

CHAPTER I

INTRODUCTION

This study is about Teachers' perception on roleplay technique in teaching speaking skill. This section consists of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms.

1.1 Background of the Study

Speaking skill is one of the basic skills in learning English which is important to be learned. Realizing that the important part of communication in this era is English, speaking skill is needed to be mastered by EFL learners. According to Luoma (2004), speaking skill becomes an important part in the curriculum which is applied in language teaching. Many students have difficulties in mastering the speaking skill because they do not practice it frequently. Sometimes, the teacher only asks the students to read the dialogue whereas they need an interesting technique to stimulate them to speak in English. Besides, the students do not feel confident to speak in English. Therefore, the teachers should use one of an effective approach for their teaching that can give motivation to the students in learning to speak. Many students have not been able to speak English and they even felt strange seeing person spoken English in front of them even though the English words used were very common. This phenomenon is caused the English teacher do not create the English speaking atmosphere. They do not give chances to students to express their feeling by communicating to each other. They teach and explain the English phrases or daily speaking expression but they teach the students without giving a lot of time to practice. Consequently, the teacher should find another teaching approach to involve the students to practice because as Nation and Newton (2009) states that without opportunities to re-use and interconnect the language they have studied, learners' knowledge about language may never become the ability to use it. Conditions causes the students do not know how to use the expression in real life situation. So, the students' speaking ability will not be exposed and it will not become increasing. However, in the past few months the teachers at that school try to apply role play approach to stimulate student speaking English in order to make them comfortable of using it. According to Sellers (2002), role play is creative teaching technique in which

people play the role of others. A role play becomes a fun teaching technique in learning to speak where the students play the role and act as someone else. By using role play the teachers should motivate learners to perform as best as possible, avoiding instructor's interference (Duxbury and Ling, 2010)

Harmer suggests that there are number of factors which have ensured the wide spread use of English:

English is a colonial history, economics, information exchange, travel and popular culture. UNO has six official languages among them English is one of the major official language. It has wide influence all over the world due to its greatest literature, vocabulary, world knowledge and opportunity so that knowing English is sign of progress (Harmer, 2008, p.13).

What a language teacher does in the classroom to develop learner's comprehension is the technique. It means concrete manifestation of method in actual classroom to expose and help the learners to develop their comprehension is called technique. Technique is the level at which classroom procedures are described. To teach all aspects and skills of language in every situation, no single technique is adequate. It depends on the nature of the source, setting and situation of the classroom and level, need and interest of students. Language and learning activities are interrelated. The traditional concept of teaching is different from modern teaching. Traditionally teachers were taken as the source of knowledge and the students as having empty mind. Therefore, to teach language items the teachers should choose the appropriate technique depending on the objectives, learner's level, environment etc. A single technique which is appropriate to teach one item in one environment or classroom situation may not be benefit to teach another language item in the same or different situation. Generally there are two types of techniques, they are:-

i) Teacher-centered techniques

ii) Student-centered techniques (Phyak, p.110. as cited by Giri, 2010).

Doff (1990) defines, Role play is a way of bringing situation from real life into the classroom. It may also include plays, dramas, socio-drama and simulation. Here, we use the general term role play for all of these types of activities; we will also discuss the specific definitions. In role play, students need to imagine a role, a context or both and improvise a conversation. Role play is used in a variety of ways; a small

group in enacts a role play about a situation while other learners observe. A discussion follows that enactment in this use it is similar to a demonstration where learning occurs through observation. Such can be enacted by the trainers themselves, a few outsiders or a handful of learners, with or without trainers. A role play is a re-enactment of past experiences. In this sense, all learners are involved to enact an issue or a situation about which they are familiar in their past. Role playing is the best way to develop the skills of initiation, communication, problem solving, self-awareness and working co-operatively. Role playing is acting improvisation, dramatic play, pretend play, live presentation etc. Role play enables the learners to communicate in real English, both spoken and written. So, to use role playing technique in the language classroom. English should be used for real communication as much as possible (Chesler, & Fox, 1996).

Role play is particularly useful where learner shared of somewhat similar experience or issue is difficult to recall because of its emotional valence. It can also be used where the possibility of recall of past experience is likely to be on even among learners". The use of re-enactment as role play is particularly apt for issues dealing with complex emotional and attitudinal aspect of learning. Obviously the choice of a particular use of role play depends on the learning agenda group of learner and trainers capacity. In role play, discussion must follow to process the experience of either observation or re-enactment. It must be remembered that real consolidation of learning through role play occurs through the steps of preparation, re-enactment, discussion, processing and analysis with generalization to real-life situation. One important result is that learning students get an opportunity to see the field situation from perspectives other than those they might be taking in reality. That opportunity results in a greater sensitivity to the experiences of other persons in the field situation. The role playing approach can be used in a variety of settings, including the classroom. The principle behind the role playing is that the student assumes a particular personality of a different person such as historical character (Harmer, 1991, p.132).

Nepal is a multilingual, multicultural and multiethnic country where more than hundred languages are being spoken by different ethnic communities according to 2011 census report (Central Bureau of Statistics 2011), there are 123 languages spoken by 125 ethnic communities as mother tongue in Nepal. We learn language

through training and teaching of language. Teaching is a way of delivering knowledge and skills of language to learners. English is taught as first language, second language and foreign language all over the world. Nepal falls under expanding circle of English in world circles of English. So English is taught as a foreign language in Nepal.

Teaching English refers to teaching of language skills and aspects. Here English is taught as a compulsory subject from primary to Bachelor level. Nowadays who have good knowledge of English; she/he gets good job and opportunities in various fields. Private schools have adopted English as a medium of instruction from pre-primary to secondary level. Many language institutes teach English for various purposes like: language learning, conducting standard test as TOEFL, GMAT, and IELTS etc. for foreign study. In this context English teacher should have skills and strategies of imparting knowledge on the side of learners. So the teacher should use learner centered techniques to handle the learners of different learning experience, ability, level, age, interest, learning style, world knowledge, gender, ethnic communities and linguistic background. Teacher should be knowledge producer as well as knowledge practitioner in this global modern age. Teacher should be also aware of spontaneity for using techniques according to subject matter, class size and status of learner in his/her teaching.

1.2 Statement of the Problem

Role play is an ideal technique to teach speaking skill because it prepares learners for the unpredictable nature of real-life communication, teaches appropriate language use, and boosts self-confidence. It is argued that role-playing prepares learners for realistic communication, adding emotion, inventiveness, and listener awareness to language teaching. It also contextualizes language use and exposes the student to conversational routines and cultural discussion. Finally, role-playing gives students instant evidence of the success of their language usage, fosters retention, and stimulates involvement in a relatively risk-free environment. It is suggested that the technique used often, alongside other language teaching techniques, and with variation. For developing communicative ability in learner teacher should teach language using communicative techniques but teachers are not using these techniques. While teaching speaking skills there occur problems in the class and there are other problems besides of the class also. Many teachers are against of learner centered techniques because of their narrow concept, lack of modern teaching knowledge and

skills and unwillingness and students are using mother tongue in English classes (Nunan2015). Teacher also uses Nepali language in teaching English. There is lack of English speaking environment in English classes of government aided school of Nepal. Role Play technique is very useful and relevant to teach language but there are many problems of role play technique in teaching speaking regarding teachers' perception. Many of researches have been done on the role play technique in teaching speaking skill but they have not focused on particular level so that I am going to carry out the research on the same in particular level that is secondary level. My research work attempted to explore the teachers' perceptions on role play technique in teaching speaking skill.

1.3 Objectives of the Study

This study had the following objectives:

1. To find out teachers' perceptions on role play technique in teaching speaking skill.
2. To explore their actual situation of role play technique in teaching speaking skill.
3. To suggest some pedagogical implications.

1.4 Research Questions

This study had tried to find out the answers of following questions.

1. What are the teachers' perceptions on role play technique in teaching speaking skill?
2. What problems are facing by the teachers while using role play technique in teaching speaking skill?

1.5 Significance of the Study

Role play techniques and method have been invented by the researchers and applied in the field of education. Many researchers research on invented techniques/methods for finding out its relevance. Similarly, this research study will be beneficial for all the teachers, students, policy makers, educationists and methodologists. Teacher will be familiar of teachers' understanding of role play technique as a learner centered techniques and its relevancy in teaching speaking

skills. Reasons of learners' failure in English communication and ways to overcome those problems may be helpful to above persons' purposes by this study. Finding of this study will be also helpful to material producers like: curriculum designer text book writer for their purposes. It can be purposive for future researcher to carry out further research in related field.

1.6 Delimitations of the Study

This study had the following delimitations:

1. This study was limited to 15 secondary schools from Itahari Sub-Metropolitan city.
2. This study was limited to 20 secondary level English teachers from Itahari Sub-Metropolitan city.
3. Questionnaires were the research tool for data collection.

1.7 Operational Definition of Key Terms

Approach: - It is a set of correlative assumptions dealing with the nature of language teaching and learning.

Method: - It is an overall plan for orderly presentation of language materials or items.

Perception: - The secondary level English teacher's thinking on role play techniques in teaching speaking skill.

Technique: - In my research, technique refers to role play techniques used for teaching speaking skill by the secondary level English teachers.

CHAPTER II

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This section includes review of related theoretical literature, review of related empirical literature, implications of the review for the study and conceptual framework.

2.1 Review of Related Theoretical Literature

This sub-section deals with different theoretical perspectives related to the ELT in the context of Nepal, brief introduction of approach, method and techniques, student centered technique and teacher centered technique, role play technique in teaching speaking skill and teachers' perception.

