

# Distinctive Effect of Role Play Instructional Method and Gender on English Language Skills' Acquisition of Secondary School Students in Awka Education Zone

Victoria Chidiebele Udenwa<sup>[a],\*</sup>; Lilian-Rita Akudolu<sup>[b]</sup>

<sup>[a]</sup> Department of Educational Foundations, Faculty of Education, Nnamdi Azikiwe University Awka, Nigeria.

<sup>[b]</sup> Professor, Department of Educational Foundations, Faculty of Education, Nnamdi Azikiwe University Awka, Nigeria.

\*Corresponding author.

Received 4 March 2022; accepted 17 May 2022  
Published online 26 June 2022

## Abstract

This study investigated the distinctive effect of role play instructional method and gender on English language skills' acquisition of secondary school students in Awka Education Zone, Nigeria. Two research questions guided the study and two hypotheses were tested at 0.05 level of significance. The design of the study was quasi experimental design involving 2x2 factorial designs. The population of the study consisted of 4,024 SS2 students in the 62 public secondary schools in the education zone. Out of this, a sample of 180 students made up of 93 females and 87 males were drawn from four intact classes of the selected schools. Multi-stage sampling procedure of stratified and simple random techniques were used to select two Local Government Areas from the five Local Government Areas that made up the education zone, out of which four schools comprising two female and two male schools were selected. The instrument for data collection was English Language Skills Acquisition Test (ELSAT). It was validated by three experts from Faculty of Education, Nnamdi Azikiwe University, Awka along with two seasoned English language teachers from the secondary schools who are experts in the field. The reliability of the instrument was ascertained using Kendal-W for essay/letter writing type questions which yielded acceptable intra reliability indexes of 0.97 for comprehension, 0.90 for essay/letter writing and 0.81 for summary and inter reliability indexes of 0.92, 0.90 and 0.82 respectively. Cronbach Alpha was used for multiple choice and oral/speaking questions which yielded reliability indexes of 0.97 for multiple choice questions and

7.6 for oral/speaking test. Data collected was analyzed using mean and standard deviation while Analysis of Covariance (ANCOVA) was used to test the hypotheses. The findings of the study revealed among others that students in experimental group who were taught English language using role play instructional method acquired the language skills more than those in the control group who were taught with traditional lecture method. The findings further indicated that both male and female in the experimental group had great improvement in their language skills acquisition though the female students outperformed the male students after the experiment. This showed that gender is a significant factor in students' acquisition of English language skills when role play instructional method is used. Based on the findings, it was recommended that English language teachers in the secondary schools should be encouraged and empowered to adopt the use of role play instructional method in the teaching and learning of English language as it has been discovered to be an effective means of improving students' acquisition of language skills.

**Key words:** Language; Skills acquisition; Role play; Gender; Conventional lecture method

Udenwa, V. C., & Akudolu, L-R. (2022). Distinctive Effect of Role Play Instructional Method and Gender on English Language Skills' Acquisition of Secondary School Students in Awka Education Zone. *Higher Education of Social Science*, 22(2), 11-18. Available from: URL: <http://www.cscanada.net/index.php/hess/article/view/12513> DOI: <http://dx.doi.org/10.3968/12513>

## INTRODUCTION

English language has been known and accepted as an essential language that plays a pivotal role in the lives of Nigerian people, due to its capacity of unifying the people and bridging the communication gap that would have been created because of the multifarious nature of the

country. It is a compulsory subject that is taught and used at all levels in the school system due to its centrality and importance in academic, social, professional and career lives of individuals. This superiority status of English language especially in Nigeria emanates from the fact that it stands as the lingua franca (official language) as well as the language of education among other numerous functions in the country. Its teaching in Nigerian schools predates the nation as it started from the colonial days and has since then had been preferred to be used by teachers than other native languages. Besides, it is an international language with billions of speakers all over the world because it has been discovered that its knowledge opens up many avenues for greater heights and achievement in different areas of life. In fact, in Nigeria, it plays a central role in education.

