

# CHAPTER - ONE

## INTRODUCTION

This study "The Effectiveness of Dramatization Technique in Teaching Language Functions" is an experimental study which deals with the efficacy of dramatization technique in teaching communicative functions. This section consists of the general background, review of related literature, objectives of the study and significance of the study which has been discussed below:

### 1.1. General Background

Language is at the centre of human life and it is one of the advanced means of communication. Here communication means the process of exchanging feelings, thoughts, ideas, emotions etc. It is claimed that human civilization could not have accomplished such an advanced stage in the absence of language. Language is considered to an expression of cultural identity, a medium of national and international intelligibility, a means of enabling individuals and countries to open doors to wider cultural and commercial world. Keeping this reality into consideration, it is best to quote Richard and Rodgers (1986), who define language "as the system of human arrangement of sounds into larger units"(p.16). Likewise, Wardhaugh (1990) states that language is "what the members of a particular society speak" (p.1). Likewise, following the view of transformational generative linguists like Chomsky, language is the innate capacity for native speakers to understand and form grammatical sentences.

There are many languages used in the world and all the languages are equally important in terms of the communicative value; however some languages play more dominant role in particular cases. English, for example, is the only language in the world widely accepted as a linguafranca for international communication. It

is most prestigious language which is not only one of the six languages spoken in the United Nations but also links the world's people through communicating in English. English today is not only the window to view the world, but the door to succeed, to gain social power and prestige. It is the English language through which business, education, science and technology and commerce have been promoted. It is, therefore, in addition to the national language, most countries around the world have put emphasis in English language education.

English Language Teaching (ELT) includes teaching of language aspects as well as language skills. ELT has crossed many developments to reach this day. To give a comprehensible picture of theoretical foundation of language teaching and learning is a challenging task in language pedagogy. It is a tough task to bridge gaps between the theory and its practice. For Brown (1994) "there are no instant recipes. No quick and easy method is guaranteed to provide success. Every learner is unique. Every teacher is unique. And every learner-teacher relationship is unique (p.15)."

The traditional concept of teaching is different from modern one. Traditionally, teachers were taken as the sources of knowledge and the students as a creature having an empty mind, where the teachers could fill in things whatever s/he wanted to put. Traditional methods of teaching did not include communicative activities in the classroom. Pupils did not get a chance to interact with each other. Till date there is the influence of teacher-centred techniques such as lecture, illustration and explanation in teaching and learning process. Different investigations were done to make classes learner-centred. Unfortunately, the concerned institutes or people do not seem to follow learner-centred techniques in actual teaching. Teachers are not using simulation, dramatization, discovery, individual work; group work and role play techniques while teaching English.

But in the field of ELT over the last few decades a gradual but significant shift has taken place, resulting in less emphasis on teachers and great stress on learners and learning. In this connection Piironen (2009) says "language learning today is focused increasingly on language education. In addition to building up a students' linguistic competence, language education has other goals, such as developing a learner's interaction and interpersonal skills"(p.3). Therefore, I intend to explore the efficacy of dramatization technique in teaching communicative functions.

### **1.1.1 ELT Scenario in Nepal**

English, a global language, has a very short history in Nepal. Although the indication of English in Nepal has crossed one and half century, the institutalized teaching of English in Nepal dates back to early 20th century. It is assumed that English was started to use in Nepal during the period of Bhimsen Thapa- the first prime minister of Nepal .During his premiership, the British East India Company opened Gorkha British Kendra, an office of joint British army. Since that time, many Nepalese were attracted towards the English language because the Nepalese people who joined British army were paid well. They were much influenced by those people who came to select the army speaking in English.

So far the history of official entry of the English language teaching is concerned; it was with the establishment of the first modern school Darbar High School in 1854. Along with the establishment of the first English medium school in Nepal, the teaching in English in Nepal was formally commenced. They were, of course, Ranas who for the first time introduced English in Nepal though the access was very limited within their families. During those days Grammar Translation (GT) method was adopted. The concept behind this method was that no English could

be spoken or written without grammar and translation. It shows that English was taught only for the literary excellence.

After the implementation of National Educational System Planning (NESP) in 2028 B. S. Audiolingual method was recommended for teaching English. Due to the worldwide influence of Audiolingualism, NESP adopted this method in our country too. In fact, this method separated the traditional way of teaching language from that of present day. Of course, it was a bold step. This approach had its ground on the theory of language and language teaching. NESP, however, was not successful to achieve the formulated goal. As opposed to GT method, it emphasized spoken form of language and inductive way of teaching grammar. But students were often found to be unable to transfer skills acquired through Audiolingual approach to real communication, outside the classroom frequently, as a result dissatisfaction grew everywhere in the country. Then in the early 1990s, communication in the real world was given principle concern. Because of the worldwide influence of Communicative Approach, new syllabus for schools and colleges was based on it.

### **1.1.2 ELT Approaches, Methods and Techniques : An Overview**

In the history of ELT, there are different approaches, methods and techniques which deal with issue of language teaching by referring to general principles and theories concerning how languages are learnt, how knowledge of language is represented and organized, or how language itself is structured. Defining approach, method and techniques, Anthony (1963) says:

An approach is the level at which assumptions and beliefs about language and language learning are specified; method is the level at which theory is put into practice and at which choices are made about

the particular skills to be taught, the content to be taught, and the order in which the content will be presented; technique is the level at which classroom procedures are described. (as cited in Richards and Rodgers, 2007, p. 19)

This definition suggests that an approach is concerned with general principles of learning. It also deals with linguistic theories and language learning process. Method, on the other hand, is concerned with how theories of language learning are put into practices.

### **1.1.2.1 ELT Approaches**

Among the various approaches, the Behaviourist Approach is related to structuralism in linguistics and empiricism in philosophy. The focus of this approach is the Stimulus-Response (SR) chain in learning. For example, Skinner's Verbal Behaviour (1957) believes that language is a matter of habit formation. In this connection Brown (2003) verbalizes that "Organism can be conditioned to respond in desired ways, gives the correct degree of reinforcement. Thus, the behaviourists' holds beliefs on human beings learn the behaviour in the same way as animal do" (p.22).

Another approach is the Nativist Approach which is the outcome of the shortcomings of the Behaviouristic Approach. The main focus of the approach is the use of introspection, insight, and intuition in language learning. Following this approach, language learning is a matter of using logic and insight. In other words, learning is the result of intuition but not the matter of habit formation. The role of mind is active and dynamic, and there is a constant interaction between organism and the environment. Nativists believe that human behaviour can be understood in

terms of mind which is not publicly observable. They considered mistakes as a natural phenomenon and inevitable part of the learning process.

The Communicative Approach, one of the major approach in ELT and also considered as a current trend in ELT, gives an emphasis on communication in the classroom. The advocates of this approach come up with the view that focus should be given on communicative proficiency rather than on mere mastery of structure in language teaching. Communication is a process. It is insufficient for students to simply have knowledge of the target language forms, meaning and functions. The most important character of this approach is that almost everything is done with a communicative intent. Students use language with a great deal through communicative activities such as games, role plays , problem solving tasks, information gap, simulation, pair work, group work etc. It is, therefore, the goal of language learning in this approach is to develop Communicative Competence, the ability to use language according to context which includes linguistic, sociolinguistic, strategic and discourse competence.

On the light of the above discussion, it is clear that at the level of approach, we are concerned with theoretical principles, with respect to language theory; we are concerned with a model of language competence and account of the basic feature of linguistic organization and language use.

With respect to learning theory, we are concerned with an account of the central process of learning and an account of the conditions believed to promote successful language learning. However, it is not always true that teacher should accept the assumption of various approaches as granted while teaching English. Teachers may, for example, develop their own teaching procedures, informed by a particular theory of learning. They may constantly revise, and modify teaching and

learning procedures on the basis of performance of the learners and their reactions to instructional practice. An approach does not specify procedures and theory, does not dictate a particular set of teaching techniques and activities in practice.

### **1.1.2.2 Methods**

An approach is translated into practices through one or more methods. Richards and Rodgers (2007) define method as:

An overall plan for the orderly presentation of language materials, no part of which contradicts, and all of which is based upon the selected approach. An approach is axiomatic, a method is procedural. Within one approach, there can be many methods. According to Anthony method is the level at which theory is put into practice and at which choices are made about the particular skills to be taught, the content to be taught, and the order in which the content will be presented (p.19).

We can say that a 'method' is a generalized set of classroom specification for accomplishing linguistic activity. Methods tend to be primarily concerned with teacher and student roles, behaviour and secondarily with such as features of linguistic and subject matters, sequencing, and materials.

There are several methods emerged focusing on the teaching of different skills and aspects of language. In the 19th century, Grammar Translation (GT) method was used to teach English. The method gave a greater emphasis on grammar study along with the rote memorization of vocabulary and translation of literary texts. It

also focused on reading and writing skills rather than the ability to communicate in a particular language. It is widely recognized that the GT method is still one of the most popular and favourite method of teaching English in some part of the world like Nepal. This method, however, is said to be merely translational, unnatural in developing the four language skills through language teaching. The GT method interprets the target language primarily as a system of rules to be observed in the text and sentences and relates to first language rules and meanings.

