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ENHANCING TEACHERS SKILLS IN THE USE OF ROLE-PLAY TO DEVELOP

SPEAKING SKILLS OF PUPILS AT DALUN R/C BASIC SCHOOLS, USING

SCHOOL BASED INSET

ABDUL-KARIM ALHASSAN ABDULAI

UDS/MTD/0051/15

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DEGREE IN TRAINING AND DEVELOPMENT

DECEMBER, 2017

DECLARATION

Student's Declaration

I hereby declare that this submission is my own original work towards the award of a Master of Education Degree in Training and Development, and that to the best of my knowledge, it contains no material previously published by another person nor material which has been accepted for the award of any other degree of the University, except where due acknowledgement has been made in the text.

Student's Signature…………………….   Date…………………………

Name: ABDUL-KARIM ALHASSAN ABDULAI

Supervisor's Declaration

I hereby declare that the preparation and presentation of the Project Works was supervised in accordance with the guidelines on supervision of thesis laid down by the University for Development Studies.

Supervisor's Signature ……………………   Date………………………..

Name: DR. HAJIA ALIMATU C. ISSAKA

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DEDICATION

This piece of work is dedicated to my father, Abdulai Wumbei, who was always in mood prayer during the course of my study in the University, my sister Rahanna, my beloved wives; Hikima and Amina, my three daughters; Champang, Tunteeya and Kataali and to my brother Afa Iddrisu for their support both prayer and encouragement. I also dedicate this to my friend Abdulai Musah and staff of Dalun R/C JHS for their support and encouragement throughout the time of my stay at the University.

UNIVERSITY FOR DEVELOPMENT STUDIES

TABLE OF CONTENT

Contents

UNIVERSITY FOR DEVELOPMENT STUDIES

UNIVERSITY FOR DEVELOPMENT STUDIES

LIST OF TABLES

UNIVERSITY FOR DEVELOPMENT STUDIES

LIST OF ACRONYMS

PRESET	-	Pre-Service Training
INSET	-	In-Service Training
R/C	-	Roman Catholic
JHS	-	Junior High School
GES	-	Ghana Education Service
GNAT	-	Ghana National Association of Teachers
BECE	-	Basic Education Certificate Examination
NAGRAT	-	National Association of Graduate Teachers
NGOs	-	Non-Governmental Organisations
DLS	-	Distance Learning system
CDs	–	Compact Discs
DVDs	-	Digital Versatile Discs
ICTs	-	Information and Communication Technologies
RESAFAD	-	Senegalese Roseau Africa in de Formation a Distance
USAID	-	United States Agency for International Development
UDS	–	University for Development Studies
TLMs	-	Teaching Learning Materials
RME	-	Religious and Moral Education
ATA	-	Alberta Teachers Association

UNIVERSITY FOR DEVELOPMENT STUDIES

ABSTRACT

The main objective of this study was to enhance teachers' skills in the use of Role-play technique to develop speaking skills at Dalun R/C Basic schools. This has become necessary following pupils inability to communicate well in the English language. For this reason, teachers were trained on how to use role-play to develop speaking skills. Population for the study was made of teachers of Dalun R/C basic schools. The study employed action research design and it was done in three faces; the pre-intervention, intervention, and post-intervention. The instruments used for the data collection were observation, questionnaire, and interview. The purposive sampling technique was used to select sample size of twenty-four teachers out of thirty-eight for the study. These teachers were trained on effective use of role-play technique to develop pupils speaking skills at Dalun R/C basic schools. The results obtained from these instruments were put into tables and textual narratives. The results of the post-intervention lesson indicated a significant improvement in the way the teachers implement the role-play technique. The researcher recommended teachers of Dalun R/C Basic schools to further invest in self or personal development to capacitate themselves with skills and knowledge of using a wide range of child-centred teaching methods, strategies, and principles that can enhance pupils speaking skills.

CHAPTER ONE

INTRODUCTION

1.0 Overview

This chapter presents and discusses the background to the study, problem statement, purpose of the study, and the research objectives. The objectives put forward issues that led to the conduct of the research. These issues are formulated into research questions.

1.1 Background of Study

English is one of the compulsory subjects for both upper primary and JHS pupils in Ghana. English has gained a lot of attention in many countries (Tsadidey, 2002). As a matter of fact, it has become an important asset for anyone seeking employment in business, industry or technology in Ghana. Accordingly, the main aim of teaching English in our basic schools is to enable pupils to communicate in English so that they will be able to apply it in learning other subjects such as Mathematic, Social Studies, RME, Integrated Science, just to mention a few, and to cope with the challenges of higher education as well (GES, 2007; Akhyak & Indramawan, 2013). Thus, eventually, the need for equipping Ghanaian pupils with effective speaking skills, as the most important means of communication has arisen and more focus is given to spoken English at the upper primary and JHS (GES, 2007).

According to Oxford Advance Learner's Dictionary (4thed.), speaking is an activity of given speech and talks. Speaking is defined as the secondary stage of peoples' ability to express themselves; orally, coherently, fluently and appropriately in a given meaningful context to serve both transactional and interactional purposes using correct pronunciation, grammar and vocabulary and adopting practical and discourse rules of the spoken language (Torky, 2006). According to Fauzan (2016) verbal language (speaking) helps individual to express

1

his/her thoughts and ideas. This means that being able to speak is an indication of mastery in a language.

Speaking is one of the four language skills (reading, writing, listening and speaking) (Tsadidey, 2002). It is the means through which learners can communicate with others to achieve certain goals or to express their opinions, intentions, hopes, and viewpoints. In addition, people who know a language are referred to as 'speakers' of that language. Furthermore, in almost any setting, speaking is the most widely used form of communication that people employ to put messages across to audience. Example, live telecast and broadcast of events are often brought to people across the nation through verbal mean and with or without nonverbal combination.

Developing good quality teaching is one of the conditions required for second language (English) acquisition. Teachers play significant role in employing teaching techniques that motivate pupils to speak or use language in actual situation. One technique that can be seen effective to arouse speaking skill is role-play (Fatwa, Razali, & Ismail, 2017). Role-play allows pupils to converse in a specific context in which they have a role to act. In this case role-play is appropriate for English language teaching. By applying the role-play, pupils will develop speaking skills and good interpersonal skills at the same time (Taylor, Dlamini, Khanyile, & Mpanza, 2012).

Role-play is very important in teaching speaking because it gives students an opportunity to practice communication in different social contexts and in different social roles (Sumpana, 2010). In addition, it also allows pupils to be creative and to put themselves in another person's place for a while. Pupils, in this case, do not only act as passive learners but they become active learners since there are various activities that put them in an active process.

In spite of the importance of speaking skills as highlighted, it remains a gap among pupils of Dalun R/C Basic Schools. For this reason, the researcher proposes the study on Enhancing Teachers Use of Role-Play to Develop Speaking skills at Dalun R/C Basic Schools Using School Based INSET.

1.2 Perceived Problem

As pupils begin to learn to speak some teachers don't know that they have vital roles to play in connection with that. Teachers need to know certain educational teaching techniques required of them to assist pupils develop speaking skills. To achieve this they need to act as facilitators of teaching and learning (Lall, 2010) especially in the aspect of teaching speaking skills. This means that they need to have the needed skills and competences in the techniques that will engage pupil to learn to speak the English Language. Unfortunately some teachers in the Dalun R/C Basic Schools don't have those skills even though they have completed teacher education institutions. Others have inadequate knowledge on role-play teaching technique that will engage pupils in conversation. Most of the time pupils feel shy to speak before the class. Others feel that lessons end as quickly as possible especially English lessons. In some instances some pupils tend to dislike teachers who speak English with them.

1.3 Diagnosis

After an interview made with the head teachers of Dalun R/C Basic Schools on teaching techniques teachers often used, it was noticed that only two teacher out of thirty-eight used role-play once each for a whole term. To confirm this, four teachers (two from the primary and the others from the JHS) were interviewed again on teaching techniques they use to develop their pupils speaking skills. The answers some of them gave were quite worrying.

3

UNIVERSITY FOR DEVELOPMENT STUDIES

The researcher also observed how teachers conduct their lessons; starting from the manner they prepare lesson notes to lesson evaluation. For about three week of intensive observation, no role-play technique was adopted by any of the teachers to engage pupils even when role-play would have been the most appropriate method, hence the need for the study.

1.3.1 Evidence

When the researcher interacted with pupils to find their level of mastery in the English language, there was enough evidence that showed that speaking competency in English Language was really a canker in the schools. During the interaction, some pupils did not want to come closer to the researcher simple because they did not understand the English language. Others felt shy to speak before their colleagues because they did not want to make mistakes for their friends to mock at them. This attitude was worst in the JHS. The pathetic and worrying was on some of the BECE candidates for the 2016/2017. For these pupils, Ghanaian language (Dagbani) was their mode of communication. Some of these pupils were such that when a question was posed to them in English, the only attempt they could was to respond or gave feedback in Dagbani. When the researcher closely asked some of them why they could not speak English, they gave out different reasons. Some of their responds were:

- When Mr. 'A' teaches I don't understand because I don't understand English.
- Mr. 'B' teaches and he doesn't stop for us to ask him questions.
- For me, I feel shy to talk when my friends are watching me. Because of that I don't speak English.

These and many more gave the researcher much more understanding about the teaching technique that some of the teachers in the Dalun R/C Basic Schools use during their lessons delivery.

BECE results produced by the schools in the year, 2016 showed that pupils' competence in English language was really a canker. From subject by subject analysis of the pupils' results indicated that only quarter (1/4) passed in the English language. This indicated that their inability to speak the English language translated into their low grades. In another related development, a welcome test was conducted for newly enrolled pupils from the primary to the JHS and the marks some of them got were very alarming. Text some of them put on paper signified that their mastery of the spoken language was poor. On the part of teachers lesson notes preparation, it was noticed that almost all the teachers in the primary did not include role-play technique in their lessons for two terms. In the JHS, out of 21 teachers, no teacher integrated the role-play technique for a whole term. When the researcher closely asked two teachers why they did not use role-play technique in class, one of them said he has used it for quite long and cannot use it again because of the nature of the pupils. The other teacher claimed that the technique is time consuming. These gabs suggested to the researcher that the role-play technique was not used often by teachers in the said schools.

1.3.2 Causes

From the researcher own experience as a teacher in the JHS, he noticed the following to be the prime causes of poor speaking skills of the pupils:

- Lack of good supervision on teachers

- Overpopulated nature of the schools

- Low motivation on pupils to speak

- Low involvement of pupils in activities that will make them develop their speaking skills (eg debates, guided and unguided discussions, role-ply etc)

- No opportunity to learn English at home

- Laziness on the part of some teachers

1.4 Statement of Problem

The teaching of speaking skills at basic school level prepares pupils to deal with future development challenges based on proper understanding (Elftorp, 2007). In addition, having good English speaking skills is very necessary especially for pupils because it becomes a bridge for them to know the world (Akhyak & Indramawan, 2013; Kuśnierek, 2015). Furthermore, teaching English in our basic schools is to enable pupils to communicate in English so that they will be able to apply it in learning other subjects such as Mathematics, Social Studies, Religious and Moral Education (RME), Integrated Science (GES, 2007; Akhyak & Indramawan, 2013) , just to mention a few. Also, GES further emphasised that developed speaking skills of pupils will support them to cope with the challenges of higher education. Based on this important fact, the government of Ghana has called for the inclusion of speaking skills in the basic school curriculum (GES, 2007).

