

**EFFECTIVENESS OF ROLE PLAY TECHNIQUE
IN TEACHING DIALOGUE**

**A Thesis Submitted to the Department of English Education
In Partial Fulfilment for the Master of Education in English**

**Submitted by
Binita Chaursiya**

**Faculty of Education
Tribhuvan University
Kirtipur, Kathmandu
2012**

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RECOMMENDATION FOR ACCEPTATANCE

This is to certify that **Mrs. Binita Chaursiya** has prepared the thesis entitled “**Effectiveness of Role Play Technique in Teaching Dialogue**” under my guidance and supervision.

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DECLARATION

I hereby declare that to the best of my knowledge this thesis is original; no part of it was earlier submitted for the candidature of research degree to any university.

Date:

.....

Binita Chaursiya

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ABSTRACT

The present study entitled “Effectiveness of Role Play Technique in Teaching Dialogue” aimed to find out the effectiveness of role play technique in teaching dialogue. This study was particularly based on the secondary private school. I used both primary and secondary sources of data. The primary sources of data 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.

The study consists of four chapters. The first chapter is introductory chapter. It includes general background, review of related literature, objectives and significance of the study. The second chapter deals with the methodology for the research. It incorporates sources of data, sampling procedures, tools for data collection, process of data collection and limitations of the study. The third chapter presents analysis and interpretation in terms of ‘analysis of individual tests scores on pre-test, progress test and post test. The fourth chapter incorporates findings and recommendations of the research. The references and appendices are presented in the concluding part of this thesis.

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LIST OF SYMBOLS AND ABBREVIATIONS

CUP	Cambridge University Press
ELT	English Language Teaching
i.e.	that is
M.Ed.	Master in Education
No.	Number
OUP	Oxford University Press
TU	Tribhuvan University
UN	United Nations
Vol.	Volume

CHAPTER-ONE

INTRODUCTION

This study is about the “Effectiveness of Role Play Technique in Teaching Dialogue”. This chapter consists of general background, language teaching technique, role playing as a teaching technique, advantages of using role play, essence of role playing, stages of a standard role play, teaching dialogue, types of dialogue, literature review, objectives of the study and significance of the study.

1.1 General Background

Among various languages in the world, English language is one of the six official languages of UN and which plays the vital role for the international communication. Thus the English language is used world-wide.

In this connection, Harmer (2007, p.13) writes:

English is the only one language in the world accepted as a lingua franca that is how it has made international communication possible. Among all the languages, English has the largest vocabulary. Perhaps as many as two million words and one of the noblest bodies of literature. One in every seven human beings can speak it. More than half of the world books and three quarters of international mails are in English.

From this point of view the demand of learning English as a foreign language has been increasing rapidly. In view of the facts the English language is given a great importance in the education system of Nepal. In Nepal, teaching of English was formally introduced in 1910 B.S. during Rana’s regime, but it had been confined to their families. With the

introduction of democracy English became accessible to most of the students of Nepal. Students, almost in every discipline, need to understand and use English. English has been taught as a compulsory subject from grade one to the bachelor level.

Language is most powerful tool to express ideas, feelings and thoughts. Human beings are the only possessors of language. Crystal (1999, p.112) says” Language is a voluntary vocal system of human communication which has the unique structure due to its structure and organizational patterns.” The classical or structural linguistics has described the concept of organization of a language in different ways than the present once. Language has been playing an important role in the transmitting the message from the history, culture and religion from one generation to another. Hence language is the main vehicle of communication for human beings. It shows that human beings have been using communication from time immemorial. Human beings for their convenience have used different kinds of systems of sounds and words. Thus, there are innumerable language spoken in the world and English is one of them and most important as well. It is spoken as a first language by over 300 million people and used as a means of communication by many more all over the world. Literature is a term used to describe written or spoken materials. Broadly speaking, literature is used to describe anything from creative writing to more technical or scientific works but the term is most commonly used to works of the creative imagination including works of poetry, drama, fiction and nonfiction.

According to Brown (1994, p.15),”There are no instant recipes. No quick and easy method to provide success. Every learner is unique. Every teacher is unique. And every learner-teacher relationship is unique.In view of the facts the English language is given a great importance in the education system Language teaching has a very long history ; Richards and Rodgers (1996, p.viii) mention that;

The history of language teaching has been characterized by a search for more effective ways of teaching as a second or foreign language . For more than a

hundred years, debate and discussion within the teaching profession have often centered on issues such as the role of grammar in the language curriculum , the development of accuracy and fluency in teaching, the choice of syllabus frameworks in course design, the role of vocabulary in language learning, teaching productive and receptive skills, learning theories and their application in teaching, memorization and learning , motivating learners, effective learning strategies, techniques for teaching four skills and the role of materials and technology. To clarify these and other important questions in language teaching, the teaching profession is continually exploring new options for addressing these and other basic issues and the effectiveness of different instructional strategies and methods in the classroom.