The central role of English language in Nigerian schools is such that no meaningful activities and interactions take place in the classroom without its use. Nwachukwu-Agbada (2012) observed that it is the centrality of English language in Nigeria that makes it a compulsory subject at all levels in the school system. On this note, the teaching and learning of English language has become a necessary concern to many educators and researchers. The government, curriculum designers and parents have over the years invested countless resources in trying to find out the best way to equip students with the knowledge and usage of the language for effective performance. The outcome has not yielded the expected result as noted by the WAEC Chief examiner in the general reports of 2016-2020 (Sidmach, 2021). He categorically insisted that there is much need to equip the students with the rudiments and technicalities of English language for a better performance. Despite this weighty importance attached to English language in Nigeria and its long years of usage in teaching and learning activities, the researchers observed with dismay that a good number of students do not have the opportunity to practically use the language in the classroom as required. The lack of exposure to practically use the language in the classroom as obtained in the real life situations affects the students' acquisition of the much needed language skills; which is reflected in the totality of the students' performance in external examination and functionality with the language. It is only when the language skills are properly learnt that adequate usage of it in academic works and communication becomes easier for students and many people. This is because the mastery of the language for optimum performance in academic works and other lives' endeavour depend largely on the acquisition of its skills which are: listening, speaking, reading and writing.

Listening skill is a fundamental, a receptive and an important skill to develop. It is involved in all areas of our lives, both public and personal; and effective teaching can enhance it. Ikwuka (2016) opined that listening is

an active exercise that involves auditory perception and mental processing, and that its act involves hearing, thinking, as well as having a good deal of interest to what the speaker is saying. Sevik (2012) defined listening skill as the ability to pay attention, provide feedback and avoid distraction especially in the classroom when teachers employ a suitable teaching method. The second basic skill is the speaking skill which involves delivery of the language through the mouth. It allows people to communicate effectively and requires steady practice as well as exposure to the language. English Language Speech Assistant (ELSA, 2021) defines speaking skill as a verbal skill involving words and sounds and as such is an interactive process of constructing meaning by producing, receiving and processing information. Listening and speaking are the primary language skills which lay the foundation for the acquisition of the secondary skills of reading and writing. Reading is a secondary and receptive skill through which the eyes move quickly to assimilate text. According to Dwi (2014), it is a complex cognitive process of decoding symbol in order to construct or derive meaning. Writing skill is a productive skill and the ability to develop the correct form of language either at a sentence or discourse level. It is according to Okari (2016) the ability and knowledge related to expressing ideas in written words, research, outlining, editing and so on. These four language skills are separate but interconnected as well as complementary. The teaching and learning of each one either necessitates or enhances the other. In fact, Wandera (2012) exposed that in teaching activity, all the language skills are emphasized and they form the foundation for solid language skills acquisition.

Skills ordinarily means ability to do something well either manually, mentally or both. Doyle (2020) opined that it means competence that has been acquired by training, schooling or practice, which is essentially needed in several disciplines such as Economics, Education, Psychology and Sociology. Educationists use the term skill to describe the abilities acquired by individuals such as manual dexterity, knowledge and social skills. Therefore, skills are usually acquired or learnt. Skills acquisition in schools is one of the ways of improving the quality of students' learning and their functionality in the society in this 21<sup>st</sup> century. The importance of skills acquisition has been emphasized by the Federal Republic of Nigeria (2013) in the National Policy on Education that education implies the acquisition of appropriate skills and competencies through which individuals become equipped for meaningful living and contribution to personal and societal development. In line with this, secondary school students need to be exposed to the type of teaching that will require practicability with the language in the classroom to enable them become productive and functional members of the society. Karim (2016) emphasized that acquisition of proper language skills is

required for execution of various life functions and tasks. Therefore, it is non-negotiable for everyone particularly for secondary school students; as almost all their present and future activities hinge on it. Consequently, its teaching requires application of teaching professionalism with different teaching methods. Nevertheless, it seems that the predominant method of teaching employed by English language teachers in the Nigeria secondary schools is the traditional lecture method (TLM).