2.1.1 Brief Introduction of Approach, Method and Techniques

To make English language teaching easier, there are many approaches, methods and techniques. They are taken as synonymously but they are different to each other. They are described as follow:

An approach is set of correlative assumption that deals with nature of language and nature of language teaching and learning. Harmer (2008) says, "People use the term approach to refer to theories about the nature of language and language teaching which the source of the way things are done in the classroom and which provide the reasons for doing them". It is an untested hypothesis but it is an axiom. It is a philosophy of language and language teaching. Thus, an approach is a philosophical base for a method. Several methods can be developed out of an approach.

Method is overall plan for of orderly presentation of language materials. It is concerned with the classroom procedures. Harmer (2008) says, "A method is practical realization of an approach" (p.62). It is procedural. It deals with the application of view. It is tested principle.

Technique is a particular trick, strategy or contrivance used to accomplish immediate objectives. It actually takes place in a classroom. Technique is the application of method. It refers to activity of language teaching. It is a way of teaching in implementation level.

2.1.2 ELT in the Context of Nepal

English language teaching was formally started from Durbar High School in 1854 AD. Mr. Canning and Mr. Ross were first ELT teachers of Nepal. They sowed the seed of formal English education in Nepal. Only member of Rana family had chances of getting English education in the past. After the restoration of social equality in the nation. Tri-Chandra College started teaching English course under the supervision of Patna University, India in the early fifties.

The first and oldest university of the country, Tribhuvan University was established in 1959 which gave high priority to its curriculum in English. According to Awasthi(2003, p.22), “ELT in Nepal started in 1971 with the implementation of national education system plan (NESP) and the same year Tribhuvan University started B.Ed. program in English education” (as cited in Sharma, 2006, p.25).

In the past English language education was for Rana family and higher class people but English was distance dream for ordinary people. Later several movements brought proper education commissions which gave equal access to all the people of Nepal. According to the Nepal National Education Planning Commission (NNEPC) 2011 and All round National Education Committee (ARNEC) 2049 etc. are the few examples which contributed to uplift the educational status along with the English language education in Nepal (Paudel, 2014).

Nowadays many people are attracted towards English language because it provides many opportunities to them. Many students learn English for study in foreign countries and there they get chances of quality education as well as proper jobs which enhance their quality of life. Learners need to pass standard test like: TOEFL, GMAT and IELTS to get student visa for their study in foreign countries. Many language institutes are for providing English language knowledge to fulfill learners' different purposes. Many private schools provide education through English medium. Similarly some professional organization like: NELTA, Linguistic society of Nepal etc. have good facilitator's role. Young people use English words in their Nepali conversation. It is seen a great passion of Nepali young generation toward English language. In this regard

Sharma(2006) says, “The educated people use full sentence English in their conversation and expressions whereas less educated/uneducated ones use words and phrases but no conversation no expression goes without some touch of English” (p.24). This shows the relevance of English language in Nepal.

One of the main goals of teaching English as a foreign language in Nepal is to make the students able to communicate in the target language. For the effective communication, students should be able to speak English fluently. To develop students’ proficiency in speaking, different techniques of teaching have been recommended. In the speaking class, the students must be able to speak English. If the students have an inability to speak in English, they will face difficulty in expressing their ideas in classroom activities. Therefore, students must have ability to communicate and share their ideas, opinions and explanations in their classroom. Role play provides an opportunity to the students to express appropriate language functions correctly in the given roles and situation.

2.1.3 Student Centered Technique and Teacher Centered Technique

Teaching techniques are divided into two groups on the basis of role of teachers and learners in teaching learning activities. Teaching learning activities are directly related to students’ learning and teachers’ teaching, so techniques are two types which are as follows:

Teacher Centered Technique

In this technique, teacher plays vital role while delivering knowledge to the student. Teacher is authority in this technique to handle the class. Students get less opportunity to practice and use the language. It restricts learner’s self-learning which is not good for learner’s creativity. Teacher is the source of knowledge in this technique and he provides knowledge through explanation and illustration. Lecture, illustration, explanation and demonstration are the teacher centered techniques.

In teacher centered technique, teachers play important roles in teaching process, teachers are information providers or evaluator to monitor students to get the right answers, yet students are viewed as learners who passively receive information, in the teaching of

EFL, the main focus is getting the students to perform well on state mandated tests rather than catering to students' need (Zohrabi, et. al., 2012).

Thus, teacher centered technique is teacher initiated or conducted technique where teachers have active role and students have inactive role. Teachers just try to pour the knowledge the student's empty minds. Students listen to the teachers or follow the instructions and do whatever they are told to do.

Learner Centered Technique

In this technique, student plays the vital role. Teacher is regarded as a facilitator. Student gets more opportunities to practice the language. Teacher shows the path of learning but student really uses their knowledge and skill for learning. So students become creative in this technique. This technique is way of self-learning which develops learner's autonomy. It is widely accepted technique. Pair work, group work, role play, discovery, project work, simulation, question answer, strip story, tasks and discussions are learner centered techniques. Learner centered technique is call of the day. It emphasizes the process but teacher centered technique emphasizes the product. Some discipline problems occur while teaching in this technique but these techniques encourage learners to be engaged in certain types of work and they learn by experiencing, hypothesizing or being involved rather than by being told. It is based on child psychology which brings several possibilities of learning in child.

2.1.4 Role Play as a Technique

Role play is very important in teaching speaking skills because it gives students an opportunity to practice communicating in different social contexts and in different social roles. In addition, it also allows students to be creative and to put themselves in another person's place for a while. According to Stephen D. Hattings (1993:165), based on his observation in the conversation class, the role play would seem to be the ideal activity in which students could use their English creatively and it aims to stimulate a conversation situation in which students might find themselves and give them an opportunity to practice and develop their communication skills.

Role play is learner centered technique. It is useful in teaching language. Role play means act as a character of particular person like: traveler, tourist, pilot, doctor etc. It provides natural flavor of talks or communication. Gower et al. (1995) describes:

“A role play is when students take part of a particular person a customer, a manager, a shop assistant, for example as this person they part in a situation, acting out a conversation, it is unscripted, although general ideas about what they are going to say might be prepared beforehand. These might welcome out of a text or previous context” (p.105).

Students are given direction or guidance by teachers for role play. Students are prepared mentally and then they use language through role play in pairs of groups. It emphasizes the student’s communicative ability in different social context. Teacher gives them role cards or problems for role play. In this regard Ur (2000) Says, “Participants are given a situation plus problem or task as in simulations; but they are also allotted individual roles, which may be written out on cards” (p.132).

It develops leadership in learners' social use of language. Class becomes interactive while we use role play. It motivates the students. So the role play has more benefits in teaching speaking. Teaching language function is teaching social use of language in context. It is useful for communication so Larsen-Freeman (2010) says “Role Plays are very important in CLT because they give students an opportunity to practice communicating in different social contexts and in different social roles” (p.134).

Teaching and learning process requires continuous reconstruction of experiences to respond efficiently to the local and global knowledge demands (Beck & Kosnik, 2006). Teachers need to “bring liveliness to the classroom” and role-play is a way to do it because role-play is a pedagogical tool used to “improve secondary students’ interest for vocabulary achievement” (Thuraya, 2016, p.232).

Role-play exposes the students to situations under the complexity of the reality of an English-speaking community. In such language practices learners do improve their retention for remembering vocabularies of a foreign language (Van Dat, 2014). Nevertheless, authors as Raja, Qureshi and Albeshar (2017) recommend that teachers employ during their sessions different methods of active teaching to achieve the target

language in a friendly environment. However, the success of pedagogy is also related to the learners' characteristics as personality, learning styles and motivation for learning. Teachers and learners attitudes for practice a foreign language (Villafuerte & Romero, 2017).

Role Play Technique in Foreign Language Class

Role-play offers to students a safe way for getting closer to the situation as real as they happen in the places where is spoken the target language. Thus, it has the potentiality to support a foreign language acquisition process in a natural way (Rojas, 2018; Marin & Rea, 2014; & Glover, 2014).

Role Play is a complex activity that is internally motivated. The player focuses on the process more than the product. It is known that play is pleasurable and spontaneous, involving freedom and active engagement. Usually play is a self-chosen and self-directed activity that children lead. Moreover, play provides children with opportunities to develop different domains: physical, intellectual, emotional and social (Samsibar&Naro, 2018).

Much has also been written about the importance of role-play. Role-play is an effective technique that makes the learning process and atmosphere interesting for children. It has been found that role-play enhances students' narrative oral language and communication skills (Stagnitti et al., 2016). Role-play allows children to communicate and experience different situations and contexts which teachers can use to develop students' problem-solving, critical thinking and creativity skills (Torrance et al., 1995). Further, a role-play strategy can be used to stimulate and start a conversation among children (Smith, 2009). What is more, role-play has a critical role in children's language development (Harder, 2015). Learning takes place whenever children have the chance to interact, experience and practice the communicative language. Placing a child in another's shoes has the power to engage different domains: cognitive, emotional, physical and literacy (Harries & Raban, 2012). Role-play is not about acting only; it is a powerful strategy for teaching and learning. Preparing the classroom environment to include a center for role playing has the power to improve children's second language (Markova, 2016).

