

**THE EFFECTIVENESS OF DRAMATISATION IN ENHANCING  
ENGLISH LANGUAGE TEACHING AND LEARNING:  
A CASE STUDY IN PRIVATE SECONDARY SCHOOLS  
IN BUMBAIRE SUB-COUNTY-BUSHENYI DISTRICT.**

**BY**

**MUCUNGUZI VINCENT RWAB'S**

**BED/9937/52/DU**

**A RESEARCH REPORT SUBMITTED TO THE INSTITUTE  
OF OPEN AND DISTANCE LEARNING OF KAMPALA  
INTERNATIONAL UNIVERSITY (KIU) IN PARTIAL  
FULFILMENT OF THE REQUIREMENTS FOR  
THE AWARD OF BACHELOR OF EDUCATION  
DEGREE .**

**SEPTEMBER 2008**

## DECLARATION

I Mucunguzi Vincent Rwab's declare that this study has not been submitted for any award of a degree at this University or any University.

Signed:   
MUCUNGUZI VINCENT RWAB'S

DATE: 12 / 09 / 2008

## APPROVAL

This Dissertation has been submitted with my approval as supervisor.

Signed: -----

**MS. NANSIKOMBI ESTHER**

DATE: 15<sup>th</sup> September, 2008

## DEDICATION

This work is dedicated to my Parents Mr. and Mrs. Boniface

Rwaburindoore and Kitabi Seminary Community for making me what I am.

## AKNOWLEDGEMENT

Many people have helped me to come to the completion of this work.

I thank God in a special way for having enabled me to complete this course. His wisdom, plans, guidance, inspirations and protection have let me this far. Glory and Honour always be to you God the Almighty Father.

I am very grateful to Fr. Gervase Nsekanimanya Diido (Current Rector-Kitabi Seminary) for his encouragement and all the support he accorded to me before, during and after this course. May God reward him.

Special thanks also go to my supervisor and lecturer, Ms. Nansikombi Esther. Surely, without her motherly sacrifices, help and support, my efforts to do this course would have been futile. Thank you very much.

To all my other lecturers, Kampala International University (KIU) administrators, moderators like Clement Rubarema, friends, Course mates; Obbo and Mike, Secretaries like Kabasinde Margaret Akiiki, Mum Grace Kiiza Immaculate, Kitabi Seminary Community; I am really grateful for the efforts you put in directing, providing data, your time, accommodation and other necessities of life; both spiritual and material. I am thankful to you all.

May the Almighty God bless you all.

# TABLE OF CONTENTS

	Page
TITLE	i
DECLARATION	ii
APPROVAL	ii
DEDICATION	iv
ACKNOWLEDGEMENT	v
TABLE OF CONTENTS	vi
LIST OF TABLES	viii
LIST OF APPENDICES	ix
ABSTRACT	x

## CHAPTER ONE: INTRODUCTION: ----- 1

1.1	Background of the study: -----	1
1.2	Statement of the problem: -----	2
1.3	The purpose of the study: -----	3
1.4	Objectives of the study: -----	3
1.4.1	General objectives: -----	3
1.4.2	Specific objectives: -----	3
1.5	Research Questions: -----	4
1.6	The scope of the study: -----	4
1.7	The significance of the study: -----	4
1.8	Definition of terms: -----	5
1.9	Limitations of the study: -----	5

## CHAPTER TWO: REVIEW OF THE RELATED LITERATURE: ----- 6

2.0	Introduction:-----	6
2.1	Aims of teaching English Language: -----	6
2.2	Dramatization as a method of teaching: -----	8
2.3	Teachers' attitude towards dramatization as a method of teaching: -----	11
2.4	The effectiveness of dramatization in the teaching and learning process:---	13

# TABLE OF CONTENTS

	<b>Page</b>
TITLE	i
DECLARATION	ii
APPROVAL	ii
DEDICATION	iv
ACKNOWLEDGEMENT	v
TABLE OF CONTENTS	vi
LIST OF TABLES	viii
LIST OF APPENDICES	ix
ABSTRACT	x

## **CHAPTER ONE: INTRODUCTION: ----- 1**

1.1	Background of the study: -----	1
1.2	Statement of the problem: -----	2
1.3	The purpose of the study: -----	3
1.4	Objectives of the study: -----	3
1.4.1	General objectives: -----	3
1.4.2	Specific objectives: -----	3
1.5	Research Questions: -----	4
1.6	The scope of the study: -----	4
1.7	The significance of the study: -----	4
1.8	Definition of terms: -----	5
1.9	Limitations of the study: -----	5

## **CHAPTER TWO: REVIEW OF THE RELATED LITERATURE: ----- 6**

2.0	Introduction:-----	6
2.1	Aims of teaching English Language: -----	6
2.2	Dramatization as a method of teaching: -----	8
2.3	Teachers' attitude towards dramatization as a method of teaching: -----	11
2.4	The effectiveness of dramatization in the teaching and learning process:---	13

**CHAPTER THREE: METHODOLOGY:** ----- 16

3.1 Introduction: ----- 16

3.2 Research Design: ----- 16

3.3 Area of study: ----- 16

3.4 Sample Selection and Size: ----- 17

3.5 Sample Size: ----- 17

3.6 Research Instruments: ----- 17

3.6.1 Questionnaires: ----- 17

3.6.2 Interviews: ----- 18

3.7 Validity and Reliability of the Instruments: ----- 18

3.7.1 The validity of Instruments: ----- 18

3.7.2 Reliability of Instruments: ----- 18

3.8 Research procedure: ----- 19

3.9 Data Analysis: ----- 19

**CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND INTERPRETATION:** ----- 20

4.0 Introduction: ----- 20

4.1 Background Information: ----- 20

**CHAPTER FIVE: DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS:** ----- 29

5.0 Introduction: ----- 29

5.1 Discussion: ----- 29

5.2 Conclusions: ----- 32

5.3 Recommendations: ----- 32

5.4 Areas for further research: ----- 32

**REFERENCES:** ----- 33



## LIST OF TABLES

Table 1	School in which data was collected-----	17
Table 2	Sex of respondents -----	20
Table 3	Teachers and Tutors working experience -----	21
Table 4	How often teachers use dramatization method when teaching English language -----	21
Table 5	Rating of students on the method a teacher uses when teaching English language -----	22
Table 6	The preferred method by the students -----	22
Table 7	Reasons why the 33 students (37.5%) preferred dramatization as the best method of teaching and learning English language---	23
Table 8	Other methods selected by students-----	24
Table 9	How students are helped when their teacher uses dramatization method -----	24
Table 10	Skill developed by dramatization as a method of teaching English language -----	25
Table 11	Rating of teachers to whether dramatization is the best method of teaching English -----	25
Table 12	Reasons to why 5 (83%) teachers find dramatization the best method of teaching English language -----	26
Table 13	What teachers aim at when using dramatization -----	26
Table 14	The skills that are likely to be enhanced in learners when a teacher uses dramatization method -----	26
Table 15	Challenges that are usually faced by teachers when using dramatization -----	27
Table 16	Attitude of teachers towards the use of dramatization as a method of teaching English language -----	27

## ABSTRACT

The study was conducted in Bumbaire Sub-County, Igara County in Private Secondary Schools. The aim of this study was to find out: **“The effectiveness of Dramatisation in enhancing English language teaching and learning”**.