Traditional lecture method is a teacher centered method which makes students to be non-participatory in the classroom. Students remain dormant in the classroom and thus do not have the opportunity for practical use of the language. This may be one of the reasons for students' lack of exposure in practicing the use of the language in the classroom as required in real life situations. Crawford (2014) affirmed that this method has continued to be widely used in the school system due to its effectiveness in teaching large group of students which is characterized by Nigerian public schools. Considering this situation, the issue of students' inability to acquire the language skills due to inadequate engagement in class activities may continue to linger. Current world needs demand that students be exposed to practical use of English language in the classroom for proper acquisition of its skills, which will enable them to squarely face the growing world challenges that majorly center on communication. Consequently, a more learner centered method of teaching such as role play instructional method (RPIM) may be required.

Role play instructional method is a learning activity where students are expected to act specific roles through saying or doing what one would be required to do or say in a particular situation. Hence, students are allowed to practice using the language in various contexts of life in the safe situation of the class under the guidance of the teacher. With this, the teacher's roles become more of a facilitator rather than a sage on the stage. According to Altun (2015), role play method enables students to gain familiarity with the vocabularies of the language and as well master its skills. It fosters and boosts interaction in the class and makes learning to be grounded in reality. Afdilah (2015) further stated that the use of role play activities develops language skills, enhance other academic activities and prepares students for adept life functionality. Role play method requires students' active participation in presenting instructional activities in the classroom by taking up roles through which they master the skills of the language.

Mastery of skills of the language is indicated in the students by their ability to use the language adequately in different life functions especially in academics and for communication. In academics, it is shown by the scores obtained by the students, which is the standard for measuring their knowledge and learning in a particular

situation or subject. This is usually done in the forms of tests, quizzes and examinations that may be standardized or teacher-made. Thus, students' acquisition of English language skills could be determined through their performance in English language skills acquisition test after they have been exposed to role play instructional method. This has been done by a number of researchers, who have conducted researches to establish the effects of role play method on students' achievement in some subjects both within and outside Nigeria.

Some of the studies include Puyate and Emeli (2017), who conducted a quasi-experimental study on the effect of role playing teaching strategy on academic achievement of students in learning Simple Blue Print Reading at Gbarainwei secondary school in Bayelsa state and found out that students in the experimental group taught with role play method performed better than those in the control group taught with traditional lecture method. However, they reported that there is no statistical significance in the reading performance of the two groups. The study of Abdul and Nooreiny (2018) established that students taught Oral communication skill using role play method outperformed those that are taught with traditional method of teaching. Also, Esmail, Amin Saed and Parivash (2017) concluded in their investigation on the effect of role playing tasks on speaking ability of Iranian pre-intermediate ESP learners in Maritime University, Iran that the treatment with role playing activities enhanced speaking ability of the learners. Binta (2012) in an action research on the effectiveness of role play technique in teaching dialogue in Durga private secondary school, Rajbiraj reported that the use of role playing technique is an effective means in developing the speaking skill as well as equipping learners to speak with confidence and improve interpersonal skill. The survey descriptive study of Wandera (2012) on the effectiveness of teaching methods in English language on acquisition of English language skills in public secondary schools in Nairobi, Kenya; revealed that out of the three methods (lecture method, role play teaching method and question and answer method) used, role play method highly imparted on students' speaking skill. Furthermore, Krebt (2017) examined the effectiveness of role play technique in teaching speaking for Iraqi EFL college students and found out that the use of role play method greatly improved the performance of the experimental group taught with role play method compared with those in the control group taught with the traditional method. Bhattacharjee (2014) observed in the investigation of the effectiveness of roleplaying as a pedagogical approach in the Construction Education educators in achieving educational objectives in a Midwestern University that role playing meets the needs of the construction management educators by offering to the students an active learning environment that balance theory with practice; as well as equip the

