EFFECT OF DRAMATIZATION ON LEARNER ACHIEVEMENT IN LEARNING ENGLISH LANGUAGE IN PUBLIC SECONDARY SCHOOLS IN MERU COUNTY, KENYA

Lorna Beena Mwangi

A Thesis Submitted in Fulfillment of the Requirement for the Degree of Doctor of Philosophy (PhD) in Curriculum Studies

University of Nairobi

2016

Signature…………………………….   Date: …………………………

LORNA BEENA MWANGI

 E80/990887/2015

This Thesis has been submitted for examination with our approval as University Supervisors.

Signature…………………………….   Date: …………………………

DR. GRACE NYAGAH

Senior Lecturer

Department of Educational Administration and Planning

University of Nairobi

Signature…………………………….   Date: …………………………

PROF. PAUL ODUNDO

Associate Professor

Department of Educational Communication and Technology

University of Nairobi

Signature…………………………….   Date: …………………………

DR AGNES KIBUI

Senior Lecturer

Department of Educational Communication and Technology

University of Nairobi

DEDICATION

To My beloveth daughter Elvera

(your contribution was immeasurable)

and

My sons Derick Nduati And Elmer Carsan

(That all of you may be prospered academically beyond me).

ACKNOWLEDGEMENT

TABLE OF CONTENTS

viii

LIST OF TABLES

LIST OF FIGURES

ABBREVIATIONS AND ACRONYMS

A1	Pre-test results
A2	Post Test (Dramatization)
A3	Post Test (Lecture method)
AERA	American Educational Research Association
BS	Brainstorming
CLT	Communicative Language teaching
CT	Cloze Test
CV	Coefficient of variation
CW	Creative Writing
DF	Degree of freedom
DQASO	Directorate Quality Assurance and standard officers
ELN	English Literacy Norms
ES	English on the Spot
FSE	Free Secondary Education
GD	Gapped Dialogue
HE	Horizon English
HS	Headstart
ICRAF	International Centre for Research in Agriculture and Forestry
IE	Integrated English
IN	Intonation
IRF	Initiating, responding, follow up
KICD	Kenya Institution of Curriculum Development
KNEC	Kenya National Examination Council
KCSE	Kenya Certificate of Secondary Education

KIE	Kenya Institute of Education
LC	Listening Comprehension
LEC	Lecture
LG	Longhorn English
M.Ed.	Masters of Education
MOEST	Ministry of Higher Education Science and Technology
RP	Role Play
SD	Standard Deviation
SP	Stress Pattern
SPSS	Statistical Package for Social Sciences
TRS	Teachers
TSC	Teachers Service Commission
T-Test	Statistical Measure for Comparing Mean Scores for Two Groups

ABSTRACT

This study sought to establish that dramatization is an effective strategy in teaching the English language and promotes learner achievement in Igembe North and Imenti South District, in Kenya. The study was carried out in public secondary schools in Meru county, Kenya. It set out to establish the effect of role play, simulation, Mime and language games in curriculum implementation at secondary school level. The study was guided by five objectives and five hypotheses related to the objectives. The objectives were: to establish the extent to which role-play influences learner achievement in learning of the English language   in Meru North and Imenti-South Secondary schools; to determine how simulation can be integrated in the process of learning   the English language in secondary schools in Imenti North and Imenti South, districts; examine the utility of dramatization in the communicative approach of learning the English language in secondary schools in Meru- North and Imenti South districts; to examine the attitude of learners and teachers towards language game as an activity of enhancing learning of the English Language in Secondary schools in Meru-North and Imenti South Districts; to establish learners' achievement of the English Language when dramatization is used in teaching and learning of the English Language in Secondary Schools, in Meru North and Imenti South, Districts. Quasi- experimental design was adopted for the study. The target population included head teachers, teachers, education offices and learners in public secondary schools in Meru county, which had form three and four classes as at January, 2012. A sample of 66 head teachers, 126 teachers, 15 education officers and 314 learners were selected from 66 public secondary school out of a total of 82 schools, to represent teachers, education officers and learners. This served as a basis for analysis of main characteristics and their contribution to dramatization in teaching and learning of the English language. The multiphase sampling procedure was adapted for this study. Data was collected using questionnaires, test scores and guided interview. The resultant information was analyzed using SPSS, quantitative and qualitative approaches. This study established that teaching strategies such as role   play, simulation, language games and mime have a significant influence on learner achievement. It was established that dramatization is relevant to teaching of the English Language, its   utility was superior than lecture strategy as shown in table 4.39. This study recommends that the government, should plan to address the issue of including dramatization in teaching the integrated syllabus by requesting KICD to incorporate dramatic genres, in language curriculum; this research suggests further study, on interference of "sheng" in the learning of the English Language, in Meru county.

