

**USE OF ROLE PLAY TECHNIQUE IN TEACHING LANGUAGE IN SECONDARY
SCHOOLS OF WARENG DISTRICT -UASIN GISHU COUNTY, KENYA.**

BY

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DECLARATION

Declaration by the candidate

This thesis is my original work and has not been presented for a degree in any other University or institution. No part of this thesis may be reproduced without prior permission of the author and/ or Moi University.

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DEDICATION

This thesis is dedicated to my late father Mr. Paul ArapKattam for fueling the spirit of hard work in my heart.

ABSTRACT

The purpose of this study was to assess the use of Role play technique in teaching of English language in selected secondary schools of Wareng District following its dismal performance over the years. Objectives were: to determine the teachers' and students' attitude towards the teaching and learning of English language using role play technique, identify barriers that hindered its use, establish the teachers' level of training in relation to role play technique and to find out other techniques used in teaching English language. The study was guided by Brunner's (1966) Constructivist theory which emphasized the importance of cognition in teaching and learning. It adopted descriptive survey research design that made use of questionnaires, interviews and classroom observation to collect data from a sample of 335 form three students and 50 teachers of English language who were identified through purposive, stratified random and simple random sampling techniques. Data collected was analyzed quantitatively by use of descriptive statistics (frequencies and percentages). Qualitative data was coded, tallied and discussed under themes. Conclusions of the study was that both teachers and students had positive attitude towards role play technique although many teachers never used it, time was the major barrier in its use, teachers had attained required professional qualification but some had inadequate training on the use of role play technique and most of them did not vary their teaching techniques for they relied heavily on the use of discussion and question and answer. The study recommended adoption of role play technique, enhance teacher awareness through in-service, curriculum developers to re-design the curriculum in order to allow more time for student activities and advocated for use of varied techniques in English language lessons. The findings would be useful to English language curriculum designers, teachers and students.

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LIST OF ACCRONYMS

DEO	:	District Education Officer
EFA	:	Education for All.
ELT	:	English language Teaching.
ESL	:	English language as a Second Language

G.O.K	:	Government of Kenya
K.C.S.E	:	Kenya Certificate of Secondary Education.
KIE	:	Kenya Institute of Education
KNEC	:	Kenya National Examination Council
M.O.E	:	Ministry of Education
MOEST	:	Ministry of Education Science and Technology
O. P	:	Office of the president
S.E	:	Secondary Education
SPSS	:	Statistical Package for Social Sciences programme.

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CHAPTER ONE

INTRODUCTION TO THE STUDY

1.0 Overview

This chapter presents a critical discussion to the background of the problem, statement of the problem, objectives, and research questions. It also covers the purpose, justification, significance, assumptions, scope of the study, limitations, theoretical framework and operational definition of terms used in the study.

1.1 Background to the problem

Language is man's first asset. To the philosopher, language may be an instrument of thought, for "we think through language..." O'jesperson (1966) cited in Dash and Dash (2007) purports that, English language has a great importance in the life of every individual in human civilization and can be seen as: a vehicle of thought, a medium of expression, medium of communication with other countries, mental development, basis for education, medium of literature, appreciation and preservation of culture, growth of civilization, and development of peace.

The English language was first introduced in Kenya in the wake of colonialism and the coming of early missionaries, way back in 1895. The missionaries introduced the English language to enable Africans read and understand the Bible. In the early formal schools, the 3Rs language skills- read, recall and revise were taught. The idea was to establish a common means of communication (Bogonko, 1992 p.19).

After independence in 1963, the English language remained the official and legal language used in government legislation, legal documents, official documents, and official transactions (Mukuria, 1995). This is in agreement with Broughton (1993) who posits that English language is taught in schools as a major discipline in the school curriculum and therefore an instrument by which an individual grows into a more secure, more contributory and a more total member of society.

English language is very important in the curriculum in the Kenyan education system. As a medium of instruction in Kenyan schools, it is indeed a very important subject both in the construction and development of the curriculum and as a service subject to the school learner who require good English language in a large variety of professional undertaking in commercial and day to day transactions in the Kenyan interaction environment.(GOK, 1994).

Although there are 42 languages spoken in the country, they are hardly used in any meaningful way in the public domain beyond their respective ethnic regions. In very few rural regions, these languages are used in the school settings as transitional educational media during the initial stages of formal education but in the rest of the country, they have no official role at all (Sure, 1999).

In both Kenya and Tanzania, English language is used in diplomatic circles as well as all international communication and most of all it is the language through which modern styles of life, science and technology are introduced. Literary writing in English language began in East Africa after the Second World War and increased significantly during the 1960's to the present (Jeshire,1999).

Due to the role the English language plays in the curriculum, the Ministry of Education Science and Technology (MOEST) has placed a lot of emphasis in the development of the language. It has placed on the shoulders of the teachers of English language the task of moulding the students so that they can express themselves effectively in both oral and written work. Although Kiswahili and English language are two Kenyan official languages, in general, the school system favours English language as the main medium of instruction. Kiswahili language is restricted to the first three years of the primary school education in just a few regions in the country. In the majority of the regions English language remains the only medium of instruction right from the first grade (Waithaka, 1993).

When 8-4-4 English language integrated course was introduced in 1984/85, it was felt that there was need for massive in- servicing of teachers of English language so that they could cope with the demands of the new course which required new approaches to the teaching of English language (Waithaka, 1993). The course required teachers to integrate the various aspects of language skills (listening, speaking, reading and writing). Teachers were further required to integrate the literary genres; drama, the novel, short stories, and oral literature within the same skills in the learning process.

Basically, the government directed that, English language should be taught as a subject from primary school class I and then used as a language of instruction in the upper primary classes. As a result, the language is predominantly spoken in schools' catchment area for the first three years of primary education which the predominant local language as medium of instruction in primary school. On teaching methodology, the education

commission recommended students to observe phenomena and the environment, gather data about them, interpret the data and use it to solve problems (G.O.K, 1975).

The revised (2002) English language syllabus lays a great emphasis in the acquisition of the following skills: Listening, speaking and writing and stresses the following areas: Practicing English language skills effectively, promoting effective communication, mounting critical thinking and promoting a life-long interest in reading. This document portrays the importance of English language as a language which should never be undermined in the country.

However, KNEC Annual Report of 1988 and 1999, stated to teachers, “Performance in English language remains unsatisfactory, many areas of the syllabus are not covered adequately, and in some cases, parts of the syllabus have been ignored completely. The entire syllabus should be covered adequately.” (KNEC, 1999 p. 249). KNEC (1998) also noted that, “Candidates sitting Kenya Certificate of Secondary Education (KCSE) depict a very poor mastery of English language. Their competence is low, and is unable to follow instructions and therefore end up giving carelessness in such basic as punctuations, spelling and sentence construction.” (p16). It has also been noted with a lot of concern that most students who have completed form four are not able to communicate properly in English language (Abenga, 2005).

In Kenya, the sole means of judging academic achievement is through examinations. In fact, Njuguna (2008) argues that a certificate must not only certify that a candidate has fulfilled the set requirements but also attained results that compare favorably with similar cohorts elsewhere. In the first place, people who perform well in education are known to

get better paying jobs and to have proportionately high productivity. Furthermore, Examinations are used to decide the course one pursues in the institutions of higher learning with the top achievers usually being placed in the socially assumed prestigious careers like medicine, engineering and accounting. Such jobs are not only well paying but the people are also generally placed highly in production structures.

KNEC Report of (2006) noted that, it is not an overstatement that there is a crisis in the teaching of English language in schools. The level of written and spoken English language is dropping each year. The MOEST in Kenya has expressed concern over the apparent decline in the performance of learners in English language at KCSE. It has also classified English language among the core subjects in the curriculum and this means that for one to obtain a better grade in national examinations and therefore gain admission to public university, he/she must pass in English language.

Essentially, in the 2010 KCSE, various stakeholders stressed the importance of performing well in sciences and Mathematics, but few teachers encourage students to perform well in languages and communication skills or emphasize the importance that candidates be encouraged to perform well in the languages just as much as in the sciences (KNEC, 2010).

According to Barasa (2005), universities have voiced concern about receiving first year students who can hardly hold discussions in the English language. He goes on to assert that without competence in English language, many learners are disadvantaged during the learning process. This study posits that the learning process referred to by the author is

facilitated through interaction (or discussion) among learners or between learners and teacher(s).

Noticeable is the fact that the Kenyan language curriculum is integrated and covers broad and diverse topics, which may not be adequately taught by one single technique of instruction. This necessitates the use of different methods because over-reliance on a single method may be detrimental to the students especially where teacher-centered approaches are dominant as it happens in many cases. It is with this in mind that the MOEST Secondary Teachers Handbook (2006) recommended learner-centered approaches to be used. This emphasizes active learner participation in the instructional process through participatory learning.

For the learners to derive maximum benefit from the study of English language, educators have to be careful about the integration of learning experiences so that information is retained and made useful to learners. This includes among other elements, the view that, methods can improve the quality of learning in and out of school (Mukwa, 1993 p.1). The value of instructional methods is important in that, the right teaching methods determine the quality of the results since they act as a link in the total teaching and learning chain (Kochar, 1991 p.170).

The use of role-play technique as an educational or training technique is a dynamic method of teaching that may involve specific case that may be acted or imitated by the learners. It encourages the participants to improvise behaviors that illustrate expected actions of persons involved in defined situations (Bradshaw and Lowenstein, 2011).

On the nature and development of human intelligence, Piaget (1953) exposes the nature of knowledge itself and how humans gradually acquire, construct and use it. Cognitive development is seen as being at the centre of the human organism and language is contingent on cognitive development. He suggests that students should be given an opportunity to discover facts by themselves through meaningful patterns of thought rather than acquisition of basic habits and facts. He posed that “as soon as you teach a child something, you deny him the opportunity of discovering it for himself”.

Another scholar, Brunner (1966) stressed the importance of discovery learning. He saw it as a method of inquiry-based instruction; that holds that it is best for learners to discover facts and relationships for themselves. Role play technique in this study, is expected to contribute to the success of teaching of English language in Kenyan secondary schools

1.2 Statement of the Problem

Poor performance in English language as a subject has become a matter of concern to the government of Kenya because lack of its mastery has been an impediment to the skills of knowledge acquisition in the English language and other subjects that require the language for reading and communication. Due to this lack of mastery, schools and teacher training institutions produce linguistically ill-prepared people who eventually join public and private service. The problem is further infiltrated to the children who emulate the inadequate standards of these people creating a vicious circle of poor performance in English language. In addition, poor performance in English language has become a matter of concern to the government because it occupies a unique and significant role in determining performance in national examinations in the country. Being compulsory and its score a crucial mark in individuals' grades determination, it is a dear loss to perform

poorly in it. It goes without saying that failure in national examination especially at K.C.S.E. spells doom for the students whose life becomes uncertain and full of despair after school. Examination performance also determines whether the students will proceed to university or to other tertiary institutions.

This phenomenon has turned the spotlight on the teaching and learning of English language that sees language teachers in dire need of pedagogical and linguistic competence so that learners become competent in English language with their teachers as role models with regard to the use of the language. Generally, stakeholders in education have often trumpeted the importance of performing well in sciences and Mathematics; but few encourage students to perform well in languages and communication skills. This is a problem rampant in universities as well, with students finding it hard to communicate in proper English language or Kiswahili. After studies, this negatively impacts on the business and corporate environment because high proficiency in communication skills is known to improve performance in the workplace.

The purpose of the study was therefore to assess the teaching of English language with a view to exposing how effective teaching would be achieved if role play technique would be utilized in language lessons as a relevant method of instruction. This is bound to improve examinations performance and solve the multiple difficulties faced in the study and practice of the English language.

1.3 Purpose of the study

The purpose of the study was therefore to assess the teaching of English language with a view to exposing how effective teaching would be achieved if role play technique would be utilized. This is important not just for knowledge creation but also for provision of

critical information for policy formulation in education with regards to the use of role play technique in the process of instruction. This study intended to provide ways in which teachers could tap the talents of the students and organize activities that would promote understanding of language.

1.4. Objectives of the study

The study objectives were:

1. To determine the teachers' attitude towards the teaching of English language using role play technique.
2. To find out the students' attitude towards learning of English language using role play technique.
3. To identify barriers that hindered the use of role play technique in teaching of English language.
4. To establish the teachers level of training in relation to role play technique.
5. To find out other techniques used in teaching and learning of English language.

1.5. Research Questions

1. What is the teachers' opinion towards role play technique in teaching of English language?
2. What do the students feel about the use of role play technique in learning English language?
3. What barriers hinder the use of role play technique in teaching English language?
4. What are the levels of teachers' training in relation to role play technique?

5. Which are the other techniques used in teaching and learning of English language?

1.6 Justification of the Study

Secondary Education (SE) is a key component of the Government of Kenya (G.O.K) approach to the provision of Education for All (EFA). The secondary sub-sector in Kenya caters for 14-17 years old children and in some cases up to 19 years old and lasts for four years leading to the award of KCSE Certificate (MOEST 2007). It has been noted with great concern by the MOEST on the apparent decline in the performance of English language in KCSE despite its importance as one of the core subjects in the curriculum, a language of instruction and one that is used to calculate weighted mean in KCSE and used as an official language (KNEC, 2006 and 2010).

Furthermore, the revised 2002 English language syllabus stresses that teachers must use modern language teaching methods and materials of teaching to enhance retention of the content taught. Integrated approach to teaching English language requires that the methods of teaching be varied and integrated. Teaching and learning is meant to be productive partnership between the teacher and the learner. This study was vital in that it meant to address the link between teachers' methodology and learners' participation which were deemed important for effective English language teaching.

1.7 Significance of the study

It was hoped that the findings, conclusions, and recommendations of the study would play an important role in the promotion of teaching and learning of English language in Kenyan secondary schools. The study is expected to help curriculum designers in the formulation of sound policies as far as methodology in the subject is concerned.

The study will provide guidance on teachers' and students attitudes towards role play technique, problems that hinders the use of role play technique in teaching and learning of English language and to assist teacher trainers in equipping student teachers with expertise in English language teaching using role play technique.

1.8 Assumptions of the study

The study was carried out based on the following assumptions: That the respondents were ready and willing to participate in the study, that they were honest, relevant and reliable; that the data was supplied basing on their comprehension of the items in the questionnaires, and that the concerned teachers did not prepare to use role play technique in their lessons in expectation to be observed by the researcher. It was also assumed that all teachers were trained to teach English language with competency and that the sample frame drawn reflected the universal population. It was further assumed that the use of role play technique made language learning student centered, and that all teachers were trained on skills of role play and that learners can be given an exposure to English language through participation in role play activities during English language lessons.