As there are many disadvantages of GT methods as mentioned above the Direct Method (DM) was developed as a reaction against the GT method. The basic principle of the method is that second language learning is similar to the first language acquisition. In this light, there should be lots of oral interaction and spontaneous use of language in the classroom. There should be no translation and little if there is any analysis of grammatical rules and syntactic structures. This method enjoyed a great popularity in the 20th century. However, it was difficult to use, mainly because of the constraints of budget, time and classroom size. It demands teachers with native like proficiency, a lot of demonstration of visual materials, negates the grammar and is very difficult to convey the meaning in target language.

The Audiolingual Method (ALM), another method of ELT, was developed during the World War II. The goal of method was to make learners proficient in the English language. It adapted many of the principles and procedures of the DM. theoretical assumptions behind the method are derived from the structural linguistics and the behavioural psychology of learning. Foreign language learning was seen as a process of habit formation. It assumed that language could be learnt by memorizing dialogues and performing pattern drills of the structure of language. But its popularity decreased after 1970s because of its shortcomings. The ALM failed in promoting communicative ability as it paid undue attention to



memorization and drilling while ignoring the role of context and world knowledge in language learning.

As the ALM began to fade away, varieties of methods emerged to fill the vacuum created by the demerits of ALM such as the Silent Way, Total Physical Response (TPR), Suggestopedia, and many more. Among them, Communicative Method (CM) is the one which focuses on helping students to use the target language in a variety of contexts and learning language functions. The main goal of language teaching under this method is to develop Communicative Competence in students. Moreover, CM has the feature of an emphasis on learning to communicate through interaction in the target language, the introduction of authentic texts into the learning situation. There are opportunity for learners to focus on the learning process itself and an attempt to link classroom language learning with language activities outside the classroom.

### **1.1.2.3. ELT Techniques**

Techniques refer to the classroom procedures/ activities that we implement to carry out certain teaching task effectively. For Anthony (1963) "a technique is implementation which actually takes place in a classroom. It is trick, stratagem or contrivance used to accomplish an immediate objective. Technique must be consistent with method and harmony with an approach as well" (p.63). Thus a technique is actually applied in the classroom; so it is called implementational.

Techniques can be broadly categorised into two types:

- Teacher-centred
- Learner-centred

In teacher-centred techniques, the teacher is the controller and the authority of the class i.e. teacher plays the dominant role. It emphasizes the product rather than process. Generally, teacher-centred techniques are compatible with teacher-centred methods. The property and characteristics shared by teacher-centred method are also shared by teacher centred-techniques. Some of the teacher-centred techniques are: Lecture, Explanation, Illustration, Demonstration etc.

By contrast, teachers play the role of a facilitator, a manager, and a promoter or a monitor and the learners are considered to be the prime and determining factors in learner-centred techniques i.e. the learners play the role of active participant in the teaching learning process. It emphasizes the process rather than a product. All the teaching activities are managed considering the learners as the focal point. The learners learn by doing themselves. As teacher-centred techniques are compatible with teacher-centred methods, learner-centred techniques are based on the principles of learner-centred methods and approach. Some of the learner-centred techniques are: Simulation, Role play, Dramatization, Strip story, Group work, Pair work, Individual work, Elicitation, Project Work, Discovery and so on.

To teach the language functions, there are several techniques as mentioned above. But dramatization technique in teaching language functions is the focus of the study. Thus, discussion has been made on Dramatization in the following sections.

### **1.1.3. Dramatization: A Learner-centred Technique**

Dramatization, a learner-centred technique is a lively interactive technique used in language teaching, especially for developing oral skills though it helps in developing other skills as well, in which learners play active roles in performing classroom activities.

Techniques of drama facilitate learning by making concept or situation much more realistic. They also engage many aspects of students' awareness and intelligence. Basically, students learn by doing things, living them, not just by reading, repeating, writing or listening to them. In Wessels' (1987, p.7) words "Drama is doing. Drama is being. Drama is such normal thing. It is something that we all engage in daily when faced with difficult situation". Of course we go on acting in our life no matter how many ups and downs we have to face. Thus our life itself is a drama. It is, therefore learning through drama is learning through life like situation, learning by involving or learning by doing. In this regard, Styan, 1975(in Lazar, 1993) says "...drama is not made of words alone, but of sights and sounds, stillness and motion, noise and silence, relationships and responses" (p. 133). In this context, drama activity can be regarded as one of the techniques based on the principle of the following Chinese proverb (in the form of paraphrase):

Tell me and I will forget.

Teach me and I will remember.

Involve me and I will learn.

Drama brings life into the classroom and with it comes feelings, emotions, personal values and other parts of students' personalities. This technique emphasizes more on doing things by learners themselves and stresses upon working in the actual situation and environment. Efforts are made to put students into actual conditions for better learning. In this connection Maley and Duff (1982) say "By working together, the students learn to feel their way to creating their own parts and adopting them as they come up against others. The problem of not wanting to speak or, more often, not knowing what to say particularly resolved because the activity makes it necessary to talk"(p. 13).

Dramatization encourages genuine communication. Genuine communication here means background, emotions, relationship, status, body language, and other paralinguistic features. For Wessels(1987) "...drama techniques can offer the committed and enthusiastic teacher a means of bringing classroom interaction to life. The use of drama would involve a consideration of most (if not all) of the aspects of genuine communication"(p.11). This definition suggests that drama involves using the imagination to make oneself into another character or the classroom into a different place. It starts with listening/ speaking and can be specified to practice specific language skills e.g. grammar, pronunciation, lexical items, language etc. functions.

Dramatization technique incorporates different dramatic activities i.e. drama is a cover term to refer to all dramatic or drama like activities like role play, simulation, drama games, acting plays strips and so on. Dramatic activities here mean those activities which give the students an opportunity to use his/her own personality in creating the materials on which part of the language class is to be based. In this regard Maley and Duff (1982) view dramatic activities as:

These activities draw on the natural ability of every person to imitate, mimic and expresses himself or herself through gesture. They draw, too, on the student's imagination and memory and natural capacity to bringing to life parts of his or her past experience that might never otherwise emerge... (p.6)

They further say that they are dramatic because they arouse our interest, which they do by drawing on the unpredictable power generated when one person is

brought together with others. Each student has a different life, a different background into the class.

In dramatization, the teacher, as a controller is the most important person. His role is similar to traffic controller. In this regard Shaw (in OSHO, 1987) says “I am not a teacher, only fellow traveller of whom you asked the way. I pointed ahead of myself as well as you”. This quotation asserts that the role of teacher in learning is no more than facilitator. Regarding the participant of teachers in dramatization Maley and Duff (1982) write:

Drama activities do not allow the teacher to gain a false sense of achievement by dispersing energy in all directions. They oblige him or her instead to stay on the edge of what is going on and not to crack the whip in the centre of the ring. They also help to get rid of the difference and boredom that come from being forced to stay passive most of the time (p.13).

The above quotation suggests that, in dramatization, the teachers should motivate the pupils directly and by bringing them in right track. It supports the famous proverb “One who wants to give light to others, should be ready to burn itself”. By the same token, Heathcote (1972) points out:

We need to train our teachers to structure for a learning situation to happen rather than a sharing of information in a 'final' way to take place. We have train them to with hold their expertise, to give their students opportunities for struggling with problems, before they come to the teacher's knowledge, and to reach an answer because of the work they

do rather than the listening they have done. This will not lower students, nor will it deny that which others have struggled painfully to achieve, nor will it 'waste' more time. What it will do is keep knowing at first hand alive, and thus encourage the desire for knowledge from those who went before (as cited in Wessels, 1982, p.14).

Classroom dramatization is possible at all levels. The dramatization of dialogues is particularly well suited for developing communicative competence in students of all ages. Students get control not only in pronunciation, structure and vocabulary but also the cultural situation in which various features of language are used by native English speakers. Well prepared dialogues and their dramatization duplicate the communication situation in which individuals use English normally in their everyday life.

### **1.1.3.1. Area Where Drama Fits**

For Wessels (1987) "Drama is not, like communicative language teaching, a new theory of language teaching, but rather a technique which can be used to develop certain language skills..." (p.2)

Moreover, Wessels points out four major areas where drama can be used effectively viz;

**I. Teaching the course book:** Most language teaching course books already use, or attempt to use, drama techniques to some extent. They contain dialogues, role plays, simulations, games, and songs. Learners enjoy doing these activities in groups or pairs, and the most enjoyable activities are frequently the ones best remembered and learnt. These help learners in their acquisition of language.

**II. Teaching the four language skills:** Drama has a role to play in the acquisition of correct pronunciation, rhythm, intonation and other prosodic features. We can learn a lot from considering the ways in which actors prepare their voices for the stage. Vocal warm-ups, chanting, choral speaking, and singing are only a few of the techniques that could help learners to improve pronunciation and prosody. Students practice a number of reading and writing exercises based on drama.