INTRODUCTION

1.1 Background to the study

Dramatization is a teaching strategy used by teachers to promote and strengthen mastery of the English Language for sustained learner achievement. According to Comajoan (2014), teaching the English language through dramatization has benefits in listening and meaningful interaction where learners use their language resources during the teaching and learning process. In an earlier study by Heather (2011) indicate that dramatization pedagogy provides authentic communicative environment for the learner which stimulates understanding of concepts. On the same vein Stephanie (2011) indicated that dramatization is effective in motivating learners and promoting self-esteem through non-threatening environments for improved learner achievement.   Study findings concurs with the views of Prasad (2011) who argued that teaching English language using dramatization motivates learners to learn and provide them with a relaxing and challenging study environment. Further, the study supports the views of   Barbu and Lucia (2007) who reaffirmed that dramatization employs the use of role-play as an activity; for example, learners develop a story and act in class, hence boosting oral skills for improved learner achievement . In instances where English language is taught without adopting dramatization as a strategy for learner achievement remains low because of non-relaxing and challenging environment. In addition, Munther (2013) confirmed that usefulness of role-play in learners' communicative competence and emphasized that dramatization stimulates the learners' authentic conversation which raises learner achievement. This helps the learner to overcome fear of emotional, linguistic errors, and social constraints (Maley

& Duff, 2005). In instances where these difficulties are not overcome learner achievement remain low. Therefore, dramatization relieves the learner from non acquisition of difficult concepts raising learner achievement.

Dramatization as a teaching strategy has been used to promote and strengthen the role of the English Language in learner achievement. For example, Zyoud (2010) explained that dramatic genres such as role-play, simulation, mimicry and language games are utilized to stimulate acquisition of skills. In the views of Stephanie (2011) dramatization is significant in facilitating learning of oral skills. When dramatization is used in teaching and learning of the English Language for example speech work, the learner acquires speaking skills which raises learner achievement. In instances where teachers over look utility of dramatization in teaching and learning of speech work learner achievement is lowered. Additionally, Prasad (2011) added that students develop speaking skills hence they become fluent in speaking the English Language. Emphatically, Barbu & Lucia, (2007) concurred with the views of Stephanie (2011) and stated that students developed non-linguistic abilities such as gestures and body movement when role play was used in learning the English Language. Further study by McGuire (2003) noted that drama – based activities such as mime supports both verbal and non-verbal communication such as facial expression, hence promoting learning of nouns and verbs. Critically, in teaching and learning process where dramatization is underutilized learner achievement becomes low. Further findings by McGuire (2003) revealed that learner acquire oral skills when role-play is used in teaching speaking skills. An earlier study by Holden (1983) revealed that the learning of English Language is greatly influenced by drama. Holden explained that students gained confidence and spoke fluently in their expression of the English Language concepts; learner achievement is increased.

According to Heather (2011) learning of the English language is greatly influenced by role play as learners' language acquisition processes are stimulated and supported. This proposition is further held by Zyoud (2010), who argued that drama can be considered as a blanket covering a wide range of oral activities. Additionally, when teachers overlook utility of role play in teaching and learning of speech work learner achievement is lowered. A study by Fleming (2006) on the same note explores role play as an activity promoting a plausible and alternative pedagogy which is learner centred. Furthermore, Athlemoolan (2004) argues that role play presents the learner as an active participant in the learning process. Athlemoolan (2004) puts emphasis on the need for the English language teacher to adopt the correct methodological approach in the execution of his lesson which is learner centred.

In an earlier study, Hayes (1984) stated that role play entails transforming a book or event into a play or film which becomes exciting and stimulates the acquisition of skills by the learner. These sentiments were supported by Zyoud, (2013) who asserted that dramatization facilitates learning of oral skills, manifests innovations, empowers imaginative prowess, and assist learner to explore new horizons of knowledge. These views were supported by Desialova, (2009) who assert that drama activities promote the acquisition of new concepts which benefit both learners and teachers in the learning process. Additionally, Goodwin (2001) observes that role play enhances understanding of the English language concepts. During the teaching and learning process when teachers overlook use of role-play in teaching communicative approach, learner achievement is low.

Dramatization presents the learner as an active participant in the process of learning the English language in the classroom. It gives the student an opportunity to use language with confidence and develop fluency in speaking. According to Astrid

(2005), dramatic features such as role-play, simulation, mime, and language games promote self-learning and group interaction in authentic situations. Fernandez and Coil (1986), state that drama encourages students to share ideas and develop imaginative powers. These views were supported by Hetfield (2005) who advocated the use of drama in motivating and stimulating learners' imaginative ability. Additionally, Stephen and Abrams (2006) study on role-play and mime asserts that drama fosters the social, intellectual, and the linguistic development of students. The study conducted by Holden (1981) on role-play and simulation states that drama centers around language development, personal awareness, group cooperation, sensory awareness, which boost imaginative growth and encourage student creativity. According to Awad (2013), research on role-play and language games in Gaza, the study affirms that teachers should use dramatization in teaching English Language. The findings of Awad (2013) support the role of drama in promoting language development among learners. The study Awad (2013) supports and elaborates that students with a good background of English and those with limited vocabulary acquire language skills in the learning process when role-play is used in teaching the English Language.