The study was qualitative in nature and descriptive analysis was used, complemented by a few considerations. The samples used in the study included students, teachers and tutors. A total of 100 respondents participated in the study and were sampled randomly. The instruments used in data collection were questionnaires for both students and teachers. Interview guide for tutors was also used. Data collected was analysed qualitatively and presented in tables after it had been tabulated in frequency counts, and then to percentages statistically.

Results show that dramatisation is an effective method of enhancing English language learning and teaching; though some few challenges were cited as;

- shyness of learners
- limited space and time
- domination of active students
- it needs a lot of preparation
- when not well used, it may destruct the intended message
- it needs costumes which may not be available at school.

The researcher drew and made conclusions recommendations basing on the findings of the study as;

- The curriculum developers should put in more efforts in the methods used in English teaching and learning.
- Refresher courses for teachers should be emphasized to help teachers go through the methods they use in teaching.
- Teachers should be creative and innovative in equipping students with the necessary materials; by employing relevant methods like dramatization.

# CHAPTER ONE

## INTRODUCTION

### 1.1 BACKGROUND OF THE STUDY.

As a compulsory subject in the Ugandan curriculum for Education, English language must be studied by all learners in the country. It is an essential subject in that other subjects are studied and done in English language; hence a need to have a thorough study of the language.

**Bukenya**, the secretary to UNEB once noted that the examiners have indicated that the performance of candidates has been hampered by low level of proficiency in the English language. Many students have failed exams because they fail to interpret well the language in which the exams are set! This leads them to give answers contrary to what is required.

**Peter Lokeris**, the minister of state asserts that performance would improve because all the teachers currently recruited are required to have a higher pass in English and mathematics. Whereas some people learn and pass English language in class, some just pass by chance and a good number fail because of inappropriate methods used in studying English.

**New Vision Friday. January 18<sup>th</sup> 2008.**

**Pahuja NP (1994-1995)** states that English is being learnt and used all over the world not out of any imposition but through realisation that it has certain inherent advantages. He explains that English is our major window in the modern world. It is the most used language worldwide.

The above challenges have therefore, prompted the researcher to study and analyse how effectively one method-**DRAMATIZATION** can enhance the teaching and learning of English language.

## 1.2. STATEMENT OF THE PROBLEM

Many teachers of English employ different methods in teaching the language. Some use chalk and talk method, yet others use demonstration, giving notes, lecture method, questions and answer method; as they find it convenient.

The result is that learners sometimes fail to become competent in the language and this affects their performance, not only in English language but also in other subjects.

Comments from different interviews reveal that some candidates fail to express themselves in both spoken and written English. Learners fail to interpret questions in their exams and to defend their positions as they counter argue their points in English language.

This paper, therefore, points out one method: **DRAMATIZATION** in enhancing English language teaching and learning. The researcher tries to look at the effectiveness and appropriateness of using dramatisation in teaching English. The researcher intends to examine the attitude of teachers towards dramatisation as a method and their awareness of the method. The paper will also analyse whether the teachers and learners are aware of the aims of teaching and learning English or not.

### **1.3 THE PURPOSE OF THE STUDY:**

The purpose of the study is to examine the impact of dramatisation in the teaching and learning of English language. In this study, the researcher analysed the effectiveness of dramatization as a method in developing English skills, achieving the aims of teaching English, and enhancing the teaching and learning process.

The researcher evaluated the impact of dramatisation on both learners and teachers. The study tries to discover what results are realised after the method has been effectively used.

The researcher also wanted to discover whether the method of dramatisation is used in schools or not; and the reaction of teachers towards the use of this method in teaching English language.

### **1.4 OBJECTIVES OF THE STUDY.**

#### **1.4.1. General Objective.**

The main and general objective of the study is to examine the effectiveness of dramatisation as a teaching method in English language teaching and learning.

#### **1.4.2. Specific Objectives**

- (i). To find out whether teachers of English are aware of the aims of teaching English language.
- (ii). To find out whether teachers of English are aware of dramatisation as a method of teaching English language.
- (iii). To find out the teachers' attitudes towards dramatisation as a method of teaching English Language.
- (iv). To find out how effectively dramatisation can be used in the teaching of English language; for the development of the four skills of English language as:-
  - Listening
  - Speaking
  - Reading
  - Writing

## **1.5 Research questions**

The study endeavoured to answer the following questions:

1. Are the teachers of English aware of the goals or aims of teaching English language?
2. Are the teachers of English aware of dramatisation as method of teaching English language?
3. What are the teachers' attitudes towards dramatisation as a method of teaching English language?
4. How effective is dramatisation as a method in the teaching and learning of English language?

## **1.6. The Scope of the study**

The research was carried out in Bumbaire Sub-County-Bushenyi District in four Private Schools: Kitabi Seminary, St. Cecilia Girls Vocational School, Crane High School and St. Charles Lwanga Secondary School. These sampled schools represented all the schools in the country. Random sampling of students was carried out in collecting data to avoid biased responses. Few teachers; especially teachers of English language were picked on for the clarity and authenticity of the information collected.

## **1.7. The significance of the study.**

The study will be significant in the following ways:

- a). The study will assist the teachers to become aware of the dramatisation method and its advantages in enhancing the teaching and learning of English language.
- b). The study will assist teachers to become aware of the advantages of dramatisation as an effective method in enhancing the teaching and learning of English and hence use it in teaching English language.
- c). The study will help learner to be awake and use all their senses in learning and this will enhance to awaken their faculties of listening, writing, reading and speaking English language.
- d). The study will also assist teacher training institutions to become aware of the need to emphasise and incorporate the method of dramatisation in training teachers so as to produce practical and effective teachers of English.

## 1.8. Definition of terms

- **Dramatization:** The ability to demonstrate something in the learning and teaching process. As a method, dramatisation helps a teacher to explain the concept being taught through visible gestures and signs.
- **Effectiveness:** Is the ability or power to have a noticeable or desired effect. Any method used in teaching is aimed at achieving a desired goal and so is dramatisation.
- **Enhancing:** Continuous tense of the verb enhance, meaning to increase in understanding value and power. How dramatisation acts as a tool to increase the learning of English language is the concern of the study.
- **Language:** Is an essential part of human life. Every one from birth to death makes use of it. It is also used as a means of communication and social control. Any misuse of language hinders communication and brings misunderstandings in society.
- **Teaching:** Is the work of the teacher. It is the process of imparting knowledge or skills of or training or lessons in a particular subject or how to do something to some one.
- **Learning:** To gain knowledge of or skill in something. It is the process of becoming informed of something. It is to acquire skills in something.

