DRAMA AS A TOOL FOR TEACHING ENGLISH LANGUAGE: A CASE STUDY OF SELECTED PRIMARY SCHOOLS IN YOLA

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TITLE PAGE

DRAMA AS A TOOL FOR TEACHING ENGLISH LANGUAGE: A CASE STUDY OF SELECTED PRIMARY SCHOOLS IN YOLA.

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BEING A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT
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IN PARTIAL FUFILMENT FOR THE AWARD OF DIPLOMA IN
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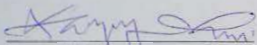
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APPROVAL PAGE

This is to certify that this project title "Drama as a Tool for Teaching English Language: A case study of selected primary schools in Yola " has been read and app oved to meet the requirement for the award of diploma in English language Education. Adamawa state polytechnic, Yola.

_____
Mr. Richard Sylvester Wada
(Project Supervisor)

$18|11|2017$

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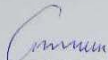(Head of Department)

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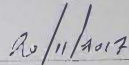(project coordinator)

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DECLARATION

I hereby, declare that this work is the production of my research effort; undertaken under the supervision Mr. Richard Sylvester Wadda and had not been presented elsewhere for the award of diploma in English Language Education.

_____

Grace Fali
(The researcher)

20/11/2017

DATE

DEDICATION

This project work is dedicated to Almighty God for His infinite mercy favour and overwhelming effort and inspiration which were instrument to the attainment of my academic pursuit.

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ABSTRACT

This study was undertaken to assess Drama as a tool for teaching English language: a case study of selected primary schools in Yola.. Systematic Random Sampling procedures were used to select students while simple random sampling was employed in selecting teachers as well as parents. In this study the questionnaire, physical interviews and observation approaches were used in data collection. The data were analyzed using descriptive analysis and Binary Logistic model used for inferential analysis. The researcher recommends the consideration of the following factors: Environment as one of the factor that hinders students from learning English language through the use of drama, quality teachers, parents factor.

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CHAPTER ONE

INTRODUCTION

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1.1 Background of the Study

There are many different methodologies to teach English as a foreign language, although some of them are more commonly used than others by English teachers of Infant education in Catalonia. The present study, which is the degree thesis of my degree in Childhood Education with the specialization in English, focuses on drama techniques as a methodology to teach English in Catalan schools. Through this research I aim to discover the use of the drama techniques as a methodology to teach English in Infant education by Catalan teachers, know their perception about the reasons for using it or not.

To carry out the study I first conducted a research of information about this technique and its use in teaching foreign languages. Afterwards I searched previous studies similar to the one I wanted to carry out. All this information, included in the theoretical framework, has been useful to set out the basis of my study. Second, I designed a questionnaire as an instrument to collect data of the study, which I sent to different schools of Catalonia. This questionnaire has been the basis of my study and from where I've extracted the results and the conclusions.

The study presented below is divided into three parts. In the first one, you will find the theoretical framework, with a brief introduction of what is drama, its application in the schools to teach English with a special focus on infant education and some samples of previous studies related to this topic. The second part includes the research questions, the methodology and the results. The third section includes the conclusions of the study.

1.2 Statement of Problems

The problem of the study can be stated in the main question:what is the effectiveness of teaching English subject using drama on the development of intermediate students' creative thinking?

1.3 Aim and Objectives of the Study

The general aim of this research is assess drama as a tool for teaching English language, mainly in primary schools in Yola metropolis with the following objectives:

i.   To assess the impact of drama to the development of a child's vocabulary

ii.   To investigate how drama teaches children how English language can be correctly spoken.

iii.   To Investigating the effectiveness of teaching English subject using drama on the development of intermediate students' creative thinking

iv.   To Investigating relationship between students' achievement of control group (those who study using the traditional method of teaching) and the achievement of experimental group (those who study using drama) according to the post-creative thinking test.

1.4 Research Question

i.   What is the impact of drama to the development of a child's vocabulary?

ii.   How will drama teaches children how English language is correctly spoken?

iii.   What is the effectiveness of teaching English subject using drama on the development of intermediate student's creative thinking?

iv.   What is the relationship between students' achievement of control group (those who study using the traditional method of teaching) and the achievement of experimental group (those who study using drama) according to the post-creative thinking test?