According to Maley and Duff (2005) study on plays asserted that plays can be written for learners to learn all aspects of English Language, for example sketches. Maley and Duff (2005) affirmed that the use of sketches to practice specific language aspects is significant in learning listening and reading skills. A study by Carol (2008) stated that when learners use drama based activities, they utilize all the channels of their physical body, for example, sight, hearing, and touching. Additionally, Desialova (2006) argues that the language will "enter" through the most appropriate channel for each student. In addition, Barbu and Lucia (2007) study on role-play suggest that

dramatic activities can be used in the learning of English Language for example, group working skills and building interpersonal relationships among learners; promoting learner achievement.

Dramatization as a methodology can be effectively used to teach vocabulary and structure. According to Maley and Duff (2005) support the use of drama to teach structure and vocabulary; the study stipulates that drama can be used for revision and reinforcement of English Language concepts. For example, role-play can be utilized to revise an extract of a novel preparing students for their final examinations (Goodwin, 2001). Additionally, Ulas (2008) asserts that concepts which are difficult to master can be dramatized for effective internalization and acquisition of skills in learning the English Language. Paran & Watts (2003) study looks at learning as a process which involves change in behavior resulting from experience or practice. These views were supported by an earlier study conducted by Chaplin (2001) who asserts that in learning, information is obtained, stored, retrieved, and used by the learners. Other researchers (McGuire, 2003; Wiston, 2004; Wagner 1998) affirm that drama fosters and maintains student motivation by providing fun and entertainment in the learning process; increasing learner achievement.

 Role play as a strategy can adopt recitation which enhances mastery of English concepts such as speech work, speaking, reading, and writing skills. Further study by Athemoolem (2004) maintains that if role play is used appropriately it can boost recitation and   enhance retention of language concepts among the learners. Athemoolem (2004) explains that role play enhances oral communication and enables the learner to acquire genuine communicative competence. Emphatically, Munther (2013) explains that drama stimulates natural spontaneous spoken English. Munther

(2013) elaborates that role-play equips a student with the knowledge to use language which is both grammatically correct and appropriate as defined by place or mood. According to Barbu and Lucia (2007) add that role play is particularly an effective strategy for teaching pronunciation skills. Barbu and Lucia (2007) stated that various components of communicative competence can be practiced in an integrated way. However, Fleming (2006), states that in instances where recitation is inappropriately used effective mastery of concept remains weak and learner achievement is lowered.

Drama makes learning very effective and learners enjoy participating in the communication of ideas. Additionally, Cawthon & Dawson (2009) state that learner get involved in a high cognitive process of thinking, creativity, and acting when role-play is used in learning of the English Language. In addition, Covel & and Howe (2001) in their study of using role-play in learning the English Language state that learners acquire confidence and are fluent in speaking the English Language. A study conducted by Grady (2000) on role-play explains that students' knowledge and character are developed when teachers use role-play in teaching the English Language. Additionally, Carroll (2006) argued that role-play provides an opportunity for learner to acquire oral and visual language. Further study by Kempe and Holroyd (2004) stated that learner improve language skills and attain fluency in speaking English when dramatic genres are used in teaching and learning of the English Language. During teaching and learning of the English Language when teachers fail to use dramatic genre learner achievement in pronunciation is lowered.

Stakeholders in the education sector in Kenya from Kenyatta University asserted that "Students should be able to listen, speak, understand, communicate fluently in English, and give instructions in English" (English Literacy Norms Report: 18, 2004).

Also, the choice of instructional method to be used was addressed. According to the report high school students and parents were interviewed on the significance of English Language under English Literacy Norms (English Literacy Norms, 2004). The study revealed that instructional methods played a key role in learner achievement and appealed to teachers to utilize learner-centred methodology such as role-play. These views were supported by researchers such as Zyoud (2013), Heathfield (2005), and Rooney (2004); the scholars discussed the use of role play in teaching grammar, pronunciation and oral communication. .

In Kenya's secondary schools, learners lack linguistic competence. Consequently, they switch to their mother tongue during a discourse. Gakunga (2005) explains that in many cases, the learner does not distinguish between the forms he has mastered as part of his linguistic competence; he lacks competence in the communication system. Astrid (2005) stated that there was need to utilize drama to teach and develop oral skills which will boost learner communicative competence in the learning of English Language. A past study conducted by Davies (1990) in Germany revealed that dramatic techniques are significant in learning English language. Davies explained that role play can be employed in language teaching and learning.Additonally, Munther (2013) explains that dramatic genres such as recitation, mime, simulation, role- play, scripted plays, improvisation, and course book dialogue are great tools to use in learning, speaking, listening, reading, and writing skills. Researchers' such as Zyoud (2013), Royka (2002), Barbu and Lucia (2007), stated that dramatic genres cover a wide scope of activities during English lessons. On the other hand, a past study by Holden (1983) stated that role-play can be used to predict a storyline, to work out a jumbled dialogue, and a gapped dialogue. Desialova (2009) explained that plays are significant in explaining the theme of humor and provide comic relief in a

tensed up situation, especially when English Language teachers are teaching difficult concepts. Scholars such as Prasad (2011), Rooney (2004), Goodwin (2001), and Davison (1998) argued that role play makes language learning active and motivating. Additionally, learners gain the confidence and self-esteem needed to utilize language during the learning process.