The appropriated application of role-playing would provide a constructive feedback for improving learners' foreign language acquisition process. Thus, role-play is an active teaching strategy that generates teachers and learners' significant learning experiences. In the ideal conditions, the English class should offer to learners the opportunity to comprehend the use of the target language under the most possible common and natural situations. The expectation is learners do communicate effectively outside of the classroom for that reason is necessary to encourage students to develop an understanding of the situation from different points of view (Islam & Islam, 2013), stimulating learners their creative thinking (Peko & Varga, 2014). To Donoso (2014, p.3) "the effective use of communicative activities will enhance oral students' social, personal and academic success during their lives through the strengthening of their communication skills".

Role-play was described by Kusnierek (2015) as a communication technique which encourages teachers and pupils to share responsibilities or representing a scene in front of an audience. Their previous preparation and repetition can strengthen in students the confidence enough to express their own ideas and feelings using a foreign language. Scholars as Rojas (2018), Gongora and Manjarrez (2014) manage role-plays in researches about the significant learning process for foreign language acquisition. The authors ratify role-play engage class into contextualized and real communication environments. Thus, role-play offers opportunities for improving students' listening skill, but also reading and writing skills indirectly.

In consequence, role-play can be incorporated successfully to educational programs that use teaching strategies to stimulate horizontal communication and inside of informal learning environments. Role play is a technique that allows students learn through the simulation of different situations, working in groups for putting on scene discussions, tasks and tests to improve students' performances since a joinable act (Marin & De la Pava, 2017).

Types of Role Play

Role play is a classroom activity which gives the students an opportunity practices the language, the aspects of role behaviors, and the actual roles they may need outside the

classroom. It is an ideal vehicle for developing fluency, and it also offers focal points in lessons integrating the four skills. Its main goal is not only to put the learner's knowledge into 'live' practice but also to improve their confidence and self-assurance in a very effective way. Role play is a simple and brief technique to organize in the classroom. It is highly flexible, initiative and imaginative. It helps students to bring outside classroom environment into classroom. It encourages students to talk and communicate ideas with friends. It makes classroom interactive. A variety of language function structures, games can be practiced in the classroom through role play. It also makes the classroom funny and interesting.

There are three types of role play, they are: fully scripted role-play, semi-scripted role-play and non-scripted role play. In a fully scripted role-play, each word is given, and each student should understand or memorize his/her role (Harper-Whalen & Morris 2005). Such type includes explaining the model conversation in the prescribed textbook and the main aim of the conversation after all is to make each item of the language meaningful and easy to remember. Byrne (1986) indicates that role play in this type can be appropriate for low level students who do not know the situation in the semi-scripted role play. The second one of role play includes a model conversation with some missing words and students should know how to fill in the blanks in suitable words of these contexts (Livingstone 1983). So, students can change the main conversation to some certain way and establish their own conversation. Such type of role play might be called as semi controlled or as the teacher or prescribed textbook includes language input, but students should also specify the materials depend on a frame which supplies the situations to establish a real life context. This type can be used for students with upper-beginner to intermediate levels of proficiency, those students should be familiar with main procedures and seeks to go to higher level of tasks as semi-scripted role-play is less structured and less controlled than fully scripted role-play.

In the third type of role play where students are given with keywords of dialogues (Dickson 1989), keywords and information, or contexts and aims in less controlled and structured tasks, in this type, students establish mini conversation based on keywords mentioned above, materials or contexts are simply as filling in gaps (Pi-Chong 1990). Identifying such type of role play as non-scripted role play, and they argue that non-

scripted role play provides a great chance to employ the information of techniques in a certain situation. Davies (1990) states that students can build on their opinions and thoughts, and establish language on their level, acting out in some situations based on their understanding. Non-scripted role-play can be practical for middle to advanced level students as non-scripted role play in a free and structured way which sometimes demands special skills like problem-solving.

Advantages of Role Play Technique

Harmer (2008) states the advantages of role play technique in teaching speaking skill are as follows:

In the first place, they can be good fun and are thus motivating, secondly, they allow hesitant students to be more forthright in their opinions and behavior without having to take responsibility for what they say in the way that they do when they are speaking of themselves. Thirdly, by broadening the world of the classroom to include the world outside, they allow students to use a much wider range of language than some more task-centered activities may do.

Beside of these other advantages are:

-) It enhances practical use of language.
-) It is useful for communication skill.
-) It fosters leadership in learner.
-) It is appropriate technique to teach language.
-) It avoids hesitation of learner while using this technique.
-) It is also helpful to introvert learner while conducting group work and pair work for practice.

2.1.5 Teacher's Perception

Teacher is a performer, supervisor, facilitator, manager, motivator, prompter, tutor, resource person, guide etc. He knows information about his teaching, his learners, teaching materials and teaching approaches, methods and activities (Harden & Crosby,

2000). Teaching is practical field where different experiments are conducted by teacher. Some experiments are based on his previous knowledge, and some are based on his experienced knowledge. Teacher can produce new theory, method and techniques through making fusion of his previous knowledge and experienced knowledge. In this way he/she builds up new knowledge which can give great contributions in the field of teaching. While he/she teaches in the classes how he receives or uses approaches methods and techniques and what is his/her theoretical and practical understanding of it play vital role in the success of teaching learning activities. Only teacher can know real situations of own classes instead of other stakeholders in education (Wilson & Berne, (1999).

So my study found out what are the attitudes of teachers toward teaching speaking skills through role play technique? Why role play technique is appropriate? What is the importance of teaching speaking skills through play? Why teachers are not using learner centered techniques? How role play technique can give contributions on students' life skill education? How teachers should be expert while teaching speaking skills? Are teachers' bringing new ideas in teaching speaking skills? What teacher understands or percepts about something he/she does activities according to his/her understanding. It applies in normal people also. So how teacher percepts something he/she researches or teaching on the basis of own perception.

2.2 Review of Related Empirical Literature

Cornett (1999) shows that students improve fluency in language and oral interaction skills, beside the use of language of the body during face-to-face communication, when they are participated in role play techniques. Those techniques are especially fundamental for students learning a foreign language who may not often speak English at home because those students are eager to use the language and then improve their fluency and speaking with the chance to participate in role play. Role-play is simply required to play the other roles in the same way they think about how other roles may behave. As a result, role play can be clearly understood of many aspects like reactions, values, feelings, and attitudes of the person in the same.

Ments (1999) carried out "The effective use of role play: practical techniques for improving learning" mentions a lot of areas where role play could be used. For testing

linguistic ability that it could be done by devising scenes of everyday life, in particular those situations which make use of the vocabulary to be learnt, the students can be encouraged to use language in a free and interesting way. He also noticed that one is using language and other ways of communicating and for that reason learning became 'an integral part of the task.' About role-play Ments claimed that it expresses hidden feelings, student can discuss private issues and problems, enables students to empathize with others and understand their motivation.

Sharma (2002) conducted an experimental research on the "Effectiveness of role play techniques in teaching communicative function: A practical study". The objective of the study was to find out the effectiveness of role play techniques in teaching communicative functions. The researcher used both primary and secondary sources for data collection. The population of the study was confined to 84 students of grade X from a school at Kapilvastu district. He used questionnaire as a tool of data collection to measure the proficiency level of the students. The mode of test was oral. The findings showed that role play technique was relatively more effective than usual classroom techniques in teaching communicative function.

Savignon (2003) conducts an important study on the improvement of interaction skills designed on a model of communicative competence including many basic characteristics. She defines communicative competence as the ability to function in a truly communicative setting- that is, in a dynamic exchange in which linguistic competence must adjust itself to the total informational input, both linguistic and paralinguistic, of one or more interlocutors.

Moreover, Khadka (2007) carried out research on "Teaching language function through information-gap in Grade seven". The major objective of his study was to find out the effective teaching communicative functions. He selected experimental research design using simple random sampling procedures. The tools of data collection were tests i.e. pre-test and post-test. The major finding of the study was information-gap technique in teaching English language is more effective than usual classroom techniques for teaching language. My research is different from above researches. Many researches have been conducted in teaching language and researchers have proved the importance or

effectiveness of various techniques at different level but they are not giving attention on teachers' perception using those techniques in teaching speaking skills. So I have selected this topic to carry out research work.

Liu & Yun (2009) conducted research on role play in language teaching and their main objectives were how to apply role play technique successfully and take most advantages of it in English class. The research was carried on 30 Chinese freshmen learning English as a foreign language. They belong to one whole class and they applied experimental research design. Their major finding was without rigid limit of word application, students had much space to bring their imagination and intelligence into full play. About 80% students can communicate freely and fluently in English in this way.

In the same way, K.C (2011) carried out research on "Strategies adopted in teaching language function at secondary level." The main objective of the study was to explore the teaching strategies used by the private and community schools English teachers' in teaching language functions at secondary level. He used survey research design and his study was in Pyuthan District and English teacher of Pyuthan District were the population of this study. He took the help of observation checklist and questionnaire for data collection. The finding of this study was comparative between private and community schools' strategies in teaching language function. Co-operative learning audio-video, total physical response (TPR), questioning and group work were highly used by private school teacher. Among them questioning, group work and TPR were slightly used by community school teachers. Comparison of overall presentation of two types of schools' teachers revealed out that in majority of the aspects of warming up, presentation and evaluation private school teachers were found better and in limited aspects, they were equal and in some aspects community schools teachers' position were found better. This study found that learner centered techniquelike role play, discovery, simulation, inductive method, information gap, discussions, group work, pair work were used in teaching speaking skills which enhances their relevancy.