Consequently, speaking skills is constantly stressed by various governments to keep pupils abreast with the needs and demands of the society (GES, 2012). Likewise, basic school teachers need to be abreast with the various principles and guidelines of teaching speaking skills in the curriculum. In order for teachers to accomplish this outstanding task, they need to have the right skills of engaging pupils to learn speaking.

In spite of the fact that speaking skills is one of the important aspects in Ghanaian school curriculum, it is still not given the needed attention by language teachers of Dalun R/C Basic

schools. This is because some are reluctant and others shown inadequacies in terms of competence in the teaching of speaking skills in classrooms. This gap in the communication development of pupils has been a major concern for parents of Dalun R/C Basic schools. This dissatisfaction was expressed by the parents at a general PTA meeting on Thursday 13th October, 2016. A dramatic aspect of the parents complains were students' inability to understand and reply appropriately whenever they speak to them in the official language (English) at home. Basing on these reports, it was observed and realised that some teachers were not teaching the speaking skills outlined in the basic syllabus. Similarly, majority of the teachers use pupils' mother tongue (Dagbani) as a medium of instruction in all the subjects taught in the school as a result of the pupil's inability to communicate in the English Language.

In response to this communication deficiency among pupils in Dalun R/C basic schools, an INSET programme on role-play technique is recommended. Such an INSET programme will improve the teaching of speaking skills (Udoh, 2014; Tietaah, 2011; Udofia & Ikpe, 2012). Hence, this INSET was conducted to enhance teachers' interest and competence in the teaching of speaking skills in the Dalun R/C basic schools.

1.5 Purpose of the study

The purpose of this study was to enhance teachers' skills in the use of role-play technique to develop pupils speaking skills at Dalun R/C basic schools. Specifically, it attempts to identify the teachers' perception regarding implementation of role-play technique in the said schools. The study also seeks to identify challenges associated with role-play implementation as well as examine the effectiveness of training on the use of role-play.

7

1.6 Objectives

Main Objective

The main objective of this study is to enhance teachers' skills in the use of Role-play technique to teach speaking skills of pupils at Dalun R/C Basic schools.

Specific Objectives Sought

1. To find out the perceptions of teachers in Dalun R/C basic schools on role-play technique in teaching pupils speaking skills.

2. To evaluate the effect of INSET on role-play technique on teachers who received training.

3. To identify the challenges of using role-play technique to teaching speaking skills at Dalun R/C basic schools.

4. To improve teachers´ knowledge on role-play as a technique for teaching.

1.7 Research questions

1. What are the perceptions of Dalun R/C basic schools teachers on role-play technique in teaching speaking skills**?**

2. What is the effect of INSET on teachers who received training on role-play technique?

3. What are the challenges of using role-play technique to teach speaking skills at Dalun R/C basic schools**?**

4. How can teachers' knowledge on role-play as a teaching technique is be enhanced?

1.8 Significance of the study

This study is significant for the Dalun R/C basic schools teachers in that it throws light regarding the implementation of role-play technique in developing pupils speaking skills.

UNIVERSITY FOR DEVELOPMENT STUDIES

The study provides information about the challenges facing the teachers in the implementation of role-lay technique. INSET conducted for teachers in this study may enhance Dalun R/C JHS teachers' skills in role-play implementation. The results of this study will hopefully serve as a guide to what should go into the implementation of role-play in teaching speaking skills at Dalun R/C basic schools. Besides contributing to teachers pedagogical competences, the research outcome will also be useful to researchers, academics students, and professional human resource management practitioners interested in the subject of related training.

1.9 Structure of the Study

This study is organised into five (5) chapters. The first chapter presented background to the study, perceived problem, Diagnosis, the problem statement, the purpose of the study, the research questions, the significance of the study, organisation of the study. The second chapter of the study discussed literature in the context of Ghana and other parts of the world relevant to this study.

Also, the third chapter of the study which formed the methodology looked at the research design, the population, sample and sampling techniques, data collection instruments, validity of research instruments, data collection procedures, data analysis procedures, ethical issues, pre-intervention (situational analysis), intervention, post-intervention and post intervention analysis/discussions. The fourth chapter presented the demographical background of the participants, pre-intervention (situational analysis), intervention, post-intervention and post intervention analysis/discussions. The final chapter looked at the summary, major findings of the study, conclusion and the recommendations.

1.10 Conclusion

This part of the study examined the background of the study, perceived problem, diagnosis, evidence of the problem, causes of the problem, the problem statement, the purpose of the study, research objectives the research questions, the significance of the study, and structure of the study.

UNIVERSITY FOR DEVELOPMENT STUDIES

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter contains the review of relevant related studies and a training module. The literature is based on relevant conceptual, theoretical, and empirical literature that underpins the study. Specifically, two main important sections are discussed; role-play and speaking concept. Each of these sections is further divided into subsections for detail review. The training module provides a guide for the training.

2.1 Theoretical Framework of Role-Play

According to McDaniel (2000) role-play can be defined and implemented in several ways. The common issue in its usage is that participants take up different roles in which behaviour and events become starting points for making visible, and learning from, what happens in various situations (McDaniel, 2000).

According to Rahimy and Safarpour (2012) role-play describes activities where students take a new identity. Role-play is on-the-spot acting of a situation, problem or incident (Ayaaba *et al,* 2010). Role-play technique supports the theory of Vygotsky in Brown (2008) as stated that the development of language performance occurs in socio-cultural interaction in learning process. As pupils begin to interact, they learn to transmit their culture to one another. Language is considered the ultimate priority here. The theories that the role-play based on are Social learning theory and Communicative Language Teaching approach. Communicative language teaching approach theory makes use of real-life situation that necessitate communication (Benabadji, 2006). A realistic situation context and a real practical usage provide pupils with the language needed in everyday situation. The teacher

11

set up a situation that is/her pupils are likely to encounter in real-life. According to Littlewood (1981) cited in Benabadji (2006), the most characteristic feature of Communicative Language Teaching Approach is that the approach pays a systematic attention to functional as well as structural aspects of the language. Social Learning Theory explained that if we learn by observing and storing the visual images, then by exercising these images we will strengthen our memory of them (Bandura, 1986; cited in Tailor, Dlamini, &, Khanyile, 2012). Further, he explained that the highest level of observational learning is achieved by organising and rehearsing the modeled behaviour symbolically and then enacting it clearly. Thus effective modeling of behaviour requires that teachers pay attention to what we view, retain the behavioural image and thus become motivated to implement the specific behavior (Tailor *et al,* 2012). The two theories are considered relevant to role-play since social learning insists the integration of social life into learning (Vygotsky in Brown 2008). In this case social role in various area are selected based on the pupils' needs. This kind of learning brings pupils social experience how to do the role in specific context of communication.

2.2 Conceptual Analysis

2.2.1 Meaning of Role-Play

Role-Play is a form of experiential learning (Russell & Shepherd, 2010; cited in Fatwa, Razali, & Ismail, 2017). Other researchers have discussed the meaning of role-play related to the teaching of speaking context. The common baseline of these definitions is that participants assume different roles in which behaviour, attitude, action of someone is demonstrated to achieve a desired goal. Role-play is an example of "learning by doing" (Sumpana, 2010).

12

Role-play can be defined as pretending to be someone else as a way of learning a new skill (Taylor, Dlamini, Khanyile & Mpanza, 2012). Through a role-play, relevant information is simulated (Huxham & Beech, 2003); the acting engages learners emotionally and this contributes to changing perceptions and perhaps behaviour. Role-plays incorporate what Corey and Corey (2006) term an "action oriented technique" which allows feelings to be expressed and appropriate responses to be formulated. Mensah and Attah-Boison (2010) hold the view that role-play technique serves as teachers' fundamental strategy which allows pupils active involvement or participation in class. They add that the technique allows students to act out (experiencing) real-life situations in a protected or risk free environment. They further add that the technique, role-play, is useful in teaching communication and decision-making skills as well as attitudes.

In language learning, role-play is considered an effective strategy for imparting language vocabulary to learners (Arham, Yassi, & Arafah, 2016). Learning to speak requires that learners be given an opportunity express themselves orallyin what is learnt. In this perspective, role-play is defined as a communicative technique which develops fluency in language learners, promotes interaction in classroom, and increases motivation (Sumpana, 2010).

Role-play according to Al-Arishi (1994) cited in Kuśnierek (2014) are of two main types: real-play and surreal-play. According to him the real-play refers to an activity rehearse for real world. This means that in using this type of role-play in teaching and learning, textual material should be authentic may be brought into the classroom. He described surreal-play as an activity that is based on the pupil own imagination of the real world. In such case

pupils express their perception about the environment. This type of role is what is described as imaginative role-play (Kuśnierek, 2014).

From the views above, it can be perceived that the concept of role-play has to do with engaging pupils in academic session with needed resources to assume imaginary or real life of someone or group of persons with a goal of reaching a conclusion that has effect on academic performance of pupils.

2.2.2 Importance of Role-Play

Role-play is a known instructional technique in the teaching of speaking and pupils can derive many advantages from it. In general, pupils will be successful in learning if they are directly involved in teaching and learning process (Lall, 2010). In role-playing pupils participate directly in the activity. They are therefore the focal point of which all activities revolve. Teachers only guide and facilitate to ensure that pupils don't run out of truck.

One important thing about role-play is that it stimulates and urges pupils to speak (Elftorp, 2007). Because of this it is approved to be communicative language learning technique since it involves pupils in active conversations (Arham, Yassi & Arafah, 2016). Based on theories underlying research and problem which is being faced by pupils, role-play as teaching technique has many contributions to encourage pupils' interest and motivation in language learning, especially speaking (Tolan & Lendrum, 1995). Commenting on this, Westrup and Planander, (2013) maintain that role-play is able to stimulate the imagination and enables pupils to engage with people's concerns and complexities within a supportive environment. They further argue that the technique allows student to test out their repertoire of behaviours, or to study the interacting behaviours of a group, and helps them to cope with the idea of uncertainty.

According to research findings, role-playing exercise generally stimulates social interactions and conversation between pupils, thus helping them to overcome basic shyness (Westrup & Planander, 2013). The social interaction that is emerged during role-play exercise creates a whole situation-wholeness. The wholeness creates a "collective understanding" of the situation among the pupils. The collective understanding is an essential part of the process that contributes to the pupils' engagement and insights to the complexity of situation. In this way a "sense of community" is formed among the pupils (Westrup & Planander, 2013).The learning community developed during role-playing activities provides pupils with a context that arouses active learning (Fatwa *et al*, 2017) and the opportunity to learn from their own experiences. It is therefore acceptable that role-play could be a viable and inspirational pedagogy whereby teachers give their pupils the opportunity of preparing for real-life practice (Fatwa *et al*, 2017).