In this regard Brown (2003, p.22) says that “ Organism can be conditioned to respond in desired ways, gives the correct degrees of reinforcement. Thus, the behaviourist holds believe on human beings learn the behaviours in the same ways as animals do.”

Language is defined as a means of communication. So, teaching a language means teaching it for communication. Language learning is learning to communicate. In the past, writing was emphasized more than speaking. So, the grammar translation method and structural method were used at schools as well as campus levels. But now this has been reduced gradually and communication is emphasized. In the SLC examination, listening and speaking skills are emphasized and tested through practical exams from 2058 B.S. onwards. It seems that role play is crucial for speaking skill. Role play is very important in teaching dialogue because it gives students an opportunity to practice communicating 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.

In the history of ELT, there are different approaches, methods and techniques which deals with issues of language teaching by referring to general principles and theories concerning how language are learned, how knowledge of language is represented and organized or how language itself is structured. An approach is translated into practice through one or more method. Richards and Rodgers (2007, p.19) defined method as, “An overall plan for the orderly presentation of language materials, no part of which contradicts, and all of which is based upon the selected approach. An approach is an axiomatic, a method is procedural. Within one approach, there can be many methods. Method is the level at which theory is put into practice and at which theory is put into practice and at which choices are made about the particular skills to be taught, the content to be taught, and the order in which the content will be presented.

Defining approaches, Richards and Rodgers (2007, p.19) says, An approach is the level at which assumptions and beliefs about language and language learning are specifies. Method is the level at which theory is put into practice and at which choices are made about the particular skills to be taught, the content to be taught and the order in which the content will be presented. Technique is the level at which classroom procedures are described. This definition suggests that an approach is concerned with general principles of learning. It also deals with linguistic theories and language learning process. Method on the other hand, is concerned with how theories of language are put into practice. In this regard, Brown (1994, p.14) says,” As schools of thought have come and gone, so have language teaching methods waxed and waned in popularity. Teaching methods are the application of theoretical findings and positions. They may be thought as theories in practice. It is no surprise that in a field as young and dynamic as second language teaching. There have been a variety of such applications, some in opposition to others.

Harmer (1998, p.92) defines role play as the ‘activities where students are asked to imagine that they are in different situations and act as accordingly’. Role play is a vehicle

by which students can more easily learn the fundamentals of English conversation in specific situations, requiring the use of key words which act as signifiers for that particular situation. As we know we learn something by 'Learning by doing'. We learn by reading, listening to someone talking, watching something being done and doing something ourselves. Of course, different individuals have different ways of learning. If we look at the various ways of learning, then reading appears to be at the bottom of the list. The information is difficult to absorb and understand and retention tends to be short lived. Listening to a lecture appears to be far down on the list, almost as low as reading. Watching something being done, live or video or on a film, is a little more effective – best if it is live. At the top of the list, when the learner participates in the activity to be learned (i.e. role play) absorption is faster more concentrated and retention is much greater.

1.1.1 Language Teaching Technique

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 beneficial 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) Learner-centered techniques (as cited in Phyak, p.110)

(i) Teacher-Centered Techniques

The technique focusing on the activities of the teacher while teaching in the classroom is known as teacher centered technique. The teacher presents himself as a sole person. She /he is authority in the classroom. The teacher focuses on product rather than process. She/ he actively present the lesson. Here the students are passive. The students listen to him quietly and no group discussion or pair discussion takes place inside the classroom. The teacher uses these techniques thinking that these will help the students to memorize the lesson taught to them. Students are given less opportunity to use their creativity.

Some of the examples of the teacher- centered techniques are as follows:-

- Lecture
- Demonstration
- Translation
- Illustration
- Explanation

(ii) Learner-Centered Techniques

Learner- centered techniques are the ones in which learners become more active than the teacher. Unlike teacher-centered techniques, the main focus of learner-centered techniques is on learners. The teacher encourages the students to participate actively in the classroom activities. The teacher sets tasks for the students and encourages them to complete the tasks. If they find the task difficult, the teacher helps the learners.

The roles of a teacher are a manager or facilitator rather than a controller or dictator in this technique. So, the main focus is on learning by doing where the teacher speaks less and keeps the students busy in some tasks. It focuses on the process rather than product.

M.Ed. ELT syllabus has prescribed the following learner-centered techniques. They are as follows:-

- Individual technique
- Group works
- Pair works
- Project works
- Strip story
- Simulation
- Discovery
- Discussion Technique
- Role playing Technique (as cited in Phyak, p.117)

It is needless to say that language teaching and learning demands active participation of the learners in teaching learning activities. Unless the learners are given enough opportunities to be involved themselves in teaching learning activities. No learning takes place. Thus, any effective technique used in language teaching should emphasize the active participation of the learners i.e. 'learning by doing'. The following (Chinese) proverb stresses the importance of experience in teaching learning activities:

If I hear and I forget

If I see and I remember

If I do and I understand

Hence, there is no doubt to the fact that the learners themselves should be involved directly in teaching learning activities.