**III. Teaching spoken communication:** Obviously, the use of drama makes students speak a lot. Drama can generate a need to speak by focusing the attention of the learners on creating a drama, dialogue, or role play, or solving a problem. It makes students to produce genuine communication.

**IV. The drama project:** Drama is not limited as a technique that can be used within the four walls of a classroom. It can be used as a project as well. The drama project really makes students competent in second language. After a long rehearsal and repetition they can develop autonomy in learning second language.

### **1.1.3.2 Benefits of Using Drama in the Language Classroom**

Even after years of English teaching, the learners do not gain the confidence of using the language in and outside the class. Their output in the language is limited to writing answers for chapters and producing grammatically accurate, but isolated sentences. To give an example, it is best to quote Wessels (1987):

If a learner of English asked you 'What is a blind person?' you might simply reply, 'A blind person can not see', and this would probably satisfy him intellectually. But if you replied, 'Shut your eyes and try to find your pen on the desk in front of you', you would be involving him in the actual experience of being blind, and would thus satisfy him not intellectually, but emotionally as well, and possibly inspire in him feelings of empathy of all blind people. He would be more likely to remember the meaning of the word as a result of his moment of direct experience (p.1).

Real communication involves ideas, emotions, feelings, appropriateness and adaptability. The conventional English class hardly gives the learners an opportunity to use language in this manner and develop fluency in it. Thus, the main purpose of the language teaching course, i.e., developing skills in communication, is unfortunately, neglected.

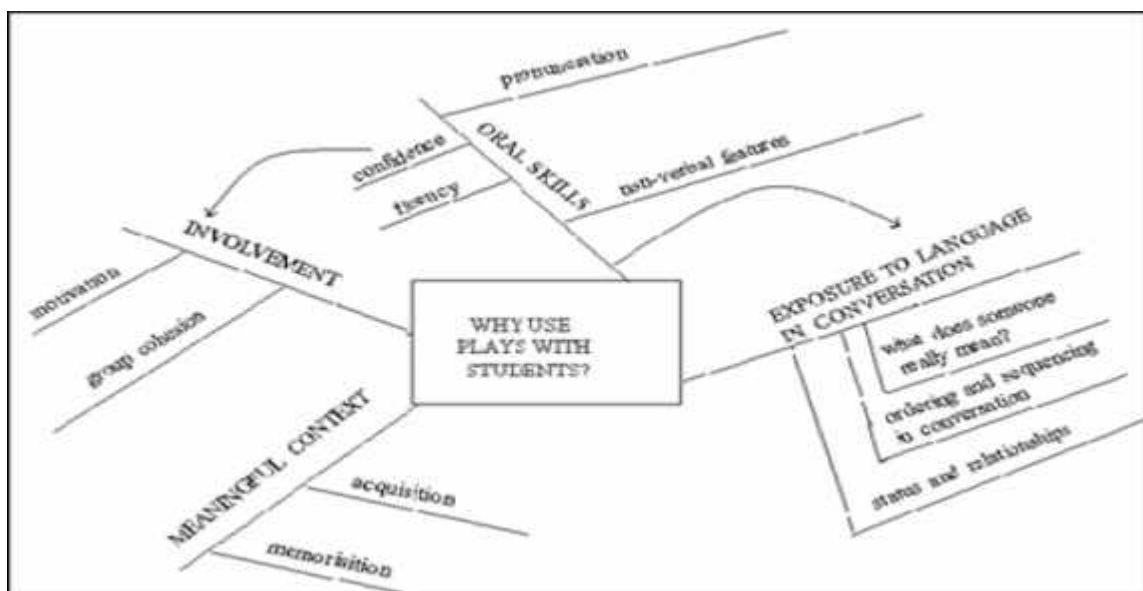
An attractive is teaching language through drama because it gives a context for listening and meaningful language production, forcing the learners to use their language resources and, thus, enhancing their linguistic abilities. It provides situations for reading and writing. It is very useful in teaching literary texts as it helps in analyzing plot, character and style. It also involves learners more positively and actively in the text. As Rivers (1983) states, "the drama approach



enables learners to use what they are learning with pragmatic intent, something that is most difficult to learn through explanation"( as cited in Wessels, 1987).

By the same token Lazar (1993) has captured some of the reason for using plays or things that extracts from plays with the language learners as follows in the given figure:

**Figure No: 1**  
**Reason for Using Drama in ELT**



Moreover, Lazar has mentioned some of the benefits of using plays in language classroom as follows:

- I. Using play extracts to think about language in conversation.
- II. Using play extracts to improve students' oral skills.
- III. Using play extracts with lower levels.

By using drama techniques to teach English, the monotony of a conventional English class can be broken and the syllabus can be transformed into one which

prepares learners to face their immediate world better as competent users of the English language because they get an opportunity to use the language in operation. Using drama techniques also fulfils socio-affective requirements of the learners.

#### **1.1.4. Language Functions**

Language functions can be broadly classified as: Grammatical functions and Communicative functions. Grammatical functions deal with the relationship that a constituent in a sentence has with another constituent. For example, in a sentence, 'Prem kicked the ball.' Prem is the subject of the verb 'kicked' and 'the ball' has the function of the object of the verb. The scope of present study does not cover grammatical functions. It mainly concerns with language functions. But, for our purpose, language functions mean communicative functions of language. Communicative functions of language refer to the communicative goal for which a language is used in a community. For example, greeting, requesting, inviting, denying, promising etc. are the function of the language. The detail of communicative functions is given in the following section.

##### **1.1.4.1. Communicative Functions**

The ultimate aim of language teaching is to make students able to use language in communication. Students need to develop listening, speaking, reading and writing skills to use language in communication. Knowing English, therefore, must mean knowing how to communicate in English. This involves not only producing language correctly but also using language for particular purposes. For example, being able to advise in English, make prediction, and describe people. If learners are able not only to produce and understand structure of language but also use it to express the ideas and feelings, they are said to be communicatively competent. Obviously, students do not need to learn functions since they are universal to all

language, but they do need to learn how to express these functions in English. Recognising the importance of functions, the emphasis should be on making students aware of why they are practicing particular structure to use language in social context.

Hymes (1972, p. 281) opines that a person who acquires communicative competence obtain both knowledge and ability for language use with respect to:

- a. Whether ( and to what degree) something is formally possible.
- b. Whether ( and to what degree) something is feasible in virtue of the means of implementation available.
- c. Whether ( and to what degree) something is appropriate in related to the context in which it is used and evaluated.
- d. Whether ( and to what degree) something is in fact done actually performed and what its doing entails.

This makes us clear that Communicative Language Teaching (CLT) means little more than integration of functional and grammatical teaching. Standing on the same ground Littlewood(1981,p.1) states, “ one of the most characteristic feature of communicative language teaching is that it pays systematic attention to functional as well as structural aspect of Language”.

The word 'function' is a key term in CLT, just as the 'structure' is the central concern in structural approach. Functions denote what is done with language. They refer to communicative properties of sentences to accomplish through language. What language does or what we do through the use of language is its function. A language is used to communicate something. So, communication is the overall global function of language.

Sthapit (2003) has stated that a thing can be said to have at least three facets. The three facets of a glass can be described as:

Substance: glass, steel, paper or plastic.

Form: cylindrical with one end open.

Function: serving liquids.

Similarly, a language can be said to have following facets:

Substance: sounds/letters and punctuation marks.

Form: patterns of sounds/letters/words and phrases.

Function: communicating message.

So, the function of language is the purpose it serves or use it is put to. From this discussion, it becomes clear that language function is the purpose for which language is used. The purpose of using language is to communicate something. Human beings use very sophisticated form of language to communicate their feelings, intentions, and desires and so on. They use language to greet others, to bid farewell, to express gratitude, to ask for permission to request for something, to get things done and so on. By the same token, language serves the purpose of describing people, or it is used to describe people; so describing people is one of the functions of language.

How many types of function does language have? Regarding this question Sthapit (2000) says:

This question can't be answered definitely, partly because the complex nature of language and society and their relationship defines any such enumeration and partly because there is nothing like the only right or proper way of classifying language depends on how broad or how narrow a given classification is. So, one can claim that his/her system of classification is the only way or only right way of doing the job of classifying the complex system of functions. However, a writer or a pedagogue has to follow one or the other system so as to make his description consistent and complete. (p.10)

The above definition states that the linguists are not at one regarding the classification of language function i.e. linguists do not seem to follow a consistent system of classifying communicative function. It is, thus, important to have a look at some linguists' classification of communicative language functions which are given below:

Corder (1973, p. 44) classifies communicative function on the basis of the factors of a speech event, which are as follows:

- a. Personal: if the orientation is towards the speakers we have the personal function of language. It is through this function that the speaker reveals his attitude towards what he is speaking about.
- b. Directive: if the orientation is towards the hearer we have the directive function of language. It is the function of controlling the behaviour of the participant.

