The Effect of Using Role-Play Strategy on Enhancing Medical Sciences Students' Speaking Ability

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ABSTRACT

The study was designed to investigate the effect of using role-play strategy on a group of female preparatory year learners of Al-Ghadcollege to enhance their speaking ability. The sample of the study consisted of (60) female prep year learners of Al-Ghad college for Medical Sciences in Al-Madinah Al-Munawwarah, Saudi Arabia. Two prep year classes were randomly selected. One class were taught by the traditional way without using Role-play strategy, which was the control group and the other class, were taught by using Role-play strategy, which was the experimental group. EFL learners' speaking skill were measured by a speaking achievement test (pre-posttest). The results indicated that role-play strategy was effective in enhancing EFL learners' (experimental group) speaking ability. The study recommended that the use of role-play strategy can be very effective in teaching English in colleges and schools, especially with practical subjects. Using role-play strategy enable learners to cope with anxiety, fear, doubts, before facing future real – life nursing care situations and using role-play in class made learners more engaged with the lesson, negotiate with each other and help each other than they are in a traditional lecture.

Keywords: role-play strategy- medical sciences- speaking ability

INTRODUCTION

The speaking skill is an important skill, since it directly affects the way we communicate with other people and it is one of the skills that people are most eager to learn in their language development; learners also are most of all interested in becoming actual speakers of a language. As Nilsson (2011) stated practicing that speaking is a central part of English lessons in schools when we speak, we ask for attention and share our thoughts and feelings with other people and it is important that the teacher speaks as much English as possible in the classroom.

Bashir, Azeem and Dogar (2011,p. 35) stated that "speaking is a productive skill in the oral mode. It is like the other skills, but more complicated than it seems at first and involves more than just pronouncing words". Many language learners regard speaking ability as the measure of knowing a language. These learners define fluency as the ability to converse with others, much more than the ability to read write or comprehend oral language. They regard speaking as the most important skill they can acquire and they assess their progress in terms of their accomplishments in spoken communication. In everyday communication, spoken exchanges take place because there is some sort of information gap between the participants. Learning to speak also demands a lot of practice and attention, but speaking is neglected in our classrooms. EFL students do not have any chance neither in the classroom nor outside to speak English. Aljumah (2011) stated that Saudi students find it inappropriate to speak in class because of their fear to be seen openly and publicly, they speak a little which leads to frustration on the side of the teacher.

A lot of students face problems in speaking, students are worried about making mistakes, committing errors in pronunciation, they fear others laughing at them , fear criticism, fear

speaking in front of a crowd, they feel shy or have nothing to say, as Alhosni (2014) mentioned that they have no motive to express themselves only one participant can talk at a time which poses a problem in large classes also, others speak very little or not at all and too much mother-tongue is used among learners.

Arita (2008) addressed the student's problems in daily English speaking activities, it was found that students had many problems, such as their difficulties in making sentences with the correct structures. Likewise, Paakki (2013) studied the speaking problems which adult learners face. He concluded that both, the Finns and the Japanese saw speaking English as difficult and experienced difficulties when speaking due to many reasons such as accent related issues which created pressure for both learners. They also consider it as a negative matter if one made a mistake they will be penalized.

Jdetawy (2011) also explored the problems encountered by Arab EFL learners focusing on many problems in English language learning and the reasons behind these problems. He concluded that Arab EFL learners encounter many serious problems in speaking such as: since English is not their mother tongue, they use Arabic as their formal language of communication and they prefer using Arabic in EFL classrooms rather than English, lack of exposure to the target language as spoken by native speakers. Nofal(2012) as well investigated the reasons behind students' weakness in speaking skills in university requirement language courses. He concluded that students clearly feel that classroom-based speaking practice does not prepare them for the real world. They often highlight speaking as their biggest problem, partly because of the demands of speaking and partly because of the way speaking is often taught.

