

CHAPTER-ONE

INTRODUCTION

This study is about the " Effectiveness of Role Playing Technique for Developing Communicative Functions". This chapter consists of general background, objectives of communicative language teaching, role-playing as a teaching technique, advantages of using role-play, essence of role-playing, stages of a standard role-play, teaching speaking, techniques of teaching speaking, strategies for developing speaking skill, literature review, objectives of the study and significance of the study.

1.1 General Background

Language teaching has a very long history, Richards and Rodgers (1996) 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 (p.viii).

Language is defined as a means of communication. So, teaching a language means teaching it for communication (Hymes, 1972). Language learning is learning to communicate. According to Jespersen (1904, p.4) "language is not an end itselfit is a way of connection between souls, means of communication" and regarding the function of language in general.

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 speaking or a communicative function 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. One can introduce ideas and thoughts and express them in real life situation by using the role play. It builds on ideas for organizing oral practice. Role play is a way of bringing situation from real life into the classroom. One of the major components of any communicative syllabus design is role playing.

Communicative language teaching began in Britain in the 1960s as a replacement to the earlier structural method, called situational language teaching. This was partly in response to Chomsky's criticisms of structural theories of language and partly based on the theories of British functional linguists, such as Firth and Halliday, as well as American sociolinguists, such as Hymes, Gumperz and Labov and the writings of Austin and Searle on speech acts.

Role playing as a teaching technique is one of the most important techniques to teach English as a foreign language. Some of the principles of role play that may be inferred to as are: (Retrieved from [http://www.sil.org./lingual links](http://www.sil.org./lingual%20links))

- a. Activities that involve real communication promote learning.
- b. Activities in which language is used for carrying out meaningful tasks promote learning.
- c. Language that is meaningful to the learner promotes learning.

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 complete and more concentrated, and retention is much greater.

1.1.1 Objectives of Communicative Language Teaching

It has been accepted for many years that 'communication' is the proper aim for language teaching. Language learning in the communicative approach is to learn language for communicative purpose. So, no structures of language can be used as a means of communication unless it serves certain functions in the society.

Some of the objectives of communicative language teaching are as follows:

- a. Students learn to use language as a means of expression

- b. Students use language as a means of expressing values and judgments
- c. Students learn to express the functions that best meet their own communication needs.

Communicative language teaching places great emphasis on helping students use the target language in a variety of contexts and places great emphasis on learning language functions. Unlike the ALM, its primary focus is on helping learners create meaning rather than helping them develop perfectly grammatical structures or acquire native-like pronunciation. This means that successfully learning a foreign language is assessed in terms of how well learners have developed their communicative competence, which can loosely be defined as their ability to apply knowledge of both formal and sociolinguistic aspect of a language with adequate proficiency to communicate.

Communicative Language Teaching (CLT) is usually characterized as a broad approach to teaching, rather than as a teaching method with a clearly defined set of classroom practices. As such, it is most often defined as a list of general principles or features. One of the most recognized of these lists is Nunan's (1991) five features of CLT:

1. An emphasis on learning to communicate through interaction in the target language.
2. The introduction of authentic texts into the learning situations.
3. The provision of opportunities for learners to focus, not only on language but also on the learning management process.
4. An enhancement of the learner's own personal experience as important contributing elements to classroom learning.
5. An attempt to link classroom language learning with language activities outside the classroom.

These five features are claimed by practitioners of CLT to show that they are very much interested in the needs and desires of their learners as well as the connection

between the language as it is taught in their class and as it used outside the classroom. Under this broad umbrella definition, any teaching practice that helps students develop their communicative competence in an authentic context is deemed an acceptable and beneficial form of instruction. Thus, in the classroom CLT often takes the form of pair and group work requiring negotiation and cooperation between learners, fluency based activities that encourage learners to develop their confidence, role-plays in which students practice and develop language functions, as well as judicious use of grammar and pronunciation focused activities.

1.1.2 Role Playing as a Teaching Technique

Role playing as a technique derived from socio-drama that may be used to help students' understanding the more subtle aspects of literature, social studies, and even more interested and involved, not only learning about the material, but also learning to integrate the knowledge in action by addressing problems, exploring alternatives, and seeking novel and creative solutions. Role playing is the best way to develop the skills of initiation, communication, problem solving, self awareness, and working cooperatively.

Role-playing is a teaching technique that fits within the social family of models (Joyce and Weil, 2000, as cited in Jarvis, Odell and Troiano 2002). These strategies emphasize the social nature of learning, and see cooperative behavior as stimulating students, both socially and intellectually.

Role playing as a teaching technique offers several advantages for teacher and student. First, student interest in the topic is raised. Research has shown that "integrating experiential learning activities in the classroom increases interest in the subject matter and understanding of course content" (Poorman, 2002 p.32). Fogg (2001) tells of a college professor who felt that his history classes were

boring and not involving the students. After trying out a role-playing type game one semester, he observed that students were much more interested in the material. Secondly, there is increased involvement on the part of the students in a role-playing lesson. Students are not passive recipients of the instructor's knowledge. Rather, they take an active part. Poorman (2002, p.32) observes that "true learning can't take place when students are passive observers of the teaching process". One student at Barnard College who was enrolled in a role-playing history class said, "This class tricks you into doing so much work" (Fogg, 2001). The result of the involvement is increased learning (Fogg, 2001).

A third advantage to using role-playing as a teaching technique is that it teaches empathy and understanding of different perspectives (Poorman, 2002). A typical role-playing activity would have students taking on a role of a character, learning and acting as that individual would do in the typical setting. Poorman (2002) found a "significant increase among students in feeling another's distress as their own" (p.34). Role-playing has also been seen to be effective in reducing racial prejudice (McGregor, 1993). Students who role play develop the greater empathy and come away with a better idea of the experience than they would in a typical lecture setting (Steindorf, 2001). In role-playing the student is representing and experiencing a character known in everyday life (Scarcella and Oxford, 1992). The use of role-playing emphasizes personal concerns, problems, behavior, and active participation (Silver and Silver, 1989). It improves interpersonal skills (Teahan, 1975), improves communication skills (Huyack, 1975), and enhances communication (Ettkin and Synder, 1972).

The role-playing approach can be used in a variety of settings, including the classroom. The principle behind role-playing is that the student assumes a particular personality of a different person, such as historical character. According to Jones (1982), 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 (schema) to introduce and interest them in a new unit of study (Lloyd, 1998). 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 (ibid).

1.1.2.1 Advantages of Using Role Play

Some of the educational advantages from using role-play in teaching include the following: (Retrieved from [http://www.economics.ltsn.ac.uk/advice/role play](http://www.economics.ltsn.ac.uk/advice/role%20play))

- a. It encourages individuals, while in role, to reflect upon their knowledge of a subject. As such, role-play is an excellent teaching method for reviewing material at the end of a course of study.
- b. Individuals are required to use appropriate concepts and arguments as defined by their role. As roles change, so might relevant concepts and arguments. Students may come, as a consequence, to appreciate more fully the relevance of diverse opinion, and where and how it is formed.
- c. Participation helps embed concepts. The importance of creating an active learning environment is well recognized if the objective is one of deep, rather than surface learning. Role-playing can make a valuable contribution in this process.
- d. It gives life and immediacy to academic material that can be largely descriptive and/or theoretical.
- e. It can encourage students to empathize with the position and feelings of others-something that, in the normal process of teaching, is likely to be missed.

Role-playing goes by many names: acting improvisation, dramatic play, pretend play, socio-drama, live presentations etc. With a small child the act of role play

itself helps him/her learn social values and how to perform tasks normally performed for him/her. Role-play helps children reach outside their world and embrace the feelings, emotions and plights of others. It is widely used in the lower grades to help children explore the world around them.

When role- play is used in a school setting, students extend their knowledge of a subject by researching a character within a given course of study. Student interest is raised in subject matter, thus generating interest within the subject (Poorman, 2002). Students become active participants in their education settings rather than passive observers. It allows students to feel empathy for others when portraying a character involved in turbulent times in history (Steindorf, 2001).

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", comments 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, involves the players changing parts so they can begin to empathize 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.

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. This means introducing some of the English needed for genuine communication, early in the course, for example, greetings, instructions, and requests. And depending on the overall objectives of the course, as much time as possible should also be given to

realistic work on the language skills that the learners need to master, for example, conversation, reading comprehension, or written composition. To do this successfully especially with beginners, we allow learners to use the English language items to focus on without using the first or learner's language much. So, English is the main classroom language while applying the role-playing.

Role-play in the classroom involves students actively in the learning process by enabling them to act as stake holders in an imagined or real scenario. In a role-play, the teacher selects a particular event or situation that illuminates key theories or may be of importance to the topic of study. Students are given detailed background readings and assigned stake holders can be varied and may depend on time or resources the concepts introduced by the role-play.

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 knowledge 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-playing is fluency-based activity that encourages learners to develop their confidence, in which they practice and develop language functions, as well as use of grammar and pronunciation.

1.1.2.2 Essence of Role Playing as a Teaching Technique

A role-playing as a teaching technique session where the teacher (as a facilitator), perhaps with an assistant or two, sets up a scenario where the participants (students) are assigned different roles, where those roles identify with those in the situation where students will find themselves when they undertake their work in

the field. The play gives the learning students opportunities to act out various roles chosen to represent actual roles that would be in the field 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 follow up session following the play gives the learning students an opportunity to analyze some of the social dynamics that occur. This objectivity is available both to those who take roles for a play session, and to those who might be observing the role-play session.

1.1.2.3 Stages of a Standard Role Play

According to Cherif and Somervill, (1998) there are four stages in role-play (as cited in Jarvis, Odell and Troiano, 2002)

1. Preparation and explanation of the activity by the teacher.
2. Student preparation of the activity.
3. The Role-Playing.

A discussion or debriefing is held after the role-play activity.

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

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

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

a) Setting up the Play

In the set up stage, the 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.

b) The Play Stage

The second, or play stage of the session is when 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.

c) The Follow up

The third stage is the follow up. This is important and can not 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.

1.1.3 Teaching Speaking

Among four language skills, speaking is one of the most significant skills in the acquisition of a new language. It is a productive skill. We can define speaking as the ability to express oneself fluently in a foreign language. It is a complex and complicated skill; in addition to the structure and vocabulary items it involves thinking what is to be said. But it is especially difficult in a foreign language because effective oral communication requires the ability to use language appropriately in social interaction. It requires more than its grammatical and semantic rules. Speaking also involves supra-segmental elements such as, pitch, stress and intonation. In addition, non linguistic element such as gestures and body language, facial expression may accompany speech. Munby (1979) identifies the following sub-skills of speaking:

1. Articulating sound in isolate forms,
2. Articulating sound in connected speech,
3. Manipulating variation in stress in connected speech,
4. Manipulating use of stress in connected speech,
5. Producing intonation patterns and expressing attitudinal meaning through variations in pitch, height, pitch range and pause (as cited in Sharma and Phyak 2006, p.214.)

Highliting different components of speaking Khaniya(2005) writes:

The ability to speak fluently presupposes not only knowledge of language features but also the ability to process information and language on spot. According to Harmer (2001, p.269) elements of speaking are: language feature (connected speech, lexis and grammar, expressive device, negotiation language) and mental social processing (language processing, interacting to others, information

processing). Similarly, according to Schumin(2002), learners are required to acquire the knowledge of how native speaker use the language in the situations where structured interaction takes place. Speaking a foreign language, therefore, becomes especially difficult because effective communication requires not only the knowledge but also the ability to use language appropriately in a social context (p.135).