- c. Phatic: if the focus is on the content between the participants we have the phatic function of language which establishes relations, maintains them, and promotes feelings of goodwill and fellowship or social solidarity.
- d. Referential: if the focus is on topic we have referential function of language.
- e. Meta-linguistic: this function is associated with the code. When language is used to talk about language itself, it is the meta-linguistic function of language.
- f. Imaginative: when the focus is on message, we have imaginative function of language.

Similarly, Finocchiaro (1986,p. 1) classifies communicative function into the following categories:

- a. Personal: this function helps to express ones emotions, needs, thoughts, desires, attitudes.
- b. Impersonal: this function helps to maintain good social relations with individuals and groups. For example, expression of praise, sympathy, joy at another's success.
- c. Directives: this function helps to control the behaviour of others through advice, warnings, requests, permission, discussions.
- d. Referential: it talks about objects of events in the immediate settings or environments or on the culture.
- e. Meta-linguistic: it talks about the language itself.
- f. Imaginative: it is the use of language creatively in rhyming, composing poetry etc.

Despite having uniformity in defining communicative function, there is no common ground in the classification of language functions. Different scholars like Halliday, Jakobson, Van Ek, Malinowsky, Austin, Searle, Wilkins and so on have classified from their individual perspectives. However, the purpose of classifying the language function is to group the similar ones in a category. The same thing can be seen from different perspectives and can be placed in several groups depending on the way it is looked on. Hence, it is all but natural for different linguists to have different system of classification. Even though the terminologies given by several linguists are different, the classification is more or less same.

For better understanding, let us consider the following instances and try to determine, how many communicative functions they serve:

- I. What is your name? (Asking or making query)
- II. Stand at ease. (Commanding)
- III. Pass the salt, please. (Requesting)
- IV. Could I have beer and chips, please? (Ordering)
- V. Mind your head. (Cautioning)
- VI. Go straight up to the crossing and turn left. (Directing)
- VII. Write your name on the top of the answer-sheet. (Instructing)
- VIII. Shall we go to the zoo this weekend? (Proposing)
- IX. You better see a doctor immediately. (Advising)
- X. Leave this people right away if you care for your life. (Threatening)

XI. Prestige is the only pressure cooker that has a double safety value, buy it and show that you care for your wife safety. (Persuading)

We can say that these eleven expressions serve eleven different communicative functions.

Linguists have introduced various functions of language. However, out of various functions, curriculum designers select functions appropriate for the level of students. Various communication functions have been mentioned in grade 9 and 10 'Our English' textbook. Some of the communicative functions mentioned in these textbooks are giving suggestions, refusing, describing persons/places/event/things, advising, greeting, apologizing, agreeing, and accepting and so on.

## **1.2. Review of the Related Literature**

Various experimental research works have been carried out in the Department of English Education to test efficacy of different techniques and methods of English language teaching. A number of research scholars have carried out several studies in the field of effectiveness of various methods, teaching techniques and teaching materials but no research has been carried out on effectiveness of dramatization technique in English language teaching. It is, therefore, I claim that my study is new in the Department of English Education.

Some of the research work that enhance this research work, have been reviewed as follows:



Royka (2002) in his article "Overcoming the Fear of Using Drama in English Language Teaching" has clearly mentioned some of the problems brought by the teachers when tackling using drama in ELT classes along with suggestions for each problem. He has concluded his article saying "Very few resources are needed to make the communicative experience more 'real' for the students. Perhaps if teacher think of the drama activities in the terminology of the popular ELT methodology such as 'communication games', or 'tasks' they could better comprehend the goal of using the"

Chauhan (2004) in his article "Drama Technique for Teaching English' has described briefly the importance of Dramatization technique in ELT. He has clearly mentioned the different activities that can be used for Drama.

Regmi (2004) carried out an experimental practical research on "The Effectiveness of Group work Technique in Teaching English Tenses". The aim of the study was to find out the effectiveness of group work technique in teaching English tenses. He used both primary and secondary sources for data collection and selected the public school of Chitwan district as the population of the study. The researcher used pre-test and post-test for primary data collection by dividing the students into two groups i.e. Experimental and controlled groups. It was found that the students who were taught by using Group-work progressed relatively better than the students who were taught using explanation.

Khadka (2007) carried out research on "Teaching Language Functions Through Information-gap in Grade Seven", aiming to find out the effectiveness of information-gap in teaching communicative functions. The study was experimental one. The researcher used a simple random sampling procedure while conducting the research and used both primary and secondary sources for data

collection. The main tool for data collection was tests i.e. pre-test and post-test. The test items were limited to English language functions. The study found out that the information gap technique was relatively more effective than usual classroom techniques for teaching language function of English.

Pokhrel (2007) has carried out research entitled " Effectiveness of Interaction Technique in Teaching Communicative Function". His main purpose was to find out the fact that whether interaction is effective or not in teaching communicative function. One of the government school of Rupendehi district was selected as a field of study and sample population was taken from grade ten reading at the same school. The limitation of the time of study was about four weeks and written tests were administered to collect primary data. The researcher found that between Group 'A'(controlled group) and Group 'B'(experimental group), Group 'B' displayed better performance than 'A' since Group 'B' was taught with/through interaction technique. It shows that using interaction technique in teaching communicative function has relatively better impact.

Poudel(2008) carried out research on " Teaching of Communicative Functions: An Analysis of Classroom Activities" the objective of the study were to find out the classroom activities conducted by the teachers in teaching communicative function and problems encountered by them while teaching communicative functions. The researcher followed a non-random sampling procedure for sampling population. He used both primary and secondary sources of data. Kathmandu was the area of population of the study. The findings was that discussion, pair work and group work were the commonly used activities and the hesitation of the students to speak, lack of adequate exposure to the students, teacher as an authority in the classroom, use of mother tongue in the classroom and lack of required physical facilities were the major problems encountered by the teachers in the teaching on communicative functions.

Piironen(2009), in the workshop on “Using Drama in Language Learning” at Vernon Square on 13 November 2009, says “Process drama is a method in which the learners and the teachers explore a theme, a problem or a solution by using various drama techniques. Process drama offers numerous opportunities for authentic communication as well as more structured language practice”.

Rai (2010) carried out a research entitled "Effectiveness of Simulation Technique in Teaching Language Function". The objective of the study was to determine effectiveness of simulation technique in teaching language functions. A set of test was designed as the major tool for data collection and result of two tests i.e. pre-test and post-test were compared. It was found that teaching language function using simulation technique was more effective than teaching language function using other usual techniques like: explanation, illustration.

Some of the research and articles mentioned above are related to the present study in the sense that they try to find out the effectiveness of different techniques for the purpose of teaching and learning language. Some of them are practical and comparative studies in different levels of schools. However, there is no any importance given to 'dramatization' technique. It is, therefore, the present researcher carried out the research to determine the efficacy of Dramatization technique in English language classroom.

### **1.3 Objectives of the Study**

The objectives of the study were as follows:

- I. To find out the efficacy of dramatization technique in teaching communicative functions.

II. To suggest some pedagogical implications on the basis of findings.

#### **1.4. Significance of the Study**

This study is expected to be significant to all those who are directly and indirectly involved in language teaching learning activity in general, and more particularly to the teachers, trainee-teachers, syllabus designers, educationalist, textbook writers ,material producers, guardians, supervisors as well as other interested readers. The researcher hopes that the findings and recommendations will provide significant contribution to related people to teaching language functions in particular.

Moreover, this research will be significant for the prospective researchers, who want to undertake further researches in the field of ELT methodology.

## **CHAPTER - TWO**

### **METHODOLOGY**

This chapter deals with the methodology adopted during the study. The researcher has followed the following methodology to fulfill the objective of the study.

#### **2.1. Sources of Data**

The researcher made use of both primary and secondary sources of data as follows:

##### **2.1.1. Primary Sources**

The primary sources of data were the nine graders who are studying in Salbas Sunrise Higher Secondary School in Nawalparasi district. They were administered pre-test and post-test and their answer sheets were used as data for this study. The same set of test items were used for the both tests. The pre-test was

administrated before the real teaching started and the post-test was administrated after it. The researcher himself was involved in teaching for 4 weeks.

### **2.1.2. Secondary Sources**

The researcher consulted various books like Corder (1973), Maley and Duff (1982), Richards and Rodgers (1986), Finocchiaro (1986), Wessels (1987), Lazar (1993), Collie and Slater (2000), journal reports, articles related to the topic to facilitate the study as a secondary sources. He also consulted the theses completed in the Department of English Education. Beside these secondary sources, the researcher primarily used ‘Our English Textbook’ of Grade IX to design test items and to teach language functions.

### **2.2 Sampling Procedure**

The sample population of this study was the students of grade IX studying in a private school in Nawalparasi district. The population was chosen purposively. The Experimental Group (EG) and Controlled Group (CG) were determined tossing a coin.