student with necessary skills to be successful in their chosen profession. Seli (2019) examined the effect of role play and self-confidence on broadcasting students' speaking skill and established that students taught with role play method did better than those taught with presentation method; but there was no interactional effect between teaching technique and students' self-confidence towards English speaking skill of broadcasting students. Also, Rasheed Joma, Al-Abed, and Ismail Nafi, (2016) investigated the effect of using role-playing on students' achievement and motivation in the English speaking skill and found out that role play method was not a significant factor in students' motivation towards acquiring speaking skill. With this inconclusive nature of the effect of role play method on students' performance and achievement in academics, the researchers had the desire to carry out this study in Nigeria using secondary school students in Awka Education Zone. They equally sought to find out the effect of gender on secondary school students' acquisition of English language skills using role play instructional method.

Gender is a very sensitive issue in our modern society and affects virtually everything including teaching and learning activities. It could play an important role in students' acquisition of English language skills. The reality of gender in the society and culture has two basic interpretations - male expression and female expression. Thus, gender refers to the varied socially and culturally constructed roles, qualities and behaviours that are ascribed to men and women of different societies (Singh, 2010). The issue of gender comes into play in language skills acquisition with the knowledge that personality characteristics are very vital in learning. Gender is so tied to how people express themselves that it affects usage of words which necessitates its being a factor in this study. Some studies have equally been carried out on gender and academic performance but no consensus had been reached concerning it.

For example, the earlier work of Yadikar (2004) on the effects of role play method activities on the ninth grade students' achievement and attitude towards simple electric circuit determined the level of students' performance based on gender and proved that gender does not play a vital role in students' achievement when taught with role play activities. In contrast, the study of Rasheed Joma, Al-Abed and Ismail Nafi (2016) on the effect of role-playing on students' achievement and motivation in the governmental school in Bethlehem district in Palestine indicated that gender is a significant factor in promoting students' speaking skill in favour of the female group. Ellis (2012) confirmed this in his work on the study of second language acquisition by asserting that female students outperformed males as they are more open to new linguistic forms in the target language. Also, Murphy (2010) in his study on foreign language learning

established that females achieved higher overall mean scores in language proficiency tests than males. Payne and Lyn (2011) in a similar study stated that females performed better than males when it comes to second language learning while males perform better in first language acquisition. Payne and Lyn explained that this is because studies have established that girls are more disposed to learn a second language. On the contrary, the study of Seker and Dincer (2014) on the analysis of gender stereotyping in English teaching course books indicated that males are more effective in class activities than females in acting or playing out roles in English language class. Likewise, Wucherer and Reiterer (2018) in their study on language concluded that the performance of males is better than that of females in phonetic speech imitation ability while females outperformed the males in grammar learning. The studies generally show that there are aspects of English language learning where females perform well whereas; there are aspects where males outperform females. It could be deduced from the foregoing that there are no consistent findings as regards to the issue of gender and English language learning. The inconclusiveness of the effect of gender on students' performance in English language learning also provides the need for this investigation. It was based on this disparity that the researchers delved into this study to determine the distinctive effect of role play instructional method and gender on language skills' acquisition of secondary school students in Anambra State.

### Research Questions

- What are the English language skills acquisition mean scores of students taught English language using role play instructional method (RPIM) and those taught using conventional lecture method (CLM)?
- What are the English language skills acquisition mean scores of male and female students taught English language using role play instructional method?

### Research Hypotheses

- There is no significant difference in the English language skills acquisition mean scores of students taught English language using RPIM and those taught with CLM.
- There is no significant difference in the English language skills acquisition mean scores of male and female students taught English language.

