

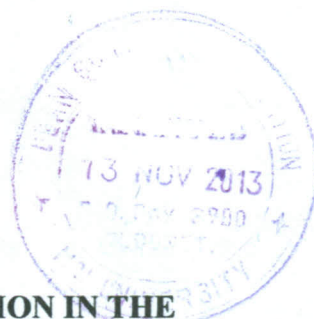
**USE OF ROLE-PLAY TECHNIQUE IN TEACHING ENGLISH LANGUAGE IN
SECONDARY SCHOOLS: A CASE OF SELECTED SCHOOLS IN WARENG
DISTRICT, UASIN GISHU COUNTY, KENYA**

BY

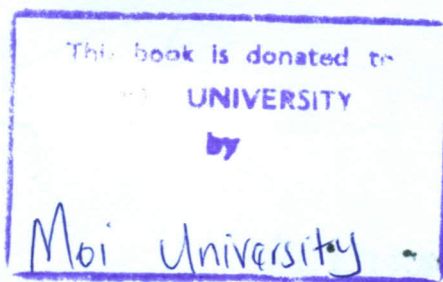
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**A THESIS SUBMITTED TO THE SCHOOL OF EDUCATION IN THE
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ABSTRACT

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 English language dismal performance over the years. English language is very important as it is used as an official language, core subject and medium of instruction. However, there is national concern over its continuous decline in K.C.S.E. The objectives were: to determine the teachers' and students' attitude towards the teaching and learning of English language using role-play technique, identify any barriers affecting its use, establish the teachers' level of training in relation to role-play technique and to find out techniques preferred by teachers in teaching of English language. The study was guided by Brunner's (1966) Constructivist theory and Piaget's theory of Cognitive Development (1953). Both theorists emphasized the importance of cognition in teaching and learning. It adopted descriptive survey research design that made use of questionnaires, interviews and lesson 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. Validity of data collection instruments was determined through expert judgments with supervisors, lecturers and colleagues while reliability was established through a pilot study using test re-test technique and Pearson's Product Moment of Correlation Co-efficient (r) was worked out and average reliability coefficient of 0.713 was obtained and accepted. Data collected was analyzed quantitatively by use of descriptive statistics by means of frequencies and percentages and presented in form of tables and figures. Qualitative data was coded, tallied and discussed under themes. The conclusions of the study were 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, enhanced 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.