The use of role play in any language demands the active participation of the learners in teaching and learning activities. It has been assumed to be a useful technique in language teaching. It helps students to interact and communicate.

1.1.2 Role Playing as a Teaching Technique

“Role play is a way of bringing situation from real life into the classroom ” (Doff 1990, p. 232). 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 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 and discuss 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.

Harmer (1991, p.132) says “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.

According to Jones (1982, p.8), ‘students must accept the duties and responsibilities of their roles and functions, and do the best they can in the situation in which they find themselves.’ One possible use of role playing might be to introduce a topic, using the students, background knowledge (scheme) to introduce them in a new unit of study. But probably more often, role playing is used as a strategy in which students use their background knowledge in addition to acquiring new information about the character in order to better play the role. In role plays, students are assigned roles and put into situations that they may eventually encounter outside the classroom. Because role plays imitate life, the range of language functions that may be used expands considerably. Also, the role relationships among the students as they play their parts call for them to practice and develop their sociolinguistic competence. They have to use language that is appropriate to the situation and to the characters. Students usually find role playing enjoyable, but students who lack self-confidence or have lower proficiency levels may find them intimidating at first. According to Harmer (1991), To succeed with role plays:

- J) Prepare carefully: Introduce the activity by describing the situation and making sure that all of the students understand it

- J Set a goal or outcome: Be sure the students understand what the product of the role play should be, whether a plan, a schedule, a group opinion, or some other product
- J Use role cards: Give each student a card that describes the person or role to be played. For lower-level students, the cards can include words or expressions that that person might use.
- J Brainstorm: Before you start the role play, have students brainstorm as a class to predict what vocabulary, grammar, and idiomatic expressions they might use.
- J Keep groups small: Less-confident students will feel more able to participate if they do not have to compete with many voices.
- J Give students time to prepare: Let them work individually to outline their ideas and the language they will need to express them.
- J Be present as a resource, not a monitor: Stay in communicative mode to answer students' questions. Do not correct their pronunciation or grammar unless they specifically ask you about it.
- J Allow students to work at their own levels: Each student has individual language skills, an individual approach to working in groups, and a specific role to play in the activity. Do not expect all students to contribute equally to the discussion, or to use every grammar point you have taught.
- J Do topical follow-up: Have students report to the class on the outcome of their role plays.
- J Do linguistic follow-up: After the role play is over, give feedback on grammar or pronunciation problems you have heard. This can wait until another class period when you plan to review pronunciation or grammar anyway.

1.1.3 Advantages of Using Role Play

Some of the educational advantages of using role play in teaching include the following; (Retrieved from <http://www.dse.vic.gov.au/about-dse>)

1. It highlights the difference how people think they are communicating and how

their communication is perceived by both others around them and themselves.

2. It stimulates the imagination and enables participants to engage with people's concerns and complexities within a supportive environment.
3. It is an effective technique for decreasing the shyness in the students.
It should be used by all the teachers.
4. It helps the students to improve interpersonal skills as well as speaking skills.
5. It is a dynamic and highly engaging skill that can boost confidence and increase behavioral change; tools which are vital for any work force.
6. Participation helps embed concepts. The importance of creating an active learning environment is well reorganized if the objective is one of deep, rather than surface learning. Role playing can make a valuable contribution in this process.
7. It encourages critical thinking, for e.g. analysis and problem solving skills.
8. It helps individuals to learn to accept both their own feelings and those of others.
9. It creates fun environment for learning speaking.
10. It can maximally minimize the boring situations.
11. It can also be used were the possibility of recall of past experience is likely to be an even among learners.

Role play is an activity which can be used to make the students use language and thereby develop spoken skills. It can after enjoyment and also a mental escape from the classroom .It can be controlled or free .This activity can be used in free conversation of speaking. In this activity, participants are given a situation plus problem or task along with individual roles which can be written out on cards. The students can play the role of a shopkeeper and customer, police and criminal etc. The role play provides opportunities to practice skills.

1.1.4 Essence of Role Playing as a Teaching Technique

“Role playing is as a teaching technique where students take the roles of different participants in a situation, and act out what might typically happen in that situation’(Richards et.al,1985, p.19). Role play is a form of simulation in which students adopt certain role or parts .In simulation, sometime students can be asked to play a role which could be then role plays. Role play should be improvised; students decided exactly what to say as they go along. Situation, roles and useful expressions are the three basic parts in a role play. It is very important in communicative approach because it gives students ample practice. Role play is ”as a vehicle to use in a communicative approach to language teaching in the class activities. In role play students learn through active involvement and therefore acquire personal experience. They also have the opportunity to reflect on this experience. Role play also introduces concepts that are important in professional practice such as understanding how language is developed and produced. In particular, the use of language constructs knowledge, logic and prominence of voice. Students learn to communicate knowledge in a meaningful and persuasive manner.

