

Evaluating the Impact of Role Play on Literary Text Comprehension: An Experimental Study Using *The Oracle of Cidino*

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ABSTRACT

The fundamental goal of roleplay is for students to become actively involved in the learning process which results in better and deeper understanding. This study investigated the effectiveness of role play in enhancing undergraduate students' comprehension of *The Oracle of Cidino* by Nyathi (2003) through role play as an instructional strategy. Grounded on the premise of the constructivist paradigm, this experimental design compared comprehension achievements between the control group that received traditional instruction and the experimental group that participated in role play to assess the extent to which role play influences students' comprehension and academic performance. A convenient sampling technique was employed to select the study population. A sample of 83 student participants was selected using Yamane formular (1967). A computer-generated number was used to randomly assign 83 student participants into the control (n=42) and the experimental (n=41) groups. Data was collected through pre and post-tests and descriptive statistics was used to analyse data. The findings revealed that incorporating constructivist, participatory pedagogies such as role play can enhance students' academic performance by developing and supporting active learning environments like literature classrooms. The study recommends future research to examine pre-posttests through student discussion to justify their literary test answers and to teach literature through television to aid comprehension, engagement and appreciation.

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INTRODUCTION

The teaching of literature at tertiary level usually tends to focus more on textual analysis rather than students' lived experiences which alienates students from emotional and intellectual experiences of literary work (Moustafa & Naima, 2022). Regarding this pedagogical limitation, role play has emerged as a powerful experiential learning method through which students impersonate characters, participate actively in the development of the plot and internalize themes (Bonwell & Eison, 1991). Through that experience, students develop deeper comprehension abilities and engage critically with texts.

The integration of drama and role-based activities in language acquisition and literature instruction has therefore gained great attention for its potential to transform classrooms into dynamic interpretative environments, where learning is active, collaborative, and emotionally meaningful (Khamouja et al., 2023; Adam & Mabusela, 2013). Scholars argue that literary texts contribute authentic, culturally bound and emotional content that is beneficial in enhancing language development (Lazar, 2009; Paran, 2012). However, other researchers note that the linguistic complexity and cultural unfamiliarity of some texts often affect text comprehension especially for students with limited language proficiency (Ghosn, 2013). Similarly, a study by Pardede and Purnamasari (2025) revealed that in addition to students experiencing difficulties in understanding unfamiliar words and literary expressions, they also expressed having limited cultural understanding of the themes depicted in the stories which affected their overall interpretation of the literary texts. However, despite these contrasting ideas, the integration of language and literature can create an enormous field of interest, particularly in universities, where academic literacy as well as competency in the language are crucial to teaching literacy in higher education.

While literature is considered an essential part of the language curriculum, there exist many language educators who experience difficulty in incorporating literature into their teaching. Literature often presents readers with complex language, varied stylistic devices and complex themes which require students to comprehend and interpret. If students struggle to comprehend these complex elements and educators lack the strategies to guide them, then teaching literary texts serves no purpose. Babae and Wan Yahya (2014) posit that many of the language curricula do not prepare teachers to successfully implement literature in their lessons, which is further complicated by a lack of appropriate teaching materials to accomplish this integration. In addition, as some educators attempt to integrate literature into their teaching, insufficient training in this area compel them to become reluctant in providing the desired learning objectives. A study by Joshua & DeWitt (2020) argues that despite enormous student benefits associated with literature, a lack of interactive instructional strategies can affect its potential to enhance teaching and learning. Equally, a study conducted in Ireland which investigated the use of role play in literature lectures revealed that although students associated learning with role play, role play was more widely used in language classes than literature classrooms. In this scenario, the research focused more on students' perceptions rather than strong empirical comparisons (Ni Riain et al., 2017). The significance of this study rests in its potential to contribute to empirical evidence on the effectiveness of role play as an instructional strategy in a literature classroom. Examining its impact on students' literary text comprehension, the study seeks to inform the education fraternity on the effective pedagogical approach that can improve student engagement and literary text comprehension. Therefore, this study aimed to explore whether the integration of role play as an instructional strategy in literature teaching can enhance students' literary text comprehension compared to traditional instruction.

1. To examine the impact of role play as a teaching method on undergraduate students' comprehension of literary texts.
2. To compare pretest and posttest comprehension scores of students taught through role play with those taught through traditional methods.