Communicative skills are those activities with which learners develop an ability to use language for communicative purpose. Following Littlewood (1981), there are two types of communicative activities or skills: **pre-communicative activities** and **communicative activities**. Pre-communicative activities tend to focus on isolated parts of language: pronunciation drills, etc. Communicative activities, on the other hand, give students a chance to use the whole language, they should provide information, focus on content rather than form, and allow for improvisation with as little teacher intervention as possible.

Communicative skills broadly consist of the following rules of speaking: (Phyak, 2006, p.224).

- a. knowing how to use and begin different types of speech events
- b. knowing which forms of address should be used with different people and different situations
- c. Knowing how to use different types of speech acts such as requests, apologies, thanks, etc.

Communicative skills therefore consist of a set of activities and strategies to carry out real world communicative tasks. The students should be able to use the strategies like asking for clarification, paraphrasing, compensating, etc. Speakers often need to 'ask for clarification' when they are listening to someone else talking. A useful thing teachers can do, therefore, is to offer them phrases such as the following:

(I'm sorry) I didn't quite catch that.

(I'm sorry) I don't understand.

What exactly does '.....' mean?

Could you explain that again, please?

Thus, speaking is the process of building and sharing meaning through the use of verbal symbols in a variety of contexts .Speaking is a crucial part of second language learning and teaching. Despite its importance, for many years English language teachers here continued to teach speaking just as a repetition drills or memorization of dialogues. However, today the world requires that the goals of teaching speaking should improve student's communicative skills because only in that way students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstances.

1.1.3.1 Strategies for Developing Speaking Skill

Students often think that the ability to speak in a foreign language is the product of language learning. Effective instructors teach students speaking strategies-using the role-playing as a teaching technique. According to Kayi (2006), some activities to promote learning speaking are: role-play, discussion, simulations, information gaps, brainstorming, story telling, interviews, reporting, picture describing, find the differences. Among all of these role-play is the most effective activity in teaching speaking.

1.1.4 Techniques of Teaching Speaking

Teaching of speaking is really a tough job. As such, various techniques are used for teaching it effectively arising interest in students while teaching in the classroom. Generally, these techniques are put under two broad headings:

1. Teacher-centered Technique

The technique which focuses on the activities of the teacher while teaching in the classroom is called teacher-centered technique. Here, the students are passive. The teacher presents himself as a supreme person. Teacher-centered technique encourages students to memorize the lessons taught in the classroom. Students are given less opportunity to use their creativity. Some of the examples of teacher-centered techniques are lecture, explanation and illustration, translation, demonstration, question and answer etc.

2. Learner-centered Technique

Learner-centered techniques are the ones in which learners become more active than the teacher. The teacher encourages the students to participate in classroom activities by setting the tasks. So, the role of the teacher is a manager or facilitator rather than dictator or controller. These techniques are used with the belief that learning can be more effective on the spontaneous environment. It emphasizes on learning by doing. Group work, pair work, simulation, discovery technique, strip story, project work, role-play are some instances of learner-centered techniques. Among of them Role-Play is crucial for teaching speaking.

It is needless to say that communicative approach to 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 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 useful technique in language teaching. It helps students to interact and communicate.

1.1.5 Action Research

Action research is a transformative means of responding to the changing profiles of the classes and developing new teaching strategies and approaches to meet the students' heterogeneous needs. Burns (1999, p.13) defines action research as "the approach is only action research when it is collaborative, though it is important to realize that the action research of the group is achieved through the critically examined action of individual group member". He further identify the three characteristics of action research; firstly, that it is carried out by practioners (for our purpose, classroom teachers) rather than outside researchers; secondly, that it is collaborative; and thirdly, that it is aimed at changing things (cited in Nunan 1992, p. 17). Similarly, Cohen and Manion (1985) view action research as conducting a research aiming at the improvement of the current affairs through the process of identifying and solving problem in a specific context. Kemmis (1998) thinks that action research is a form of self reflective enquiry undertaken by participants in order to improve their own professional practices. Likewise, in Elliott's (1991) words action research is the study of a social situation with a view to improving the quality of action within it. Johnson (1992) also views it as a way of teaching through inquiry with the aim of developing professional practice. In the same line, Wallace (1998) defines action research "as a strategy for

professional development which is accomplished by reflecting on the practitioners regular activities (series of activities) (as cited in Bhattarai 2005,p.2).

Thus, Action research is a process, in which participants examine their own educational practice systematically and carefully, using the techniques of research, find facts in relation to successfulness and unsuccessfulness, reflect on the identified problems, plan to resolve them, take action again evaluate the action, and deduce the conclusion on the whole process. For performing these activities, the classroom researchers do the following:

- a. Find the solution and change the specific environment in which he is in practice,
- b. Record the changes to be made in existing situation for solving any going on problems.

Moreover, in case of language teaching the teacher can conduct an action research to experience the effectiveness of a technique, methodology, teaching aid, and so on by introducing them in the existing situation. In this case, the teacher researcher conducts the classroom teaching for a month or an academic year introducing new techniques, approaches, teaching aids, and so on. He/she collects the data each day, does reflection and finally, deduces the conclusion about how the introduced techniques or method is effective.

In this way, the basic features of action research can be put as follows:

- a. It is a research in action.
- b. It aims at improving current state of affair, participants' regular activities, and quality of action within a social setting.
- c. Action research is led by inductive approach.
- d. It focuses on small group professional practices but not on producing general statements, in which reflection cycle is facilitated.
- e. It embodies informational reflection through structured reflection.
- f. It is critical collaborative.

- g. Self evaluation in their practice.
- h. Reflective practioner and accountable in making the results of their enquiry.
- i. Participation problem solving and continuing.

The concept of action research is historically credited to the movement in educational sciences and a variety of other social reform initiatives taken in as early as the late nineteenth century. It also grew out of the other ventures of progressive educators, such as John Dewey, in the early part of the twentieth century to dispute the orthodoxy of the scientific research methods current in the field of education (Burns, 1999, p.26). Burns' main drive to attempt suggesting a new viewpoint was to elucidate the approaches to research and to include in research process those directly involved in the practices of education. Dewey's (1929) notions in research were innovative to confront common educational problems by inviting researchers, practioners and others working in the educational community to address their efforts toward educational enquiry collectively. His propositions for educational research are captured in the following statements:

The answer is that (1) educational practices provide the data, the subject matter, which form the problems of enquiry.....These educational practices are also (2) the final test of value and test the worth of scientific result. They may be scientific in some other field, but not in education until they serve educational purpose can be found out only in practice. (Dewey 1929, as cited in Hodgkinson 1957, p. 138).

Dewey's ideas on progressive education were extremely influential in educational research. In the 1940's, an important contribution to Dewey's ideas on action research came from Kurt Lewin, who was not an educator, but a social psychologist. Lewin (1946) proposed a mode of enquiry that comprised action cycles including analysis, fact finding, conceptualization, planning, implementation and evaluation. He suggested that the urge to

carry out an inquiry should stem from and reside in the problems of a specific social group, and investigation should be done by the participants of this group only. Lewin's own research revealed that in order to achieve this type of inquiry, there is the need for support and training of participants in the development of new skills: "We should consider action, research and training as a triangle that should be kept together for the sake of any of its corners" (Lewin, 1946, p.42).

Action research in the educational context is considered a rewarding process that addresses the ability of teachers to carefully examine their own feelings and thoughts that underlie their actions. It also aims to empower all participants by developing their awareness of all obstructive elements within a particular context as well as the personal constraints that prevent real change.

Educational action research is generally considered to be a process of teaching and learning that facilitates teachers' involvement in authentic, context-bound problems and supports the generation of new knowledge, which can emancipate them from imposed curriculum delivery. As action research is increasingly used in social-based curriculum development, it promotes Freire's understanding of the 'act of knowing' (Freire, 1972, p. 31) as involving "a dialectical movement which goes from action to reflection and from reflection upon action to a new action". Within this process improvement is not imposed upon participants but, rather, is generated by their active, collaborative participation. This in turn leads to understanding, conceptual change and meaning-making. Key to the concept of meaning-making is 'reflection' as Habermas (1972, p. 208) stated, "self reflection is at once intuition and emancipation, comprehension and liberation from dogmatic dependence". (Retrieved from <http://arj.sagepub.com>).

Today, the prevailing idea is that action research should be employed for various purposes: For school-based curriculum development, as a professional development strategy, in pre-service and graduate courses in education, and in planning systems and policy development. Many scholars advocate an action research approach for school restructuring. Therefore, the expansion of action research as a domain is increasing day by day with the applications in different areas and their witnessed and experienced contributions to teaching in particular.

1.1.5.1 Two Major Conceptions in Action Research

In fact, the understanding of the term 'action research' is not the same in the views of all scholars. At the very least, it carries a general implication that teachers should be involved in a research activity. An important distinction between 'action research' and 'other research' is that in the action research, the problems and questions emerge from teacher's own immediate concerns. On the other hand, the 'other research' carried by the teacher centers around the questions or problem approved by established community of scholars in the relevant field i.e. theory driven research. These two concepts are the matters of discussion when we define the term action research. To clarify these two positions, let us see the following pair of definitions:

"Trying out ideas in practice as a mean of including knowledge about the curriculum, teaching and learning". (Kemmis and Mc Taggart, 1982 as cited in Nunan 1990, p. 9)

"Small scale intervention in the functioning of the real world and close examination of the effect of such intervention" (Cohen and Manion, 1985, p. 174 cited in Van Lier, 1988, p.45).

These definitions subsume at least two distinguishable trends. The first one finds action research equivalent to research done by a 'teacher researcher'. The second refers to action research to be used for aspects of critical educational practice, i.e.

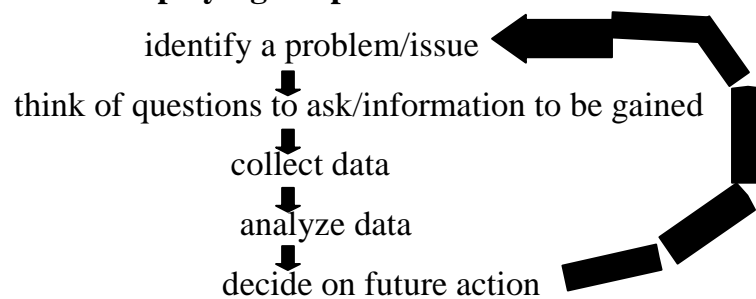
education and educational research which is committed to emancipating individual from the domination of unexamined assumption embodied in the status quo. The first one is value free, where as the second is value laden. But whether our field understands or appreciates them equally is questionable.

1.1.5.2 Process of Action Research

The process of action research has been recommended in a number of ways. One of them includes reflection, exploring, finding problems, plan the interventions, research, analysis, act, and review. Apart from these steps, other scholars have suggested and experienced the following sets to be used in action research.

- a. The figure-1 shows that the action research can be carried out following the five steps. These steps are more common ones to be used in action research.

