary has gone through various strategies, and it cannot be dismissed from context, it is vital for EFL teachers to find an acceptable and successful strategy for teaching pupils with vocabulary. English as foreign language instructors employs a variety of techniques, and one of which is role-play. Teachers may customize it for the purpose of teaching vocabulary, which they may find beneficial because it teaches pupils to make use of their stored vocabulary, encourages them to talk, and minimizes their anxiety. They then would become both proficient and self-assured speakers. As a result of what has been mentioned above, it is critical for EFL teachers to understand that the significance and reason for using such a strategy in the teaching process is to increase pupils' vocabulary acquisition. In other words, it is the responsibility of EFL teachers today to create an environment in which pupils feel comfortable. They are free to apply their language knowledge in real-life situations. As a result, the role-playing method might be a great tool for EFL teachers to assist their pupils in becoming competent and fluent speakers of English.

Chapter Two

Teaching Vocabulary through Role Play

Contents

Introduction	Error! Bookmark not defined.
2.1. Definitions of Vocabulary	Error! Bookmark not defined.
2.2. The Importance of Vocabulary in EFL Teaching	Error! Bookmark not defined.
2.3. Aspects of Knowing a Word	Error! Bookmark not defined.
2.4. Types of Vocabulary Taught in EFL	Error! Bookmark not defined.
2.5. Items in Teaching EFL Vocabulary.....	Error! Bookmark not defined.
2.6. Aspects of Meaning.....	Error! Bookmark not defined.
2.7. Vocabulary Teaching Techniques.....	Error! Bookmark not defined.
Conclusion.....	Er

ror! Bookmark not defined.

Introduction

This chapter is largely focused with investigating the use of role-play in the teaching of vocabulary in an EFL classroom. The chapter opens with definitions of vocabulary, its importance in communication, and the characteristics of knowing a phrase. It provides information on vocabulary items taught in EFL courses in addition to the types of vocabulary taught in an EFL context. Furthermore, before closing with a conclusion, it gives several ways for teaching vocabulary.

2.1. Definitions of Vocabulary

Thompson (1993) defines vocabulary as a collection of terms used in a certain language. Furthermore, she asserts that vocabulary refers to an individual's pool of words, whereas Ur (1996) views vocabulary to be the words taught in FL. Furthermore, she believes that vocabulary might consist of more than one word as phrasal verbs, idiomatic expressions, and collocations. For example, quick food or mother-in-law are used to communicate a single notion, and vocabulary can be multi-word idioms where the meaning of the phrase cannot be deduced from the individual meanings of each word. In other words, it is seen as a piece that is employed in a certain context. As a result, she emphasizes that the term 'items' is more customary than the phrase 'words.'

The term vocabulary, according to Hatch and Brown (1995), refers to a collection of terms for a certain language or a group of words that single speaker of a language may use. Furthermore, according to Richard and Renandya (2000), vocabulary is at the heart of language competency because it indicates how effectively the learner talks, listens, reads, and writes. To put it into another way, vocabulary is crucial for any FL. Thus, without substantial usage and acquisition of vocabulary, pupils may be unable to employ the many tools and strategies of language learning such as conversing with native speakers, listening to music, and reading books. According to Diamond and Gutlohn (2006), "Vocabulary is the

knowledge of words and word meanings"(http://www.readingrockets.org/article/9943). This suggests that EFL learner s' vocabulary learning is more realized and used in context.

Depending on the definitions mentioned, vocabulary may be regarded as an essential aspect of language to increase EFL pupils' acquisition because it impacts on all levels of language, such as phonology, morphology, semantics, and so on.

2.2. The Importance of Vocabulary in EFL Teaching

Since vocabulary is previously described as knowledge of words, the latter includes knowledge of how to utilize the words. In other words, each EFL learner should understand the context in which the term is used; hence, word knowledge is critical to both communicative competence and language learning. According to Schmitt (2000), "Lexical knowledge is crucial to communicative competence and the learning of a second language" (p. 55). Furthermore, Nation (2001) feels that there is a complimentary link between vocabulary knowledge and language usage. In other words, the more EFL pupils know about words, including their meanings and contexts of use, the more they understand language use. In terms of the latter, it allows pupils to broaden their vocabulary knowledge.

According to Wilkins (1972), "There is not much benefit in being able to generate grammatical sentences if one does not have the vocabulary required to explain what one intends to say. While very little can be stated without grammar, nothing can be conveyed without vocabulary." (pp. 110-111). According to this viewpoint, vocabulary instruction and acquisition are critical for improving pupils' language abilities and communicative ability. Folse (2004) supports this viewpoint by arguing that a lack of language understanding leads to less effective communication. Furthermore, while pupils may articulate their thoughts without using grammar, they cannot convey their intended meaning without using vocabulary.

2.3. Aspects of Knowing a Word

Since the relevance of vocabulary knowledge in developing pupils' communicative competence has been emphasized in vocabulary teaching, it is vital to explain further on what vocabulary knowledge is meant to signify. Sárosdy et al. (2006) sheds a light on the key components of word knowledge and what pupils must know about words. They contend that it is primarily composed of six constituents; meaning, use, word grammar, word formation, spelling and phonology.

2.3.1. Meaning

Most EFL pupils are more concerned with meaning than with spelling and pronunciation. According to Sárosdy et al. Teachers are expected to teach one meaning at a time, and pupils know what the term means to signify after they grasp it in context and know its counterpart in their native tongue. Furthermore, Harmer (2007) agrees with this idea of the identification of meaning, stating that the meaning of a word is determined by the context in which it is used, as long as any word can have more than one meaning. For instance, the term 'table' alludes to a four-legged object on which we may eat or write. However, the term can have several meanings; for instance, the meaning of the word table in 'we can dine on a table' is not the same as the meaning of the word table in 'we can table a motion at a conference'; so, the context is what clarifies the meaning of the word. Nation (1999) defines meaning as "what the term aims to express and whether or not the phrase has many or additional suggested meanings." (p. 43)

2.3.2. Use

After learning the meaning of a vocabulary pupils want to know how to utilize it in a sentence. In this sense, Sárosdy et al (2006) believe that pupils must be able to produce words in their appropriate context. Furthermore, pupils must be aware of how the meaning of a term is stretched and constrained dependent on how it is used. In other words, depending on

Chapter Two: Teaching Vocabulary through Role Play

how the term is used, pupils should know when to comprehend the meaning at the word level or beyond the word level. Idioms, for example, cannot be comprehended by understanding what each word refers to since they have a specific meaning; for example, the idiom "pull one's leg" cannot be understood by dissecting its components. Additionally, pupils should be familiar with the word's collocations, such as stating 'headache' but not 'legache'.

According to Milton (2009), knowledge of word use is divided into three elements. First, there are grammatical functions, which are concerned with determining the part of speech of a word and, as a result, how the word is associated with other words. For example, because the word 'yellow' works as an adjective in English, it is anticipated to occur before the noun. As a result, we say 'a yellow door' rather than 'a door yellow'. Second, collocations, which are concerned with determining what other words occur with a specific word. English verbs such as 'do' can be used with prepositions to generate phrasal verbs, such as do up, do in, do away with, and so on. Finally, there are limits on usage, which implies that certain words are confined in their use and only appear with particular terms. For instance, the term 'kith' is never used outside of the sentence 'kith and kin.' See the following example which is from Nation (2001, p. 19)

Use	
Grammatical functions	R In what pattern does the word occur? P In what patterns must we use this word?
Collocations	R What words or types of words occur with this one? P What words or types of words must we use with this one?
Constraints on use	R Where, when and how often would we meet this word? P Where, when and how often can we use this word?

Table 2.1. The main constituents of knowledge of word use

Chapter Two: Teaching Vocabulary through Role Play

The table above depicts the key parts of knowledge about word use, including as grammatical functions, collocations, and use limits. Furthermore, the letters 'R' and 'P' in the third column both correspond to the words 'receptive' and 'productive.' For example, pupils may be exposed to an adjective lesson initially, and then they must know where to place the adjective long on the phrase when they want to talk. In terms of collocations, pupils are taught the words that collocate with the word make; therefore they must understand how to use this word correctly with another word, such as to make bed. In terms of use limits, pupils are exposed to certain words that are constrained to limited usage. As a result, pupils should be aware of the frequency of use and usages of each term.

2.3.3. Word Grammar

Pupils should be aware of the grammatical classifications of a new piece of vocabulary in order to better grasp it. Thornbury (2002) divides the term into two categories. Grammatical words, on the one hand, are words that assist to create the phrase grammatically, such as them, and, for, and to. Content words, on the other hand, are words that play an important function in a phrase, such as verbs, nouns, adjectives, and adverbs. Moreover, Sárosdy et al (2006) state that understanding a term entails being aware of particular grammatical patterns associated with that word. For example, if the word is a noun, counting for countable and uncountable categories is significant, but if the word is a transitive verb, it is crucial in building passive structure, and so on. Milton (2009) refers to word grammar as a "grammatical function," defining it as "understanding what part of speech a word is and how it will relate with other words as a result" (p. 15)

2.3.4. Word Formation

It is critical for pupils to understand the components of a language once they have learned how to use it. In other words, to understand the word's morphology. According to Sárosdy et al. (2006),

Word formation is in other words morphology. English words can often be used both as nouns and verbs which makes it a bit more bit difficult to teach which part of speech they belong to. When we speak about word formation we mean the grammatical context according to which the word changes, for example, present participles can refer to the past and to the present. Pupils have to know how suffixes and prefixes change the meaning of the stem, for example: 'polite', 'impolite'. (p. 70)

In this sense, they believe that word-formation is related to morphology, and that pupils must understand how suffixes and prefixes modify the meaning of a word. In addition, Carter (1998) identifies two forms of word creation. These include derivations and inflections.

2.3.4.1. Derivations

Carter (1998) defines derivation as the process that culminates in the formation of new lexemes. It is distinguished by being concentrated on the lexical variations of a particular root, and it alters the root's grammatical category. In other words, derivations convert verbs to nouns, adjectives to nouns, for instance agree: agreement/ dark: darkness.

Carter (1998) also agrees with Sárosdy (2006) on the usage of affixes in word creation, which are primarily prefixes and suffixes added to roots to generate inflections and derivations.

2.3.4.2. Inflections

Carter(1998) defines inflections as "all of the word forms generated from the root of a lexeme."(P. 33) they are distinguished by the fact that they are concentrated on the grammatical variations of a specific root. Furthermore, they neither produce new lexemes nor modify the grammatical category of the provided lexeme. For instance, all word-forms derived from the root 'adapt,' such as 'adapt, adapts, adapting, adapted,' are verbs.

2.3.5. Spelling

Knowing how a particular vocabulary is spelled is essential when learning a new vocabulary. According to Sárosdy et al. (2006), spelling is one of the most significant components of learning a term, and pupils know the word after they spell it correctly. Furthermore, Nation (2001) states that "the capacity to spell is most heavily impacted by how pupils represent the phonological structure of the language" (p.61). Moreover, Ur (1996) adds that whether the learner perceives pronunciation or spelling when meeting a new item for the first time, both elements must be provided and mastered properly in language education.