LITERATURE REVIEW

This study was established on the constructivist theory, which views learning as an active, interpretive, socially mediated process (Vygotsky, 1978). Constructivism suggests that students create meaning through prior knowledge, experiences, and social interactions (Vygotsky, 1978). In the context of literary instruction, this perspective posits that comprehension entails not purely passive absorption of knowledge, but an active engagement with the story (Vygotsky, 1978). Role playing embodies these beliefs by enabling students to engage with the book, adopt characters' identities, investigate their intentions, and negotiate interpretations. In this way, as students learn by doing instead of merely imitating what the educator says, they internalize instead of simply mirroring the teacher's analyses.

Bruner (1996) explains that learning takes place most effectively when learners are involved in the creation of meaning, and role play provides such participatory learning experience. Through the process of dramatization of certain literary events, students co-construct meaning and not only learn how to interpret but also develop empathy, imagination, and linguistic fluency. In addition to this, constructivism acknowledges the role of social interaction in the shared construction of knowledge. Role play connects learning with social structure through peer discussion and reflection. By role playing, students construct meanings together, question their own beliefs and reach a shared understanding of what the text means. This kind of interaction between students encourages critical thinking and a deeper understanding of the text in line with the constructivist goal of promoting active and reflective learning. This theoretical foundation facilitates the incorporation of role play into this study, transforming literacy acquisition from a teacher-centred learning to a socially situated and learner-centred approach.

Traditional Approaches to Teaching Literature

The teaching of literature has for decades been characterized by typical, teacher-directed approaches that rely more on textual analysis, grammatical correctness, and content recall than on interpretation, creativity, and experiential learning (Chelser & Fox, 1966; Knight, 2001; Bagherkazem & Alemin, 2010). Equally, in schools that practice this system, the teacher is the sole transmitter of meaning and the students are the passive receivers of this meaning. This method sometimes referred to as the 'information transmission model' (Dorgu, 2015), assumes that learning happens when students remember certain facts about a text such as plot, character or historical background rather than when they can think, feel and make sense of literature in a way that is meaningful. Although this method may guarantee that the content stipulated in the curriculum will be covered, it tends to constrain personal interaction and discourage independent thinking. The consequence of this, however, is that learners often do not make an emotional or intellectual connection with the texts but rather view literature as an abstract entity detached from their own linguistic and cultural experiences (Khatib, 2011; Savvidou, 2004). These traditional approaches also consider texts as passive objects of observation to be analyzed from a prescriptive perspective rather than live expressions open to interpretations. Such analytical rigidity is further perpetuated in teacher-centred communications, comprehension questions, and text explications that focus

on identifying symbols or moral lessons determined by the teacher prior to reading the text aloud. Although such strategies may enhance analytical skills, they seldom motivate learners to gain independent thinking and accommodation of alternative interpretations.

When students are not allowed to make their own interpretations, it creates a realm of literature they can perceive as foreign or intimidating, especially when studying texts written in a second or foreign language (Padurean, 2015; Ghosn, 2013). Such alienation can decrease student motivation for reading tasks that they perceive as linguistically challenging or culturally distant. Furthermore, the dominance of teacher-centred pedagogy that prevails in literature instruction has been criticised as a source of misalignment with the communicative and learner-centred goals of contemporary language education (Salmanova, 2025; Tzenios, 2022). In the same vein, Belet and Dal (2010) and Savvidou (2004) argue that methods that promote teacher-centred and rote memorization contradict the principles of constructive learning that underpins language acquisition.

Teaching literature as a mere source of linguistic content can lose its transformative ability to promote empathy, creativity, and critical reflection. This difficulty is especially heightened in multilingual and multi-cultural contexts like Namibia, where many learners see English literary texts that mirror unfamiliar social contexts. Students would remain passive as the narrative unfolds, rather than active participants in meaning making. Therefore, while traditional approaches, provide a strong analytical basis, they fail to encourage the expected participation necessary for deep literary comprehension and language development.

Role Play as an Instructional Strategy

Regarding the limitations of traditional teaching strategies (Hu, 2024; Saira, 2012), role play has developed as an interactive technique for imparting knowledge and facilitating learning that aligns with the concept of constructivist learning. Role play transforms students' experience with reading into a practical and immersive environment where they actively engage with literature rather than merely reading it. It demands students to imitate characters, reenact scenes and motives, conflicts, and emotions through embodied performance. Through role play, students develop critical and social skills that deepen their comprehension of literary concepts and linguistic knowledge.