Figure No.1
Flow chart displaying the process of an action research

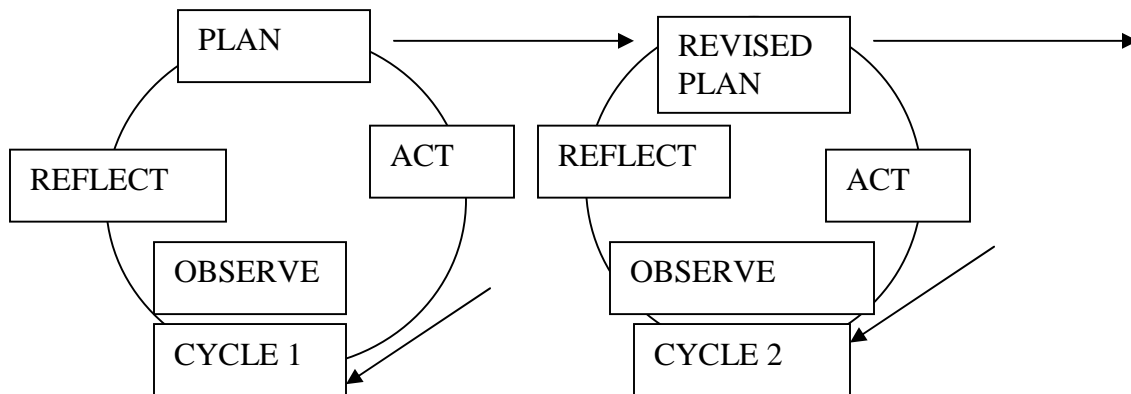


(Harmer, 2001, p.345)

- b. According to Riding et al. (1995, p.10), the action research begins with observation and continues up to the completion of various cycles until and unless the conclusion is not driven. Each cycle in action research has the

step called 'plan' which determines the transition of action from one cycle to another, as indicated in the following figure:

Figure No.2
The process of action research



(Riding, Fowell and Phil, 1995, p.10)

- c. Similarly, Nunan (1992, p.19) speaks of the process of action research in terms of 7 steps, which are additionally termed as steps in the action research cycle. They are as follows:

Step-1: Initiation

The teacher comes up with the problems and consults the expert in the first stage of the research.

Step-2: Preliminary Investigation

The teacher and expert spend some time for collecting baseline data through observation and recording classroom interaction.

Step-3: Hypothesis

After reviewing the initial data, they form the hypothesis that the students are unmotivated because the content of the classroom is not addressing the needs and interests of the students.

Step-4: Intervention

The teacher will devise a number of strategies for encouraging the students to relate the content of the lessons to their own backgrounds and interests. These include increasing the number of referential over display questions.

Step-5: Evaluation

After several weeks, the class will be recorded again. These will be much greater involvement of the students, and the complexity of their language and student-led interactions will be enhanced.

Step-6: Dissemination

The teacher will run a workshop for colleagues and present a paper at a language conference.

Step-7: Follow-up

Finally, the teacher will investigate alternative methods of motivating students.

After having a short survey on the definitions, features and processes of action research, what can be said is that action research is a teacher research that is conducted to resolve the problems in teaching learning process introducing new or existing techniques, teaching aids, and methods, and so on in a particular situation. The selection of tools depends on who participated in the research. In my current study, "Effectiveness of Role Playing Technique for Developing Communicative Functions" I used the process recommended by Burns (1999). Burns speaks of four steps in action research; exploring, identifying, and planning, collecting data (analyzing, hypothesizing, intervention), observing (reflect back to collect data), and reporting to team (writing, presentation). Out of these steps, my study did not use the fourth step as it is, rather in a modified way. My fifth stage is writing and

submitting to the guide and concerned department. Regarding tools, I mainly used 'pre-test', 'post-test', and progressive test for collecting data.

1.2 Review of Related Literature

A number of research studies have been carried out in speaking skills. Regarding this, Richards and Rodgers (1996, p.105) write "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". Although there are various researches carried out as a practical study in different fields, this is the first action research of practical study in the field of teaching English language in the real classroom situation. My study is associated with the design of action research in a single group to examine the effectiveness of role-playing technique for developing communicative functions. A few attempts have been made to find out the effectiveness of different techniques in language teaching under the department of English education, T.U. Some experimental research works in teaching techniques which were carried in the Department of English education are as follows:

Pokharel (2000) carried out a comparative study on teaching communicative functions inductively and deductively. Finding of this research was that inductive method was relatively more effective than deductive one in teaching communicative function.

Karki (2001) has carried out a research to find out the effectiveness of peer-correction technique. He has found that through this technique the correction of spelling errors is most effective where as the correction of word order is the least effective.

Sharma (2002) carried out a practical study to find out the "Effectiveness of role-play technique in teaching communicative functions". In that study, he found that the role-play technique is more effective technique than the usual technique.

Regmi (2004) has carried out a study of the effectiveness of group work technique in teaching English tenses. The researcher has found that the students who were taught using group work have progressed relatively better than the students who were taught using explanation.

Pandey (2004) has carried out a research to find out the effectiveness of project work technique in developing writing skills. The researcher has found that the students who were taught using project work have relatively developed their writing skill better than the students who were taught using usual technique.

Niraula (2007) has carried out " A study to find out the effectiveness of role-play technique in teaching imperatives ". She has found that role-play technique is more effective than usual classroom teaching.

As far as my study is concerned, it is significantly different from Sharma (2002) and Niraula (2007). Both of the studies were experimental research in the context of controlled and experimental group design. My study is associated with the design of action research in a single group to examine the effectiveness of role playing technique for developing 'communicative functions'.

1.3. Objectives of the Study

The objectives of the present study were as follows:

- i. To find out the effectiveness of role-playing technique for developing communicative functions.
- ii. To point out some pedagogical implications.

1.4. Significance of the Study

This study will be beneficial to the students, teachers, syllabus designers, text book 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 or indirectly involved in teaching/learning language for communication purpose. 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 language.

CHAPTER TWO

METHODOLOGY

This chapter on methodology briefly describes the methods and procedures adopted to carry out this study. The population, sampling procedures, research tools and their preparation, administration and other procedures are described below, Hence, to fulfill the objectives of the study, the following methodology was adopted.

2.1 Sources of Data

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

2.1.1 Primary Sources of Data

The primary data was elicited from the students of grade X of Shree Vinayak Higher Secondary Boarding School, Dhalkewar, Janakpur Dhanusha, by administering oral test i.e. pre-test, progressive test, post-test. So they were the primary sources.

2.1.2 Secondary Sources of Data

While making theoretical backup of the study to facilitate the resolution of the research, I consulted Brumfit and Johnson (1979), Ellis (1985), Underhill (1987). Brown (1994), Richards and Rodgers (1996), Burns (1999), Harmer (2001), and Poorman (2002).

2.2 Population of the Study

The total population of the study was 30 students of Vinayak Higher Secondary Boarding School, Dhalkewar, Dhanusha.

2.3 Sampling Procedure

To meet the need of required population for the study, Vinayak Higher Secondary Boarding School from Dhanusha was selected using purposive sampling procedure and all the students of grade X were selected of the same school.

2.4 Tools for Data Collection

The tools I used to elicit the data include pre-test, progressive test and post-test. The pre-test and post-test consisted of the same items whereas progressive tests consisted of the test items related to how lessons were in progress. Test items for students were only oral test carrying 50 full marks, 10 items of language functions and each of them was 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 visited the school's head and established rapport with him explaining the purpose of my study.
- (c) After that I met the subject teacher and asked for his permission to carry out experiment on the tenth graders for a month.
- (d) In collaboration with the school head and subject teacher, I got the period fixed 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 would teach 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 was 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 were asked to play the role.
- (k) I taught them 20 classes through role-playing.
- (l) At the end post-test was taken. The same test items used in pre-test were utilized for post-test.

Then, the result of the tests was compared to determine the effectiveness of role-playing technique for developing communicative functions.

2.6 Limitations of the Study

- (i) The study was limited to a Vinayak Higher Secondary Boarding School, Dhalkewar, Dhanusha.
- (ii) Only grade ten students of this school were included in the study.
- (iii) The study was limited to the learning of English in a classroom setting.
- (iv) The study was based on different communicative functions such as congratulating, requesting, apologizing, asking for permission, denying, accepting etc.
- (v) There was only one group that was taught for twenty days.
- (vi) The primary data for this study was collected only from oral test i.e. pre-test, progressive tests and post-test.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

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

- a. Analysis of individual test scores obtained from four tests including pre-test and post -test.
- b. Analysis and interpretation of item wise correct and incorrect responses on the four tests including pre-test and post-test.

3.1 Analysis and Interpretation of the Data Obtained Through Test Results

This section comprises the analysis of the scores of the students on the progressive tests, pre-test and post-tests in question.

3.1.1 Analysis of the Scores on the Progressive Tests, Pre-test and Post-test

3.1.1.1 Pre-test and post-test

Before I started the experimental teaching, I administered a set of oral test items (i.e. pre-test) to determine the students' 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 communicative language functions and each item contains five marks. The result of the pre-test and post-test is recorded in the following table:

Table No. 1
Individual scores on pre-test and post test

S.N.	F.M.	Scores on Pre-test	Scores on Post-test	No. of Students in Pre-test	No. of Students in Post-test	Percentage in Pre-test	Percentage in Post-test
1.	50	24	45	1	9	3.34%	30%
2.	50	23	42	2	1	6.66%	3.34%
3.	50	21	40	1	4	3.34%	13.33%
4.	50	20	39	1	1	3.34%	3.34%
5.	50	19	38	1	2	3.34%	6.66%
6.	50	18	37	4	3	13.33%	10%
7.	50	15	36	2	6	6.66%	20%
8.	50	13	35	4	4	13.33%	13.33%
9.	50	12		3		10%	
10.	50	11		3		10%	
11.	50	10		3		10%	
12.	50	9		3		10%	
13.	50	7		2		6.66%	
				30	30	100%	100%
Pre-test Average Score:				15.54			
Post-test Average Score:				39			

As the table shows, 3.34% of the students have scored 24 marks each, which is the highest score on the pre-test. Over six percent of the student obtained 7 marks, which is the lowest score on the pre-test. This result clearly shows that the

students have varied proficiency in using communicative language functions in speaking skill. Around thirty three percent of the students were above the average and sixty seven percent of them were below it. Whereas 45, out of 50, is the highest score obtained by 30% of the students in the post-test; 42 obtained by 3.34% is the second highest score and thirty five, is the lowest score distributed on 13.33% of the students. This result clearly shows that the use of role-playing technique is really an effective means of teaching speaking skill.

3.1.1.2 Pre-test and First Progressive Test

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

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

Table No. 2
Individual scores on the pre-test and first progressive test

S.N.	F.M	Scores on Pre-test	Scores on 1 st Progressive test	No. of Students in Pre-test	No. of Students in 1 st Progressive test	Percentage in Pre-test	Percentage in 1 st Progressive test
1.	50	24	29	1	1	3.34%	3.34%

2.	50	23	28	2	2	6.66%	6.66%
3.	50	21	27	1	2	3.34%	6.66%
4.	50	20	26	1	2	3.34%	6.66%
5.	50	19	25	1	2	3.34%	6.66%
6.	50	18	24	4	3	13.33%	10%
7.	50	15	23	2	3	6.66%	10%
8.	50	13	22	4	3	13.33%	10%
9.	50	12	21	3	3	10%	10%
10.	50	11	20	3	1	10%	3.34%
11.	50	10	19	3	2	10%	6.66%
12.	50	9	17	3	3	10%	10%
13.	50	7	16	2	1	6.66%	3.34%
14.	50		15		1		3.34%
15.	50		13		1		3.34%
				30	30	100%	100%
Pre-test Average Score:				15.54			
First Progressive test Average Score:				21.67			

As the table shows, 3.34% of the students have scored 24 marks each, which is the highest score on the pre- test. Over six percent of the student obtained 7 marks, which is the lowest score on the pre-test. Whereas 29, out of 50, is the highest score obtained by 3.34% of the students in the first progressive test; 28 obtained by 6.66% is the second highest score and thirteen is the lowest score distributed on 3.34% of the students. This result clearly shows that the students have progressed in using communicative language functions in speaking skill. Around sixty percent of the students were above the average and forty percent of them were below in the first progressive test.