1.5 Significance of the Study

This research will sound significant roles by reviewing the various ways in which English language knowledge can obtain despite lesson planning and others. It will also let known that English language knowledge can be obtained through various means including drama.

1.6 Scope of the Study

The study is restricted to the factors drama as a tool for teaching English language in some selected primary schools in Yola, Adamawa State.

1.7 The Operational Definition of Terms

Role: an individual or thing takes part in a play, movie, opera, something or other performance.

Teaching: The occupation, profession, or work of a teacher.

Primary school: A primary school (or elementary school in American English and often in Canadian English) is a school in which children receive primary or elementary education from the age of about five to twelve, coming after preschool and before secondary school.

Drama: A serious play written for performance on stage, television, or radio

English language: a language of the United States, Canada, the United Kingdom of Great Britain and Northern Ireland, the Republic of Ireland, Australia, New Zealand, South Africa, and several other countries. 350 million.375 million.

CHAPTER TWO

Literature Review

2.1 Introduction

Language teachers have to often resort to new ways to make their classes involving, interactive and, at the same time, interesting. They need to develop a repertoire of concrete activities which appeal to students, engross them and, at the same time, avoid chaos and boredom. For this purpose, one of the most effective tools that can be used in teaching of a foreign language like English can be drama. As it is suggested that an effective way to speak in English is to think in English. However, the non-native speakers of English often think in LI (mother tongue) and translate it into the foreign language. In this regard, the use of drama,

as a teaching tool, can not only make the classes interesting but also help the language learners to start thinking in English.

2.2 Why Drama?

Drama transfers one to a land of hopes, aspirations and the positive beings that we have all longed to be. Drama is a special communication situation which makes considerable demands on the flexibility and skills of the teacher (Kao, 1998). Wessels (1987: 07) author of *Drama: Resource Book for Teachers* begins her book by stating that drama is doing something or an action. The author opines that if drama is taught as a practical learning experience, it can give amazing results. For example, according to her, "If a learner of English asked you 'What is a blind person?' you might simply reply, 'A blind person cannot see', and this probably may 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 only intellectually, but emotionally as well, and possibly inspire feeling of empathy with all blind people. He would be more likely to remember the meaning of the word as a result

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of this moment of direct experience. Such potential in drama can be of immense help while teaching and learning a foreign language like English in meaningful way. There are various important aspects of drama which make one to think of incorporating it in EFL classrooms.

2.3 Drama and Expression

Drama provides a platform for students to express themselves and explore the world of expectations that they have from themselves and others. Most of us do not actually know our true worth and one needs some motivation or some external body to make them know about innate talents. Till now, the students have been learning through a structured syllabus and within the definite regimes of course completion on time and writing the examination as per the demands of the syllabus and question paper pattern. With the introduction of dramatics, as a paper, the first thing that happens is that they are able to break away with the structured pattern of the syllabus and give a way to their ideas. White (1984, PP: 595-99) also advocates the use of drama to promote student motivation and to create non-threatening situations for language production by exploring the experiences that precede it, such as sensing and analyzing. Derrida's Theory of Deconstruction (1966) and 'free play', plays a major role here. In this, he suggests that the changes for growth increase when one is able to deconstruct the existing ones and give a way to non-structured existence. In other words, once the students get the freedom to voice out their ideas, they start thinking afresh. The purpose of the language teacher is, thus, fulfilled as he/she has been able to trigger them towards initiating the thinking process. The next challenge that lies ahead is to motivate them and help them in coming out of their inhibition and start speaking in English.

2.4 Drama and Fear Eradication

Drama can create entertainment, fun and motivation and can provide different opportunities for the use of language in context and is also useful in

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teaching and learning cross-curricular content, etc. (Phillips, 2003; Hillyard, 2010). Through the drama activities the students learn to develop practical "hands-on" skills for applying meaning into real-life situations. Thus, we can say that drama is a learner-centered approach that allows learners to become active participants in the teaching-learning process. When the learners are engrossed in an activity, they are involved and they keep aside the misconception that learning English language is a tough nut to crack. The intimidation and fear of speaking in English very often blocks learning. Resultantly, they are not able to perform better. But, when drama will be used as a learning tool, they would be more open to new concepts and hence will be able to learn the language in a better way. Learning through drama is a more practical approach. As when the learners are enjoying, they let their fear of speaking in second language set off and become less inhibited. The students tend to relax and stop blocking out the new language. They forget how hard it is and start absorbing in the ideas presented. Thus, drama, like other forms of literature, can 'help in stimulating the language acquisition process' (Pathan.2013, P. 22). Changing the students' perception of language learning, from negative to positive, is very important for the learning process. And in this respect, different studies have also varified the effectiveness of the use of literature in transforming the negative attitudes of EFL learners, towards foreign language skills, into positive ones and in easy fostering of major foreign language skills (Pathan, 2013, P.39). Therefore, it can be suggested that drama can be a tool for transforming students negative attitudes towards foreign language into the positive. Drama, in EFL classroom, can also provide an opportunity to develop the imagination of the students. McCaslin (1996) very rightly opines that when the students are given a platform to perform, they can think beyond the classroom and subject themselves to free learning. In this way, drama can also help them in being independent