1.9 Scope of the study

The study took cognizance of the existence of various approaches to English language teaching. However, it only concerned itself with the assessment on the use of role play technique in teaching English language lessons and was treated as a vehicle of teaching. The teachers' ability to select activities that involved learners in the lesson and the nature of such activities was the main focus of the study. It was limited to selected secondary schools of Wareng District. Only form three students and their English language teachers were selected to participate in the study.

1.10 Limitations of the study

The study was limited by the following assumptions: Researcher expected to be treated with suspicion since many people and institutions are cautious of strangers and investigations. Not all subjects were co-operative in providing all the information required, some teachers used role play technique in expectation to be observed by the researcher. A letter of introduction attached with the questionnaires provided an assurance of confidentiality of the information that they provided.

The study used teachers' of English language and form three students only and this was limiting in making generalizations to teaching in various classes. The study left out form one, two and four and this would have given a clear generalization for teaching at various classes. Also, the study based its findings on the responses obtained from the questionnaires, observation and interview schedules which was limiting in that the teachers responded to what they thought was right for the study but not reflected real teaching situations. The study had no control over the exact information that the respondents chose to give or withheld. A generalization on the effectiveness of role play technique in English language teaching was inadequate without considering other techniques.

1.11 Theoretical framework

The study was modeled and based upon the Constructivist theory advanced by Brunner (1966). A major theme in the theory is that learning is an active process in which learners construct new ideas or concepts based upon the current or past knowledge. The learners select and transform information, construct hypotheses, and make decisions, relying on a cognitive structure to do so. Cognitive structure (i.e. schema, mental models) provides

meaning and organization to experiences and allows the individual “to go beyond the information given.” A good method of structuring knowledge should result in simplifying, generating new propositions, and increasing manipulation of instruction. He urges that students needs to be provided with conditions that can allow them to construct their own interpretation of key information and experiences.

As far as instruction is concerned, the instructor should try and encourage students to discover principles by themselves. The instructor and the student should engage in active dialogue (i.e. Socratic learning). The task of the teacher is to translate information to be learnt into a format appropriate to the learner’s current state of understanding. The curriculum should be organized in a spiral manner so that the student continually builds upon what they have already learned.

However, there has been argument against constructivist approach to teaching where a few scholars criticize it. They were of the view that it contradicts and is misleading and only active learners would dominate the activities. On the other hand, those who support it argue that learners who are exposed to this method would perform better than their peers when tested on high order thinking and reasoning based on the emphasis of Socratic learning and the principles of predisposition towards learning, knowledge structuring, effective sequence of material presentation and nature and pacing of rewards and punishments.

This theory when applied to the study imply that the researcher investigated the use of role play technique as students’ centered teaching technique because it involves students actively under the guidance of the teacher. This technique involves creating learning

activities which model and guide the knowledge construction process. Teachers are architects of the lesson and should create such activities that involve students in learning activities. The importance of role play in teaching of English language lessons should never be underestimated if at all the objectives of teaching the subject is to be attained.

1.12 Operational Definition of Terms

Assess: To carefully consider a situation or a problem in order to make a judgment.

Attitude: Refers to the learned predispositions to respond positively or negatively to certain situations, objects or persons, and in the context of the study, it refers to the attitude of the students and teachers towards the use of role play technique.

Classroom interaction: Teacher- learner/learner-learner communication in the process of teaching and learning. It involves student participation in activities during the lesson.

Drama: Is an activity in which learners either portray themselves or other people in imaginary situations. It may be in a role play, mime or simulation. It aims to bring into life dramatist's ideas in order to influence and entertain the audience.

Effective teaching: Teachers' potentiality to teach English language with ability to design classroom activities in view of the process of teaching.

English language: One of the foreign languages spoken in Kenya mostly as a second language. It is one of the instructional languages in Kenyan secondary education.

Instruction: Process of teaching and learning. In the context of the study, it refers to interaction between students and teachers of English language during actual English language lessons.

Language learning: Attaining proficiency in targeted language through formal interaction. In context of the study, is English language.

Learning activities: In this study refer to learners' use of role play technique.

Mime: Participants perform actions without using words but develop into 'talk' especially in cases where other learners are asked to guess what one mimes. It involves the use of facial expressions, gestures and body movements (Ments, 1999).

Role play technique: Dynamic method of teaching that may involve specific case that may be acted or imitated by the learners.

Second language: Was used to refer to English language which is learned after the mother tongue of the teacher or the learner.

Simulation: Means of introducing into the classroom the experience that a learner may meet in real life without any element of danger which might be involved.

Technique: Method of instruction based on training and experience. In context of the study is use of role play technique.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter contains reviewed literature related to the study. This was necessary because the literature reviewed enabled the researcher to identify gaps in the past studies as well as establishing the objectives of the study and served as a link between the present study and the previous ones in the related field. The relevance of these reviews to the present study was that the knowledge gap was pinpointed which the present study's intentions were highlighted. The review was done under the following sub-headings: Constructivist approach to teaching and learning, role-play technique, importance of role-play technique in teaching and learning, role of attitude in teaching and learning, barriers in the use of role play technique, levels of training of teachers of English language, relationship between instructional methods and achievement, related studies on the use of role play technique, and finally chapter summary.

2.1. Constructivist Approach to Teaching and Learning

The constructivist theory lays emphasis on the part played by instruction in enabling the children to learn (Garner, 2001). Brunner (1966) posits that the learner selects and transforms information, constructs hypothesis and makes decisions relying on a cognitive structure. He felt that knowledge was best acquired when students were allowed to discover it on their own. Good methods of structuring knowledge should result in simplifying; generating new proposition and increasing the manipulation of information which means that students should be provided with conditions that would allow them

construct their own interpretation of key information and experiences. It is the open-minded discussions that are instrumental in helping individuals create personal views.

Scholars like Caine and Caine (1991) suggest that constructivist teaching is based on a number of principles that; the brain is a parallel processor which simultaneously processes many different types of information including thoughts, emotions and cultural knowledge. Secondly, the search for meaning is innate; consequently effective teaching recognizes that meaning is personal and unique experiences. Thirdly, the search for meaning occurs through patterning. Fourthly, emotions are critical to patterning as learning is influenced by emotions, feelings and attitudes. Fifthly, the brain works in parts and whole simultaneously therefore, teachers should not overlook either parts or wholes as they teach because learning is enhanced by challenges and inhibited by threat although classroom climate should be challenging but not threatening to the students. Lastly, each brain is unique and teaching must be multi-faceted so as to allow students express their likes and preferences.

Likewise, Brooks and Brooks (2001) further suggest a number of important principles that guide the work of a constructivist teacher. These include, encouraging learners to engage in a dialogue with both the teacher and with one another while he/she encourages learners' inquiry by asking thoughtful open-ended questions to each other. Thirdly, he/she seeks to elaborate the learners' initial responses. Fourthly, he/she engage learners in activities that may engender contradictions to their initial hypothesis and then encourage discussion. Lastly, he/she allows waiting time after posing questions.

This indicates that when constructivism is applied, learners acquire new experiences with their classmates which will lead to development of non-linear process of collecting information. The underlying notion is that a learner is seen to be the active processor based on the 'assumption that there is no one set of generalized learning laws with each applying to all domains'. The role of the teacher however, cannot be overlooked.

Glaserfeld (1985:b) compares the role of the teacher to that of a midwife in the birth of understanding as opposed to being 'mechanic of knowledge transfer' where their role is not to dispense knowledge but to provide learners with opportunities and incentives to build it up. It is through this that learning interventions with activities (tasks) are provided to the learners, giving them an opportunity to discover and collaboratively construct meaning as the interventions unfolds.

It has been noted by the critics of this approach that 'learning by doing' does not enhance learning as they have argued that there is little empirical evidence existing to support the statement given novice learners. However, Mayer, (2004), Kirshner, Sweller and Clark (2006) suggested that fifty years of empirical survey do not support pure comparative teaching techniques to pure discovery, in those situations requiring discovery, he argued for guided discovery instead. He suggested that many educators have misapplied constructivism to use teaching techniques that require learners to be behaviorally active. He describes this as appropriate use of the 'constructivist teaching fallacy' because it equates 'active learning with active teaching.' Instead, he suggests 'cognitive activity' during learning and the instructors to use 'guided practice.' The implications from the foregoing discussion are that the technique under study encourages the learners to

actively engage in learning activities that lead to development of their own ideas through the guidance of a teacher.

2.2. Role – Play Technique

The origin of the word ‘role’ is derived from the word used to describe roll of parchment on which an actor’s part was written. It therefore descends directly from the classical Greek theatrical use meaning an actor’s part in drama. When watching a play, the audience needs to be able to identify quickly the heroes and villains; they want to know the position of each character. There is unfortunate confusion between role playing and acting. The essential difference is that acting consists of bringing to life a dramatist’s idea (or one’s own ideas) in order to influence and entertain an audience, whereas role play is the experiencing of a problem under an unfamiliar set of constraints in order that one’s own ideas may emerge and one’s understanding may increase. The use of role-play as an educational or training technique is part of the wider set of techniques that have collectively become known as simulation and gaming. These are techniques which aim to provide the students with either a highly simplified reproduction of part of a real and imaginary world (a simulation) or a structured system of competitive play that incorporates the material to be learnt (a game) (Ments, 1999).

Scholars, Bradshaw and Lowenstein (2011), define role play as a dramatic technique that encourages the participants to improvise behaviors that illustrate expected actions of persons involved in defined situations. A scenario is outlined and character roles are assigned. It allows the participants to explore why people behave as they do. Those class members that are not assigned character roles participate as observers and contribute to

the analysis. Participants can test behaviors and decisions in an environment that allows experimentation without risk.

In role play technique, learners are willing to enter the spirit of role play where such activities provide a valuable opportunity for them to use their language resources creatively in a wide variety of imagined situations. (Whatorn and Race, 2000).

According to Gathumbi and Masembe (2005), role play is very much like drama but it has connotations of a more controlled situations. It is like other activities in drama and involves a degree of pretence. The participants either interact as either themselves or other people in imaginary situations. Role play situations vary, depending on the skills to be taught or developed. We can use realistic day-to-day situations or the fanciful fun-type ones learners have to sometimes play parts of imaginary people. For example if you want learners to use language in the context of shopping, somebody may pretend to be a shopkeeper or a salesperson or a customer or a shop attendant.

In a role play, students take on roles of another person- a waiter, an adult, even a Martian or a monster. Often, the situation is given (e.g. you are in a restaurant, order a meal) and perhaps some ideas of what to say are also given. Role play is a popular method in language learning in the classroom for a number of reasons. Students of this age find it fun and quiet students are often found to speak openly in a 'role'. In a role play, students are encouraged to use communication creatively and imaginatively and they get an opportunity to use language from 'outside' the classroom (Corsaro, 2003).

According to Mukwa and Too (2003), they define simulation and gaming as role-play in which the teaching process is artificially displayed and there is an effort to practice some

of the important skills of communication. For instance, when teaching communication skills for example, etiquette, facial expression, enunciation or body language, each student is given a chance to speak thus mastering the skills being taught. In summary, what is essential and distinctive is the argument of the 'as ifness.' Role play therefore is a dynamic method of teaching that may involve specific case that may be acted or imitated by the learners without any element of risk involved.

2.2.1. Importance of Role-Play Technique in Teaching and Learning Process

Role play technique is a powerful tool in teaching and learning as explained by Gathumbi and Masembe (2005) that:

“Holistic education is a multi-level experiential journey of discovery, expression, and mastery where all learners and teachers learn and grow together. It is a quest for understanding and meaning. Its aim is to nurture healthy, whole, curious persons who can learn whatever they need to know in any new context.”(p. 145).

Basically, Rao and Ravishankar (1982), Collie and Slater (1987) and Brogton (1980) all cited in Gathumbi and Masembe (2005) observed that simulation and games enhance the teaching and learning process at different levels of education by increasing motivation, retention and active participation. In addition, games which are designed to build speaking correctly are important. The teacher should strive to ensure that part of the game is felt to provide context of accurate speech. Simulation provides learners with a chance of discussing specific problems. Discussion which is authentic is held so that a decision is reached during a crisis. Learners learn to pronounce problematic sounds well, discriminate the sounds and at the same time they are motivated to learn when given frequent practice in a relaxed atmosphere. Drama is an activity that is used to develop oral skills to enable learners to become good communicators. This may be in form of

simulation; role play and mime. The learner is verbally involved in the communication as the learner takes the role of character for example behavior, way of dressing and physical features. The teacher can therefore use role play to reinforce language items and grammatical structures that has been taught in the previous lessons.

Role play is an effective way to develop oral language, and in particular the forms and functions of language for young native English language speaking students. Role play has an even more important role for several relationships. First of all, literacy play allows students to listen to and speak English language as authentic purpose, thus learn about the forms and functions of English language. Literacy play also brings to the classroom the outside school world unfamiliar to children, thus making it possible for students to expand their background knowledge (Enz, 2007). According to Gathumbi and Maseembe (2005), role play is used to develop oral skills to enable learners become good communicators. It can be used by the teachers to reinforce language items and grammatical structures that were earlier taught in previous lessons.

In a role play, students explore personal interactions in a defined situation following the implicit rules of everyday life. Law students might use role plays to enable them to engage in an activity which develops their own private study on the internal logic or dynamics of a legal situation. The great advantage of simulations and role plays is that they enable students to experiment with new concepts and behavior in situation which model the activities of lawyers. Students can 'learn by doing', and can integrate legal doctrine, their values and beliefs, and practical skills such as negotiating, drafting, arguing and investigating. Among other things, role play can be used to introduce topics by illustrating for example how a transaction or process takes place; teach the practical

implications of legal rules; expose students to ethical dilemmas; and enable students to develop practical legal skills (Johnstone, 1996).

Hoecherl and Boyce (1994) and Zheng (1993) describe how role play can be used as an oral examination alternative in foreign languages classes. When discussing the use of role play as an assessment tool in ESL teaching, Beale (2006) suggests that such tests can have high validity because they test real life oral skills.

According to Ments (1999), in role play, someone is asked to imagine that they are either themselves or another person in a particular situation. In essence, each player acts as a part of the social environment and provides a framework in which they can test out their repertoire of behaviors or study the interacting behavior of the group. As a result of doing this, they will learn something about the person and or situation. This can be applied in the teaching and learning of English language.

In fact, to Bradshaw and Lowernstein (2011), role play is used to enable students to practice interacting with others in certain roles and to afford them an opportunity to experience other people's reactions to actions they have taken. It provides immediate feedback to learners regarding their success in using interpersonal skills as well as decision-making and problem-solving skills. It also offers learners an opportunity to become actively involved in the learning experience in a non threatening environment.