3.1.1.3 First Progressive Test and Second Progressive Test

After taking the first progressive test at the interval of five days again I administered a set of oral test items (i.e. second progressive test) to determine the students' progress in speaking skill by applying the role-playing technique. The first progressive test and second progressive test consisted of ten communicative language functions and each item contains five marks.

The following table shows the scores of the students on the first progressive test and second progressive test.

Table No. 3
Individual scores on the first progressive test and second progressive test

S.N.	F.M.	Scores on 1st Progressive test	Scores on 2nd Progressive test	No. of Students in 1 st Progressive test	No. of Students in 2 nd Progressive test	Percentage in 1 st Progressive test	Percentage in 2 nd Progressive test
1.	50	29	36	1	3	3.34%	10%
2.	50	28	30	2	8	6.66%	26.66%
3.	50	27	28	2	5	6.66%	16.66%
4.	50	26	27	2	7	6.66%	23.34%
5.	50	25	26	2	1	6.66%	3.34%
6.	50	24	25	3	6	10%	20%
7.	50	23		3		10%	
8.	50	22		3		10%	

9.	50	21		3		10%	
10.	50	20		1		3.34%	
11.	50	19		2		6.66%	
12.	50	17		3		10%	
13.	50	16		1		3.34%	
14.	50	15		1		3.34%	
15.	50	13		1		3.34%	
				30	30	100%	100%
First Progressive test Average Score:				21.67			
Second Progressive Average Score:				28.67			

As the table shows, 3.34% of the students have scored 29 marks each, which is the highest score on the first progressive test. Over three percent of the student obtained 13 marks, which is the lowest score on the first progressive test. Whereas 36, out of 50, is the highest score obtained by 10% of the students in the second progressive test ;30 obtained by 26.66% is the second highest score and 25 is the lowest score distributed on 20% of the students.

In comparison to the first progressive test, the students have again shown satisfactory progress in speaking using communicative functions with the help of role-playing technique. In the second progressive test, it has added more expectations on the forth-coming 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 in using communicative functions.

3.1.1.4 Second Progressive Test and Post-test

After taking the second progressive test, at the end of experimental teaching I administered a set of oral test items (i.e. post- test) to determine the effectiveness of role-playing technique for developing the communicative functions.

The following table shows the scores of the students on the second progressive test and post-test.

Table No. 4

Individual scores on the second progressive test and post-test

S.N.	F.M.	Scores on 2 nd Progressive test	Scores on Post-test	No. of Students in 2 nd Progressive test	No. of Students in Post-test	Percentage in 2 nd Progressive test	Percentage in Post-test
1.	50	36	45	3	9	10%	30%
2.	50	30	42	8	1	26.66%	3.34%
3.	50	28	40	5	4	16.66%	13.33%
4.	50	27	39	7	1	23.34%	3.34%
5.	50	26	38	1	2	3.34%	6.66%
6.	50	25	37	6	3	20%	10%
7.	50		36		6		20%
8.	50		35		4		13.33%
				30	30	100%	100%
Second Progressive Average Score:				28.67			
Post-test Average Score:				39			

As the table shows, 10% of the students have scored 36 marks each, which is the highest score on the second progressive test. Twenty percent of the student obtained 25 marks, which is the lowest score on the second progressive test. Whereas 45, out of 50, is the highest score obtained by 30% of the students; 42 obtained by 3.34% is the second highest score and 35 is the lowest score distributed on 13.33% of the students.

In comparison to the second progressive test scores, post-test scores show the remarkable progress of students in speaking and use of communicative functions. This result clearly shows that the use of role-playing technique is really an effective means of teaching speaking skill.

3.2 Item Wise Analysis and Interpretation of the Test Results

3.2.1 Pre-Test

The following table shows the item wise result of pre-test.

Table No-5
Item wise correct and incorrect responses on the pre-test

S.N.	Items	No. of Items	Correct Responses	Correct Responses in %	Incorrect Responses	Incorrect Responses in %	Total Responses on each of the Item
i	Congratulating	1	15	50%	15	50%	30
ii	Requesting	1	20	66.66%	10	33.33%	30
iii	Ask for Permission	1	25	83.33%	5	16.66%	30

iv	Accepting Invitation	1	10	33.33%	20	66.66%	30
v	Denying	1	12	40%	18	60%	30
vi	Suggestion	1	13	43.33%	17	56.66%	30
vii	Giving Permission	1	12	40%	18	60%	30
viii	Advising	1	7	23.33%	23	76.66%	30
ix	Suggestion	1	9	30%	21	70%	30
x	Apologizing	1	14	46.66%	16	53.33%	30
	Total	10	137		163		300

As the table shows, the item three i.e. asking for permission has the highest number of correct responses (i.e.83.33%); the item two has 66.66% the second highest number of correct responses. Regarding the incorrect responses, the item eight has the highest number of incorrect responses i.e.76.66%, item number three has the lowest number of incorrect responses i.e.16.66%. Over all, the large number of items has incorrect responses except item number three. This distribution of responses on each item indicates that the tenth graders have low proficiency in using communicative functions in the spoken form.

3.2.2 First Progressive Test

Table No. 6
Item wise analysis of correct and incorrect responses

S.N	Items	No. of Items	Correct Responses	Correct Responses in %	Incorrect Responses	Incorrect Responses in %	Total Responses on each of the Item
i	Welcoming	1	26	86.66%	4	13.33%	30
ii	Congratulating	1	28	93.33%	2	6.66%	30
iii	Expressing good wishes	1	21	70%	9	30%	30
iv	Apologizing	1	28	93.33%	2	6.66%	30
v	Requesting	1	27	90%	3	10%	30
vi	Inviting	1	28	93.33%	2	6.66%	30
vii	Asking for Permission	1	24	80%	6	20%	30
viii	Ordering	1	28	93.33%	2	6.66%	30
ix	Expressing disagreement	1	28	93.33%	2	6.66%	30
x	Complaining	1	21	70%	9	30%	30
xi	Total	10	259		41		300

As the table shows, the items ii, iv, vi, viii, ix have the highest number of correct responses, the item no. v has the second highest number of correct responses (90%), and the item no; iii and x have the lowest number of correct responses (70%).

Observing the above table of distribution of correct responses on each of the items, each of the items seems to have satisfactory number of correct responses.

Regarding the incorrect responses, the items iii and x have the highest number of incorrect responses. It shows that these items have been difficult items for the students. Similarly, item no. vii has the second highest number of incorrect responses; relatively its difficulty level is similar to the item numbers; iii and x.

Comparing the responses on these items in the pre-test to the responses on them in the first test, the use of role-playing strategy in developing speaking skill seems to have the remarkable effects.

3.2.3 Second Progressive Test

Table No.7
Item wise analysis of correct and incorrect responses

S.N	Items	No. of Items	Correct Responses	Correct Responses in %	Incorrect Responses	Incorrect Responses in %	Total Responses on each of the Item
I	Expressing good Wishes	1	28	93.33%	2	6.66%	30

ii	Expressing Compliments	1	29	96.66%	1	3.33%	30
iii	Expressing Sympathy	1	28	93.33%	2	6.66%	30
iv	Asking for Clarification	1	30	100%	-	-	30
V	Asking to be quiet	1	29	96.66%	1	3.34%	30
Vi	Ordering	1	29	96.66%	1	3.34%	30
Vii	Encouraging	1	30	100%	-	-	30
Viii	Promising	1	29	96.66%	1	3.34%	30
ix	Complaining	1	29	96.66%	1	3.34%	30
X	Requesting	1	29	96.66%	1	3.34%	30
			290		10		300

As the table shows, out of the ten test items, items iv and vii have the highest number of correct responses (i.e.100%), the items i and iii have the lowest number of responses (i.e.93.33%).

Regarding the incorrect responses, item i and iii have the highest number of incorrect responses (6.66%) and except these items all other items have the lowest number of incorrect responses (i.e.3.34%) only. Observing the above table of distribution of responses, it can be said that the students have achieved satisfactory level of progress which is really difficult to achieve in normal classroom teaching. It again shows that the use of role-play really has effective role in teaching speaking skill.

3.2.4 Post-Test

Table No. 8

Item wise analysis of correct and incorrect responses

S.N	Items	No. of Items	Correct Responses	Correct Responses in %	Incorrect Responses	Incorrect Responses in %	Total Responses on each of the Item
i	Congratulating	1	30	100%	-	-	30
ii	Requesting	1	30	100%	-	-	30
iii	Ask for Permission	1	30	100%	-	-	30
iv	Accepting Invitation	1	30	100%	-	-	30
v	Denying	1	30	100%	-	-	30
vi	Suggestion	1	30	100%	-	-	30
vii	Giving Permission	1	30	100%	-	-	30
viii	Advising	1	30	100%	-	-	30
ix	Suggestion	1	30	100%	-	-	30
x	Apologizing	1	30	100%	-	-	30
		10	300	100%			300

As the table shows, all the items have the correct responses on the post-test (i.e.100%).

Observing the above table of distribution of responses, each of the items possesses the correct responses.

Comparing the responses on the items in the pre-test to the responses on them in the post-test, the use of role-playing technique for developing speaking in using communicative functions seems to have the remarkable effects.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

In order to draw the findings of my study I carried out scores analysis, analysis of progressive tests' scores (two progressive tests), pre-test and post-tests' scores analysis and item wise analysis of the progressive tests and pre-tests and post-tests. At each and every point I found the students having better performances 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 students' average scores on the post-test (39%) compared to the pre-test scores (15.54%) show a remarkable progress made by the students in speaking using the communicative functions. They were taught through the role-playing technique is effective in teaching communicative functions.

- b. The students' average scores on the first progressive test (21.67%) compared to the pre-test scores (15.54%) show a considerable progress made by the students in speaking using the communicative functions that they were taught through the role-playing technique.

- c. The students' average scores on the second progressive test (28.67%) compared to the first progressive test scores (21.67%) shows that the students have again shown satisfactory progress in speaking using communicative functions with the help of role-playing technique.

- d. The students' average scores on the post-test (39%) compared to the second progressive test scores (28.67%) shows that the students have again shown satisfactory progress in speaking using communicative functions with the help of role-playing technique.
- e. In case of the responses given to the test items, forty five percent of the students gave correct responses to them in the pre-test, but for the same item cent percent responses in the post-test.

4.2 Recommendations

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

- a. Since the students' have shown the progressive result in the different tests i.e. pre-test, progressive-test and post-test, it can be inferred that the role-playing proved an effective technique in developing speaking for communicative functions. Here, the teachers are advised to use role-play technique to teach communicative functions.
- 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 in using communicative functions, it can maximally minimize the boring situations. So, all the teachers are advised to use the role-play technique.