The study by Barbu and Lucia (2007) on simulation, defines it as a structure of circumstances that mirror real life and participants act as instructed by a tutor. The scholars support the definition of simulation as a reality where a simulated and structured environment is created and learners can be guided to act. For example, a scene in the market place; the simulation presents learning of speaking and writing skills. Researchers such as Sarah (2003);Stronge (2002) and Guskey (2000) argued that behaviour is not controlled in a simulation, therefore, the participants bring to the situation their own skill, experience, and knowledge. Moreover, Dawson (2006) stated that simulation activities stimulate authentic learner to learner conversation and interaction. Furthermore , Covel and Howe (2001) asserted that role-play and simulation develop conversational competence and learners use language freely and creatively.

It is possible to integrate dramatization in the process of learning the English Language. According to Maley and Duff (2005) explained that when learners present a short play to the class, language skills such as speech work, reading, and pronunciation are acquired. Researchers such as Zyoud (2010), Almond (2005) concured with these views and supported the use of dramatized poetry in enriching reading, listening, vocabulary, and stylistic techniques among the learners. Moreover, Belz (2002), cited in Heather (2011)   work, discussed language learning through

dramatic genres such as role-play and simulation. He claims that learners will derive benefits from drama engagement as their language acquisition processes are stimulated and supported. Scholars such as Baldwin (2004), Goodwin (2001) Johnson & Morrow (1981) support and applaud the role of drama in developing the necessary linguistic skills especially when students are able to express their ideas accurately after a learning session. Moreover, Stephanie (2011) argued that the teacher who employs the use of gestures, tonal variation, and mimicry to depict the oral narrative about the ogre who married the beautiful girl makes learning captivating and learners grasp phonological and lexical contents. Researchers such as Almond (2005), Ackroyd (2004), O' Neill & Lambert (1982) have supported the use of dramatization in enabling the teacher to create a language structure which is cohesive and where learners engage in verbal interaction, hence promoting oral communication in class.

Situational language teaching has similar aspects with dramatization. Additionally, Comajoan, (2014) stated that situational language method is based on the premise that language learning must take place in situational context such as shopping, catching a bus or visiting the doctor. Researchers such as Miller and Saxton (2004), Gish and O'Neill (2008) define simulation as a structured set of circumstances that mirror real life and where participants focus on dialogues, vocabulary, language patterns, and grammatical structure as found in situational strategy. Scholars, such as Rooney (2004), Stronge (2002), and Dougill (1987) support the use of simulation in learning, speaking, and writing skills. Additionally, Rooney (2004) explained that students experience in working using the integrated drama-based tasks helps them to develop speaking skills especially when simulation is used as a learning strategy. Indeed, Stronge (2002) concurred with the views of Rooney and argues that engaging in drama-based activities keep students involved in their language development

especially when writing the scripts for their groups. A study conducted by Dougill (1987) reveals that when students work on the scripts, they produce utterances and utilize linguistic knowledge that they had previously learned.

Suggestopaedia involves a variety of strategies to make students feel less anxious about language learning. Furthermore, Kempe & Holroyd (2004) explained that suggestopaedia are drama, movement, appropriate props, peaceful music, and clay work. These create a relaxed learning environment. Also, researchers such as Gish and O'Neill (2008), McGregor (2010), Mackey (1999), and Gibson (1976) observe that Suggestopaedia serves the same purpose as dramatic activities since participants get involved in choral responses, concerts, small group dialogues, vocabulary practice, and sentence patterns. Further study by Munther (2013) stated that role play is significant in the communicative approach of learning the English Language. The study conducted by Barbu and Lucia (2007) explained that learners can act a play and participate in a conversation (i.e. functional practicing); learners acquire new information which they store in their language system. An earlier study conducted by Johnson & Morrow, (1981) and supported by researchers such as Zyoud (2010), Grady (2000) Peacock & Colin, (1990) state that role play provides the learner with an opportunity to use their linguistic or communicative knowledge to remain in conversation. These views were supported by (Awad, 2013; Schmidt, 2002) who argue that dramatic genres such as mime and role play, utilize tonal variation, semantic contiguity, and gestures in learning the English language.