According to Hess and Gilgannon (1985), cited in Bradshaw and Lowernstein (2011), argue that role play is effective means for developing decision making and problem-solving skills. The learner can identify the systematic steps in the process of making judgments and decisions. The problem solving process-identification of the problem, data

collection and evaluation of possible outcomes, exploration of alternatives and arrival at a decision to be implemented can be analyzed in the context of role play situation. The use of role play makes teaching and learning flexible. Role play and simulation activities are particularly effective strategies for developing this type of thinking because they involve looking at the world through someone else's eyes.

Role play can be an efficient tool for enhancing understanding of content as well as social understanding. In role-play activities, students take on a role – pretend to be a particular person to solve a problem or act out a situation. Joyce (et al) (2009) cited in Starko (2010) stated that:

“On its simplest level, role play is dealing with problems through action; a problem is delineated, acted out and discussed. Empathy, sympathy, anger and affection are all generated during the interaction; role play is done well and becomes part of life.” (p 291)

The likes of Partin (2009) argue that, “role-play is a valuable technique for simulating real life situations. Role plays provides a safe environment for students to experiment with new behaviors and skills. It can arouse an interest in a topic; as well as encourage students empathize with differing viewpoints.” (p. 224).

Role play is helpful technique for engaging student interest and providing opportunities for practice and feedback. One way to establish motivation and inject some humor in the learning process is to ask students to role-play a situation in which the identified skill is lacking. It allows students to take on roles, provide feedback to one another, and practice new skills. For students with intellectual disabilities, role playing can provide an opportunity to practice appropriate small talk, a social skill that is key to acceptance in the classroom. (Pierangelo and Giuliani, 2008 p. 47).

According to Salmon and Freeman (2002), role-play technique is useful in warming up the group prior to enactment. The purpose of the warming up is really no different than any other sort of preparation one undertakes before beginning a complex activity. It allows time children to prepare (rehearse) and discuss their aims with one another and the teacher checks this by the answers given by students from the questions asked by their teacher. It can also be used to provide closure, summarize the experience of the class by pointing out themes that the teacher will focus on in the future.

Role play technique is helpful in the promotion of the development of practical and result oriented ways of developing oral, listening and interrogation skills, because students interact with one another in imaginary situations depending on the skills to be taught or developed (Gathumbi and Masembe, (2005).

According to Dick and Carey (2001), educational experiences that involve the learner physically and that give concrete examples are retained longer than abstract experiences such as listening or a lecture. Role play when used during English language lessons will effectively enable the attainment of the objectives of the lesson. According to Rao (2007) “Education and life are two different names for the same phenomenon: Education which does not prepare the students for life is meaningless.” There is no royal road to successful learning. And the teacher should be able to use a permutation and combination of methods, devices and techniques to make the subject interesting; vital and living (p. 3).

Kid’s appropriation and embellishment of adult models is primarily about status, power and control. Kids are empowered when they take adult roles. They use dramatic license of imaginative play to project to the future – a time when they will be in charge and

control of themselves and others. It has the importance of development of children's social and emotional development (Carsaro, 2003).

Dewey (1930) claimed that democracy and education went hand in hand and that education is participatory. He viewed as miniature democratic society in which students could learn and practice skills and tools necessary for democratic living. The tools and skills of learning include problem solving methods and that education should focus on the child as the learner rather than as the subject. Role play technique will enable learners to participate actively in lesson activities thus leading to effective teaching and learning.

Role play technique provides immediate feedback to the learners; their success in using interpersonal skills as well as decision making and problem -solving skills. At the same time, role play technique offers learners an opportunity to become actively involved in the learning experience but in non-threatening environment Corless, 2004).

The discovery learning was emphasized by Brunner (1960, 1966) who stated that discovery learning fostered mental activity, which is a hypothetical mode .He further contents that it activates the students into asking questions and seeking provisional answers for themselves. This can be done well where the students are exposed to engage in role play activities with the guidance of the teacher. Even philosophers like Dewey, Pestellozi, Montessori, and Froebel argue that the effectiveness of teaching and learning is determined by the type of teaching techniques applied Gorddard (1974), cited in Rogers and Evans (2008).

Role playing is useful in teaching of language because of the context provided by the literary works to facilitate role play situations. The students can imagine a character with

different traits and role play it, as they role play it, they will talk and hence improve their oral skills Gathumbi and Masembe (2005). According to Ments (1999), role playing provides different forms of interactions within the classroom. The technique is therefore used to organize pre-communicative language practice, controlled practice and learner creativity where the emphasis is on meaning. The importance of role play technique in teaching and learning are varied and thus need to be emphasized.

2.3.0. Role of Attitude in Teaching and Learning.

According to Eagly and Chaiken (1993) cited in Mao and Haddock (2009), define an attitude as a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor. Petty and Cacioppo (1981, P.7) define attitude as a general and enduring positive or negative feeling about some person, or object, or issue.

According to Baker (1992), attitudes are crucial in language growth or decay, restoration or destruction: the status and importance of a language in society and within an individual derives largely from adopted or learned attitudes. Attitude is something an individual has which defines or promotes certain behaviors. Although an attitude is a hypothetical psychological construct, it touches the reality of language life. He stresses the importance of attitudes in the bilingualism. Attitudes are learned dispositions, not inherited and are likely to be relatively stable; they have a tendency to persist. However, attitudes are affected by experience; thus, attitude change is an important notion in bilingualism. Attitudes vary from favorability to un-favorability. Attitudes are complex constructs; e.g these may be both positive and negative feelings attached to e.g a language situation.

Attitude is attributed to one's values developed by experiences, and that which one has acquired from parents or peers, media, country, from reading books and are not often easily identified, measured or studied (Evans, 1985).

Attitude is central in education process and either promotes or inhibits students' behavior or influences, choices to attend, respond, value, participate or make commitment to education activities. It is attributed to education, sex, environment, role, stereotyping between teachers and learners interaction and one's values that are developed over time. It differs among boys and girls especially on attainment and abilities as boys tend to have positive attitude than girls. This is mainly attributed to differences in classroom interactions between the teachers and the learners. It also showed that there is a correlation between their ability in the subject and the liking for the subject although there is need to maintain liking as well as performance. It is noted that the teacher's attitude towards the subject is affected by the learners' performance (Gilchrist, 1980).

In his research "An Examination on the Problem Relating to the Teaching of History in Secondary Schools in Kenya," Were (1982) found out that, learners found History and Government dull and boring, an indication of negative attitude which in turn influences performance. He noted that, a positive attitude towards the subject is likely to help and enable one to do well and adds that failure discourages the learners. It is therefore the role of the teacher to make learning process appealing, minimize pressure and reduce possibilities of failure or embarrassment.

2.3.1. Teachers' Attitude

The basic characteristic of attitude is the disposition to react to favorably or unfavorably towards something. Teachers may react favorably or unfavorably towards their work

based on the experiences they go through while at work which may be influenced by controllable or uncontrollable circumstances. These reactions may in one way or another affect the quality of teaching and technique used which results in the subject being dull or boring (Were, 1982).

Another observation by Galton and Williamson (1992) averred that, the teachers' attitude towards a certain strategy affects their efficiency in teaching. In agreement with this assertion, Oyugi (1992) claims that teacher attitude influences the behavior of students towards the learning of a particular subject. According to him, attitude has some direct influence on behavior and behavior is a function of attitude. He uses the term attitude to refer to a relatively conceded mechanism representing the remains or more technically expressed the residue of interaction with objects; people and situations. Teacher attitudes are seen in language policy that they adopt.

For effective teaching, role play technique is necessary. This includes having professional knowledge and commitment, good and positive attitude, caring about the learners, having confidence in them, understanding, acknowledging the students ideas, accepting their feelings and providing them with an opportunity to learn and use instructional materials and procedures as required. Teachers in the process of teaching are required to be enthusiastic, have empathy on learners, conceptualize the topic clearly and manage classroom activities well (Santrock, 2004)

At the same time, Shiundu and Omulando (1992) quoting Roger and Shoemaker (1971) identify a basis through which the adopters of an innovation judge the values of the innovation. This includes its relative advantage, compatibility, observability and

creativity among other values. On relative advantage, the teacher would want to see and be made aware that innovation provided would lead to improved learners' perception and achievement in the subject, that would be compatible with other methods used when teaching and that it would indicate or make clear the learners' response whether positive or negative. It is for this reason that this study aimed at finding out whether this method had relative advantages over other methods, compatible, or whether it would allow creativity among the learners in the process of learning.

2.3.2. Students' Attitude

Students' attitude is a factor that affects their performance. Students with positive attitude are motivated to learn, they spend more time on the subject and complete the assignments and cooperate in all the activities of the learning process. On the other hand, students with a negative attitude may find it difficult to complete assignments and lack the motivation to learn.

According to Starks and Paltridge (1996 p.218), learning a language is closely related to attitudes that people have towards language. In the Longman dictionary of applied statistics (1992 P.199), language attitudes are defined as the attitude which speakers of different language or language varieties have towards each other's language or their own language. Expression of positive or negative feelings towards a language may reflect impressions of linguistic difficulty of learning, degree of importance, elegance, and social status. Attitudes towards language may also show that people feel about speakers of the language.

Normally, students reaction favorably or unfavorably towards a subject is due to quality of teaching and teachers technique. This study noted that poor attitude of students

towards English language was attributed to failure by teachers to use learner centered techniques which encouraged teachers to constantly use teacher centered methods. Learning depends on what 'learners do' this activates them to participate in the lesson to be achieved.

Individual differences among learners at the setting of learning must provide freedom to explore, construct question, differ, make mistakes and develop creative contribution. This can be done through methods which involve the learner in the learning process through role play technique.

2.4. Barriers in the Use of Role Play Technique

Olajedo (1991) pose that although there are numerous problems currently facing the teaching and learning of English language in the developing English language speaking countries, the major threat comes from lack of professionalism in ESL (English language as a Second Language) teaching. It is argued that ESL teaching and learning activities results primarily from chronic teacher related factors in Nigeria. The study sought to find out if it is so even in Kenya. English language occupies a unique and significant role in the country and its decline in proficiency affects the entire education system and is detrimental to the overall national growth of affected countries. It has been noted with concern that majority of form four students cannot speak English language properly. The study aimed at finding out other factors that hinders the use of role play technique in teaching English language.

Academic instruction time that is time allocated during which the teacher is actually conducting instructional activities is always less than allocated. Less than 60 percent of allocated time in elementary schools and less than 45 percent of allocated time in high

schools is spent in academic instruction. Maximizing the amount of allocated time spent in academic instruction is the responsibility of teachers (Clare, Jenson, and Kehle,2000; Smith, 2000) cited in (Cruickshank, Jenkins and Metcalf 2009).

2.5. Teachers' Training

According to Bennars, and Otiendende (1994), teacher education dates back to pre-Socratic times when Greek Sophists moved from place to place teaching their students at a fee. During the medieval times, there was diversification of schools and broadening of curriculum making teaching more complex. Therefore, a crucial need for pre-service teacher training arose hence was introduced and became compulsory for all teacher aspirants.

Teacher education in Kenya dates back to 1919 when the Phelps Stokes Commission Education Report of 1919 recommended that every mission society be encouraged to fund its own training centers for primary teachers maintained by government grants. Sifuna (1992 p.132). All this was in pursuit to improve quality of instruction in African schools. Further, Sifuna (1990) asserts that the Phelps Stokes Commission of 1924 also stressed the serious need for trained teachers. He adds that from 1935, plans were made by missionaries to relinquish teacher training canthers separate from primary and secondary schools in which case Kagumo College opened in 1944 to train primary school teachers.

Furthermore, Sifuna (1980 p.79) posits that training of teachers at degree level in East Africa dates back to 1962 and was started at Makerere University College. He further notes that in 1966, Kenya set up a department of education in which it became a faculty

of education in 1970 at Nairobi where undergraduate courses in sciences and arts with education were taught.

The World Bank (1974) cited in Sifuna (1980) notes that there is a relationship between teacher training and students' academic achievement. He stresses that academic achievement is a predictor for teaching effectiveness. This inevitably calls for a well trained teaching workforce as Karugu (2007) notes that challenge of meeting manpower needs in education has shifted to quality in graduate teacher education, professionalism and unemployment of graduate teachers.

Teachers' qualifications tend to have a positive effect on teaching and learning process at the secondary level. According to education Act Cap 211 of the government of Kenya, the teaching staff in a school must be appropriately qualified and adequate in numbers. The education Act further states that in case of secondary schools, a substantial proportion must be university graduates (Teachers Service Commission Code of Regulation, 2005). This is in agreement with Bogongo (1992) who argues that teacher education is an integral component of education. It involves the preparation of properly identified and selected individuals for teaching profession. The teacher education program should be designed and administered to produce a cadre of competent teachers to serve a prescribed system of education. This is because these are the key factors contributing towards any enhanced quality of classroom experience.

Some techniques, Fullan (1982) observes, are more self-actualized and have greater sense of efficacy which leads them to take action and to persist in the effort to bring successful change. This kind of instruction is used to enhance learning although there is need for

effective teacher training (Romiszowski, 1984). The ideal teacher training exposes to a variety of teaching theories and methods. This should not be a one-time affair but a continuous process as the skills continually to be updated. An in-service programme provides teacher with an understanding of curriculum innovation, the need and its implications. It would be improper that teachers in the classroom will automatically pick new skills and knowledge. There is need to deepen the insight of the teachers involved for the success of the implementation of the innovation (Taba, 1962).

Another scholar, Olembo (1992) says that program development encompasses the development of new courses, improvement of the existing ones, variation of subject content, modification of teaching techniques, use of audio-visual devices adaptation of the relevant teaching experiences for special needs, class organization and in-service courses for teachers to suit the needs of the teachers and learners and cater sufficiently for education.

According to Kavita (2008), in- service teacher education is taken to include all those courses and activities in which a serving teacher may participate for the purpose of extending his professional knowledge, interest or skill. Preparation for a degree, diploma or other qualification, subsequent to initial training would be included within this definition. Through in-service, teachers can update themselves and become adequately primed for reorganization and curriculum innovation. The working life of a teacher is seen not to encompass not one, but a host of major revolutions in educational practice, so that teacher pre- service education cannot provide more than an introduction to professional work. The corollary of this popular viewpoint is that practicing teacher must accept study and experiment as part of his normal duties.

The assessment of need and demand for in-service teacher education should be attuned to the needs of the schools and the circumstances of the teachers. Priorities for in-service education will vary from one locality to another. A survey conducted in Britain in 2005 revealed that, 80 percent of teachers declared positively their need for in-service training, yet between one-sixth and one-quarter of experienced teachers had not taken any form of training whatsoever, and most of the remainder had participated in only one or two courses. In one northern county, 49 percent of all teachers had taken no in-service training at all, and this fact underlines the unevenness of provision (ibid).