### **2.3 Tools for Data Collection**

The main tool for the collection of data were the tests i.e. pre-test and post-test (see Appendix: I). It consists of subjective and objective items carrying 35 and 15 marks respectively. The test items were constructed including communicative function selected to teach. The numbers of items from each of the selected language functions are as follows.

**Table No: 1**  
**Test Item Types**

S.N.	Types of Functions	No. of Items	Marks
1	Introducing	3	5
2	Requesting	3	6
3	Suggesting/ Advising	3	5
4	Apologising	2	6
5	Expressing Sympathy	2	6
6	Thanking	3	5
7	Giving Direction	2	6
8	Expressing Obligation	3	5
9	Describing Places/Person	2	6
Total			50

Again the test consists of five different items. The types of items and the number with full marks are as follows.

**Table No. 2**  
**Types of Questions**

S.N.	Types of Questions	Types of Items	No. of Items	Marks
1	Subjective	Short answer	5	15
2		Free Composition	1	5
3		Guided Writing	3	15
4	Objective	Multiple Choice	7	7
5		Matching	8	8
Total				50

The same set of test item will be used in the pre-test and post-test for both groups. Lesson plans and teaching aids (sample is given in Appendix: III-IV) will be other supporting tolls.

## 2.4. Data Collection Procedure

The processes of data collection were as follows:

- a. At first, the researcher visited the selected school and established a rapport with the concerned authority explaining the purpose and process of research to get permission for carrying out the research.
- b. Next, the researcher consulted the subject teacher and requested him to inform and convince the sample for taking part in the research.
- c. After that, the researcher administrated the already designed pre-test items to the selected students to determine the students' proficiency. They were provided one and half hours to attempt the test and their written responses were marked.
- d. The students were divided into two groups 'A' and 'B' in such a way that both the groups were equal of their knowledge in their English subject. The students were ranked from first to last position on the basis of merit list prepared after the pre-test. The ranking procedure and group division was as follows:

Group 'A'	Group 'B'
Odd	Even

- e. After the group division, the Experimental Group (EG) and Controlled Group (CG) were determined tossing a coin. The students divided into two groups were taught side by side. The students of Group 'B' were taught using dramatization technique and another as usual classroom teaching. Each of them was taught for 4 weeks.

e. After completing classroom teaching according to the scheduled, a post-test was taken. The test-items used in per-test were used for post-test as well. Then the results of the two tests were compared to determine the effectiveness of dramatization technique in teaching language functions.

## **2.6. Limitations of the Study**

The research carried out this study taking the following limitations and considerations to make it more precise and systematic:

- a. The study was confined only to a private secondary school of Nawalparasi district.
- b. The population of this study included the students of Salbas Sunrise Higher Secondary School, Nawalparasi.
- c. Only the nine graders of the school were included for this practical study.
- d. This study was related only to 9 selected language functions (See Table: 1).
- e. The primary data for this study were collected only from the written tests.
- f. The time for this study was approximately one month.
- g. The study was limited with dramatization technique in ELT.



## **CHAPTER – THREE**

### **ANALYSIS AND INTERPRETATION**

This chapter consists of analysis and interoperation of data. The data have been analyzed under the following headings:

- Holistic Comparison
- Function Based Comparison
- Item wise Comparison

The first sub-heading i.e. holistic comparison summarizes the general performance of the students in experimental group and the controlled group. Other two sub headings i.e. function based comparison and item based comparison are divided into different sub-headings.

The analyses have been done in the following ways:

The individual score taken from the tests i.e. pre-test and post-test and tabulated under the each sub-headings. The average scores have been computed out of the individual scores (see Appendix: V). The difference between the average score of the pre-test and post-test have been computed. The difference (D) have been converted into percentage (D %) and the two groups have been compared on the basis of percentage. The tables and charts have been given for making ideas clear. The group which got a higher percentage is considered to be better than the one which got lower percentage. If the differences between average score of a group in pre-test and post-test is less than 5 percent, the increase is supposed to be insignificant.

As the same method, materials, medium etc., were used for both groups to teach same language functions, only with the variation in technique i.e. experimental group( Group 'B') was taught with dramatization technique while the controlled group (Group 'A') was taught as usual following the icons given in the textbook.

[Note: through out the study Group 'A' indicates the controlled group and the Group 'B' indicates the experimental group.]

### **3.1. Holistic Comparison**

The holistic comparison indicates the summary of the interpretation and analysis of the data comparing the average score of the pre-test and the post-test of the both groups i.e. experimental and controlled groups in terms of language function and test item as a whole.

Comparative table of average increment percentage of Group 'A' and Group 'B' have been presented as follows:

**Table No. 3**  
**Holistic Analysis**

<b>Group</b>	<b>Pre-T Av. Marks</b>	<b>Post-T Av. Marks</b>	<b>D</b>	<b>D%</b>
<b>A</b>	16.71	27	9.32	55.25
<b>B</b>	16.50	29.19	12.69	76.89

The above table shows that Group 'A' has the average score of 16.71 in the pre-test and 27 in the post test. The score has been increased by 9.32 or 55.25%. Likewise, the Group 'B' has scored 16.50 in the pre-test and 29.19 in the post-test. The score has been increased its marks by 12.69 or 76.89%. It shows that the Group 'B' excelled Group 'A' by 21.64%. It indicates that the Group 'B' has made greater progress than the Group 'A' as a whole.

### **3.2 Function Based Comparison**

The functional comparison indicates the average performance of the two groups i.e. Group 'A' and Group 'B' in terms of language functions which are purposively selected in this study. The comparative table of average increment percentage of function based comparison of Group 'A' and Group 'B' have been presented as follows:

#### **I. Introducing**

This category consisted of 3 items carrying 5 full marks. The average score of the student in both experimental and control groups have been presented as follows:

**Table No. 4**  
**Result of average score of introducing**

<b>Group</b>	<b>Av. score in pre-test</b>	<b>Av. score in post-test</b>	<b>D</b>	<b>D%</b>
--------------	------------------------------	-------------------------------	----------	-----------

<b>A</b>	1.71	3.50	1.79	101.17
<b>B</b>	1.47	3.09	1.63	110.64

The table shows that Group ‘A’ has the average score of 1.71 in the pre-test and 3.50 in the post test. It has increased its marks by 1.79 or 105.17%. Likewise, the Group ‘B’ has scored 1.47 in the pre-test and 3.09 in the post-test. It has increased its marks by 1.63 or 110.64%. It shows that the Group ‘B’ excelled Group ‘A’ by 5.20%. It indicates that in this language function the Group ‘B’ has made greater progress than the Group ‘A’.

## II. Requesting

This category consisted of 3 items carrying 6 full marks. The average score of the student in both experimental and control groups have been presented as follows:

**Table No. 5**  
**Result of average score of requesting**

<b>Group</b>	<b>Av. score in pre-test</b>	<b>Av. score in post-test</b>	<b>D</b>	<b>D%</b>
<b>A</b>	2.09	3.94	1.85	88.37
<b>B</b>	1.97	3.75	1.78	90.48

The table shows that Group ‘A’ has the average score of 2.09 in the pre-test and 3.95 in the post test. It has increased its marks by 1.85 or 88.37%. Likewise, the Group ‘B’ has scored 1.97 in the pre-test and 3.75 in the post-test. It has increased its marks by 1.78 or 90.48%. It shows that the Group ‘B’ excelled Group ‘A’ by 1.97%. it indicates that in this language function the Group ‘B’ has made greater progress than the Group ‘A’, however, the increment percent of two groups are not so significant.

### III. Suggesting/ Advising

This category consisted of 3 items carrying 5 full marks. The average score of the student in both experimental and control groups have been presented as follows:

**Table No. 6**  
**Result of average score of suggesting/advising**

<b>Group</b>	<b>Av. score in pre-test</b>	<b>Av. score in post-test</b>	<b>D</b>	<b>D%</b>
<b>A</b>	2.12	3.94	1.15	54.17
<b>B</b>	1.88	3.69	1.81	96.67

The table shows that Group 'A' has the average score of 2.12 in the pre-test and 3.94 in the post test. It has increased its marks by 1.15 or 54.17%.

Likewise, the Group 'B' has scored 1.88 in the pre-test and 3.69 in the post-test. It has increased its marks by 1.81 or 96.67%. It shows that the Group 'B' excelled Group 'A' by 78.46%. It indicates that in this language function the Group 'B' has made greater progress than the Group 'A'.

### IV. Apologising

This category consisted of 2 items carrying 6 full marks. The average score of the student in both experimental and control groups have been presented in the following table:

**Table No. 7**  
**Result of average score of apologising**

<b>Group</b>	<b>Av. score in pre-test</b>	<b>Av. score in post-test</b>	<b>D</b>	<b>D%</b>
--------------	------------------------------	-------------------------------	----------	-----------

<b>A</b>	1.79	2.79	1	55.74
<b>B</b>	1.84	3.66	1.81	98.31

The table shows that Group ‘A’ has the average score of 1.79 in the pre-test and 2.79 in the post test. It has increased its marks by 1 or 55.74%. Likewise, the Group ‘B’ has the average score of 1.81 in the pre-test and 3.66 in the post-test. It has increased its marks by 1.81 or 98.31%. It shows that the Group ‘B’ excelled Group ‘A’ by 76.37%. It indicates that the Group ‘B’ learned this language function more effectively than the Group ‘A’.