On the other hand, Lamsal (2011) conducted research on "Effectiveness of Dramatization Technique in teaching language functions". The main objective of the study was to find out the efficacy of dramatization technique in teaching communicative

functions. He used primary sources and secondary sources of data. The sample population of this study was students of grade IX studying in private school in Nawalparasi district and purposive sampling procedure was used. He used tests as tools of data collection and his research design was experimental. Finding of his study was teaching language function through dramatization was more effective than teaching language function through usual techniques.

Chaurasiya (2012) conducted a study entitled “Effectiveness of Role Play Technique in Teaching Dialogue” aimed to find out the effectiveness of role play technique in teaching dialogue. The study was particularly based on the secondary private school. The primary sources of data for the study were elicited from the thirty students of grade 10 of Durga Secondary School, Rajbiraj by administering pre-tests, progress tests and post-tests. The data were analyzed separately but the findings of the study seemed similar so findings are presented in combined form. The major findings are: the use of role playing technique is an effective technique in developing speaking, encourage learners to develop their confidence, improve interpersonal skills and this technique should be used by all the teachers while teaching the English language.

Yuliana, Kristiawan and Suhartie (2014) state that the students who were taught through role play got better result than the students who were taught through information gap. It is caused by the strategy that is used. Role play gives the opportunity to the students to explore their ability to be more active in teaching and learning process. The students have opportunities for stimulating their speaking skills which they can perform easily in the front of the class. In other words, role play helps the students to improve their speaking skill.

Krebt (2017) found that role-play improved the performance in the Iraqi English as Foreign Language students in speaking test. Accordingly, the students under experimental group seemed to succeed because of getting involved and practice in role play technique such as group work and peer work. It can be inferred that if the class is framed as a community to work together supporting each other, it will have the opportunity to work for the same aims. This builds their ability to interact with and understand each other, the best basis for all learning. Furthermore, the results of the

present study confirm that role play techniques provide a kind of interesting environment for the students to flourish in such environment leads to better attention in learning and stimulate them to participate in role-play techniques. In role play techniques, students take a new identity and learn to use a foreign language for every day interaction.

Neupane (2019) carried out the study entitled "Effectiveness of Role Play in Improving Speaking Skill" to find out the effectiveness of role play technique in improving speaking skill in English. The population of the study was the grade X students of a public school from Lamjung district. The experimental group was taught through role play while the control class was taught through the traditional grammar based techniques. The total population of this study was 40 students who were enrolled in the academic year 2018/2019. The study was experimental approach. The tools applied in this research were observation sheet and speaking test. After 20 lessons of the teaching, the post-test of speaking was conducted in which the students in both groups were asked to answer. The results showed that there is a significant improvement in speaking skill of experimental group. It can be concluded that role play have significant effect on students' speaking skill.

Through the empirical research of various researchers, we can easily find out that role play is the best technique in changing the one's behavior to assume a role, either unconsciously to fill a social role, or consciously to act out an adopted role. It can be used in the form of group story creation, involving anywhere from two to several hundred people, utilizing public forums, private message boards, chat rooms, classrooms and other fields too. In the classrooms, it can be best used in the form of dialogues, dramatization, social drama and simulation. No one of the researchers has carried out study on particular techniques in teaching speaking skills. So that, I am going to carryout in the same.

2.3 Implication of the Review for the Study

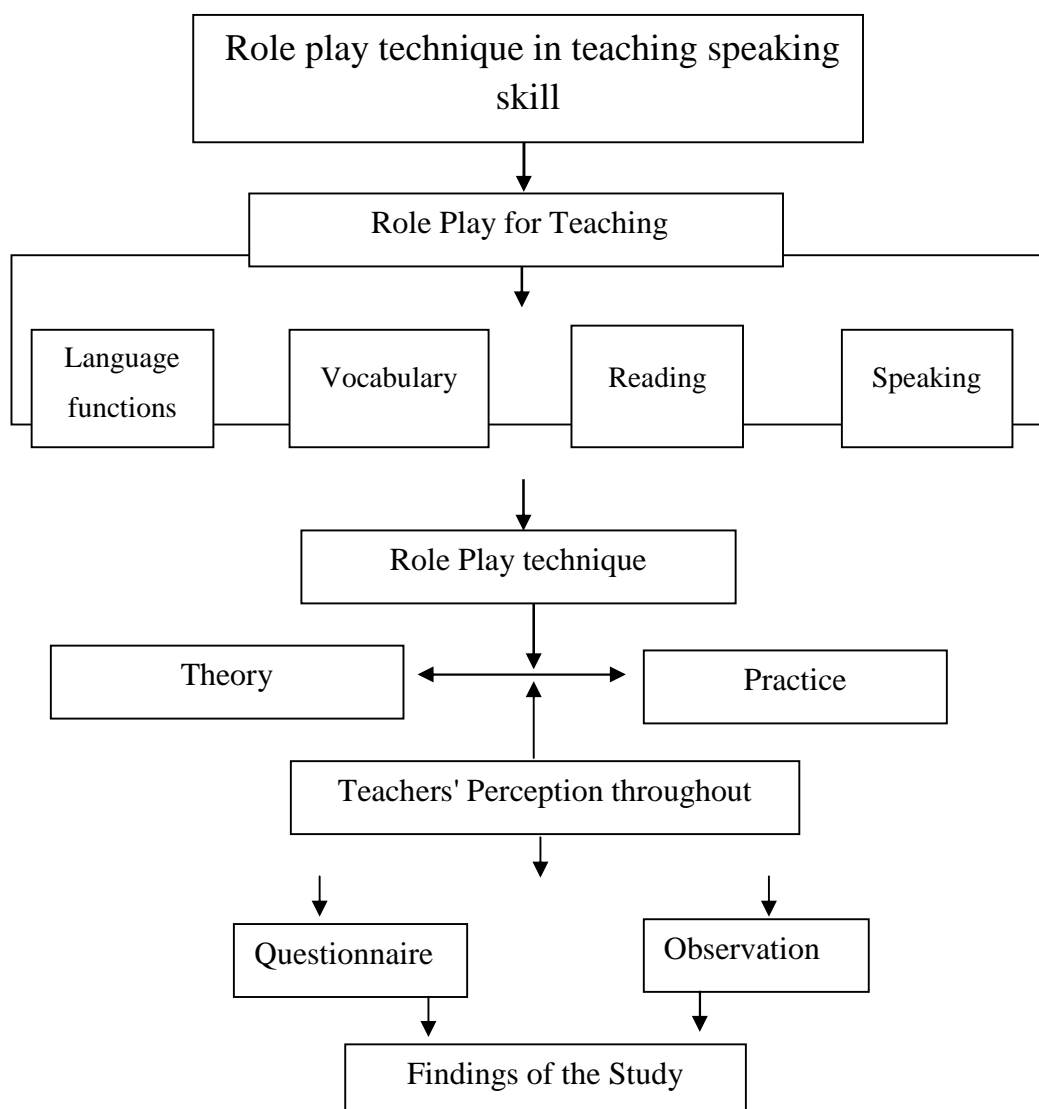
The literature review is an integral part of the entire research process which makes valuable contributions to almost every operational step. At first, it provides theoretical background to the study and broadens the knowledge based on the concerned research area. Likewise it helps to develop systematic methodology to solve the research

problems as well as to integrate the findings with the existing body of knowledge. For this study, review of the literature provided the researcher guidelines for developing step wise procedures of the study systematically as well as it helped to develop the tools for the collecting data. Furthermore; it helped to the researcher to involve in data collection procedure, a way of analyzing data and presenting them. The critical review of the literature made the researcher aware of the possible shortcomings of the study.

2.4 Conceptual Framework

A conceptual framework is very important component of a research. It is the representation of the understanding of the theories by the researcher and his/her own conceptualization of the relationship between different variable. The conceptual framework of my research is shown as follows:-

Figure: 1 Conceptual framework for the study



Role play technique is more useful in teaching speaking skill. It is used in teaching language function, communicative function, while teaching grammar, vocabulary, reading and speaking. This study had tried to find out the English language teachers' perception on role play techniques in teaching speaking skill as well as to find out the situations of use of role play, its strength and challenges too.

CHAPTER III

METHODS AND PROCEDURE OF THE STUDY

3.1 Research Design

The researcher followed the survey research design. The sampling had been done using non-random purposive sampling procedure.

3.2 Sources of Data

The researcher used both primary and secondary sources of data for analysis.

3.2.1 Primary Sources of Data

This study was mainly based on the primary sources of data. The primary sources of data for the study were sampled (purposively selected) 20 teachers of Itahari Sub-Metropolitan city from fifteen schools whom were provide with a set of questionnaire. (see appendix iii).

3.2.2 Secondary Sources of Data

In addition to the primary sources, various books, articles and relevant published and unpublished theses approved by Department of English language Education, T.U. were used as secondary sources of data. The books were consulted were Harmer (2008), Ur (2000), Freeman (2010), Brown (19194). I reviewed some former research works of many researchers or scholars like Harmer(2008), Ur(2000), Larser- Freeman(2010), Scrivener(2005), Apart from these I have consulted Sharma(2006) Gower et, al. (1995), Subedi(2010), Liu & Yun(2009), K.C(2011), Lamsal(2011), Khadka(2007) etc. Which will give me insights to carry out the research. Harmer (2008), Ur (2000), Larsen-Freeman (2010), Subedi (2010) gave me theoretical knowledge and Liu & Yun (2009), K.C. (2011), Lamsal (2011) Khadka (2007). Besides, different journals, websites, questionnaires with the language teachers, talk to the seniors and colleagues and continuous guidance of the thesis guide were also very helpful to complete the work. Moreover, all the secondary sources of data are listed in the reference section.