2.3.6. Phonology

When learning a new vocabulary, pupils should think about how to say it appropriately and accurately. According to Sárosdy et al. (2006), in order for pupils to understand a term, they must first learn how to pronounce it. Furthermore, Nation (2001) elaborates that knowledge of spoken form necessitates the ability to recognize the term when it is heard. Furthermore, he adds that developing the spoken form of an English word requires being able to pronounce the sounds in the word as well as the degrees of stress of the appropriate syllables of the word if it has more than one syllable.

2.4. Types of Vocabulary Taught in EFL

Vocabulary is split into two forms that are critically significant in teaching and learning: 'receptive' or passive vocabulary and 'productive' or active vocabulary. Gairns and Redman (1986) go into further detail on the difference between the two categories. According to them receptive vocabulary refers to linguistic things that pupils can grasp and recognize when exposed to them through reading and listening. They argue, on the other hand, that productive vocabulary refers to linguistic objects that pupils are capable of retaining and employing effectively in speaking and writing. Furthermore, Haixia and

Chapter Two: Teaching Vocabulary through Role Play

Zhaohui (2015) presume that pupils are unable to apply their receptive vocabulary in speech and writing on their own. Instead, individuals can naturally employ their effective vocabulary while speaking and writing. Furthermore, Haixia and Zhaohui imply that pupils make rapid practical use of newly taught words; hence, newly learnt words can be swiftly integrated into the pupils' active vocabulary. However, when they acquire more new words each time, they are able to recognize some of them and use them in speaking and writing, but for certain other terms, pupils can only recognize them after being exposed to them in reading.

According to Haixia and Zhaohui (2015), there are numerous words that can become active after being passive if the pupils are exposed to them enough. In other words, pupils will become accustomed to utilizing new terms in speaking and writing after only being able to recognize them when they encounter such words more frequently. Hedge (2000) proposes that pupils think of vocabulary knowledge as "a scale spanning from recognition of a word at one end to automatic output at the other, via immediate steps of gaining deeper meaning of the term and how it may be employed in other situations" (p.116). Furthermore, he emphasizes that in vocabulary instruction, teachers should present a clear choice on what words to add to the pupils' productive vocabulary so that they may give appropriate exercises to enable pupils to utilize these terms spontaneously when they talk or write.

A study conducted by Kaushanskaya and Rechtzigel (2012) on the acquisition of new words using concrete versus abstract terms discovered that the bilingual impact is more noticeable when learning unexpected concrete referents as opposed to abstract ones. This result contends that bilingual benefits for word acquisition may be incorporated, to some extent, in bilinguals' increased awareness of semantic information throughout the learning process.

Chapter Two: Teaching Vocabulary through Role Play

The semantic conceptions of transcription equivalents in a bilingual's two languages overlap, according to lexical processing theories (Kroll & Stewart, 1994). However, there have been theories regarding various types of words overlapping to varying degrees in the bilingual semantic system. The shared feature model (De Groot, 1992), in particular, assumes that concrete words appear to share more semantic characteristics than abstract words across bilinguals' two languages, as well as several behavioral study results have suggested that concrete transcription equivalents across bilinguals' two languages may share more semantic correlation than abstract transcription substitutes (Paivio&Desrochers, 1980; Van Hell & De Groot, 1998; De Groot, &Keijzer, 2000).

While concrete words may be distinguished from abstract terms to a certain extent, it should be noted that the distinction is not sufficiently defined, since they all exist on a continuum ranging from most abstract to most concrete. Words like animal, flower, and vehicle, for example, represent concrete elements but also include a degree of abstractness, which complicates FL acquisition. As previously stated, earlier research on acquiring concrete and abstract vocabularies has relied more on theories and assumptions than on practical and classroom-practice-based investigations. To achieve more realistic results regarding concrete and abstract vocabulary development, we additionally studied the effects of mother language on English foreign language on acquiring concrete and abstract terms.

In addition, for foreign language pupils, abstract vocabulary is more difficult to acquire and recall than concrete vocabulary (de Groot & Keijzer, 2000; Ellis & Beaton, 1993). The rationale for this is that concrete terms may be easily produced and coded in the mind of the learner. This is explained by Paivio's (2007) dual-coding theory, which offers a fair explanation of the problem based on pupils' self-reported procedures for encoding these two categories of words. According to the hypothesis, the advantage of concrete words is their ease of eliciting mental imagery. That is, although physical words (for example, car) have

Chapter Two: Teaching Vocabulary through Role Play

relatively straightforward relationships with their referents in the visible world, abstract terms (for example, knowledge) do not—their meanings must be inferred from the set of words with which they are intimately related (Noppeney & Price, 2004). Thus, learning concrete words necessitates the use of both the linguistic and visual systems, resulting in dual retrieval pathways (word-word and word-image) in long-term memory.

On the other hand, it is expected that learning abstract terms will rely more on the verbal processing channel, and thus, results in the formation of verbal memory traces. Because visual information is thought to be more remembering than verbal information, supplemental image-based memory codes for actual words are highly effective for vocabulary recall (Paivio, 1971a, 1986b). According to certain brain-imaging studies, different areas of the brain are involved in the processing of concrete versus abstract language. Processing abstract notions, in particular, involves increased activity in left hemisphere for semantic processing. Processing tangible notions, on the other hand, is associated with greater activations in a bilateral network of multimodal association regions (Paivio, 2007a, 2010b). Previous research looked at the role of semiotics in vocabulary learning using "concrete" terms. Bosozi and Can (2016), for example, introduce twenty concrete nouns, such as animals, fruits, and action verbs.

2.5. Items in Teaching EFL Vocabulary

Vocabulary teaching in EFL classes covers a variety of elements that teachers should supply to their pupils while introducing new vocabulary. Ur (1996) presents a list of vocabulary words that EFL pupils should be familiar with. These are presented and explained below.

2.5.1. Form (Pronunciation and Spelling)

The form is the first aspect that educators should make their pupils aware of when introducing new terminology. To put it into another way, pupils should first understand how

Chapter Two: Teaching Vocabulary through Role Play

to spell and pronounce new terminology. According to Ur (1996), when pupils meet a new aspect, they should initially be aware of two conspicuous features. To begin, they must understand how to pronounce the word, where to place emphasis, intonation, silent letters, and so on. The word 'subtle,' for example, is pronounced 'sutle,' since the letter 'b' is not pronounced. Furthermore, they need to understand how the term is spelled. In other words, how the word appears. For example, separating a word into consonants and vowels like m, o, u, t, h. Ur believes that the above-mentioned component should be adequately presented and learned.

2.5.2. Grammar

Grammar is another topic related with vocabulary instruction. Indeed, it is critical to teach both the grammatical structure of the vocabulary to be taught as well as its suitable application in a given situation. Grammar, according to Ur (1996), is the way words are connected to form well-structured sentences. 'I am a student,' for example, is grammatically proper, but 'I are a student' is not. According to Harmer (2001), understanding word grammar allows the learner to understand how each word class operates in a sentence. In other words, understanding a word's grammatical nature can help understand its purpose and syntactic location.

2.5.3. Collocation

Teaching vocabulary entails more than just teaching a single word; it also entails teaching collocation. According to Ur (1996), collocations allow knowing if a word combination is 'right' or 'wrong' in a context; hence, collocations are an important component that should be taught while providing vocabulary. Moreover, Harmer (2001) views collocations as "the way in which words co-occur — combinations that have come to be recognized as regular and acceptable via tradition and practice" (p. 20). Harmer (1998) gives

Chapter Two: Teaching Vocabulary through Role Play

common instances of collocations, such as stating 'damaging effects' rather than 'poor consequences,' or 'total calamity' rather than 'whole disaster.'

Furthermore, Carter and McCarthy (1988) assert that collocation implies two key qualities. To begin, whenever the learner understands the meaning of a word, it has a lot to do with the terms that are related with that present word. Furthermore, the word connections may be used to determine the semantic area of a particular word. Brown (1974) claims that "every good collocation is another step toward comprehending the notion of a word" (p.3). Second, collocations assist pupils to anticipate the kind of words that will be placed together. Rudska et al. (1982) provide the following examples of collocations:

	Man	Woman	Dog	Weather
Handsome	+			
Pretty		+	+	
Charming		+		
Lovely		+	+	+

Table 2.2.Examples of collocations

The Table 2.2 above shows the possibility of combining the words (handsome, pretty, charming and lovely) with the words listed horizontally.

2.6. Aspects of Meaning

EFL pupils are often interested in identifying what the words they are taught refer to after recognizing grammatical context. As a result, while teaching terms, their meaning is crucial. In this regard, Ur (1996) categorizes meaning in EFL education. These categories are as follows: denotation, connotation, appropriateness, polysemy, synonym, antonym, and finally hyponym and subordinate.

2.6.1. Denotation

When pupils investigate the meaning of a word, they are initially introduced to the denotative sense of the term. According to Ur (1996) a word's denotation refers to its meaning in everyday life, and it is typically the definition offered by the Accurate and Reliable Dictionary (2004-2010). Similarly, Haixia and Zhaohui (2015) state that "the denotative meaning of a term is always the fundamental one, and it may appear relatively simple to learn" (p. 396). For example, Hornby (2006) defines a bird as "a creature that is covered with feathers and has two wings and two legs. Most birds can fly" (p. 136). Moreover, beginners are urged to utilize illustrated dictionaries to comprehend the denotative meaning of a term.

2.6.2. Connotation

Even though words may express more than one meaning, pupils may become perplexed about the meaning of a term, leading to its overuse. As a result, it is critical for EFL teachers to offer their pupils with the connotative meanings of the supplied vocabulary, if any exists. According to Ur (1996), the connotative meaning of a word is less clear than the denotative one. She goes on to say that, a word's connotation can reflect associations, as well as suggested good or negative sentiments. According to Haixia and Zhaohui (2015), the connotative meaning of a term is influenced by historical, cultural, political, and social factors. For example, Ur (1996) shows that the term "dog" represents the animal itself, but its connotative meaning denotes companionship and loyalty, yet in other cultures it may convey a negative connotative connotation.

2.6.3. Appropriateness

When introducing a new vocabulary item to pupils, teachers should not only explain what it means and what it relates to, but they should also expound on how, where, and when to use the term. In other words, the manner in which a certain word is placed in a phrase in

accordance with the context. According to Ur (1996) appropriateness is a meaning feature that pupils should master in order to determine whether a certain word is appropriate for a specific situation. According to her, it is critical for a learner to understand the frequency and formality of the term. In addition to discriminating between terms used in conversation and those used in writing.

Schmitt (2000) gives an excellent example of appropriateness when he believes that it is more suitable for pupils to use the term 'acquire' rather than 'get' while writing an essay or in academic writing in general. Furthermore, Stevick (1973) contends that pupils' understanding of context facilitates vocabulary development more than supplying separate lists of terms. As a result, teaching vocabulary through context is preferable.

2.6.4. Polysemy

EFL pupils frequently experience confusion when deciding on the meaning of specific words that have more than one meaning and usage; as a result, it is a significant challenge for teachers to provide their pupils with the various meanings and usages of words, so that they can differentiate between meanings of a single word in different contexts. Polysemy refers to the use of many words in the same sentence. Thornbury (2002) defines polysemy as terms in English that have diverse but overlapping meanings. Additionally, Brugman, 1988, Brugman and Lakoff, 1988, and Lakoff, 1987 present an example of polysemy in the following phrases for the term over, which has numerous meanings and contexts. This illustration is from: <https://doi.org/10.1093/acrefore/9780199384655.013.325>

The bird flew over the house ('above and across')

The painting is over the couch ('above')

The truck ran over the rabbit ('across')

I will read the papers over the weekend ('temporal')

Chapter Two: Teaching Vocabulary through Role Play

The examples above demonstrate the various definitions and usages of the term over, as well as how its meaning changes depending on the situation. The meaning of the term over in the first example relates to a bird physically flying across and above the house, but the meaning of the word over in the second case indicates that the reader will read the papers on the weekend.