thinkers which is considered to be the real aim of any teaching and learning process.

2.5 Drama makes Learning Focused

Introducing drama in the classes provides the right approach and insight for the language learners. In order to be successful, one must be productive and focused. Learning is also more purposeful when classroom goals are specific (e.g. describing the number of problems to be completed), proximal (e.g. having deadlines of tomorrow or next week), and attainable. The positive psychology premise is to foster a 'WE-ME' viewpoint. A useful visual means of helping students to think beyond their own viewpoints (ME) is to have them

consider the mirror-like views of others (WE) (Snyder C. R. Lopez and Pedrotti, 2010, p 395).

2.6 Drama and Classroom Interaction

Harmer suggests that a rich classroom environment should not only expose the students to language, but also give them opportunities to activate their language knowledge (…) and learn it in its natural and applied manner. (2007, p 48) It is absolutely true that the when the classroom environment is encouraging, the students feel more comfortable and less hesitant to speak in English. An important thing to bear in mind is that teachers should create the classroom atmosphere in which language errors are considered a natural part of the process of learning a foreign language (Dornyei, 2001, p 42). Drama also provides an excellent platform for exploring theoretical and practical aspects of the English language (Whiteson, 1996).

Wessels is of the opinion that drama in education works on the same tools as are being used by the actors who perform on stage. They make use of mime and improvise the play so as to suit the purpose. The only difference that lies is that in theatre the performance is aimed at the needs and demands of the audience while

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in classroom drama the focus is more on the learners learning of the language (Wessels, 1987).

2.7 Other Related Theories about Drama

2.7.1 Drama Promotes the Natural Use of English Language

Drama bridges the gap between course-book dialogues and natural use of the English language. It also bridges a similar gap between the classroom and real-life situations by providing insights into how to handle tricky situations (Davies, 1990). It strengthens the bond between thought and expression in language. Drama helps the students to focus on their natural abilities of imitating and expressing themselves. It fosters the interest of the students in speaking in English in a natural way. While the students are engrossed in their respective roles they become oblivious of themselves and language is no more a barrier in expressing themselves. One of the very positive influences of introducing drama in the teaching model is that the student is able to identify himself/herself with the role he/she is playing. This identifying with the role acts as a booster to justify the role in the best possible way to the audience. Hence the students try to put up their best as they get an immediate recognition and appreciation in the form of feedback from the audience. If drama is considered as a teaching methodology in the sense of being part of the eclectic approach to language teaching, then it can help in developing the communicative competence of the young learners in a natural manner. Drama is a way of bringing the issues above naturally into the language class room (Via, 1976, p 115). And as Smith (1984) rightly points out, it also allows for making linguistic and natural analyses of characters where participants use English in meaningful contexts.

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2.7.2 Drama Increases Self-Esteem of an individual

Drama increases the self-esteem of a person, a quality that is very much essential in building one's personality. Research findings suggest that the development of self-esteem which is defined as "a person's appraisal of his or her value" (Leary and Baumeister, 2000, p 2) may have significant consequences for life outcomes. Self-esteem comprises of self-assessed competencies that contribute to a generalized sense of self-worth (Harter, 1999). Harper(1970, pp 133-140) listed esteem among the basic needs of all human beings and suggested that the need for esteem must be satisfied before the individual can move comfortably towards gratifying his need to actualize a common, unique potential for learning and growth. A healthy self-esteem has been shown to produce a positive self-concept and self-confidence in social and academic setting (King, 2002, pp 21-25). Self-worth and self-belief flourish when children feel competent and effective; when adults make them feel significant, likeable, respected and valued not just for whom they are but also as a source of authority about themselves. Positive self-esteem helps them develop their identity and courage to face the world. They also feel confident when they are able to appraise their strengths and weaknesses realistically without engaging in distortion or presence. They develop an underlying belief that they can meet challenges and influence what happens to them. In other words, they have a well-founded sense of agency, internal locus of control, or perceived self-efficacy (Bandura, 1977, pp 191-215).