The article written by Taylor, Dlamini, Khanyile and Mpanza (2012) presents an exploratory that examines whether role-play in a school-based programme can reduce teenage pregnancy suggests that role-play is effective in providing information, modeling behaviour, and developing learners' inter-personal skills. According to Taylor *et al* (2012), role-play plays a major role in building learners self-efficacy in the area of decision making. Schick (2008) claims that the technique is not only to model students behaviours but also an important tool for teaching speaking since it gives students an opportunity to practice communicating in different social contexts and in different social roles. Schick adds that role-play also allows students to be creative as they assume role of different persons.

Schrenko (1996) suggests that role-play of learner-centred approach can be used in achieving cooperative learning. This emanates from the fact that pupils with their teacher

would have to agree on a common issue, topic, or problem for them to find a comprehensive conclusion by way of play. Play in this context is not only to make fun but to explore what students see, they know, and what they learnt to behave in their prospective carrier (Kuśnierek, 2015). Bharathy (2013) also argues that role-play can be a linguistic instructional pedagogy that can be used by both teachers and pupils. Bharathy (2013) further explains that role-play technique directly involves learners and as they become involved they become more interested in learning language prescribed for them. Role-play involves using a variety of communication skills to convey feelings, attitudes and expressions in language learning (Oradee, 2012). Bharathy (2013) acknowledges the relevance of role-play as it enhances clarity in understanding, interest pupils to participate in class activities, and build pupils confidence to practice speaking. It helps pupils to empathise (Morris, 2003) with the role he/she enacts and thus motivates the learner to have a better understanding of real-time problems and the solutions (Oberle, 2004). It helps students practice speaking skills like debating, enacting, and reasoning and negotiating. Moreover it also helps them to adapt to unexpected situations in real-life (Bharathy, 2013).

Vasileiou and Paraskeva (2010) further observe that role-play technique allows pupils to actively participate in learning activities and as they express their feelings, ideas, and arguments, trying to convince others of their viewpoint, it thus create and develop self-efficacy and beliefs. Also, through the negotiation and interaction with their peers, they learn to compromise, accept different perspectives, and gain tolerance to cultural diversity (Vasileiou & Paraskeva, (2010).

Another advantage of role-play is that it allows pupils to learn specific roles in life (Oberle, 2004). For example they may want to work outside their locality or travel in worldwide

context. It is very helpful for these pupils to have tried out in pleasant and safe environment of a classroom with the culture (language, dress code, etc) they will presumably practice. For such pupils, role-play is a useful rehearsal and what is more, it allows them not just to acquire phrases, but to learn how to interact in a variety of circumstances (Ladousse 1987; cited in Kuśnierek, 2015). The technique provides opportunity for students to: express emotions, develop students creative and critical thought, develop social skills, develop and assess values, attitudes and viewpoints (Ayaaba, Odumah, & Ngaaso, 2010). It is also regarded a technique for motivating students (Benabadji, 2006).

2.2.3 Challenges of Using Role-Play

Even if the use of role-play gives good results for the learning process of pupils, one should take into consideration the shortcomings which may result from this technique. Below are some of the challenges in using role-play in teaching:

It is mentioned that students may react negatively to the mere prospect of being involved in a role-play situation (Mensah & Attah-Boison, 2010). Pupils may take the activity as fun, avenue to make noise and an environment they can put on unexpected attitude that contravene rules and regulations of a school. McHardy and Allan (2000) have reported that 44% of students have negative feelings about the use of role play, with a further 29% 'sitting on the fence'. Tuan and Mai (2015), have pointed out that role-play may awaken previously subdued or suppressed emotions, such as feelings of fear of failure, (Northcott, 2002) being pressurised into doing something one would not have done, choosing to participate or not to, and feeling unsafe. This method may, further, be stressful to pupils who feel shy or lack the necessary skills of expressing themselves in front of their colleague or teacher (Fatwa *et al*, 2017; Elftorp, 2007)

The length of time spent in role-play may also cause its success or failure. Pupils may found themselves in role for the whole day. In this way pupils often lose truck in their roles, which can lead to disruption of the class or distortion of the learning (Mensah & Attah-Boison 2010). According to them, role-play activity can be consuming if care is not taken. This means teacher who use role-play technique in teaching and learning must have enough competence in its usage. Otherwise students will end up not making good use of the instructional time or it will intend to benefit those who are directly involved in the actual practices (Elftorp, 2007).

Role-play involves bodily movement (climbing, jumping, rolling, bending etc), as a result accidents may occur in the process. Van-Ments (1983) points out that role-play can be ineffective or dangerous, if wrong strategy is used. In this case some pupils may not identify characters or situation they are to exhibit their role. Using role-play in class needs a lot of conversation and discussion. This means that it may not be effective and convenient to use it with pupils with low proficiency in speaking (Benadbadji, 2006). According to Benabadji (2006), role-play will only be effective with pupils having necessary communicative competences to accomplish the activity such as intermediate and advance learners.

2.2.4 Role of the Teacher in Role-play

The role-playing process provides a live sample of human behaviour that functions as a means for pupils to explore their feelings, gain insights into their attitudes, values, and perceptions, develop their problem-solving skills and attitudes, and explore subject matter in varied ways (Poorman, 2002). This means that teachers who are to employ role-play as a teaching technique must be cautious about its usage other than that the intended purpose or it may not be achieved or may introduce unintended tendencies and behaviours. Benabadji,

(2006) argue that teachers must serve as facilitators of role-play. According to Benabadji, (2006), they do so by playing roles as; bringing the situation to life, keep it real and relevant, feed in language when necessary, and correcting error that may happen at the end of the role. Benbadji (2006) further added that teachers in this environment have to motivate pupils to actively take part.

According to research findings, teachers have the liberty to manipulate role-playing exercises to achieve a desired result (McDaniel, 2000). The style and the structure can be decided by a teacher in question and so teachers should not hesitate to apply the way they want it. McDaniel (2000) put emphasis on four elements that are helpful for the success of any role-playing activity: The first element is that the activity should build on previous knowledge pupils have that has a link with the current context. The second element is to design the roles yourself to maximize student participation and also to minimize student conflict. Having conflicting perspectives is a must (McDaniel, 2000). The third element is to set up a specific situation. According to McDaniel, pupils should not start the role-play until they are giving a focal point for debate. The last element is the teacher's limited participation and readiness to adjust or change the situation. The instructor needs to guide the pupils along, but not overbear the conversation and let the pupils take their own path to understanding (McDaniel, 2000). To make pupils develop much interest in participating role-play activities, teacher in charge must be versatile in selecting content and strategies. Duncombe and Heikkinne (1990) cited in Graves (2008) argue that role-playing should be used with a variety of methods because if only one method is used too often it becomes ineffective. They also suggest projects and other activity-oriented techniques as measures to break up monotony of lectures. Activity of role-play should come at a time when pupils

need it, want it, or will like to participate. It should not conflict pupils' critical events. According to Case and Cheek-O'Donnell (2015) as cited in (Erturk, 2015), role-play activity should not come immediately before or right after an examination because the examination can cause stress for the pupils and negatively influence the effectiveness of the activity. McSharry and Jones (2000) advice teachers to begin role-play with short role-plays and move gradually to longer role-plays after both the teachers and the pupils gain some preliminary experience and confidence. Harbour and Connick (2005) affirm this indicating that teachers should begin role-play with little difficulty that will prepare pupils for larger one.

By following these basic principles, any teacher can have a successful role-playing activity.

2.2.5 Guidelines for Running a Role-Play Activity

Role-play requires teachers to prepare and manage the setting well to achieve good outcomes (Teed, 2009). According to Woodhouse (2014), the following guidelines are crucial when using role-play:

- Keep participant instructions simple and clear.

- The actors should be given a short time to get their thoughts together

- The class members who are to observe should take notes and be instructed in what to look for.

- Do not force a participant to play a role he/she resists. Permit students to "opt out" (and have them be observers)

- Don't praise or criticize (or even talk about) the participants' acting abilities. The aim is not dramatic entertainment but the exploration of experience.

20

- Mind the clock. Make sure that time is scheduled after the role-play for reflection and application.

- Certain portions of the activity may be improved with re-enactment

In a "hot" display in which emotions get out of hand, a simple reversal of roles can accomplish much.

In order to successfully implement role-play guidelines, it recommended that teacher(s) should; warm up the group, select participants, set the stage, prepare the observers, enact, discuss and evaluate, reenact, discuss and evaluate, and share experiences and generalise (Shaftel & Shaftel, 1967; cited in Crow & Nelson, 2015).

2.3 Concept of Speaking

Speaking is a speech production that forms part of our daily activities. It is productive skill in the oral mode (Bashir, Azeem, & Dogar, 2011). According to Chaney (1998), speaking involves building and sharing meaning through the use of verbal and non-verbal symbols, in variety of contexts. In this context, word sounds and bodily movement that are meaningful are considered as speech. Speaking is also defined as the secondary stage which people show their ability to express themselves orally, coherently, fluently and appropriately in a given meaningful context to serve both transactional and interactional purposes using correct pronunciation, grammar and vocabulary and adopting the practical and discourse rules of the spoken language (Torky, 2006). According to Smith (2002), speaking is many things; it is thinking of what one wishes to say, choosing the right words from the language users' vocabulary, putting the words in the proper grammatical framework, communicating the feelings the speakers have. Underwood (1997) argues that speaking involves creativity that allows active interactive process between listener and speaker. According to Underwood, it

21

involves three areas of knowledge. They are mechanics (pronunciation, grammar, and vocabulary). It is the ability to use the right words in the right order with the correct pronunciation, function (transaction and interaction): knowing when clarity of message is essential (transaction/information exchange) and when précised understanding is not required (interaction/relation building) and also social cultural rules and norms. It consists of the knowledge of turn-taking, rate of speech; length of pauses between speakers, relative's roles of participants). It is an ability to understand how to take into account who is speaking to whom, in what circumstances, about what and for what reason. The aspects of speaking have been put into five (Weir, nd; cited in Akhyak & Indramawan, 2013). These are content, vocabulary, grammar, performance, and fluency. Many requirements for making a good speech exist (Rychman, 1983; cited in Akhyak & Indramawan, 2013). These requirements are; voice and delivery, vocabulary profanity, grammar, and self-improvement suggestions.

English speaking ability is the ability (i) to verbalize the English language in conversation purposively, (ii) to speak fluently and communicate effectively, (iii) to use language structure and vocabulary in the right context, (iv) to use appropriate pronunciation, and (v) to apply appropriate manner (Somjai & Jansem, 2015).

Speaking skill is very important in the context of English learning. This is because it enables one to express his/her ideas and thoughts and being able to speak is one of the indicators of mastering the language (Fauzan, 2014).

In view of the above definitions, no writer acknowledges that speaking can be done without audience or listener(s). In light of this, speaking may be defined as the use of verbal and or non-verbal symbols to express thoughts in the presence of listener(s) or without listener(s).

2.3.1 Principles of Teaching Speaking

There are principles for designing speaking techniques (Brown, 2001). This covers a spectrum of learner needs, from language-based focus on accuracy to message-based focus on interaction, meaning, and fluency (Brown, 2001). According to him, the basic principles are motivation and authentic language usage in meaningful contexts is the principles of teaching speaking. He entreats that teachers should ensure that they give appropriate feedback and correction, capitalise on the natural link between speaking and listening, give students opportunities to practice oral communication and encourage the development of speaking strategies (Brown, 2001).