Role play can be very structured and less structured. In very structured, the teacher tells the students who they are and what they should say. In the less structure, the teacher tells the students what the situation is and what they are talking about but not what they should say. Role play technique is used to put students into a realistic communication situation .The purpose is to sharpen their listening comprehension skills .It bring students in contact with the new language and discover areas where the need additional practice.

1.1.5 Stages of a Standard Role Play

According to Bartle there are three stages of a standard role play session;

(Retrived from <http://www.scn.org/cmp/>)

1. The setup
2. The play
3. The follow up

1. Setting up the Play

In the set up stage, facilitator sets the stage. This means describing the scenario and assigning roles to participants. If a participant plays a particular role in reality, in the field situation, it would be more effective to give a different role to that participant during the role play session. An optional part of the set up stage is to give some time for the key role players to get together to map out the general plot of their play. Another option is to put together a single page description of the scenario to be worked out by the players. Another option is to write one paragraph descriptions of the key role players. A description can include the main objectives and concerns of the person in that role, perhaps can include some key dialogues or a statement to be read by the person playing the role. Alternatively, it may be useful for the persons playing all the roles to be spontaneous and think up their separate acts in the heat of the moment. In this case there will be no time for the actors to plan their plot and no written descriptions or guidelines.

2. The Play Stage

The play stage, which is the second stage of role play. In this session the learners act out their roles and the play is carried out. If the play becomes too long, then the facilitator can give the actors a time warning of one or two minutes and then end the play after that. Alternatively, the play may be too short and the facilitator must encourage the actors to embellish their acting and to add speeches, a soliloquy and actions that make their play less skimpy.

3. The Follow Up

The third stage is the follow up. This is important and cannot be omitted. It is important for all the learners to discuss what happened. They may question individual role players to ask why they took a particular position, made a certain statement or undertook an action. The explanation and the resulting discussion are important for the participants to obtain a greater understanding of the social dynamics related to a particular situation.

Role play is used in a school setting, students extend their knowledge of a subject by searching a character within a given course of study. Student interest is raised in subject matter, thus generating interest within the subject. Student become active participants in their education setting rather than passive observers. It allows students to feel empathy for others when portraying a character involved in turbulent time in history. Role playing is a mainstay of education that needs to be incorporated into our lesson plans on a regular basis. Role playing uses dramatic devices such as having the players make asides, comment to the audience that the other characters have to pretend they have not heard, this allows us to reveal what we think but are not able to say. Another dramatic device, role reversal involve the player changing part so they can begin to emphasize with the others point of view. Speaking from different parts of each role helps people become more conscious of their ambivalence. These socio-dramatic techniques facilitate the degrees of self expression and with reflection. Thereby, deepen the insight obtained for both players and audience.

1.1.6 Teaching Dialogue

According to Harmer (1991, p.132) ‘A dialogue is a conversation between two or more people. If it is in written form it can be read any time. It literally means talk between two people. A dialogue may be written or spoken according to the purpose’. The roles of speaker and listener change constantly i.e. turn taking. Thus the person who speaks first becomes a listener as soon as the addressee takes his or her turn in conversation by beginning to speak.

Dialogue involves two participants in form of speaker listener, addresser addressee and sender receiver. It is a discourse which can be analyzed how forms of language are used in communication. There should be place where it takes place and topic what the interlocutors talk about .It can be understood by the words speech or may be mentioned as background information.

1.1.6.1 Types of Dialogue

Dialogue may vary in terms of purpose, situation, location and theme or topic. On the basis of the formality introduced in the dialogues, they can be classified as formal and informal.

a. Formal Dialogue

Those dialogues that take place in formal situation are formal dialogue. Such as seminars, programs, classes are classified as formal dialogue because they consist of full and normative structures. The participants relation is also formal their language is free from slang and colloquial form.

b. Informal Dialogue

Informal dialogues take place in informal situation. Such as talk between two friends about their study, exams, games or likes or dislikes. Informal dialogues contracted forms seems to be more suitable because they make the dialogue life like. The character converses informally addressing by the first name or relation.

We can find out whether a dialogue is informal or formal by the use of formal or informal word phrases in it.

Let us compare two dialogues cited from dialogues for everyday use edited by Dean Curry.

(i) Formal Greetings and farewell

Paul:-Hello, How are you?

Don:-Fine thank you. How are you?

Paul:-Fine thank (bus sound- effect) Oh excuse me. Here's my bus. Good bye.

Don:-Good bye.

(ii) Informal Greetings and farewell

Dick:-Hi, How are you?

Hellen:-Fine thanks and you?

Dick:-Just fine, where are you going?

Hellen:-To the library.

Dick:-Ok, I'll see you later.