---

## METHOD

A pretest, posttest quasi-experimental design involving 2x2 factorial design was adopted in this study using intact classes. The intact classes for the study were randomly assigned to experimental and control groups. The experimental group was taught using Role play Instructional Method (RPIM) while the control group

was taught using Conventional Lecture Method (CLM). At the onset of the experiment, pretest was administered to both groups, after which the experiment was carried out and posttest was administered at the end. The study was carried out in four senior secondary schools of two male and two female schools in Awka Education Zone of Anambra State. The population of the study comprised 4,024 SS2 students in the 62 public secondary schools in the Zone. The choice of these schools is based on the nature of people residing, working, schooling and transacting businesses in the area that require good English language skills for their daily activities.

The sample size of the study was 180 SS2 students made up of 87 males and 93 females. Multi-stage sampling procedures of stratified and simple random sampling techniques were used in the study. Stratified technique was used to select two males and two female schools (four schools) from the senior secondary schools in the two selected local government areas; which were randomly selected out of the five local government areas that made up the education zone. Simple random sampling was used to assign the schools into experimental and control groups, and for the selection of the four intact classes. Experimental group comprised 87 students (42 males and 45 females) that was taught English language using role play instructional method; and the control group consisted of 93 students (45 male and 48 females) that was taught the same subject using traditional lecture method. Data collection was done using English Language Skills Acquisition Test (ELSAT). The lesson plan and marking guide were prepared by the researchers for both the experimental and the control groups. The instrument was validated by three experts from the Faculty of Education, Nnamdi Azikiwe University, Awka, along with two experienced senior secondary school English language teachers who are experts in the field in Anambra State. The reliability of the instrument was ascertained using Kendal-W for essay/letter writing type questions which yielded acceptable intra reliability indexes of 0.97

for comprehension, 0.90 for essay/letter writing and 0.81 for summary and inter reliability indexes of 0.92, 0.90 and 0.82 respectively. Cronbach Alpha was used for multiple choice and oral/speaking questions which yielded reliability indexes of 0.97 for multiple choice questions and

7.6 for oral/speaking test. Besides, certain variables such as experimenter bias, teacher variable, experimental mortality, effect of pretest on posttest and Hawthorne effect were controlled to enable the researchers examine the distinctive effect of role play method. Data collected was analyzed using mean and standard deviation while Analysis of Covariance (ANCOVA) was used to test the hypotheses.

## RESULTS

- What are the English language skills acquisition mean scores of students taught English language using role play instructional method and those taught using conventional lecture method.

**Table 1**  
**Mean English Language Skills Acquisition Scores of students taught English Language with Role play Instructional method (RPIM) and those taught using Traditional Lecture Method(TLM)**

Groups	N	Pretest		Posttest		Mean Gain
		Mean	SD	Mean	SD	
Experimental group	87	56.40	7.74	66.60	8.57	10.20
Control Group	93	53.31	8.62	54.54	8.29	1.23

Results in Table 1 show the mean and standard deviation of English language skills acquisition scores of students in the two groups. The mean scores indicated that the students in experimental group taught with RPIM had the higher posttest mean score than those in the control group taught using CLM. This shows that the students in experimental groups achieved more than those in the control group.

- What are the English language skills acquisition means scores of male and female students taught English language using role play instructional method?

**Table 2**  
**Mean English Language Skills Acquisition Scores in Pretest and Posttest of Male and Female students taught English Language**

Variables	Experimental Group M (N=41); F(N=46)					Control Group M (N=45); F (N=48)					
	Pre-test		Post-test		$(\bar{x})$ Gain	Pre-test		Post-test		$(\bar{x})$ Gain	
	$(\bar{x})$	SD	$(\bar{x})$	SD		$(\bar{x})$	SD	$(\bar{x})$	SD		
Comprehension	Male	56.88	7.49	65.63	8.11	8.75	53.47	8.73	54.80	8.29	1.33
	Female	55.98	8.02	67.46	8.96	11.48	53.17	8.60	54.29	8.37	1.12

Results in Table 2 show the mean and standard deviation of posttest mean scores of male and female students taught English language in the two groups. The mean scores indicated that the male and female students in the experimental groups had higher posttest mean score than male and female students in the control group. Result further show that while female students had higher

posttest mean score in the experimental group, male students had higher marginal posttest mean score than their female counterparts in the control group. This shows that the female students did better than male students in the experimental group while male students did better than female students in the control group.