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APPENDIX-1

Model Lesson Plan-1

Teaching Topic- Requesting

Date:

Teaching Item: Speaking

Class: 10

Teaching Technique: Role-playing

Specific Objectives: On completion of this lesson, the students will be enabled to;

- Request to offer something by using communicative language functions.

Activities: The teacher will;

- Write the topic on the board and ask them to speak something related to the topic.
- Write the situation and dialogue, for ex. (Sabin and Sujan are sitting in the room and Sabin wants to get some money to buy a new book).

Sabin: Hi, friend! How are you? What are you doing?

Sujan: Hello, I'm fine. I' am writing a poem.

Sabin: That's fine. Could you give me Rs.100 to buy a new book? You know the book is new Communicative English for beginners.

Sujan: Well. That's good but I've only Rs.100. So, you've to return very soon.

Sabin: O.K. I do, tomorrow I'll give you at school.

Sujan: O.K. Thank you. But please don't tell Mohan about this.

Sabin: Sure, I promise. Thank you very much.

- Give situation to the students and ask them to play the role in the dialogue. The teacher provides the dialogue charts to the students for their ease.

Evaluation: The teacher will:

Ask students to make different pairs to play a role creating situation themselves and make a dialogue related to the topic.

Materials: Usual classroom materials, Dialogue charts, recording device.

Model Lesson Plan -2

Teaching Topic: Apologizing

Date:

Teaching Item: Speaking

Class: 10

Teaching Strategy: Role-playing

Specific Objectives: On completion of this lesson the students will be enabled to;

- Apologize by using communicative functions.

Activities: The teacher will;

- Write the topic on the board and ask students to speak something related to the topic.
- Show the dialogue charts. For example (Sangita and Sujita are friends, Sangita is reading a book Sujita comes and makes a noise).

Sujita: Hi, Sangita! Singing a song what are you doing?

Sangita: You don't see I'm reading a book.

Sujita: Oh! Sorry. But why are you reading all the time? Let's go to watch a movie.

Sangita: I don't like. Tomorrow is my exam. So, please don't disturb me.

Sujita: O.K. I'm sorry, please forgive me. I'm going alone.

Sangita: All right. You can go.

Sujita: I'm really sorry, best of luck for your exam. Bye.

Sangita: Thank you. Bye.

- Give situation to the students and ask students to play the role in the given situation. The teacher provides the dialogue charts.

Evaluation: The teacher will

- Ask students to make different pairs to play a role creating situation by the students as well as teacher.

Materials: Usual classroom materials, Dialogue charts, recording device.

APPENDIX-2

Table No. 1

Rank of the students according to pre-test result.

Test items:-10

Total Marks: - 50

Rank	Name of the students	Obtained marks	Remarks
1.	Hemanti Das	24	
2.	Priyanka Mahato	23	
3.	Sandhya Kiran Henjan	23	
4.	Sharmila Kumari Mahato	21	
5.	Anil Sharma	20	
6.	Himal Khadka	19	
7.	Renu Sah	18	
8.	Sagar Koirala	18	
9.	Raju Kumar Sah	18	
10.	Punam Kumari Roka	18	
11.	Sujit Kumar Mahato	15	
12.	Sunil Bulam	15	
13.	Manish Kumar Mahato	13	
14.	Santosh Yadav	13	
15.	Chandra Kala Sharma	13	
16.	Prashant Yadav	13	
17.	Santosh Kumar Singh	12	
18.	Sandesh Kumar Yadav	12	
19.	Sanjay mandal	12	
20.	Rajan Gautam	11	

21.	Chandra Mani Singh	11	
22.	Ram Kumar Singh	11	
23.	Rajesh Kumar Mahato	10	
24.	Ram Dayal Yadav	10	
25.	Hira Kumar Mahato	10	
26.	Santosh Kumar Mahato	9	
27.	Ram Nath Sah	9	
28.	Shivji Kumar Sah	9	
29.	Sujita Kumari Singh	7	
30.	Mukesh Kumar Mahato	7	

Table No.2

Differences between the pre-test and first progressive test score

Rank	Name of the Students	Marks obtained in the pre-test	Marks obtained in the 1 st progressive-test	Differences	Differences in %
1.	Hemanti Das	24	29	5	16.66%
2.	Priyanka Mahato	23	28	5	16.66%
3.	Sharmila Kumari Mahato	21	28	7	23.33%
4.	Sandhya Kiran Henjan	23	27	4	13.33%
5.	Himal Khadka	19	27	8	26.66%
6.	Ram Nath Sah	9	26	17	56.66%
7.	Renu Sah	18	26	8	26.66%
8.	Prashant Yadav	13	25	12	40%
9.	Sandesh Kumar Yadav	12	25	13	43.33%

10.	Punam Kumari Roka	18	24	6	20%
11.	Sagar Koirala	18	24	6	20%
12.	Chandra Mani Singh	11	24	13	43.33%
13.	Rajan Gautam	11	23	12	40%
14.	Ram dayal Yadav	10	23	13	43.33%
15.	Hira Kumar Mahato	10	23	13	43.33%
16.	Ram Kumar Singh	11	22	11	36.66%
17.	Sanjay Mandal	12	22	10	33.33%
18.	Chandra Kala Sharma	13	22	9	30%
19.	Anil Sharma	20	21	1	3.33%
20.	Sunil Bulam	15	21	6	20%
21.	Raju Kumar Sah	18	21	3	10%
22.	Sujit Kumar Mahato	15	20	5	16.66%
23.	Santosh Kumar Mahato	12	19	7	23.33%
24.	Manish Kumar Singh	13	19	6	20%
25.	Sujita Kumari Singh	7	17	10	33.33%
26.	Santosh Kumar Mahato	9	17	8	26.66%
27.	Santosh Yaadav	13	17	4	13.33%
28.	Rajesh Kumar Mahato	10	16	6	20%
29.	Mukesh Kumar Mahato	7	15	8	26.66%
30.	Shivji Kumar Sah	9	13	4	13.38%

Table No.3**Differences between the first progressive test and second progressive test scores**

Rank	Name of the Students	Marks of 1 st progressive test	Marks of 2 nd progressive test	Difference	Differences in %
1.	Hemanti Das	29	36	7	23.33%
2.	Priyanka Mahato	28	36	8	26.66%
3.	Sharmila Kumari Mahato	28	36	8	26.66%
4.	Rajesh Kumar Mahato	16	30	14	46.66%
5.	Renu Sah	26	30	4	13.33%
6.	Ram Dayal Yadav	23	30	7	23.33%
7.	Punam Kumari Roka	24	30	6	20%
8.	Hira Kumar Mahato	23	30	7	23.33%
9.	Chandra Kala Sharma	22	30	8	26.66%
10.	Himal Khadka	27	30	3	10%
11.	Sandhya kiran henjan	27	30	3	10%
12.	Anil Sharma	21	28	7	23.33%
13.	Chandra Mani Singh	24	28	4	13.33%
14.	Raju Kumar Sah	21	28	7	23.33%
15.	Ram Kumar Singh	22	28	6	20%
16.	Sanjay Mandal	22	28	6	20%
17.	Rajan Gautam	23	27	4	13.33%
18.	Manish Kumar Singh	19	27	8	26.66%
19.	Mukesh Kumar	15	27	12	40%

	Mahato				
20.	Sujita Kumari Singh	17	27	10	33.33%
21.	Sagar Koirala	24	27	3	10%
22.	Shivji Kumar Sah	13	27	14	46.66%
23.	Sujit Kumar Mahato	20	27	7	23.33%
24.	Sunil Bulam	21	26	5	16.66%
25.	Santosh Yadav	17	25	8	26.66%
26.	Santosh Kumar Singh	19	25	6	20%
27.	Prashant Yadav	25	25	-	0%
28.	Santosh Kumar Mahato	17	25	8	26.66%
29.	Sandesh Kumar Yadav	25	25	-	0%
30.	Ram Nath Sah	26	25	-1	-3.34%

Table No.4
Differences between the pre-test and post-test score

Rank	Name of Students	Marks obtained in pre-test	Marks obtained in post- test	Differences	Differences in %
1.	Hemanti Das	24	45	21	70%
2.	Priyanka Mahato	23	45	22	73.33%
3.	Sharmila Kumari Mahato	21	45	24	80%
4.	Sandhya Kiran Henjan	23	45	22	73.33%

5.	Himal Khadka	19	45	26	86.66%
6.	Renu Kumari Sah	18	45	27	90%
7.	Punam Kumari Roka	18	45	27	90%
8.	Ram Nath Sah	9	45	36	100%
9.	Santosh Kumar Singh	12	45	33	100%
10.	Rajan Gautam	11	42	31	100%
11.	Sujit Kumar Mahato	15	40	25	83.33%
12.	Santosh Kumar Mahato	9	40	31	100%
13.	Sunil Bulam	15	40	25	83.33%
14.	Hira Kumar Mahato	10	40	30	100%
15.	Ram Kumar Singh	11	39	28	93.33%
16.	Sanjay Mandal	12	38	26	86.66%
17.	Chandra Kala Sharma	13	38	25	83.33%
18.	Prashant Kumar Yadav	13	37	24	80%
19.	Ram Dayal Yadav	10	37	27	90%
20.	Sujita Kumari Singh	7	37	30	100%
21.	Sandesh Kumar Yadav	12	36	24	80%
22.	Raju Kumar Sah	8	36	18	60%
23.	Mukesh Kumar Mahato	7	36	29	96.66%
24.	Chandra Mani Singh	11	36	25	83.33%
25.	Santosh Yadav	13	36	23	76.66%
26.	Sagar Koirala	18	36	18	60%
27.	Rajesh Kumar Mahato	10	35	25	83.33%
28.	Manish Kumar Singh	13	35	22	73.33%
29.	Anil Sharma	20	35	15	50%
30.	Shivji Kumar Sah	9	35	26	86.66%

APPENDIX-3

Questions for Oral Test Items

Pre-Test and Post-Test

F.M. 50

- 1). Imagine that your close friend has got a scholarship to study in foreign country.
(How do you congratulate him?)
- 2). You need money to buy a book and you have no money. (How do you request your friend for money?)
- 3). You want to enter the head teachers' room. (Ask for Permission)
- 4). One of your friends invites you. (How do you accept invitation?)
- 5). One of your friends asks you to watch a movie. (How do you deny?)
- 6). Imagine that you are a traffic policeman and a man is coming on bike without helmet. (How do you suggest him?)
- 7). Imagine that you are a teacher and your students want to go picnic. (How do you give permission?)
- 8). How do you advice when one of your friends asks you for further study after SLC?
- 9). How do you suggest when your students fail in the exam?
- 10). How do you apologize when you disturb somebody?

QUESTIONS FOR FIRST PROGRESSIVE TEST

- 1). How do you welcome to your teacher on the occasion of happy new year?
- 2). How do you congratulate to your friends when your friend has got a highest mark?
- 3). Imagine that your friend is going to foreign country, how do you express your good wishes?
- 4). How do you apologize when you hurt someone?
- 5). How do you request to your shopkeeper when you go to buy a book?
- 6). Imagine that you are planning to give party, how do you invite to your friends?
- 7). Imagine that you are a tourist and you want to take photos of someone, how do you ask for permission?
- 8). Imagine that you are a teacher and you are teaching students' are talking together, how do you order them?
- 9). Imagine that your cousin request you to go for shopping, how do you disagree?
- 10). Imagine that you are a father and your son/daughter dresses badly , how do you complain for that?