When a student is able to communicate in English, his/her self-esteem boosts and he/she is able to perform better with due course of time. It is often seen that a student who is peer group. But when they are able to speak even one or two dialogues in English they feel confident and the appreciation of the peers make them feel important. They start believing that they are good, capable individuals and can do great in future. Drama fosters their belief and trust in themselves and

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helps them to assert themselves. Isani (2006, pp 26-38) illustrates the importance of awareness as a preliminary step leading to introspection and in analyzing one's behavior. It is important for teachers of English to encourage the evelopment of this process of "awareness" and "introspection" with their students to better prepare them for their future careers.

2.7.3 Drama Develops Problem-Solving Skills

Life is all about the choices we make. Drama helps us to explore the possibilities of making the effective choices. One of the very common tasks given by the interviewers is to solve a problem. Through this, they are looking for a candidate who has logical and appropriate solutions to the problem or situation given. Drama helps in developing the problem solving abilities. The student of the drama classes would be a step ahead of the other candidates as he/she has a 'hands-on' experience in solving the problem as they have been doing this in their drama classes. The practical knowledge that he/she has gained about problem solving would be at par with those of experienced candidates.

2.7.4 Time-Management

Learning is in fact partnership between teachers and students. However, Harmer (1998,p 9) stresses that good learners are always willing to learn. In this respect, the practical experience needs to be mentioned. One of the teams from the drama classes approached me about one hour prior to their class with a request to perform first. When asked the reason for it, they said that after their drama is over, they would change their costume, make-up etc. and that would require time. So if they are given the first turn to perform, they can clear their make-up and change their costumes during the time the other performances are going on and in this way they will be able to attend the next class on time, as they didn't want to give any excuse for coming late to the next class. We keep advocating of time management, but here was it in its actual face. The young graduates were not only conscious but

also responsible. A change that had come over them was through the drama classes in which they were self-motivated.

2.7.5 Development of Soft Skills

Drama acts as a podium to enhance the soft skills of language learners. Muir (2004: 95-101) is of the opinion that soft skills are "attitudes and behaviours displayed in interactions among individuals that affect the outcomes of various interpersonal encounters". Similarly defining 'soft skills', Perreault (2004, pp 23-24) states that these are personal qualities, attributes, or level of commitment of a person that set him or her apart from other individuals who may have similar skills and experience. Through drama students can learn and explore what is lacking in them. And as drama deals with the real-life situations, and by solving them,

they are achieving their goal as well as learning the important constituents necessary for using the language. The development of soft skills will help them in securing a better place for them in the work place.

2.8 Guidelines for Introducing Drama in the Classroom

Drama activities facilitate the type of language behaviour that should lead to fluency, and if it is inculcated, the learners will be eager to learn. Introducing drama in the language classroom requires a strategic approach and a willingness at the part of the instructor to implement things in a slightly different way. The teaching-learning sessions would be student-centered rather than teacher-centered. The role of the teacher is quite challenging as he/she has to impart the knowledge about theatre and connect it to drama in real life. The objective of the course should be to make the learners comfortable with the speaking of English through this platform. Discussed below are few ways through which drama can be introduced in the English language classrooms so as to get desired result.

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2.8.1 Initiate through Different Plots/Stories/Fables

One of the very interesting ways of preparing the students for drama is to give them real-life situations such as handling a conflict with your best friend, the dilemma of confessing a guilt, love or career- the wise choice etc. Another simple way to initiate the thinking process could be asking them to take the famous fables as the thirsty crow, rabbit and the tortoise, clever fox as the plot and weave a play on these lines. The students should be encouraged to use the minimal props and make use of physical theatre. In this, the students can play the role of inanimate objects and can even make it more interesting. Students should be encouraged to introduce physical theatre in their acts wherein they can play the role of inanimate objects and evoke human feelings of sympathy, pain, endurance etc. through their dialogues. A very simple and common theme can also be presented in a different way through drama. Students feel motivated by the ideas and can really bring out something very innovative and interesting. Providing the right kind of motivation is necessary to have the desired result.