## 1.9. Limitations of the study.

The short period of study in which the researcher had to study and make this research may have limited this study. Some of the researcher's respondents might not have given the full necessary information in respect of the status the researcher holds among his research environment; as a priest. They looked at the researcher, as a supervisor and this limited the information required in this study.

The researcher could not get all the necessary textbooks for the study and this brought a limitation to this work.

The researcher could not finish the study in the time planned for it because some respondents delayed to give back the questionnaires. One cannot proudly say that all that was expected in this study was put in. However, there is hope that this study will open more ground for further investigation about the effective method of enhancing English language teaching and learning.

## CHAPTER TWO

### REVIEW OF THE RELATED LITERATURE

#### 2.0 Introduction:

The researcher has not been the first one to analyse the effectiveness of dramatisation in the teaching and learning process. The following is the related literature to the study:-

#### 2.1 Aims of teaching English language

Uganda National Examination Board (UNEB), *English language Syllabus (1986-1990:17)* states the aims of teaching English language as:-

- (i). to develop the students' ability to understand and use current English for effective communication.
- (ii). to widen the students' knowledge and effective command of English through exposure to writing in English of various kinds.

In *leadership (No.468, February, 2008: 32)* the writer states that, "Edutainment" is a new word, which old English user generations would very much be ignorant about. Recently developed in the vocabulary of the (British) Queen's language, edutainment has come to mean an action embodying both entertainment and education in the same instance. As renowned Play Wright and Actor; **Alex Mukulu**, who just pulled off a spectacular performance at the **CHOGM** opening in Kampala puts it, "today's drama is nothing less than educating, as it is entertaining".

**Frank Smith (1954:18)** states that a clear understanding of the motives of teaching a subject in a school should help the teacher in the arrangement of a curriculum. It is therefore important for the teacher of English to first establish the aims of teaching the subject in schools. This will help him to organise well the materials in teaching and be able to employ the necessary methods required for that particular subject.



**Crum Robert, William and Mac Neil (1986:38)** state that the cross-cultural spread of English is unprecedented in other ways. It is more widely used than any of the other colonial languages like French, Portuguese or Spanish. English is used at all levels of society; in local English-language newspapers and broadcasting, in public administration, university education, major industries, the courts of law and civil services. This justifies the reason to why English language should be taught in schools.

**Mackey William Francis (1965:122)** explains that the reason a person wants to learn a second language and how well and what manner may determine the amount of effort he is willing to put into it. Whereas the first language is simply unconscious means to an end, the second may first have to be learned as an end in itself.

**From the Nigerian Educational Report of 1969** about the aims of teaching, we note that Education aims at the following:

- Acquire permanent literacy
- Acquire scientific and reflective thinking
- Acquire ability to solve personal and social problems
- Develop language skills-communication
- Appreciate one's culture heritage
- Develop creative and innovative skills
- Understand the world outside one's environment
- Develop talents and initiatives
- Get opportunity for individual creative expressions.

The teaching of a language is comparable to a re-shaping of mental processes as far as communication on the way in which the mind of each student attending our classes works and on the preferential cognitive paths he or she follows. This profound familiarity with all students' cognitive resources enables us to choose among techniques and procedures suitable for each of them individually, and to group students in a way that proves helpful for complete learning (**Ellis and Sinclair, (1989:307)**).

Close, R.A (1992:16) explains the purpose of teaching a language that it enables students to acquire training in speaking and listening. He further says that it gives learners practice in different kinds of reading and the relations between vocabulary, structure and meaning, thinking ahead, hypothesizing and predicting in dealing with other people.

## **2.2 Dramatization as a method of teaching.**

Many teachers undergo training but most of them come out with incomplete means of delivering the necessary material to the learners. Farant (1990:135) stressed a similar point on teachers' training that due to insufficient practical training, many teachers do not recognise the potential of many simple teaching aids available at very little cost.

Dent (1939: 215-217) holds that teachers' aim in dramatisation should be to lead the class practice and experiment to a growing appreciation of the elementary principles of play making and acting. He explains that play should be made in speech and action but not in writing alone.

Frank Smith (1954:18) asserts that the function of the teacher then is a two-fold one: he has to select materials, which will best occupy his pupils, and he must devise methods, which will enable them to most effectively get the best from it. In this case, the method to emphasise in English language teaching is dramatisation.

Young R.R. (1939:49) explains that children learn from the experiments as they would never learn from your talking or from a book. The activities done in a lesson where dramatisation is used as a method help the learners grasp what is taught quickly.

He further stresses that in teaching English language "One very good exercise consists in dramatizing everyday situation" Young 122. For example, a meeting between a townsman who meets a stranger, a conversation in the market, meeting a friend on the road, building a house, giving judgment in a dispute etc. In this way, we relate the teaching to the life of the child.

**Orlich Harder (1998:270)** supports dramatization as a method of teaching saying that students can use it at all levels. It is used to investigate almost any situation or topic. Students can be assigned specific roles to present before as they explore the complexities of environmental issues. Dramatisation can also effectively develop students' social skills.

About the method of teaching;

**Mackey William Francis (1965:323)** explains that both methods and teaching techniques, which it requires, can be judged only in light of the objectives, which they are supposed to meet.

He further states that differences in methods may be the result of different theories of language, different types of language learning and teaching (**Mackey 1965:139**).

**Lavie (2001:31)** states that tasks in which students' attention is acquired can be directed by the aspects of the input facilitated by the critical and visible features availed in the learning process.

**Gallalve (1987:115)**, talking about the qualities of an effective teacher and the method used, states that effective teachers recognize the necessity for practical application of ideas and concepts to everyday life. They illustrate the relevance of the material for students and enable them to move accurately and personally apply the information.

**Whitten J.C (2000:235)** asserts that when most people talk about communication skills they think of speaking and writing. The skill of listening rarely is mentioned but it may be the most important skill during the learning process. To conduct a successful class, you must distinguish between learning and listening. To hear is to recognise that some one is speaking to listen is to understand what the speaker wants to communicate.

About the usefulness of a method in teaching, **Hodges J.C (1994:355)** explains that many teachers use different methods to explore a subject. Some try free teaching which involves different methods employed at the same time and then examine the method for productive approaches. Some other useful methods are listening, questioning, demonstration and applying different perspectives.

He further affirms that each teacher should use the method appropriate to him or her according to the subject being taught.

In this, he says, “use whatever methods that seem productive for you”. Different Methods may work best for different subjects; if you run out of ideas using one method, switch to another. Some times, you may need to try several methods.

**Ellis G. and Sinclair B, (1989:317)** states that understanding the language acquisition process, theories and language teaching methods depend on the teaching methods and learning procedures, critical analysis with special teaching methods and micro teaching practices.

**Maringa (2000:7)** in his report of **Year 2000** continues to explain the aim of teaching English language is to equip students’ skills, which enable them to present themselves before the public.