In Saudi Arabia, Hamad(2013) stated that unfortunately in many schools as well as in universities less attention is given to speaking skill. Students find themselves at a loss when asked to deliver a speech in front of their colleagues in class; they also hesitate when they meet with native speakers of English outside of the class. Students often fear speaking English in public and can't make a phone conversation. His study investigated which factors negatively affect English language speaking skills in Saudi colleges for girls. He enumerated many factors which affect students' proficiency such as using too much Arabic in classrooms. on the other hand, teachers delivering presentations in English without any Arabic translation. English is a global language but students often refuse to use it when interacting in the lecture room. Al-ma'shy (2011) investigated the causes of EFL speaking weakness in Saudi secondary schools in Al-Gunfuthah city. He found that Saudi secondary school students are generally weak in speaking English and many problems are associated with the English textbooks used in the secondary level by students and teachers. However, he claims that most secondary school students have positive attitudes towards speaking English. He also found that speaking difficulties faced by the students are mostly related to pronunciation, grammar, vocabulary, and fluency.

Elyasand AlGrigri, (2014) identified the obstacles of teaching English in public schools in Saudi Arabia from the perception of teachers and supervisors. It revealed that there is a scarcity of development programs, scarcity of in-service training, weakness of in-service training programs, low student motivation, overuse of traditional teaching methods, scarcity of using teaching aids and modern technology, lack in availability of school supplies, and scarcity of language laboratories.

A suggested strategy to enhance learners' speaking ability and to encourage learners to participate in oral discussions and activities is to use the Role-play strategy. Role-play strategy is defined as "a planned learning activity where participants take on the role of

individuals representing different perspectives to meet specific learning objectives, such as to promote empathy or to expose participants to a scenario in which they might participate in future" (Mogra, 2012).

Luca and Heal (2006) stated that students highly rated role-play activities and resources and believed them to be relevant to what they were doing and a motivational learning framework. Feedback obtained from surveys and focus group sessions showed strong and positive engagement in using the role-play strategy and there was an improvement in the perception of their skill levels. This could be a reflection of an improved confidence level provided by the activities undertaken, or it could be that the instruments or methods used do not accurately measure skill levels, or that perceptions are different from reality, and therefore, even though these measures may provide some ideas they do not provide conclusive results. Dawood(2013)mentioned the result of her findings which concluded that role – play has been proven to be an effective tool in teaching psychiatric nursing. Although it initially creates anxiety and fear, psychiatric nursing students favorably judged the use of role – play in teaching. Such a strategy might help to enhance fluency in speaking English as well. Therefore, the current study attempts to focus on the use of role-play strategy which has been proven to be effective to enhance EFL learners speaking ability.

STATEMENT OF THE PROBLEM

Saudi EFL learners face multiple problems when they speak English. Abu Gararah (2005) stated that speaking is generally discouraged in language classrooms. Speech in class is used only when EFL learners are called upon to repeat or answer a question. Silence is one of the characteristics of the English language classroom. Learners are active listeners but passive speakers as a result, oral production of the target language is almost absent in English classes.

The researcher also conducted a pilot study in the first semester of 2015 with the aim of assessing speaking problems which preparatory medical students face. The researcher interviewed sample of the target students (40 students) to evaluate their oral performance using specific criteria. The findings showed that they have problems in pronunciation, are hesitant to speak, lack self confidence, do not use eye contact or body language, are afraid of committing mistakes, do not master accurate use of grammar and suffer from a lack of vocabulary which prevents them to express themselves freely.

In response to this problem, the present study hopes to investigate the effect of using role-play strategy to enhance medical students' speaking ability. Role-play is a learning strategy based on experience used to provide medical students with an opportunity to practice communication in different social contexts. Creating hospital life situation in classroom which resembles the professional environment is supposed to promote oral communication skills and reduces anxiety associated with speaking the language.

RESEARCH QUESTIONS AND HYPOTHESIS

1. What is the effect of using role-play strategy on enhancing EFL prep learners' speaking ability?

This study hypothesizes that:

1.   There will be no statistically significant differences in the average mean score of the speaking achievement test between learners who will be taught by using role-play strategy (experimental group) and those who will be taught without using role-play strategy(control group) in the pretest.