Eshiwani (1988) expresses the quality of education in terms of output i.e. the number of students completing a cycle and the number of students passing important examinations. Therefore measure of quality so far can only be measured by how students excel in national examinations.

Also, Ndege (1992) crowns it all when he asserts that qualified teachers provide an advantage to pupils in the sense that their teachers have a deeper mastery of content and understanding. This further amplifies the need for qualified teachers.

These observations by scholars point out a relationship between teacher training and academic achievement. All previous education commissions since independence: the Ominde Commission (1964), Gachathi Report (1976) and Kamunge Report (1988) observed keenly and recommended the dire need to have a well trained and competent teaching force. It was because of these recommendations that untrained A-level secondary school teachers were redeployed to primary school in 1993 while SI/diploma

arts based teachers in secondary schools were also redeployed to primary in 1994 (TTEC, 1994).

Therefore, in view of this, quality teaching automatically calls for thorough training.

Thus the Beecher report (1949 p.46) noted:

“Most important in any education programme is the teacher, whenever we have good teachers, there are good scholars regardless of the kind of building or equipment. Poor teachers mean poor schools”.

According to Kenya economic survey report of (2004), by 1990, only 61% of teachers were trained and by 2002, 95.5% were trained. Therefore, this scenario presents a situation by which it is difficult to respond satisfactorily to questions cast on the ever declining performance in English language subject. A survey by Gachathi Report (1976:1) and Koech (1999 p.300) observed a deficiency in curriculum execution by graduate teachers. Other policy documents like Sessional Paper No. 1 of 2005 have also echoed the same.

Another scholar, Sanders (1988), notes that the single largest factor affecting academic growth of populations of students is the difference in effectiveness of individual classroom teachers. In the same vein, Ferguson (1991) also notes that good teachers have distinguishable impact on student exam scores. Therefore the researcher understood the great need of ascertaining the extent of such influence in Wareng district.

In the picture of Olajedo,(1991), although there are numerous problems currently facing the teaching and learning of English language in the developing English language speaking countries, the major threat comes from lack of professionalism in ESL. It is argued that ESL teaching and learning activities results primarily from chronic teacher

related factors such as: Shortage of well trained teachers, use of unqualified teachers in language classrooms, and lack of in-service training opportunity. For learning to become meaningful according to him, adequate attention should be given to these factors by recognizing ESL teaching as a profession which can be practiced by only well trained teachers and by making available facilities for proper training of teachers.

On training, Barasa (2006) established that training was a factor that influenced the teaching and learning of English language. He cited the problems to do with training as: lack of facilities, including language laboratories, poor staff-student ratios and consequent lack of tutorials , a curriculum pitched at too high a level for school teaching , inappropriate balance between language and literature, inadequate teaching criteria, no enough teaching practice, and inadequate supervision of teaching practice of two terms and the Ministry of Education to establish a unit to coordinate the development of teachers' resource centers and allocate funds for the provision of resources for schools. The ministry should also facilitate the holding of more frequent courses and seminars. This underscores the need for the teachers to update their skills through in service training seminars.

At the moment, the government plans on restructuring the secondary school teacher trainings program. The policy requires that all teacher trainees attain the basic qualifications in their respective subject areas and subsequently undertake post graduate training in pedagogy or extend the Bachelor of education degree program to be five years like other professions (Teachers' Image, 2007). From this it is evident that teachers' qualification and training are significant factors that affect the teaching and learning process.

2.6. Relationship between Various Teaching Techniques and Achievement

In the process of teaching according to Mackey cited in Elizabeth and Rao (2007), a method of teaching is very important. A teacher with good method of teaching is liked by students. A good method of teaching results into good learning. A method is a servant and not a master. In a method, the word 'how' is important. Thus in a method, we come to know how should something be presented. a method determines what and how much is taught (selection, the order in which it is taught (gradation), how the meaning and form is conveyed (presentation) and what is done to make the use of language unconscious.

The most important question to be asked when considering the use of a particular teaching technique is why you want, or perhaps do not want, to use that particular technique. The key issue is how it fits into the whole learning process. The teacher will organize that process into the curriculum. It consists of a number of activities and resources planned to be used in certain sequence in order to achieve a series of objectives, and it is this objectives that must determine appropriate teaching methods to be used (Ments, 1999).

On methodological debate, Dobson and Bromley (2011), pose that interactive teaching method involves interaction between the students and the teacher. The teacher has to prepare and know where the session is going. It is suitable for groups of up to thirty. If teachers are serious about improving their teaching; then they need to move away from the traditional lecture to interactive teaching. Role play technique too is interactive and must be under the direction of the teacher. Reddy (2008), argue that:

“In recent years, the emphasis on teaching has shifted from formal recitation to social participation of students in the educative process. Modern psychology has brought out the importance of the organismic

nature of learning process and such, both learning and the teaching are being recognized as social activities.”

Over the years both educators and non-educators have conducted research on how to teach students best. In one recent study, Field, Wilhelm, Nickell, Culligan and Sparks (2009) examined various teaching methods and adoptions made for whole class instruction. Their research established that their cooperative learning was the best in improving academic achievement. This method allows the students to become a part of the classroom culture.

The scholars, Perveen ,Mahmood and Arif (2011) argue that if proper and suitable teaching techniques are used , even the students of less intelligence can easily learn. Lizarraga, Baquedano and Rufo (2010) argue that instructional methods used by teachers largely determine academic outcomes of students. They recommend use of instructional methods that promote thinking skills arguing that learning to think skillfully is an efficient way to achieve many goals, but it is also an end in itself, the main goal of education. Children’s achievement has been a major focus of many studies examining the effects of interaction pattern, on learning outcomes.

Notably, Reddy (2008), poses that, “if the education system does not have aims, it results in wastage of effort on the teacher’s part and of energy and talent on the part of the students (p.3). So, without effective choice of methodology, objectives of teaching English language will never be attained.

In the words of Heidgerken, “learning is not an addition of new experiences, parse, nor it is old experience summed up, rather it is a synthesis of old and new experiences which result in a completely new organization or pattern of experience,” (Reddy,2000).Learning

is a process that is purposeful and goal oriented. It is an active process. The activity involved is both physical and mental and this activity is in response to a felt need from within. The learner is conscious of the purpose and consequently, of the values inherent in it (p. 7).

According to Broughton (1980) cited in Gudu (2010), teachers often use methods that were used by their teachers to teach them. This cannot be true in the teaching and learning of English language in the 21st century. Also Dobson and Bromley (2011) pose that:

“Even the best curriculum and the most perfect syllabus remains dead unless quickened into life by the right methods of teaching and the right kind of teacher”. Method is the means of teaching predetermined ends. It forms the important link in the total teaching and learning chain with the goals and purpose on the one hand and results and values on the other. Method is the middle link connecting the objectives with its value. Method determines the quality of result.” (p. 205).

Therefore, a technique is a key element in the process of teaching and learning without which nothing can be achieved.

2.7.0. Related Studies

2.7.1. Studies outside Kenya

Imholz (2008), cited in Bradshaw Lowewstein (2011), studied clinical research on psychodrama research on role play looking at therapeutic activity that has both cognitive and emotional outcomes of the role play as a change agent but also as process that contributes to personal growth. The researcher found out that role play was effective in the development of the subjects/patients’ cognitive and emotional outcomes. This past study is similar to the present in that teachers role is to model their students to develop cognitive development through the guidance from a teacher in role play activities.

However the past study dealt with clinical research which aimed at therapeutic purposes whereas the present study is on educational.

2.7.2. Studies in Kenya

Ongondo, (2003) carried out a study on the impact of drama on communicative competence of secondary school students in English language. His objective was to find out whether in drama students show better communicative competence in English language than non-drama techniques. His concern was on the university graduates who were incompetent in speaking and writing skills. He found out that drama technique has a positive impact on learners' communicative competence in English language. That is, drama enhances a participants writing and speaking abilities.

Although Ongondo's study was focused on the teachers' ability to organize and use drama to deliver content in English language teaching, the current study is concerned with the use of role play technique in teaching English language and geared towards improving performance of the students in KCSE English language. He recommended that English language teachers should attend in-service courses and drama workshops so as to improve their techniques in the use of drama for enhancement of communicative competence. This became a base for the present study whereby it is expected that English language teachers are competent in the use of role play technique so as to improve in English language teaching. The present study is different from the past in that the researcher investigated the use of role play technique in teaching of English language lessons.

Another scholar Ochieng (2003) sought to find out whether drama as an educational co-curricular activity has any impact on a learners' communication competence in English

language. He observed that many scholars, employers and other parties have decried the inability of school learners and graduates from higher institutions of learning to communicate competently in English language. His assumption was that drama techniques makes learning learner centered and that drama was good for exposing learners to learning experiences .He concluded that, all dramatization activities are important in all styles of teaching and learning, drama helps students generate ideas, if teachers need to involve learners in learning activities, drama needs much time and that teachers negative attitude towards drama is an inhibitor towards the use of drama. The current study similarly sought to find out the attitude of teachers and students towards the use role play technique, barriers affecting its use and other techniques used by teachers in teaching of English language.

Kaptingei (2006) conducted a research on the use of drama techniques in teaching of English language in secondary schools in Uasin Gishu district. His concern was that there was low performance in English due to teachers' selection of techniques that were not learner centered. His assumptions were: drama techniques make learning learner centered and that learners can be given exposure to language through participation in drama. Similarly, the current study was carried out in in the same county and focused on students and teacher respondents. He concluded that: all dramatizations are important in all styles of teaching and learning, drama help students generate ideas and that teachers negative attitude towards drama is an inhibitor towards use of drama. The past study identified gaps to be filled by the present study since the present study assessed the use of role play technique in teaching English language of which was expected to promote effective

teaching and learning of English language and also sought to establish the attitude of teachers and students on the use of role play technique.

Likewise, Jeruto, (2006), conducted a study on factors affecting the teaching and learning of poetry in integrated English language syllabus among the selected secondary schools in Nandi North district. Her concern was on low mean scores in poetry over the years. The current study also was concerned with low performance in English language in KCSE exams over the years in wareng district. The past study concluded that, teachers have negative attitude towards poetry, and that teachers do not vary teaching methods, and that they rely heavily on discussion and question and answer and thus recommended in- service courses for teachers of English language. Similarly, the present study sought to establish the teachers and students attitude towards the use of role play technique and also to find out the other techniques used by teachers in teaching of English language. However, the present study wanted to establish barriers hindering use of role play technique as well as finding out teachers' levels of training in relation to role play technique.

Wafula, (2009), carried out a study on challenges of the integrated method on the teaching of Oral Literature in Kenyan Secondary Schools in Eldoret Municipality. He recommended that curriculum developers should ensure that there is more time allocated to literature and language so as to enable teaches to teach all aspects of literature and language without bias. Enough time according to him will enable teachers to involve learners in more activities using a variety of methods, such as field trips, discussions, dramatization, simulations and games. Similarly, the present study aimed at assessing the use of role play technique in teaching of English language. This was to be done with the

understanding of the integrated nature of English language syllabus as an element leading to active student participation in lesson activities like role play activities in order to find out barriers on its use and other methods used by teachers in teaching of English language.

2.8. Chapter Summary

The chapter covered various literature related to the current study. The literature reviewed enabled the researcher to identify gaps in the past studies because each research field yielded rather different results, and one reason for this study was simply that each report was based on different kinds of situations. In conclusion in regard to above studies and available literature, these were reasons for the present study to be carried out.

From the reviewed literature:

Attitude was found out to be central in education process and either promotes or inhibits students' learning. Galton and Williamson (1992) averred that, the teachers' attitude towards a certain strategy affects their efficiency in teaching. In agreement with this assertion, Oyugi (1992) claims that teacher attitude influences the behavior of students towards the learning of a particular subject. According to him, attitude has some direct influence on behavior and behavior is a function of attitude.

The major threat facing the teaching and learning of English language in the developing English language speaking countries comes from lack of professionalism in ESL teaching. Time was another major factor in the use of role play technique.

Teacher training was portrayed as important in teachers' ability to teach. The World Bank (1974) cited in Sifuna (1980) notes that there is a relationship between teacher training

and students' academic achievement. Sifuna (1980) further stresses that academic achievement is a predictor for teaching effectiveness. A good method of teaching results in good learning. A method determines what and how much is taught. (Mackey cited in Elizabeth and Rao, 2007).

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction

This chapter is mainly concerned with the description of research design and methodology that the researcher used in the research process. It comprised the description of the study area, research design, target population, sample size and sampling techniques, data collection instruments, data collection procedures, methods of data analysis and presentation, ethical considerations and the chapter summary.

3.1 Description of the Study Area

The study was conducted in Wareng district of Rift Valley province. The district has two divisions namely Kesses and Kapseret and has been divided into five zones with a total of 50 secondary schools. It is among the 43 districts in Rift Valley Province and is one of the new districts created through the presidential decree during the 2007 pre-election period. The district was carved out of the larger Uasin-Gishu District with another two emerging: Uasin-Gishu West and Eldoret East. Wareng district covers 989 square kilometers and it borders the following districts: Nandi south, Nandi north, Eldoret West ,Eldoret East and Kericho. The main occupation of the district is mixed farming boosted by hot and wet weather.

The district has trained teachers of English language of diverse experiences. Dismal performance in the English language over the years gave reason for the choice of the study area in order to establish whether the teachers' choice of teaching techniques could be the reason for such low performance. This was important not just for knowledge

creation but also in provision of critical information for policy formulation in the use of role play technique in the process of instruction. Therefore, findings from the study made it possible to make generalization about the teaching of English language in Kenya in general.

3.2 Research Design

A research design is the arrangement of conditions for collecting and analyzing of data in a manner that aims to combine relevance to the research purpose with economy in procedure. It is the conceptual structure within which research is conducted; it constitutes the blue print for data collection, measurement and analysis of data (Kothari, 2008). According to Adams (et al) (2007), it is the blue print for fulfilling research objectives and answering research questions. It is a master plan specifying the methods and procedures for collecting and analyzing the needed information while methodology is the science and philosophy behind all research.

The study adopted a descriptive survey research design which is a systematic collection of information from a group of people in order to describe some aspects of characteristics of the population of which that group is part. According to Oso and Onen (2005), descriptive survey research design can be used to investigate populations by selecting samples to analyze and discover occurrences, with the purpose of providing quantitative and numeric descriptions of some part of the population in accordance with the study objectives in order to describe and explain. This design was appropriate for the research topic since the design allows rapid data collection and ability to understand populations from a part of it; and is also suitable for extensive research. It was preferred because it enabled the researcher to collect data by administering the following research

instruments: questionnaires, observation and interview schedules. It also enabled the researcher to describe the attitudes, opinions, behaviours and characteristics of the population studied.