2.3.2 Type of Activities that can Enhance Speaking Skills

There is fair number of activities on different levels for improving students speaking skills (Elftorp, 2007). Elftorp indicated that Luoma (2004) listed several activities in her book "*Assessing Speaking*". These activities included; picture description in pairs or making up a story from a series of pictures, describing diagrams or discussing current issues, for example, how violence can affect children. Accordingly these exercises were grouped as advance and less advance methods. Other widely-used categories of speaking skills activities included; acting from a script, communication games, discussion, prepared talks, questionnaires and simulation and role-play (Fatwa *et al.,* 2017) . All these activities give the student opportunity to speak out. In addition, McDonough and Shaw (2003) agreed that commutative games such as simulation and role-play promote students communication skills. An action research conducted by Akhyak and Indramawan (2013) reveals that story-telling can enhance pupils speaking skills. According to these researchers, this activity will helps pupils to improve these areas of competencies; fluency,

pronunciation, vocabulary, and grammar. It is noted that brainstorming is also a good activity that can enhance speaking skills of pupils (Fauzan, 2014). Using this technique requires that teachers allow pupils to think on an issue and coming out with their understanding about it. In this regards pupils are given opportunities to air out their views orally in the class. Basing on this, pupils are able to build their communicative competencies as times goes on. According to research findings brainstorming technique makes pupils to develop self interest in participating in group activities.

All these activities help not only in language skill acquisition but content matter, and developing skills and discourse (Nation, 1989).

2.4 In-Service Training (INSET)

In-service training is a process of staff development which has the aim of improving the extent of performance of existing staff. Such training promotes professional competences of individuals. According to Oxford Advanced Learners Dictionary (6TH Edition), in-service training can be defined as training carried out while actually working at a job. In-service training programmes are usually offered during normal working hours. It is made up of activities designed to improve knowledge and skills of employees and the quality of services. In-service training is directed at those individuals who are basically qualified and employed by school systems. That is why Junaid and Maka (2015) see it as a life-time process which teachers constantly learn to address new challenges of teaching. Much of this learning is self-directed and is carried out by reading books and articles on education, by discussing with colleagues and supervisors on matters concerning teaching, by attending courses, and conferences on education (Shah, Kiani, Mahmood, & Hussain, 2011). INSET programme is designed to build competences of workers whiles they are on the job. INSET

is a problem-centred, learner-oriented, and time-bound series of activities which provide the opportunity to develop a sense of purpose, widen perception of clients, and increase capacity to advance knowledge and mastery of techniques (David & Stephen, 2008). They emphasised that INSET should be judged by its contributions to performance. Base on this, administrators must therefore compare the value received from the increase in performance that can be attributed to training with the cost incurred in that training. Similarly, Byar and Rue, (2008) defined in-service training as a learning process that involves the acquisition of skills, concepts, rules or attitudes to enhance employee job performance.

In-service teacher education is an integral part of staff development programme organise for teachers in service. Shah *et al* (2011) state that it includes all those courses and activities in which a serving teacher may participate for the purpose of extending his professional knowledge, interest or skill. They further state that organisation of in-service education, however, is not sole responsibility of single individual or one single unit or organisation; various organisations and institutions are collectively concerned with the noble mission of uplifting the teaching profession by bringing out the desirable changes in the curriculum, pedagogy, and teacher's attitude towards teaching. To this end, INSET is often organised not only by GES but other concerned NGOs and institutions such as GNAT and NAGRAT. So in-service education and training of teachers have become a compulsory feature for every teacher who wants to keep himself well performed, competent, and distinguished among his peers. That is why Alabi and Ige (2014) describe it as an avenue for teachers to get additional knowledge and skills to enable them improve in teaching.

2.5 Types of In-Service Training for Teachers

INSET is broadly put into five different types: orientation or induction training, foundation training, on-the-job training, refresher or maintenance training, and carrier or development training (Abakisi, 2016).

2.5.1 Orientation or Induction Training is INSET given immediately after employment to introduce newly recruited staff to their job position. It is the introduction of fresh employee to the organisation, work unit, and job (Byars & Rue, 2008). It is being described by Abrefa-Gyan (2010) as a socialisation process by which organisation's objectives are absorbed by individual for the attainment of his personal goals. Through induction training a newly recruited employee get general idea about the rules and regulations, and working conditions of organisation. Orientation could be done formally and or informally (Byars & Rue, 2008). The informal orientation is done by employee's coworkers. The orientation from these people is often unplanned and unofficial, and often gives the new employee with misleading and inaccurate information (Byar & Rue, 2008). According to them, the formal orientation is carried out by Organisation itself with well-structured and planned procedures. According to (Abrefa-Gyan, 2010) organisation should have systematic induction training or induction process to achieve the following aims to:

a. *Give new employees information and knowledge about the organisation; its structure, products, rules and regulations.*

b. *Bring agreement between organisation goals and the personal goals of the person employed.*

2.5.2 Foundation Training is INSET which is also appropriate for newly recruited personnel. According to Halim and Ali (1988) cited in Abakisi (2016) foundation training

improves the professional knowledge and competence of new workers in organisation regarding various rules and regulation of government, financial transactions, administrative capability, communication skills, leadership ability, coordination and cooperation among institutions and linkage mechanism, report writing, and so on. Foundation training is made available to employees to support the foundation of their service career. This training is often provided at an early stage of service life (Abakisi, 2016).

2.5.3 Maintenance or Refresher Training is offered to update and maintain specialized subject-matter knowledge of incumbents. This type of training updates knowledge of teachers to ensure quality work. To this end, Halim and Ali (1988) cited in Abakisi (2016) maintains that such training introduces new information and new methods, as well as review of old materials. Accordingly, this type of training is needed both to keep teachers at the peak of possible production and to prevent them from getting out of truck.

2.5.4 On-the-job Training is ad hoc or regular training which a worker is trained on the job and at his workplace. This enables him to be familiar with the same processes, equipment, materials and equipment that he will be using ultimately when he completes the training session. As a result, is considered as the most effective means of training employee (Rebore, 2011). The responsibility of the training is provided by superior officer or subject- matter specialist who knows exactly what trainee should learn to or to some outside instructors, who is a training specialist in the field. The effectiveness of the training largely depends upon how qualified trainer(s) is (Abrefa-Gyan, 2010). He is emphatic that without them it is simply the whole haphazard practice of putting together new workers with old hands who may have neither inclination nor ability to teach new comers properly. On-the-job training techniques are relatively cheaper and less time consuming and are appropriate for teaching

knowledge and skills that can be learnt in a relatively short time and where only one or a few employees need to be trained at the same time for the same job (Abrefa-Gyan, 2010). However, those doing the training may have no experience in training, no time to do it, and no time to participate. Under such conditions, learners essentially are on their own, and training likely will not be effective (Robert & John, 2012). One form of On-the-job training is Job rotation, which sometimes called Cross training (Byars & Rue, 2008). According to them individual worker learns several different jobs within a work unit or department and performs each job for a specified time period.

2.6 Modes of INSET

In-service training can be carried out in several forms depending on the desired goal of the training. However, two or more of them can be jointly use in training session. Below are the descriptions of some of the modes.

2.6.1 Face-to-face Mode of Delivery- This involves the conduct of short training workshops that are brief, concentrated and sometimes imposed on teachers without particular regard to their training needs (Junaid & Maka, 2014). In this mode of delivery, a group of trainers are trained first, who in turn train large numbers of teachers at designated centres or schools. In some cases, there might even be another cascade to the district or school levels. Contact period could range from a few hours in a day, or two days to a week, or in much longer cases, to two weeks or one month over a vacation period. This is the case for most in-service education for specific skills or knowledge. Organisers of these in-service activities include the teacher training institutions and government agencies (Junaid & Maka, 2015).

2.6.2 Distance Learning System (DLS) Mode - Distance learning is an advanced graduate programme opportunities which allow teachers to take courses, especially during vacations, to enable them gain the requisite academic proficiency and professional competency for teaching at the school level (Atta & Mensah, 2015). According to Junaid and Maka (2015) DLS is carried out in two main ways: the first is the use of conventional print materials supplemented with CDs and DVDs to support in-service teachers; the second involves the use of ICTs (radio, mobile phones, e-learning) in the delivery of training activities. According to them, the former include the diploma/certificate, bachelor's and master's degrees offered on a part-time basis by colleges, universities and the National Teachers' Institute in Ghana and Nigeria, through which teachers upgrade their qualifications to teach at higher levels or assume leadership positions. The latter is exemplified by the Senegalese Roseau Africa in de Formation a Distance (RESAFAD); African Network for Distance In-service Training, and USAID/Education De Base (for teachers' professional development), the Faculty of Education (for certification training), and Nigeria's recent use of mobile technology to provide support to in-service teachers (Junaid & Maka, 2015; Abrefa-Gyan, 2010)

2.6.3 School-Based Mode – The school-based mode uses self-help models based on teachers working together at the school or cluster levels to provide training to teachers. Teachers are usually put in clusters, where they can share experiences with one another and discuss common problems, as well as offer solutions to issues without being far away from their bases. The most senior and more experienced among them serve as mentors to their younger and inexperienced colleagues (Junaid & Maka, 2015).

2.6.4 Conferences - A conference is a meeting for discussion or exchange of views on subject matter. According to Abrefa-Gyan (2010) it is a meeting conducted bases on pre-established plan which members seek to develop knowledge and understanding of phenomena by obtaining a considerable amount of oral participation. Conferences of teachers, principals, supervisors, and administrators, in direction, may help widen their professional competences and cultivate in the participants a professional team spirit.

2.7 Effects of In-Service Training

In-service training is very essential for professional development of practitioners in all fields. It is even more imperative for those who are involved in educating pupils in schools. Pre-Service Training at the College of Education alone cannot offer teachers with the knowledge and skills needed for a lifetime of teaching at schools (Gabršček & Roeders, 2013). They need to embark on further training as they stay as workers in the sector. This development becomes necessary because no worker is completely perfect at the time of hiring to the time of exit. They need to be developed right from the time they join the service, during their service career, and to the point of exit. Tietah (2011) maintains that such education and training programmes can remind experienced employees of information they may have forgotten, such as safety practices and techniques for improving the speed and accuracy of their performance. Udoh (2014) affirms this indicating that INSET to workers in well-managed organisation is aimed at making the workers to acquire new skills and knowledge, increase their level of productivity and in turn contribute to the attainment of the organisational goals. Teachers who have INSET perform better in teaching than those who do not have INSET (Udoh, 2014). Ronald (2004) sees that result-driven INSET is concerns with changing behavior and/or attitudes of teachers,

administrators and staff members rather than being concerned with the number of participants in such programmes. As a result of technological advancement, he says "it will be literally impossible for any individual to take on a job or profession and remain in it without any changes". In view of this, teaching is now gradually supported by new technology such as the use of marker pens, projectors, video recorder etc in Ghana.