The first conversation is formal in the sense that 'hello' is more than 'hi'. Similarly, 'ok' is less formal equivalent of all right and so long is an informal equivalent of 'Good bye'.

A good dialogue should maintain the different characteristics; spontaneity, exchange, balance, natural, colloquial language, clarity and brevity, supralinguistics features e.g. gestures, facial expressions, posture of the body, stress tone information and accent if it is in spoken form .Dialogue should be given top priority in learning .Specially in early stage because it helps learners internalize functional and communicative language structure use them properly in day to day life.

1.2 Review of the Related Literature

There are various researches carried out as a practical study in different field ,but no research has been done on the effectiveness of role playing technique in teaching dialogue in the field of teaching English language. Regarding this, Richards and Rodgers (1996, p. 105) says "The most difficult kind of data to prod is that which offers evidence that one method is more effective than another in attaining program objectives." Few attempts have been made to find out the effectiveness of different technique in language teaching under the department of English education, Tribhuvan University. Some research works in teaching technique which were carried in the department of English education are as follows;

Pokharel (2000) carried out a research on "Teaching Communicative Functions Inductively and Deductively". His main objectives of the study were to develop the communication abilities on the part of the learners through classroom teaching by using inductive and deductive language teaching and to major the development of the

communicative abilities on the part of the learners. The researcher used both primary and secondary data to meet the objectives of the study . The finding of the research was to find out which method inductive or deductive to teach the selected communicative functions. Questionnaire was used as the research tools in the study. It has been found that the inductive method is more effective than the deductive for teaching the communicative functions of English.

Karki (2001) has carried out a research on “Effectiveness of Peer-Correction Technique”. His main objective was to find out the effectiveness of peer correction technique in the students of public school and to establish a hierarchy of errors that cannot be corrected by the student on the basis of their frequency. The researcher used both primary and secondary data to meet the objectives of the study . He has found that through this technique, the correction of spelling errors is most effective where as the correction of word is the least effective.

Sharma (2002) carried out a research on “Effectiveness of Role Play Technique in Teaching Communicative Functions: A Practical Study”. The objective of the study was to find out the effectiveness of role play technique in teaching communicative functions. The study was an experimental research . The researcher used both primary and secondary data to meet the objectives of the study. The population of the data was confined to 84 students of grade10 from a school of Kapilvastu district. As a tool of data collection, he used questionnaire to measure the proficiency level of the students. The mode of the test was oral. It showed that role play technique had relatively a better impact in teaching language functions on the whole.

Baniya (2009) carried out a survey research on “Teaching Techniques Used by English Teachers “ . The objectives of the study were to find out the techniques used by teachers in English classroom and to compare the teaching techniques used by the teachers in public and private schools. The researcher used both primary and secondary data to meet

the objectives of the study. The researchers selected ten schools (five public and five private) of Lalitpur district by using stratified random sampling procedure for the sample of the study. The main tools used for data collection was questionnaire. The research showed that the teachers of private schools used more learner-centered technique than public ones.

Regmi (2004) carried out a research on the “Effectiveness of Group Work in Teaching English Tenses”. His aim was to find out the effectiveness of group work technique in teaching English tenses. He used both primary and secondary sources for data collection to meet the objective of the study. He selected a public school of Chitawan district as the population of the study. The researcher used pre-test and post test for primary data collection by dividing the students into two groups i.e. experimental and controlled group. It was found that the students who were taught by using group work progressed relatively better than the students who were taught using explanation.

Rimal (2005) carried out the research on “Effectiveness of Group Work in Learning Writing Skills”. He tried to explore the effectiveness of group work technique in teaching skills and to major the development of the writing skills in learner. The researcher used both primary and secondary data to meet the objectives of the study. Test items were used as the research tools in the study. He has found that group work technique is more productive in teaching skill.

Niraula (2007) has carried out a research on “Effectiveness of Role Play Technique in Teaching Imperative”. She tried to explore the effectiveness of role play technique in teaching imperative. The researcher used both primary and secondary data to meet the objectives of the study. Test items were used as the research tools in the study. She has found that the role play technique is more effective than usual class room teaching.

Pandey (2007) carried out a survey research on “Teaching of Speaking at Secondary Level; an analysis of class room activities”. Her main objective is to identify the activities used for teaching speaking at the secondary level classroom. The researcher used both primary and secondary data to meet the objectives of the study. Questionnaire was used as the research tools in the study. She has found that group work, pair work and discussion are commonly used for speaking activities.

Khadka (2007) carried out a research on “Teaching Language Functions Through Information-gap in grade seven “, aiming to find out the effectiveness of information gap in teaching communicative functions. The study was experimental one. The researcher used both primary and secondary data to meet the objectives of the study. The researcher used a simple random sampling procedure while conducting the research and used both primary and secondary sources for data collection. The main tools for data collection was test i.e. pre- test and post test. The test items were limited to English language functions. The study found the information gap technique was relatively more effective than usual classroom techniques for teaching language functions of English.