QUESTIONS FOR SECOND PROGRESSIVE TEST

- 1). How do you express good wishes to someone?
- 2) You have bought a record player and that player is nice how you do express compliments for that?
- 3). How do you express sympathy when your closest friend fail in the exam?
- 4) You are listening a lecture and you do not understand it how you ask for clarification?
- 5). You are discussing one of the very important topic and your friend interrupts you how do you ask to be quiet?
- 6) You are staying one of the hotels and you need something then how do you order?
- 7). You are a teacher and one of your students is succeeding slowly then how do you encourage him?
- 8). You are planning to go picnic and your friend is not sure about you how do you make promise him?
- 9). You have bought a music player and that music player is not working within a week so how do you make complain for that?
- 10). How do you request to medical shopkeeper when you got headache and you need medicine?

Responses on pre-test

- 1). Anil Sharma
 - i) Very-very hotful congratulation to you. You have got a scholarship and you got a golden chance to study in foreign country, so you have to labour hard and may get success in the future.
 - ii). I would request my friend to give me money by saying could you help me friend I got a great problem. I have no money to buy a book, could you help me by giving hundred rupees?
 - iii). Excuse me sir may I come in?
 - iv). Very-very thankful to invite me. I would attend in your party.
 - v). Very-very thankful that you have ask me but I can not go with you because I have some work.
 - vi).At first I'll stop that bike and I'll suggest them by saying that this is not a rule of a country. You have to wear a helmet because if you get a accident than more infection will happen in your head and there is a chance of die so, you have to wear a helmet.
 - vii). I would give them permission to go a picnic but you have to take one teacher to help you and guide you.
 - viii). I would advice them by telling that you have in which subject you encouraged to read so you have to take that subject and go for further study in nice campus.
 - ix). I would suggest them please student don't be hopeless. If you practice more than you get good marks so practice is the key of knowledge so that you do more practice to get success in another exam.
 - x). I am extremely sorry to disturb you. So this is my first time so please give me a sorry.

2). Manish Kumar Singh

- i). Welcome you have got scholarship to study in foreign country so you should labour there and you should keep the fame and name of our country.
- ii). Yes, pradeep I've the problem to buy a book and no money so could you help me giving some rupees?
- iii). Excuse me sir, may I come in sir?
- iv). Yes, I sure come in your party because you have invited me, so I sure come in your party
- v). Thanks for asking but I want to go my home so I wouldn't like to go with you.
- vi). Yes, you please stop you know the traffic police. Please you shouldn't ride bike without helmet you'll get injured if you'll fall than you injured so ride helmet.
- vii). Yes dear student you should labour hard in your life you should know about something from the labour of ant and you should again labour and pass the same class next year.
- viii). I'll advice that my dear friend you should read as your wish. Which subject you want to read you should read I.Sc. and labour hard.
- ix). If my students fail in exam I say that my dear student you should labour hard and you know that the if we do labour and only success in our life so, you labour more and passed the exam next year.
- x). Yes, dear I am in tension, I disturb you please not mind for disturbing.
Thanks.

3). Rajesh Kumar Mahato

- i). Congratulation friend, you got a scholarship to go in foreign country to read and come back again in our country.

- ii). Hello friend could you help me? Give me some money please.
 - iii). Excuse me sir may I come in?
 - iv). Thank you friend you invite me I come your party.
 - v). No response.
 - vi). Hey, stop, why you not wear helmet, you wear helmet than only you ride bike.
 - vii). I say go but don't do any dirty things.
 - viii). you.....
 - ix). No response.
 - x). No response.
- 4). Sagar Koirala
- i). I'm glad to know that you have got a scholarship to study in foreign country. Congratulations for getting scholarship to study in foreign country
 - ii). Hello friend will you provide me some money. I've some work please give me some money I return you soon.
 - iii). Excuse me sir, may I come in sir?
 - iv). No response.
 - v). I'm sorry friend any way you ask me to watch movie with you today. I've some work in home I'll join you to next day.
 - vi). Hey, you stop the bike, where are you going without helmet you may get he accident and your sensitive part of head damage. So please wear helmet and you'll be safe by helmet, you should also follow the rules by traveling the bike in the road.
 - vii). O.k. you can go to picnic but do not do the work, do not do the activities which makes school sorry for that.
 - viii). You can join according to your aims and target if you want to be doctors engineer you should join science and business faculty you join commerce.

ix). Do not give your hope you should labour hard. If you labour hard you should success.

x). I'm sorry. I'm sorry to disturbing. Please forgive me for disturb.

5). Santosh Yadav

a). I'm so happy to know that my friend has got a scholarship for study in foreign country.

b). please give me a money.

c). Excuse me please, may I come in?

d). Thank you for invite but this time I'm not.....

e). Thank you for say but I have no time to saw a movie, I see in another time...I'm not.....

f). Oh, wait. Why are you not wear the helmet if you not wear the helmet then it will be danger for you so please wear helmet.

g). You can go but you can not do wrong in the picnic.

h). To go for.....

i). You should do better for next time, next exam.

j). I'm very sorry to disturb.

6). Chandra Mani Singh

i). Congratulation friend you've got a scholarship for higher study and you've to labour hard for good marks and success in your life.

ii). Could you give me some money to buy a book, I'd return you tomorrow.

iii). Excuse me sir, may I come in please?

iv). Thank you for inviting me in your party but I can not come in your party because I've some problem

v). I'd deny to him that I can not go for watching movie for another time I will go.

vi). Hey man stop, you don't know the rule and regulation of traffic.

You've to wear helmet when riding the motorcycle. If you not wear the

- helmet, you may get the accident and you may difficulty.
- vii). I'll give permission by saying that if you want to go picnic than you've to do good works. No mistakes have done by you. You don't have to do the bad works.
- viii). I'd advice them to further study that you can join a good campus and labour hard for success in your life.
- ix). I'd suggest them that please don't lost your hope. You've to try again and again then you passed to another exam.
- x). Sorry, it's my first mistake so I promise that again that can not create.
- 7). Mukesh Kumar Mahato
- i). I glad for you that you can get a scholarships to read a foreign country to read nice.
- ii). Give some money to buy a books I return some days after.
- iii). Excuse me sir may I come in?
- iv). I present in your invitation party.
- v). I've no time to watch a movie so I'm sorry.
- vi). Hey boy don't ridethis is danger for you.....helmet keeps well.
- vii). Yes, you go. You can in discipline to wrong work.
- viii). You can complete a SLC you can take ajoin a new campus.
- ix). Don't.....
- x). Sorry, I'm apologize. I'm.....
- 8). Raju Kumar Sah
- i). I'm very glad to heard that you've got a scholarship. I hearty congratulate that you've got scholarship.
- ii). Could you help me giving some money I've no money to buy a book.
- iii). Excuse me sir may I come in?
- iv). Thank you for invitation me and I come in your party.
- v). Thank you for requesting to watch movie but I don't like to watch movie.

- vi). Hey you listen that you should not have right to ride bike, you've to wear helmet.
 - vii). If you'll follow the rule and regulation than only I give permission to go picnic.
 - viii). It is better to read near the home town, take commerce subject to read.
 - ix). Don't fail your hope that practice make man perfect so labour hard and you may get success.
 - x). No response.
- 9). Sandesh Kumar Yadav
- i). I'll congratulate him by saying thankful to you, you'll success in your life.
 - ii). Please give me a money I've some problem I'll give you another time.
 - iii). I'll ask by May I come in sir?
 - iv). Thankful calling to me, I can't come because I've some work.
 - v). Thanks for saying, but I can't come because my head is paining.
 - vi). Not ride the bike without helmet it injured the helmet.....
 - vii). You'll go picnic but you don't do any bad activity there, be good behavior there.
 - viii). To do the bridge course and computer class for further study.
 - ix). Not to do hopeless you'll try again you'll success in your life.
 - x) I don't want to do this but it happen, I'm very-very sorry.
- 10). Sharmila Kumari Mahato
- i). When I heard that you've got the golden opportunity for your further study in the foreign country. I became very happy and I pray with God that you'll be good in future.
 - ii). Oh, listen friend I've no money but I've to buy a book please help me by giving the money.
 - iii). Excuse me sir may I come in?

- iv). Thank you for inviting me and be sure that I'll be there tomorrow.
- v) I accept you inviting but I can't go movie because I'm suffering from headache.
- vi). Hey you stop the bike where are you going without helmet you don't know the rule and regulation. If you suffer from the accident then you will suffer from the brain pain.
- vii). Yes you can go but you should obey your teacher and come very soon.
- viii). Until the result come you can take the computer class in 3 months and after that according to your desire read in nice campus.
- ix). Don't fail your hope. If you practice than another time you obtain good marks and you can be pass.
- x). Sorry friend, I didn't do it knowingly I did it unknowingly so please forgive me.

11). Chandra Kala Sharma

- i). Congratulation friend I'm very happy to know that you've got a scholarship. I always pray that you success in your life.
- ii) Would you mind give me some money I've some problem to buy a book I'll return you very soon.
- iii). Excuse me sir may I come in?
- iv). Thank you for inviting me I hope I attend your party.
- v). Thank you for asking me but I've some problem in my home so I can't go with you.
- vi). Hey stop the bike. Where are you going without helmet.
- vii). You are allow to go but follow the rules and regulations.
- viii). I said whatever you like join.
- ix). Don't worry friend practice make people perfect so you've to labour hard and.....
- x). Sorry for disturbing. It'll not happen again.

12). Prashant Kumar Yadav

- i).it's glad for us that you had got scholarship and get chances to foreign country so you should have to labour hard there and do something for our country.
- ii). I'll requesting him by saying that please give me some money and I'll return you soon.
- iii). Excuse me sir may I come in?
- iv).Surely I'll come surely I'll go there.
- v). Thank you for asking about this but I can't because I've some work.
- vi).You should not have the right to ride without helmet because if you are not without helmet than you are not safe.....
- vii). I'll tell him that if you want to go picnic, you enjoy with your friend but also you've to remind that you're student you've to sit in discipline.
- viii).You may read any subject that you felt interested and feel easy.
- ix). Do not get hopeless if you get labour hard than you pass in coming exam.
- x). Sorry, I've not done it knowingly so I want to say sorry.

13). Ram Dayal Yadav

- i). I really impress him by.....
- ii). I kindly request my friend to give money to finish my work after that promise him to return.
- iii). Excuse me sir may I come in?
- iv). I surely
- v). No response.
- vi). I said to him come please here and you know that you are in the way of danger and if you travel the bike without helmet than the sensitive part of injured and.....
- vii). I surelygo but if some rules and regulations you've to follow.
- viii). study a bridge course or learn computer and you are the successful

person.

ix). I impress them but don't be hopeless by failing once a time if you labour hard you may success in coming days.

x). I really said sorry to him.....

14). Sandhya Kiran Henjan

i). Congratulation! And I'll pray god for further study.

ii). Could you mind giving me some money?

iii). Excuse me sir may I come in?

iv). I'd accept invitation by saying thank you very much and I'm sure that I'll be there tomorrow.

v). thank you for asking me to watch a movie but I'm sorry to it. I'm very sick today, that's why I can't go.

vi). Hey, why are you riding bike without helmet. It is dangerous to ride bike without helmet.

vii). You are allowed to go the picnic but don't go so far and be careful.

viii). You should take computer class 3 months for your further study I advice you to take commerce.

ix). I'd suggest my student to not to loose their hope and courage. If you labour hard and practice more you will pass.

x). sorry, I done it mistakenly. Please forgive me.