According to GES (2012), INSET is organise to improve teachers' knowledge on subject content, pedagogical knowledge and effective use of resources, develop teachers' capacity to promote student-centered learning, and to improve teachers' leadership and management skills. These areas are the key components of the teaching service. This is because no teacher can do well without having some basic knowledge on these areas. Yoon and colleagues in 2007 report cited in Atta and Mensah (2015) indicates that teacher professional development has significant impact on students' learning outcomes in three ways: First, teachers' knowledge and skills are improved; second, teachers develop effective knowledge and skills, which subsequently enhance their teaching, and; third, effective teaching leads to better students' learning outcomes. Rebore (2011) argues that INSET can give teacher an opportunity to update the skills and knowledge in a subject area. Innovations and knowledge explosion has created the need to restructure former knowledge and competences in a subject area. Means that teacher can no longer assume that he/she understands all the tenets of a subject area based on past learning. During INSET, teachers have the opportunity of learning school management skills, valuation techniques and master wider content areas of their subjects (Frederick & Stephen, 2010). For this reason, GES, teachers and educational experts have increased their level of involvement in INSET organisation and implementation in schools so as to improve the effectiveness of school

development and growth. Commenting on the importance of in-service education and training to teachers, Harris and Bessent (1969, p.3-4) cited in (Kan, 1987) further states that INSET serves as a "co-ordination and articulation of instructional practices requires changes in people. Even when each instructional staff member is functioning at a highly professional level, employing an optimum number of the most effective practices such as instructional program, might still be relatively un-coordinated from subject to subject and poorly articulated from year to year"

2.8 Challenges of INSET

INSET programme implementation for teachers is not without challenges. According to Banda (2007), challenges of INSET are put into two (2) main categories; Management challenges as well as Continuing Professional Development (CPD) challenges. For the management challenges, Banda (2007) noted the difficulties in monitoring and creating cluster caused by different geographical location of the schools. According to him, most schools in remote parts are not accessible by ordinary vehicles but by strong ones such as 4x4 cars which in actual fact not available to trainers in education service. The road network system in most cases is bad especially in the rainy season. Again, there is low commitment of some school managers on professional development of teachers. Most heads do not have the requisite skills on long-term school management; hence most INSET activities are on the ad hoc basis (Atta & Mensah, 2015). In the process they get mixed up as to how they could consistently distribute and make use of available resources to them. The funding is low hence reducing monitoring INSET activities. There is also the need for a paradigm shift (Banda, 2007). The need for both teacher and managers to change their way of looking at

workshops as income making activities to that of being avenues to continuingly improve on their learning.

On the issue of the Continuing Professional Program, Banda (2007) noted that there is negative attitude of some teachers. Due to low salaries, inadequate skills, low working morale and other factors; teachers tend to show undesirable attitudes (lack of motivation) towards CPD (Banda, 2007). They also don't see the essence of CPD. This is so because some teachers consider CDP to mean avenue for getting money after meeting. Banda (2007) further noted an issue of insufficient skills of teachers and facilitators for good critiquing. The teachers mostly teach subjects they are not competent in due factors already mentioned (inadequate skills and low working morale). Geographically, seconded teachers are expected to be facilitators hence they show signs of insufficient skills of facilitating for good critiquing. He again stated inadequate material and information necessary for teachers to use as tool to improve their competencies as a challenge of INSET programme. He argues that teachers in schools are requested to maximise the use of existing resources such as locally-available materials and books in the schools, some schools, especially those in very remote areas, are still in a terrible condition in terms of using materials and getting up-dated information.

Newton (1988) cited in Tietaa (2011 p. 29) further observes that there is always lack of alignment between teachers' needs (whether personal needs or those emanating from the school context in which they were working) and the content of courses. To him, such mismatch arose partly from insufficient analysis or understanding of the problem by course organisers, partly from inadequate description of course content and partly from the haphazard way in which teachers select courses. It again arose partly from the varied course

membership. Even when a mismatch did not occur, and a course is of possible value to the participants, they were frequently not able to make use of new knowledge and skills learnt on the course because they were not able to effect what was happening in their schools, whether for reasons of status, lack of appropriate feedback mechanisms from the course to the schools, lack of resources, or some combination of these.

Association for the Development of Education in Africa reports also indicate that INSET in some selected African countries such as Ghana, Nigeria, Senegal, Zambia, Mozambique, Niger, central African Republic, and Madagascar face inadequate budgetary provision and absence of elaborate policies and structures for effective management of INSET for teachers. The reports indicate that INSET in some of the sampled countries such as Ghana and Madagascar are often donor-driven, initiated and funded by donor agencies usually on a small scale and involving few regions or sections of the country.

Also, most INSET initiatives are based on workshops at chosen centres and are commonly one-of events, even though some of them may be offered on a regular basis. Notwithstanding, their short-term nature raises doubts about their efficacy in bringing about desired changes in classroom practices; this would normally require a much longer learning process (Ottenvanger, 2001).

2.9 Training Module on Role-Play Technique

2.9.1 Aim of the Training Module

This training module is aimed at enhancing teacher use of role-play technique in teaching and learning at Dalun R/C basic schools. The rationale behind this endeavour is the recognition of the pupils' inability to execute good speaking skills in the schools. The

training module is henceforth to guide participants of the training to be abreast with the guiding-principles of using role-play technique.

2.9.2 Main Objective

The main objective of the training programme is enhancing teachers' professional development with regard to the role-play implementation in and outside the classroom.

2.9.2 Methodology

Lecture and group discussion

Participants: Selected teachers of Dalun R/C basic schools. Number of participants- 24

Duration: 2 days

Training Content:

Unit	Topic	Content
Unit 1	Child-centered learning	Introduction of child-centred learning, advantages, and disadvantages
Unit 2	Role-play technique	Introduction of role-play technique, importance, and challenges
Unit 3	Role-play technique	Guiding-principles of role-play
Unit 4	Role-play technique	-Role of a teacher(s) in role-play -Role of a learner(s) in role-play Assessing role-play activity

Day-wise Breakup

Day 1	Session 1	Registration, familiarisation, establishing ground rules and objectives of the training
	Session 2	Introduction of child-centred learning, its advantages and disadvantages
	Session 3	Introduction of role-play technique, importance, and challenges
Day 2	Session 1	Guiding-principle of role-play
	Session 2	Role of teacher in role-play activity Role of learner(s) in role-play activity Assessing role-play activity

2.9.3 Important Notes for Resource Person and Facilitator

1. Previous Knowledge of Participants

At the start of each day, spend the first 15 minutes reviewing the previous day's content, asking participants what they remember about key concepts learned, ask them if they have any questions from the previous day's sessions, and giving an overview of the sessions for the day ahead.

2. Adequate Preparation: The Resource person must prepare for the training by being thorough with questions and examples he/she will give during the training. He is to go through relevant documents that have information about the meaning, advantages, and disadvantages of role-play technique. He should also acknowledge that role-play is one of

the techniques of the child-centred approach. Supplementary material from other sources like internet can also be used for the preparation. Advance preparation of this sort will get him ready to answer question participants are likely to ask him.

3. **Questions:** Pause frequently to ask if participants have any questions. When participants ask you a question, instead of immediately answering it, throw the question back to the group, and see if any of them might have an answer to contribute. Avoid giving advice; say 'I suggest' rather than `what you should do is…' If you don't know the answer to a question, say so, or say that you will think about it and get back to them. A facilitator should not pretend that he/she knows everything - nobody does! But be faithful in getting back to them.

4. Strategies for Responding to Difficult or Inappropriate Questions

When training a large group, resource person may be asked to address difficult or inappropriate questions on the spot. Resource person may keep questions focused on the topic by

- Communicating clear expectations,

- Providing the agenda and goals for the day at the beginning of the session, and

- Providing basic guidelines for when and how questions will be addressed throughout the training.

The types of information that will be covered in the presentation should be clearly articulated in order to deter of-topic questions and to limit participants from asking questions on material that will be addressed later in the presentation.

5. Respect Each Participant's Knowledge and Experience: Facilitation means honoring each group member and encouraging full participation by every member. As

much as possible, try to draw out answers or concepts from participants themselves, rather than giving them the answers. Frequently encourage them to share their own experiences, challenges or successes related to the concept being discussed. Keep track of who is not participating, and make an effort to involve them more or ask them specific questions. Constantly acknowledge and affirm the contribution or progress of individuals.

6. **Constantly Monitor Energy Levels:** Monitor the energy level of the group at all times, based on participants' tone of voice, body posture, eye contact, level of participation and level of activity towards the task. Are people awake or asleep, engaged or disengaged? The energy of a group will vary all the time. At the start of a day people often have lots of energy. After lunch they are very often low in energy. Short breaks or active exercises can help keep energy up for longer sessions. For most people, concentration is hard to maintain for more than 30 to 40 minutes. Use some energisers when energy is low or the session is getting long.

7. **Quick Energisers During Sessions/ After Breaks:**

Body Spelling (Energiser)

This activity is a quick and simple wake-up activity, mid-way through a session. Participants are asked to spell a short word, chosen by the facilitator, without speaking or using their arms or hands. They roll their heads to make the shape of the letters

What's Changed? (Energiser)

Participants get into pairs. They must spend a few seconds looking at each other. They then turn their backs on each other and must make one change to their appearance (e.g. remove

glasses, wrist watch, ear rings, etc). When they turn to face each other again, they must try to spot what has changed about their partner.

8. Strategies for Gaining Attention

There are many strategies for gaining participants' attention. Facilitators should consider using strategies with which they feel the most comfortable. A strategy will be most effective if it is used consistently throughout the presentation. At the beginning of the training, it is recommended that facilitators communicate how they will bring the group back together. For example, a presenter might say, "When I raise my hand, it is time to pause conversations and come back together as a group." Several other strategies are as follows: Use a bell, tone, or sound, Use a clapping pattern etc

9. Dealing with Disruptive Talking

In large groups, people occasionally get distracted and talk among themselves. Although presenters may choose to overlook some small discussions among participants, it may be necessary to take action if these discussions are distracting to other participants. One of the best ways to address disruptive talking is to increase proximity to the talkers. This might mean walking near them. This method allows the resource person to indicate that they are disrupting without making a scene and asking them to be quiet. If disruptive behaviour continues, it may be necessary to speak with the participant during the next break.

10. Closing Activity

At the close of the training, it can be helpful to conduct an activity for participants to synthesise the content they have learned. These activities can help participants identify the main lessons of the training and also can be used to quickly assess the knowledge that participants have gained from the training. Exit Ticket strategy can be used.

Exit Ticket: Ask participants to answer one or two refection questions and to hand their refection to you as they leave.

Day-one Training

Training Plan

Topic: role-play- meaning, advantages, and disadvantages

Training Materials: pocket notebooks, pens, markers, cardboards

Training Objectives:

- To help participants explain what is meant by role-play in teaching and learning.

- To guide participants mention eight challenges of role-play technique.

- To guide participants mention benefits of using role-play technique in teaching and learning.

Time Schedule

15 minutes: introduction

25 minutes: brainstorm on; child-centred learning, advantages and disadvantages

30 minutes: brainstorming on the meaning of; technique, role-play, and role-play technique

10 minutes: acceptable meaning of role-play technique

1:20 minutes: benefits of using role-play technique in teaching and learning

40 minutes: challenges of using role-play technique in teaching and learning

15 minutes Closing remark and prayer

Evaluation of the Training

Evaluate the participants' achievement by reviewing important aspects of the training.