**Collie J and Slater (1982:71)** gives the usefulness of dramatization as to help a teacher achieve “reality” in several ways. It can overcome the students’ resistance to learning the new language:-

- by making the learning of the new language an enjoyable experience
- by setting realistic targets for the students to aim for
- by creative 'slowing down' of real experience
- by linking the language-learning experience with the student's own experience of life  
And drama can create in students a need to learn the language:
- by the use of 'creative tension' (situations requiring urgent solutions);
- by putting more responsibility on the learner, as opposed to the teacher.

**Wessels (1987:53-54)** supports the above argument as portrayed in drama; as a method of teaching. He says that Drama provides cultural and language enrichment by revealing insights into the target culture and presenting language contexts that make items memorable by placing them in a realistic social and physical context.

Learning activities using drama / theatre texts. From a task point of view the learner is faced with several levels of achievement / ability that the teacher can use as a basis for designing multi-level activities for students:

- Identifying the story, characters, plot (achievable at beginner level)
- Identifying the author's / characters' viewpoint, attitude or opinion
- Understanding the work in relation to its socio-cultural and historical-political context
- Giving a personal / creative response (e.g. enacting the text)
- Answering the question: "does it work as literature?" (Extended critical analysis of text)

Its aims are to stimulate oral communication, reading for pleasure and to enrich thinking and expression for this reason, drama techniques focusing on waking the imagination, and the body including the vocal chords in preparation for reading or even enacting the text could easily precede this stage.

### **2.3 Teachers' attitude towards Dramatisation as a method of teaching.**

**Musaazi (1982:26)** clearly brings out a problem of unqualified teachers. These teachers lack discipline, dedication, creativity and professional competence. Instead of understanding that teaching aids make teachers life and teaching more effective, some teachers see it as a wastage of time due to ignorance and lack of creativity.

**Dent (1939:173)** stresses that the teacher, in order to prepare dramatisation as a teaching method in class, should involve learners. Nevertheless, some teachers argue that it wastes a lot of time and some say that the periods of teaching in class are set in such a way that they do not have enough time to arrange for the needed teaching aids. Learners, who are involved in preparation for the 'play', are always helped to be creative as they look for costumes and settings. This leads them to improve their skills of English language.

**Mackey (1965:139)** states that a good method can be useless in the hands of a teacher who does not know how to use it; a good teacher can be ineffectual with a poor method. We must therefore examine the suitability of the teacher to the method, and suitability of the method to the teacher. In this, the attitude of a teacher towards dramatization as a method will enhance the effectiveness of the method in teaching.

The suitability of a method to the skills and teaching of the teacher depends on the amount of adoption it requires for use in a particular teaching situation, the amount of preparation needed to use it, the amount of guidance or help which the method gives the teacher through the teaching manual or teaching notes. However, this requires the teacher to be informed about the method used **Mackey 271**.

About the attitude of teachers towards the teaching methods; **Cohen G, Eysienck M, and Le. Voi, M (1986:64)** reveal that teachers should aim at getting students to acquire the abilities and skills they need. The emphasis should be on content and oral expression; using their own words and dramatization as method effectively trains this.

**Paul Lindsay (2000:9)** traces his experience as a teacher of English and claims that all-purpose teaching method does not exist. Good teachers should be less concerned with methods and approaches than with adapting their teaching to the student, after studying their needs, by choosing suitable materials and practical techniques. His last suggestion is “to keep an open mind on new ideas about teaching and learning. Try interesting new ways but do not get hooked on one method”.

Teachers should exploit different listening strategies, and select appropriate materials with a specific listening purpose in mind. The main tip the author gives is the need to help students develop listening skills rather than testing their listening ability. To do so, he suggests that teachers should make students more confident about their listening material with global understanding (**Paul Lindsay (2000:10)**).

**Lindsay** further explains that the role of a teacher is not a mere explainer but a sensitive helper and attentive organiser of the learner. He or she should create a related learning environment and organise positive learning relationships and activities.

## **2.4 The effectiveness of dramatisation in teaching and learning process.**

**Nigel (1974:14-15)** states that a 'play' aims at communicating with an audience and an essential contribution to any dramatic experience is made by that experience.

Therefore, in employing dramatisation as a method, a teacher should put in mind what reactions in the auditorium (learner) would be and feel when the audience would make its own unique contribution in terms of laughter. Sorrow, anger, sympathy or even in that vague, indefinable but very powerful atmosphere of "electric tension".

**Froebel** recognised that the child is naturally creative rather than receptive and that self-activity is one of the most important ways in which it learns.

**Farant (1990:135)** also asserts that 'play' serves as an opportunity for experimentation in the process of learning. It serves a number of useful functions to the child for it:-

- Exercise competences
- Stimulates imagination
- Enables experimentation beyond the real level of development without dangerous consequences. This emphasises the statement "I hear and I forget, I see and remember, I do and I understand".

**Myra Pillack (2003:52)** reveals that to get a sense of each student's unique approach to learning, a teacher must observe each of the doing work and analyse how each approaches the curriculum and the methods employed. This will not only help the learner but also the teacher to know which method should be used for a particular and specific topic.

**Myra 104** continues to say that placing instructional materials (as in dramatization) where all learners are watching is essential. For learners will follow well what is being displayed before them.

Students work on activities in small heterogeneous group performance. It helps them to work by themselves to reach individual learning goals. By so doing, all learners will depend on one another and work together to reach shared goals.

To emphasise the effectiveness of any method **Taunhill (2001:19)** states that students should be taught what is important for them to know and be able to do, teach them what you told them they should learn, design appropriate tasks that allow them practice what you taught them and assess them on what they have been practicing.

**Rubin J and Wenden (1997:164)** elaborate more on the methods of teaching English language as part of professional education in Colleges of Education and Human service; these methods will help the learners to be:-

- knowledgeable about culture, content and learning
- able and willing to select or adopt curriculum and pedagogy to meet the needs of diverse learners.
- Skillful practitioner, reflective professionals, and life long learners, striving to become agents for positive change in the students, school and society.

**Paul Lindsay (2000:5)** affirms that the reason for teaching with Visual Aids is to vary the learning pace, arouse the learners' interest and diminish the students' anxiety. In this, he underlines the effectiveness of dramatization in teaching English language.

**Maley, A and Duff A (1982:46)** highlight the effectiveness of using dramatization in teaching English language:

- Students will learn the importance of visual cues for language learners by producing autobiographical comic strips.
- Students will prepare lesson plans that integrate content with language learning.
- Students will develop and teach English Lessons.
- Students will analyse the content of school textbooks, and suggest adaptations to support English language learners in content classrooms



- Students will analyse the academic language used in classrooms with English language learners, and suggest ways to increase academic language fluency.
- Students will network with each other through classroom and web based discussions.