2.   There will be no statistically significant differences in the average mean score of the speaking achievement test between learners who will be taught by using role-play strategy (experimental group) and those who will be taught without using role-play strategy(control group) in the posttest.

RESEARCH SIGNIFICANCE

The study is significant for the following reasons:

1.   It may provide EFL teachers with a teaching strategy that can be implemented in language classrooms to help develop learners' speaking ability.

2.   It may offer some recommendations and suggestions for course designers, curriculum developers.

3.   It may provide future researchers with results that will benefit and help them in the field of applying Role-play strategy in developing different language skills and aspects.

LITERATURE REVIEW

Role-play Strategy

Role-play is an active learning strategy which is an activity that includes taking roles and acting out different characters. Crookwell (1987, p.155) described role play as a "social or human activity in which participants 'take on' or 'act out' specific 'roles' often within a predefined social framework or situational blueprint". Matwiejczuk (1997,p.1) also defined role play as "a term describes a range of activities characterized by involving participants in as if or simulated actions and circumstances". Fry, Ketteridge and Marshall (1999, p.439) mentioned "it is a planned learning activity where participants take on the role of individuals representing different perspectives to meet specific learning objectives to promote empathy or to expose participants to a scenario in which they might participate in future".

Role-play can be different situations performed by different characters. Role-play is a versatile technique that can be used in a wide variety of situations. It deals with practice of skills and techniques, it is a learning approach because it presents real life situations and tries to stimulate the involvement of the students and it has special values because it uses peer evaluation and involves active participation. It can be performed in different circumstances (Lowenstein, 2001,p,125). Knight (2002, p.130) mentioned "it is creating hypothetical situations and circumstances expressed practically in a classroom which facilitate the combination of theory and practice. Often, it is termed simulation which allows students to take on different and authentic roles".

In role-play, students can take on the roles of different participants to imitate a typical situation. Nickerson (2007, p.1) stated that role-play "is a special kind of case study, in which there is an explicit situation established with students playing specific roles, spontaneously saying and doing what they understand their "character" would, in that situation". Role play engages students in a non-threatening environment. It is a creative, participatory activity that requires them to apply course concepts as they assume functional identities or envision themselves in unfamiliar situations (Cross, Major & Barkley, 2014).

Role-playing has become a popular and ubiquitous method of training interviewing skills. It is used in multiple areas, especially, but not only, in educational areas. Barney and Shea (2007) stated that it is used for training in numerous disciplines, including for medical students, nursing students, psychiatric residents, and residents from other specialties such as

primary care and internal medicine. Role-play is considered an old strategy used by educators in many fields to teach learners how to build their own confidence in different life situations.

Role play fits all different ages. It is an effective strategy which enhances performance and confidence. It is a powerful teaching method for children and adults and it can be adapted to deliver any learning objectives from simple to complex concepts and it lends well to practice communication skills. Shin (2009) stated that children construct knowledge from actively interacting with the physical environment and through other people. Kerns (2006) mentioned that it is very helpful for adults. Role-play provides students with the opportunity to deal with the unpredictable nature of language and it develops students' skills in choosing verbal and non-verbal communication strategies in various contexts.

Bhattacharjee and Ghosh (2013) mentioned that applying role-play strategy in teaching can be divided into four stages: (1) preparation and explanation of the activity by the teacher, (2) preparation of the activity by the students, (3) role-playing activity to have better understanding of the situation, and (4) discussion of the whole process. Teachers can create the process of role-play inside classrooms starting with a clear idea and providing imaginary characters. Ardriyati (2009) clarified that the teacher sets up the story on the whiteboard, introducing characters and answering questions. The teacher can ask where the story is taking place and what the relation of each character to the others is. The roles of teachers and learners are very important in this process. Hua (1991) saidthat the teacher must have the conviction that drama can be an effective tool in language teaching, they must have clear objectives and give clear instructions to the learners to carry out their various tasks.