3.3 Target Population

Target population is the actual population to whom the researcher would like to generalize; and accessible population is the population to whom the researcher is entitled to generalize (Jack, Frankel and Wallen, 2008).

The study targeted 2,588 form three students and 50 teachers of English language. The form three classes were selected because it was assumed that by the third year of study, the students would be fully exposed to the English language syllabus and would be in a position to critically give relevant information on the topic based on their experience since teaching at this stage is both intensive and extensive. Teachers of English language were selected because they are the ones who directly deal with the students based on their training and experience and thus were in a position to respond to the items pertaining to the study.

3.4.0 Sample Size and Sampling Techniques

3.4.1 Sample Size

According to Jack, Frankel and Wallen (2008), a sample is any part of a population of individuals on whom information is obtained. Sampling refers to the process of selecting individuals to participate (e.g to be observed, questioned in a research study). A sample should be as large as a researcher can obtain with reasonable expenditure of time and energy. Moore (2006) also suggested that the sample size must be big enough to represent

all the characteristics of the larger group. A representative sample is that which is similar to population in all characteristics

The sample was determined by prior calculation of the sample size required to meet confidence limits for the population values. This was done in accordance to Krejcie and Morgan (1970) table for determining of sample size for research activities (Appendix v). The sample size consisted of all the 50 teachers of English language and 335 form three student respondents. Out of the 50 schools, 30 were sampled representing 30% of the target population. This justified the sample size selected and met confidence limits for the population values.

3.4.2. Sampling Techniques

This is the description of the strategies which the researcher will use to select representative elements/ subjects/ respondents from the target/ assessable population and is used to collect focused information by selecting typical and useful cases only. (Oso and Onen, 2005). The following probability and non probability techniques were used in the study: Purposive sampling technique of which it consists of individuals who have special qualifications of some sort or are deemed representative on the basis of prior evidence (Jack, Frankel and Wallen, 2008). Purposive sampling according to Adams (et al) (2007) is a non- probability sample that conforms to certain criteria. Two schools were purposely sampled. These were the ones ranked the first and the last in KCSE examination in English language. The reason for purposely including the two schools was to gather data that was likely to give an indication of factors that likely controls performance in these schools. The form three classes were selected because it was assumed that by the third year of study, the students would be fully exposed to the

English language syllabus and would be in a position to critically give relevant information on the topic based on their experience. Teachers of English language were selected because they directly dealt with the students based on their training and experience. It was also used to select Wareng district following the information on KCSE results obtained from the DEO's office.

The other technique was stratified random sampling. According to Jack, Frankel and Wallen (2008), it is a sample selected so that certain characteristics are represented in the sample in the same proportion as they occur in the population. The sampling frame according to Moore (2006) should be divided into mutually exclusive groups. The nature of the study area necessitated the use of 30 out of 50 secondary schools in the district representing 30% of the total number of schools. The strata were: 2 Provincial, 23 District, and 5 Private schools respectively. The reason for the establishment of the strata was to investigate whether there were conditions affecting language learning in certain school environments. This increased precision and representation of schools as well as avoiding bias.

Simple Random Sampling was the third used technique. According to Jack, Frankel and Wallen (2008), it is a sample selected from a population in such a manner that all members of a population have an equal chance of being selected. The technique was used because it ensured that each subject had an equal and independent chance of being selected into the sample. According to Adams (et al) (2007), it is applied to homogenous populations in nature. In the study, 335 form three student respondents were selected through this technique by use of table of random numbers.

3.5.0 Data Collection Instruments

Data collection is the ability to achieve research aims and answer the research questions depending on the effectiveness of data collection (Adams (et al) 2007). The study employed questionnaires, interview schedules and observation to collect data (Appendix I, II, III and IV). These instruments were developed based on research objectives. The questionnaires carried a broad view of data collected and the interview and observation schedules provided further information that could have been omitted.

3.5.1 Questionnaires for Teachers and Students

A questionnaire consist of a number of questions printed or typed in a definite order on a form or set of forms. It is mailed to the respondents who will write down the reply in the spaces meant for the purpose in the questionnaire itself (Kothari 2004). These instruments were used to collect quantitative data because results from those instruments are generalizable to entire population (Gaur and Gaur, 2009). Questionnaires were preferred because the researcher could reach many respondents otherwise not easily approachable conveniently, that information required was easily described in writing and was good for the literate subjects. Questionnaires were used because they are good for studying attitudes, opinions and judgments (Mishra, 2008). The research objectives provided guidance in designing of these questionnaires.

For both types of questionnaires, closed ended items limited the number of responses of which it helped the researcher to get straightforward and uncomplicated information. To overcome the shortcomings of the closed ended items, the researcher also used open ended response items to provide an opportunity for respondents' self expression which was analyzed by compiling a coding frame (Moore, 2006). A short paragraph at the

beginning of the questionnaires provided information on the purpose of the study, its nature and assurance of privacy and confidentiality. A good covering letter according to Moore (2006) should be motivating and can improve response rate by 10 to 15 percentage points. The researcher made a quick follow up of the questionnaires to avoid losing them. They were hand delivered to all respondents in various schools and were collected after a week for coding and analysis to avoid low response rates.

Teachers' questionnaires were structured in such a way that the first section aimed at getting personal information such as the type of school, teaching experience, gender and professional qualifications. This was important because the researcher wanted to establish if these affects teacher's instruction abilities. The proceeding section was on teaching techniques for teaching English language and contained Likert type of scales. This was used to obtain information from teachers on their attitude towards the use of role play technique, barriers that hindered its use in teaching of English language, their training in relation to the use of role play technique, and other techniques that teachers applied in teaching English language. The respondents were required to answer all the items by ticking the responses that matched their views. Students' questionnaire was aimed at obtaining personal information, their attitude on the use of role play technique and barriers that hinders its.

3.5.2 Interview Schedule for Teachers.

According to Adams (et al) (2007), an interview provides qualitative data required to understand in depth information for people's behavior or feelings. It allows mass information to be collected though sample size tends to be small. Also, according to Gaur and Gaur (2009), the major merit of interview schedule is its ability to collect in

depth information. According to Jack, Frankel and Wallen, (2008), interview is used to check the accuracy, verify or refute information gained through observation.

Out of the 50 teachers of English language, 20 were interviewed to find out their opinions on the use of role play technique in teaching of English language. According to Oso and Onen(2005), an interview schedule is a person to person verbal communication in which one person (or a group of persons) asks the other questions intended to elicit information or opinions. This is aimed at collecting information that cannot be directly observed or are difficult to put down in writing, obtain historical information, and gain control over the line of questioning. The instrument enabled the researcher establish rapport with the respondents and also explain meaning of unclear terms and get more information through probing.

The interview schedule led the respondents towards giving data to meet study objectives. The interviewer stuck to the interview schedule to avoid wasting time and being irrelevant. To facilitate data collection and analysis, video recorder was used and write – ups was done as proposed by Moore (2006). In an interview situation, the researcher made unconscious collection of data since it was to be played back when required. It was possible to re-analyze the data in order to test the objectives of the study.

3.5.3. Observation Schedule

The observation schedule according to Adams (et al) (2007) captures information of the failures of other data collection instruments and was employed to capture the actual student-teacher interaction pattern realities by observing and recording what goes on during English language lessons with the objective of assessing the use of role play technique. This was based on Flanders, (1970) observation schedule, (Appendix IV).

3.6.0 Validity and Reliability of Research Instruments

3.6.1 Validity

According to Gaur and Gaur (2009), validity is the ability of measuring instrument to measure the property it is supposed to measure (p. 31). External validity refers to the extent that the results of a study can be generalized from a sample to population (Jack, Frankel and Wallen, 2008). It is the consistency of scores or answers from one administration of instruments to another, and from one set of items to another. Validity of the data collection instruments was discussed with experts as proposed by Gaur and Gaur (2009). The researcher incorporated discussions from supervisors, lecturers and colleagues. Relevant corrections were made to ensure content validity of the research instruments.

3.6.2 Reliability

According to Gaur and Gaur (2009), reliability refers to the confidence we can place on the measuring instrument to give the same numeric value when the instrument is repeated on the same object. This is the measure of degree to which a research instrument yields consistent data after repeated trials. It is influenced by random error. As random error increases, reliability decreases. This is the deviation from the true measurement due to factors that have not effectively been addressed by the researcher; like inaccurate coding, ambiguous instructions to the subjects, interviewees' fatigue, or bias.

Questionnaires were tested for reliability through a pilot study using test re-test technique by administering them twice as suggested by Gaur and Gaur (2009) after an interval of one week to a group of respondents from three secondary schools which were not sampled for study in the district in order to avoid the respondents influencing each other

and therefore interfering with the findings. The instruments were then improved in order to gather required information. A pilot is a small replica of the main study in order to point out any ambiguities inherent in the instruments, difficulty, clarity and also to detect language level and understanding of the respondents.

Scores from the first and the second test was recorded and Pearson's Product Moment of Correlation Co-efficient (r) was worked out to establish the reliability of the instruments. A reliability coefficient of 0.713 was obtained and accepted. If the two variables are closely related, a coefficient somewhat close to + 1.00 is obtained and this showed that there was a high degree of association of variables and thus high reliability (Jack, Frankel and Wallen, (2008).

3.7 Data Collection Procedure

The researcher sought permission from the Ministry of Education through the Head of Department School of Education Moi University and then paid a courtesy call to the District Commissioner and District Education Officer to inform on the purpose of the study and letters of clearance (Appendix VI, VII and VIII) were issued. The Researcher then visited the various head teachers of the selected schools of Wareng District. While in the field, introduction and the purpose of the visit was given. A letter to the respondents through their head teachers was used to introduce the researcher to the respondents (Appendix IX). The questionnaires were hand delivered to the respondents and collected after a week. Lesson observation and interview schedules for the teachers of English language were carried out upon booking of appointments with them.

3.8 Methods of Data Analysis and Presentation

Data analysis implies editing, coding, classification and tabulation of collected data so that they are amenable to analysis. The term analysis refers to the computation of certain measures along with searching for patterns of relationships that exists among data groups. (Kothari,2004). According to Moore (2006), data analysis is putting data into useful information by interpreting the findings and converting data into information (p.105).

Quantitative data was analyzed by use of descriptive statistics by means of frequencies and percentages and presented in form of tables. Tabular layout was important in presenting information to reveal patterns with figures which could not be seen in narrative form. Qualitative data was generated through frequency counts of key words which were coded into themes, categories pertinent to research objectives by way of discussions and descriptions. Each item of the instrument was used to draw general conclusions after subjecting them to independent analysis. The data is presented in chapter four.

3.9.0. Ethical Consideration

According to Adams (et al) (2007), failure to conduct one's work in an ethical manner leads to failure in all stages of research cycle. Ethics according to Oso and Onen, (2005) deals with one's conduct and serves as a guide to one's behaviour. Since researchers are people genuinely concerned about other people's quality of life, they must be people of integrity who will not undertake research for personal gain or research that will have a negative effect on others. To avoid any interruptions, it was necessary that all precautions were taken in those ethical issues such as permission from the Ministry of Education

through the Department of Curriculum, Instruction and Educational Media- Moi University.

The researcher conformed to the principle of voluntary and informed consent for the respondents to willingly participate in the research. In the study, the participants were given adequate information to the aims of the research, expected duration, the procedures that were to be followed, their possible advantages, the credibility of the research and the way the results was to be used. No form of deception was used.

Confidentiality and Anonymity was observed. It refers to the agreement between the researcher and the subjects that information gathered from them be kept from other people assessing it. Lack of confidentiality and mishandling of the information provided could cause respondents physical or even psychological harm. Anonymity refers to the identity of individual being protected either by using numbers, third parties or pseudo names. Anonymity is a situation where a respondent's name is not disclosed. (Oso and Onen, 2005). The respondents were protected by keeping the information given confidential. Coding of questionnaire linked with a name was necessary to enable a follow up of the respondents.

3.10 Chapter Summary

This chapter described the research design and methodology of the study. Descriptive survey research design was used. Form three students and teachers of English language were identified as respondents.

Sampling techniques (purposive, stratified and simple random) were employed. Research instruments included: questionnaires, interview, and classroom observation schedules. The chapter further described how the researcher established validity and reliability.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

This chapter presents the data, its analysis and interpretation. It dealt with teachers' and students' questionnaires as well as the teachers' interview and lesson observation. Out of the 335 questionnaires administered to the students, 298 were returned and out of the 50 for teachers, 46 were returned. Where the five-point scale ranging from "Strongly Agree" (SA) to "Strongly Disagree" (SD) was used to show respondents' responses. "Strongly Agree" (SA) and "Agree" (A) were combine to be "Agree" (A) and "Strongly Disagree" (SD) and "Disagree" (D) were combined to be "Disagree" (D). "Undecided" (U) did not change.

The purpose of the study was to assess the effectiveness of English language teaching through the use of role play technique as a relevant method of instruction. The Analysis focused on the following areas:

- i). Attitude of teachers towards the teaching of English language using role play technique.
- ii) Attitude of students towards learning English language using role play technique.
- iii) Barriers that hindered the use of role play technique in teaching English language.
- iv) Teachers level of training in relation to the use of role play technique.
- v) Other techniques used in teaching language.

Data is presented in the following ways: Information provided from the 298 students' and 46 teachers' questionnaires, data from 20 lesson observations as well as teacher interviews done at the end of every lesson observation.

Analysis of the findings from the various instruments was done independently. This helped in getting comprehensive accounts on the use of role play technique in teaching language in the selected secondary schools. Descriptive statistics (frequencies and percentages) were used to analyze the responses to various questionnaire items using tables to facilitate comparison.

4.1 Demographic characteristics of the Respondents

The schools were categorized into provincial, district and private schools. From each, 2 provincial, 23 district and 5 private schools were selected. It was expected that school type might influence the teachers in the choice of a technique of teaching in a way. Students sample size was 335 representing 13 % respondents. This sample size was adopted from Krejcie and Morgan (1970) table of determining sample size (Appendix v).

Out of the 298 student respondents, district schools registered a high number than the other categories. The total number of students from provincial schools was 44 (14.8%), district, 200 (67.1%) while the private schools were 54 (18.1%) as shown in Table 4.1.