## CHAPTER THREE

### METHODOLOGY

#### 3.1 Introduction:

The previous chapter focused on review of literature. This chapter deals with methodology. Areas of concern are research design, sample size and selection, validity and reliability of instrument, procedure and data analysis.

#### 3.2 Research Design.

The research is qualitative in nature and descriptive analysis was used complemented by a few quantitative considerations. This helped the researcher to collect a sizeable amount of information about views, attitudes, opinions, beliefs, suggestions and recommendations of the respondents concerning the effectiveness of dramatisation in enhancing English language teaching and learning. The descriptive sample survey design helped the researcher to use both qualitative and quantitative techniques in collecting and analysing data.

#### 3.3. Area of study

The research was carried out in Bumbaire Sub-County-Igara County, Bushenyi District. Bumbaire covers an area of 573 square kilometres. It has four private schools in which the research was carried out to represent all schools in the country.

Two schools are individually owned while other two are church founded. They are; Crane High School and St. Charles Lwanga Secondary School, Kitabi Seminary and St. Cecilia Vocational School respectively. From these schools, 88 students were picked out as research respondents for the researcher. 6 (six) teachers and 6(six) tutors were also used. The teachers were selected from the above schools and tutors were picked from Kitabi Private PTC. This gave the researcher a total of 100 respondents.

### 3.4. Sample Selection and Size.

Simple random sampling was used to select a number of respondents. Both sexes were used; Kitabi Seminary - male students, St. Cecilia- female, Crane High school and St. Charles Lwanga mixed.

In each school a number of 22 (twenty-two) students and 6 (six) teachers were chosen. Both teachers and students were selected randomly.

### 3.5. Sample Size

A sample of 100 (one hundred) respondents was used; 88 (eighty-eight) students, 6 (six) teachers and 6 (six) tutors were interviewed.

**Table 1: Showing schools in which data was collected.**

SCHOOLS	SEX	FOUNDATION	TYPE OF SCHOOLS
Kitabi Seminary	Male	Church	Private
St. Cecilia Girls Vocational School	Female	Church	Private
Crane High School	Mixed	Individual	Private
St. Charles Lwanga	Mixed	Individual	Private

### 3.6. Research Instruments:

#### 3.6.1. Questionnaires: The questionnaires were categorised into two parts:

- (a) Students' Questionnaire, which was used to analyse the methods used by teachers, the preferred method by the students, the reasons advance and how dramatization helps to develop English language skills.
- (b) Teachers' Questionnaire which was used to investigate how often a teacher of English uses dramatization as a method, whether dramatization is the best method or not, what a teacher aims at in using dramatization as a method, the skills enhanced by the use of dramatisation in learners, the challenges a teachers' finds in using dramatisation and the teachers attitude towards the use of dramatization

They were administered in the selected schools. The questionnaires were preferred because they helped the researcher to get information directly since the research was qualitative and random sampling was used. Questionnaires were also used to help the researcher reduce bias from some people and to test the research questions.

### **3.6.2. Interviews:**

Interview method was also used where by face to face interview was conducted. This was used because important people (respondents) never had time to sit down and write or answer the questionnaires. The interview was in a form of conversation and a friendly atmosphere was created by the researcher. It also provided immediate feedback.

Through these interviews, the following were researched upon;

The method of teaching a tutor or Dean of Studies finds appropriate, how effective do they find the method of dramatisation, the challenges they find in using dramatisation method, and the comments got from both students and other teachers towards the use of dramatisation.

## **3.7. Validity and Reliability of the instrument**

### **3.7.1. The Validity of instruments.**

The validity of instruments was established by asking two experts in the field of study, to check the relevance of the questionnaires. In this, the researcher also checked whether the questionnaires were in line with the set objectives of the study. The validity of interviews was established through discussing questions on the interview guide with colleagues and the supervisor to remove any ambiguity on emerging themes.

### **3.7.2. Reliability of instruments**

A pre-test of the instruments was carried out. The questionnaires for students were given out to 20 students and were filled. Their reliability was checked and then anything that could affect the effectiveness of the instruments was removed.

### **3.8. Research Procedure**

After the approval of the research proposal and organising the instruments, pilot study was carried out and final decision was made to conduct the research. When all were ready, the researcher asked for a letter of introduction from the Institute of Open and Distance Learning at Kampala International University. The researcher got a letter of introduction from District Education Officer Bushenyi to allow him use the selected schools.

A letter of transmittal to introduce the researcher to relevant schools was written. It explained why the research was carried out. The researcher then proceeded to relevant schools and reported to the headteachers with the introductory letters before issuing out the questionnaires to students and teachers.

The data was collected by administering questionnaires supervised by the researcher. The interviews were conducted in the free time and others on appointment to avoid wasting people's time.

### **3.9. Data Analysis.**

The research was mainly qualitative but a quantitative aspect was also employed so that responses could be categorised and translated into numerical data by counting of responses for each of the questions. Percentages of each category were calculated. However, data was collected using the open-ended questions and was analysed using frequency counts and percentages arranged in tables.

## CHAPTER FOUR

### DATA PRESENTATION, ANALYSIS AND INTERPRETATION

#### Introduction.

The previous chapter focused on methodology. This chapter deals with the data analysis, presentation and interpretation; on the effectiveness of dramatisation in enhancing English language learning from private secondary schools in Bumbaire Sub-county-Bushenyi District.

#### Background information

The information in this section gives background information on the respondents. This information is of great use because it gives the type of respondents who participated in the study. It is presented in the subsequent tables:

**Table 2: Sex of respondents**

Sex	Students		Teachers		Tutors		Total
	Frequency	%	Frequency	%	Frequency	%	
Male	44	50.0	3	50	3	50	<b>50</b>
Female	44	50.0	3	50	3	50	<b>50</b>
<b>Total</b>	<b>88</b>	<b>100</b>	<b>6</b>	<b>100</b>	<b>6</b>	<b>100</b>	<b>100</b>

Table 2 shows the gender of the respondents; 88 students (100%) both male and females, 6 teachers (100%) and 6 tutors (100%) all males and females respectively. This means that both sexes were equally represented.

**Table 3: Teachers' and Tutors' working experience**

Working Experience	Teachers		Tutors		Total
	Freq.	%	Freq.	%	
1-6	2	33.3	0	0	2
7-12	2	33.3	2	33.3	4
13-18	1	16.7	1	16.7	2
19-24	1	16.7	3	50.0	4
<b>Total</b>	<b>6</b>	<b>100</b>	<b>6</b>	<b>100</b>	<b>12</b>

Table 3 shows the working experience of teachers and tutors in their categories. The table reveals that 2 teachers (33.3%) have 1-6 years of teaching experience, 2 (33.3%) have 7-12 years of teaching experience, 1 teacher (16.7%) is between 13-18 and 1 teacher also between 19-24 (16.7%) of the teaching experience. All 6 tutors who were interviewed (100%), ranged between 7-24 years. This shows that all categories were fairly considered.