15). Shivji Kumar Sah

i). I'll congratulated by saying welcome to go another country.

ii). I'll said to my friend can you help me for buying books you know I've no books.

iii). May I come in sir?

iv). Thank you for calling me for inviting me.

v). Thank for saying this much I've no time to go movie.

vi). Not to come without wearing helmet if you don't wear helmet.....

vii). You can go but don't do anything it disturb you.

viii). No response.

ix). If you labour hard than there is one saying that practice make man perfect. If you labour hard than it success in your life.

x). I'd say sorry.

16). Hemanti Das

i). I'd congratulate him by saying congratulation very much. I'm feeling very glad that you've got the scholarship and it'll help you for further study and you may success in your life.

ii). I'd request by saying will you please help me I've some trouble. You know you are my good friend, please help me by giving some money.

iii). Excuse me sir may I come in?

iv). Thank you very much for inviting me I'm sure I'll come.

v). Thank you very much for inviting me but my exam is near so I can't come to watch television. I've to study hard.

vi). Hey, wait you can't drive bike without helmet you know it is very danger to ride bike without helmet. If you get accident you may die.

vii). Yes of course you can go for picnic but remember you've to behave good manner and you've to sit in discipline.

viii). In which sector you interested much you should labour hard in that sector and you should try to make your decision. You've to do what your heart says.

ix). If you loose one time that does not matter. If you try hard you may success.

x) Sorry, I don't want to do my heart but I did mistakenly. I'm sorry for that.

17). Priyanka Mahato

i). Congratulation for getting scholarship in foreign country and your life will get success.

ii). Could you help me by giving some money?

- iii). May I come in sir?
- iv). Thank you for inviting me in your party.
- v). Thank you for asking me to watch movie I'm sorry for that.
- vi). You should ride the bike by wearing the helmet. You've no right to ride bike without helmet.
- vii). You are allow to go for picnic but you should be very careful while going to picnic. You should not do bad behavior.
- viii). You should do bridge course after SLC and join the I. Sc. Campus and work hard for that.
- ix). Please don't give your hope and courage you'll do better in next time.
- x). Sorry for disturbing.

18). Ram Kumar Singh

- i). Congratulation it is so happy moment to get a great chance to change yourself. So you've to utilize this chance.
- ii). Oh friend I've no money can you give me some money? I've to buy book if you give me money I'll be grateful to you.
- iii). Excuse me sir may I enter the class?
- iv). No response.
- v). No response.
- vi). Hey you don't know the rule and regulation of Nepal. You've to drive the motorcycle by wearing the helmet.
- vii). Yes, you can go to picnic but you do not wrong things, these all things comes in the responsible of teacher.
- viii). Oh, friend you can join and subject.
- ix). Oh it is not so very big things please try and try you will be success in the coming generations.
- x). Oh I'm very so sorry.

19). Sanjay Mandal

- i). I congratulate him by saying congratulations and glad to get a

- scholarship. You read in another country and you put name and fame.
- ii). Hello friend I've problem of money please help me. I'll return after some days.
 - iii). Excuse me sir may I come in?
 - iv). Thank you invite me, I can't come in your party.
 - v). No response.
 - vi). No response.
 - vii). You don't know the rules and regulations you must follow it and please wear helmet.
 - viii). No response.
 - ix). I suggest him what subject he like to read that subject read anywhere.
 - x). I'm sorry. I've done mistake.
- 20). Sujit Kumar Mahato
- i). Congratulation my dear. I'm so happy today because you've got a scholarship and you study in foreign country.
 - ii). Excuse me friend could you giving me some money I'll give you soon.
 - iii). Excuse me sir may I come in?
 - iv). Thank you for invitation card. I'm sorry to come in your party.
 - v). Thank you for saying that but I can't watch TV.
 - vi). Hey you stop please do you know about the rules you must wear helmet.
 - vii). Yes you can but you go by carefully.
 - viii). My student don't be sad labour hard for examination. You should try a best for other exam.
 - ix). No response.
 - x). I'm sorry. I don't do it by knowingly.
- 21). Himal Khadka
- i). Congratulation friends you got a golden scholarship to study in foreign country. I wish your success in future.

- ii). Excuse me I need some money. I return you very soon.
- iii). Excuse me sir may I come in?
- iv). Thanks for inviting me and I promise that I'd attend your party/
- v). Sorry friends getting headache. I'd join later sorry for today.
- vi). You don't know rules and regulations why you should not wear helmet.
- vii). Listen to me you should not loose your hope by trying you can
success in your exam. Studying means learning something. Don't loose
your hope.
- viii). To take computer and language classes for three months and after that
you will take any technical course.
- ix). Listen to me you should not loose your hope, fail means you can't get
success again studying means learning something.
- x). I'm really sorry; my intention is not to disturb you. Don't mind O.K.

22) Punam Kumari Roka

- i). My dear friends congratulations I'm so happy that you've got scholarship
to study in foreign country.
- ii). Could you help me by giving some money to buy a book. I promise I
return very soon.
- iii). Excuse me sir may I come in?
- iv). Thanks for inviting me. I'll join in your party.
- v). Thanks for inviting me. Sorry I can't go today.
- vi). Please stop the bike, you should wear helmet while riding the bike.
You should follow the rules and regulations.
- vii). Yes you can go but you should follow the rule and regulations.
- viii). In three months you can study the computer after that join the campus
by taking commerce.
- ix). Don't fail your hope labour hard you will be success in next time.
- x). Sorry I don't did this knowingly from other time it may not happen.

23) Ram Nath Sah

- i). Congratulation to get scholarship.
- ii). Could you help me some rupees?
- iii) Excuse me sir may I come in?
- iv). No response.
- v). No response.
- vi). Hey boy stop bike you can't ride bike without helmet.
- vii). You can go picnic but not forget rules and regulations.
- viii). To read a commerce.
- ix). No response.
- x). Sorry another time.....

24) Santosh Kumar Mahato

- i). I'll say them live nicely.
- ii). I'll say to him give a money. I've some problem.
- iii). Please sir, may I come in sir?
- iv) I'll say thank you. I'm going to another place.
- v). No response.
- vi). Stop, why are you not wearing helmet.
- vii). I'll say to him go picnic; I'll advice him not to quarrel.
- viii). I'll say him to read commerce.
- ix). Read again and pass exam.
- x). I'll say sorry.

25) Sujita Kumari Singh

- i). Thank you friend to get a scholarship.
- ii). Please friend you've to give me some money.
- iii). Excuse me sir may I come in?
- iv). No response.
- v). No response.
- vi). Hey you why are you driving bike without helmet you've to follow rules and regulations.

- vii). No response.
- viii). Read computer.
- ix). I'll suggest you when you are fail in the exam you've to practice more.
- x). Sorry.

26). Hira Kumar Mahato

- i). I hope you'll get success.
- ii). Hello, Shyam give me some money I've some problem in home.
- iii). Excuse me sir may I come in?
- iv). No response.
- v). I'd not watch TV because I've to study hard.
- vi). Hey man why are you not wearing helmet. You should wear helmet.
- vii). You should picnic but you should be careful you should not quarrel each other.
- viii). I'd tell him to join good college.
- ix). You should labour hard.
- x). I'll not disturb you it is my first mistake.

27) Rajan Gautam

- i). I congratulate by saying you've to put your name and fame in your place.
- ii). Would you give me some money to buy a book?
- iii). Excuse me sir may I come in sir?
- iv). Thank you for inviting me.
- v). Sorry that I've some work.
- vi). No response.
- vii). No response.
- viii). Read which you feel easy.
- ix). Please try again.
- x). Sorry friend.

28). Renu Kumari Sah

- i). Congratulation very much.
- ii). Will you help me by giving some money. I'll return you very soon.
- iii). Excuse me sir may I come in sir?
- iv). Thank you for inviting me and I'm sure that I'll be in your party.
- v). Thank you for requesting me to watch a movie. But I've to study to get good marks.
- vi). Hey you why you are driving a bike without helmet you get an accident.
- vii). O.K. you are allow to go but be careful in picnic and do good behavior in picnic.
- viii). You can read what you want.
- ix). Don't fail your hope and courage.
- x). Sorry please don't mind for that.

29). Santosh Kumar Singh

- i). Friends you do better in foreign country keep name and fame of another country.
- ii). Please friends give me money to buy a book I'll return you soon.
- iii). Excuse me sir may I come in?
- iv). Thank you for invitation but I can't present.
- v). I'm sorry friends.
- vi). Hey you stop why are you going without helmet. You don't know the rules and regulations.
- vii). Be in discipline O.K.
- viii). After SLC we have to join the bridge course.
- ix). Don't be nervous if you do labour you can success.
- x). I'm sorry for disturbing you.

30). Sunil Bulam

- i). I'm glad to know that you've got a scholarship to study in foreign country.

- ii). Hello friend will you provide me some money.
- iii). Excuse me sir may I come in?
- iv). O.K. I'll join your party.
- v). I'm sorry today I'll join next day.
- vi). Hey stop the bike you don't ride bike without helmet there is law.
- vii). O.K. go to the picnic but do not do the work which makes sorry.
- viii). You can take language class.
- ix). No response.
- x). I'm sorry.

Responses on Post-Test

1). Anil Sharma

- i). Congratulation to get a scholarship!
- ii). Could you help me by giving some money?
- iii). Excuse me sir may I come in?
- iv). Thank you for your invitation.
- v). Sorry, I can't. I'm busy.
- vi). Don't drive bike without helmet.
- vii). Yes, you can but be careful.
- viii). You read according to your interest.
- ix). Don't be hopeless. Better luck next time.
- x). I'm extremely sorry to disturb you.

2) Manish Kumar Singh

- i). Congratulation for your best achievement!
- ii). Could you help me by giving some rupees?
- iii). Excuse me sir may I come in sir?
- iv). Thanks for invitation.
- v). Thanks for asking, but I'm busy sorry.
- vi). Please don't ride bike without helmet.

vii). Yes, you can but take your study seriously.

viii). I advice you to read I.Sc..

ix). Do labour hard and you'll get success.

x). Please don't mind for disturbing.

3) Rajesh Kumar Mahato

i). Congratulation to get a scholarship to study in foreign country.

ii).Would you mind giving me Rs.100?

iii). Excuse me sir may I come in?

iv). Thank you for inviting me.

v). Sorry. I'm busy.

vi).Don't ride bike without helmet.

vii). Yes. You can, but don't do any wrong things.

viii).You read according to your interest.

ix). No pain no gain. So, do hard labour to pass the exam.

x). I'm sorry for this.

4) Sagar Koirala

i). Congratulation for getting scholarship to study in foreign country.

ii). Please give me some money.

iii). Excuse me sir may I come in sir?

iv). Thank you for invitation.

v). I hate movie.

vi). I suggest you ride a bike by wearing a helmet.

vii). Yes. You can go for one day.

viii).You can join according to your aims.

ix). Better luck next time.

x). I' m sorry to disturbing please forgive me.

5) Santosh Yadav

i). Congratulation to get a scholarship.

ii).Would you mind giving me some money?

- iii). May I come in sir?
- iv). I'm glad to get your invitation.
- v). I don't like to watch movie.
- vi). If you don't wear helmet. You may get an accident.
- vii). Yes. You can go.
- viii). It is better to study management.
- ix). You should do better for next exam.
- x). I'm sorry to disturb you.