Johnstone and Percival (1976) argue that interactive participative learning allows the reader to become involved and enables the reader to think, speak, and engage with the text on a more profound level because the text is in the reader's own world. As students become emotional players that engage in character work and struggle with fictional problems, they build empathy and critical understanding of human behaviour central to the study of literature (Chelser & Fox, 1966). In contrast to teacher-centred approaches, role play promotes cooperation, construction and negotiation of meaning, all of which enhance critical thinking and intercultural competence (Vygotsky, 1978; Rao & Stupans, 2012). This social facet of learning is especially meaningful in tertiary language classrooms where students are at the stage of developing both linguistic proficiency and academic literacy. Such contexts reinforce the communicative confidence learned through role play which ultimately strengthen the language competence as these learners are required to spontaneously share what they have learned in English.

Research by Lederer (2016) and, Westrup and Planander (2013) indicate that role play produces more engagement and recall compared to traditional lectures which, as one of the primary methods, also promote further success especially among second language learners. As students attempt to transform abstract concepts into lived experiences, the more likely they will remember, relate to, and criticize what they learn. Furthermore, Riain et al. *Journal of English Teaching*, 12(1), February 2026. 1-13, DOI <https://doi.org/10.33541/jet.v12i1.7547>

(2018) also indicate that students in literature classes who engaged in role play associated it with different forms of learning outcomes such as improved interpretation skills, collaborative understanding and empathetic emotions. However, some scholars caution that the effectiveness of role play depends on careful planning and facilitation taking into consideration that some students struggle with anxiety, embarrassment or resistance to performance-based learning (Sano, 1989; Kerr, Troth & Pickering, 2003). Therefore, educators should ensure that role play environments are psychologically safe where clarity on purpose is clearly explained that the engagement is not intended for theoretical performance but rather intellectual engagement.

RESEARCH METHOD

Research Design

The study employed a pre-test/post-test experimental design to establish whether there could be a statistically significant difference in the test outcome of a selected undergraduate students' comprehension of *The Oracle of Cidino* by Nyathi (2003) before and after the intervention. The design used a comparison and treatment group to investigate the effect of role play on students' literary text comprehension.

Population and Sample

A convenient sampling method was used to identify the study population of 105 students from a selected campus of the University of Namibia as it enabled the researchers to select the participants based on their availability (Schutt, 2019). A sample of 83 student participants was selected using Yamane formular (1967). The sample included both males and females between the ages of 19-27 with the comparison group comprising of 15 males and 27 females and the treatment group having 17 males and 24 females. Through computer generated numbers, participants were randomly assigned to the comparison (n=42) and the treatment groups (n=41). The treatment group received the treatment of teaching literature through role play whereas the comparison group maintained the conventional approach of teaching literature through the teacher-centred approach. In the treatment group, all participants received equal opportunities to participate in five role play scenes in which they were randomly assigned.

$$\begin{aligned}
 n &= \frac{N}{1 + \alpha^2 N} \\
 &= \frac{105}{1 + 0.05^2 \times 105} \\
 &= 83
 \end{aligned}$$

Data Collection Method and Instruments

Since the participants were first year students and they have not read the story book before, they needed exposure first before they could be randomly allocated either to the comparison or the treatment group. The student population of 105 therefore read the story using what the researchers referred to as the traditional method which involved the students taking turns reading the story from the play entitled "The Oracle of Cidino" (Nyathi, 2003) and the lecturer interpreting the message of the story. After completion of the reading sessions, all students were given a pretest with the goal of determining first, their baseline comprehension of the literary text before the intervention. Last, for each participant to have an equal opportunity to be randomly assigned into the comparison or the treatment group and to be randomly assigned to the different five scenes of the play. The pretest issued to the

comparison and treatment group was the same, following the arguments by Lodico et al., (2010) and Creswell and Creswell (2017) that a diagnostic test (pretest) and achievement test (posttest) can be the same to accurately measure the participants' progress before the intervention and after the intervention.

Data Analysis Techniques

Descriptive statistics was used to analyse, compare and summarise the data collected from the pre-post tests across comprehension domains.