### **V. Expressing Sympathy**

This category consisted of 2 items carrying 6 full marks. The average score of the student in both experimental and control groups have been presented in the following table:

**Table No. 8**

**Result of average score of expressing sympathy**

<b>Group</b>	<b>Av. score in pre-test</b>	<b>Av. score in post-test</b>	<b>D</b>	<b>D%</b>
<b>A</b>	1.65	2.65	1	60.71
<b>B</b>	1.63	3.09	1.47	90.38

The table shows that Group ‘A’ has the average score of 1.65 in the pre-test and 2.65 in the post test. It has increased its marks by 1 or 60.71%. Likewise, the Group ‘B’ has the average score of 1.63 in the pre-test and 3.09 in the post-test. It has increased its marks by 1.47 or 90.36%. It shows that the Group ‘B’ excelled Group ‘A’ by 48.87%. It indicates that the Group ‘B’ learned this language function more effectively than the Group ‘A’.

### **VI. Thanking**

This category consisted of 3 items carrying 5 full marks. The average score of the student in both experimental and control groups have been presented in the following table:

**Table No. 9**  
**Result of average score of thanking**

<b>Group</b>	<b>Av. score in pre-test</b>	<b>Av. score in post-test</b>	<b>D</b>	<b>D%</b>
<b>A</b>	1.85	2.76	0.91	49.21
<b>B</b>	2	3.16	1.16	57.81

The table shows that Group ‘A’ has the average score of 1.85 in the pre-test and 2.76 in the post test. It has increased its marks by 0.91 or 49.21%.

Likewise, the Group ‘B’ has the average score of 2 in the pre-test and 3.16 in the post-test. It has increased its marks by 1.16 or 57.81%. It shows that the Group ‘B’ excelled Group ‘A’ by 17.49%. It indicates that the Group ‘B’ learned this language function more effectively than the Group ‘A’.

## **VII. Giving Direction**

This category consisted of 2 items carrying 6 full marks. The average score of the student in both experimental and control groups have been presented in the following table:

**Table No. 10**  
**Result of average score of giving direction**

<b>Group</b>	<b>Av. score in pre-test</b>	<b>Av. score in post-test</b>	<b>D</b>	<b>D%</b>
<b>A</b>	1.47	2.56	1.09	74.00
<b>B</b>	1.59	2.75	1.16	72.55

The table shows that Group ‘A’ has the average score of 1.47 in the pre-test and 2.56 in the post test. It has increased its marks by 1.09 or 74.00%.

Likewise, the Group ‘B’ has the average score of 1.59 in the pre-test and 2.75

in the post-test. It has increased its marks by 1.16 or 72.55%. It shows that the Group 'A' excelled Group 'B' by 1.96%. It indicates that in this language function the Group 'A' has made progress than the Group 'B'.

### **VIII. Expressing Obligation**

This category consisted of 3 items carrying 5 full marks. The average score of the student in both experimental and control groups have been presented in the following table:

**Table No. 11**  
**Result of average score of expressing obligation**

<b>Group</b>	<b>Av. score in pre-test</b>	<b>Av. score in post-test</b>	<b>D</b>	<b>D%</b>
<b>A</b>	2.18	2.72	0.56	25.68
<b>B</b>	2.13	3	0.88	41.18

The table shows that Group 'A' has the average score of 2.18 in the pre-test and 2.72 in the post test. It has increased its marks by 0.56 or 25.68%.

Likewise, the Group 'B' has the average score of 2.13 in the pre-test and 3 in the post-test. It has increased its marks by 0.88 or 41.18%. It shows that the Group 'B' excelled Group 'A' by 60.37%. It indicates that the Group 'B' learned this language function more effectively than the Group 'A'.

### **IX. Describing Place/Person**



This category consisted of 2 items carrying 6 full marks. The average score of the student in both experimental and control groups have been presented in the following table:

**Table No. 12**  
**Result of average score of describing place/person**

<b>Group</b>	<b>Av. score in pre-test</b>	<b>Av. score in post-test</b>	<b>D</b>	<b>D%</b>
<b>A</b>	1.85	2.79	0.94	50.79
<b>B</b>	2	3	1	50

The table shows that Group ‘A’ has the average score of 1.85 in the pre-test and 2.79 in the post test. It has increased its marks by 0.94 or 50.79%.

Likewise, the Group ‘B’ has the average score of 2 in the pre-test and 3 in the post-test. It has increased its marks by 1 or 50%. It shows that the Group ‘A’ excelled Group ‘B’ by 1.56%. It indicates that the Group ‘A’ learned this language function more effectively than the Group ‘B’ however the difference is not significant.

### **3.3 Item Based Comparison**

The item based comparison indicates the average performance of the two groups i.e. Group ‘A’ and Group ‘B’ in terms of test items. The comparative table of average increment percentage of item based comparison of both groups have been presented as follows:

#### **I. Objective Items**

This category consisted of 15 items carrying 15 full marks. The average score of the student in both experimental and control groups have been presented in the following table:

**Table No. 13**  
**Result of average score of objective items**

<b>Group</b>	<b>Av. score in pre-test</b>	<b>Av. score in post-test</b>	<b>D</b>	<b>D%</b>
<b>A</b>	5.53	9.35	3.82	69.15
<b>B</b>	6.56	11.12	4.56	69.43

The table shows that Group 'A' has the average score of 5.53 in the pre-test and 9.35 in the post test. It has increased its marks by 3.82 or 69.15%.

Likewise, the Group 'B' has the average score of 6.56 in the pre-test and 11.12 in the post-test. It has increased its marks by 4.56 or 69.43%. It shows that the Group 'B' excelled Group 'A' only by 0.40%. Since the difference is not significant, it can be said that the both groups performed equal performance in objective test items.

## **II. Subjective Items**

This category consisted of 5 items carrying 35 full marks. The average score of the student in both experimental and control groups have been presented in the following table:

**Table No. 14**

**Result of average score of subjective items**

<b>Group</b>	<b>Av. score in pre-test</b>	<b>Av. score in post-test</b>	<b>D</b>	<b>D%</b>
<b>A</b>	11.18	17.65	6.47	57.89
<b>B</b>	10	18.07	8.07	80.69

The table shows that Group 'A' has the average score of 11.18 in the pre-test and 17.65 in the post test. It has increased its marks by 6.47 or 57.89%.

Likewise, the Group 'B' has the average score of 10 in the pre-test and 18.07 in the post-test. It has increased its marks by 8.07 or 80.69%. It shows that the Group 'B' excelled Group 'A' by 39.37 %. Since the difference not significant, indicates that the Group 'B' has progressed better than that of Group 'A'.

## **CHAPTER- FOUR**

### **FINDINGS AND RECOMMENDATIONS**

#### **4.1. Findings**

In this chapter findings of the study have been presented. Based on the findings recommendations have been made. In this context, as the data shows up, the experimental group i.e. group 'B' was found better than the controlled group i.e. Group 'A'. The major findings of the study have been presented as follows:

- I. Both groups have made progress in their total marks in post-test but the progress of Group 'B' in total is greater than Group 'A'.
- II. The experimental group excelled the controlled group by 21.64% in total performance.
- III. The experimental group excelled the controlled group on functional categories such as introducing (5.20%), requesting (1.79%), suggesting (78.46%), apologising (76.37%), expressing sympathy (48.87%), thanking (17.49%) and expressing obligation (60.37%).

- IV. The controlled group excelled the experimental group on functional categories of giving direction (1.96%) and describing person/place (1.56%).
- V. The experimental group excelled the controlled group on the subjective test items by 39.37%.
- VI. Both experimental and controlled groups had shown approximately similar performance on objective test items which were 69.43% and 69.15% respectively.

This proves that dramatization technique is relatively better than the teaching techniques used traditionally in teaching language functions. Since experimental group (i.e. Group 'B') performed relatively better performance in most of the categories of language functions, the effectiveness seemed to be significant. It is, therefore, the dramatization technique in teaching language function is effective.

## **4.2. Recommendations**

The following recommendations have been drawn on the basis of the findings of the study. The major recommendations have been presented as follows:

- a. This research shows that the dramatization technique in teaching language function is effective than usual classroom techniques. This implies that this technique should be used for teaching language/ communicative functions of English in general.
- b. The textbook writers and curriculum designers should give priority to dramatization technique in teaching language functions in English.
- c. The controlled group has a greater average increment percentage on the functional categories on giving direction and describing places/person than the experimental group. This is not significant because this kind of differences may sometimes happen due to several variations such as absence

of the students in any group while teaching, carelessness of the students while writing answers, forgetting etc. Therefore, we can minimize such variables as far as possible while teaching language functions using this technique i.e. dramatization technique. But further study can also be conducted in this regard.

