

**EFFECTIVENESS OF DRAMATIZATION TECHNIQUE IN  
TEACHING LANGUAGE FUNCTIONS**

**A Thesis Submitted to the Department of English Education  
In Partial Fulfillment for the Master of Education in English**

**Submitted by  
Prakash Lamsal**

**Faculty of Education  
Tribhuvan University  
Kirtipur, Kathmandu, Nepal**

**2011**

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2011**

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## **RECOMMENDATION FOR ACCEPTANCE**

This is to certify that **Mr. Prakash Lamsal** has prepared this thesis entitled **“Effectiveness of Dramatization Technique in Teaching Language Functions”** under my guidance and supervision.

I recommend the thesis for acceptance.

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## **RECOMMENDATION FOR EVALUATION**

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## **DECLARATION**

I hereby declare to the best of my knowledge that this thesis is original; no part of it was earlier submitted for the candidature of research degree to any university.

Date: 2067-10-26

.....

**Prakash Lamsal**

## **DEDICATION**

### *Dedicated To*

*My parents who devoted their entire lives to make me what I am today. I will always cherish their love, care, affection and unforgettable support to provide me with quality education...*

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I record my appreciation to those authors whose works have been cited here.

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**Prakash Lamsal**

## **ABSTRACT**

The present study entitled "The Effectiveness of Dramatization Technique in Teaching Language Functions" endeavors to find out the efficacy of dramatization technique in teaching language functions at secondary level and aims at suggesting some pedagogical implications. To this end, I purposively selected a private school, Salbas Sunrise Higher Secondary School from Nawalparasi district. In order to collect data, both, the primary and the secondary sources, were used. Thirty-three students of Grade IX, who were selected using simple random sampling procedure, were involved in this study. The students were divided into two groups, an experimental group and a controlled group. The main tools for data collection were tests items. A pre-test was administered before students were divided into two groups. Both the groups were taught for 24 days (the experimental group was taught using dramatization technique and the controlled group was taught as usual classroom techniques). After the treatment, the post-test was administered, by using the same sets of test items that were administered in the pre-test. After analysis and interpretation of the data the experimental group which was taught through drama technique excelled the controlled group by 21.64% holistically. Thus, I can say that the dramatization technique was more effective, interactive and interesting than usual classroom techniques like discussion and lecture.

The thesis has been divided into four chapters. The first chapter consists of the background of the study, review of the related literature and objectives of the study. Chapter two deals with the methodology adopted for the study under which the sources of data, sampling procedures, tools for data collection, process of data collection and limitation of the study are presented. Likewise, chapter three presents the analysis and interpretation of the data. In this section, both the statistical as well as descriptive approaches have been used. Finally, the present research summarizes the whole study by presenting findings and suggesting some recommendations.

# TABLE OF CONTENTS

	Page No:
<i>Declaration</i>	<i>i</i>
<i>Recommendation for Acceptances</i>	<i>ii</i>
<i>Recommendation for Evaluation</i>	<i>iii</i>
<i>Evaluation and Approval</i>	<i>iv</i>
<i>Dedication</i>	<i>v</i>
<i>Acknowledgements</i>	<i>vi</i>
<i>Abstract</i>	<i>viii</i>
<i>Table of Contents</i>	<i>ix</i>
<i>Lists of Tables and Figures</i>	<i>xi</i>
<i>List of Symbols and Abbreviations</i>	<i>xii</i>
<b>CHAPTER-ONE: INTRODUCTION</b>	<b>1-26</b>
1.1 General Background	1
1.1.1 ELT Scenario in Nepal	3
1.1.2 ELT Approaches, Methods and Techniques: An Overview	4
1.1.2.1 Approaches	4
1.1.2.2 Methods	6
1.1.2.3 Techniques	8
1.1.3 Dramatization: A Learner-centered Technique	9
1.1.3.1 Areas Where Drama Fits	13
1.1.3.2 Benefits of Using Drama in the Language Classroom	14
1.1.4 Language Functions	16
1.1.4.1 Communicative Functions	16
1.2 Review of Related Literature	21
1.3 Objectives of the Study	24
1.5 Significance of the Study	25

<b>CHAPTER-TWO: METHODOLOGY</b>	<b>27-29</b>
2.1 Sources of Data	26
2.1.1 Primary Sources	26
2.1.2 Secondary Sources	26
2.2 Population and Sampling Procedure	27
2.3 Tools for Data collection	27
2.4 Data Collection Procedures	28
2.5 Limitations of the Study	29
<b>CHAPTER-THREE: ANALYSIS AND INTERPRETATION</b>	<b>30-39</b>
3.1 Holistic Comparison	31
3.2 Function Based Comparison	31
3.3 Item Based Comparison	39
<b>CHAPTER-FOUR: FINDINGS AND RECOMMENDATIONS</b>	<b>40-41</b>
4.1 Findings	39
4.2 Recommendations	40
<b>REFERENCES</b>	
<b>APPENDICES</b>	

## **LIST OF TABLES AND FIGURE**

### **Tables**

		Page No:
Table: 1	- Test Item Types	24
Table: 2	- Types of Questions	25
Table: 3	- Holistic Analysis	31
Table: 4	- Result of average score of introducing	32
Table: 5	- Result of average score of requesting	32
Table: 6	- Result of average score of advising/suggesting	33
Table : 7	- Result of average score of apologizing	33
Table : 8	- Result of average score of expressing sympathy	34
Table : 9	- Result of average score of thanking	35
Table : 10	- Result of average score of giving direction	35
Table : 11	- Result of average score of expressing obligation	36
Table : 12	- Result of average score of describing place/person	36
Table : 13	- Result of average score of objective items	37
Table : 14	- Result of average score of subjective items	38

### **Figure**

Figure: 1	- Reason for Using Drama in ELT	16
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## **LIST OF SYMBOLS AND ABBREVIATIONS**

%	:	Percent
ALM	:	Audio Lingual Method
Av.	:	Average
CG	:	Controlled Group
CLT	:	Communicative Language Teaching
CM	:	Communicative Method
D	:	Difference
DM	:	Direct Method
EG	:	Experimental Group
ELT	:	English Language Teaching
GT	:	Grammar Translation
NELTA	:	Nepal English Language Teachers' Association
NESP	:	National Educational System Planning
No. /no.	:	Number
Pre-T	:	Pre-test
Post-T	:	Post-test
S.N.	:	Serial Number
SR	:	Stimulus Response
TPR	:	Total Physical Response
T.U.	:	Tribhuvan University
Viz.	:	Namely
Vol.	:	Volume
WWW	:	World Wide Web