Ethical Considerations

According to Mirza et al., (2023) researchers should refer to some ethical guidelines to ensure they have adhered to the principles of good research practices. The researchers sought ethical clearance from the University of Namibia before data collection. A letter of consent was issued to all study participants, this letter stipulated what the study was about and informed the participants of their rights to withdraw from taking part in the study. They were further informed that participation was voluntary and assured that confidentiality would be maintained by using pseudonyms. The participants were also assured that they would not be harmed in any way physically, socially, psychologically, or emotionally because of the research.

FINDINGS

Demographic information

The study included a total of 83 student participants. The comparison group comprised of 15 males and 27 females while the treatment group consisted of 17 males and 24 females. All participants were Second Language (L2) English students enrolled in a language related undergraduate course at the University of Namibia where English is the medium of instruction. These students have met the University of Namibia's minimum English requirement for this undergraduate course. No external standardized test such as TOEFL or CEFR was administered for this study.

In an attempt to establish the baseline performance and benchmark the effect of the intervention, the pretest was written by both the comparison and treatment group at the early phase of the study. The tests comprised questions assessing five domains of literary text comprehension. Domain 1 (D1) content information, Domain 2 (D2) factual recall, Domain 3 (D3), text comprehension, Domain 4 (D4) interpretation of hidden meaning and Domain 5 (D5) tested analytical thinking. The total test scores for each test; pretest and post-test were 35 marks.

Interpretation of the Pretest Results of the comparison and treatment groups

Table 1.

Comparison Group's Performance in the Pretest

Domain	Description	Percentage
D1	Content information	34.2%
D2	Factual Recall	94.2%
D3	Text Comprehension	32.2%
D4	Interpretation of Hidden Meaning	10%
D5	Analytical Thinking	25.7%
Overall mean score		33.1%

This group’s performance in the pretest varied across domains. The subjects scored the highest in factual recall (D2) with 94.2% and the lowest was in interpretation of hidden meaning (D4) with only 10.0% passing. In the remaining domains, the participants scored 34.2% in content information (D1), 32.3% in text comprehension (D3) and in analytical thinking (D5) only 25.7%. These findings demonstrate that the comparison group could recall facts effectively, however, struggled with interpretation of hidden meaning and critical analysis of textual information. Overall, the comparison group achieved an average of 33.1% representing a low baseline before the intervention.

Treatment group’s performance in the Pretest

Table 2

Treatment Group’s Performance in the Pretest

Domain	Description	Percentage
D1	Content information	39.5%
D2	Factual Recall	93.6%
D3	Text Comprehension	34.1%
D4	Interpretation of Hidden Meaning	10.2%
D5	Analytical Thinking	27.8%
Overall mean score		34.7%

A pretest was used to determine the baseline comprehension of the treatment group before the intervention. The pretest was the same as that of the comparison group and composed of five domains; content information (D1), factual recall (D2), text comprehension (D3), interpretation of hidden meaning (D4), analytical thinking (D5) and scored out of 35 points. For the treatment group, the highest score was recorded in factual recall (D2) with a 93.6% pass rate and the lowest in interpretation of hidden meaning (D4) with a 10.2% pass rate. Other domain results were as follows: content knowledge (D1), 39.5%, text comprehension (D3), 34.1%, and analytical thinking (D5), 27.8%. These results were consistent with the control group's results, which were strong in factual recall but poorer in interpretation of hidden meaning. The treatment group’s result showed an average pretest standard score of 34.7%, slightly greater than that of the comparison group, indicating similar baseline performance before the intervention.

Table 3

Comparative Analysis of the Pretest Results

Group	Overall Pretest Scores
Treatment Group	34.7%
Comparison Group	33.1%

The pretest results indicate that both groups recorded similar patterns in factual recall (D2) and weaknesses in interpreting hidden meaning (D4), both groups scoring over 90%. Conversely, interpretation of hidden meaning (D4) was the weakest domain for both groups, it had pass rates of 10.0% in the comparison group and 10.2% in the treatment group, indicating the participants’ difficulties in interpreting literary texts hidden meanings. The overall pretest score for the comparison group was 33.1%, whereas it was slightly higher for

the treatment group at 34.7%, indicating comparable entry-level comprehension across groups before the intervention. Both groups also had consistent performance at the domain level with only small differences in content knowledge (D1), text comprehension (D3), and analytical thinking (D5). These findings provide a substantial basis for investigating the impact of role-play intervention, assuming that any additional differences in the posttest performance can be attributed to instructional methodologies.