Day-two Training

Training Plan

Topic: Guiding-principles of role-play

Training Materials: Pens, markers, and cardboards

Training Objectives:

To identify five guiding-principles used in role-play in teaching and learning.

To identify three roles of a teacher in role-play activities.

To identify three roles of learner(s) in role-play activities.

To demonstrate how assessment is done role-play activity.

Time Schedule

15 minutes: introduction

1:05 minutes: guiding-principles of role-play

40 minutes: roles of a teacher in role-play activities

45 minutes: roles of learners in role-play activities

15 minutes: assessment in role-play

15 minutes: Evaluation of the training session by finding perception of the participants towards the programme.

10 minutes Closing remark and prayer

Conclusion

As proved by the literature reviewed, role-play is an effective teaching technique. It should be used with a variety of other methods as well. If only one technique is used too often, its effectiveness is diminished. Even though Teachers face specific challenges regarding the implementation of role-play as teaching technique, they must be cautious about its usage

other than that the intended purpose may not be achieved or may introduce unintended tendencies and behaviours. The literature review also stressed the need for teachers to update themselves professionally to meet the demand of the society.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents the methodology that was employed for successfully conduct of the study. The methodology was designed to meet the research objectives and to address the data imminent to the research. This part of the study covered the profile of the study area, research design, population of the study, sample and sampling procedure, and data type and source. The other key areas in this section are the research tools used to gather data for study. The data collection procedure involved three phases; situational analysis, intervention, and the post- intervention. As part of this study ethical concerns were also addressed.

3.1 Profile of the Study Area

This study was conducted at Dalun R/C Basic schools; Dalun R/C primary and Dalun R/C Junior High School. The primary school was established on February, 1980, with five (5) teaching staff and pupils' population of forty-two (42). Male pupils constituted thirty-two (32) whiles the remaining number was females. The JHS was also established in 1987. The primary school has about 420 pupils and the JHS has 344 for 2016/17 academic year. Teaching staff in the schools are thirty-eight (38). Twenty-one (21) of them teach at the JHS whiles the rest at the primary. The schools are sited in one geographical location. They are located few metres west away from the Dalun market, shares boundary to the north with the Ghana Water Company, and south to the teachers' quarters.

3.2 Research Design

The study used Action research design. Action research design was appropriate to the study because it allowed the researcher to amend or change the data collection strategies by adding, refining, and dropping certain questions and techniques when necessary (Rogers, 2008). It also allowed the researcher to present and analyse findings in a more detailed narrative form (Madlela, 2014).

The use of this design was aimed at enhancing teacher's skills in the use of the role-play techniques to improve pupils speaking skills at Dalun R/C Basic schools. This design is good when gathering data, because it relies heavily on interactive interviews (Madlela, 2014). This gave the researcher an opportunity to interview participants several times in order clarify concepts or to check the reliability of data. In addition, the researcher aimed at using pragmatic measures to address a problem of speaking skills that exist in the schools. According to research findings, action research design enables researcher to address practical concerns of immediate problematic situation with direct involvement of clients (Nugent, Mailk, & Hollingsworth, 2012). Again, the design was also chosen because it gave the researcher in-depth knowledge about the problem as he was directly involve in the pre-intervention and intervention measures to solving the problem. The design is also considered as it is prescribed by the Faculty of Education of University for Development Studies (UDS) for students pursuing master of training in Education and Development

According to (Kirshenblatt-Gimblett, 2006), research design refers to the overall strategy chosen to integrate the different components of the study in a comprehensible and logical manner, thereby, ensuring that the problem is effectively addressed. It is made up of the plan(s) for the collection, measurement, and analysis of data.

For this study, a situational analysis was conducted at the pre-intervention stage to analyse and properly comprehend the problem. The intervention stage then follows (the action time in the Action Research) during which pertinent data was collected in various forms through lesson observations and interviews. These processes are the essentials of Action Research Design that follow characteristic cycle where exploratory stance is adopted, where understanding of the problem is developed and plans are made for some form of intervention (Coghlan & Mary, 2014). Newly formulated interventional processes were carried out, and cycle process repeated until enough understanding of the problem was achieved. As designated by Nugent*et al* (2012) this protocol is iterated or cyclical in nature and is intended to foster deeper understanding of a given situation, starting with conceptualising and particularising the problem and moving through several interventions and evaluations.

3.3 Population

The population for this study consist teachers of Dalun R/C Basic Schools for 2016/17 academic year. These teachers were considered for this study because majority of them faced the challenge of teaching speaking skills which the researcher wished to address. The schools had thirty-eight (38) teachers of which thirty-six (36) are males and the remaining two (2) are females.

3.4 Sample and Sampling Techniques

The sample was twenty-four (24) teachers of Dalun R/C Basic Schools. According to Latham (2007) sample involves a representative selection that truly represent the population. These teachers were purposively sampled to partake in the research because the problem revolved them. They were the same teachers the researcher can conveniently work with to solve the problem under study. Latham (2007) argues that purposive sampling is useful on

the basis of researchers own knowledge of the population, its elements, and the nature of his/her research aims. Six (6) of the participants were mainly English language teachers from the JHS. The rest were teachers from the primary school. Teachers from the primary form the majority because one or two of them were assigned to a class and were expected to teach all subjects which English is not an exception. Again, for purpose of feasibility and data analysis, not all teachers in the schools were allowed to partake in the study. Teachers selected did not include National service personnel teachers since their service was temporal.

Sample refers to a number of element(s) that is use to represent the whole elements under study. According to O'Leary (2004), a sample is a small proportion of the population selected for observation and analysis.

Black (1999) cited in Madlela (2014) contends that sampling is a way of choosing participants who will partake in the study, while Henry (1990) argues that sampling is the use of part of the population to represent the whole population.

3.5 Data Type and Source

Both qualitative and quantitative data were used for this study. These allowed the use of both descriptions and numerical figures. Data was obtained from primary and secondary sources. The primary data was obtained through the field study conducted with the staff of Dalun R/C Basic Schools. The secondary data on the other hand was obtained from books, articles, reports, journals, and other relevant documents related to the subject matter understudy. According to Nugent *et al* (2012), these powerful sources of evidence provide a means of recording thoughts, reactions, feelings, and reflections as researcher implements

his/her action plan. For this reason, this category of data forms the bases for literature review of the study.

3.6 Data Collection Instruments

The researcher made use of action research instruments that were relevant and could give desired data. These instruments were self-constructed. The primary data was collected using observation, interview, and questionnaire. The observation was used to obtain information about teachers' activities during the teaching learning process and the medium of communication used by both teachers and pupils. According to Wenden (1992) cited in Sumpana (2010), some information on teaching and learning processes may be gained by observation. The observation was focused on the situation of teaching learning process in which role-play techniques ware applied; teachers' performance, students' behaviour, language for interaction between teacher and pupils. The observation was employed, when need arises, throughout the study. Observation involves employing the sense of vision as a source of information. It is a systematic method of data collection that relies on a researcher's ability to gather data through his or her senses (O'Leary, 2004). Observation can be done directly or indirectly with the subjects knowing or unaware that they are being observed. A researcher may choose to collect data through continuous or via set time period depending on the project (O'Leary, 2004).

This study made use of both descriptive and evaluative observations. These were used during pre-intervention phase. Twenty-four (24) lessons were observed for twelve (12) teachers to ascertain the extent to which they use the role-play techniques of Child-centered approach of teaching in the Dalun R/C Basic Schools. The observation guide was both structured and semi-structured. These allowed the researcher to document both verbal and

non-verbal behaviours of the respondents (ATA, 2000). Furthermore, the tools assisted him to get deeper information about the manner teachers deliver lessons. According to O'Leary (2004), a combination of these types of research tools allow a researcher to gather both planned and unplanned valuable information to the study.

The study also involved the use of questionnaire. The questionnaire contained two sections. The first section contained teachers demographic information (age and gender), and educational information (educational level and teaching experience). The other part of this section included teachers perception on role-play, and the challenges in using role-play techniques during teaching and learning process. The last section was on the effect of INSET on teachers on role-play technique.

Lastly, the study made use of interview. The interview was aimed at checking the speaking competency level of the pupils. This was based on selected numbers of pupils and teachers.

3.7 Data Collection Procedure

The data collection procedure involves systematic steps to obtain accurate and reliable data. In view of this, the procedure was done in three stages; the pre-intervention, intervention, and post- intervention.

The researcher used 6 weeks to conduct the study. In all, twenty-five (25) working days was used to carry out the various stages involved in collecting the data for this study. Three weeks for the pre-intervention, two weeks for the intervention and remaining week for the post-intervention.

On the first day, permission was sought from the head teachers to enable the researcher to undertake the study. This was followed by consent letter indicating the purpose and intent of the researcher. Teachers were made to be aware that the exercise was not to penalise or

harass them but assist them to overcome challenges when implementing the role-play techniques in teaching.

3.7.1 Situational Analysis (Pre-Intervention)

The researcher used the first two weeks to observe the way teachers implement the role-play technique. In all, twenty-four (24) lessons were observed for twelve (12) teachers (two lessons each) (see Appendix E). The aim was to experience teachers' teaching practice from their natural settings. It was expected that using observation would necessitate collecting a rich mass of data which would otherwise not be collected by interviews. In the same weeks, the researcher also administered questionnaires to the 12 teachers to find out their use and challenges of the role-play technique. The researcher used the last week of the first three weeks to go from class to class to observe classroom interactions.

After the first three weeks of intensive observation, and administration of the questionnaire, the first week of the two weeks was used to interview pupils (see Appendix F) to find out whether teachers engage them in class activities that allow them to play or assume roles of people in or outside the school setting. The intention of the researcher was to find out whether teachers employ role-play technique in teaching in the schools. It was also the intention of the researcher to find out if teachers use the English as a medium of instruction. This idea was leveled in the upper primary and the JHS. This was so because, it was expected that English is taught in these levels. According to GES (2012), English language is expected to be used as a medium of instruction at the upper primary onwards. Through the interactions/interviews the researcher observed that the pupils' competences in the spoken language (English) were poor.

The last week of the second two weeks was used to interview the teachers on the Child-centred techniques they use to engage pupils in speaking. Emphasis was put on role-play technique.

The essence of these pre-intervention interview questions were to find whether teachers use the role-play technique in class, the need, and the possible challenges they may encounter in the usage.

3.7.2 Intervention Processes

The first week of the remaining three weeks was used for intervention processes. At this stage, a Resource Person was invited to train the teachers to improve their skills in role-play techniques of the Child-centred approach. This had become necessary because some areas in the contents were bit technical which needed specialist to handle it. The training was based on agreed time and venue within the same week. Figure 3.1 and figure3.2 portray the process and procedures during the INSET.

Figure 3.1: A photo of the resource person taking participants through role-play technique of the Child-centred learning.

Figure 3.2: A photo of the participants doing discussion during the training

3.7.3 Post-Intervention Data Collection

Post-intervention lessons observation were finally conducted on teachers to ascertain the effect of the INSET on the role-play techniques of the child-centred approach as well as the teachers competence levels in applying the skills acquired.