Drama cannot be done alone. Students need to talk about it, discuss the plot, write scripts, dialogues and so on. In doing this, they use their active learning and listening skills.

Silberman (1996, p 6) considers collaboration to be central to contemporary theories of learning. He asserts that in providing students with the tasks in which they depend on each other, teachers capitalize the social need of the students and encourage and motivate them to bring out their feelings by sharing and discussing their viewpoints. The young learners learn the importance of working in and with the team. As they proceed further, they come to know the positives and drawbacks of each other and accordingly decide on the roles to be played, knowing the potential of each other. As drama gives the direct experience of human reality,

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students first get to know themselves and then the others. So, we can say that through drama, they are not only learning to empathize with one another, but also at the same time evolving as better human beings.

2.8.2 Introducing Mime

Body Language plays a very important role in drama and to initiate the process of expressing through the use of appropriate gestures, Mime can be used as a teaching tool. According to Dougill (1987), mime is a non-verbal representation of a concept, an idea or a story by using the body, its moves and various gestures and expressions(p 13). Mime emphasizes the paralinguistic features of communication. It helps the learners gain confidence as through mime they are getting a chance to get up and do things in front of others. Even the students who are not so well versed with language can exceptionally do well in mime as it does not involve dialogues. As discussed by Hayes, mime helps develop students' powers of imagination and observation, and can also be quite simply "a source of great enjoyment" (1984, p 28).

Mimed activities emphasize movement, actions and physical responses rather than
dialogues or thoughts. In one of my classes students presented their mimed act in which they had tried to bring out social problems that are often ignored by the society. Among such presentations was the story of a joker who entertains others whilst on the other hand his child faces the humiliation in the class for mentioning that her father is a joker. The agony and humiliation of the child and the effect of it on her psyche was presented in a very realistic manner through this act. In another act students took the theme of corruption and its effect on society through a mime act in which they had brought to light the learning strategies, attitude towards life and the interpersonal dealings of an honest and dishonest person right from childhood. What was new in their act was the formation of different shapes as that

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of a cycle, motor-bike etc. wherein they made use of physical theater. Through such activities the class was absolutely involved and was able to interpret things in a broader perspective.

2.9 theoretical frame work

Teachers should select the play assignments as per the level of the students. The beginners can be given a story and asked to develop it into a play by writing the dialogues. As this would be something new for them they should be encouraged and helped at writing as well as enacting of the play. The time duration for them should also be kept at a minimal level, around 3-4 minutes and increase it gradually as they become use to it. For the advanced learners the assignment should be more challenging. They can be given just the themes and asked to write, direct and enact the play on it. The teacher should take a note on the use of language in the appropriate context, performance of an individual, proper use of gestures, voice modulation, body language and finally the overall performance. At times, they can also be given problem statements, open-ended plots and universal themes as abolition of child labour, challenges for the youth etc. and asked to perform on it. The plays should adhere to the timeline given and must have the three essential parts of drama i.e. exposition, climax and resolution. Students should be encouraged to use simple and jargon free language in the play as it develops their ability to speak in English naturally.

CHAPTER THREE

Research methodology

3.0 Introduction

This chapter discussed the methodology adopted for this study.
Methodology refers to a system of explicit rules and procedures in which
research based and against which claim of knowledge Are evaluated
Nachimias and Nachiamias (1996).

This related the sequence. Adopted in research work. It is a regular and
systematic plan for a way of doing something Teyu Maiye. (2003)

Berger, (2003) see methodology as the most important stages in research
work the methodology as chosen for this inquiry is surrey

3.1 Research Design

Survey research design was used to gather primary data in this study
which is aimed at finding on drama as medium of communication in Nigeria
media.

According to Adefila (2008), also called descriptive research which focus
on questionnaire. Data are collected from population of intensive study and
analysis. There are two types of survey research method, interview and
questionnaire.

Severin (1987) survey research method is the study of a portion or sample
of a specific population of a community or state. If done according to this
statistical principles generalization can be made from the sample of the
population.

Survey research is important to this study because of it advantage is that
it can be used to investigate problems, in realistic settings. Thus, this study
will draw sample from drama as a medium of communication in Nigeria
media

3.2 Population of Study

According to Berger (2000) population refers to all elements of the investigation.