2.6.5. Synonym and Antonym

EFL teachers often supply synonyms or antonyms of words in an attempt to have pupils approach the meaning of the newly supplied item in order to improve the pupils' vocabulary and as a technique of introducing new vocabulary. According to Ur (1996), synonyms are elements that have almost the same meaning as a particular term. For example, the terms 'glad' and 'delighted' have the same meaning as "happy". Furthermore, synonyms may contain certain terms that are frequently used interchangeably, and the choice of one word over another is directly tied to the context of use; whether official or casual, and the speakers' accent; whether British or American. In this regard, Thornbury (2002) asserts that “synonyms are similar, but seldom the same. Even between words that seem interchangeable, such as a taxi and cab, or aubergine and egg-plant, one will be preferred over the other in certain contexts and by particular speakers” (p. 9).

Ur (1996), on the other hand, defines the term antonym as elements displaying the opposing meaning of a certain word. For instance, the term 'strong' has the inverse connotation of the word 'weak.' According to the definitions offered, synonyms and antonyms are very important in vocabulary teaching since they allow the pupils to know more than one word at a time.

2.6.6. Hyponym and Super ordinate

Hyponymy and super ordinate are two more crucial factors that any EFL teacher should address while teaching vocabulary items. According to Ur (1996) "Hyponyms are

entities that serve as specific illustrations of a generic notion" (p. 62). In other words, it is a type of connection that links a set of similar terms to a broad phrase. Carter (1998) (p. 16) defines hyponymy as the relationship that occurs between collections of lexical elements in which the meaning of a more generic item is incorporated. For example, the terms potato, tomato, and cucumber are hyponyms for the term "vegetables."

According to Ur (1996), the concept 'super ordinate' refers to generic notions that function as umbrella words that encompass individual elements. According to this definition, the word 'vehicle' is superior to terms like 'car,' 'van,' and 'lorry.'

2.7. Vocabulary Teaching Techniques

The goal of teaching vocabulary is typically to enable pupils to utilize newly learnt objects in practice, so that they do not forget them. However, it is not just the presentation of vocabulary to pupils, which is important, but also the numerous approaches employed by teachers to communicate the meaning, form, and use of vocabulary. According to Takač (2008), teachers employ vocabulary teaching approaches depending on a variety of criteria, including time availability, content, and the technique's worth to pupils. Furthermore, Alqahtani (2015) notes that "when delivering a single prepared vocabulary item, the instructor frequently integrated more than one strategy, rather than adopting a single technique" (p. 26). Brewster and all writers (1992) propose strategies for vocabulary teaching which are discussed and explained below.

2.7.1. Using real objects

The use of real items is one of the most practical methods for teaching new vocabulary. It is seen to be more realistic since it includes physical objects. Brewster and his colleagues (2002) believe that the concept that adds real-world items into the presentation of new words typically helps pupils memorize them using word visualization. Furthermore,

Gairns and Redman (1986) believe that incorporating genuine data is beneficial. When tangible language is taught, contextualizing items is an appropriate strategy for pupils.

2.7.2. Drawings

Drawings, according to Brewster et al. (1992), are another teaching approach that might be employed on either a chalkboard or flashcards. The latter may be employed in a variety of circumstances since they help pupils understand what they learn in the classroom.

2.7.2.1. Drawings on Blackboard

According to Bowen (1991) as cited in Klasone (2013), teachers frequently employ drawings on the board. They seek to attract their pupils' attention, vary the speed of their teaching, offer them delight, and stimulate them to get involved. He notes that teachers can utilize the board for a variety of activities. This includes teaching vocabulary, pronunciation, spelling, and other skills.

2.7.2.2. Flashcards

According to Bowen (1991), flashcards are another tool that EFL teachers utilize while delivering a lesson. Flashcards are classified into two sorts. For starters, many people utilize image flashcards. Things are used by EFL teachers to convey a single topic, such as objects. Second, word flashcards include. The teacher has prepared printed words. They are advantageous to both teachers and pupils. It is simple to use and may be deployed at any time.

2.7.3. Using Illustrations and Pictures

Teachers can also communicate new terminology in novel and creative ways by illustrating and utilizing illustrations. Another method of conveying vocabulary, according to Brewster et al (1992), is to use photos contained in the materials that teachers often use, or to create their own visual aids, utilizing photographs from magazines, and so on. Furthermore, Alqahtani (2015) believes that visual accompaniment is a useful tool for pupils

Chapter Two: Teaching Vocabulary through Role Play

to comprehend the meaning since it makes the term less forgettable. "The list of pictures includes: posters, flashcards, wall charts, magazine pictures, board drawings, stick figures, and photographs," he adds (p. 27).

2.7.4. Mime, Expressions and Gestures

Mime, expressions, and gestures are nonverbal methods of presenting vocabulary in EFL, whereby language is taught contextually. These approaches assist pupils in improving their vocabulary memorization. Klippel (1994) asserts,

Mime or gesture is useful if it emphasizes the importance of gestures and facial expressions on communication. At the essence it can not only be used to indicate the meaning of a word found in reading passage, but also in speaking activity as it stresses mostly on communication. (p. 115)

According to what has been discussed so far, the use of mime or gesture in teaching the meaning of words used in speech is stressed. As a result, mime and gesture may be utilized to teach a variety of language. For example, mime may be used to teach adjectives such as 'sad' and 'happy,' or mime can be used to teach the word 'watch,' or mime can be used to teach the word 'watch,' and so on. Some second language teachers have attested to the usefulness of mime and gesture in vocabulary instruction. In this regard, Alqahtani (2015) believes that teaching by gestures is another good method for helping pupils memorize vocabulary, and pupils find it simple to recover the words that are largely provided by gestures during the session. Furthermore, some pupils instinctively mimic their lecturers' motions while creating words that they have been taught.

2.7.5. Enumeration

If miming and visual explanations fail to help pupils comprehend the meaning of a word, the teacher may employ the enumeration approach instead. According to Alqahtani (2015), an enumeration is "a collection of objects that is a comprehensive, ordered listing of

Chapter Two: Teaching Vocabulary through Role Play

all the elements in that collection." It can be utilized to convey message" (p. 28). In other words, the utility of this approach is demonstrated by its application when a term is difficult to convey visually. Teachers, for example, can pronounce the word "clothing" and explain it by enumerating. They may also list several sorts of clothing, such as skirts, dresses, and trousers. Thus, the meaning of the term 'clothing' would be evident to the pupils.

2.7.6. Eliciting

Another strategy focusing on the contextualization of instruction is eliciting. According to Brewster et al. (1992), "This strategy is more stimulating and memorable than providing pupils a list of terms to study" (p. 88). In other words, soliciting is a more efficient method of memorizing language than DE contextualization. For example, the instructor tries to teach the term 'medal' to the pupils by asking questions that assist the pupils uncover the desired word, such as 'what does the winner of a marathon get?' This strategy might be used to teach L1.

2.7.7. Translation

Teachers may encounter the dilemma that none of the following strategies succeed in transmitting meaning, thus they rely on translation. Furthermore, Thornbury (2002) asserts that translation can be an efficient way for teachers to save time while delivering incidental vocabulary. Cameron (2001) disagrees with this viewpoint, arguing that "it is vital to recognize that the rapid translation of a new word removes from the kid any need or desire to think about the meaning of the foreign language term or to keep the new word in memory" (p. 85). Furthermore, he believes that the more time pupils spend thinking about a certain term, the more it will get ingrained in their thoughts.

2.7.8. Contrast

Another excellent method for teaching vocabulary is to provide its contrast, which allows pupils to learn more than one term at a time. According to Alqahtani (2015), certain

terms are simple to explain to pupils by simply comparing them with their opposite, such as the word 'weak' vs the phrase 'strong,' and so on. Furthermore, he defines the verb 'contrast' as demonstrating difference, such as comparing the 'before' and 'after' photos in measuring someone's weight loss.

2.7.9. Guessing from Context

Guessing from context is another method of teaching vocabulary that is more focused on the learner. Teachers use this strategy to give context for their pupils and allow them to deduce the meaning of the words from it. According to Alqahtani (2015), such a strategy inspires. Pupils are taught in a method that allows them to estimate the meaning of words in their own unique way. As a result, pupils will gain confidence as they attempt to comprehend the meaning of new terms. In addition, he believes that there should be four insurmountable aspects to allow the reader, the text, unknown terms, and text cues to be used to guess the meaning includes the capacity to make educated guesses. Alqahtani adds that the lack of one of the previously listed components may impair one's capacity to guess.

2.7.10. Games

Teachers in EFL classes frequently confront the issue of their pupils being tired with learning. Thus, it is their responsibility to establish a pleasant and exciting learning atmosphere in order to avoid boredom. One of the most practical and helpful approaches for instructors is to educate through games. They Promote connection and encourages their pupils to talk more result in greater learning vocabulary. According to Bakhsh (2016),

Teaching vocabulary through the use of games has grown popular." (p. 17) they are significant for English language pupils because they maintain fun and interest in the language. Learning and encouraging daring and innovative use of the language. (p. 120)

On this basis, teaching vocabulary via games has proved to be beneficial since they attract pupils' attention while learning. Celce et al. (2014) propose the following games for teaching vocabulary; Speller line-up, Adverbs in action and twenty questions.

2.7.10.1. Speller Line-up

The teacher selects a word and assigns it to the first student to spell. If the learner correctly spells the word, the next learner has to discover a word that begins with the final letter of the preceding word. Another learner then spells the word. If he or she properly spells the word, another learner suggests a new word that begins with the final letter of the previous word. When a word is misspelled, the learner who misspelled it is removed, and the game continues until only one learner remains to win. This type of game is valuable to pupils since it teaches them how to correctly spell and pronounce words.

2.7.10.2. Adverbs in Action

The teacher splits the pupils into small groups and divides the chalkboard into two parts as well. On one side, the instructor writes all of the verbs that the pupils can utter, while on the other side, the teacher puts adverbs. The teacher then instructs one group to pick a verb and adverb combination, while another group plays it out. For example, laugh hysterically. This game is mainly centered on acting out verbs and adverbs, which aids pupils in grasping the meaning of vocabulary and putting it to use.

2.7.10.3. Twenty Questions

In this game, pupils are separated into teams and take turns asking yes or no questions, such as "Is that something you can do?" and "Is it something you can eat?" in order to locate words picked by their instructor, such as nouns and verbs. Each time, the first team guesses the word correctly earns a point. The game then restarts from the beginning. This game allows pupils to expand their vocabulary by asking questions regarding the missing word.

Chapter Two: Teaching Vocabulary through Role Play

All of the teaching approaches mentioned so far have intends to match with the various learning styles and tactics of the pupils.