**Table 4: Rating on how often teachers use dramatization method when teaching English language**

	Frequency	%
Always	2	33.3
Frequently	2	33.3
Rarely	1	16.7
Never	1	16.7
Once	0	0.0
<b>Total</b>	<b>6</b>	<b>100.0</b>

From Table 4, 2 (33.3%) of teachers revealed that they uses dramatization method always and frequently respectively and 1 (16.7%) use it rarely and some others never. This shows that some teachers use dramatization method.

**Table 5: Rating of students on the method a teacher uses when teaching English language.**

Method	Frequency	Percentage
Explanation	56	63.6
Dramatisation	15	17.0
Discussion	7	8.0
Discovery	5	5.7
Demonstration	5	5.7
<b>Total</b>	<b>88</b>	<b>100</b>

From **Table 5**, 56 students (63.6%) revealed that teachers use explanation method while teaching English language, 15 students (17.0%) pointed out dramatisation, 7 students (8.0%) pointed out discussion method, 5 (5.7%) indicated both discovery and demonstration respectively. So, this shows that teachers commonly use explanation method when teaching English language.

**Table 6: Rating of students on the method they prefer their teacher of English to use.**

Method	Frequency	Percentage
Dramatisation	33	37.5
Discussion	31	35.2
Discovery	18	20.5
Demonstration	06	6.8
<b>Total</b>	<b>88</b>	<b>100</b>

**Table 6** shows that 33 students (37.5%) suggested dramatisation as the best method of teaching English language, 31 students (35.2%) selected discussion, 18 students (20.5%) explanation and 6 students (6.8%) preferred discovery method. This reveals that most students support dramatisation as the best method for teaching English language.



**Table 7: Reasons as to why the 33 students (37.5%) preferred dramatisation as the best method of teaching and learning English language.**

Reason	Frequency	Percentage
- Encourages Memorisation	15	45.6
- Interesting and breaks boredom	8	24.2
- Brings real life situation	4	12.1
- Develops listening skills	2	6.1
- Improves vocabulary	1	3.0
- Encourages active participation	1	3.0
- Develops speaking skills	1	3.0
- Encourages attentiveness	1	3.0
<b>Total</b>	<b>33</b>	<b>100</b>

From **Table 7**, 15 students (45.6%) stated that dramatisation encourages Memorisation, 8 students (24.2%) said that it is interesting and it breaks boredom, 4 students (12.1%) preferred dramatisation because it brings real life situation to the learners, 2 students (6.1%) said that it develops listening skills and 1 student (3.0%) preferred dramatisation for it; improves vocabulary, encourages active participation, develops speaking skills and encourages attentiveness respectively.

This shows that most students prefer dramatisation as the best method of teaching English language.

**Table 8: Other methods selected by students that their teachers use in teaching English language.**

Method	Frequency	Percentage
- Debates	61	69.3
- Chalk and talk	42	47.7
- Question and answer	40	45.5
- Others	38	42.3

Table 8 reveals that 61 students (69.3%) suggested the use of debates in learning English language, 42 students (47.7%) Chalk and talk as another method, 40 students (45.5%) suggested question and answer method and 38 students (43.2%) were not sure of the methods therefore, they suggested others. This shows that apart from dramatisation, there are other methods of teaching English language.

**Table 9: Rating on how students are helped when a teacher uses dramatisation in teaching English language.**

Activities	Frequency	Percentage
- Listening attentively	48	54.5
- Participating in short plays	31	35.2
- Putting down questions to ask after play	06	6.8
- Commentating on the acts	02	2.3
- Providing correction when possible	01	1.1
<b>Total</b>	<b>88</b>	<b>100</b>

From Table 9, 48 students (54.5%) reported that they listen attentively when a teacher uses dramatisation, 31 students (35.2%) participate in short plays, 6 students (6.8%) write down question to ask after the play, 2 students (2.3%) comment on the acts after the play and one student (1.1%) revealed that he is helped when the corrections are made.

**Table 10: Skills developed in students by dramatization as a method of teaching English language.**

Skills	Frequency	Percentage
- Speaking	82	93.9
- Listening	76	86.4
- Creativity	53	60.2
- Organisation	21	23.9
- Team Work	11	12.5

**Table 10** shows that 82 students (93.2%) suggested that dramatisation as a method of teaching English language develops in students speaking skills, 76 students (86.4%) develops listening skills, 53 students (60.2%) creates in them creativity, 21 students (23.9%) organisation skills and 11 (12.5%) suggested that dramatisation creates team spirit in students

**Table 11: Rating of teachers on whether dramatization is the best method of teaching English.**

Item	Frequency	Percentage
- Yes	5	83.3
- No	1	16.7
<b>Total</b>	<b>6</b>	<b>100</b>

**Table 11**, shows that 5 teachers (85.3%) of the teachers interviewed, support dramatisation as the best method of teaching English language while 1 teacher (16.7%) pointed out that dramatisation is not the best method of teaching English language. This shows that most teachers support dramatization as the best method of teaching English language.

**Table 12: Reasons as to why 5 (83.3%) teachers find dramatisation the best method of teaching English language.**

<b>REASONS</b>	- Develops English language
	- Students learn better through play
	- Develops interest in learners
	- Eliminates boredom
	- Strengthens learner-teacher relationship
	- Develops both listening and speaking skills

**Table 13: Shows what teachers aim at when using dramatisation as a teaching method.**

Aim	Frequency	Percentage
- Instilling active participation	6	100.0
- Improving learner's listening skills	4	66.7
- Breaking down monotony of one method	3	50.0
- Entertain students	3	50.0
- Vividness of what is being learnt	2	33.3
- Developing interest in learners	2	33.3

**Table 13;** 6 teachers (100.0%) revealed that dramatization as a method instills active participation in learners, 4 teachers (66.7%) indicated that it improves learners' listening skills, 3 teachers (50.0%) pointed out that it breaks down monotony of one method and entertains students respectively while 2 teachers (33.3%) revealed that it brings vividness of what is being learnt and develops interest in learners.

**Table 14: States the skills that are likely to be enhanced by the use of dramatisation in learners.**

Skills	Frequency	Percentage
- Listening	4	66.6
- Speaking	4	66.6
- Confidence	3	50.0
- Creativity	3	50.0
- Team Work	2	33.6

**Table 14,** shows that 4 teachers (66.6%) supported that the use of dramatisation method enhances both listening and speaking skills, 3 teachers (50 %) revealed that it brings creativity and confidence, and 2 teachers (33.3%) pointed out teamwork skills.

**Table 15: Challenges that are usually faced by teachers when using dramatisation method.**

<b>CHALLENGES</b>	- Shyness of learners
	- Limited space and time
	- Domination of active students
	- Needs a lot of preparation
	- When not properly controlled, it may distract the intended message.

From **Table 15**, we note that teachers face challenges in trying to use dramatisation method such as shyness of students, limited time and space, domination of active students, tiresome since it requires a lot of preparations, and when not properly controlled, it may destruct the intended message.