They can be counted directly or observed.

The population to be covered is some selected media house in Adamawa state which are:

i. Damare primary school

ii. Sanda primary school

iii. Bako primary school

iv. Bekaji primary school

Considering the population of the television and house rather it will be impossible to meet every single member thus, there's need to sample the media house which involved the population.

According to Afdefila (2008) in some cases studies many involve a small number of people who can be covered by the study.

However, often time research focus on large wide range of population. It is at this point that the need to select (Sample) some of number within large population.

Adefila (2008) precedes that non-probability sampling as a method of sampling in which researcher employs the use of human judgment in the selection of research sample.

3.3 Sample and Sample Method

The sample method for this research work is the portion of the population to be used in representing the overall population Hence, the population to be looked is Bako primary school, Sanda, Damare primary school and Bekaji primary school in term of teaching and learning drama in the various channel or television and radio house.

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Dawn (2002) posits that purposive sampling is used for description rather than generalization of the goal.

3.4 Method of Data Collection

This instrument of data collection is questionnaire. Aimed and objective of the study to which the respondent are required to answer by writing, their response.(Aruezuilq, 1993)

Whenever the sample size is large questionnaires most reliable and economist for problem of time and fund observe interview as every subject of the population.

Questionnaire will be divided into two sections A and B. A will generate improvement about the respondent personal data and section B will contain question related to their subject matter of inquiry. The question will comprise both opened and closed ended question which 'enable respondent to command where necessary and also help eliminate ambiguous and irrelevant statement that as a related is necessary to the subject matter the questionnaires will be self- administered.

CHAPTER FOUR

Presentation, Analysis and Interpretation of Results

4.1 INTRODUCTION

The analysis and the interpretation of data collected from basis on which the research process. The answer to the raw data the question which is the raw data is analyzed in this chapter, for the emergence of mean full conclusion. Analysis would be conducted on the observed events. The analysis 20 questionnaires were administrated and fifty (20) was returned by the respondent which the researcher then analyzed based on the data and items in the questionnaires.

4.2 Data Presentation and Analysis

The sex of the respondents

Sex	No of respondents	Percentage (%)
Male	35	70%
Female	15	30%
Total	50	100%

The information on the table above show that 15 respondent represents 30% are male whereas 35 respondents represents 70% are female: meaning both male and female were engaged.

Table 2: age of the respondents

Age	No of respondents	Percentage (%)
20-30 years	20	40%
31-40 years	20	40%
41 and above	10	20%
Total	50	100%

The above table indicate that 20 respondents represents 40% are 20-30 year, 20 respondent represents 40% are 31-40 year, while 10 or 20% the respondents willing 41 and above years .

Table 3: the marital status of the respondents

Marital status	No of respondents	Percentage (%)
Single	35	70%
Married	10	20%
Divorce	5	10%
Total	50	100%

The table above show that 35 respondent represents 70% are single (unmarried) 10 respondent represents 20% of the respondents is marred while 5 respondent represents 10% are divorce respondents.

Table 4: do you understand the important of drama in teaching of English Language?

Responses	Respondents	Percentage (%)
Yes	35	70%
No	15	30%
Total	50	100%

From the table above, 70% of the respondents agreed that they understand the important of drama in teaching of English Language while, 30% of the respondents disagreed that they did not understand the important of drama in teaching of English Language.

Table 5: Do you understand the role drama plays in the life of students?

Responses	Respondents	Percentage (%)
Yes	30	60%
No	20	40%
Total	50	100%

From the table above, 60% of the respondents agreed the fact that they understands the role drama plays in the life of students and 40% of the respondents disagreed that they do not understand the role drama plays in the life of students.

Table 6: Do you support the fact that drama should be embraced into the Nigerian educational system?

Responses	Respondents	Percentage (%)
Yes	44	88%
No	6	12%
Total	50	100%

From 6 above, 90% of the respondents said they support the fact that drama should be embraced into the Nigerian educational system while, 12% of the respondents said they did not agree that drama should be embraced into the Nigerian educational system.

Table 7: Do you agree that the Nigerian educational system allows drama in schools?

Responses	Respondents	Percentage (%)
Yes	40	80%
No	10	20%
Total	50	100%

From 7 above, 80% of the respondents agreed that the Nigerian educational system allows drama in schools, while, 20% of the respondents disagreed with the saying that the Nigerian educational system allows drama in schools.