As to the role of the learners, the learner is encouraged to discuss, evaluate and describe the activities and the learner thus has little time to be idle and must be an active participant in the lesson. Role-plays look like real-life simulations. It is learning how to best handle a situation by practicing interactions and trying out different approaches. Students may act out situations, problems and issues. It is also a very effective instructional method proven to increase self-efficacy and impact student behavior. Hawes and Hawes (1982) stated that it is helpful in meeting our teaching agenda, because it is a technique in which learners spontaneously enact assigned roles in a given historical, literary, or contemporary situation. Learners can perform depending on their own imagination since students are given the opportunity to assume the role of a person or act out a given situation. Howe (1986) states that learners in role-play are pretending to be someone else like the teacher, a shop assistant, a parent, etc. One way of getting learners to speak in different social contexts and to assume varied social roles is to use role-play activities in the classroom.

The use of role-play is essential inside classroom. It is one way of getting students to speak in different social contexts and to assume varied social roles. Murcia (2001) said that teacher could make role-play a whole-class activity by letting all the learners act out a public meeting with many speakers. Role-play is one of the activities to promote speaking. Through role-play activities, learners learn how to express ideas, opinions, or feelings to others by using words or sounds. Chen-jun (2006) mentioned that role-play technique is one of the ways we can give our learners the opportunity to practice a range of real-life spoken language in the classroom. Barkley (2009) said that role-play stimulates learners to actively apply knowledge, skill and understanding as well as to successfully speak and act from an assigned perspective. Welhelm (2012) stated that learners must bring their own funds of knowledge to bear on a situation and the teacher is always intensely present to the learners to teach them by observing, lending expertise, setting up situations, rehearsals, correct pronunciation and assist learners competence and performance.

Utilizing the techniques of drama, role-playing can inculcate the process of critical thinking, instigate emotions and moral values, and informs about factual data. Role-playing as a teaching strategy offers several advantages for both teachers and students. Role-play can increase critical thinking as it can be used to help students engage critically with course material. Shor (1992) stated that role-play is about taking into account deeper meanings, personal implications, and social consequences". Students become more interested in the given topic as Poorman (2002) mentioned "integrating experiential learning activities in the classroom increases interest in the subject matter and understanding of course content". It builds students self- confidence and decreases students anxiety. Riera, Cibanal and Mora (2010) stated that learning with role-play enables learners to reduce their anxiety while they gain confidence. Students can share their different experiences in applying role-play strategy. Buhel (2008) mentioned learners are encouraged to draw from their own experiences to understand events in texts and asked to elaborate the information in a meaningful way. It involves learning by doing which is more effective in the learning process and Alvear (2006) said it encourages hands-on training and is a low cost training that can be performed anywhere.

There are some disadvantages as well for role-play strategy such as the following:

(1) It needs a large space, much time and participants can get too involved and lose objectivity. Holsbrink (1997) stated that as consequential break down in the normal discipline of the classroom, the trainer can lose control over what is learned and additionally, it can be difficult for shy participants as they might be reluctant to express themselves. Jones (2007) said that some students may feel shy about asking questions in front of the whole class, and may prefer to ask teachers privately. Gill and Wohlking (1980) said that learners in the role play might feel embarrassed being in front of the class, or it may be difficult for some participants because they don't have enough information as Kerr, Troth and Pickering (2003,p.170) stated that "insufficient background information about the case and insufficient time to prepare and digest all the case study information while focusing on their part". It can be done only by a few learners, large groups can cause confusion. Ehlers (2002) said that if too many role players take part in a scene it could become confusing for the players.

Role-play Strategy And Teaching The Speaking Skill

Focusing on the advantages which were presented earlier, a lot of studies indicated the effectiveness of using role-play strategy inside classrooms in enhancing students' speaking ability. Freeman and Capper (1998) mentioned that role-play is flexible and it is used to motivate students to take a deeper approach to learning. It is of interest to academics in many fields and it finds applications in many disciplines. Role plays can serve community purposes such as neighborhood conciliation and public policy debates. Luca and Heal (2006) investigated role-play strategy as an effective teaching approach to assist tertiary students to improve teamwork skills. Their study implemented teamwork skills through role-play activities and it showed that role-play was an effective teaching approach and well received by the students.