**Table 16: Attitude of teachers towards the use of dramatisation as a method of teaching English language.**

Attitude	Frequency	%
It helps me to achieve my objectives	3	50.0
It is easy to teach using dramatization	2	33.3
Dramatization demands a lot of work	1	16.7
Prefer using other methods to dramatization	0	0.0
<b>Total</b>	<b>6</b>	<b>100.0</b>

According to **Table 16**, 3 teachers (50%) showed that dramatisation helps them to achieve their objectives during the teaching of English language, 2 (33.3%) teachers said that it eases teaching and 1 teacher (16.7%) revealed that dramatization demands a lot of work. This shows that a bigger number of teachers who participated portrayed a positive attitude towards the use of dramatisation as the best method of teaching English language to learners.

Results from the Interview Guide seem not to be diverging from the questionnaire. Only a new idea was developed that dramatisation helps students to relate spoken English with reality. On the other hand, when it is over used, it may derail the intended message in the lesson.

One Dean of Studies revealed that dramatisation would be the best but it may require a lot of costumes, which are not readily available!

Five out of six tutors used in the Interview Guide, when asked to comment on the students when dramatisation is used, they revealed that students appreciate the method, others say that let the teachers always use dramatisation in teaching English language.

## CHAPTER FIVE

### DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

#### 5.0. Introduction:

The previous chapter focused on data analysis and presentation. This chapter is the discussion of the findings on the effectiveness of dramatisation in enhancing English language teaching and learning.

#### 5.1 Discussion:

The research objective was answered and the findings revealed that students were not aware of some methods used by their teachers. Majority of the students (respondents - 63.6%) knew only explanation as the best method; as in **Table 5**.

Dramatisation as a method was supported to be a very nice and good method of teaching English by 5 teachers (respondents- 83.3%) but some teachers do not use it frequently! **Table 4** which indicates findings from the teacher's questionnaire supports these findings, where by 33.3% teachers revealed that they use dramatisation always and others never use it at all.

The findings of the research objective revealed that students mostly in S.III and IV preferred dramatization as in **Table 6**, 33 students (37.5%), because it encourages memorisation, it is interesting and breaks boredom, it brings real life situation, develops listening skills, improves vocabulary and encourages active participation, develops speaking skills and encourages attentiveness. All these are the reasons presented by students as to why they prefer dramatisation method during learning and teaching of English language as displayed in **Table 7**.

To other students who suggested other methods seemed not to be aware of dramatisation as a method of teaching. During the interview guide, one of the respondents stated that students know only the drama of the club and acting of plays outside the study programme. That is the reason why they supported other methods like explanation, chalk and talk, discussion and discovery.

The research further revealed that dramatisation helps students to develop skills like speaking, listening, creativity, organisation and teamwork. Teachers who participated in the research confirmed this by revealing that dramatisation as method of teaching English language develops skills of one being confident of what he/she is saying and organizing. 33.3% of the teachers agreed with the above by saying that dramatisation involves learners in any lesson where it is used thus active participation of the learners and easy grasping of the concepts taught.

Findings got from tutors show that when one wants active participation in class let him/her try dramatisation. They also suggested discussion as the best method but it has many limitations, which are not possessed by dramatisation. Still in the interview, another respondent stated that learners learn better, when they are involved in the organisation of their own learning. So, when dramatisation involves them, learning becomes effective.

Similarly, the findings on the teachers' attitude towards the effectiveness of dramatisation show that most teachers had a positive attitude towards it, because dramatisation eases transmission of knowledge, promotes a sense of oneness and helps to develop major skills in learners. In line with the above, **Foebel (1990)** recognises learning where a child is actively involved; naturally, it encourages a child to be creative as he learns.

Some respondents (both teachers and students) agreed that dramatisation develops public speech as it builds confidence in an individual; even after school. Therefore, this proves that dramatisation is an effective method in enhancing teaching and learning English.

According to the Tutors interviewed, dramatisation encourages memorisation. This does not only apply to English language but also to other subjects like sciences.

Findings from the respondents (teachers and students) also state that dramatisation as a method of teaching and learning discourages forgetting and encourages memorisation of the concepts taught and learnt respectively. Therefore, this makes dramatisation an effective method of teaching not only English language but even other subjects.



Among other respondents, the researcher found out that some students suggested other methods as debate, research, role-play, story telling as a means to enhance English skills in learners.

But on a close analysis, the researcher found out that these methods are all embedded in dramatization. One respondent stated that dramatisation cuts across. It involves other methods. There is telling stories, role-play and even researching on what is to be dramatized. So, this means that in dramatisation there are some other methods; when well applied, a number of issues will be covered. **Table 5** shows these methods as they were suggested by students.

Though the research strongly supported dramatisation, as an effective method of teaching and learning English language, some respondents revealed that it has some challenges. Teachers' questionnaire results revealed that it is one of the reasons why they never use dramatisation as a method of teaching English language. **Table 15** reveals that many students are shy, such students cannot perform the parts intended to teach others in class.

Other respondents revealed that there is limited time and space. How does one organise a show to dramatize what is being taught in only 40 minutes of a lesson? This is the reason why they use other methods like explanation, question and answer, chalk and talk and others that require a short period of time.

Findings also show that most teachers are not skilled in handling dramatisation since it involves many things. When it is not handled well, the intended message may not be grasped. It was also found out that students may turn a class into a theatre and this is likely to divert students from the intended message by their teachers. Respondents, mostly tutors, gave another challenge that teachers who use dramatisation must be careful because active students may dominate the lesson at the expense of the slow learners.

Another respondent cited out the challenges of having few situations in English that can be acted. How does one dramatise spelling exercise that requires clarity and a short time? Despite these, research findings revealed that dramatisation remains a good method of enhancing the learning of English language as shown in **Tables 13**.

## **5.2 The study has drawn the following conclusions:**

- Some teachers of English use dramatisation method at least once a week.
- Dramatisation helps students to develop skill like speaking, listening and creativity. It is among the best methods.
- There are not enough materials in schools to use for dramatisation as method of teaching; and as a results, teachers dodge it!
- There are challenges faced by teachers for using dramatisation and that is why some do not often it.

## **5.3 The Study recommended the following:**

- The curriculum developers should put in more situations in the English syllabus that require the employment of dramatisation in teaching English language.
- Refresher course for the teachers of English should be started to provide a chance to the concerned teachers go through the methods they can use in teaching the language.
- Schools should purchase more instructional materials for teachers to use when employing dramatisation in their lessons.
- Teachers should be creative and innovative in order to equip their learners with the necessary materials.
- English lessons should be given more time on the teaching timetable to enable the teacher of English prepare enough that can be dramatised in the time given.
- School leaders; such as Head teachers, Dean of Studies and District Education Officers should encourage teachers to use dramatisation occasionally.