Table 8: Is drama played in your school?

Responses	Respondents	Percentage (%)
Yes	45	90%
No	5	10%
Total	50	100%

From table 8 above, 90% of the respondents agreed that dramas are played in their schools while, 10% of the respondents disagreed that dramas are not played in your school.

Table 9: Are you one among the casters?

Responses	Respondents	Percentage (%)
Yes	30	60%
No	20	40%
Total	509	100%

From 9 above, 60% of the respondents agreed that they are involved in the drama casters while, 40% of the respondents disagreed that they are involved in the drama casters.

Table 10: Are you educated whenever dramas are acted in your school?

Responses	Respondents	Percentage (%)
Yes	40	80%
No	10	20%
Total	50	100%

From table 10 above, 80% of the respondents agreed that they are educated whenever dramas are acted in their school while, 20% of the respondents disagreed that they are not educated whenever dramas are acted in their school.

4.3 Discussion of Findings

From the table above, 70% of the respondents agreed that they understand the important of drama in teaching of English Language while, 30% of the respondents disagreed that they did not understand the important of drama in teaching of English Language.

From the table above, 60% of the respondents agreed the fact that they understands the role drama plays in the life of students and 40% of the respondents disagreed that they do not understand the role drama plays in the life of students.

From 6 above, 90% of the respondents said they support the fact that drama should be embraced into the Nigerian educational system while, 12% of the respondents said they did not agree that drama should be embraced into the Nigerian educational system.

From 7 above, 80% of the respondents agreed that the Nigerian educational system allows drama in schools, while, 20% of the respondents disagreed with the saying that the Nigerian educational system allows drama in schools.

From table 8 above, 90% of the respondents agreed that dramas are played in their schools while, 10% of the respondents disagreed that dramas are not played in your school.

From 9 above, 60% of the respondents agreed that they are involved in the drama casters while, 40% of the respondents disagreed that they are involved in the drama casters.

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From table 10 above, 80% of the respondents agreed that they are educated whenever dramas are acted in their school while, 20% of the respondents disagreed that they are not educated whenever dramas are acted in their school.

CHAPTER FIVE
Summary, Conclusion and Recommendation

5.1 Summary

The main purpose of this study was to investigate the role drama in teaching English language, mainly in primary schools in Yola metropolis.

Literature review was done according to the variables and hypothesis for the study to facilitate the discussion of the findings. Survey research design was adopted for the study. This was because the researcher has no direct control of the independent variables which because their manifestation has already occurred. A sample of fifty (50) respondents was randomly selected for the study. The selection was done through the simple random sampling technique

Simple random sampling technique. This was to give equal and independent opportunity to all the members in the population are to be selected. The questionnaire was the main instrument used for data collection. The data were collected personally by the researcher.

To test the hypothesis formulated to direct the study, the independent and dependent variables were identified. The percentage analysis was considered most appropriate to test the hypothesis for the study. This statistical technique was used because of the nature of the variables involved in the hypothesis directing the study. The result of the analysis indicates that influence of mother tongue, language background, age, conducive environment, teacher behavior. The use of teaching materials and method of teaching significantly has impact of students' achievement in English language. Based on the conclusion of the study recommendations and suggestions for further studies were made.

5.2 Conclusion

This study discussed the content of drama activities in teaching of English language in the primary level of education. The focus was to find out what the drama activities taught and how they assisted learning. In addition, there was discussion for possible amendment of the activities. The theory was based on literature by pedagogues of drama and English since they provide the means for a teacher who uses drama in English teaching. The study was conducted by a descriptive analysis of drama activities from in some selected secondary schools in Yola metropolis.

5.3 Recommendations

This study makes the following recommendations:

To the government: the government should ensure a very conducive environment for drama in primary, so as to enhance a better understanding and achievement in English language.

The government should considered quality teachers in culture drama specialization when it comes to employment. From the data assessed above, the teaching ability of a teacher, hence, the research recommends that the above stated point must be giving a Godly consideration whenever it comes to the point of employment.

To the parents: the parents must know the principal role drama plays in achieving English language education. Hence, they should make good options of schools where they take or get their children admitted.

To students: the students must or should understand the efforts made by the parents and the government whereas, making use of drama for better achievement in the English education.

to schools (or school managements); they must understand their responsibility in ensuring that the students achieve a better understanding in English language through drama.

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