Conclusion

Vocabulary instruction in an EFL environment is an essential component of English language instruction. As a result, when introducing vocabulary, teachers must pay close attention while presenting vocabulary items. They should be aware of the importance of vocabulary, its types, the techniques to facilitate learning and teaching, and find a method to follow, such as role play in order to best acquire vocabulary, raise their confidence, and stimulate them to use the vocabulary they owe. Therefore, teaching vocabulary through role-play could be very effective for EFL teachers to improve their pupils' vocabulary acquisition and communicative competence to become accurate and fluent speakers of English as foreign languages. As a result, pupils are more likely to learn two items at the same time.

Chapter Three

Field work and Data Analysis

Contents

Introduction	Error! Bookmark not defined.
3.1. The sample	Error! Bookmark not defined.
3.2. Research Design.....	Error! Bookmark not defined.
3.3. Description of the Interview	Error! Bookmark not defined.
3.4. Description of the Questionnaire	Error! Bookmark not defined.
3.5. Data Analysis	Error! Bookmark not defined.
3.6. Discussion and Interpretation of the Main Results	Error! Bookmark not defined.
Conclusion.....	Error! Bookmark not defined.

Introduction

This chapter will discuss the technique used to produce this piece of study, which will look into whether role-play improves pupils' vocabulary acquisition. As a result, the current chapter is divided into two sections. On the one hand, the first section contains methods of study, population and sampling, and data collecting. On the other hand, the second component, on the other hand, is concerned with data analysis and interpretation of the acquired data of the research instruments; a questionnaire for EFL middle schools and EFL pupils' interview aim at investigating whether or not role-play help EFL middle school pupils acquire new vocabulary.

3.1. The sample

During the academic year 2021/2022, Al Imam Ali Middle School EFL pupils and seven EFL teachers from Al Imam Ali, Ibn Rochd, El Bachir El Ibrahimi and Ibn Badis Middle Schools participated in the study. The pupils' sample consists of ten randomly selected males and females the goal of the sampling is to determine the influence of role-play on the vocabulary acquisition of these EFL pupils.

3.1.1. EFL pupils' sample

The sample size is ten EFL pupils, with an average age of 15 years. The oldest is sixteen years old. There are six female EFL pupils and four male EFL pupils. The participants in this work are picked at random to take part in an information-gathering interview. Their learning level is third-year middle school.

3.1.2. EFL teachers' sample

In more details, the researcher selects seven middle school English language EFL teachers. We select randomly two EFL teachers from EFL teachers from Al Imam Ali, Ibn Rochd, and Ibn Badis Middle Schools, whereas only one EFL teacher from El Bachir El

Ibrahimi Middle School. All EFL teachers have a license and have varied teaching experience (27, 22, 17, 5, and 3 years).

3.2. Research Design

In order to attain the goal of our research. First, we decide to conduct an interview with third-year middle school EFL pupils. Yin (1994, p. 13) defines ethnography as "an empirical investigation that investigates a contemporary inside its real-life setting, particularly when the limits between phenomena and context are not clearly obvious." Second, we present a questionnaire for EFL middle school teachers to gather their perspectives on employing role-play as a way to improve vocabulary learning and acquisition.

3.2.1. Data collection instruments

Research instruments are designed tools that aid the collection of data for the purpose of analysis to check the validity of the research hypothesis. It has several types for gathering information including: questionnaire, interview, classroom observation and psychological tests. In this research two instruments are used to investigate: an interview and questionnaire. These two tools are described in the following part.

3.3.2. Definition of Interview

An interview is a dialogue used to obtain information; it is a qualitative research approach that entails conducting lengthy individual interviews with a limited number of respondents to examine their viewpoints on certain concepts, programs, or circumstances. Schostack (2006, p. 10) states in this context.

Individuals focusing their attention towards each other with the objective of obtaining insight into the others' experiences, concerns, interests, beliefs, value, knowledge, and methods of perceiving, thinking, and behaving can be defined as an interview. p. 10

It is an uncommon type of data collection since it involves data collection through direct verbal interaction between persons. In this regard, it varies from a questionnaire in

that the respondent is compelled to keep some kind of record of her replies to prepared questions.

3.3.3. Definition of Questionnaire

A questionnaire is one of the most widely utilized research methods. It allows the researcher to acquire data in less time. Richard (2001, p. 60) mentions the usage of this instrument, adding, "Questionnaires are one of the most often utilized devices." They are generally simple to prepare, may be utilized with a wide range of participants, and produce data that is quite simple to tabulate and evaluate.

This signifies that the questionnaire is quantitative in nature and focuses on statistical techniques used for data description and analysis. It entails the use of descriptive statistics, such as frequencies, which relate to numerical data, figures, percentages, tabulations, and visuals, to give the job more scientific orientation.

3.3. Description of the Interview with EFL middle school pupils

The purpose of the EFL pupils' interview is to gather information regarding the EFL pupils' perceptions of their EFL teachers' teaching approaches in EFL classes. The Fourteen (14) questions in the interviews are divided between yes or no questions, multiple-choice questions, and open-ended questions. Our conversation is separated into three parts General information, learning vocabulary, and the use of role-play technique in learning vocabulary. The questions are explained further below.

1. Section One: General Information

It comprises of three questions designed to gather information on EFL pupils' desire and motivation to study English (Q1), as well as their opinions on the simplest language aspect to learn while learning English (Q2). The third question seeks EFL pupils' opinions on vocabulary in English learning.

2. Section Two: Learning Vocabulary

The purpose of this part is to determine whether Al Imam Ali Middle School third-year EFL pupils are excellent at acquiring English vocabulary (Q4). The next question (Q5) determines whether or not they experience challenges in learning new vocabulary and whether or not EFL teachers assist them (Q6).

3. Section Three: The Use of Role-play technique in Learning Vocabulary

This section looks at the approaches that the instructor does when teaching vocabulary (Q7). The next questions (Q8–Q9) investigate the use of role-play strategies in vocabulary teaching and the EFL pupils' preference for learning with them. Q10 seeks to elicit EFL pupils' perspectives regarding the role of role-playing approaches in vocabulary learning. The next three questions (Q11, Q12, and Q13) evaluate whether or if the employment of role-playing tactics assisted EFL pupils in successfully understanding, memorizing, and recalling new vocabulary. The final question (Q14) inquires about their enjoyment of the Role-play.

3.4. Description of the Questionnaire with EFL middle school teachers

The questionnaire has twelve (12) questions that are separated among (yes, no) questions, multiple choice questions, and open-ended questions. There are three components to one questionnaire. One questionnaire is broken into two components, which are explained further below.

1. Section One: Teaching Vocabulary

The purpose of this part is to look into the tough issues of language instruction (Q1). The questions (Q2–Q3) seek instructors' perspectives on introducing new terms in each class and the tactics used to deliver them. The next two questions (Q4 and Q5) seek EFL teachers' perspectives on their EFL pupils' attitudes on the value of vocabulary in learning English, as well as any issues with mastering.

2. Section Two: The Use of Role-play technique in Teaching Vocabulary

This section discusses the usage of role-playing tactics, as well as their benefits and usefulness. The benefits of role-play on EFL pupils' vocabulary acquisition; issues encountered while employing role-play in the classroom; and lastly, comments or ideas from instructors

3.5. Data Analysis

In the realm of research, data analysis is critical. It aids in the organization of material, which allows the reader to better grasp the aim of your study. Data analysis is a key phase in reporting research findings; depending on the type of data acquired by the researcher, it can be qualitative or quantitative.

3.5.1. Analysis of EFL middle school pupils' interview

The interview (which is semi-structured) is divided into three groups of questions and is done with the ten target EFL pupils. It is conducted at Al Imam Ali Middle School by writing up their responses. The interview is broken down below.

a) Section one: General information

Q1: Are you motivated to learn English language?

EFL pupils are enthusiastic to study English since it is the first time they are dealing with it as a freshly created topic in the curriculum, and their EFL teachers are doing everything they can to inspire them. Bored is the proportion of participants that are unmotivated to learn English because they do not understand the teacher when he delivers the subject, causing them to become bored while studying it.

Q2: Which of the following language element is easy to study?

One out of every ten EFL pupils (10%) believes that vocabulary is an easy language aspect to acquire since EFL pupils are always asking their EFL teachers how to express various terms in English. Grammar and vocabulary, on the other hand, have a proportion of

Chapter Three: Data Collection and Analysis

(60%) approximately 6 EFL pupils because of their understanding of the integration of different components in order to acquire the English language. We cannot concentrate on one aspect while ignoring the others. Then, with a rate of 30%, three of them believe that grammar is the easiest language component to learn since they need to know the rules in order to write or pronounce a right phrase.

Q3: Do you think that vocabulary is important in learning English language?

The findings demonstrate that (100%) of respondents are aware that vocabulary is required for the process of learning any new language.

b) Section Two: Learning Vocabulary

Q4: Are you good at learning English Vocabulary?

Why? In case of no

The data founded clearly shows that the majority of EFL pupils (90 %) believe their English vocabulary learning is beneficial since they grasp and memorize new terms each class. Only one pupil believes that his acquisition is poor because he is uninterested in it.

Q5: What are the difficulties you are facing in learning new vocabulary?

Many EFL pupils (6) with a rate of (60%) have difficulty acquiring new vocabulary because they do not comprehend the meaning of words. Then there are three (30%) EFL pupils who have difficulty recalling words because they comprehend them but forget them due to a lack of repetition. Finally, one pupil (10%) has no difficulty learning new lexical items since he lacks self-motivation to study English vocabulary and does not make any attempt to learn.

Q6: Does your teacher help you to learn new vocabulary?

Data founded shows that the entire class (100%) responded favorably that the instructor assists them in acquiring new vocabulary because he understands the value of vocabulary in learning a new language inside the classroom.

c) Section Three: The Use of Role-play technique in Learning Vocabulary

Q7: What are the techniques that your teacher uses in teaching vocabulary?

40% of respondents claim the teacher's strategy for teaching vocabulary is synonym, whereas (30%) of participants chose translation. The third option, 'Role-playing,' has a rate of (20 %). Following that, just one pupil chose the fourth option, "all of these." According to the findings, synonyms are the most widely employed strategy by instructors in the classroom since they are simple to comprehend, whereas role-play is utilized by just a few EFL teachers.

Q8: How do you prefer to study vocabulary?

Four EFL pupils with a percentage of (40%) prefer to study vocabulary through role-play, whereas three EFL pupils with a percentage of (30%) prefer to study vocabulary through translation. Similarly, three EFL pupils (30 %) prefer to study vocabulary utilizing the synonym strategy. It demonstrates that EFL pupils prefer role-playing because it helps them grasp new terms during the learning process.

Q9: Does your teacher use role-play in the classroom to enable you study vocabulary?

6 EFL pupils with a proportion of 60% stated that the instructor occasionally employs role-play in the classroom. Three (03) EFL pupils (30%) claimed that their instructor utilizes role-play occasionally, whereas just one (10%) said that his teacher never employs role-play. It demonstrates that the instructor uses role-plays the majority of the time since they can help him reach particular goals in the teaching and learning process as well as address the requirements of the EFL pupils.

Q10: Do you prefer to study vocabulary via role-play technique?

The results in entire class (100%) likes to study via role-play since it simplifies the process of absorbing courses and produces a pleasant, dynamic learning environment.

Q11: Do you think that role-play help you to understand the meaning of new vocabulary successfully?

Why?

Shows that all of the EFL pupils (100%) believe that role-playing helps them acquire new vocabulary successfully because it increases their curiosity about the new lexical items in the target language while also allowing them to perform and utilize their new words in the classroom.