3.8 Data Analysis and Presentation

Data collected from observations were put in textual narrative and the questionnaire was presented in tables and analysed qualitatively. Data analysis was based on the researcher's intellectual and interpretative capabilities. According to ATA (2000), most of the data collected in an action research project is qualitative, which the researcher can use his or her intellect to analyse and interpret the collected information. They highlighted the intellectual process of qualitative analysis which includes; critical reading, finding connections between data, forming judgments, and determining answers to complex research problems. In terms of scaling, nominal scale was used even though different types of scale exist (O'Leary,

2004). This scale was chosen because it was expected to give easy and comprehensive coding system.

3.9 Data Quality and Ethical issues

In view of data quality, experts in the research such as supervisors and lecturers with specialisation in research tools construction were consulted. Some form of quality was recognised by giving the pilot questionnaires to them to read through and suggest constructive criticisms. According to Best and Khaw (1993) as cited in O'Leary (2004) qualilty and validation is based on expert advice. Senior academics who are experts in the field offered constructive criticisms which helped to improve item quality. Appropriate modifications were made to the questionnaire based on expert advice; wrong and ambiguous questions were discarded. Questions which needed modifications as suggested by my supervisor and other experts were corrected while appropriate ones were retained.

Ethics in educational action research refers to the code of conduct of behaviour needed to put in place in the conduct of a research. The conduct was based on the McNamara, (1994) five (5) ethical concerns in conducting Action research. Accordingly, these guidelines deal with voluntary participation, no harm to respondents, anonymity as well as confidentiality of information given by respondents. Each of these guidelines was addressed one after the other with explanations to help eliminate or control any ethical concerns. Based on this, the researcher ensured that observation guide and the questionnaire did not constitute any sensitive questions that could cause embarrassment and or create uncomfortable feelings. Moreover, it was advisable that no respondent was forced to respond to the study. However, consent of the participants was the ultimate priority of the study.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.0 Introduction

This chapter presents the results and discussion of the action research findings. It covers the demographic characteristics of the respondents, analysis of data on respondents' use of role-play at Dalun R/C Basic Schools, challenges associated with it, and importance that characterised its usage in teaching and learning. These are presented in tables for easy understanding and interpretation. As part of this chapter, challenges that were encountered during the implementation of the training programme are also discussed.

4.1 Demographic Characteristics of Respondents

The demographic characteristics of the respondents such as gender, age, level of education, and teaching experience were obtained.

4.1.1Gender of Respondents

Table 4.1 Gender of Respondents

Gender	Frequency (F)	Percentage (%)
Male	22	92
Female	02	08
Total	**24**	**100**

Source: Field work, 2017

Even though gender of the respondents for the study may not have direct influence, it remains a sensitive issue under discussion in every working environment (Mohamed, 2013). From the questionnaire administered to teachers, 92 percent of respondents were male and 8 percent were female. This figure is not strange in the history of male to female teacher ratio

53

in the Kumbungu District of which the schools are located. According to GES (2012), the district had not had a year where female teachers were more than their male counterparts. Few decades back women were perceived as people to stay at home and take care for the families. This perception could still be the case in the Kumbungu District. Table 4.1 shows the gender of respondents as appeared in the field.

4.1.2 Ages of Respondents

Table 4.2 Ages of Respondents

Age Range	Frequency (F)	Percentage (%)
21-30	16	67
31-40	06	25
41-50	01	04
50+	01	04
Total	**24**	**100**

Source: Field work, 2017

The study comprised respondents of different age groups as indicated by the responses from the questionnaire. Analysis of the data revealed that 67 percent of respondents belonged to a group of 21-30 years. This is an indication that majority of the respondents were still young and inexperienced, which could mean that they still could have foundational training needs. This finding agrees with Halim and Ali (1998) cited in Abakisi (2016) who argued that young professional had such training needs which will improve the professional knowledge and competence of newly recruited workers in an organisation. The data further indicated that 25 percent of the respondents belonged to a group of 31-40 years. Table 4.2 gives details of the ages. The aim of the researcher was

to know whether the schools have a mixed composition of staff that was significant to affect the training programme. If a big number of respondents could belong to the age group of 50 years and above could signified that the schools were having teachers who were preparing themselves for retirement hence reduced morale for learning and finally affecting the training programme. In the same vein, if a large number of teachers fall below 50 years will indicate teachers' willingness to improve their knowledge. With this regard the schools were not characterised by teachers with advanced age. Based on the ages, it was expected that teachers were of great motive to learn since most of them were youth who have high potential to raise their career. Therefore training programmes were very necessary at the Dalun R/C Basic Schools and should receive its emphasis.

4.1.3 Professional Qualification of Teachers

Table 4.3 Professional Qualification of Teachers

Qualification	Frequency (F)	Percentage (%)
Cert "A''	01	04
Diploma	12	50
First Degree	10	42
Second Degree	01	04
Total	**24**	**100**

Source: Field work, 2017

Good performance of any working environment needs appropriate qualifications. The researcher wanted to find out the level of education of the respondents in the Dalun R/C Basic Schools for the 2016/17 academic year. It was also necessary for the study to

55

determine the educational levels of the respondents as that could determine what mode of training may be most appropriate. The findings revealed that the schools have teachers of different educational qualifications. This implied that different levels of training should be planned and systematic strategies required improving their skills in lessons delivery. About 50 percent of the respondents were Diploma holders whiles 42 percent were first degree holders. This is an indication that Dalun R/C Basic Schools had teachers who are professional teachers. Respondents whose qualifications were below Diploma (Cert "A") were 01 percent. Also, 01 percent of the respondents were Second Degree Holders. Table 4.3 presents the data of educational background of respondents.

4.1.4 Teaching Experience

Table 4.4 Teaching Experience

Year (s)	Frequency (F)	Percentage (%)
1-5	07	29
6-10	14	58
10+	03	13
Total	**24**	**100**

Source: Field work, 2017

"Experience is the best teacher" as it is often said. It was necessary to find teaching experience of the respondents as it could determine what to include in the training. Analysis of the data revealed that the schools have respondents of different teaching experience and so a systematic approach of training maybe required to improve their skills in lesson delivery. About 58 percent of the respondents had 6-10 years of teaching experience. These teachers formed the majority. What this means is that most of them might be fairly old in the

system and may need refresher training. This idea is in line with Halim and Ali (1988) cited in Abakisi (2016), who maintains that such training introduces new information and new methods, as well as review of old materials. About 29 percent of the respondents taught for 1-5 years. Again, only 13 percent of the respondents had 10 years or more teaching experience. This indicates that Dalun R/C Basic Schools teachers selected for the study were not made of many teachers who had several years of teaching experience. Table 4.4 presents details of the teaching experience of the respondents.

4.2 Discussion of Pre & Post-Intervention Results

4.2.1 Research Question 1: What are the perceptions of Dalun R/C basic schools teachers on role-play technique in teaching speaking skills?

Table 4.5 Teachers Perception of Role-Play Technique

Perception	Number of teachers	Level of agreement (%)
Positive perceptions		
Overcome shyness	22	92
Promotes tolerance	19	79
Stimulates pupil to speak	23	96
Increases class participation	20	83
Prepares pupils for leadership positions	16	67
Negative perceptions		
No benefit for all pupils	05	21
Can lead to noise making	17	71
Unsafe to use	08	33
Difficult to use with large class	19	79
Not easy to use with pupils with low proficiency	22	92

Source: Field work, 2017

Questionnaire containing information on teacher's perception on role-play was administered. The intention of the researcher was to seek for information on how often role-play is used and the level of its importance in enhancing speaking skills. Table 4.5 shows

58

details of the results. From the results from the study, 96% of the respondents agreed that role-play technique stimulates pupils to speak in class. This idea is in consonance with Arham, Yassi, and Arafah (2016), and Bharathy (2013). This also agrees with the results obtained in the pre-intervention lesson observation. As many as more than half of the pupils had much interest in communicating in the learning process. Many (92%) of the respondents also argued that the technique when employed in teaching and learning can help pupils to overcome shyness. This finding agrees with Westrup and Planander (2013) who argued that the role-play technique stimulates social interactions and conversation between pupils, thus helping them to overcome basic shyness. Least (67%) on the positive perceptions of the respondents was the ability of the technique to prepare pupils for future positions. Conversely, about 92% of the respondents admitted that the technique will be ineffective with pupils with low proficiency. This finding is in consonance with Benabadji (2010) who argues that the role-play can only be effective with intermediate and advance learners. This also supports what the researcher noticed during interaction with the pupils in the pre-intervention. Many of the pupils could not speak English and wished the researcher ended the interaction as quickly as possible. About 79% of the respondents also agreed the technique will be difficult with large class.

4.2. Research Question 2: What is the effect of INSET on teachers who received training on role-play technique?

The research question seeks to find out whether the INSET organised had an effect on teachers at Dalun R/C Basic School on the use of the role-play technique. As a result, post-intervention lesson observation on how participants applied the knowledge acquired was done by the researcher. The observation was centered on all selected teachers who received

the training on the role-play usage. In all, 24 lessons (1 per teacher) were observed once again. This process lasted for a period of 10 working days. A major revelation during the post-intervention was that almost all teachers who were observed were able to use the role-play technique well. This means that the training had profound effect on the application and use of role-play in teaching and learning. This finding is in consonance with Rebore (2011) who argued that training sharpens the skills of workers. Although, there was a significant change in the way Dalun R/C Basic Schools teachers apply the technique, little positive changes were realised on the part of the pupils. In effect, their usage of the English language was still insignificant. This could be due to the reasons given by the pupils during pre-intervention lesson observation and interviews conducted (*see pre-intervention lesson observation in chapter three*). Another issue that was noticed during this phase was that most pupils found role-play activities to be interesting and as a result there was maximum involvement of the pupils. This finding is in consonance with Bharathy (2013) who argued that role-play makes pupils develop interest in learning as they are directly involve in the learning process.

4.2.3 Research Question 3: What are the challenges of using role-play technique to teach speaking skills at Dalun R/C basic schools?

Table 4.6 Challenges of Using Role-play

Challenge(s)	No. of Teachers	Level of Agreement (%)
Lack of adequate preparation	02	08
Pupils' negative feelings	05	21
Low knowledge of guidelines	20	83
Unsafe to use	04	17
Time consuming	18	75
No benefit for all pupils	05	21
Not easy to use with pupils with low proficiency	20	83
Difficult to use with large class	17	71
Lack of supervision (head teacher)	03	13
Inadequate TLMs	15	63
Inappropriate use of the principles	18	75

Source: Field work, 2017

Research question 1 sought to find out the challenges Dalun R/C basic school teachers face in using role-play as a teaching technique. Views on these challenges were obtained using questionnaire. Table 4.6 shows results of the challenges of using role-play in teaching and learning according to teachers.

About 83 percent of the respondents agreed that role-play is most challenged by teachers' inadequate knowledge of the principles of role-play. Low proficiency of pupils in the prescribed language (English) also took about 83 percentage respondents. This finding agrees with Benabadji (2010) who argues that role-play will be ineffective with students with low proficiency. This idea is also supported with the results of the pre-intervention lesson observation and interview with teachers and pupils on this subject matter. As stated earlier, some of the pupils could not respond in English with the researcher. This clearly suggests that teachers of Dalun R/C Basic Schools may not be successful in using role-play if English is adopted as a medium of communication.