Table 4.1. Distribution of Students' School Type and Enrolment

School Type	F	Number of schools selected	%	Number of Students selected	%
Provincial	2	2	7.0	44	14.8
District	39	23	77.0	200	67.1
Private	9	5	16.0	54	18.1
Total	50	30	100.0	298	100.0

4.2 Students' Enrolment and Age

According to table 4.2, the students' age was as follows: Below 14 years 5(1.7%), 15-17 years 193(64.7%), and above 18 years 100(33.6%) respectively. This indicates that most students fell between ages 15-17 years (64.7%) of the respondents. This shows that the students were mature enough to be engaged in role play activities and were able to give relevant information on the topic. Generally, it is at this stage that the cognitive structure is logical and is expected that students thinking involve abstraction (Cameroon, 2002).

Table 4.2.Distribution of Students' Age

Age	Frequency	%
Below 14 years	5	1.7
15-17 years	193	64.7
Above 18 years	100	33.6
Total	298	100.0

4.3. Students' Gender Ratio

As per table 4.3, the number of male was 188 (63.1%) and 110 (36.9%) for the females respectively. This indicates that there was fair gender representation.

Table 4.3.Distribution of Students' Gender

Gender	Frequency	%
Male	188	63.1
Female	110	36.9
Total	298	100.0

4.4. Teachers' Background Information

Teachers sample size was 50 representing 100% respondents but only 46 representing (92%) were available. Out of the 46 teachers, district schools registered a high number 27

(58.7%), followed by provincial 12 (26.1%) and private 7 (15.2%) respectively as shown in table 4.4. This shows that there was fair representation of school categories.

Table. 4.4. Distribution of Teachers’ School Type and Enrolment

School Type	F	Number of schools selected	%	Number of teachers selected	%
Provincial	2	2	7.0	12	26.1
District	39	23	77.0	27	58.7
Private	9	5	16.0	7	15.2
Total	50	30	100.0	46	100.0

4.5 Teachers’ Age

According to table 4.5, majority of the teachers 20 (43.5%) were between 20-30 years while 19 (41.3%) were between 31-40 years while those at 41-50 years were only 7 (15.2%). This represents a diverse group with varied experiences.

Table 4.5: Distribution of Teachers’ Age

Age	F	%
20-30 years	20	43.5
31-40 years	19	41.3
41-50 years	7	15.2
Above 51 years	0	0.0
Total	46	100.0

4.6. Teachers’ Gender Ratio

It was revealed in table 4.6 that majority of the teachers were female 34 (73.9%) while male were only 12 (26.1%). However, such information disqualifies any imagination that there exists any disparity in the distribution of teachers in the study area.

Table 4.6. Teachers' Gender Ratio

Gender	F	%
Male	12	26.1
Female	34	73.9
Total	46	100.0

4.7. Teachers' Teaching Experience

Teaching experiences is based on number of years a teacher has been teaching. It indicates the level of competence a teacher has acquired. It may also work as a pointer towards achievement of objectives of teaching and learning language and using them appropriately to develop interpretation skills. Teachers' teaching experience was important in their performance because years of experience would present a variety of experiences to the teacher.

Experienced teachers connect new materials to be learned to what learners already know, encourage more open discussion, and are more flexible (O'Connor, Fish, and Yasik, 2004), experienced teachers are better able to attend to everything going on in the classroom and use what they observe to adjust their teaching (Ainley and Luntley, 2004) both cited in (Cruickshank, Jenkins and Metcalf 2009).

Respondents were asked to indicate their years of experience as teachers of English language and table 4.7 shows that majority of them had taught for 1-5 years 18 (39.1%) an indication that they were still fresh from teacher training institutions. Those with experience of between 6-10 years were 12 (26.1%) and above 11 years were 16 (34.8 %). From this, it can be concluded that there were more experienced teachers than those who had served for less than 5 years as Indoshi (1992) noted, effectiveness and efficiency with

what the teacher does is determined by his or her academic characteristics as well as his or her experience as a teacher.

Generally, years of experience were taken by the researcher to imply that teachers knew their students well and would therefore choose appropriate teaching techniques that would enhance the effectiveness of teachings strategies, for the sake of learners' different learning abilities. Experience plays a very important role in enlightening a teacher to use appropriate technique in teaching and learning process in an attempt to improve the academic performance of learners.

Table 4.7. Teachers' Teaching Experience

Teaching experience	F	%
1-5 years	18	39.1
6-10 years	12	26.1
Above 11 years	16	34.8
Total	46	100.0

4.8. Teachers' professional qualification

According to table 4.8, 35 (76.1%) teachers had Bachelor of Education Degree while 5 (10.9%) had masters and 6 (13.0%) had a diploma in education. This means that majority of them had reached high levels of education and were knowledgeable enough to teach in secondary schools. According to Bogongo (1992), teacher education is an integral component of education. Diversity in level of qualification provided a heterogeneous sample which was not biased and thus meant that the mode of teaching was varied and hence a wide range of views were given.

Table 4.8. Teachers' Professional Qualification

Education level	F	%
Diploma	6	13.0
Degree	35	76.1
Masters	5	10.9
Other	0	0.0
Total	46	100.0

4.9. Teachers' Additional Training

The researcher also sought to know if teachers had any additional training apart from their basic teacher training and table 4.9 illustrates the findings: majority of the teachers 12(26.1%) had attended workshops ,10(21.7%) had in-service training while only7(15.2%)had attended seminars. Taba, (1962) emphasized the need to deepen the insight of the teachers through continuous training for the success of the implementation of any innovation. World Bank, (1974) cited in Sifuna (1980) draws a positive relationship between teacher training and students' academic achievement. However, 17 (37.0%) teachers never had any additional training and this could impact negatively on their teaching. Diversity in the teachers' additional training provided heterogeneous sample which was not biased. This meant that the mode of teaching was varied and hence wide range of views was given.

Table 4.9. Teachers' Additional Training

Additional training	F	%
In-service	10	21.7
Seminar	7	15.2
Workshop	12	26.1
None	17	37.0
Total	46	100.0

4.10. Students' Attitude towards Role Play Technique

According to table 4.10, study revealed that only 68 (22.8%) students agreed that they found learning English language difficult to understand and this could be attributed to Were's (1982) argument that there is a link between attitude and performance in a subject. It is true that learning a language is closely related to attitudes that people have towards a language (Starks and Paltridge 1996 p.218). In fact, majority of the students 212 (71.2%) disagreed with the statement that they found learning English language difficult to understand implying that they found learning it easy. This shows that English language is liked by many students.

Majority of the students 258 (86.6%) agreed that they found learning English language using role play interesting. This was in contrast to a small number, 16(5.4%) who were of the contrary opinion. This is attributed to the argument by Bradshaw and Lowenstein (2011) that, role play provides immediate feedback to learners regarding their success in using interpersonal skills as well as decision-making and problem-solving skills. It also offers learners an opportunity to become actively involved in the learning experience in a non threatening environment.

A great number of students 222 (74.5%) disagreed that it was a waste of time to use role play technique to teach English language implying that they were in favour of the technique contrary to only 44 (14.8%) who agreed that it was a waste of time to use the technique. The value of a technique is determined by how far it enhances the learning and student participation in role play activities during the lesson.

A total of 222 (74.5%) students disagreed that they forgot too fast what they had learnt using the technique while only 52 (17.5%) agreed that they forgot too fast what they had

learnt using role play technique. Role play offers experiences that boosts retention as Dick and Carey (2001), argue that educational experiences that involve the learner physically and that give concrete examples are retained longer than abstract experiences such as listening to a lecture.

Table 4.10. Students’ Attitude towards the use of Role Play Technique

Statement		Agree	Undecided	Disagree	Total
I find learning English language lessons difficult to understand	F %	68 22.8%	18 6.0%	212 71.2%	298 100%
I find learning using role play interesting	F %	258 86.6%	24 8.1%	16 5.4%	298 100%
It is a waste of time to use role play technique	F %	44 14.8%	32 10.7%	222 74.5%	298 100%
I forget too fast what I earlier learnt using role play technique	F %	52 17.5%	24 8.0%	222 74.5%	298 100%

4.11. Students’ opinions on Barriers of the use of Role Play Technique

According to table 4.11, majority of the respondents 230 (77.2%) agreed that role play technique was not good for shy students while only 60 (20.1%) disagreed on the statement. This was in contrast to argument by Dewey (1930) who suggested that learning should be participatory. In fact, Gathumbi and Masembe, (2005) proposed that role play gives an opportunity to students to develop oral, listening and interrogation skills. This means that even shy students will be participating through listening. Teachers should engage all students actively as Glaserfeld (1985: b) compares the role of the teacher to that of a midwife in the birth of understanding as opposed to being ‘mechanic of knowledge transfer.’

Evidently, 160 (53.7%) respondents disagreed that the technique diverts learners' attention while 114 (38.2%) agreed that the technique diverts learners' attention. A good technique as per Partin (2009) arouses the interest of learners in a topic and simplifies the content.

A small number of respondents, 69 (22.8%) agreed that role play activities are difficult for learners to grasp while majority 208 (69.8%) disagreed on the statement. This could be attributed to the fact that Role play technique according to the idea of Corsaro (2003) should promote creativity and imagination rather than distraction.

On the issue of time, 180 (60.4%) respondents agreed that the technique required lot of time and Olembo (1992) acknowledges that program development encompasses modification of teaching techniques to suit the needs of the learners and extension of time to allow the use of role play technique .Another 94 (31.5%) respondents disagreed that the technique required a lot of time. This means that role play activities should be designed within the scope of time assigned for lessons. This will be achieved following early preparation by the teachers concerned.

Tables 4.11.Students' opinions on Barriers on use of role play technique

Barrier		Agree	Undecided	Disagree	Total
Not good for shy students	F %	230 77.2%	8 2.7%	60 20.1%	298 100%
Divert learners attention	F %	114 38.2%	24 8.1%	160 53.7%	298 100%
Activities are difficult for students to grasp	F %	69 22.8%	22 7.4%	208 69.8%	298 100%
It requires a lot of time	F %	180 60.4%	24 8.1%	94 31.5%	298 100%

4.12. Students' Opinion on some techniques used in teaching language

The study sought to know the opinion of students towards the use of some techniques used in teaching language. The respondents were asked to indicate how often their teachers of English language used the techniques provided in the questionnaire and table 4.12 illustrates this. "Very often" and "often" were matched to be "often", "Rarely" and "Never" remained unchanged. MOEST (2006) recommended learner-centered approaches to be used by teachers. This emphasizes active learner participation in the instructional process through participatory learning. A good method of teaching according to (Mackey cited in Elizabeth and Rao (2007), results in good learning and emphasis should be laid on it.

Question and Answer registered the largest number of respondents at 270 (90.6%) as the most used technique in teaching language. Only 20 (6.7%) and 8 (2.7%) respondents indicated that question and answer was rarely and never used technique respectively. Another 268 (89.9%) respondents indicated that they often used discussion technique. Gudu (2010) also reported that the two techniques-question and answer and discussion are mostly used by teachers. This could be attributed to teachers trying to save time as also suggested by Mwamba (2005). Only 24 (8.1%) rarely used the technique but only 6 (2.0%) respondents never used the technique at all.

Statistics from table 4.12 shows that 224 (75.1%) respondents reported that their teachers often used group work technique. Another 58 (19.5%) and 16 (5.4%) respondents indicated that they rarely and never used the technique respectively. Dictation was indicated that 212 (71.1%) respondents often used the technique while 50 (16.8%) respondents rarely used it and 36 (12.1%) never used the technique at all.

Lecture method followed with 162 (54.4%) respondents reporting that it was often used while 88 (29.5%) rarely used and 48 (16.1%) respondents indicated that it was never used. Still, 158 (53.1%) respondents indicated that demonstration method was often used while 62 (20.8%) and 78 (26.2%) indicated that it was rarely and never used respectively.

A good number of respondents at 134 (45.0%) showed that their teachers preferred the use of role play technique. According to Corsaro (2003), role play promotes development of learners' social, emotional, creativity and imagination. Another 126 (42.3%) and 38(12.7%) indicated that they rarely and never used the technique respectively.

The use of debates was reported by 114 (38.2%) respondents that it was often used while 98(32.9%) indicated that it was rarely used. Only 86 (28.9%) respondents indicated that debates were never used.

Resource person was reported by majority 112 (39.6%) respondents that it was never used. Broughton (1980) stressed the importance of resource persons in language teaching since such persons possess special knowledge and skills which are of interest and significance to learners. Oketch (2005) also laid emphasis on the use of resource persons. Another 104 (34.9%) respondents showed that resource persons were rarely used and only 82 (27.5%) indicated that it was used often.

Fieldtrips were indicated to be never used by 216 (72.5%) respondents and a smaller group of 24 (8.0%) showed that it was often used while 58 (19.5%) respondents indicated that it was rarely used.

Table 4.12. Students' opinions on techniques used in teaching language

Technique		Often	Rarely	Never	Total
Role play	F %	134 45.0	126 42.3	38 12.7	298 100
Lecture	F %	162 54.4	88 29.5	48 16.1	298 100
Discussion/explanation	F %	268 89.9	24 8.1	6 2.0	298 100
Question and answer	F %	270 90.6	20 6.7	8 2.7	298 100
Field trips	F %	24 8.0	58 19.5	216 72.5	298 100
Group work	F %	224 75.1	58 19.5	16 5.4	298 100
Resource person	F %	82 27.5	104 34.9	112 37.6	298 100
Debates	F %	114 38.2	98 32.9	86 28.9	298 100
Demonstration	F %	158 53.0	62 20.8	78 26.2	298 100
Dictation	F %	212 71.1	50 16.8	36 12.1	298 100

4.13. Teachers' Attitude towards the Use of Role Play Technique

The study sought the attitude of teachers on the use of role play technique in teaching English language and the following information was obtained as shown in table 4.13. Statistics showed that only 9 (19.5%) respondents indicated that they found teaching English language difficult while majority 36 (78.3%) found it easy. So, if teachers have negative attitude towards role play technique, then their attitude will influence the students.

Generally, 44 (95.7%) respondents reported that role play technique made teaching most effective. This shows that it was a valued technique because usefulness of a technique is established by the extent at which the lesson objectives are achieved and how it enables

students to participate in enhancing the understanding of the language. Only 2 (4.3%) teachers reported that role play technique made teaching less effective.

It was noted that 40 (86.9%) respondents agreed that those teachers who used role play technique had positive attitude towards teaching. Statistics indicated that majority of the teachers had positive attitude towards the use of role play technique as compared to only 1 (2.2%) respondent who was of the contrary opinion. Another 32 (69.5%) respondents indicated that they frequently used role play technique in their language lessons while 11(24.0 %) disagreed that they frequently used the technique.