**Test of Hypotheses**

**Hypothesis 1:** There is no significant difference in the English language skills acquisition mean scores of

students taught English language using RPIM and those taught with CLM.

**Table 3**  
**ANCOVA for Differences on Mean English Language Skills Acquisition Scores of Students taught English Language using Role play Instructional Method and those taught with Conventional Lecture Method**

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	16958.399 <sup>a</sup>	2	8479.200	681.137	.000
Intercept	345.055	1	345.055	27.718	.000
pretest_termscores	10420.637	1	10420.637	837.094	.000
Method	3655.496	1	3655.496	293.647	.000
Error	2203.401	177	12.449		
Total	675106.000	180			
Corrected Total	19161.800	179			

a. R Squared = .885 (Adjusted R Squared = .884)

Results in Table 3 show that there is a significant main effect of treatment in the posttest English language skills acquisition scores of students in the experimental and control groups  $F(2, 180) = 293.647, p < 0.05$ . This means that there is significant difference in the English language skills acquisition mean scores of students in experimental and control groups. Therefore, the hypothesis that there

is no significant mean difference in the English language skills acquisition of students taught with RPIM and those taught with CLM is rejected.

**Hypothesis 2:** There is no significant difference between English language skills acquisition mean scores of male and female students taught English language

**Table 4**  
**ANCOVA for Difference in English Language Skills Acquisition Skills of Male and Female Students taught English Language**

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	17113.379 <sup>a</sup>	4	4278.345	365.506	.000	.893
Intercept	325.023	1	325.023	27.767	.000	.137
pretest_termscores	10497.621	1	10497.621	896.829	.000	.837
Method	3572.058	1	3572.058	305.167	.000	.636
Gender	66.553	1	66.553	5.686	.018	.031
method * gender	93.783	1	93.783	8.012	.005	.044
Error	2048.421	175	11.705			
Total	675106.000	180				
Corrected Total	19161.800	179				

a. R Squared = .893 (Adjusted R Squared = .891)

Results in Table 4 show that there is a significant main effect of treatment in the posttest English language skills acquisition mean scores of male and female students in the two groups  $F(1, 180) = 5.686, p < 0.05$ . This means that there is significant difference in the English language skills acquisition mean scores of male and female students in the two groups. Therefore, the hypothesis that there is no significant mean difference in the English language skills acquisition mean scores of male and female students in the two groups is rejected.

using role play instructional method acquired the English language skills more than those in the control group who were taught the same subject using conventional lecture method. Likewise, the result indicated that there was a statistically significant difference between the English language skills acquisition of students taught with role play method than those taught with conventional lecture method. This recorded progress proved that students in the experimental group acquired the skills better than those in the control group. This therefore is an indication that role play instructional method is effective and as well has the potentials of enhancing students' acquisition of English language skills in English language. This finding is in tandem with the results of Binta (2012), Wandera (2012), Bhattacharjee (2014) Krebt (2017), Puyate and Emeli

**DISCUSSION OF FINDINGS**

The findings of the study revealed that SS2 students in experimental group who were taught English language

(2017), Esmail, Amin Saed and Parivash (2017) along with Abduland Nooreiny (2018) who established that students exposed to learning using role play instructional method had better results than their counterparts taught using traditional lecture method. In contradiction, Rasheed Joma, Al-Abed, and Ismail Nafi, (2016) and Seli (2019) in similar studies found out that role play instructional method is not a significant factor in enhancing students' learning outcomes.