## **5.4 Areas for further research.**

- The role of curriculum developers in establishing instructional materials for enhancing teaching in schools.
- The role of teachers of English in helping their students learn English language.
- The influence of methodology in learning English language
- The effectiveness of dramatisation in learning English language.
- The role of learners in their learning process.

## REFERENCES

- Allen Mills, S. et. (1979). Cambridge International Dictionary
- Close, R.A. (1992). A teacher's grammar, Language teaching publications, Hove, England.
- Cohen, G. Eysenck, M. and Le Voi, M. (1986). Memory: A cognitive approach. Open University Press, Philadelphia.
- Collie, J. and Slater, S. (1987). Literature in Language classroom. Cambridge University Press, Cambridge.
- Crum Robert, (1986). The story of English language. U.S.A.
- Dent, and Sons Ltd, (1937). The Drama highway Bks 445. Bedford Street: London.
- Ellis, G. and Sinclair, B. (1989). Learning to learn English. Cambridge University Press, Cambridge.
- Farant ,J.S. (1964). Principles and practice of education. London practice of education, London Group, UK Ltd.
- Frank Smith, (1954). Principles of class Teaching. Macmillan and Co. Ltd New York.
- Gallalue, (1987). Developmental Physical education for Today's Children, Macmillan Publishing Company.
- Hodges, J.C. (1994). Harbrace College Hand Book. Ed. XII, Harbrace College HandBook Publishers, New York

Ian Ball, and Mccimillian, (1959). May we Recommend Six Radio Plays. Bks, Longmans

Leadership Magazine, (Feb. 2008). No. 468.

Lavie, (2001). beyond the boundaries. Macaran – Higher Education.

Mackey, W. Francis, (1965). Language Teaching Analysis. Longman, Markey.

Maley, A. and Duff, A. (1982). Drama Techniques in language. Oxford University Press.

Malinga, F. (2000). Education for all, the **Year 2000** assessment Report of Uganda.

Nigel Brown, (1974). Study on Nicdai Golol's; The Government Inspector. Heinemann,  
Nairobi.

Orlich Harder, (1998). Teaching strategies, A guide to better instructions. Williams,  
New York.

Paul Lindsay, (2000). Teaching English World wide: A new practical Guide to teaching English. Alta. book Center Publisher, Burlingame.

Tannehill, D. (2001). A Journal of Physical Education.

Tressler, J.C. (1945). English in Action. D.C. Health and Company, Boston.

Uganda National Examination Board (UNEB). English language syllabus (1986-90).

Whitehead, A.N. (1932). The aims of Education. Williams and Norgate Ltd.

Whitten, J.C. (2000). Systems Analysis and Design Methods. Macraw-Hill Higher  
Education, New York.

## APPENDIX I

### STUDENTS' QUESTIONNAIRE

A Class: -----

Sex: -----

B (i) Which of the following methods does your teacher usually use when teaching English language in your class?

(a). Discovery  (b) Discussion  (c) Dramatisation  (d) Explanation

(ii). Choose (by ticking) the best method you would prefer your teacher of English to use when teaching English language

(a). Explanation  (b). Dramatisation  (c). Discussion  (d). Discovery

(iii). Give reasons to why you would like your teacher of English use the selected method above?

-----  
-----

(iv). A part from the above methods in (ii), choose any other method (s) that your teacher use (s) in teaching English language.

(a). Debates  (b). Chalk and talk  (c). Question and answer  (d). Others

(v). How are you helped to follow the lesson when the teacher uses dramatisation in teaching English language? -----  
-----

(vi). Indicate the skills that are developed by dramatization as a method of teaching English language. (Tick appropriately) .

Listening

Speaking

Organising

Teamwork

Creativity

**APPENDIX II**  
**TEACHERS' QUESTIONNAIRE**

- A. Sex : -----  
 Age: -----  
 Experience (in terms of years): -----  
 Qualification: -----

B. (i). How often do you use dramatisation as a method of teaching English language?

Methods	Always	Frequent	Rarely	Never	Once
Explanation					
Dramatization					
Discussion					
Discovery					
Demonstration					

(ii). Do you find dramatisation the best method of teaching English language?

YES  OR NO

(iii). Give reasons for the answer given above in (ii) -----  
 -----

(iv). What do you aim at in using dramatisation as a teaching method?  
 -----  
 -----

(v). Show by ticking ( ) the skills that are enhanced in learners when you use dramatization.

Listening	Speaking	Confidence	Creativity	Team Work

(vi). What challenges do you usually face when using dramatisation as a method in teaching English language? -----  
 -----

(vii). Indicate your attitude towards dramatization as a method of teaching English language.

(Tick appropriately).

It is easy to teach using dramatization	It helps me achieve my objectives	Dramatization needs a lot of work from teachers	Prefer using other methods

APPENDIX III

**INTERVIEW GUIDE TO TUTORS AND DEAN OF STUDIES.**

- Which method of teaching do you find appropriate for teaching English language?

-----  
-----

- How effective do you find the method of dramatisation in developing English language skills?

-----  
-----  
-----

- What challenges do you find in using dramatisation as a teaching method?

-----  
-----  
-----

- What responses/comments do you notice (hear) from the following people towards dramatisation as a teaching and learning method?

(a). Learners (Students):

-----  
-----  
-----

(b). Teachers:

-----  
-----  
-----

## APPENDIX IV

### TIME TABLE

February, March, 2008	Writing research proposal
May and June	Collecting data
August	Submission of research dissertation

### PROPOSED BUDGET

PARTICULAR	QUANTITY/PERIOD	AMOUNT
Stationery	5 REAMS	40,000/=
Transport and Lunch	6 MONTHS	200,000/=
Typing/Printing	150 PAPERS	150,000/=
Miscellaneous		100,000/=
<b>Total</b>		<b>490,000/=</b>





Kampala International University  
Institute of Open and Distance Learning  
P O Box 20000 Kansanga, Kampala, Uganda  
256 41 373 498/ 256 41 373 889 (Ug) 254 20246275 (Ke)  
e-mail: [efagbamiye@yahoo.com](mailto:efagbamiye@yahoo.com) Tel: 0753142725

## Office of the Director

24<sup>th</sup> April 2008

**TO WHOM IT MAY CONCERN:**

Dear Sir/Madam,

RE: INTRODUCTION LETTER FOR ~~MS/MRS/MR.~~ MUCUNGUZI VINCENT RWAB'S

REG. #..... BED / 9937 / 52 / DU

The above named is our student in the Institute of Open and Distance Learning (IODL), pursuing a Diploma/Bachelors degree in Education.

He/she wishes to carry out a research in your Organization on:

THE EFFECTIVENESS OF DRAMATIZATION  
IN ENHANCING ENGLISH LANGUAGE  
TEACHING AND LEARNING

The research is a requirement for the Award of a ~~Diploma~~ Bachelors degree in Education.

Any assistance accorded to him/her regarding research will be highly appreciated.

Yours Faithfully,

MUHWEZI JOSEPH  
**HEAD, IN-SERVICE**