Lastly, only 2(4.3%) teachers disagreed that students enjoyed lessons when role play technique was used. However, majority of the respondents 43(93.5%) were of the opinion that students enjoyed learning when role play technique was used. This means the technique is appealing to the learners.

Table 4.13. Teachers Attitude on the Use of Role Play Technique

Statement		Agree	Undecided	Disagree	Total
I find teaching English language difficult	F %	9 19.5%	1 2.2%	36 78.3%	46 100%
Role play techniques makes teaching most effective	F %	44 95.7%	0 0%	2 4.3%	46 100%
Teachers who use role play have positive attitude towards teaching	F %	40 86.9%	5 10.9%	1 2.2%	46 100%
I frequently use role play technique during my English language lessons	F %	32 69.5%	3 6.5%	11 24.0%	46 100%
Students enjoy lessons when role play is being used	F %	43 93.5%	1 2.2%	2 4.3%	46 100%

4.14. Teachers' Opinions towards the Barriers on the Use of Role Play Technique

Teachers' opinions were sought on the setbacks on the use of role play technique and statistics from table 4.14 showed that 35(76.0%) respondents agreed that role play technique required a lot of time to organize. This was in agreement with Kaping'ei (2006) and Mwamba (2005) assertion that teachers try to save time by only teaching areas which was to be tested in national examination, while 11(24.0%) disagreed that the technique required a lot of time to organize. Munoko, Anyanzwa and Otunga, (2007), Owino, (1991), and Barasa(2005), had predicted that merging of English and Literature could cause serious problems that lead to resistance, confusion and reduction in time allocation. This could be the reason why many teachers reported that time was a barrier in use of role play technique.

Notably, 29(63.0%) respondents agreed that the technique was too involving for teachers to organize while only 14(30%) respondents disagreed that the technique was involving for teachers to organize.

A good number, 34(73.9%) of the respondents disagreed that the technique diverted learners' attention. This indicated that the technique is good for instruction. On the contrary, only 7(15.2%) respondents agreed that the technique diverts learner's attention.

On the opinion that role play activities were difficult for the learners to grasp, 39(84.8%) respondents disagreed with the statement meaning that the technique simplifies the concepts taught; while only 3(6.5%) teachers agreed that role play activities were difficult for the students to grasp.

Table 4.14. Teachers’ Opinions towards the Barriers in the Use of Role Play Technique

Statement		Agree	Undecided	Disagree	Total
Too involving for teachers to organize	F %	29 63.0 %	3 7.0%	14 30.0 %	46 100%
Divert learners attention	F %	7 15.2 %	5 10.9 %	34 73.9 %	46 100%
Activities are difficult for students to grasp	F %	3 6.5 %	4 8.7 %	39 84.8 %	46 100%
It requires a lot of time to organize	F %	35 76.0%	0 0%	11 24.0%	46 100%

4.15. Teachers’ opinions on their training in relation to use of role play technique.

Table 4.15 indicated that majority of the teachers 28(60.9%) indicated that they had adequate training on the use of the technique meaning that they had confidence when using it. Olajedo (1991) attributes the numerous problems facing the teaching and learning of English language in the developing countries to lack of professionalism in ESL teaching thus teacher training is paramount. Also, Education Act 211 illustrates the link between teacher qualification and teaching and learning process.

A smaller number, 15(32.6%) indicated that the teachers training on the use of role play technique was not adequate. Inadequate teacher training will impact negatively on learners as argued by Karugu (2007). Another scholar, Olembo (1992) calls for in-service courses for teachers to suit the needs of the teachers and learners and cater sufficiently for education. Also, Barasa (2006) indicates that there is a relationship between teacher training and teaching of English language.

Table 4.15 Teachers opinions on their training in relation to use of role play technique.

Teaches' opinion on their Training	Frequency	Percentage %
Adequate	28	60.9%
Not adequate	15	32.6%
Hard to evaluate	3	6.5%
Total	46	100.0

4.16. Teachers' Opinions towards Some Techniques Used in Teaching Language

Teachers' opinions were sought on commonly used techniques for teaching language and the respondents were asked to indicate how often they used the techniques provided.

Table 4.16 illustrates this.

Discussion and question and Answer techniques were the majorly used by the teachers as reported by 46 (100%) and 46 (100%) respectively. Mukwa and Too (2002) also found out that discussion was used by most teachers. They further posed that the technique was learner centered in that students exchange points of view so as to arrive at collective conclusion under the supervision of the teacher. Gathumbi and Masembe (2005) echoed the same sentiments on discussion.

Group work was the second preferred method with 40(86.9%) respondents using the technique often while 5(10.9%) rarely used it and only 1 (2.2%) respondent never used it at all. Choice of a particular technique, determines the quality of results achieved since a technique act as a link in the total teaching and learning chain, (Kochar, 1991).

Remarkably, 33 (71.8%) respondents indicated that they used demonstration often while 11(23.9%) and only 2(4.3%) rarely and never used the technique respectively. Another

32(69.6%) respondents often used dictation while 12(26.1%) rarely used it and only 2(4.3%) never used the technique at all.

Role play had a large number 31 (67.4%) respondents who often used the technique while 14 (30.4%) rarely used it but only 1 (2.2%) never used the technique at all. Debates was indicated that 28(60.8%) respondents often used it while 17 (37.0%) rarely used it but only 1(2.2%) respondent never used the technique at all.

Lecture method was indicated that only 1(2.2%) respondent never used the technique. Another, 20(30.4%) respondents rarely used it but 25 (54.4%) respondents often used the technique. More so, 26(56.5%) respondents rarely used field trips while 16(34.8%) never used it but only 4(8.7%) respondents often used the technique.

The use of resource persons was the least used among the techniques provided. Statistics indicated that 7(15.2%) respondents often used the technique while 34(73.9%) rarely used it and only 5 (10.9%) respondents never used the technique at all.

Table 4.17: Teachers Opinions on Techniques Used In Teaching Language

Technique		Often	Rarely	Never	Total
Role play	F %	31 67.4	14 30.4	1 2.2	46 100%
Lecture	F %	25 54.4	20 30.4	1 2.2	46 100%
Discussion	F %	46 100.0	0 0	0 0	46 100%
Question and answer	F %	46 100.0	0 0	0 0	46 100%
Field trips	F %	4 8.7	26 56.5	16 34.8	46 100%
Group work	F %	40 86.9	5 10.9	1 2.2	46 100%
Resource person	F %	7 15.2	34 73.9	5 10.9	46 100%
Debates	F %	28 60.9	17 37.0	1 2.2	46 100%
Demonstration	F %	33 71.8	11 23.9	2 4.3	46 100%
Dictation	F %	32 69.6	12 26.1	2 4.3	46 100%

4.18 Observation Checklist

An observation checklist as an instrument of data collection was very useful. It helped the researcher to correlate parts of the information given in the questionnaire. According to Adams (et al) (2007) observation captures information of the failures of other data collection instruments. It targeted the following aspects of teaching and learning: Barriers on the use of role play technique and other techniques of teaching English language.

4.19. Teachers' Interview

In order to complement the data collection methods used, the researcher found it necessary to include teachers' interview schedule which provided mass in depth qualitative data of respondents as averred by Adams (et al) (2007). The study employed respondents' type of interview which is a style of interview where the interviewer retains all control through the whole process.

Twenty teachers were interviewed after their lessons had been observed. Data was collected and recorded through a video recorder. This was found to be efficient and saved time. Teachers' questions were constructed with regard to the research objectives previously highlighted. Majority of the respondents 18 (90%) said that they found teaching the language easy and added that role play technique made teaching most effective although it was overlooked by the teachers.

A significant number 16 (80%) respondents were of the opinion that time was a major barrier in the use of role play technique. The same percentage also said that the technique was not good for shy students. Another 14 (70%) respondents said that their training in the use of role play technique was adequate while only 6 (30%) respondents said that their training was not adequate. This was what one teacher said:

“Role play technique is very vital in teaching and learning but the major obstacle is the time; forty minutes do not allow for it to be used. I wish English language lessons could be allocated more time”.

This was also an extract from another teacher's argument:

“Students could perform even much better if only time allocated to English language lessons was adequate. At times, I may be teaching a topic that role play is most suitable to be used but time is too short and I end up using other techniques that requires less time though not effective since syllabus has to be covered in time”.

On the techniques used for teaching language, 15 (75%) respondents said that they often used question and answer, discussion and explanation while 13(65%) respondents said that they used role play technique. Least among the techniques rarely used was the use of resource person with only 3 (15%) respondents.

4.20. Comparison of Findings from Teachers' Questionnaire and Observation

From the lessons observed, it was found out that the teachers had different approaches to their lessons depending on the topic taught. It was generally evident that few techniques were used in most of the lessons contrary to what was found out from the teachers' questionnaire. Such techniques are like the use of role play where the questionnaire indicated that 31(67.4%) respondents used role play technique often but in actual classroom observation only 10 (50%) respondents used it. Discussion from the questionnaire was indicated that 46 (100%) respondents used it but from the observation, 16 (80%) respondents used the technique. Some techniques like question and answer, explanation, demonstration and dictation never had any great disparity from the two instruments used.

The variation as indicated from the statistics from the two instruments was attributed to the fact that some respondents chose to withhold or reveal some information. Therefore, observation and interview would be important to support or negate information amongst all the three instrument employed.

4.21. Summary

This chapter dealt with data presentation, analysis and its interpretation. Both students and teachers were found to have positive attitude towards the use of role play technique. Majority of the teachers 44 (95.7%) reported that role play made teaching most effective. Most students 222 (74.5%) reported that role play boosted retention of the learned content. Most teachers 35 (76.0%) found time to be a great challenge on the use of role play technique. Teachers had reached high levels of education and were qualified to teach at secondary school level. Majority 28 (60.9%) reported that they had adequate training

on the use of role play technique while 15 (32.6%) never had adequate training. A significant number of teachers 17 (37.0%) reported that they had no additional training apart from the basic teacher education while 12 (26.1%) had attended workshops, 10 (21.7%) in-service courses while 7 (15.2%) had attended seminars.

Teachers relied heavily on the use of question and answer as well as discussion at the expense of other techniques. Use of the resource persons was the least used of all techniques. The next chapter presents the summary of findings, conclusions and recommendations.

CHAPTER FIVE

DISCUSSION OF FINDINGS, CONCLUSION AND RECOMMENDATION

5.0 Introduction

This chapter presents discussion of the findings of the study together with the conclusions, which were drawn from the findings. Recommendations, which arose from the study, are also provided. Suggestions for further research are also included in this chapter.

5.1 Summary

The purpose of the study was to assess the use of role play technique in teaching language in selected secondary schools of Wareng district. To achieve this, the study focused on answering the research questions. Data for the study was collected through the use of the following instruments: questionnaires for teachers and students, teachers' interview schedule and observation schedule based on Flanders (1970). Quantitative data collected was analyzed using descriptive statistics (frequencies and percentages). Qualitative data was coded, tallied and discussed under themes. The findings of the study raised issues which the researcher discusses, concludes and makes recommendations in this chapter.

5.2 Discussion of the Findings

5.2.1 Attitude of Teachers and Students towards the Use of Role Play Technique.

Attitude can either be favorable or unfavorable which often lead to either positive or negative reaction towards the technique. Though there is a disagreement on the role of

attitude on learning, some researchers (Gardner, 1985 p.5) claim that learning comes from individual's need to understand and express oneself and has nothing to do with an individual attitude to express oneself and also has nothing to do with an individual attitude towards a language/subject. Gardner (1984 p. 41) claims that favourable attitudes would be expected to result in better performance than in negative ones. Also, Hilgard, and Atkinson (1975), suggest that attitude have profound effect on learning. Yet others (Strong, 1984) have suggested that the more satisfaction a learner derives from the achievements of learning a task may influence his/her attitude towards learning a particular subject.

This study agrees with scholars like Strong (1984) on the attitude of students learning task being influenced by the satisfaction derived from it. In the study, both students and teachers had positive attitude towards role play technique. A good number, 258 (86.6%) of the student respondents indicated that they found learning using role play interesting while 222 (74.5 %) disagreed that the use of role play technique do not lead to wasting time. Role play technique was found to boost students mastery of the content learned since effectiveness of a teaching and learning is determined by the method employed Rodgers and Evans (2008). This is evident from 222 (74.5%) respondents who disagreed to the statement that they forget too fast what they learnt using role play technique. Also, both teachers and students had positive attitude towards English language and this could be attributed to the relationship between attitude and bilingualism as posed by Baker, (1992).

5.2.2. Barriers on the Use of Role Play Technique

Most teachers and students indicated that there was shortage of time and thus role play activities were not utilized well leading most teachers to concentrate on techniques that enabled them to cover syllabus at the right time at the expense of learner needs. Several authors have reported the same challenge (Owino, 1991; Monoko 1996; Barasa 2005) Anynzwa and Otunga 2007). It was observed that 40 minutes was not adequate to be used in role play activities. Thus teachers requested for more time in lessons to allow use of role play technique.

Majority of the students agreed that role play technique was not good for shy students; 230 (77.2%). However, with the argument of Pierangelo (2008 p. 47), the technique is good for students with intellectual disabilities for it provides an opportunity for them to practice appropriate small talk, a social skill that is key to acceptance in the classroom; it enables students develop problem solving, questioning skills, understanding and internalization of concepts and development of positive relations between the teacher and the students.

5.2.3 Teachers' Training

Majority of the teachers who participated in the study had adequate professional qualification, however, some of them 15 (32.2%) never had adequate training on the use of role play technique. Ndege (1992) asserts that qualified teachers provide an advantage to pupils in the sense that such teachers have a deeper mastery of content and understanding. Lack of proper training on the use of the technique could lead to poor performance as Sifuna (1980) stress that teacher academic achievement is a predictor for teaching effectiveness. Most teachers 17 (37.0%) never had any additional training; 12

(26.1%) had attended workshops while 10 (21.7%) had in-service training and only 7 (15.2 %) had attended seminars.

5.2.4 Techniques used in teaching Language

Reddy (2008) lay emphasis on the importance of choice of the right teaching techniques as it is a yardstick for successful delivery of the content of the lesson. A technique is a vehicle of delivery of the content. Question and answer and discussion were the majorly used techniques in expense of other techniques. The use of resource persons was the least used. Role play was reported that it was often used by 31 (67.4%) teacher respondents while 14 (30.4%) rarely used it; but only 1 (2.2%) respondent never used it at all. Role play according to Dobson and Bromley (2011) promotes interaction between the students and the teachers and should be emphasized. However, from observation; most teachers never used role play as they claimed in the questionnaire. According to Tyler (1949), learning takes place through active behavior of the student; it is what he does that he learns not what the teacher does. It is possible for two students to be in the same class and for them to be having different experiences.