In addition, the findings of the present study revealed that the language skills acquisition of male and female students taught English language with role play instructional method were enhanced. Nonetheless, female students performed better than male students in the experimental group after the treatment; while male students did better than their female counterpart in the control group. The finding equally established that there was significant difference in the language skills acquisition of male and female students in English language on their exposure to RPIM in favour of the female students. This therefore showed that gender is a significant factor in the language skills acquisition of male and female students with the use of role play instructional method. The finding of the study is in agreement with the study of Murphy (2010), Ellis (2012), Payne and Lyn (2011) and Rasheed Joma, Al-Abed and Ismail Nafi (2016) that female students outperformed male students on their exposure to role play method. However, Seker and Dincer (2014) and Wucherer and Reiterer (2018) conducted similar studies and found out that male students did better than female students. Therefore, the effect of gender on students' academic performance is inconclusive.

## CONCLUSION

Based on the findings of this study, the researchers concluded that the use of role play instructional method had a significant effect on the English language skills acquisition of SS2 students in English language in Nigeria. Moreover, gender was found to be a significant factor on the students' acquisition of English language skills in English language with the use of role play instructional method.

## RECOMMENDATIONS

Based on the findings and conclusions of this study, it was recommended among others that:

- English language teachers in the secondary schools should be encouraged and empowered to adopt the use of role play instructional method in the teaching and learning of English language as it has been discovered to be a practical and productive means of improving students' acquisition of language skills.
- The federal and state governments should as a matter of necessity ensure that each public secondary school is

provided with a functional language laboratory that will not only be for sound production in the language, but where students should be made to practice the use of the language as in real life situation.

## REFERENCES

- Abdul Rahman, N. A., & Nooreiny, M. (2018). The effect of role play and simulation approach on enhancing ESL oral communication skills. *International Journal of Research in English Education (IJREE)*, 3(3), 63-73.
- Afdillah, N. M. (2015). *The effectiveness of role play in teaching speaking*. (Master dissertation). Department of English Education, Faculty of Tarbiyah and Teachers' Training, Hidayatullah State Islami: University, Jakarta. Retrieved from <https://repository.uinjkt.ac.id/dspace/handle/123456789/26710>
- Altun, M. (2015). *Using role-play activities to develop speaking skills: A case study in the language classroom*. Paper given at a conference held on April 26-27, 2015 in Ishik University, Erbil, Iraq, In book of Proceedings, 354.
- Bhartacharjee, S. (2014). *Effectiveness of role-playing as a pedagogical approach in construction education*. 50<sup>th</sup> Annual International Conference Proceedings. Associated Schools of Construction. Retrieved from <http://ascpro.ascweb.org>.
- Binta, C. (2012). *Effectiveness of role play technique in teaching dialogue in Durga private secondary school, Rajbiraj*. Unpublished Masters' Thesis, Department of English Education, Faculty of Education, Tribhuvan University, Kirtipur, Kathmandu.
- Crawford, J. (2014). *Educating English learners: Language diversity in the classroom*. Los Angeles: Bilingual Education Services Inc
- Doyle, A. (2020). *What are employability skills? Definition and examples of employability skills*. Dotdash: Dotdash Publishing. Retrieved from <https://www.thebalancecareers.com>
- Dwi, L. (2014). *The effectiveness of using secret message game in teaching reading Comprehension of the eighth grade students at SMPN 2 Gondang in the academic year- 2013-2014*. In Skripsi Pendidikan Bahasa Inggris. Tulugagung. Retrieved from <http://lib.stkipggritulugung.ac.id/halamansiswa>.
- Ellis, R. (2012). *The study of second language acquisition*. (2<sup>nd</sup> ed). Oxford : Oxford University Press. ELSA (2021). *All about speaking as a communicative skill*. Retrieved from <https://elsaspeak.com>.
- Esmail, Z., Amin, S. and Parivash, Z. (2017). The effect of role-playing task on improving speaking ability of Iranian pre-intermediate ESP Learners. *Iranian Journal of English for Academic Purposes, IJEAP-1804-1203*
- Federal Republic of Nigeria (2013). *National policy on education*. Lagos: NERDC Press.
- Ikwuka, O. I. (2016). *Language teaching for teachers and students*. Awka: Ifevic Publishers.