Haruyama (2010) investigated the effective practice of role play and dramatization in foreign language education in a study which it was limited to only seventeen participants. The study illustrated some students' evaluations of drama activities and their self-awareness about the practicality of their everyday recitations and their positive effects on creating new dramas. Ardriyati (2009) explored role-play as an alternative and effective teaching method to improve students' communicative skills. The students had doubts and lacked confidence and he concluded that role-play fits the needs of the students. Both the teacher and the students

can play active roles in the classroom, making language classes livelier, challenging and fun. Role play is just one of the many methods available for exploitation with some attention given to the needs of the students as it is important for teachers to think of a plan about what should be done to encourage and facilitate the use of spoken English in class.

However, role-play can be misused by teachers due to a lack of knowledge and experience. Lin(2009) explored role-play implementation in secondary school EFL classrooms in China with a main research question: How can Chinese EFL teachers make effective use of role-play in their classroom teaching? He concluded that teachers should pay attention to their students' needs, adjust their ways of using role-play and it showed that teachers lacked theoretical support for their use of role-play. Liu (2010)aimed to arouse the students' motivation for English. He implemented role-play and proved that the students in the target group became more interested in speaking English than the students in the control group and therefore using the activity of role-play was proven to be more effective.

Muttar (2009) investigated the effect of using role-playing activities in developing students' oral skills in Iraq. The study showed how role-play is one of the activities that enhance the oral proficiency of students and it led to a great gain of oral skills. Ali-Akbari and Jamalvandi (2010) investigated the effect of role-play as a task based learner centered activity whether it can improve EFL learners' oral ability, the results which was extracted from the findings of the study made it certain that role-play is recommended by many experts in the field, it was shown to be an effective and fruitful activity for English learning courses and thus role-play strategy has been proven to be an effective strategy.

Dawood (2013) explored nursing students' perspectives about role-play as a teaching strategy and concluded that it was proven to be effective. The use of role-play in the teaching and learning process is very positive. It improved their communication, helped them to integrate the theory and practice of psychiatric nursing, in addition, students stated that it enabled them to cope with the anxiety, fears and, doubts, before facing real – life nursing care situations. Rayhan (2014) investigated the impact of using role -play on improving students' speaking ability for primary schools. It indicated that students' achievement in the experimental group was better than that of the control group, which shows that role –play technique is more useful for them in teaching speaking skill than the lecture method teaching. Using role play in class made students seem more engaged with the lesson, negotiating social situations with and helping each other much more than what usually takes place in a traditional lecture and it provided an efficient mechanism for students to take more responsibility for their own learning as well as creating opportunities to share information.

RESEARCH METHODOLOGY

Design

In conducting the present study a quasi-experimental research method is going to be adopted. Mangal and Mangal (2013) stated that quasi-experimental as a type of experimental research employing a research design lying in between the pre-experimental and true-experimental designs. It calls for adopting a research strategy similar to an experiment but fails to satisfy at least one of the requirements of a true experiment such as random assignment of the subjects to conditions. It is divided into two groups: experimental and control groups.

Sample

The participants in this study consisted of (60) female Saudi prep year learners who study in Al-Ghad College for Medical Sciences in Al-Madinah Al-Munawwarah. Two classes from the preparatory year students were randomly chosen. The experimental group consisted of

(30) learners and the control group consisted of (30) learners. The ages of the participants ranged from (18 - 24) years old, with the median age of (21) during the second semester of 2015.

Instruments

Speaking Achievement Test (pre-posttest) was developed to measure students' speaking achievement based on the content of the students' textbook (*Nursing* 1) for level 2 preparatory year. The pre-post speaking test covers the following units: the body and movement, medication, the hospital team, recovering and Assessing Elderly. The achievement test contains 10 questions distributed in to 10 sections which covers body language, eye contact, voice control, confidence, pronunciation, interaction, structures, communicates effectively, knowledge and grammatical errors. Each question represents one score.