Interpretation of the Posttest Results of the comparison and treatment groups

Table 4

The Posttest Results of the Comparison and Treatment Groups

Domain	Description	Comparison Group	Treatment Group
D1	Content information	39.5%	43.9%
D2	Factual Recall	95.2%	98%
D3	Text Comprehension	33.3%	41.4%
D4	Interpretation of Hidden Meaning	10.9%	12.1%
D5	Analytical Thinking	27.1%	31.2%
Overall Mean Score		34.8%	38.6%

For the comparison group, the posttest assessed the participants’ comprehension of the literary text following the instruction of the traditional method in the same five domains described in the pretest: content knowledge (D1), factual recall (D2), text comprehension (D3), interpretation of hidden meaning (D4), and analytical thinking (D5). The mean pass rate of the comparison group was 95.2% for factual recall (D2) and the lowest was 10.9% for interpretation of hidden meaning (D4). Other domains results were, content knowledge (D1), 39.5%, text comprehension (D3) , 33.3% and analytical thinking (D5), 27.1%. These results indicate a small relative improvement compared to the pretest scores. The average posttest score of 34.8% for the comparison group suggests limited improvement in comprehension, as compared to traditional teaching methodology.

The posttest assessed the treatment group’s comprehension after completing the role-play intervention. As indicted in the preceding analysis, the same domains were used to assess the literary text interpretation level of the subjects; Content information (D1), factual recall (D2), text comprehension (D3), interpretation of hidden meaning (D4), and analytical thinking (D5). For the treatment group, the highest performance was observed in factual recall (D2), with a pass rate of 98.0%, and the lowest was in interpretation of hidden meaning (D4) at 12.1%. The other domain results were, content knowledge (D1), 43.9%, text comprehension (D3), 41.4%, and analytical thinking (D5), 31.2%. The results indicate notable improvements across all domains compared to the group’s performance in the pretest. The results suggest that role play had a positive impact on the treatment group’s engagement and their interpretive skills. Overall, the treatment group achieved an average posttest score of 38.6% which reflects a measurable gain from their pretest score of 34.7%.

Comparative Analysis of Posttest Results

The posttest results highlight a significant difference between the treatment group that performed the role play, and the comparison group that received traditional instruction. Both groups reported the best performance in factual recall (D2), the treatment group yielded a marginally higher pass rate of

98.0% compared to 95.2% for the comparison group. The groups performances also indicated their weakest in interpretation of hidden meaning (D4), though the treatment group had a slightly higher pass rate of 12.1% compared to 10.9% for the comparison group. The treatment group showed significant increases across all domains relative to the pretest results, especially with respect to content knowledge (D1), text comprehension (D3), and analytical thinking (D5). The average posttest score in the treatment group was 38.6%, 3.9 percentage points higher than the pretest 34.7%. In contrast, for the comparison group, the average score went up only slightly from 33.1% to 34.8 %, or 1.7 % points more. These results reveal that role-play enhanced comprehension to a greater extent as compared to the traditional methods of teaching.

Table 5
Comparative Analysis of the Posttest Results

Group	Overall Posttest Scores
Treatment Group	38.6%
Comparison Group	34.8%

Comparison and Experimental Groups Post-tests Scores Comparative Analysis

An independent t-test was performed to test if there was a statistical difference between the comparison and treatment groups before the intervention. The mean score of the treatment group was 68.82 (SD = 8.75) and the comparison group was 65.73 (SD = 10.91). The results [$t(81) = 1.421$, $p = 0.159$] show no significant difference between pretest performance of the groups. Finally, this evidence indicates that both groups started out with similar comprehension levels and that any observable differences in posttest scores could be attributed to one of the instructional methods used in their groups in comparison to others.

Table 6:
T-test Results of Pre-test for the Treatment and Comparison Groups

	t-test	d(f)	P-value
Pretest	1.42	81	0.159

Comparison and Experimental Groups Post-tests Scores Comparative Analysis

Independent t-test was done to compare the performance in a posttest of the treatment group and the comparison group after the intervention on role play. The mean for the treatment group score was 57.63 (SD = 14.08), whereas for the comparison group was 46.69 (SD = 12.75). As shown in Table 7, the results [$t(81) = 3.721$, $p < 0.001$] demonstrated a statistically notable difference in the posttest results between the treatment group and the comparison group. This indicates that the treatment group showed improved performance in the posttest compared to the comparison group after the intervention. This suggests that the intervention of role play appeared to have a positive impact on the treatment group’s performance in literature.