The teaching experiment reveals that role play enhances communicative language teaching (CLT). Almonds (2005) explains that role play enables the learner to attain a high degree of linguistic competence. Moreover, Stephanie (2011) argued that role

play is significant in demonstrating exercises for the learner to acquire answer question skills in manipulating the linguistic system to the point where the learners can use language spontaneously and flexibly to express their intended message. These views were supported by scholars such as Baldwin & Fleming (2000), Blatner (2002), and Hatch & Farhady (1982) who highlighted the role of dramatization in the learning of linguistic concepts.

Language concepts are influenced by the fields of linguistics and psychology. Indeed, Carroll (2000) stated that second language teaching methods are closely related to concepts and theories about the ways in which human beings learn. According to Awad (2013), drama–based activities such as role-play are used by linguists to boost learners' oral skills, vocabulary, and increase language skills. Further study by Stephanie (2011) supports the use of dramatic genres in promoting communicative competence and acquisition of non-verbal language skills in learners. Additionally, Barbu and Lucia (2007) expounded the notion that students gain non-verbal language which enables them to use body language, such as gestures and facial expressions when acting role play. The study conducted by Ellis (1982) reveals that paralinguistic elements, for example, body language and gestures are significant in communicating grammar and literature. Researchers such as Awad (2013), Stephanie (2011), Barbu and Lucia (2007), Ellis (1982) support the use of role-play in developing thinking skills such as inventing, generating, speculating, deducing, analyzing, selecting, refining, and judging of the English language concepts.

On the other hand, Desialova (2009) study based on behavioral learning theory affirmed that role play can be used in the learning and teaching of the English language. These views were supported by Ulas (2008) who stressed that cognitive

theories of learning showed that the learner was a creature of habit that can be manipulated, observed, and described. Scholars such as Brown (1994), Holden (1981), and Skinner (1957) argued that behaviorist and cognitive theoies influence language teaching and learning with emphasis on practice, repetition and rewards on learners which are important characteristics of dramatization. The study by Simons and Webster (2002) explained that role-play and simulation engage learners in using repetition, acting, and demonstration of certain events. Researchers such as Goodwin (2001), Brumfit and Johnson (1979) concur with these views and explain that when learners use role-play they acquire listening, speaking, reading, and writing skills. Additionally, Aldavero (2008) explained that behavioral learning approach was effective in dramatization which follows a continuous sequence of grammatical structures enacted by the teacher using tonal variation and gestures.

According to Sinclair and Coulthard (2002), dramatic genres such as role-play can promote classroom interaction between teachers (T) and students (S) in the form of IRF exchanges, where

I – Initiating move: R= Responding move F = Follow up move, student have various roles to play such as acting their part and exchanging their conversation. For example, the following short role play demonstrates encounter at the school gate between teacher and student. During the discourse Teacher (T) and Susan (S).

T   :   Why have you come to school late Susan?

R/S   :   The vehicle I boarded was involved in an accident.

T   :   What happened next?

S   :   The traffic police officers arrived at the scene.

T   :   Were you hurt in the accident?

S	:	No, but we were rushed to the nearest dispensary for check up
T	:	Sorry for the misfortune.
S	:	Thank you.
T	:	Go to the Teacher on duty and explain your case.
S	:	I will report to the teacher on duty just now.

Role-play provides the scenario to ask questions which IRF suggests. Such dialogue made the researcher to identify the following error categories:-

(a) Phonological   (d) discourse

(b) Lexical

(c) Syntactic

Through the use of role-play, the teacher can correct each of the above errors and improve learner achievement (field observation). The study done by Broughton, Brumfit, Flavell, Hill and Pincas, (1996) suggested that phonology is the study of sound systems in the English language. According to Stronge (2002) study on dramatic genres learners are encouraged to adopt an open exploratory style in the learning process; and this will increase learner achievement in pronunciation, stress, and intonation. For example, when a teacher acts a role-play with one of her students which is about a student who reports to school late. This is done at natural pace once only. The teacher tells the class to divide into groups of three and to reconstruct the dialogue. The groups divide and with great animation, argue about what has happened. They construct a dialogue in which two students perform covering the same meaning as the original but with improvised language since the student cannot possibly remember the form of the original.

Additionally, Goodwin (2001) supported the use of role-play in the learning of English language. Goodwin (2001) urged that learners practice speech work and convey a message using the medium of sound. According to Stronge (2002), the student learn the structure of the sound system which involves vowels and consonants. Furthermore, Awad (2013) stated that dramatization can be used in learning of the supra-segmental features such as stress and intonation. An earlier study by Barbu and Lucia (2007) supported the use of dramatization (dramatized dialogue) in enhancing pronunciation, sound patterns, and grammar. The teacher asked oral questions on the dialogue to examine students understanding of dramatic activities and their oral communicative competence. Later students were given written exercises which reflected on verbs, pronouns, nouns, adjectives, and interrogatives. These questions enabled the researcher to gauge learners' comprehension of parts of speech.