3.3 Population Sample and Sampling Strategy

The population of the research was English teachers of secondary level in Itahari Sub-Metropolitan City. It was not possible to deal with the whole population; therefore a portion of the population called a sample was included in study. The researcher selected 20 teachers from the different secondary schools of Itahari Sub-Metropolitan City as population sample.

3.4 Sampling procedure

Purposive sampling procedure was used based on the research area and the number of respondents available while selecting the schools and teachers. It was applied to determine teachers' perception for applying role-play technique in teaching speaking skill of secondary level English teachers.

3.5 Data Collection Tools and Techniques

Questionnaires was used as the main tool of data collections for both types of questions i.e, open- ended and close- ended questions due to its reliability and sufficiency. It consists of total 22 questions which includes fourteen close-ended and eight open-ended.(see appendix I and II)

3.6 Data Collection Procedure

The researcher adopted the following procedure to collect the require data.

1. First of all, the researcher consulted the related previous theses, materials and then prepares a set of questionnaires to find out the teachers' perception on role play technique in teaching speaking skill.
2. After getting the formal permission from the campus the researcher visited the selected schools and explains the purpose and procedure of the study to the concerned authority or head teachers of the selected schools.
3. The researcher familiarized with the English teachers and consulted related to the study.
4. The researcher distributed the questionnaires to the selected English teachers.

5. At last, the researcher thanked entire school family for their co-operation during the data collection.
6. After few days, the researcher collected the questionnaires from the teachers and thanked them again.

3.7 Ethical Considerations

Ethical consideration is one of the main aspects of the research. During my study I took the informed consent with respondent to maintain confidentiality regarding the information of respondents. I have not used the data for the sake of other purpose without the permission of the respondents except for my research. I have not made any manipulation in collected data. I have not done any harm to informants while collecting data and have not been analyzed data subjectively rather I have paid attention on accuracy, honesty, truthfulness of data in my study. I have given the proper credit to the authors of books, journals, articles and research works to avoid the risk of plagiarism.

3.8 Data Analysis and Interpretation Procedure

This chapter presents the data analysis and interpretation of data collection procedures. The main aims of the study were to find out teachers' perception on role play technique in teaching speaking skill and to explore their actual situation on the role play technique. The data was analyzed in various statistical tools. For this work, I have tabulated and analyzed the data as follows:

- Analysis of data obtained from objective questionnaire for the teachers.
- Analysis of data obtained from subjective questionnaire for the teachers.

CHAPTER IV

RESULTS AND DISCUSSIONS

4.1 Results

The present study was conducted to find out the teachers' perception on role play technique in teaching speaking skill and to suggest some pedagogical implications for enhancing the teaching learning activities. It also has attempted to explore the actual situation on its use in teaching speaking skills. This chapter deals with the results of the study. On the basis collected data, the major results have been summarized as follows.

1. In the study area, many teachers (i.e. 60%) strongly agreed that they are interested in the use of role play technique while teaching speaking skill. It is clear that almost all of the teachers were interested in the use of role play technique while teaching speaking skills.
2. Out of total, 60 % of the teachers strongly agreed that the use of role play technique is effective in teaching speaking skill. Likewise, a good number of the teachers (i.e. 35%) agreed with the statement and only few teachers (i.e. 5 %) were neutral whereas none of the teachers disagreed with the statement.
3. Only few teachers (i.e. 15%) strongly agreed that they were satisfied in the use of role play technique in teaching speaking skill. Likewise, a good number of the teachers (i.e. 85%) agreed with the statement whereas none of the teachers disagreed with the statement.
4. Among the total, exactly half of the teachers (i.e. 50 %) strongly agreed that the use of role play technique in teaching speaking skill develops the students' creativity. It is clear that most of the teachers agreed that the use of role play technique in teaching speaking skill develops the students' creativity.
5. Out of total, only few teachers (i.e. 20 %) strongly agreed that they were facing problems in the use of role play technique in teaching English speaking. Likewise, nearly half of the teachers (i.e. 45%) agreed with the statement whereas only few number of teachers (i.e. 25%) of the teachers disagreed with the statement and only 10 % of the teachers were neutral about it.

6. In the study area, only few teachers (i.e. 5 %) strongly agreed that the use of role play technique in teaching speaking skill helps to reduce the use of mother tongue. Likewise, most of the teachers (i.e. 70%) agreed with the statement whereas only few number of teachers (i.e. 20%) of the teachers disagreed with the statement and only 5 % of the teachers were neutral about it.
7. It was found that, more than half of the teachers (i.e. 55 %) strongly agreed that the use of role play technique in teaching speaking skill helps to avoid the hesitation of the learners.
8. In the study area, more than half of the teachers (i.e. 55 %) strongly agreed that the use of role play technique in teaching speaking skill helps to avoid the hesitation of the learners. Likewise, less than half of the teachers (i.e. 35%) agreed with the statement whereas only few numbers of teachers (i.e. 10%) of the teachers were neutral about it. It is clear that most of the teachers agreed that the use of role play technique in teaching speaking skill avoid the hesitation of the learners.
9. Nearly half of the teachers (i.e. 40 %) strongly agreed that the use of role play technique in teaching speaking skill develops the skill-based education of the learners. It is clear that most of the teachers agreed that the use of role play technique in teaching speaking skills develops the life skill-based education for the learners.
10. Out of total, i.e. 35 % of the teachers strongly agreed that the use of role play technique in teaching speaking skill enhances contextual use of the language by the learners. It is clear that all of the teachers agreed that the use of role play technique in teaching speaking skills enhances contextual use of the language by the learners.
11. Out of total, more than one third of the teachers (i.e. 35 %) strongly agreed with the statement that the students get benefit while teaching speaking skill through role play technique.
12. In the study area, one fourth of the teachers (i.e. 25 %) strongly that teaching speaking skill through role play enhances learners' autonomy. It was found that

most of the teachers agreed that teaching English speaking through role play enhances learners' autonomy.

13. Nearly three fourth of the teachers (i.e. 70 %) strongly agreed that role play is really applicable and fruitful in teaching speaking skill. Most of the teachers agreed that role play is really applicable and fruitful in teaching speaking skill.
14. One fourth of the teachers (i.e. 25 %) strongly agreed that they use role play technique for teaching English language for teaching speaking skill. Likewise, more than half of the teachers (i.e. 55 %) agreed with the statement and only exactly one fifth of teachers (i.e. 20%) were neutral about it.
15. In the study area, more than half of the teachers (i.e. 55 %) strongly agreed that role play is best to be used in teaching dramatization and simulation. All of the teachers' had better perception on role play is best to be used in teaching dramatization and simulation.
16. In the study area most of the teachers (i.e. 90 %) viewed that teachers' role to be motivator and facilitator to present the lessons through role play.
17. Most of the teachers (i.e. 85 %) conducted conversation while using role play technique. Likewise, 80 % of the teachers conducted interview. In the same number of teachers (i.e. 75 %) conducted miming and communication.
18. Most of the teachers (i.e. 80 %) viewed that careful definitions of the goals and objectives are requirements for a successful role play in teaching language.
19. Most of the teachers (i.e. 95 %) viewed that role play helps to avoid hesitation in teaching speaking skill. Likewise, 80 % of the teachers viewed that role play presents complex subject in a simple way.
20. Most of the teachers (i.e. 90 %) viewed that role play is very difficult to use role play in mixed ability class in teaching speaking skill. Likewise, 85 % of the teachers viewed that role play requires expert guidance and leadership. In the same number of teachers (i.e. 70 %) viewed that role play has lack of social skills and it is a time-consuming process.
21. In the study area, half of the teachers (i.e. 50 %) practiced to make students participation. Likewise, 20 % of the teachers used for maintaining social interaction. In the same number of teachers (i.e. 20 %) used to avoid students'

hesitations. In the same way, 10% teachers used to present the lessons in simple way.

22. Among the total, half of the teachers (i.e. 50 %) viewed that role practiced for solving the problems. Likewise, 20 % of the teachers viewed that role play practiced for participating the students in classrooms. In the same number of teachers (i.e. 20 %) viewed that role play is practiced by providing role cards to the students. Moreover, 10% viewed that role play is being practiced by giving the different characters to the students.
23. Most of the teachers (i.e. 85 %) suggested that trained teacher is needed to use role play technique in the classroom in teaching speaking skills for solving the problems in using play technique. The teachers should dominantly present the lesson in the classroom for solving the problems in using play technique in teaching speaking skill.

4.2 Discussion

This chapter mainly concerned with the discussion and analysis of data collected from different sources. This has been done separately on the basis of tool employed. First of all, all the twenty selected secondary level teachers were given a set of questionnaires in order to find out their perception on role play technique in teaching speaking skill. And then, those collected data were analyzed and interpreted. Therefore, the following section consists of the analysis of the data that the researcher found in his study.

4.2.1 Analysis of Closed-ended Questions

This sub chapter mainly concerned with the presentation, analysis and interpretation of the results. This has been done separately on the basis of tools employed. First of all, all the twenty selected secondary level teachers were given a set of questionnaire in order to find out their perception on role play technique in teaching speaking skill. And then, those collected data were analyzed and interpreted. Therefore, the following section consists of the analysis of the data that the researcher found in his study.