Although many researches have been carried out in order to explore the effectiveness of several methods and techniques, none of the experiments have been deal with teaching dialogues through role play technique in learning English language in class room teaching. Therefore, the present study is different from other studies .The study also aims to find out the effectiveness of role play technique in teaching dialogue.

1.3 Objectives of the Study

The objectives of the present study were as follows;

- (i) To find out the effectiveness of role play technique in teaching dialogue.
- (ii) To point out some pedagogical implications.

1.4 Significance of the Study

This study will be beneficial to the students, teachers, syllabus designers, textbook writers and to all those who are interested in language teaching and learning. More specifically, it will be significant to those teachers and students who are directly and indirectly involved in teaching or learning language for communication. It will also be helpful for the similar or related study in the field of role playing as teaching strategy as well. Similarly, the present study will add something new in the field of studying the effectiveness of various teaching strategies in teaching dialogue.

CHAPTER-TWO

METHODOLOGY

I adopted the action research in this study. This method enables to find out the effectiveness of role playing technique in teaching dialogue. The sources of data, sampling procedures, tools for data collection and limitations of the study were specified as follows:

2.1 Sources of Data Collection

I used both primary and secondary sources for data collection. The primary sources were used for collecting the data and the secondary sources used to enrich the study.

2.1.1 Primary Sources of Data

The primary sources of data collection were the students of grade X of Durga Secondary School, Rajbiraj, Saptari, by administrating oral test that was pre-test, progress test, post-test. So they were the primary sources.

2.1.2 Secondary Sources of Data

The secondary sources of data were the various books like Nunan (1992), Lazar (1993), Richards and Rodgers (1996), Hornby (2000), Pokharel (2000), Karki (2001), Pandey (2004), Khaniya (2005), Niraula (2007) and internet sources were also secondary sources of this study.

2.2 Population of the Study

In this research, the population of the study was the students of class X.

2.3 Sampling Procedures

To meet the need of required population for the study, I selected 30 students of Durga Secondary School from Rajbiraj, Saptari. They were selected by using purposive sampling procedure.

2.4 Tools for Data Collection

The tools I used to elicit the data include pre-test, progress test and post test. The pre-test and post test were consist of the same items where as three progress tests were consist of the test items. Test items for students were only oral test carrying 50 marks, 10 items of language functions and each of them will be assigned 5 marks.

2.5 Process of Data Collection

I collected the data from the primary sources by conducting the following processes or steps;-

- (a) First of all, I prepared the oral test items for assessing students initial proficiency level of using the language functions in appropriate situation.
- (b) I went to the concerned school and conduct rapport with the concerned authority.
- (c) After that I met the subject teacher and ask for his permission to carry out experiment on the tenth graders.
- (d) In collaboration with the school head and subject teacher, I got the fixed period for carrying out the experimental teaching.
- (e) After fixing the time, I met the tenth graders of the school to inform them as to how and for what purpose I taught them English.
- (f) I consulted the record keeping desk to receive the name list of the students.
- (g) To determine the productive and receptive skills of the students regarding speaking, at the beginning an oral test administered. The set of oral test items carried 50 marks.

- (h) The students were ranked from first to the last position on the basis of the individual scores of the pre-test.
- (i) Then I taught the students through role playing.
- (j) I gave the situation and students asked to play the role.
- (k) I taught them 20 classes through role playing.
- (l) At the end post test took. The same test items used in pre-test utilized for post test.

Then, the result of the test compared to determine the effectiveness of role playing technique.

2.6 Limitations of the Study

- (a) The study limited to a Durga Secondary School, Rajbiraj, Saptari.
- (b) Only grade ten students of the school included in the study.
- (c) The study limited to the learning of English in a classroom setting.
- (d) The study based on different types of conversation such as congratulating, requesting, apologizing, asking for permission, denying, accepting etc.
- (e) There were only one group that taught for twenty days.
- (f) The primary data for this study collected from pre-test, progress test and post-test.

CHAPTER-THREE

ANALYSIS, INTERPRETATION AND PRESENTATION OF DATA

This section deals with the analysis and interpretation of data collected from the primary sources. The main objective of this study was to find out effectiveness of role play technique in teaching dialogue. For this purpose, I tabulated and analyzed the data in the following order:

a) Analysis of individual test scores obtained from three tests including pre-test, progress test and post test.

3.1 Analysis and Interpretation of the Data Obtained Through Test Results

This section comprises the analysis and interpretation of the data through the pre-test, progress test, and post test.

3.1.1 Analysis of the Scores on the Pre-Test, Progress Test and Post Test

This section deals with the analysis of the scores of the students on the pre- test, progress test and post test.

3.1.1.1 Pre-Test

Before I started the experimental teaching, I administered a set of oral test items (i.e. pre-test) to determine the student's initial proficiency on speaking skill and at end of the experimental teaching I took a post test. The pre-test and post test consisted of ten language functions and each item contains five marks.