Q12: Do you think that role-play help you to memorize new vocabulary successfully?

EFL pupils respond to this question by stating whether or not they believe that using role play helps them recall new vocabulary. The answer is yes. All of the EFL pupils felt that role-play helps them remember new terms. It encourages EFL pupils to communicate and exchange ideas with one another. Role-play has the ability to break down fear barriers.

Q13: Do you think that role-play help you to recall new vocabulary successfully?

When we asked this question, it is discovered that all of these EFL pupils agrees that role-playing assists them in correctly recalling new terms. Role-playing motivates EFL pupils for this reason; they like doing it and speaking a foreign language.

Q14: Do you enjoy studying vocabulary via role-play?

100% of those pupils state they appreciate learning vocabulary through role-playing. This data states that using this strategy increases lexical item understanding and allow EFL pupils to practice what he has learned.

3.5.2. The EFL middle school teachers' Questionnaire

3.5.2.1. Administration of the EFL middle school teachers' Questionnaire

The questionnaire is distributed to a group of seven middle schools EFL teachers from Al Imam Ali, Ibn Rochd, El Bachir El Ibrahimy and Ibn Badis Middle Schools in the willaya

of Touggourt. There are five females and two male EFL teachers. The questionnaire is completed and returned by the EFL teachers.

3.5.2.2. Description of the EFL middle school teachers' Questionnaire

The questionnaire has twelve (12) questions, which are divided among (yes, no) questions, multiple-choice questions, and open-ended questions. The questions are explained further below.

1. Section One: Teaching methods in vocabulary

This part consists of three questions that seek information regarding the hardest aspects of language teaching (Q1). The questions (Q2–Q3) seek instructors' perspectives on introducing new terms in each class and the tactics used to deliver them.

2. Section Two: Teaching Vocabulary

The purpose of this part is to study instructors' perspectives on their EFL pupils' attitudes on the relevance of vocabulary in learning English and whether they have any challenges with mastering.

3. Section Three: The Use of Role-play in Teaching Vocabulary

This section discusses the use of role-playing in EFL classes (Q6 to Q7). The first two questions (Q8 and Q10) seek to elicit the efficacy of role-play on EFL pupils' vocabulary knowledge, while the third (Q9) tries to learn about their benefits. Furthermore, (Q11) provided light on the issues that arise during role-playing in the classroom. Finally, the instructors suggest recommendations.

3.5.2.3. Analysis of EFL middle school teachers' Questionnaire

1. Section One: Teaching methods in vocabulary

Q1: Which of the following language element is challenging for you to teach? Please justify your answer

Options	N	%
Grammar	0	0%
Vocabulary	0	0%
Both of them	7	100%

Table 3.1. The Difficult Teaching Aspect of English Language

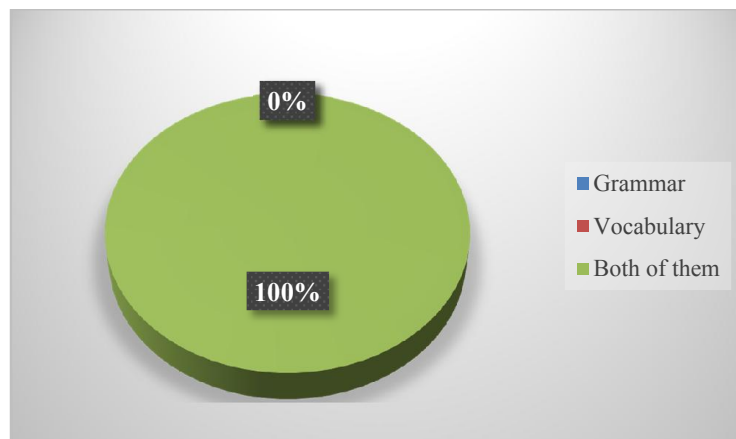


Figure 3.1. The Difficult Teaching Aspect of Language

Table 3.1 shows that all EFL teachers (100%) struggle with teaching both vocabulary and grammar. Most EFL teachers believe this is because of the complimentary connection between grammar and vocabulary in the English language. As a result, they found both of them difficult.

Q2: Do you teach words each lesson?

Options	N	%
Yes	5	71.42%
No	2	28.58%

Table 3.1. EFL teachers' Views about Introducing New Word in each Lesson

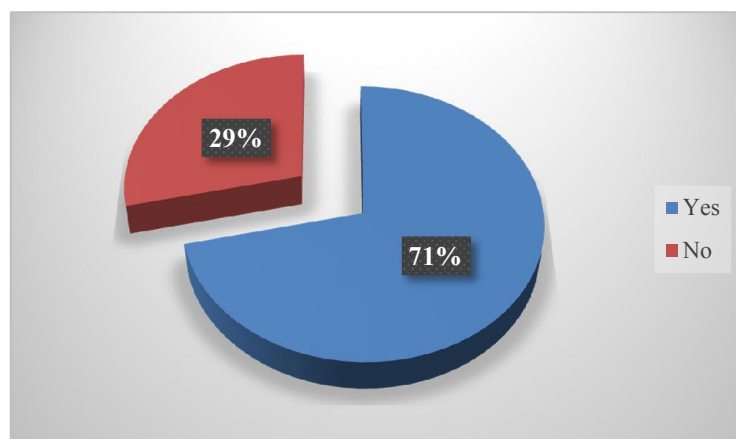


Figure 3.2. EFL teachers' Views about Introducing New Word in each Lesson

71.42 % of respondents say that they offer new terms each session because EFL teachers understand the value of vocabulary in improving EFL pupils' lexical knowledge. While two EFL teachers with a rate of (28.58 %) have said that they do not teach vocabulary in every class, this might be attribute Table (3.14) to the ability of their EFL pupils.

Q3: How do you teach new vocabulary?

Options	N	%
Translation	0	0%
Synonyms	0	0%
Real objects (Relia)	0	0%
Games	0	0%
Pictures	0	0%
All of them	7	100%

Table 3.3. Techniques Used in Presenting New Vocabulary

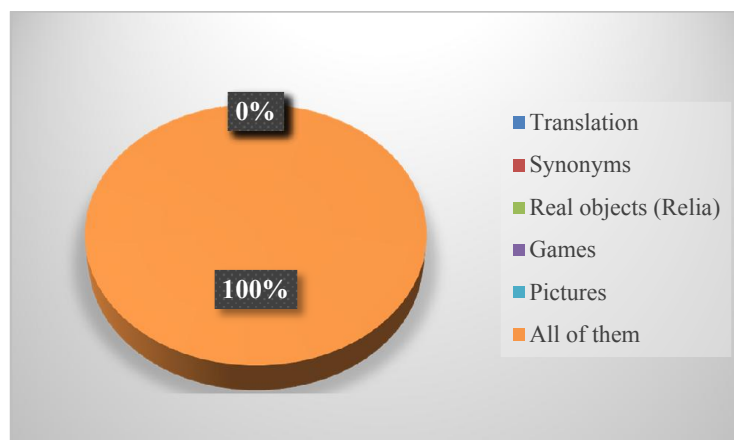


Figure 3.3. Techniques Used in Presenting New Vocabulary

According to the previous Table 3.3 all the seven EFL teachers with a rate of (100%) presented new vocabulary via all these techniques translation, synonyms, real objects, games, and pictures We asked them this open-ended question to attempt to find out what additional strategies their instructor uses to teach vocabulary. Only one instructor out of three responded. She recommended using motions and data displays.

b) Section Two: Teaching Vocabulary

Chapter Three: Data Collection and Analysis

Q4: To what extent do your EFL pupils give importance to vocabulary in learning English Language?

Options	N	%
Very much	3	42.85%
Little	3	42.85%
Not at all	1	14.30%

Table 3.4. EFL teachers' Opinion on their EFL pupils' Attitude towards the Importance of Vocabulary

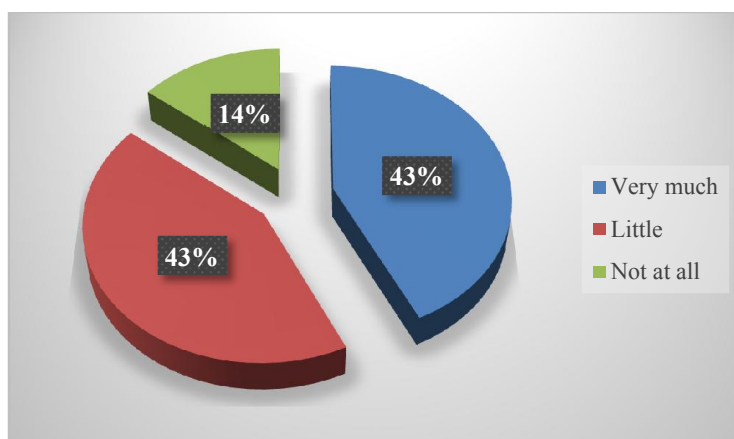


Figure 3.4. EFL teachers' Opinion on their EFL pupils' Attitude towards the Importance of Vocabulary

According to the Table 3.4 above, (42.85 %) of EFL teachers believe that their EFL pupils place a high value on vocabulary when learning English, while the same number of EFL teachers believe that their EFL pupils place little value on vocabulary when learning English, and only one teacher believes that his EFL pupils place no value on learning vocabulary at all. It demonstrates that EFL pupils believe that expanding one's vocabulary is the key to mastering the English language.

Please justify your answer; Three EFL teachers indicated that their EFL pupils are uninterested in school and do not appreciate words. Furthermore, one instructor stated that their EFL pupils like learning vocabulary via reading and applying synonyms and antonyms.

Q5: Do your EFL pupils have difficulties in learning vocabulary mastery?

Options	N	%
Yes	3	42.85%
No	4	57.15%

Table 3.5.EFL pupils' Difficulties with Vocabulary Mastery

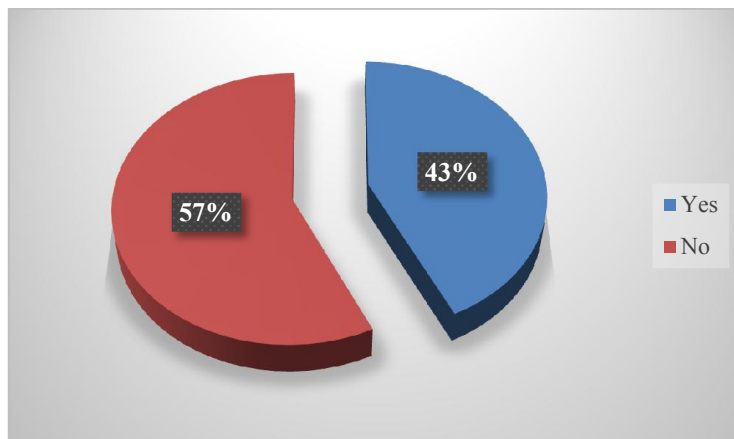


Figure 3.5.Pupils' Difficulties with Vocabulary Mastery

According to the Table 3.5 and the Figure (3.5) three (3) instructors (42.85 percent) state that they have difficulty with vocabulary learning. In contrast, four instructors (57.15 percent) indicate they have no difficulties with vocabulary. As a result, the majority of EFL teachers state that EFL pupils have no difficulty acquiring vocabulary because it is a foreign language.