The researcher used rubric-based observation form for assessing participants' general speaking. Reviewing several related sources, particularly that of O'Malley and Pierce (2005), rubric-based observation form was prepared by Al-Bessairi (2013) for assessing each participant's general speaking. The rubric covered basic dimensions in evaluating speaking skill which included body language, eye contact, voice control , confidence, pronunciation, interaction, structures, communicates effectively, knowledge and grammatical errors. It contained 20 statements. Each statement represents a score distributed on a speaking rubric out of 5, 1- Poor 2- Fair 3- Good 4- V. Good 5- Excellent.

Validity and Reliability

Content validity of research instrument was obtained by seeking the opinion of English language professors and instructors. To calculate reliability, the data collected from piloting were analyzed statistically by using Alpha Cronbach Method and Guttmann Method. The value of Alpha equals (.829), and the value of Guttmann equals (.869) which indicate high level of reliability.

RESULTS AND FINDINGS

The Results of the First Research Hypothesis:

In order to test the first research hypothesis, the results illustrated in table (1) show that the mean score of the control group is (*M*= 6.4333), and the obtained mean score of the experimental group is (*M* = 6.2333).

Table 1: Descriptive statistics of both groups in the pre- speaking achievement test

Test	*Groups*	*N*	*Mean*	*Std. Deviation*	*Std. Error Mean*
Pre-test	Control Group	30	6.4333	1.90613	.34801
	Experimental Group	30	6.2333	2.20788	.40310

To examine whether there were statistical significant differences between the average mean score of the two groups in the speaking achievement test, The independent sample t-test was run. The result of t-test values illustrated in table 2 reveals that there were no statistical significant differences in the average mean score of the speaking achievement test between the experimental and control groups in the pre-test. The two groups were homogenous and equivalent prior to applying research experiment. Therefore, the first hypothesis is accepted.

Table 2: The result of the Independent Samples T. Test of the post test

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
Pre-test	Equal variances assumed	.869	.355	.376	58	.709
	Equal variances not assumed			.376	56.791	.709

The Results of the Second Research Hypothesis:

To examine the research second hypothesis, the results illustrated in table (3) show that the mean score of the control group is (M=7.5000), and the mean score attained by the experimental group is (M = 8.8333).

Table 3: Descriptive statistics of both groups in the post- speaking achievement test

Test	Groups	N	Mean	Std. Deviation	Std. Error Mean
post-test	Control Group	30	7.5000	1.83359	.33477
	Experimental Group	30	8.8333	1.08543	.19817

To check the existence of statistical differences between the average mean score of the groups after experimentation, the independent sample t-test was computed. The results displayed in table (4) indicate that there were statistical significant differences in the average mean score of the post speaking achievement test between medical Students who were taught *Nursing (1)* course by using role-play strategy and those who studied the same course traditionally. The significant differences were in favor of the experimental group at the 0.01 level of significance (T= 3.427, $P \leq 0.01$**). Therefore, the second hypothesis was rejected. Consequently, it can be concluded that role-play strategy was successful in enhancing the speaking ability of medical students.

Although the results of independent sample t-test show significant differences at the level of 0.01 between the mean scores of the two groups in the post speaking achievement test, effect size was also measured to recognize how large the effect of role-play strategy. Effect size is a measure of the strength of the relationship between two variables.

Rosnow& Rosenthal (1996) stated that there is a wide array of formulas used to measure effect size. one method is calculating the value of Cohen's d and the effect size correlation, r_{Yl}, using the t test value for a between subjects t test and the degrees of freedom.

The result of measuring the effect size of role-play strategy by computing Cohen's *d* (0.899) equals (*r*=0.410) which indicates that role-play strategy has medium effect size in enhancing the speaking ability of medical sciences students.