Lexical deals with technical words and phrases used in language (Brumfit 1989). Ulas (2008) affirms that the teacher gets an extract from a set book and trains same students to present it to class using role-play. Students adopt specified roles and personalities. A study conducted by Brock (1986), explains that the language was entirely improvised and polished by students. In addition, a study conducted by Bailey and Brown (1996), revealed that oral communication skills were acquired by learners when teachers used dramatization in the teaching of English language. Syntax is conceived as the means available in language for putting words together in sequence. Researchers such as McGregor (2010), and Given (2001) explain that Syntax provide additional meaning of "opening" the grammatical system for the expression of new meaning, precision in meaning, and links between ideas. Mitchell and Myles (2004) argue that dramatic genres such as role-play enable the speaker to go beyond the

limitations of morphology and lexicon while the learners are acting a play. Additionally, Awad (2013) reaffirmed that syntax enhances the creativity of expression in language and highlights on the significance of syntactic structures such as interrogatives and relative clauses in the learning of English Language when using role-play. Moreover, Philips (2003) stated that interrogatives such as what, who, where, and whose are useful in sentence construction and spoken language. In an earlier study by Blatner (2002) argued that dramatic genres such as role-play can be used to teach interrogative skills. Moreover, Mackey (1999) advocated the use of role-play and simulation in learning grammar. The study done by Barbu and Lucia (2007) showed that learners' get an opportunity to interact and negotiate for meanings which increases their knowledge of answering questions.

A clause contains a subject and a predicate. According to Dawson (2006), stated that the learner grasps the concept of different clauses from a role-play. However, Lewis and Rainer (2005) argued that the teacher can guide the learner to identify the subject, predicate, and compliment from a sentence. Additionally, Kempe (2002) stated that the learner can identify a simple sentence which comprises a single clause from a role-play. On the other hand, Koppet (2001) supported language learning using dramatized dialogue and argues that it is used to explore the process of interaction among speakers. The learners enter into apprenticeship forming a range of new discourse practices. Researchers such as Bailey and Brown (1996), Corder (1973), Hall (1995), Dempo (1977), and Vikiru et al (2005) agree that the students act a dialogue as instructed by the teacher and observations are made from the role-play. About twenty students out of forty two had problems with textual orientation. These students failed to grasp linguistic devices used to organize stretches of discourse both intra-sentential and across broader stretches of texts at the level of discourse. Also, 18

students had difficulties in both vocabulary and grammar. For example, connectives such as, this/that, pronoun system poised problem to 12 students. However, the teacher made corrections on the mistakes made by the students, and textual cohesion was created across the sequence of clauses and sentences.

The work done by Comajoan (2013) explores the significance of learner utterance in topic comment organization and linguistic acquisition. Further study by Comajoan (2013) showed that analysis begun at the level of discourse or pragmatics and moves to an examination of syntax and morphology. Additionally, Desiolova (2009) stated that dramatic genres such as role-play encourage discourse-pragmatic factors, such as shared knowledge between interlocutors in the expression of preposition and distribution of prepositional content over a sequence of utterances rather than within a single utterance. Researchers such as Carroll (2006), Sato (1990), Huebner (1983), Lyster and Ranta (1997) support these views and stress that dramatic genres promote learner-centered activities such as speaking, oral communication skills, and classroom interaction.

During the study the researcher looked at the effects of negative feedback on role play and compared it with the study done by other researchers Almond (2005), Blatner, (2002) Lyster and Ranta (1997). Lyster and Ranta (1997) conducted a Canadian immersion context (role play) where they studied different types of error feedback offered by teachers during content lessons and thematic French art lessons. They used role-play and noted that recasts were the most common feedback offered by 60% students compared with 34% for negotiation of form and 6% for explicit meta-linguistic corrections. A further analysis of this study showed that 38% of students had lexical errors, 30% had grammatical errors and phonological errors while recasts

were 32%. The teacher responded to lexical errors with clarifications made on grammar, phonological, and morphological errors corrected (Field observation). Kempe & Holroyd (2004) stated that dramatic genres can be made part and parcel of the communicative classroom methodology in the teaching and learning of English Language which integrates language skills in a natural way and helps learners to acquire reading and writing skills.

According to Munther (2013) explained that mime entails the art of teaching through non-verbal communication and exaggerated expressions, actions, and gestures. These views were supported by scholars such as Desialova (2009), Burns and Gentry (1998). The scholars argue that mime creates sensitivity and sense of awareness especially in portraying character, acting out situations or a narrative by using gestures and body movement. Additionally, Fleming (2006), states that motivation is increased when mime becomes a medium for performing roles using words because it focuses on conveying the richness of meaning through visual language. These views were supported by Judith (2002) who argues that dramatic activities (games, role-play, simulation, and mime), provide innovation in language teaching and learners acquire speaking and listening skills. Researchers such as Stephanie (2011); Maley and Duff (2005); Hayes and Suzanne (1984); Barrows and Zarins (1983) support the use of mime in learning the English language and emphasize that learners are able to work in groups, make decisions and became better communicators. Further study by Wiston (2004), stated that miming and language games are used in the teaching and learning of English language therefore , making language learning more active. Also, learners' act and orally communicate their feelings. Studies conducted by Blatner, (2002) and Brown (1995) affirm that dramatic genres promote the learning of vocabulary and structure, therefore, enhancing acquisition of relevant language skills.