- Karim, H. A. (2016). Unemployment because the can't speak English. *The New Straits online*, pp. 1-7, *Shah Alam*. Retrieved from <http://www.nst.com.my/new/2016/02/125529/unemployed-because- they-can't-speak-english>
- Krebt, D. M. (2017). The effectiveness of role techniques in teaching speaking for ESL learners. *Journal of Language Teaching and Research*, 8(5), 863-870, doi:<http://dx.doi.org/10.1750/jltr.0805.04>
- Murphy, B. (2010). Foreign language learning in Irish second level schools: gender very much on the agenda. *Irish Educational Studies*, 29(1), 81-95-29.
- Nwachukwu-Agbada, J. O. J., (2012). *English language education in Nigeria, history, efforts and outcome*. U. M. O. Ivowi & B. B. Akpan (Eds), *Education in Nigeria from the beginning to the future*. Lagos: Foremost Educational Services Ltd.
- Okari, F. M. (2016). The writing skill in contemporary society: the Keyan perspective. *Journal of Education and Practice*, 7(35), 65-69. ISSN-2222-1735
- Payne, T. W., & Lyn, R. (2011). Sex differences in second language comprehension. *Personality and Individual Differences*, 50(3), 434-436. doi:10.1016/j.paid.2010.10.026
- Puyate, T. S., & Emeli, E. (2017). Role playing teaching strategies and its effect on academic achievement of students in learning simple blue print reading. *International Journal of Innovative Social Science Education Research*, 5(4), 50-55, SEAH PUBLICATIONS, Retrieved from [www.seahipaj.org](http://www.seahipaj.org). ISSN: 2360-8978.
- Rasheed Joma, M. A., Al-Abed, S. F., & Ismail Nafi, J. S. (2016). The effect of "role-playing on students' achievement and motivation in the governmental schools of Bethlehem district in Palestine. *British Journal of Education, Society and Behavioural Science*, 18(3), 1-26. Article no. BJESBS.28782. SCIENCEDOMAIN International. Retrieved from [www.sciencedomain.org](http://www.sciencedomain.org)
- Seker, M. and Dincer, A. (2014). An analysis of gender stereotyping in English teaching course books. Cukurova University, *Faculty of Education Journal*, 43(1), 90-98.
- Sevik, M. (2012). Teaching listening skill to young learners through "listen and do" songs. *English teaching forum.*, 3, 10-17.
- Seli, F. Y. (2019). *The effect of role play and self confidence on English speaking skills*. Retrieved from <http://repository.uinjkt.ac.id>
- Sidmach Technologies Nigeria Limited. (2021). *Summary of WAEC Chief Examiner's Report – 2016-2019*. 44\*\*\*\*(216). Software company Block J CBD Ikeja, Lagos.
- Singh, Y. K. (2010). *Dictionary of Education*. New Delhi: A.P.H Publishing Corporation.
- Wandera, S. (2012). *Effectiveness of teaching methods in English language on acquisition of English language skills in public secondary schools in Nairobi County, Kenya*. (Unpublished masters' thesis). Department of Educational Administration and Planning, University of Nairobi.
- Wucherer, B. V., & Reiterer, S. M. (2018). Language is a girlie thing, isn't it? A Psycholinguistic exploration of the L2 gender gap. *International Journal of Bilingual Education and Bilingualism*, 21(1), 118-134.
- Yadikar, K. (2004). *Effects of activities based on role-play on ninth grade students' achievement and attitudes towards simple electric circuits*. (Unpublished masters' thesis). Graduate School of Natural and Applied Sciences. Middle East Technical University.