Table 4: The result of the Independent Samples T. Test of the post test

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	*Sig.*	*T*	*df*	*Sig. (2-tailed)*
post-test	Equal variances assumed	11.824	.001	-3.427	58	.001
	Equal variances not assumed			-3.427	47.102	.001**

DISCUSSION AND CONCLUSION:

This study investigated the effect of applying role-play strategy in the speaking activities existed in Nursing (1) textbook. The sample consisted of (60) medical sciences students enrolled in Al-Ghad College. The study conducted the quasi experimental method on two groups with a pre-post test design. It hypothesized that there will be no statistically significant differences in the average mean score of the speaking achievement test between learners who will be taught by using role-play strategy (experimental group) and those who will be taught without using role-play strategy (control group) in the post-test. After administrating the experiment, the collected data were analyzed statistically using SPSS. The results indicated that the second null hypothesis was rejected as there were statistical significant differences between the average mean scores of the two group in the post test at the 0.01 level of significance. The statistical significance were in favor of the experimental group. Role- play strategy enhanced the speaking ability of the experimental group members. To calculate the effect size of role-play strategy, Cohen's *d* was computed. The result showed that role-play was effective and had medium effect size.

The interpretation of the results may be attributed to the following reasons: (1) the simplicity of role-play strategy, learners immediately applied content as they think beyond the confines of the classroom setting, immediate feedback with regard to learner's understanding of the content. (2) This strategy is excellent for engaging students. Every student has a role to play and a dialogue to negotiate; no one is neglected in class. Students are also allowed them to interact actively with their peers. As they try to complete the task assigned to them. They cooperate with peers, learn from them and support each other to achieve the objectives. (3) Role-playing helps learners to understand how to act in a real situation and how to assess it, even if it is a simulation, It offered training and the application of the gained knowledge. Therefore, it can be considered as a useful strategy that prepares medical students for future profession. (4) It allows learners to participate in the evaluation process and in the teaching-learning process, which are important steps towards a comprehensive education and have a more communicative perspective. (5) it supports learning the content in a deeper way and learners may remember their role in these scenarios and the ensuing discussion long after the semester ends. (6) The majority of the learners felt free to express new ideas related to their roles and forming different situation including different dialogues, they were excited about acting and playing other characters as for the shy learners, they were hesitated at the begging, they were refusing to go in front of the classroom and perform a seen or to act a role of someone, after a while of seeing their classmates performing variety of roles, they got excited to do their own ones and tried to be creative on their own dialogues as well which proven that the applied strategy has changed a lot of learners concepts and ideas about role-play strategy. (7) The applied strategy changes instruction from teacher-centered to student-centered. The

instructor acts as a guide or a facilitator, and the learners do all the speaking activities which made the educational process more effective and fun.

The results of the present study were compatible with that of Guenthner and Moore (2005) who found that role-play is a fun and effective leadership learning tool, learners improve their communication skills, conduct in-depth research about a topic of their choice, develop a better understanding of other sides of issues. Barney and Shea (2007) reported that through role-playing, a guider can create multiple iterations of the desired skill until competence is obtained and role-playing has become a popular and ubiquitous method of training interviewing skills. Muttar (2009), Aliakbari and Jamalvandi (2010) and Rayhan (2014) indicated that role-play is a very effective strategy in enhancing learners speaking ability in EFL learners classroom. . Riera, Cibanal and Mora (2010) concluded that through interactive work, role-playing stimulates the learning process by helping the students identify the importance of team work and understand that working in group can help them analyze anxieties and motivate learning. Manzoor, Mukhtar and Hashmi (2012) stated that majority of their participants approved that role-plays are a feasible way of learning, admitted that there was clarity of communication and said that it has proved critical thinking about the subject. Dawood (2013) explained that to achieve a greater involvement of learners in their learning process and better integration of theory and practice, it is recommended to initiate, maintain and boost the use of role –play and its creative and integrative aptitude to facilitate nursing education**.** Learning with role-playing enables students to reduce their anxiety while they gain confidence.

RECOMMENDATION

The researcher recommends the followings:

1. Medical college instructors should use active learning strategies i.e. (role-play) for the preparatory year in order to prepare their students for future requirements.

2. Medical collages are urged to sponsor regular workshops to provide instructors with active learning strategies especially for preparatory year students.

3. Using role-play strategy in teaching course in schools and colleges, especially with practical subjects.

4. Using role-play strategy enable learners to cope with anxiety, fear, doubts, before facing future real – life nursing care situations.

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