6) Chandra Mani Singh

- i). Congratulation for your success.
- ii). Could you give me some money to buy a book?
- iii). Excuse me sir may I come in sir?
- iv). Thank you for inviting me in your party.
- v). I don't like to watch movie.
- vi). I suggest you to wear helmet.
- vii). Yes, you can go but follow the school rules.
- viii). It is better to study English education.
- ix). Don't worry. Try again.
- x). I'm very sorry to do this.

7) Mukesh Kumar Mahato

- i). Congratulation for getting a scholarship.
- ii). Would you like to give me two hundred rupees to buy a English book?
- iii). Excuse me sir may I come in sir?
- iv). I accept your invitation.
- v). I've no time to watch a movie.
- vi). Don't ride bike without helmet. It is danger for you.
- vii). Yes. You can go.
- viii). You can take according to your interest.
- ix). Don't worry you'll pass next time.

x). I'm sorry. Please forgive me.

8) Raju Kumar Sah

i). Congratulation!

ii). Could you help me by giving some money?

iii). Excuse me sir may I come in?

iv). Thank you for inviting me.

v). Thanks for requesting but this time I'm busy.

vi). Wear helmet it's for your head secure.

vii). If you follow the rules than only you can go to picnic.

viii). It is better to study commerce faculty.

ix). Better luck next time.

x). I'm really sorry for that.

9) Sandesh Kumar Yadav

i). Thank you very much. Congratulation!

ii). Please give me Rs.200. I'll return you tomorrow.

iii). May I come in sir?

iv). Thank you for inviting me.

v). I'm sorry to watch a movie.

vi). Please, wear helmet it makes your head secure.

vii). Yes, you can go.

viii). It is better to study computer course.

ix). Don't be hopeless. Better luck next time.

x). I'm sorry.

10). Sharmila Kumari Mahato

i). Congratulation! You've got a golden opportunity.

ii). Would you like to help me by giving Rs.500.

iii). Excuse me sir may I come in?

iv). Thanks for invitation. I must come in your party.

v). Thanks for asking but I've to study so I can't go.

- vi). Your head is safe by wearing the helmet.
- vii). Yes, you can go but you must obey your teacher.
- viii). I advice you to take major English.
- ix). Don't fail your hope. Better luck next time.
- x). Sorry. Forgive me please.

11) Chandra Kala Sharma

- i). Congratulation on your success.
- ii). Would you mind giving me some money?
- iii). Excuse me sir may I come in?
- iv). Thank you for invitation.
- v). I'm sorry to go with you.
- vi). I suggest you to don't ride bike without helmet.
- vii). Yes you can go but follow the rules and regulations.
- viii). I advise you to join science faculty.
- ix). Don't worry, you'll success next time.
- x). Sorry for disturbing. It'll not happen again.

12) Prashant Kumar Yadav

- i). I'm happy to heard that you've got a scholarship. Congratulation to you!
- ii). Please give me some money, I'll return you soon.
- iii). Excuse me sir may I come in?
- iv). Thanks. I must come in your party.
- v). I've some work so I can't go today.
- vi). Please use helmet while you are on the bike.
- vii). Yes, you can go you've my permission.
- viii). You can join as your interest.
- ix). Don't be hopeless, try once more.
- x). Sorry. I've not done it knowingly.

13) Ram Dayal Yadav

- i). Congratulation on getting the scholarship.

- ii). Please give me Rs.500. I'll return you tomorrow.
- iii). Excuse me sir may I come in?
- iv). I'm glad to get your invitation.
- v). I don't like to watch movie.
- vi). Please wear the helmet, it secure your head while you get an accident.
- vii). Yes. I give you permission to go.
- viii). I advise you to take computer class.
- ix). Don't be hopeless at once better luck next time.
- x). I'm sorry friend.

14) Sandhya Kiran Henjan

- i). Congratulation! Wish you all the best.
- ii). Could you mind giving me some money?
- iii). Excuse me sir may I come in?
- iv). Thank you very much. I must come in your party.
- v). Thank you for asking, but I can't go because I've to go somewhere else.
- vi). It is very danger to ride bike without helmet.
- vii). You are allowed to go picnic.
- viii). I advise you to join commerce faculty.
- ix). Do labour and you'll get success.
- x). Sorry. I did a great mistake.

15). Shivji Kumar Sah

- i). Congratulation on your achievement.
- ii). Can you help me by giving one hundred money?
- iii). May I come in sir?
- iv). I'm happy to come in your party.
- v). Sorry, I've no time to watch a movie.
- vi). Please don't ride bike without helmet.
- vii). Yes. You've my permission.
- viii). If you study English it is better for you.

ix). Do labour hard to success in the exam.

x). I'm sorry.

16). Hemanti Das

i). Congratulation very much!

ii). Would you like to help me by giving some money?

iii). Excuse me sir may I come in?

iv). Thank you very much for inviting me.

v). I'm sorry to go my exam is coming soon.

vi). Don't ride bike without helmet.

vii). Yes you've my permission but you must be in discipline.

viii). I advise you to join Education faculty with major English.

ix). Failure is pass so labour hard and better luck next time.

x). I'm sorry for that.

17) Priyanka Mahato

i). Congratulation for getting the scholarship in foreign country.

ii). Would you mind by giving me some money?

iii). Excuse me sir, may I come in?

iv). Thank you for inviting me in your party.

v). I don't like to watch movie.

vi). Don't ride bike without helmet it is danger for you.

vii). Yes, you've my permission.

viii). I advise you to join the bridge course and after that you study science.

ix). Better luck next time.

x). I'm sorry for disturbing.

18) Ram Kumar Singh

i). Congratulation on your great success.

ii). Would you like to give me some money?

iii). Excuse me sir may I come in?

iv). I'm glad to come in your party.

- v). Sorry, I can't go. I'm busy in my home.
- vi). I suggest you to wear the helmet.
- vii). Yes, you can but go with your class teacher.
- viii). It is better to study management.
- ix). Don't be hopeless better luck next time.
- x). I'm really very sorry.

19) Sanjay Mandal

- i). Congratulation! You've got a scholarship.
- ii). Please give me Rs.100. I'll return you tomorrow.
- iii). Excuse me sir may I come in?
- iv). Thanks for invitation. I love to come in your party.
- v). I've no time to watch movie.
- vi). Helmet is your head safety so use it.
- vii). O.K. all right. You can go.
- viii). Which subject you like most? Study as your interest.
- ix). That's too bad, good luck for next time.
- x). I'm sorry to do this.

20) Sujit Kumar Mahato

- i). Congratulation to you!
- ii). Could you give me Rs.200. to buy a book?
- iii). Excuse me sir may I come in?
- iv). Thank you for inviting me again.
- v). Thanks for requesting but I can't watch movie.
- vi). If you don't wear helmet you've to pay fine.
- vii). Yes, you can.
- viii). Do labour hard for your next exam.
- ix). You've better to study commerce.
- x). I'm sorry.

21) Himal Khadka

- i). Congratulation! Wish you all the best.
- ii). Excuse me, could you give me Rs.200?
- iii). Excuse me sir, may I come in?
- iv). Thank you for invitation. I must come in your party.
- v). I don't like to watch movie.
- vi). Helmet is necessary to wear for head safe.
- vii). Yes, you've my permission.
- viii). I advise you to study technical course.
- ix). Don't lose your hope you'll pass next time.
- x). I'm really sorry. Actually I'm not here to disturb you.

22) Punam Kumari Roka

- i). Congratulation on your great achievement!
- ii). Could you help me by giving some money to buy a book?
- iii). May I come in sir?
- iv). Thanks for inviting me I'd love to join your party.
- v). I can't go now, I'm busy.
- vi). I suggest you to wear helmet and it is traffic rules.
- vii). Yes, you're allowed to go with your teacher.
- viii). It is better to study commerce in this time.
- ix). Don't worry, labour hard you'll be success in next time.
- x). I'm sorry. It may not happen again.

23) Ram Nath Sah

- i). Congratulation for getting a scholarship!
- ii). Would you mind giving me some money?
- iii). Excuse me sir may I come in?
- iv). I accept your invitation.
- v). My exam is coming soon so I can't watch movie.
- vi). You must have to follow the traffic rules.
- vii). Yes, all right but you must be in discipline.

viii). Nowadays is the business world so read commerce.

ix). It happens sometime. Better luck next time.

x). Really, I'm very sorry.

24) Santosh Kumar Mahato

i). Congratulation to you!

ii). Please give me some money to buy a books.

iii). May I come in sir?

iv). Thank you very much.

v). I never watch movie in the cinema hall.

vi). Helmet is for your safety not for me so use it.

vii). Yes, you can go but don't quarrel in the picnic.

viii). In my opinion, commerce is better for future.

ix). Try once more, you'll pass the exam.

x). I'm sorry for that.

25). Sujita Kumari Singh

i). Congratulation to get a scholarship.

ii). Please, give me some money.

iii). Excuse me sir may I come in?

iv). Thanks for invitation.

v). Sorry, I can't go.

vi). There is traffic rules so you must follow it.

vii). Yes, you can go.

viii). I advise you to study IT course.

ix). Don't worry you'll pass next time.

x). I'm sorry.

26) Hira Kumar Mahato

i). Congratulation on your success!

ii). I need some money to buy a book, please help me.

iii). Excuse me sir, may I come in?

- iv). I'm happy to come in your party.
- v). I don't like movie.
- vi). This is first time that's why I suggest you to wear helmet while you are on bike.
- vii). You have my permission.
- viii). I advise you to read science.
- ix). Do labour hard you'll pass.
- x). I'm sorry to disturb you.

27) Rajan Gautam

- i). Congratulation on your achievement!
- ii). Would you give me some money to buy a book?
- iii). Excuse me sir, may come in sir?
- iv). Thanks for your invitation.
- v). Sorry, I'm busy today.
- vi). Helmet is your head safety so use it.
- vii). Yes, you can go.
- viii). You study according to your aim.
- ix). Try again and do labour hard.
- x). I'm sorry friend.

28) Renu Kumari Sah

- i). Congratulation to you!
- ii). Please help me by giving some money.
- iii). Excuse me sir, may I come in sir?
- iv). Thank you for inviting me. I'll come in your party.
- v). I'm busy with my study so I can't go.
- vi). You can't ride bike without helmet because there is traffic rules.
- vii). O.K. you have my permission.
- viii). I advise you to study humanities.
- ix). Don't be hopeless, I'm sure you'll pass next time.

x). Sorry for that.

29) Santosh Kumar Singh

i). Congratulation Shyam for getting a scholarship!

ii). Would you like to give me Rs.250. to buy a book?

iii). Excuse me sir, may I come in?

iv). Thank you for inviting me.

v). I'm sorry friends.

vi). You must use helmet because it saves your life when you'll get an accident.

vii). Yes, I agree with you.

viii). I advise you to do bridge course.

ix). Better luck next time.

x). I'm sorry for that.

30) Sunil Bulam

i). Congratulation on your success!

ii). Excuse me, could you give me Rs.100?

iii). Excuse me sir, may I come in?

iv). Thank you. I'll come in your party.

v). Sorry, I'm busy today.

vi). Please, don't ride bike without helmet.

vii). O.K. you can go.

viii). You must join what you want.

ix). Try again and labour hard.

x). I'm sorry friend.