Table 7
T-test results of the Treatment and Comparison Groups Post test

	t-test	d(f)	P-value
Pretest	3.72	81	<0.001

DISCUSSION

Pretest

Although the domain-by-domain analysis of pretest performance was not the main focus of the study, it provided essential insights into the baseline knowledge of both groups prior to the intervention. These groups demonstrated the highest performance in factual recall (D2) but struggled considerably with figurative expression interpretation (D4). This finding aligns with existing research indicating that traditional literature teaching often prioritizes surface-level comprehension over deeper interpretative skills (Applebee, 1996; Beck, McKeown, & Kucan, 2013). Passive reading strategies fail to develop the critical thinking necessary for this level of understanding, which likely explains the lower scores in figurative language interpretation observed in the pretest. The results reported above corroborate a minor difference in performance between the comparison group and the treatment group in the pretest, where the treatment group improved moderately compared to the comparison group. The absence of notable changes between the groups in the pretest confirmed that both groups had same levels of competence, thus validating the study design and ensuring that notable differences in the posttest could be attributed to the intervention rather than prior differences in the participants' competencies.

Posttests

Posttest results revealed improvement in performance in both groups, with the treatment group having improved than the comparison group. Notable gains were observed in text comprehension (D3), interpretation of figurative expressions (D4), and analytical thinking (D5), hence validating the effectiveness of role play as an instructional strategy. This is in accordance with the constructivist theory which advocates for active, experiential learning, where knowledge is co-created through social interaction and situated cognition (Vygotsky, 1978; Bruner, 1996). Role play enables students to embody characters and perspectives, turning abstract textual themes into lived experience, thereby facilitating deeper text engagement and interpretive cycles (Rogoff, 2003). Scholars Wigfield and Guthrie (1997) argue that enhanced student engagement with literature improves motivation and reading comprehension. Similarly, experiential learning models, such as Kolb's (1984), show that active participation leads to better knowledge retention and application. These insights confirm that role play prevents passive reception of literary texts and fosters higher-order cognitive skills, including critical interpretation and inference.

Implications for Academic Performance

The study's outcomes hold meaningful implications for English language learning and broader academic achievement. Enhanced comprehension and analytical skills gained through interactive literature instruction have a positive effect on other subjects requiring critical reading and thinking (Alexander & Fox, 2004). Improved figurative language interpretation, a complex literacy component, contributes to communicative competence and vocabulary expansion, crucial for academic success (Beck, McKeown, & Kucan, 2013). Incorporating constructivist, participatory pedagogies can therefore bolster students' overall academic performance by developing transferable skills like reasoning, argumentation, and textual analysis. Teachers and curriculum designers should consider integrating role play and other experiential strategies to support active learning environments in literature classrooms. By doing so, they address the observed gap in interpretative engagement and promote deeper understanding, ultimately enhancing students' academic outcomes in language arts and beyond.

CONCLUSION

This research investigation looked at how role play affected university students' understanding of The Oracle of Cidino. The findings illustrate that the comparison and treatment groups advanced with respect to pre- and post-tests but that the treatment group had observable improvements especially in content knowledge, factual recall, text comprehension, and text analysis. These results indicate that experiential learning strategies can develop students' engagement with literary texts, which ultimately enhance students' interpretative abilities. While improvements observed in interpreting figurative expressions were modest, the fact that the treatment group has made significant improvements indicates that role play could potentially support students access to complex textual meanings. This highlights the importance of combining interactive and cooperative approaches in literature instruction, especially in learning settings where students experience difficulty in comprehending language and interpreting literature as a genre. This study commends active learning in higher education by providing empirical support for role play as a pedagogical approach for enhancing comprehension and critical engagement with literature. For educators, the results underscore the importance of moving beyond traditional teacher-centred approach to more dynamic, learner-centred learning that foster deeper understanding and active participation. Despite these confirmatory support statements, the study is limited by its small sample size which may have limited the extent to which generalization of the findings can be made. In addition, the research focused on a single literary text and short intervention period which may not have yielded a fuller picture of the long term effects of role play on literary text comprehension. Future studies should attempt to experiment where participants discuss literature tests to justify their answers to aid comprehension of literary texts as well as teach literature through media particularly TV to enhance student engagement and appreciation. Educators also need to be provided with in-service training that addresses the challenges associated with the teaching of literary texts.

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