5.3 Summary of the Findings

This chapter presents a discussion of analyzed data and the organization was in such a way that related information obtained was reported. Characteristics of the sample were presented first to facilitate analysis and reporting. The views of the respondents were tabulated and analyzed in terms of frequencies and percentages as well as discussed under themes. To adequately address the research problem, data was analyzed and presented in relation to objectives of the study. The following is the summary of the findings of the study:

Concerning the teachers' attitude on the use of play technique, it emerged that a significant number 44 (95.7%) had positive attitude towards the role play technique. Oyugi, (1992) argued that teacher attitude has an impact on the students learning. On students' attitude towards the role play technique, 258(86.6%) respondents indicated that they had positive attitude towards it. Both teacher and student respondents agreed that role play activities motivated students making teaching and learning effective. Attitude adversely affects the teaching and learning processes. Role play activities motivated learners thinking. This made learning lighter to handle as students were able to participate in role play activities.

Time was the major barrier realized in the use of role play technique as indicated from the statistics by 180 (60.4%) student and 35 (76.0%) teacher respondents. It was also evident that 230(77.2%) student respondents agreed that the technique was not good for shy students although on the part of the students from observation schedule, the use of role play techniques gave them an opportunity to express their views, critically analyzed issues in question, listened carefully and developed their ideas with the assistance of their teachers. They learnt to accept other students' views or critique and developed social responsibility and respect among themselves. During presentations, students felt that teachers recognized their efforts which motivated them to make contributions towards role play activities and their teachers had opportunities to correct their diverse opinions.

It emerged that most of the language teachers had reached high levels of education and were knowledgeable enough to teach in secondary schools as illustrated by the statistics: Bachelors degree in Education 35(67.1%), and 6(13.0%) had a diploma in Education while 5(10.9%) had masters degree. However, on their training on the use of role play

technique, it was established that only 15(32.6%) respondents were of the opinion that they never received adequate training on the use of the techniques while those who said that they had adequate training were 28 (60.9%). Majority of the teachers 17(37.0 %) showed that they never had any additional training on teaching language apart from their basic training. Only 12(26.1%) had attended workshops, 10(21.7%) had in-service training and 7(15.2%) respondents had attended seminars. Success of a teacher according to Santrock (2004) is based on their professional knowledge and positive attitude towards their work.

The study established that the teachers of English language did not vary their teaching techniques and that they relied heavily on the use of discussion and question and answer as reflected by 46(100%) respectively. Over-reliance on a single method may be detrimental to the students especially where teacher-centered approaches are dominant as it happened in many cases. Jeruto (2006) also found out that teachers majorly relied on the use of question and answer and discussion methods. It is with this in mind that the MOEST (2006) recommended learner-centered approaches to be used. Group work followed with 40(86.9%) and 32 (69.6 %) used dictation. However, it was found out that there was some discrepancy on the use of role play technique from the information obtained from teacher's questionnaire and actual observation. This was attributed to the fact that respondents would choose to withhold or reveal information in questionnaires. Some teachers indicated from the questionnaire 31(67.4 %) that they used role play technique but from observation only 10 (50%) respondents used the technique.

5.4 Conclusion

Teaching should not be teacher centered but student centered:

Both teachers and students showed positive attitude towards the use of role play technique. Students were actively involved in role play activities as they were motivated. They realized their mistakes, discovered what they did not know hence developing problem solving skills. While the students became actively involved, they developed intrinsic rewards as the teacher readily offered extrinsic form of reward. Thus students not only gained knowledge but knew how to acquire it independently. A high degree of retention and assimilation resulted after role playing. This made the students assimilate more of the subject matter. The students were able to present, explain, discuss and justify their own ideas creatively.

Most teachers found time allocated for English language lessons limited. Therefore, they used methods that involved students minimally though the nature of the subject draws a lot of participation from both the teachers and the learners. They however, disagreed that role play technique is time wasting and unproductive. Those class members that were not assigned character roles because they were shy participated as observers and contributed to the analysis and even engaged in 'small talk' thus motivated them to participate in role play activities. So, role play technique is good for students with varied abilities.

Teachers had adequate training to teach English language in secondary schools. However, some never had adequate training on the use of role play technique. Almost half had never had any additional training apart from their basic teacher training.

Most teachers did not vary their teaching techniques. Question and answer and discussion were the majorly used techniques in expense of other techniques. Role play technique

was never used by most teachers contrary to their information 31 (67.4%) provided from their questionnaires that that they used it often.

5.4 Recommendations

1. The learner-centered approaches of teaching and learning such as role play technique should receive increasing emphasis. This is the trend of the 21st century where students are expected to be engaged actively in learning activities so as to discover knowledge by themselves through participation in learning activities. Therefore, role play that is self initiated learning should be encouraged since skills of constructive criticism and evaluation are developed. Ideas are manipulated and explored in democratic manner which eventually give rise to successful teaching and learning process. Teachers should instill positive attitude to their students since their attitude have profound effect on their students.

Teachers should precede the lessons with sessions of role play activities to stimulate the learners and ensure free flow of ideas. The teacher can therefore use role play to reinforce language items and grammatical structures that had been taught in the previous lessons. This is in line with what Salmon (2002) proposed to be used for warming up the group prior to enactment. Teachers need to execute their lessons with brainstorming activities to motivate the learners and build positive attitude towards learning.

2. Curriculum developers to re-design the curriculum in order to allow more time for student activities. Teachers also need to organize time for remedial teaching of English language during which learners express themselves in role play activities. For

shy students who cannot speak freely, teachers need to motivate them by praising, reinforcing and correcting them during any role play activity.

3. The study recommends in-service courses for English language teachers to focus on modern teaching techniques. There is need to equip them further through workshops, seminars/conferences and in-service courses in order to improve their competence to handle role play activities for better results in the future. Teaching approaches employed by the English language teachers need to be harmonized by their English language department or school administrators to ensure that the lessons are well prepared.
4. Teachers should vary their teaching methods in order to create a positive attitude among the learners. They should be innovative and flexible during their teaching sessions and use other methods of teaching to break the monotony of over-using question and answer and discussion techniques. Therefore, there is need to re-organize undergraduate courses for trainee teachers of English language to include teaching techniques and thorough practice on them as a way of improving teaching skills and competence for the teachers.

5.5 Suggestions for Further Research

1. Similar studies should be done in other parts of Kenya to validate the findings.
2. Find out why most teachers do not use role play technique and yet their attitude towards it is positive.
3. Techniques of teaching English language and their effectiveness in performance in English language.
4. Time allocated for teaching and learning of English language.

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APPENDICES

APPENDIX I: QUESTIONNAIRE FOR TEACHERS

The researcher is a postgraduate student at Moi University pursuing Master of Philosophy (M.Phil) course and would wish to enlist your support by answering the questionnaire below. The purpose of this questionnaire is to obtain teachers' views on the use of role play technique. Kindly respond honestly to each question and return the questionnaire to the undersigned. Information provided will only be used for the purpose of this study and will be handled with outmost confidentiality.

Julius Kemboi

Instructions to the Respondent

1. Do not indicate your name on the questionnaire.
2. Do not indicate the name of your school on the questionnaire.
3. Please tick [√] as appropriate the response that applies to you.

Part A: General Information on the Respondent.

1. School type: Provincial District Private
2. Gender: Male Female
3. Your age bracket: 20– 30 years 31 – 40 years 41 – 50 years 50 and above
4. Your education level: Diploma Degree Masters other ,
specify.....

5. Years you have taught: 1– 5years [] 6– 10 years [] 11-15 years []
above16years []

Part B: Teachers’ Attitude towards the Use of Role Play Technique

The following table gives teachers’ views on the use of role play technique. Please Tick [√] in the box what represents your opinion: Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (D), and Strongly Disagree (SD).

	STATEMENT	S A	A	UD	D	SD
6	I find teaching English language subject difficult					
7	Role play technique makes teaching most effective					
8	Teachers who use role play have positive attitude towards their teaching					
9	I frequently use role play technique during my English language lessons.					
10	Students enjoy lessons when role play technique is used during English language lessons.					

Part C: Barriers in the Use of Role Play Technique

The following table gives barriers on the use of role play technique during English language lessons. Please Tick [√] in the box what represents your opinion: Strongly Agree (SA), Agree (A) Undecided (UD), Disagree (D) and Strongly Disagree (SD).

	BARRIER	SA	A	UD	D	SD
11	Too involving to teachers to organize					
12	Divert learners’ attention					
13	Activities are difficult for students to grasp					
14	Time allocated do not allow organization of such activities					

Part D: Teachers' Level of Training in relation to Role Play Technique.

15. Evaluate your training in college/university and the use of use of role play technique.

Very Adequate [] Adequate [] Not Adequate [] Hard to Evaluate []

16. What other training have you had? In-service[] Seminar [] Workshop [] None []

Part E:Some Techniques used in Teaching English Language.

17. Show how often you use the following techniques in teaching English language.

	TECHNIQUE	VERY OFTEN	OFTEN	RARELY	NEVER
i	Role play				
ii	Lecture				
iii	Discussion/Explanation				
iv	Question and answer				
v	Field trips				
vi	Group work				
vii	Resource person				
Viii	Debates				
ix	Demonstration				
x	Dictation				

18. Please make any comment that you think is important in teaching and learning of English language as far as use of role play technique is concerned

.....

.....

19. In comparison to other methods of teaching, comment on the use of role play technique.....

.....

Thank you for taking your time filling this questionnaire.

APPENDIX II: QUESTIONNAIRE FOR STUDENTS

The researcher is a postgraduate student at Moi University pursuing Master of Philosophy (M.Phil) course and would wish to enlist your support by answering the questionnaire below. The purpose of this questionnaire is to obtain students’ views on the use of role play technique. Kindly respond honestly to each question and return the questionnaire to the undersigned. Information provided will only be used for the purpose of this study and will be handled with outmost confidentiality.

Julius Kemboi

Instructions to the Respondent

1. Do not indicate your name on the questionnaire.
2. Do not indicate the name of your school on the questionnaire.
3. Please tick [√] as appropriate the response that applies to you.

Part A: General Information on the Respondent.

1. School type: Provincial District Private
2. Gender: Male Female
3. Your age bracket: Below 14 years 15-17 years above 17 years

Part B: Students' Attitudes towards role play technique

The following table gives students opinions on the use of role play technique. Please tick [✓] in the box what represents your opinion: Strongly Agree (SA) Agree (A) Undecided (U), Disagree (D) and Strongly Disagree (SD).

	STATEMENT	SA	A	U	D	SD
4	I find learning English language difficult to understand					
5	I find learning using role play interesting					
6	It is a waste of time to use role play technique					
7	Role play technique makes teaching most effective					
8	I enjoy English language lessons when role play technique is used					
9	I forget too fast and can't easily remember what I did earlier when role play technique is used					

Part C: Barriers in the Use of Role Play Technique

The following table gives barriers on the use of role play technique during English language lessons. Please Tick [✓] in the box what represents your opinion: Strongly Agree (SA), Agree (A) Undecided (UD), Disagree (D) and Strongly Disagree (SD).

	BARRIER	SA	A	U	D	SD
10	Too involving to teachers to organize					
11	Divert learners' attention					
12	Activities are difficult for students to grasp					
13	Time allocated do not allow organization of such activities					

Part D:Some Techniques Used In Teaching Language.

17. Show how often your English language teachers use the following techniques for teaching English language.

	TECHNIQUE	VERY OFTEN	OFTEN	RARELY	NEVER
i	Role play				
ii	Lecture				
iii	Discussion/ Explanation				
iv	Question and answer				
v	Field trips				
vi	Group work				
vii	Resource person				
Viii	Debates				
ix	Demonstration				
x	Dictation				

18. Please make any comment that you think is important in teaching and learning of English language as far as use of role play technique is concerned.....

19. In comparison to other methods of teaching, comment on the use of role play technique.....

.....
.....
Thank you for taking your time filling this questionnaire.

APPENDIX III: INTERVIEW SCHEDULE FOR TEACHERS

Name of the school.....

School type

1. What is your opinion on the use of role play technique in teaching English language?
2. What barriers do you encounter in the use of role play technique in teaching English language?
3. Evaluate your training on the teaching of English language using role play technique?
4. What techniques do you normally use in teaching English language?
5. Do you plan and use role play as a teaching method?
6. Comment on ways to improve the process of teaching and learning using role play technique.
7. In your opinion what should be done to improve general teaching of English language?

APPENDIX IV: CLASSROOM OBSERVATION SHEET

Subject: English Language

Time School..... Topic Roll

a) Barriers on the use of role play :

- ii) Time
- iii) Divert learners' attention
- iv) Activities are difficult for students to grasp
- v) Too involving to teachers to organize

b) Techniques used in teaching language(Use a tick[√] to show whether the following techniques are used)

	TECHNIQUE	VERY OFTEN	OFTEN	RARELY	NEVER
i	Role play				
ii	Lecture				
iii	Discussion/ Explanation				
iv	Question and answer				
v	Field trips				
vi	Group work				
vii	Resource person				
Viii	Debates				
ix	Demonstration				

x	Dictation				
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APPENDIX V: TABLE FOR DETERMINING OF SAMPLE SIZE FROM A GIVEN POPULATION

APPENDIX VI: APPENDIX VI: RESEARCH AUTHORIZATION

APPENDIX VII: LETTER FROM THE DISTRICT COMMISSIONER

APPENDIX VIII: LETTER FROM DISRICT EDUCATION OFFICER

APPENDIX IX: LETTER TO RESPONDENTS

MOI UNIVERSITY

P.O BOX 3900- 30100

ELDORET

APRIL 02, 2012

TO THE TEACHERS OF ENGLISH LANGUAGE

THROUGH

THE HEADTEACHER

Dear Sir/ Madam,

REF: REQUEST TO ADMINISTER QUESTIONNAIRES, MAKE LESSON OBSERVATION, AND INTERVIEW SCHEDULE IN YOUR SCHOOL.

I am a postgraduate student at Moi University pursuing Master of Philosophy (M.Phil) course and wish to carrying out a research on *“Use of Role Play Technique in Teaching Language in Secondary Schools of Wareng District.”* I am pleased to have sampled your school as one among the many that shall be useful for my study. I kindly request you to respond to the questionnaire attached. Following this, I would also request to attend to one or two of your lessons as it would be convenient to you.

All this shall be in fulfillment of my award of a degree in Master of Philosophy in Education. Attached is a research authorization letter from the ministry of Education.

Thank you in advance for your kind cooperation.

Yours faithfully,

Julius Kemboi.

APPENDIX X: MAP OF THE STUDY AREA (WARENG DISTRICT)

APPENDIX XI: RESEARCH PERMIT