According to EFL teachers' responses there are some difficulties that EFL pupils may face while the process of learning vocabulary as difficulties in memorizing, absence of interest to study English language. Furthermore, certain vocabularies vary in meaning according to the context, so it is a challenging task for EFL pupils to get all the meanings.

c) Section Three: The Use of Role-play in Teaching Vocabulary

Q6: Do you use role-play in EFL classes?

Options	N	%
Yes	7	100%
No	0	0%

Table 3.6.EFL teachers' Opinion about Using Role-play in EFL Classes

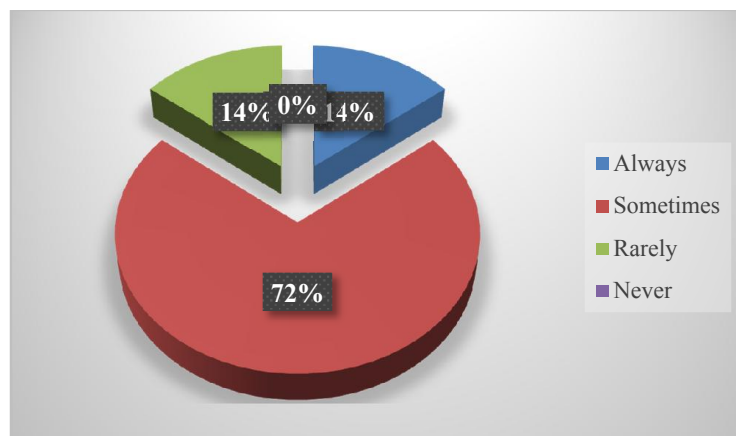


Figure 3.6.EFL teachers' Opinion about Using Role-play in EFL Classes

It is clear from the Table 3.6 that all EFL teachers (100%) use role-play in EFL classes. This technique is considered a suspense factor, which raises the attention of the pupil. The reasons according to some EFL teachers, role-playing aids and inspires EFL pupils intuitively because it allows them to perform language and apply what they have learnt. It also assists EFL teachers in readily explaining the subject. Furthermore, several EFL teachers have stated that it is an active approach that provides EFL pupils energy and breaks up a monotonous environment.

Q7: How often do you use role-play in the classroom?

Options	N	%
Always	1	14.29%
Sometimes	5	71.42%
Rarely	1	14.29%
Never	0	0%

Table 3.7.The Frequency of Using Role-play in the Classroom

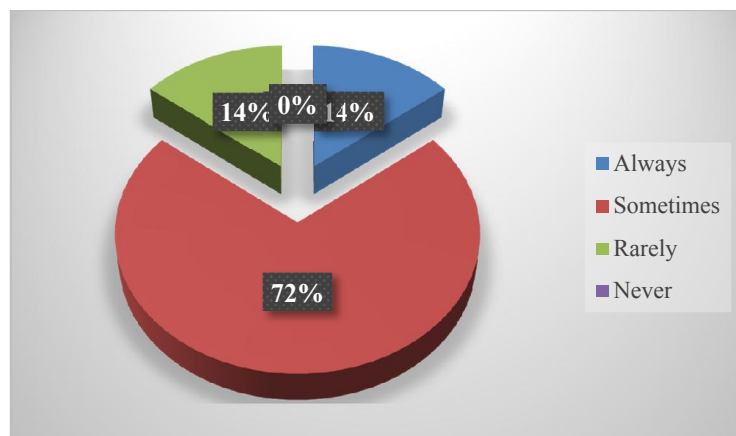


Figure 3.7.The Frequency of Using Role-play in the Classroom

As illustrated by the Table 3.7 above, 71.42% of EFL teachers use sometimes role-play in classroom, whereas two of them have same rate (14.29%) one use it always while the other use it rarely. As result of this, the techniques used in classroom are dependent on the teacher's method of teaching and the course objectives. See Appendix 02.

Q8: When using role-play, do you think that your EFL pupils are:

Options	N	%
highly motivated	3	42.85%
Motivated	4	57.15%
Not motivated	0	0%

Table 3.8.EFL teachers' Perception of EFL pupils' Reaction towards Role-play

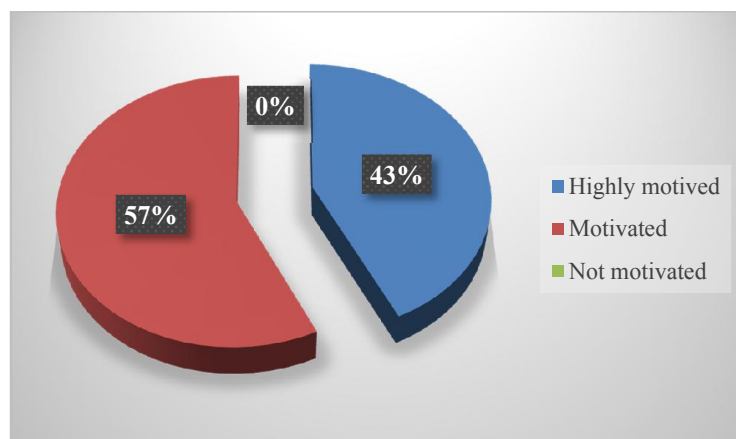


Figure 3.8.Teachers' Perception of Pupils' Reaction towards Role-play

According to the Table (3.8), three (3) instructors (42.85 %) indicate that their EFL pupils are extremely motivated when they use role-play, while the other four (4) EFL teachers (57.15 %) think that they are motivated when they use them. As a result, role-

Chapter Three: Data Collection and Analysis

playing is an effective approach for keeping EFL pupils active and engaged in order to increase their cognitive capacities by being more confident while performing role-play and aware of the importance of the good speaking ability in learning English language; it also adds to developing a good attitude toward the learning process.

Q9: In your opinion, what are the advantages of using role-play in teaching vocabulary? Please explain them

EFL teachers mention some advantages of using role-play in teaching vocabulary. First, to make the learning and teaching process easier and helpful for both the teacher and the EFL pupil. Second, to avoid translation from the mother tongue (Arabic) to English and vice versa. Third, they are, motivating, stimulating, illustrative, very clear and easy. Fourth, role-play give chance to all EFL pupils to participate and collaborate the can practice language in a safety place. Finally, it helps EFL pupils to break shyness and motivate them to memorize and recall vocabulary easily.

Q10: Do you think that the use of role-play improves EFL pupils' vocabulary acquisition?

Options	N	%
Yes	7	100%
No	0	0%

Table 3.9.EFL teachers' Views on Improving Vocabulary through Role-play

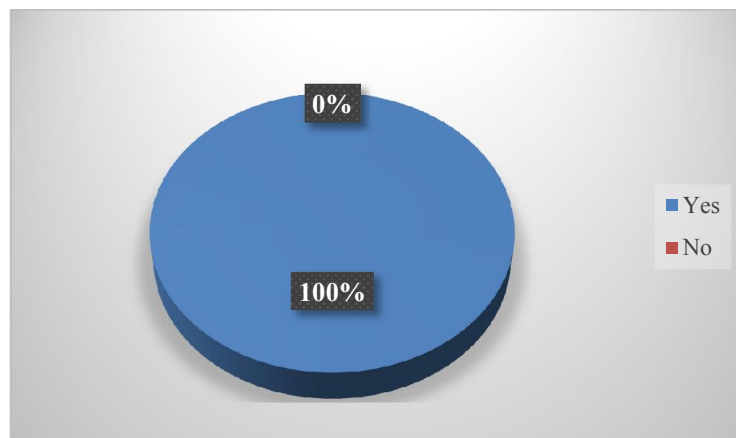


Figure 3.9.EFL teachers' Views on Improving Vocabulary through Role-play

Chapter Three: Data Collection and Analysis

As it is shown by the Table 3.9 and the chart above, all the EFL teachers (100%) agree that role-play is helpful in enhancing EFL pupils' vocabulary knowledge because they contribute in building up large store of words and help EFL pupils to recall them, also their use aid EFL teachers to have an interesting class since EFL pupils are interested in participating at the role-play activities which is attractive and enjoyable.

Q11: Do you find problems when using role-play in classroom?

Options	N	%
Yes	5	71.42%
No	2	28.58%

Table 3.10.EFL teachers' Difficulties in Using Role-play

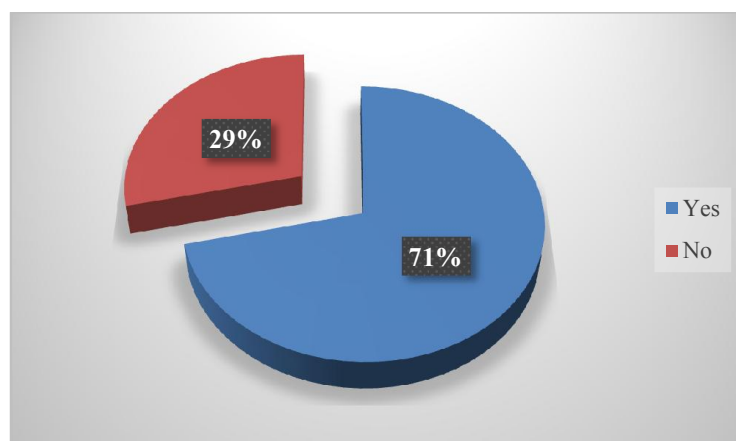


Figure 3.10.EFL teachers' Difficulties in Using Role-play

It is clear from the Table (3.10) above that five EFL teachers (71.42%) do have problems when using role-plays. Whereas, only two EFL teachers do not have problems when using role-play because they use obvious, interesting and illustrative role-plays with EFL pupils that fit their age and needs. For instance, if EFL pupils are studying about dresses, their EFL teacher uses some role-play scenarios about dresses shopping. Some EFL teachers say that they face problems with EFL pupils' shyness and lack of well pronunciation; moreover EFL teachers may face problems with time. The three other EFL teachers they do not answer for this question.

Q12: Any further suggestions?

The seven EFL teachers recognize the usefulness of role-playing as a successful teaching tool, particularly in vocabulary instruction. Despite this, they proposed alternative methods. "We may utilize gestures, films, and demonstrations," said the first teacher. According to the second, "there are additional ways that are equally useful: realia, offering feedback, bottom-up and top-down strategies, and participating in a tangible scenario. «The last one said that visuals are effective methods for teaching specific language. Similarly, gestures and important examples, such as the classroom atmosphere, are effective.

3.6. Discussion and Interpretation of the Main Results

In this part of the work, the researcher provides a discussion of the main results. The pre-mentioned hypotheses at the beginning of this research work. First, 'If role-play technique is carefully employed in EFL classroom that would help third year middle school EFL pupils acquire new vocabulary'. Second, 'If role-play technique is carefully employed in EFL classroom that would hinder third year middle school EFL pupils acquire new vocabulary'. In order to answer the research questions, the researcher uses two research instruments (interview and questionnaire) for collecting data from both EFL pupils and EFL teachers in order to explore their validity.

Data from pupil's interviews indicate that they have trouble communicating because they are nervous, timid, or lack confidence. One of their favorite pastimes is role-playing. The majority believe that role-play helps pupils to be active EFL pupils, gain vocabulary, and improve their pronunciation. The data indicated certain trends concerning EFL pupils and their perspectives on role-play. The interview is a fantastic beginning point for ensuring that each participant know what role-play is. Furthermore, the findings suggested that role-play is a useful strategy for monitoring EFL pupils' language.