The result of the pre-test is recorded in the following table:

Table No.1
Individual Scores on Pre-test

S.N.	F.M.	Scores on pre-test	No. of students in pre test	Percentage in pre-test (%)
1.	50	24	1	3.33
2.	50	23	2	6.67
3.	50	20	3	10
4.	50	19	2	6.67
5.	50	18	3	10
6.	50	16	3	10
7.	50	15	3	10
8.	50	14	4	13.33
9.	50	12	3	10
10.	50	10	2	6.67
11.	50	8	2	6.67
12.	50	7	2	6.67
Total			30	100
Pre-test average score:15.5				

As the table shows, 3.33% of the students have scored 24 marks each, which is the highest score in the pre-test. Over six percent students obtained 7 marks, which is the lowest score in the pre-test. This result clearly shows that the students have varied proficiency in speaking.

3.1.1.2 Pre-Test and First Progress Test

After taking the pre test I started the teaching through role playing technique and at the interval of seven days I administered a set of oral test items (i.e. first progress test) to determine the student's proficiency on speaking skill. The pre-test and progress test consisted of ten language functions and each item contained five marks.

The following table shows the scores of the students on the pre-test and first progress test.

Table No.2

Individual Scores on the Pre-test and First Progress Test

S.N.	F.M.	Scores on pre-test	Scores on first progress test	No. of students in pre-test	No. of students in first progress test	Percentage (%) in pre-test	Percentage (%) in first Progress test
1.	50	24	29	1	2	3.33	6.67
2.	50	23	28	2	3	6.67	10
3.	50	20	27	3	1	10	3.33
4.	50	19	25	2	3	6.67	10
5.	50	18	24	3	2	10	6.67
6.	50	16	21	3	2	10	6.67
7.	50	15	20	3	3	10	10
8.	50	14	19	4	4	13.33	13.33
9.	50	12	17	3	2	10	6.67
10.	50	10	16	2	1	6.67	3.33
11.	50	8	15	2	4	6.67	13.33
12.	50	7	13	2	2	6.67	6.67
13.	50		12		1		3.33
Total				30	30	100	100
Pre- test average scores 15.5							
First progress test average scores 20.46							

As the table shows, 6.67% of the students have scored 29 marks each, which is the highest mark on the first progress test. Over 3.33% of the students obtained 12 marks, which is the lowest mark of the students.

In comparison to the pre-test, the students have again shown satisfactory progress in speaking using language functions with the help of role playing technique. In the first progress test, it has added more expectations on the classroom teaching as well as developing speaking skill. In fact, it strengthened my hope to continue the use of role playing technique in developing speaking.

3.1.1.3 First Progress Test and Second Progress Test

After taking the first progress test I started the teaching through role playing technique and at the interval of seven days I administered a set of oral test items (i.e. second progress test) to determine the student's proficiency on speaking skill. The first progress test and second progress test consisted of ten language functions and each item contained five marks. The following table shows the scores of the students on the first progress test and second progress test.

Table No.3

Individual Scores on the First Progress Test and Second Progress Test

S.N	F.M.	Scores on first progress test	Scores on Second progress test	No. of students in first progress test	No. of students in Second progress test	Percentage (%) in first progress Test	Percentage (%) in second progress Test
1.	50	29	37	2	4	6.67	13.33
2.	50	28	36	3	2	10	6.67
3.	50	27	34	1	3	3.33	10
4.	50	25	32	3	2	10	6.67

5.	50	24	31	2	5	6.67	16.67
6.	50	21	28	2	3	6.67	10
7.	50	20	27	3	3	10	10
8.	50	19	26	4	2	13.33	6.67
9.	50	17	25	2	2	6.67	6.67
10.	50	16	22	1	3	3.33	10
11.	50	15	20	4	1	13.33	3.33
12.	50	13		2		6.67	
13.	50	12		1		3.33	
Total				30	30	100	100
First progress test average scores 20.46							
Second progress test average scores 28.90							

As the table shows, 13.33% of the students have scored 37 marks each, which is the highest mark on the second progress test. Over 3.33% of the students obtained 20 marks, which is the lowest mark of the students.

In comparison to the first progress test, the students have again shown satisfactory progress in speaking with the help of role playing technique. In the second progress test, it has added more expectations on the classroom teaching as well as developing speaking skill.

3.1.1.4 Second Progress Test and Third Progress Test

After taking the second progress test I started the teaching through role playing technique and at the interval of seven days I administered a set of oral test items (i.e. third progress test) to determine the student's proficiency on speaking skill. The second progress test and third progress test consisted of ten communicative language functions and each item

contained five marks. The following table shows the scores of the students on the second progress test and third progress test.