Next, in terms of percentage agreement was the time consuming nature, and teachers' low knowledge of the principles of role-play technique. These respectively took 75 percent each of the level of the agreement. The rest of the agreement levels were: Difficult to use with large class (71%), inadequate TLMs (42%), pupils' negative feelings (21%), and no benefit for all pupils (21%). The rest were: Unsafe to use (17%), lack of supervision (head teacher) (13%), and lack of adequate preparation (08%).

4.2.4 Research Question 4: How is teachers' knowledge on role-play as a teaching technique be enhanced?

Generally, a worker knowledge and experience on a job influences his/her productivity and efficiency. A worker who has much knowledge about a job is likely to be more productive than a worker that has little or no knowledge about it. To enhance the participants' knowledge on role-play usage, an INSET was conducted for them. This served as a basis for which research question 2 was answered.

The training was based on agenda pre-established for the training. It began with registration of participants. This was followed by opening prayer. Next on the agenda was welcome address and setting of ground rules. Participants were asked to put their mobile phones off or on vibration. Besides, they were also discouraged to have ' training on training ' type of workshop, where participants turn to have mini-meetings in the same training ground. Participants were reminded that the training was to be based on role-play technique of the child-centred approach they can apply to make teaching interesting and effective.

Next was the introduction of the Resource person for the training. The Resource person told the participants what he intended to do during the training and after the training. Participants were made to be aware that they would be tested on their understanding of how to apply role-play technique trained on. Again, participants were put into groups with each group constituting four members. Each group was tasked to choose a leader. The purpose of the groupings was to carry out group exercises.

The training was more or less a discussion and presentation of exercises. In other words, Discussion method was used in the training. The reason was that, it was assumed that, all the participants had some amount of knowledge and experience in the content to be presented. There was also avenue for newly trained teachers to ask questions for clarifications. This is because it was assumed that those teachers might have little or no experiences in the guiding-principles of the role-play technique.

The second part of the training came on the next day. On this day, the training started a bit earlier than the first day. This part of the training was purely practical guided by the Resource person. The training content was based on; assessing role-play activity, role of a

teacher in role-play, and role of learner(s) in role-play. Participants were divided into two for group activities.

Evaluation of the training was the last part of the training. It was based on 5-Likert scale of 1-5 (*5 being strongly agreed and 1 being the least).* Analysis of the data on the likert scale indicated that 94 percent of the respondents strongly agreed that they would apply the role-play since they benefited a lot from the training. This opinion is in line with Rebore (2011) who argued that INSET gives workers opportunity to update their skills in a subject area. Open views were also part of the evaluation process to elicit from the participants information regarding time allocated for the training, content of the training, venue of the training, Resource person for the training, and suggestion for future training.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter summarises the entire study, draws conclusions and makes recommendations based on the findings.

5.1 Summary

The main objective of this study was to enhance teachers' skills in the use of role-play technique to improve pupils speaking skills at Dalun R/C basic schools through training. Specifically, the study sought to find teachers perception on role-play usage, and challenges they face in its usage. It also sought to enhance the teachers' skills on the guiding-principles underlying the use of this technique through INSET. And to evaluate the effect of the INSET on teachers who received the training. Review of relevant related literature was also based on role-play, concept of speaking, and INSET. These areas constituted conceptual, theoretical, and empirical literature that underpins the study. The research design employed for the study was action research with a sample size of 24 teachers. 22 of the respondents were males whiles the remaining two (2) were females. Diploma holders formed majority of the respondents. The main instruments for the study were questionnaire, observation, and interview.

In order to attain surety of teachers' perception, and challenges they face in applying the role-play technique at Dalun R/C basic schools, a questionnaire was administered (*see table 4.5 and 4.6 for details*).

Next was the intervention stage where the researcher conducted a 2-day INSET for the 24 teachers to address the challenges they face in applying the role-play technique of the Child-

centred teaching. The INSET was facilitated by a Resource person who exhibited a great deal of professionalism in making the training a success. As a result, the INSET yielded good results because teachers' competences of applying the technique were massively improved. This fact was based on post-intervention lesson observation that the researcher did on the teachers.

5.2 Conclusion

Based on the results of post-intervention lesson observation on the Dalun R/C basic schools teachers, it was concluded that their perception regarding role-play implementation have changed positively. Challenges teachers faced towards role-play implementation have been solved through the INSET.

5.3 Recommendations

Based on the pre-intervention, intervention, post-intervention, and the literature review the following recommendations were made to the stakeholders (Parents, Teachers, Pupils, and GES) of Dalun R/C Basic Schools.

Parents

Base on the outcome of the pre-intervention lesson observation, it was difficult for pupils to communicate in English, the researcher recommends parents to invest in their wards by organising remedial-classes for them at home. Specifically, it should be based on areas that can enhance speaking competences. Parents who are educated should endeavor to communicate in English with their wards if not all the time, but once a while to complement the efforts that are being made by teachers in the schools.

Teachers

It is also recommended that teachers of these schools should ensure that they use English language as a medium of instruction to teach in the upper primary and JHS. They should also integrate activities in lessons that will make pupils to develop habit of speaking. Apart from the INSET on role-play organized for teachers in this study, the teachers should further invest in self or personal development to capacitate themselves with skills and knowledge of using a wide range of child-centred teaching methods, strategies, and principles that can enhance pupils speaking skills. This is because the INSET was based on role-play and not all techniques that can enhance speaking skills such as simulation and brainstorming.

Pupils

Pupils of these schools are recommended to make it a habit of using English language as a medium of communication in and beyond the boundaries of the schools. This effort will go a long way to complement what their teachers teach them at the schools. They should also ensure they ask questions English. This effort will enhance their speaking skills. As indicated in the pre-intervention phase, almost all the pupils were not able to speak English and wished the interaction with the researchers ended as quickly as possible.

GES

The District Education Directorate should endeavor to organise refresher training on teaching methodologies at least once in every two years for all teachers of the Kunbungu District. This could be done in collaboration with the GES Council as well as donor agencies of education for funding such trainings.

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APPENDICES

APPENDIX A

Questionnaire for Teachers

Section A: Demography of Respondents

Please place a checkmark [√] when applicable

1. Sex of respondent (a) Male [ ] (b) Female [ ]

2. Age of respondent (a) 20-30 [   ] (b) 31-40 [   ] (c) 41-50 [ ] (d) 50+ [ ]

3. Number of years in the teaching (teaching experience) (a) 1-5 years [   ] (b) 6-10 years [ ] (c) 10 years and above

4 Professional qualification (a) Diploma [   ] (b) Degree [ ] (c) Others [ ]

Section B: Teacher use of role-play technique

5. Role play is said to be a good way of improving students' speaking abilities. Do you ever use this method? Yes [   ] No [   ]

6. If yes to item one, indicate number of times you have employed the technique in teaching and learning in this academic year?

7. What is your perception (positive and negative) about role-play technique in teaching and learning?

....

....

....

a. Does it benefit all your pupils? Yes [   ] No [   ]

b. Can that technique make your pupils to learn speaking? Yes [   ] No [   ]

8. What other benefits can your pupils get from role-playing? Give as many as possible in the space provided……………………………………………………………………………………………….

……………………………………………………………………………………………………

………………………………………………………………………………………………

9. What challenges do you normally encounter when you employ the role-play technique in your lessons? Give as many as possible in the space provided……………………………………………………………………………………………

……………………………………………………………………………………………………

APPENDIX B

Consent Form for Participating Teachers

Dear Teacher,

My name is Abdul-Karim Alhassan Abdulai. I am a graduate student at the Faculty of Education, University for Development Studies. I am conducting an Action Research on the topic ″Enhancing Teachers use of Role-play technique to teach speaking skills of pupils at Dalun R/C Basic schools in the Kumbungu District″ under the supervision of Dr. Hajjia Halimatu C. Issaka. I am seeking your consent to complete a questionnaire and also observe two of your lesson. I guarantee the protection of your identity.

Yours Sincerely,

……………………..

Abdul-Karim Alhassan Abdulai

(0242276763)

Please fill out the form below to decline or to participate in this research.

…………. I give consent to participate in the Action Research.

…………. I do not give consent to participate in the Action Research.

Teacher′s Signature……………………………………………

APPENDIX C

Consent Forms for Head Teacher

Dear Head Teacher,

My name is Abdul-Karim Alhassan Abdulai. I am graduate student at the Faculty of Education, University for Development Studies. I am conducting an Action Research on the topic "Enhancing Teachers use of Role-play technique to improve speaking skills of pupils at Dalun R/C Basic schools" under the supervision of Dr. Hajjia Alimatu C. Issaka.

I am seeking permission to interact with some of your teachers whom I identified to have challenges in applying the role-play technique in this school. I seek to observe lessons of these teachers to be sure of the existence of these challenges. It is also my hope to organise in-service training on the above mentioned subject matter to enhance teachers' use of it.

Thank you.

Yours sincerely,

………………….

Abdul-Karim Alhassan Abdulai

(0242276763)

APPENDIX D

Evaluation Form for the Inset

After reading each statement, please place a checkmark (one per statement) that best reflects your sentiments on the particular query.

1. The content of the training did not cover relevant areas.

[ ] strongly agree [ ] agree [ ] undecided [ ] disagree [ ] strongly disagree

2. I will start applying the role-play techniques during teaching and learning.

[ ] strongly agree [ ] agree [ ] undecided [ ] disagree [ ] strongly disagree

3. Presentation made by the resource person was interesting and lively.

[ ] strongly agree [ ] agree [ ] undecided [ ] disagree [ ] strongly disagree.

4. Stationeries used for the training were appropriate and adequate.

[ ] strongly agree [ ] agree [ ] undecided [ ] disagree [ ] strongly disagree.

5. Time and venue for the training were good.

[ ] strongly agree [ ] Agree [ ] undecided [ ] disagree [ ] strongly disagree.

5. I benefited from the training.

[ ] strongly agree [ ] agree [ ] undecided [ ] disagree [ ] strongly disagree.

6. Suggest at least two topics for next training.

………………………………………………………………………………………………

………………………………………………………………………………………………

APPENDIX E:

Classroom Observation Schedule

Stage	Time	Teachers practice	Pupils practice
Lesson introduction			
Lesson presentation			
Practice			
Refection			

After class interview notes (reflection of classroom processes)

APPENDIX F

Interview Guide for Pupils

1. Do you understand English language?

2. Do all teachers use English language as a medium of instruction?

3. Do they use simple language for your understanding?

4. How often do they engage your activities such as drama, role-play, debate, story-telling, and so on, in class?

5. How do you feel when you are called to speak before your friends in the school?

APPENDIX G

Interview Guide for Head Teacher

1. Do teachers prepare lesson notes in your school? Yes [ ] No [ ]

2. If yes to question 1, indicate whether they include Role-Play in lessons

   ………………………………………………………………………….

   …………………………………………………………………………

3. How often does each teacher include Role-Play in teaching and learning this term?

   Indicate number of times.

   …………………………………………………………………………

4. Do you conduct School-Based INSET in your schools? Yes [ ] No [ ]

5. If yes to question 4, list the areas the INSETs was based on.

   ………………………………………………………………………….

   ………………………………………………………………………….

   ………………………………………………………………………….