The researcher discovered through the questionnaire analysis that EFL teachers have numerous responsibilities that they utilize in the classroom to increase EFL pupils'

Chapter Three: Data Collection and Analysis

vocabulary learning. The facilitator and controller of the activity might both be the teacher. Some EFL teachers see role-play as an inexpensive but important technique for EFL pupils to strengthen their speaking abilities, particularly vocabulary development. EFL pupils must not only comprehend but also act or behave as though they are in the actual world. EFL pupils can obtain a lot of speaking time via role-playing. The two hypotheses are validated by the given results: (a) If role-playing strategies are used correctly in the EFL classroom, third-year middle school EFL pupils will learn new vocabulary, and (b) If the role-play approach is used carefully in the EFL classroom, third-year middle school EFL pupils' learning of new vocabulary would be limited.

Conclusion

Based on the results of the questionnaire for middle school EFL teachers and the EFL pupils' interviews, we can conclude that using Role-Play effectively assists EFL pupils in acquiring and memorizing new words; they increase motivation, provide entertainments, and reinforce the learning process by breaking the routine inside the classroom. Similarly, instructors gain from adopting role-play to facilitate vocabulary instruction without wasting time. The researcher has provided future researchers with implications and recommendations to put them in other related studies

Recommendations and Implications

According to the analysis of the current study, which is an examination into the use of role-play in teaching vocabulary to EFL classrooms, a set of recommendations are suggested to middle school teachers of English as foreign language and their pupils.

1. Recommendations for EFL middle school teacher

Based on the obtained results on the effectiveness of role-play in facilitating acquisition of vocabulary, EFL middle school teachers are recommended to:

1. Teach vocabulary within the context of the lesson and employ appropriate techniques to complete the process of presenting new words.
2. Educate their EFL pupils on the importance of learning EFL vocabulary.
3. Recognize that their teaching approaches have an impact on the degree of growth of their EFL pupils.
4. Employ Role-play is a powerful technique which can be used in teaching and learning vocabulary because it attracts pupils' attention, facilitates comprehension, memorization, and recall of vocabulary. Role-play creates friendly atmosphere in the classroom.
5. Create a relaxing atmosphere in order to make their lectures appealing and inspiring; this may be accomplished via the use of visuals, games, multimedia, role-play scenarios and other tactics.
6. Encourage their EFL pupils to recognize the significance of vocabulary since it completes other parts of instruction, such as grammar.
7. EFL teachers should choose vocabulary based on their EFL pupils' needs and interests.
8. Assist EFL pupils in believing in their own abilities to attain certain goals.

Check that EFL pupils are on the proper track and to see whether they need his/her assistance when working in groups or pairs, and they should supply the materials that EFL pupils will need for speaking activities ahead of time.

2. Recommendations for EFL middle school pupils

Based on the obtained results on the effectiveness of role-play in facilitating acquisition of vocabulary, EFL middle school pupils are recommended to:

1. Talk and interact in class on a frequent basis in order to overcome their shyness and uncertainty.
2. Provide high interest engagement to discussions and conversations to learn communication.
3. Focus on individual needs in the comprehensive of the input to achieve better vocabulary acquisition.
4. Build fluency: pupils need to be aware of the importance of speaking to develop an effective communication in speaking.

3. Recommendation for course designers

Based on the obtained results on the effectiveness of role-play in facilitating acquisition of vocabulary, course designers are recommended to reduce the length of the program because EFL teachers are more concerned with covering it than with teaching EFL pupils appropriate vocabulary, and looking for variety of approaches to facilitate the process of learning English language, meanwhile keeping it entertaining.

General Conclusion

General Conclusion

To conclude this study, which highlighted the role of role play on vocabulary acquisition in English language EFL pupils, as they appear uneasy in their speaking performance, it is important to investigate the appropriate method that helps EFL teachers help their EFL pupils to be more active and accurate, and to try to find a way that may help EFL pupils acquire vocabulary easily and in an enjoyable way.

EFL pupils may confront a variety of challenges when learning new words, including: retaining words, recalling them, and even comprehending new vocabulary; shyness, anxiety, lack of confidence, and motivation. Thus, teaching abilities improve when the instructor employs various materials as a role-playing strategy to concretize the reality in which EFL pupils learn. One of the most adaptive exercises for vocabulary development is role-play. This exercise is both useful and enjoyable. Role-playing tactics are quite useful in the classroom. Following the collection of information, the researcher moved on to the third chapter, in which the researchers collect information in a practical manner using two instruments: an interview administered to ten third-year EFL pupils in Al Imam Ali middle school at Touggourt and a questionnaire administered to seven EFL teachers from various middle schools. Two EFL teachers from Al Imam Ali, Ibn Rochd, and Ibn Badis Middle Schools, whereas only one EFL teacher from El Bachir El Ibrahimi Middle School in Touggourt.

In response to the first research question which aims at investigating to what extent does the use of role-play technique help third year middle school EFL pupils acquire new vocabulary, the obtained findings from the research instruments suggest that role play has a positive effect on developing EFL pupils' speaking skills generally and especially acquiring vocabulary successfully. Additionally, role-play reduces shyness and anxiety feelings among the EFL pupils and raises their motivation to communicate and learn English.

General Conclusion

Furthermore, the EFL pupils find role-play as the appropriate teaching technique to develop their speaking skills and enhance their vocabulary acquisition in the English language.

In response to the second research question which aims at investigating to what extent does the use of role-play technique hinder third year middle school EFL pupils acquire new vocabulary, the analyses yield that role-play technique is very important in teaching English because it helps to improve vocabulary learning and acquisition and also gives opportunities for EFL pupils to express themselves freely. Role-play doesn't hinder vocabulary acquisition but extremely enhances EFL pupils' ability to be communicatively competent and learn new words easily.

References

- Afdillah, N. M. (2015). *Using role-play in teaching speaking* (dissertation). Hidayatullah State Islamic University.
- Alabsi, T. A. (2016). The Effectiveness of Role Play Strategy in Teaching Vocabulary. *Theory and Practice in Language Studies*, 6(2), 227–234. doi: 10.17507/tpls.0602.02.
- Aliakbari, M., & Jamalvandi, B. (2010). The Impact of 'Role Play' on Fostering EFL pupils' Speaking Ability; a Task-Based Approach. *Journal of Pan-Pacific Association of Applied Linguistics*, 14(1), 15-29.
- Al-Jabri, S. S. (2005). The effects of semantic and thematic clustering on learning English vocabulary by Saudi pupils (dissertation). Indiana University of Pennsylvania.
- Allen, V. F. (1983). *Techniques in teaching vocabulary*. New York: Oxford University Press.
- Alqahtani, M. (2015). The importance of vocabulary in language learning and how to be taught. *International Journal of Teaching and Education*, III (3), 21-34. Retrieved 02 April 2022 from: <https://www.eurrec.org/ijote-article-213> doi:10.20472/te.2015.3.3.002
- Altun, M. (2015). Using role-play activities to develop speaking skills: A case study in the language classroom. *International Journal of Social Sciences and Educational Studies*, 1(4), 27-33.
- Anderson, J. (2006). *Role-plays for today: photocopiable activities to get students speaking*. Guildford: Delta Publishing.
- Bailey, K. M., & Nunan, D. (2005). *Practical English language teaching: speaking*. New York: McGraw Hill.
- Bakhsh, S. A. (2016). Using Games as a Tool in Teaching Vocabulary to Young Pupils. *English Language Teaching*, 9 (7), 120. Retrieved 2 June 2022, from https://www.academia.edu/37901034/Using_Games_as_a_Tool_in_Teaching_Vocabulary_to_Young_Pupils doi: 10.5539/elt.v9n7p120.
- Berkowitz, M. W., Gibbs, J. C., & Broughton, J. M. (1980). The relation of moral judgment stage disparity to developmental effects of peer dialogues. *Merrill-Palmer Quarterly of Behavior and Development*, 26(4), 341-357.
- Bowen, B. M. (1991). *Look here! : Visual aids in language teaching*. London: Macmillan.
- Bowman, S. L. (2010). *The functions of role-playing games: how participants create community, solve problems and explore identity*. Jefferson NC: McFarland.
- Brewster, J., Ellis, G., & Girard, D. (2002). *The primary English teacher's guide*. Harmondsworth: Penguin Books.

- British Council, BC. (2004). Role-play [blog].
In:<https://www.teachingenglish.org.uk/article/role-play>
- Brown, D. F. (1974). Advanced Vocabulary Teaching: the Problem of Collocation. *RELC Journal*, 5(2), 1-11. (2022). Retrieved 1 June 2022, from:
<https://www.semanticscholar.org/paper/Advanced-Vocabulary-Teaching%3A-the-Problem-ofBrown/e5591d72f37fc8a7e790b52cbf3e4d67f59cbfabDoi:10.1177/003368827400500201>.
- Brown, H.D. (1994). *Principles of Language Learning and Teaching*. N.J.:PrenticeHall Regents.
- Budden, J. (2004). Role-play. Retrieved April 1, 2013, from:
<https://www.teachingenglish.org.uk/article/role-play>
- Byrne, D. (1983). Cue cards. In S. Holden (Ed.), *Second selections from modern*.
- Byrne, D. (1986). *Teaching oral English*. London: Longman.
- Cameron, L. (2001). *Teaching languages to young pupils*. Cambridge: Cambridge University Press.
- Carter, R. (1998a). *Vocabulary: Applied linguistic perspectives* (1st Ed). London: Routledge.
- Carter, R. (1998b) p.16. *Vocabulary: Applied linguistic perspectives* (2nd Ed.). London: Routledge.
- Carter, R., & McCarthy, M. (1988). *Vocabulary and Language Teaching*. London: Longman.
- Celce-Murcia, M., Brinton, D., & Snow, M. A. (2014). *Teaching English as a second or foreign language* (4th ed.). Boston: National Geographic Learning.
- De Groot, A. M. B., & Keijzer, R. (2000). What is hard to learn is easy to forget: The roles of word concreteness, cognate status, and the word frequency in foreign language vocabulary learning and forgetting. *Language Learning*, 50(1), 1–56. Retrieved 12 March 2022, from:<https://onlinelibrary.wiley.com> Doi /10.1111/0023-8333.00110.
- Diamond, L., & Gutlohn, L. (2013). *Teaching Vocabulary*. Retrieved from:
<https://www.readingrockets.org/article/teaching-vocabulary>
- Doff, A. (1988). *Teach English: a training course for teachers*. Cambridge: Cambridge University Press in association with the British Council.
- Folse, K. (2004). *Myths about teaching and learning second language vocabulary: what recent research says*. *TESL Reporter*, 37(2), 1-13.
- Gairns, R., & Redman, S. (1986). *Working with words: a guide to teaching and learning vocabulary*. Cambridge: Cambridge University Press.