- d. This research was limited only to 33 students of a private school. So, it can not be claimed that the findings of this research are applicable everywhere. Researchers can carry out this type of research including more sample and more schools of different types in different parts of the country.
- e. This research was limited to 9 areas of language functions only. The similar type of researches can be carried out on the other areas of language functions like: announcing, welcoming, warning, likes/dislikes, stating purpose, expressing needs/wants and so on.

## REFERENCES

- Bhattarai,A. (2001). *Writing a research proposal*.Journal of NELTA Vol. 6, No 1.
- Bhattarai,G.R. (2005). *A sample of research proposal*. Young Voices in ELT, Vol. 4, No.1.
- Bitchener,J. (2010). *Writing an applied linguistics thesis or dissertation*.New York: Palgrave Macmillan.
- Brog. S. (2009). *Researching English language teaching and teacher development in Oman*: Ministry of Education, Sultanate of Omen.
- Brown, D. (2003). *Principles of language learning and teaching*. Cambridge: Newbury House.
- Chauhan, V. (2004). *Drama technique for teaching English*. Retrived on 12<sup>th</sup> November,2010 from the website: <http://www.itesl.org/>
- Collie, J.K. & S. Slatter.(2000). *Literature in the language classroom*. Cambridge: CUP.
- Corder, S. Pit. (1973). *Introducing applied linguistics*. London: Penguin Books.
- Dohanl, T and Papoušková,R.(2000). *A course on drama for ELT teachers*. <http://www.britishcouncil.cz/>
- Finocchiaro, M. (1986). *English as a second/foreign language:From theory to practice*. London: Prentice Hall.
- Hymes, D. (1972). *On communicative competence*. In *Pride and Holmes*.

- Khadka,D.B. (2007). *Teaching language function through information gap in grade seven*.An unpublished M.Ed. Thesis, Department of English Education,T.U.,Kirtipur.
- Kumar,R(1996). *Research methodology*. London: Sage Publication Ltd.
- Lazar, G (1993). *Literature and language teaching*. Cambridge: CUP.
- Littlewood, W. (1981).*Communicative language teaching: An Introduction*. Cambridge: CUP.
- Lin, R. (2010). *Presentation techniques in ELT*. Retrieved on 10<sup>th</sup> November,2010 from the website: <http://www.ehow.com>.
- Maley, A & Duff, A.(1978). *Drama technique in language learning*. Cambridge: CUP
- Opie, P and Iona, P. (1969). *Children's games in street and playground*. Oxford: OUP.
- OSHO. (1987). *Beyond the barriers of wisdom*. New Delhi: Rajanish Foundation.
- Piironen, M. (2009). *Process drama as a tool for language education*. North Karelia University of Applied Sciences. Retrieved on 12th November,2010 from the website: <http://www.britishcouncil.cz/>
- Pokhrel,D.(2007.). *Effectiveness of interaction technique in teaching communicative functions*. An unpublished M.Ed. Thesis, Department of English Education,T.U.,Kirtipur.

- Poudel, P.B.(2008). *Teaching of communicative functions: An analysis of classroom activities*. An unpublished M.Ed. Thesis, Department of English Education,T.U.,Kirtipur.
- Rai, G. (2010). *Effectiveness of simulation technique in teaching language functions*. An unpublished M.Ed. Thesis, Department of English Education,T.U.,Kirtipur.
- Rai, V.S. (1999).*English language teaching: theories and methods*. Kathmandu: Bhunipuran Prakashan.
- Rai, V.S. (2058). *Grade 9 Our English text book*. Sanothimi: CDC
- Regmi, C.R. (2004). *A study of the effectiveness of groupwork technique in teaching English tenses*. An unpublished M.Ed. Thesis, Department of English Education,T.U.,Kirtipur.
- Richards, J.C. & Rodgers, T.S. (1986).*Approaches and methods in language teaching*.Cambridge: CUP.
- Royka, J. G. (2002) *Overcoming the fear of using drama in English language teaching*. Retrieved on 12<sup>th</sup> November,2010 from the website: <http://www.itesl.org/>
- Sharma, B.K. & Phyak, P.B. (2006). *Teaching English language*. Kathmandu: Sunlight Publication.
- Sthapit, S.K. (2003). *Teaching language for communication*. A journal of NELTA Vol.8. ,No1-2.



Tuladhar, S.M. (1993). *S.L.C. English practice book*. Kathmandu: A Press  
Publication

Ur, P. (1999). *A course in language teaching: practice and theory*. Cambridge:  
CUP.

Wessels, C. (1987). *Drama*. London: ESBL.

## **APPENDIX: I**

### **TEST ITEM: 1(Objective Test)**

School: Salbas Sunrise Higher Secondary School      F.M:15

Class: Nine      P.M: 6

Subject: English      Time: 10Min

Name: .....	Roll No: .....
-------------	----------------



Apologizing	I'm really sorry to hear that.
Advising	She has dark eyes.
Sympathy	Hi, It's me Ankit Poudel.
Describing people	Would you mind giving me your pen?
Obligation	Thanks a lot.
Giving Direction	I'm ever so sorry.
Thanking	You must brush your teeth

**TEST ITEMS: 2(Subjective Test)**

School Salbas Sunrise Higher Secondary School

F.M:35

Class: Nine

P.M:15

Subject: English

Time: 1.20 Hrs

Name: .....

Roll No: .....

**Attempt all the questions.**

1. Write one sentence for each of the following situations.

3x5=15

i) Your friend says, "Hi, my name is Jyoti." Give a reply to it.

.....

ii) You need money to buy exercise book. Request your father to give Rs.100.

.....

iii) Your room is dirty. Express your obligation.

.....

iv) Your sister has dental plaque in her teeth. Suggest her to clean it out that.

.....

v) You are carrying a lot of packages after shopping. You drop one and another person pikes it up to for you. How do you thank him/her?

.....

ii) Look at the picture. Imagine what has happened. Write a conversation between these two friends. 5

Amrita: Hello!

Amit: ..... It's me, .....

Amrita: Hi Amit. ....

Amit: Don't ask. I .....

Amrita: Oh! ..... How are you feeling now?



Amit: .....

Amrita: ..... Take care.

Amit: Bye. See you later.

Amrita: Bye. Thanks for calling.

3 .Ask for an apology and make response in the following situation.

5

I) get off a bus and bump into some one.

A: .....

B: .....

II) Tap someone's shoulder who looks like your friend, and then realize she is not your friend.

A: .....

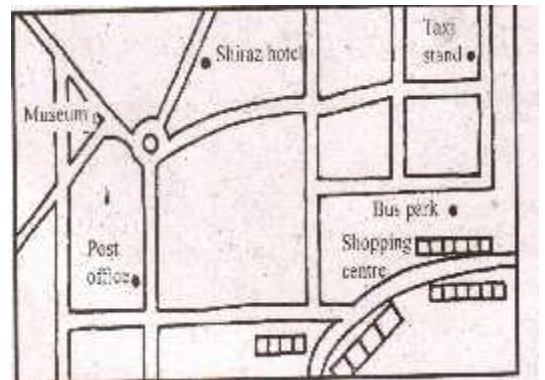
B: .....

4. Look at the map below and answer the following questions.

5

a) How to get to the bus park to Shiraj Hotel?

.....  
.....  
.....  
.....  
.....



b) How to get to the taxi stand to the shopping centre?

.....  
.....  
.....  
.....