To find out the teachers' perceptions on role play technique in teaching speaking skills, the researcher had administered the closed ended questions to the selected English teachers teaching at secondary level from Itahari Sub- metropolitan city area and their responses were analyzed and interpreted. Here, I have analyzed the responses by using both statistical and descriptive tools. The responses by the English teachers on closed ended questions were analyzed below:

4.2.1.1 Teachers' interest in the use of role play technique

The teachers were asked whether they are interested in the use of role play technique while teaching speaking skill or not and their responses regarding the statement were found as follows:

Table 1: Teachers' interested in the use of role play technique while teaching speaking skill

Statement	No. of Respondents	Percentage
Strongly agree	12	60%
Agree	8	40%
Disagree	0	-
Strongly disagree	0	-
Neutral	0	-
Total	20	100

The table 1 shows that majority of the teachers (i.e.60%) strongly agreed with the statement that they are interested in the use of role play technique while teaching speaking skill. Likewise, a good number of the teachers (i.e. 40%) agreed with the statement whereas none of the teachers disagreed with the statement. Moreover, none of them were strongly disagreed the statement. In this way, it is clear that almost all of the teachers were interested in the use of role play technique while teaching speaking skill.

4.2.1.2 Teachers' perception on the effectiveness of role play technique

The teachers were asked whether role play technique is effective way to teach speaking skill or not and their responses regarding the statement were found as follows:

Table 2: Teachers' perception on the effectiveness of role play technique in teaching speaking skill

Statement	No. of Respondents	Percentage
Strongly agree	12	60%
Agree	7	35%
Disagree	0	-
Strongly disagree	0	-
Neutral	1	5%
Total	20	100

The table 2 shows that many teachers (i.e.60%) strongly agreed with the statement that use of role play technique is effective in teaching speaking skill.Likewise, a good number of the teachers (i.e.35%) agreed with the statement and only few teachers (i.e. 5 %) were neutralwhereas none of the teachers disagreed with the statement. Moreover, none of them were strongly disagreed the statement. In this way, it is clear that most of the teachers agreed that the use of role play technique is effective in teaching speaking skill.

4.2.1.3 Satisfaction on the use of role play technique

The teachers were asked whether they are satisfied in the use of role play technique or not and their responses regarding the statement were found as follows:

Table 3: Satisfaction on the use of role play technique in teaching speaking skill

Statement	No. of Respondents	Percentage
Strongly agree	3	15%
Agree	17	85%
Disagree	0	-
Strongly disagree	0	-
Neutral	0	-
Total	20	100

The table 3 shows that only few teachers (i.e.15%) strongly agreed with the statement that they were satisfied in the use of role play technique in teaching speaking skill.Likewise, a good number of the teachers (i.e.85%) agreed with the statement whereas none of the teachers disagreed with the statement. Moreover, none of them were strongly disagreed the statement. In this way, it is clear that most of the teachers agreed that they were satisfied in the use of role play technique in teaching English speaking.

4.2.1.4 Teachers' perception on the use of role play develops students' creativity

The teachers were asked whether role play develops the student's creativity or not and their responses regarding the statement were found as follows:

Table 4: Teachers' perception on the use of role play develops students' creativity

Statement	No. of Respondents	Percentage
Strongly agree	10	50%
Agree	9	45%
Disagree	1	5%
Strongly disagree	0	-
Neutral	0	-
Total	20	100

The table 4 shows that exactly half of the teachers (i.e.50 %) strongly agreed with the statement that the use of role play technique in teaching English speaking develops the students' creativity.Likewise, a good number of the teachers (i.e.45%) agreed with the statement whereas only few number of teachers (i.e. 5%) of the teachers disagreed with the statement. Moreover, none of them were strongly disagreed the statement. In this way, it is clear that most of the teachers agreed that the use of role play technique in teaching speaking skill develops the students' creativity.

4.2.1.5 Teachers' facing problems on the use of role play technique in teaching

The teachers were asked whether they face problems while teaching English language through role play technique or not and their responses regarding the statement were found as follows:

Table 5: Teachers' facing problems on the use of role play technique in teaching speaking skill

Statement	No. of Respondents	Percentage
Strongly agree	4	20%
Agree	9	45%
Disagree	5	25%
Strongly disagree	0	-
Neutral	2	10%
Total	20	100

The table 5 shows that few teachers (i.e.20%) strongly agreed with the statement that they were facing problems in the use of role play technique in teaching English speaking. Likewise, nearly half of the teachers (i.e.45%) agreed with the statement whereas only few number of teachers (i.e. 25%) of the teachers disagreed with the statement and only 10 % of the teachers were neutral about it. Moreover, none of them were strongly disagreed the statement. In this way, it is clear that most of the teachers agreed that they were facing problems in the use of role play technique in teaching English speaking.

4.2.1.6 Role play technique in teaching English reduces the use of mother tongue

The teachers were asked that teaching speaking skills through role play technique helps to reduce the use of mother tongue in English and their responses regarding the statement were found as follows:

Table 6: Teachers' perception on the use of role play technique in teaching speaking skill reduces the use of mother tongue

Statement	No. of Respondents	Percentage
Strongly agree	1	5%
Agree	14	70%
Disagree	1	5%
Strongly disagree	0	-
Neutral	4	20%
Total	20	100

The table 6 shows that only few teachers (i.e.5 %) strongly agreed with the statement that the use of role play technique in teaching speaking skill helps to reduce the use of mother tongue.Likewise, most of the teachers (i.e.70%) agreed with the statement whereas only few number of teachers (i.e. 20%) of the teachers disagreed with the statement and only 5 % of the teachers were neutralabout it. Moreover, none of them were strongly disagreed the statement. In this way, it is clear that most of the teachers agreed that the use of role play technique in teaching speaking skill reduce the use of mother tongue.

4.2.1.7 Role play technique in teaching speaking skills avoid hesitation of the learners

The teachers were asked that teaching English speaking skill avoid hesitation of the learners and their responses regarding the statement were found as follows:

Table 7: Teachers' perception on the use of role play technique in teaching speaking skill to avoid hesitation of the learners

Statement	No. of Respondents	Percentage
Strongly agree	11	55%
Agree	7	35%
Disagree	0	-
Strongly disagree	0	-
Neutral	2	10%
Total	20	100

The table 7 shows that more than half of the teachers (i.e.55%) strongly agreed with the statement that the use of role play technique in teaching speaking skill helps to avoid the hesitation of the learners. Likewise, less than half of the teachers (i.e.35%) agreed with the statement whereas only few numbers of teachers (i.e. 10%) of the teachers were neutral about it. Moreover, none of them were disagreed and strongly disagreed the statement. In this way, it is clear that most of the teachers agreed that the use of role play technique in teaching speaking skill to avoid the hesitation of the learners.

4.2.1.8 Role play technique in teaching speaking skills develops the life skills-based education of the learners

The teachers were asked that role play technique in teaching speaking skill develops the life skill-based education of the learners and their responses regarding the statement were found as follows:

Table 8: Teachers' perception on the use of role play technique in teaching speaking skilldevelops the life skill-based education of the learners

Statement	No. of Respondents	Percentage
Strongly agree	8	40%
Agree	10	50%
Disagree	2	10%
Strongly disagree	0	-
Neutral	0	-
Total	20	100

The table 8 shows that nearly half of the teachers (i.e.40%) strongly agreed with the statement that the use of role play technique in teaching speaking skilldevelops the skill-based education of the learners.Likewise, exactly half of the teachers (i.e.50%) agreed with the statement whereas only few number of teachers (i.e. 10%) of the teachers disagreed about it. Moreover, none of them wereneutral andstrongly disagreed the statement. In this way, it is clear that most of the teachers agreed that the use of role play technique in teaching English speaking develops the life skill-based education for the learners.

4.2.1.9 Role play technique in teaching speaking skill enhances contextual use of the language

The teachers were asked that role play technique in teaching speaking skills enhances contextual use of language and their responses regarding the statement were found as follows:

Table 9: Teachers' perception on the use of role play technique in teaching speaking skillenhances contextual use of the language

Statement	No. of Respondents	Percentage
Strongly agree	7	35%
Agree	13	65%
Disagree	0	-
Strongly disagree	0	-
Neutral	0	-
Total	20	100

The table 9 shows that nearly half of the teachers (i.e.35 %) strongly agreed with the statement that the use of role play technique in teaching speaking skillenhances contextual use of the language by the learners., more than half of the teachers (i.e.65%) agreed with the statement. Moreover, none of them wereneutral, disagreed and strongly disagreed the statement. In this way, it is clear that all of the teachers agreed that the use of role play technique in teaching speaking skills enhances contextual use of the language by the learners.

4.2.1.10 Students get benefit through role play while teaching speaking skill

The teachers were asked that students get benefit while teaching speaking skill through role play technique and their responses regarding the statement were found as follows:

Table 10: Teachers' perception on students to get benefit while teaching speaking skill through role play technique

Statement	No. of Respondents	Percentage
Strongly agree	7	35%
Agree	12	60%
Disagree	0	-
Strongly disagree	0	-
Neutral	1	5%
Total	20	100

The table 10 shows that more than one third of the teachers (i.e.35 %) strongly agreed with the statement that the students get benefit while teaching speaking skill through role play technique. Likewise, more than half of the teachers (i.e.60%) agreed with the statement and only few numbers of teachers (i.e.5 %) were neutral about it. Moreover, none of them disagreed and strongly disagreed the statement. In this way, it is clear that most of the teachers agreed that the students get benefit while teaching speaking skill through role play technique.