- Gass, S. & Mackey, A. (2006). Input, interaction, and output: An overview. *AILA Review* 19.1, 3-17.
- Goffman, E. (1959). *The presentation of self in everyday life*. New York: Doubleday.
- Haixia, Z. (2015). Effective Approaches to Enlarge English Vocabulary. *International Journal of Language and Linguistics*, 3(6), 394-400. doi: 10.11648/j.ijll.20150306.22.
- Harmer, J. (1998a). *How to teach English*. England: Longman.
- Harmer, J. (2001b). *The practice of English language teaching* (3rd ed.). Harlow: Longman.
- Harmer, J. (2007c). *The practice of English language teaching* (4th ed.). Harlow, England: Pearson Longman.
- Hatch, E., & Brown, C. (1995). *Vocabulary, semantics, and language education*. Cambridge: Cambridge University Press.
- Hedge, T. (2000). *Teaching and learning in the language classroom*. Oxford: Oxford University Press.
- Herrell, A. (1998). *Exemplary practices in teaching English language pupils*. Fresno: California State University.
- Herrell, A. L., & Jordan, M. (2004). *Fifty strategies for teaching English language pupils* (2nd ed.). Hoboken: Pearson.
- Hornby, A. S., Wehmeier, S., McIntosh, C., Turnbull, J., & Ashby, M. (2006). *Oxford advanced pupils dictionary of current English* (7th ed.). Oxford: Oxford University Press.
- Huang Y. & Shan J. (2008). "Role Play for ESL/EFL Children in the English Classroom." *The Internet TESL Journal*, Vol. XIV, No. 2, Retrieved on 27 February, 2015 from: <http://iteslj.org/Techniques/Huang-RolePlay.html>.
- Huang, I. (2008). *Role Play for ESL/EFL Children in the English Classroom*. *The Internet TESL Journal* 14.2, 1-3.
- Huxford, L., Terrell, C., & Bradley, L. (1991). The relationship between the phonological strategies employed in reading and spelling. *Journal Of Research In Reading*, 14(2), 99-105. doi: 10.1111/j.1467-9817.1991.tb00011.
- Klasone, I. (2013). Using pictures when teaching prepositions in English lesson in the forms 3 –4. *Journal of Language and Literature Education*, 2(8), 23-38. doi: 10.12973/jlle.11.212.
- Klippel, F. (1994). *Language program evaluation*. Cambridge University Press: Cambridge.
- Kuipers, J. C., & Clemens, D. L. (1998). Do I dare? Using role-play as a teaching strategy. *Journal of Psychosocial Nursing and Mental Health Services*, 36(7), 12-17.

- Lajooee, E. S., & Barimani, S. (2013). *Contrastive study on learning vocabulary through role-play and memorization among EFL female pupils*. *Journal of Academic and Applied Studies*, 3 (1), 1-19.49.
- Lakoff, G. (1987). *Women, fire and dangerous things: what categories reveal about the mind*. Chicago: University of Chicago Press. Retrieved from: <https://doi.org/10.1093/acrefore/9780199384655.013.325>
- Milton, J. (2009). *Measuring second language vocabulary acquisition*. Bristol: Multilingual Matters.
- Nation, I. S. P. (1990). *Teaching and learning vocabulary*. Boston: Heinle & Heinle.
- Nation, P. (2001). *Learning vocabulary in another language*. Cambridge: Cambridge University Press.
- Noppeney, U., & Price, C. J. (2004). Retrieval of abstract semantics. *Neuro Image*, 22(1), 164– 170. DOI:10.1016/j.neuroimage.2003.12.010 PMID: 151100060. Retrieved 02 March 2022 from: <https://www.sciencedirect.com> .
- Paivio, A. (1971). *Imagery and verbal processes*. New York: Holt, Rinehart, and Winston.
- Porter-Ladousse, G. (1987). *Role-play*. Oxford: Oxford University Press.
- Renandya, W. A., & Richards, J. C. (2002). *Methodology in language teaching: an anthology of current practice*. New York: Cambridge University Press.
- Richard, J. C., & Renandya, W. A. (2000). 318. *Methodology in Language Teaching, USof America: Cambridge University Press*.
- Richards, J. C., & Schmidt, R. (2010). *Longman dictionary of language teaching and applied linguistics (4th ed)*. Harlow: Longman.
- Rudska, B., Channell, J., Putseys, Y., & Ostyn, P. (1982). *The words you need*. London: Macmillan Publishers.
- SárosdyJudit, Bencze, T. F., Poór, Z., & Vadnay, M. (2006). *Applied linguistics I: for Ba Students in English*. Budapest: Bö lcsészKonzorcium.
- Schmitt, N. (2000). *Vocabulary in language teaching*. Cambridge: Cambridge University Press.
- Sociolinguistics, 269-293. Baltimor, USA. Penguin education, Penguin books.
- Stevick, E. W. (1976). *Memory meaning & method: Some psychological perspectives on language learning*. Rowley, MA: Newbury House Publishers, Inc.
- Susanti, A. D. H. (2007). *Using role play in teaching speaking* (dissertation). Islamic State University, Tangerang, Jakarta.

- Takač, V. P. (2008). *Vocabulary learning strategies and foreign language acquisition*. UK: Multilingual Matters.
- Thompson, D. (1992). *The Oxford dictionary of current English*(2nd Ed). United States: OxfordUniversity Press.
- Thornbury, S. (2002). *How to teach vocabulary*. Harlow: Pearson Education.
- Ur, P. (1996). *A course in language teaching: practice and theory*. Cambridge: CambridgeUniversity Press.
- Ur, P. (1996). *A course in language teaching: practice and theory*. Cambridge: CambridgeUniversityPress.
- Ur, P. (1996). *A course in language teaching: Practice and theory*. Cambridge: Cambridge University Press.
- Wilkins, D.A. (1972). *Linguistics in language teaching*. London: Edward Arnold.
- Yin, R. K.(1994).*Case Study Research: Design and Methods*. (2nded).Newbury Park, Sage Publications.

Online references

Reterived 07.03 2022 from:<https://busyteacher.org/14019-roleplay-going-to-the-doctor.html>

Reterived 13.03 2022 from:<http://archives.univ-biskra.dz/handle/123456789/8604>

Retrieved 12.03 2022 from:<https://englopedia.com/direct-method-principles-and-activities-with-explanation/>

Reterived 15.03 2022 from:<https://literariness.org/2020/11/09/grammar-translation-method/>

Reterived 15.03 2022 from:<https://www.teachthought.com/learning/what-is-competency-based-learning/>

Retrieved12.03.2022from:<https://dspace.univ-ouargla.dz/jspui/bitstream/123456789/25371/1/Hedjoudja%20-%20Bakelli.pdf>

(2022). Retrieved 15 March 2022, from <https://www.researchgate.net/profile/Hamid-Karimi-Rouzbahani>.

(2022). Retrieved 28 May 2022,
from: <https://www.researchgate.net/publication/27400252> *Interviewing and Representation in Qualitative Research Projects*.

Appendices

Appendix 01

Dear pupils,

This interview is an attempt to collect data for the accomplishment of a master dissertation on ‘using role play for vocabulary acquisition’. Therefore, you are kindly requested to answer the questions. Keep In mind that your answer will be anonymous and will be used for research purposes only.

Q1: Are you motivated to learn English language?

Yes

No

Q2: Which of the following language element is easy to study?

Grammar

Vocabulary

Both of them

Q3: Do you think that vocabulary is important in learning English language?

Yes

No

Q4: Are you good at learning English Vocabulary?

Yes

No

Why? in case of no

.....

Q5: what are the difficulties you are facing in learning new vocabulary?

Understanding the meaning of words

Memorizing the new words

Recalling new words

All of these

Q6: Does your teacher help you to learn new vocabulary?

Yes

No

Q7: What are the techniques that your teacher uses in teaching vocabulary?

Translation

Role play

Synonym

All of these

None of these

Q8: How do you prefer to study vocabulary?

Translation

Role play

Synonym

All of these

None of these

Q9: Does your teacher use role-play in the classroom to enable you study vocabulary?

Always

Sometimes

Rarely

Never

Q10: Do you prefer to study vocabulary via role-play technique?

Yes

No

Q11: Do you think that role-play help you to understand the meaning of new vocabulary successfully?

Yes

No

Why?

.....

Q12: Do you think that role-play help you to memorize new vocabulary successfully?

.....

Q13: Do you think that role-play help you to recall new vocabulary successfully?

.....

Q14: Do you enjoy studying vocabulary via role-play?

Much

Little

Not at all

Appendix 2

Dear teachers,

This questionnaire is an attempt to collect data for the accomplishment of a master dissertation on ‘using role play for vocabulary acquisition’. Therefore, you are kindly requested to answer the questions by ticking the right answer. Keep In mind that your answer will be anonymous and will be used for research purposes only.

Q1: Which of the following language element is challenging for you to teach?

- Grammar
- Vocabulary
- Both of them

Please justify your answer

.....

Q2: Do you teach words each lesson?

- Yes
- No

Q3: How do you teach new vocabulary?

- Translation
- Synonyms
- Real objects (relia)
- Games
- Pictures
- All of them

If others, specify please?

.....

Q4: To what extent do your pupils give importance to vocabulary in learning English Language?

- Very much
- Little
- Not at all

Please justify your answer

.....

Q5: Do your pupils have difficulties in learning vocabulary mastery?

➤ Yes

➤ No

If yes justify your answer

.....

Q6: Do you use role-play in EFL classes?

➤ Yes

➤ No

Why?.....

Q7: How often do you use role-play in the classroom?

➤ Always

➤ Sometimes

➤ Rarely

➤ Never

Q8: When using role-play, do you think that your pupils are:

➤ Highly motivated

➤ Motivated

➤ Not motivated

Q9: In your opinion, what are the advantages of using role-play in teaching vocabulary?

Please explain them.....

Q10: Do you think that the use of role-play improves pupils' vocabulary acquisition?

➤ Yes

➤ No

Q11: Do you find problems when using role-play in classroom?

➤ Yes

➤ No

Please explain them

Q12: Any further suggestions?

.....

المخلص

تهدف الدراسة الحالية إلى التحقق من فائدة لعب الأدوار في تعزيز تعلم المفردات لدى التلاميذ. دفعنا تركيز التلاميذ على تطوير مدى اكتسابهم للمفردات - من بين مهارات أخرى - إلى التحقيق في تأثير مثل هذه التقنية، بافتراض فرضية أنه إذا تم استخدام أسلوب لعب الأدوار بعناية في فصل اللغة الإنجليزية كلغة أجنبية، فإنه سيساعد السنة الثالثة الإعدادية في مدرسة اللغة الإنجليزية كلغة أجنبية. اكتساب التلاميذ مفردات جديدة، بالإضافة إلى كسر بعض الحواجز التي تحول دون تحسين مستوى تحدث التلاميذ: تم إجراء بحث نوعي في تقرت باستخدام المقابلات والاستبيانات المقدمة لطلاب السنة الثالثة من اللغة الإنجليزية كلغة أجنبية من الإمام علي والمعلمين من ابن رشد وابن باديس ومدرسة الإمام علي المتوسطة والبشير الإبراهيمي. تم بعد ذلك تقييم البيانات التي تم جمعها وتفسيرها؛ أشاروا إلى أن لعب الأدوار يفيد بشكل كبير اكتساب الأطفال للغة والحفظ، وتنمية الثقة. يساعد في التوجه الثقافي والتعاطف والتحفيز إلى حد ما. أخيراً، يتم تقديم بعض التوصيات من أجل تعزيز فهم المدرسين للفوائد الكبيرة التي سيحصلون عليها إذا استخدموا تمثيل الأدوار لتحسين نجاحهم في التحدث، وخاصة المفردات، ويجب عليهم أداء واجباتهم كمقدمي التعليقات.