In teaching the English language in American schools the teacher can mime a story to the class. Additionally, Astrid (2005) stated that the teacher does not speak at all, but accepts by gesture any correctly called out interpretation of the story. The study by Fleming (2006) asserted that the whole class participates and gives suggestions using the English Language as their medium of instruction. Brumfit (1989), in an earlier study, explained that when mime strategy is utilized in learning the English Language, it provides fluency and students attain a high level of linguistic ability. According to Prasad (2011), the Asiatic rich culture promotes the use of mime in learning the English Language. The study done by Liu and Ding (2009) on role-play indicates that in India, drama improves oral communication and provides the student with an opportunity to sharpen listening and speaking skills. Additionally, Rooney (2004) assert that mime is useful in the development of speaking, reading, and writing skills.

Language games promote oral skills and encourage discourse among learners. The study by Ulas (2008) and Wagner (1998) argue that language game liberates the students from the confines of the conventional classroom environment. Also, it gives the learner opportunity to draw on their own experiences, hence, creating the resources on which part the language class is based. Additionally, Zyoud (2010) explained that learning the English Language using: langue games, role-play, simulation, and mime boosts learner achievement in oral skills. An earlier study by Bailey (1991), on language games, defines games as an activity or sport in which people compete with each other according to stipulated rules. According to Goodwin (2001) argued that language games provide learner with imaginary or real world within which to act out a given situation. On the other hand Philips (2003) stated that language games have set of rules and instructions for learners to follow. Barbu and

Lucia (2007) added that language games presents active learning approach and teaching, which incorporates: role-play, simulation, and mime. A study conducted by Burns & Gentry (1998) support the use of language games in providing opportunity for learners to learn listening and speaking skills. In an earlier study by Dougill (1987) demonstrated that role-play and language games have a set of clear rules and encompass an element of competition; however, learners grasp new concepts in the learning process.

According to Blatchford and Roy (1986), language games such as Pig Latin and Ubbi Dubbi are used for entertainment by students and adults. These games employ the use of gestures and body movement. Additionally Stephanie (2011) stated that in some cases, a suffix is added to each word while in another situation a syllable is inserted for each vowel. Rhyming games and games where phonemes are reversed promote learning of pronunciations and sound. For example, a game in Brazil constitutes for all the vowels. A study by Aldavero (2008) supported the use of language games to enhance speaking skills. Furthermore, Wiston (2004) expressed his admiration of dramatic genre in promoting listening skills and group discussions among the learners. Moreover, Ulas (2008) puts emphasis on the use of language games in the riddling process which enable the learner to sharpen speech work and improve their pronunciation skills. When teachers fail to utilize language games in teaching speech work and pronunciation learner achievement is lowered.

The Walbiri natives of central Australia play a language game in which the meanings of words are distorted. On this play, various parts of speech, for example, nouns, verbs, pronouns, and adjectives are replaced by a semantically constructive word (Fromkin, Rodman & Hyams, 2011). These language games provide evidence on

phonemes words, morphemes, and semantic features. Dramatization cultivates inclusivity in the classroom. Additionally, Adavero (2008) explained that drama not only helps learners with a good English background but also includes those with limited vocabulary. According to Desiatova (2009) stated that drama is suitable for learners who have good knowledge of English language and those learners who are having their first contact with it. Comajoan (2014) supports these language games and argued that they illustrate the boundless creativity of human language and human speakers.

A study conducted by Barbu and Lucia (2007) focused on teachers and students attitude towards role-play as a tool for empowering student's linguistic ability which is essential in this research. A study conducted by Wessels & Charlyn (1987) established that learning was successful and language gain was attained when dramatization was used in learning of the English Language. Further study by Carter (2002) argued that students became receptive especially when dramatic genres are employed in learning the English language. Dramatic activities break the monotony of narration. Scholars such as Carter (2002) and Ulas (2008) state that passive learners get an opportunity to participate in asking questions and motivate their friends to participate in acting role- play. According to Maley and Duff (2005) argued that teachers describe dramatization as an entertaining and powerful method of enhancing the understanding of concepts which creates vivid mental pictures in mind of the learner, hence increasing learner achievement.