4.2.1.11 Teaching speaking skill through role play enhances learners' autonomy

The teachers were asked that teaching speaking skill through role play enhances learner's autonomy and their responses regarding the statement were found as follows:

Table 11: Teachers' perception on teaching speaking skill through role play enhances learners' autonomy

Statement	No. of Respondents	Percentage
Strongly agree	5	25 %
Agree	13	65 %
Disagree	1	5%
Strongly disagree	0	-
Neutral	1	5%
Total	20	100

The table 11 shows that one fourth of the teachers (i.e.25 %) strongly agreed with the statement that teaching speaking skill through role play enhances learners' autonomy. Likewise, near two third of the teachers (i.e.65%) agreed with the statement and only few number of teachers (i.e.5 %) disagreed and in the same number were neutral about it. Moreover, none of them strongly disagreed the statement. In this way, it is clear that most of the teachers agreed that teaching speaking skills through role play enhances learners' autonomy.

4.1.1.12 Role play is really applicable and fruitful in teaching speaking skill

The teachers were asked that role play technique is really applicable and fruitful in teaching speaking skill and their responses regarding the statement were found as follows:

Table 12: Teachers' perception on role play is really applicable and fruitful in teaching speaking skill

Statement	No. of Respondents	Percentage
Strongly agree	14	70%
Agree	4	20%
Disagree	0	-
Strongly disagree	0	-
Neutral	2	10 %
Total	20	100

The table 12 shows that nearly three fourth of the teachers (i.e.70%) strongly agreed with the statement that role play is really applicable and fruitful in teaching speaking skill. Likewise, exactly one fifth of the teachers (i.e.20%) agreed with the statement and only few numbers of teachers (i.e.10%) were neutral about it. Moreover, none of them disagreed and strongly disagreed the statement. In this way, it is clear that most of the teachers agreed that role play is really applicable and fruitful in teaching speaking skill.

4.2.1.13 Use of role play technique in teaching English language for speaking skills

The teachers were asked that they use role play technique for teaching English language for speaking and their responses regarding the statement were found as follows:

Table 13: Use of role play technique in teaching English language for speaking skill

Statement	No. of Respondents	Percentage
Strongly agree	5	25 %
Agree	11	55 %
Disagree	0	-
Strongly disagree	0	-
Neutral	4	20 %
Total	20	100

The table 13 shows that exactly one fourth of the teachers (i.e. 25 %) strongly agreed with the statement that they use role play technique for teaching speaking. Likewise, more than half of the teachers (i.e. 55 %) agreed with the statement and only exactly one fifth of teachers (i.e. 20%) were neutral about it. Moreover, none of them disagreed and strongly disagreed the statement. In this way, it is clear that most of the teachers they used role play technique for teaching speaking.

4.2.1.14 Role play is best to be used in teaching dramatization and simulation

The teachers were asked that role play is best be used in dramatization and simulation and their responses regarding the statement were found as follows:

Table 14: Teachers' perception on role play is best to be used in teaching dramatization and simulation

Statement	No. of Respondents	Percentage
Strongly agree	11	55 %
Agree	9	45 %
Disagree	0	-
Strongly disagree	0	-
Neutral	0	-
Total	20	100

The table 14 shows that more than half of the teachers (i.e.55 %) strongly agreed with the statement role play is best to be used in teaching dramatization and simulation. Likewise, nearly half of the teachers (i.e.45 %) agreed with the statement. Moreover, none of them were neutral, disagreed and strongly disagreed the statement. In this way, it is clear that all of the teachers' had better perception on role play is best to be used in teaching dramatization and simulation.

4.2.2 Analysis of Open-ended Questions

To find out the teachers' perceptions on role play technique in teaching speaking skill, the researcher had administered the eight different open-ended questions to the selected English language teachers teaching at secondary level from Sunsari district and their responses were analyzed and interpreted below:

4.2.2.1 Teachers' role to present the lessons through role play

To find out the teachers' perceptions on role play technique in teaching speaking skill, the teachers were asked what will be the teachers' role to present the lessons through role play. The teachers had different perceptions on the teachers' role

to present the lessons through role play. The responses of the teachers obtained from the questionnaire is presented and analyzed as follows:

Table 15: Teachers' role to present the lessons through role play

Categories	No. of Respondents	Percentage
Motivator	18	90 %
Inspirer	15	75 %
Prompter	7	35 %
Manager	11	55 %
Facilitator	18	90 %
Spectator	5	25 %
Participatory	11	55 %
Instructor	14	70 %

The table 1 shows that most of the teachers (i.e.90%) viewed that teachers' role to be motivator and facilitator to present the lessons through role play.Likewise, three fourth of the teachers (i.e.75 %) viewed to be inspirer, 70 % of the teachers viewed to be instructor. In the same number of teachers (i.e.55 %) viewed to be manager and participatory. Moreover, 35 % of the teachers viewed to be prompter and 25 % of the teachers viewed to be spectator.

4.2.2.2 Activities conducted by the teachers while using role play technique

The teachers were asked what types of activities are commonly conducted while using role play technique. The teachers gave different responses of activities they conduct while using role play technique and their responses are presented and analyzed as follows:

Table 16: Teachers' activities conducted while using role play technique

Categories	No. of Respondents	Percentage
Miming	15	75 %
Brainstorming	11	55 %
Simulation	10	50 %
Presentation of the lesson	8	40 %
Conversation	17	85 %
Interview	16	80 %
Dialogue reading	14	70 %
Communication	15	75 %

The table 2 shows that most of the teachers (i.e.85 %) conducted conversation while using role play technique.Likewise, 80 % of the teachers conducted interview. In the same number of teachers (i.e. 75 %) conducted miming and communication. Moreover, 70 % of the teachers conducted dialogue reading, 55 % of the teachers conducted brainstorming and 50 % of the teachers conducted simulation and 40% of the teacher conducted presentation of the lesson while using role play technique in the teaching speaking skills classroom.

4.2.2.3 Requirements for a successful role play

The teachers were asked what the requirements for a successful role play are in teaching speaking skill. The teachers gave different responses and their responses are presented and analyzed as follows:

Table 17: Teachers' perception on requirements for a successful role play

Categories	No. of Respondents	Percentage
Careful definition of the goals and objectives	16	80 %
Selection of characters	15	75 %
Simulant to thinking	4	20 %
Flexible	17	85 %
Brief	12	60 %
Immediate analysis and evaluation	8	40 %
Inspired by the social matters	11	55 %
Materials are required on the basis of lesson	17	85 %

The table 3 shows that most of the teachers (i.e.80%) viewed those careful definitions of the goals and objectives are requirements for a successful role play in teaching speaking skills.Likewise, 75 % of the teachers viewed selection of the characters according to enthusiasm, sincerity and willingness of the participants. In the same number of teachers (i.e.85 %) viewed flexible and materials are required on the basis of the lesson. Moreover, 60 % viewed brief, 55 % viewed inspired by the social matters, 40 % of the teachers analysis and evaluation immediately following role play conducted brainstorming and 20 % of the teachers should be simulant to thinking are requirements for a successful role play in teaching speaking skills.

4.2.2.4 Benefits of role play in teaching speaking skill

The teachers were asked what the benefits of role play are in teaching speaking skill. The teachers gave different responses about the benefits of role play in teaching English language at secondary level and their responses are presented and analyzed as follows:

Table 18: Teachers' perception on benefits of role play in teaching speaking skill

Categories	No. of Respondents	Percentage
It presents complex subject in a simple way	16	80 %
It does not need materials and advanced preparation	9	45 %
It helps to avoid hesitation	19	95 %
It helps the learners to develop self-esteem and confidence	15	75 %
It reflects the participant's knowledge in the subject matter	15	75 %
It helps to develop ability to observe and analyze the situation	14	70 %
It helps to develop real communication skills in leadership, interviewing and social interaction	15	75 %
It is simple and low cost	12	60 %

The table 4 shows that most of the teachers (i.e.95%) viewed that role play helps to avoid hesitation in teaching speaking skill.Likewise, 80 % of the teachers viewed that role play presents complex subject in a simple way. In the same number of teachers (i.e.75 %) viewed that role play helps the learners to develop self-esteem, to develop real communication skills in leadership, interviewing and social interaction and confidence and it reflects the participant's knowledge in the subject matter. Moreover, 70 % viewed that role play helps to develop ability to observe and analyze the situation, 60 % viewed that it is simple and low cost and 45 % of the teachers viewed that it does not need materials and advanced preparation.

4.2.2.5 Challenges faced by the teachers

The teachers were asked what the challenges of role play in teaching speaking skill. The teachers gave different responses about the challenges of role play in teaching English language at secondary level and their responses are presented and analyzed as follows:

Table19: Teachers' perception on the challenges faced by the teachers while using role play in teaching speaking skill

Categories	No. of Respondents	Percentage
Very difficult to use role play in mixed ability class	18	90 %
It is constraint by the demand of the curriculum	9	45 %
It only focuses to teachers' participation in ELT	10	50 %
It has lack of social skills	14	70 %
It strongly depends on participant's imagination	11	55 %
It is a time-consuming process	14	70 %
It requires expert guidance and leadership	17	85 %
It becomes difficult for teachers to evaluate the students individually	6	30%

The table 5 shows that most of the teachers (i.e.90%) viewed that role play is very difficult to use role play in mixed ability class in teaching speaking skill.Likewise, 85 % of the teachers viewed that role play requires expert guidance and leadership. In the same number of teachers (i.e. 70 %) viewed that role play has lack of social skills and it is a time-consuming process. Moreover, 55 % viewed that role play strongly depends on participant's imagination, 50 % viewed that it only focuses to teachers' participation in ELT, 45 % of the teachers viewed that role play is constraint by the demand of the

curriculum and 30 % of the teachers viewed that role play becomes difficult for teachers to evaluate the students individually.