6. Describe your favourite place in about 50 words.

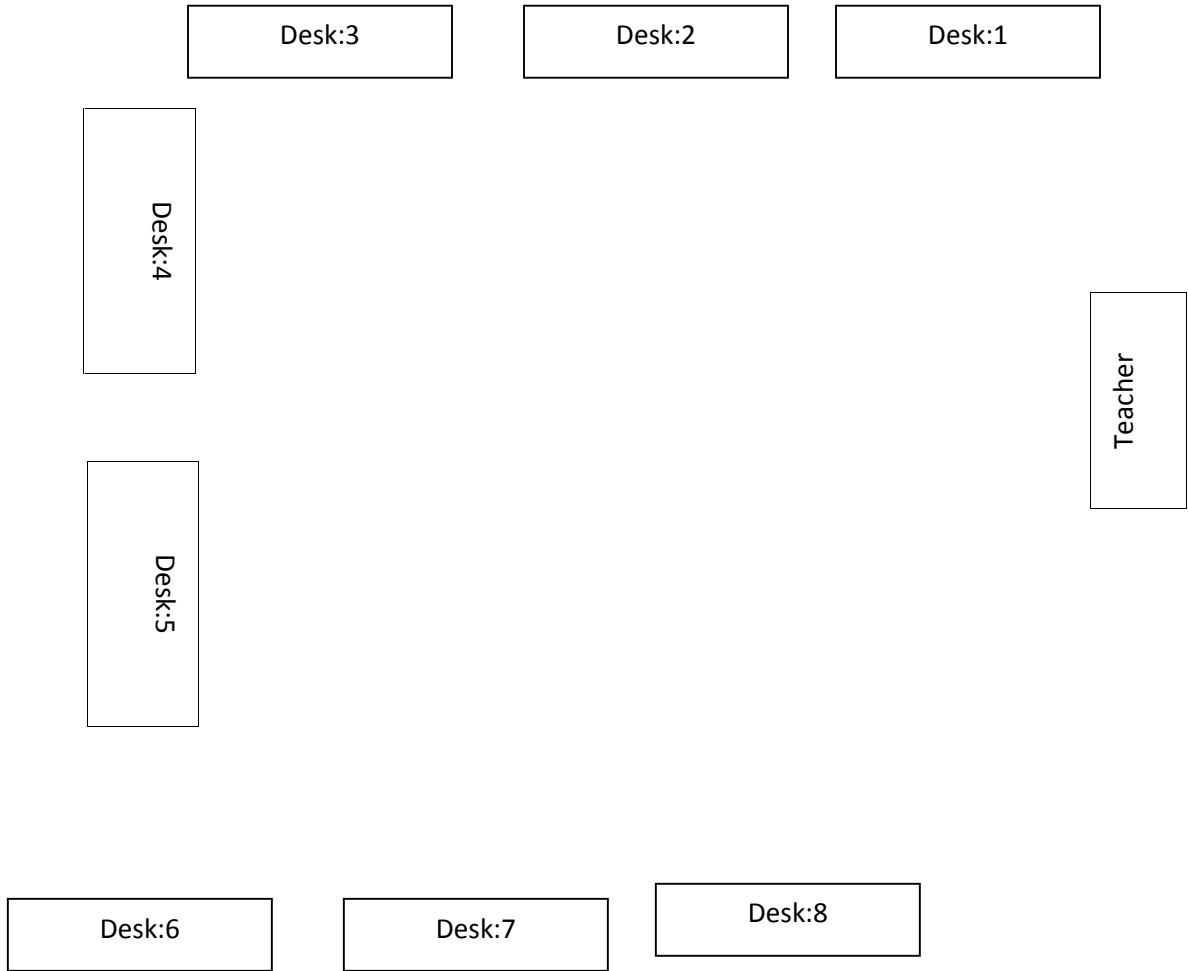
5

.....

.....  
.....  
.....  
.....  
.....

## APPENDIX: II

### Classroom Setting for Experimental Group



### Classroom Setting for Controlled Group

Desk: 1

Desk: 2

Desk: 3

Desk: 4

Desk: 8

Desk: 7

Desk: 6

Desk: 5



## APPENDIX: III

### Lesson Plan: 1

Class: IX

Date: 2067.8.8

Subj: Comp. English

Teaching Item: Introducing

---

**Objectives:** On Completion of this lesson, the students will be able to:

- i. introduce themselves with others, and
- ii. reply in someone's response.

**Materials:**

- i. A picture, and
- ii. A list of exponents and their responses.

**Presentation & Practices:**

#### Experimental Group

- i. The teacher will show a picture in which people are introducing themselves shaking their hands and will show them a list of 'exponents of introduction along with their responses' and explain briefly.
- ii. Then, the teacher will ask the students to circulate freely around the class, shaking hands with one another. On shaking hands, the students are asked to simply say their names as loudly and clearly as possible, at the same time the students are also informed to response their friends who tell their names, before moving on to the next person. (Then they dramatize, the teacher will guide them as a facilitator and will check their activities.)

[Note: The above dramatic activity is prepared on the basis of Wessels, 1987.p.32]

#### Controlled Group

- i. First of all the teacher will ask the names of each student and will express his pleasure or happiness after the introduction.
- ii. Then, he will show the picture and write the exponents of introduction along with its replies on the board. E.g.
 

Hi. I am...	I am... Nice to meet you.
Hello! My name is...	My name is... Glad to meet you.
I'd like to introduce myself. It's me... I'm...its pleasure to meet you.	
- iii. Then, he will conduct a pair work activity getting them to ask and reply for practice of introducing function.

**Evaluation:**

- i. Give your introduction.
- ii. If someone says, "Hi, I'm Hari" while giving introduction. How do you response him?

**Lesson Plan: 2**

Class: IX

Date: 2067.8.9

Subj: Comp. English

Teaching Item: Requesting.

---

**Objectives:** On Completion of this lesson, the students will be able to:

- i. Make request forms from the given clues.
- ii. Reply in someone's request.

**Materials:**

- i. Structures Cards

**Presentation & Practices:**

**Experimental Group**

- iii. The teacher will display 'exponents of requesting along with their responses' and explain briefly.
- iv. Then, the teacher will ask the students to sit in the circles one sit left empty (it is assumed that they all know each others name.). The student with an empty seat on the left is instructed to say one of the following expressions.

(Ram), Could/Would you come next to me?

The seat on my left is free, (Ram), Would you mind sitting next to me?

(Ram), Will you sit next to me?

(Ram), Please, sit next to me.

(Ram), Can you sit next to me?

Ram (or whoever it is) then replies one of the following expressions, and moves to the vacant seat.

- Of Course...            - It's my pleasure...
- I love to...            - Certainly...
- Sure...

The person who now has the vacant seat on the left repeats the process, and so on. (Then they dramatize, the teacher will guide them as a facilitator and will check their activities.)

[Note: The above dramatic activity is prepared on the basis of Maley and Duff, 1982.p.70]

### **Controlled Group**

- i. At first, the teacher will read the text book.
- ii. Then, he will encourage the students to make request from the clues given in the book.(after their responses they will given implicit feedback where necessary)
- iii. Then, the teacher will show them 'exponents of requesting along with their responses' and explain briefly.
- iv. For practices, he will ask the students to make request one by one. E.g.  
S1: Could you open the door?  
  
S2: Please, give me your pen. etc.

**Evaluation:** For evaluation the teacher will ask them to make request for the clues given in the book. E.g.

- Open the door.            -Answer the phone            -Cut some grass etc.

### **Lesson Plan: 3**

Class: IX

Date: 2067.8.10

Subj: Comp. English

**Objectives:** On Completion of this lesson, the students will be able to:

- i) Offer suggestion and advice.

**Materials:**

- i) Pictures
- ii) Flash Cards of Structures.

**Presentation & Practices:**

**Experimental Group**

1. The teacher will show pictures which seem people are offering suggestion to the person, who has a problem, and will show them a list of structures which is used for offering advice and explain briefly.

2. After that he will provide a model on the board.

E.g.: A: I lost my mobile.

B: You'd better to block your SIM.

C: How about informing police?

D: If I were you I'd tell my parents.

3. Then he will divide the class into groups (each group having four students), and will provide each group a situation. Then each group is asked to dramatize the situation following the model given one after another, the teacher will guide them as a facilitator and will check their activities.

**Controlled Group**

1. At first, the teacher will read the text book.

2. Then, he will encourage the students to make suggestion from the clues given in the book.(after their responses they will given implicit feedback where necessary)

3. Then, the teacher will show them 'structures used in offering suggestion' and explain briefly.

4. For practices, he will ask the students to offer suggestion from the given clue one by one.

E.g.

) Situation: suffering from cold.

S1: You'd better to visit doctor.

) Situation: no money/ have to bye a book. S2: If I were you I'd ask my parents.

**Evaluation:** For evaluation he will ask the students to make suggestion from the given clue.

- lost her purse

- failed in exam

- feeling exhausted

- take an exam/ but it is not well prepared. Etc.

## APPENDIX: IV

### Sample of Teaching Aids

#### 1. Introducing

- ) Hi, My name is ...
- ) Hello. I'm ...
- ) I'd like to introduce myself, my name is ...
- ) May I introduce myself? I'm ...

- Nice to meet you. I'm ...
- Glad to meet you. I'm ...
- My name is ... How do you do?
- I'm ...



#### 2. Requesting

- ) Could/Would you ...
- ) Would you mind + V<sup>ing</sup> ...
- ) I wonder if you can/could ...
- ) Please ...
- ) Can you ...



- ) Of Course...
- ) It's my pleasure...
- ) I love to...
- ) Yes, Certainly...
- ) I wouldn't mind at all...

E.g.: A: Would you mind putting out your cigarette?

B: Of Course.

### 3. Suggesting/ Advising

- ) You'd better + V ...
- ) How about +V<sup>ing</sup> ...
- ) If I were you I'd +V ...



E.g.: A: I lost my mobile.

### 3. Apologising

- ) **Sorry.**
- ) **I'm ever so sorry.**
- ) **I really am very sorry.**
- ) **I'm terribly sorry.**
- ) **I apologise.**
- ) **I just wanted to apologise.**
- ) **I didn't mean to do it.**
- ) **What more I can say?**

- ) **It's nothing.**
- ) **It's all right.**
- ) **Don't worry about it.**
- ) **Forgot it.**
- ) **It doesn't matter**
- ) **I didn't realise ...**