Table No.4

Individual Scores on the Second Progress Test and Third Progress Test

S.N.	F.M.	Scores on Second progress test	Scores on third progress test	No. of students in Second progress test	No. of students in Third progress test	Percentage (%) in second progress test	Percentage (%) in third progress test
1.	50	37	42	4	3	13.33	10
2.	50	36	40	2	2	6.67	6.67
3.	50	34	38	3	4	10	13.33
4.	50	32	37	2	3	6.67	10
5.	50	31	35	5	4	16.67	13.33
6.	50	28	30	3	5	10	16.67
7.	50	27	29	3	3	10	10
8.	50	26	28	2	2	6.67	6.67
9.	50	25	25	2	4	6.67	13.33
10.	50	22		3		10	
11.	50	20		1		3.33	
Total				30	30	100	100
Second progress test average scores 28.46							
Third progress test average scores 33.77							

As the table shows, 10% of the students have scored 42 marks each, which is the highest mark on the third progress test. Over 13.33% of the students obtained 25 marks, which is the lowest mark of the students.

In comparison to the second progress test, the students have again shown satisfactory progress in speaking using language functions with the help of role playing technique. In the third progress test, it has added more expectations on the classroom teaching as well as developing speaking skill. Therefore, role play helps students to improve inter-personal skills.

3.1.1.5 Third Progress Test and Post Test

After taking the third progress test, at the end of experimental teaching I administered a set a of oral test items (i.e.post test) to determine the effectiveness of role playing technique for speaking. The following table shows the scores of the students on the third progress test and post test.

Table No.5
Third Progress Test and Post Test

S.N.	F.M.	Scores on Third progress test	Scores On post test	No. of students in third progress test	No. of students in post test	Percentage (%) in third progress test	Percentage (%) in post test
1.	50	42	46	3	3	10	10
2.	50	40	45	2	5	6.67	16.67
3.	50	38	43	4	3	13.33	10
4.	50	37	42	3	4	10	13.33
5.	50	35	40	4	3	13.33	10
6.	50	30	38	5	2	16.67	6.67
7.	50	29	35	3	4	10	13.33
8.	50	28	33	2	3	6.67	10

9.	50	25	30	4	3	13.33	10
Total				30	30	100	100
Third Progress test average scores: 33.77							
Post test average scores: 39.11							

As the table shows, 10% of students have scored 46 marks, which is highest mark in the post test; 16.67% of students have scored 45 marks, which is the second highest marks and 10% of students have scored 30 marks, which is the lowest marks in the post test. This result clearly shows that the use of role playing technique is really an effective means of teaching speaking skill.

In comparison to the third progress test scores and post test scores shows the remarkable progress of students in speaking .This result clearly shows that the use of role playing technique is really an effective means of teaching speaking skill.

CHAPTER-FOUR

FINDINGS AND RECOMMENDATIONS

This chapter is concerned with the major findings of the research. It also deals with some recommendations and pedagogical implications which are made on the basis of analysis and interpretation of the data.

In order to draw the findings of my study I carried out scores analysis, progress test scores analysis, pre-test and post test scores analysis. At each and every point I found the students having better performance on the given task after they attended the role play presentations. The findings of the study have been put as follows:

4.1 Findings

On the basis of the analysis and interpretation of the data the following findings have been extracted:

- a) The student's average scores on the post test (39.11%) compared to the pre-test scores (15.5%) shows a remarkable progress made by the students in speaking that they were taught through the role playing technique is effective.
- b) The student's average scores on the first progress test (20.46%) compared to the pre-test scores (15.5%) shows a considerable progress made by the students in speaking that they were taught through the role playing technique.
- c) The student's average scores on the second progress test (28.90%) compared to the first progress test scores (20.46%) shows a considerable progress made by the students in speaking .

- d) The student's average scores on the third progress test (33.77%) compared to the second progress test scores (28.90%) shows a considerable progress made by the students. This result clearly shows that the use of role playing technique is really an effective means of teaching speaking skill.
- e) The student's average scores on the post test (39.11%) compared to the third progress test scores (33.77%) shows that the students have again shown satisfactory progress in speaking with the help of role playing technique.

4.2 Recommendations and Pedagogical Implications

Based on the findings of the study the following recommendations have been made for pedagogical purposes:

- a) Since the student's have shown the progress result in the different tests i.e. pre-test, progress test and post test, it can be inferred that the role playing proved an effective technique in developing speaking . Here, the teachers are advised to use role play technique to teach.
- b) Role playing technique is an effective technique for developing the confidence and decreasing the shyness in the students. Therefore, it should be used by all the teachers.
- c) Role play helps students to improve interpersonal skills as well as communication skills. That is why it should be used by all the teachers while teaching the English language.
- d) Role play is fluency – based activities that encourage learners to develop their confidence in which students practice and develop language functions. Therefore, it should be used by all the teachers.
- e) It creates fun environment for learning speaking skills, it can maximally minimize the boring situations. So, all the teachers are advised to use the role playing technique.

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