4.2.2.6 Practice of role play technique in our ELT classroom.

The teachers were asked how role play technique is being practiced in our classrooms. The teachers gave different ways of practices of role play technique in teaching speaking skill and their responses are presented and analyzed as follows:

Table 20: Practice of role play in our ELT classrooms

Categories	No. of Respondents	Percentage
for solving the problems	10	50 %
for participating the students in classrooms	4	20 %
by providing role cards to the students	4	20 %
by giving the different characters to the students	2	10 %

The table 6 shows that half of the teachers (i.e.50%) viewed that role play is practiced for solving the problems.Likewise, 20 % of the teachers viewed that role playpracticed for participating the students in classrooms. In the same number of teachers (i.e.20 %) viewed that role play is practiced by providing role cards to the students.Moreover, 10% viewed that role play is being practiced by giving the different characters to the students.

4.2.2.7 Use of role playtechnique in our ELT classroom.

The teachers were asked why role play technique should we use in our classrooms. The teachers gave different ways of use of role play technique in teaching speaking skill and their responses are presented and analyzed as follows:

Table 21: use of role play in our ELT classrooms

Categories	No. of Respondents	Percentage
to make students participation	10	50 %
to maintain social interaction	4	20 %
to avoid students' hesitation	4	20 %
to present the lessons in a simple way	2	10 %

The table 7 shows that half of the teachers (i.e.50 %) viewed that role play should be used to make students participation. Likewise, 20 % of the teachers viewed that role play should be used for maintaining social interaction. In the same number of teachers (i.e.20 %) viewed that role play should be used to avoid students' hesitations. In the same way, 10% viewed that role play should be used to present the lessons in simple way.

4.2.2.8 Teachers' suggestions for solving the problems in using role play technique

The teachers were asked what the suggestions for solving the problems in using role play technique. The teachers gave different suggestions for solving the problems in using role play technique in teaching speaking skill and their responses are presented and analyzed as follows:

Table22: Suggestions by the teachers for solving the problems in using play technique in teaching speaking skill

Categories	No. of Respondents	Percentage
Trained teacher is needed to use role play technique in the classroom	17	85 %
Students' role should be changed time and again to teach variety of roles	16	80 %
Teachers should dominantly present the lesson in the classroom	11	55 %
Accuracy should be focused in teaching	14	70 %
Natural communication is focused rather than controlled practice	15	75 %
Contextual techniques should be applied	13	65 %
Current events and practices are focused than traditional contents	12	60 %
Social interaction is prioritized than the deep-rooted practices	14	70 %

The table 8 shows that most of the teachers (i.e.85%) suggested that trained teacher is needed to use role play technique in the classroom in speaking skillfor solving the problems in using play technique.Likewise, 80 % of the teachers suggested students' role should be changed time and again to teach variety of roles, 75 % of the teachers suggested natural communication is focused rather than controlled practice. In the same number of teachers (i.e. 70 %) suggested accuracy should be focused in teachingand social interaction is prioritized than the deep-rooted practices.Moreover, 65 % contextual techniques should be applied, 60 % suggested current events and practices are focused

than traditional contents and 55 % of the teachers suggested that teachers should dominantly present the lesson in the classroom for solving the problems in using play technique in teaching speaking skill.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter deals with the summary of the study, conclusion and recommendations made by the researcher after analyzing the data. This chapter is divided into three parts i.e. summary, conclusion and recommendations as follows:

5.1 Summary/finding

The summary aims to present readers with a short, clear account of the ideas in the text. The summary of this research includes the major information of the research and reflects the main points explored on it in following ways.

The present study is entitled as "teachers' perception on role play technique in teaching speaking skill". It has been carried out to find out teachers' perceptions on role play technique in teaching speaking skills as well as to explore the actual situation on its use in teaching English. In order to achieve these objectives, 20 secondary level English teachers teaching at secondary level of Itahari were selected as the sample of the study through the use of non-random purposive sampling procedure. Then, I prepared the questionnaire as the tool for data collection. I visited the selected schools personally and sought permission from the authorities to administer the questions. A clear concept and instruction was given to the selected teachers before their responses. After getting information in the form of filled questionnaire, I analyzed and interpreted the data using descriptive statistics i.e., percentages tables. I enlisted the teachers' perceptions on role play technique in teaching speaking skills at secondary level as the findings of the study presented as below:

- I. Most of the teachers were using teacher centered method whereas very few of them used learner centered technique in teaching speaking skill.
- II. The teacher's perceptions towards the role play technique in teaching speaking. The results of the study show that the teachers are having positive views about the use of role play during teaching in the class.
- III. Based on the data from the questionnaire, the teachers stated that role play technique is a technique that can arise them to speak and students like to practice their speaking by using it.

- IV. Respondents felt that role play enabled them to communicate in real life situations.
- V. It was found that, they shared their hidden feeling and expressed themselves without restraint.
- VI. In the study area, all the teachers strongly agreed that they are interested in the use of role play technique while teaching speaking skill.
- VII. All the teachers strongly agreed that students get benefit teaching speaking skill through role play technique.
- VIII. In the study area, all the students involve while applying role play technique.
- IX. Most of the teachers' viewed that have not well equipped/ management class to practice the techniques.
- X. Out of total, only few teachers agreed that they were facing problems in the use of role play technique in teaching speaking skill.
- XI. It was found that, more than half of the teachers strongly agreed that the use of role play technique in teaching speaking skill helps to avoid the hesitation of the learners.
- XII. Nearly half of the teachers strongly agreed that the use of role play technique in teaching speaking skill develops the skill-based education of the learners.
- XIII. Most of the teachers viewed that it is very difficult to use role play in mixed ability class in teaching speaking skills so it requires expert guidance and leadership.
- XIV. The teachers suggested that trained teacher is needed to use role play technique in the classroom in teaching language for solving the problems. The teachers should dominantly present the lesson in the classroom for solving the problems in using role play technique in teaching speaking skill.

The whole study has been incorporated into five different chapters. The first chapter deals with the background, problem of the study, objectives of the study, research questions and significance of the study and so on. The second chapter deals with the review of both theoretical and empirical literature related to the present research. It also includes the implication of the review and conceptual framework.

The third chapter states the methodological aspect of the study including research design, population and sample, sampling procedure, analysis and interpretation procedure consistently. The fourth chapter gives an account of major results of the study and the discussions based on data analysis and interpretation. Finally, the last chapter summarizes the whole study. It further presents the conclusion of the study and gives an outline of implications that are applicable in policy, practice and further research levels.

5.2 Conclusion

Role play has long entered the EFL classroom. Many students and teachers enjoyed the activities that encouraged interaction in the class. Role play activities do more than just enhance social interaction among students; they can be the base for reinforcing grammar skills and presented in a context that the students are comfortable with. This study tried to find out the teachers' perceptions on role play technique in teaching speaking skills in the EFL classroom. To find out the teachers' perception towards the usefulness of role play quantitative data were collected and analyzed and the results of this study were drawn.

The use of role-playing as a learning method in higher education has been used in problem-based learning contexts. It is also considered to be a useful method of teaching. Role play activities with a specific learning outcome designed to create a realistic learning experience for participants. In role play students not only learn the language but also, they try to behave as if they are in real work. Role play strategy supports the learners to development of language performance occurs in sociocultural interaction in learning process. On the other hand, role play urges students to speak directly in the target language to develop communicative competence. Role-play discovers problems of humanistic relations by showing problematic situations and discussing them. Students can discover feelings, perceptions, values, and problem-solving strategies together. And group work skills and group members' participation can be increased through role-playing. Role-play can take place in a real environment in which students bring this opportunity to acquire intended results in a safe and confident environment.

In a few words, we can say that role play technique has positive impact in improving learners' speaking skill as it gives the students a chance to explore

different situations of real life and enables them to speak accurately and confidently in that situation in the target language. Although during role play in a large classroom, the situation gets chaotic and the performers sometimes forget their dialogues, which create embarrassment, eventually with the help of little feedback from the teachers, this problem can be resolved. Teachers may give prompt verbal feedback or written feedback in case of technical difficulties while recording acts.

5.3 Recommendations

On the basis of the findings of this research, the following recommendations have been made to different three sections i.e. policy related, practice related and further research related.

5.3.1 Policy Related

The researcher has just tried to encourage the teachers to use role play technique in teaching speaking skill, by the help of this study, the secondary curriculum developer, subject experts, syllabus designer and textbook writer under the ministry of education curriculum development center should be designed according to the level, need, interest and age of the learners.

5.3.2 Practice Related

This research work has shown that there were many problems to use role play techniques while teaching speaking skill students and all the activities cannot be applied. That's why the teacher should be more productive and explorative for developing the confidence while teaching speaking skill. The teacher should update themselves with current practices of teaching by attending and taking training, online courses, webinars, seminars, workshops and other collaborative platform.

5.3.3 Further Research Related

This study is just an entry in the department of English Education so that we need to do a more detailed study. This research has been limited to only 15 secondary school's English teachers. Besides, there are various techniques applied in teaching English language. That is why other large scale researches are recommended to be carried out on another level as well. Hence, this study opens the way for detailed study for further research.

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