Dramatization provides a platform where students develop their imaginative and creative skills used in the learning of English language. Additionally, Maley and Duff (2005) supported this proposition and concur with the findings of the Binns Education

Commission of 1952, on African Education and Policy, which advocated for learner-centered activities. Drama enables the learners to explore and to creative problem-solving techniques which provide social activity when students work together. According to Kempe (2002) supported the use of drama in developing oral communication among the learners. Moreover, Koppet (2001) supported the use of drama in developing oral communications among the learner. Koppet (2001) affirmed that drama stimulates natural spontaneous spoken English which is both grammatically correct and appropriate, as defined by place and mood. An earlier study by Carter (2002) stated that drama is an effective tool for pronunciation and teaching because various components of communicative competence such as, stress, and intonation can be practiced in an integrated manner. The issue of choice of instructional methods to use in teaching the English language was addressed by the Binns Education Commission of 1952. In addition, a study by (Nunan, 1991) emphasized on the significance of instructional methods in learning the English language. The commission advocated on the use of student-centered approach as opposed to the teacher dominated approach.

Dramatization propels a scenario where students participate actively in role-play and the activities are student-centered. Researchers such as Maley and Duff 2005, Kempe (2002), and Koppet (2001) support the role of drama based activities in boosting fluency in speaking the English Language. Additionally, Athlemoolam (2004) affirmed that learners use language in conversation when role-play or simulation is used in learning. For example the teacher can boost acquisition of oral skills by using role play. Moreover, Desialova, (2009) explained that fluency in oral communication when using dramatization as a teaching strategy improves learner achievement.

An earlier study by Holden (1983), on drama used to teach structure and vocabulary, reinforced revision of language concepts, therefore, increasing learner achievement.

Dramatization makes the learner active and an equal partner in his own learning. The learners are encouraged to express themselves and ask questions. According to Byram and Fleming (1998) study supported the use of dramatic activities such as games and recitation to improve the linguistic aspects of the learner. The study reveals that students improve speaking, listening, reading, thinking, and memorizing skills. Researchers such as Carrol (2006), Fleming (2006), and Richards (1985) support these views and argued that dramatic activities provide an opportunity for students to practice vocabulary, pronunciation, stress, and intonation. Researchers such Blatner (2002) and Holden (1981) stress that beyond the English Language, drama provides tools for language learning and also prepares learners for acting and performing skits. Scholars such as Ulas (2008), Freeman & Copper (1998) argued that when students participate in role-play they develop self-confidence and enhance empathy.

An earlier study by Santa (1986), on role-play stated that the students become open-minded and creative in the learning process which stimulates the learners understanding of concepts being taught. Scholars such as Munther (2013), Carter (2002), Chaplin (2001), Burns and Gentry (1998) support the use of dramatization in the learning process and argue that learners become dynamic and active making them independent learners. Researchers such as Awad (2013), Carrol, (2006) O'Neill and Lambert (1982), Fernandez and Coll (1986) support the use of dramatic activities in its role of making learning an interactive process by promoting both fun and being academically rewarding.

The Kenya Institute of Curriculum Development has consistently challenged the methodology of the English Language teaching in Kenyan Secondary schools. Additionally, Gathumbi (2006) was very critical on teachers using outmoded teaching strategies. She recommended research on methods that can be productive, captivating, and learner-centred. The Kenya National Examination Council's report on the performance of the English language (KNEC 2007-2013; KICD 2007-2013) advised teachers to use methods that are based on learner activities and participations. Kenya Institute of Education acquired a new name in 2012. Therefore, it is currently referred to as, The Kenya Institute of Curriculum Development. In an earlier study by Ndiritu (1992) showed that student-centred teaching inculcated independent thinking and creativity in the Kenyan juveniles. Additonally, Nunan (1990) suggested that teachers should design tasks which are enthusiastic and promote communicative activities in the classroom . A further study by Prasad (2011) on dramatic genres suggested that dialogue and role-play are effective methods to boost learner participation and content retention. These views were supported by Maley and Duff (1978) whose study looked at the role of drama in promoting linguistic competence. Further study by Awad (2013) stated that when using role-play in learning the English Language, the learners can be trained on using scripted manuscript or wholly improvised performance. However, if learners are given a choice of what to say, and if there is a clear aim to be achieved by what they say in their role-play, they may participate more willingly and acquire relevant content during the learning process.

A team of researchers from department of language at Kenyatta University conducted research on English Literacy Norms project (2004). The team decried a general deterioration in the quality of spoken English, effects of 'sheng', and poor communication skills depicted in discourse. It was evident from the report that learner

performed poorly in their final English language (K.C.S.E) because they could not communicate fluently in spoken English. It recommended promotion of learning activities which inspired students to use role-play and skits during their leisure time.

According to research conducted by Kenyatta University researchers under English Literacy Norms (ELN 2004), it was reviewed that there was a need to study the instructional methods used in the learning of English Language. Students who were interviewed lacked linguistic competence, fluency in speaking, and expressed dissatisfaction with the methods used when they learned the English Language in their secondary schools. Another team of researchers from Kenyatta University, in 2004, recommended that teachers should carefully select instructional methods which should boost learner achievement, for example role play, mime and simulation. (Mundi, Kiio, Kithingi, Twoli & Maundi, 2004; KICD, 2000).

English language is the most widely used language in our educational institutions today. It is the language of instruction in all Kenya primary, secondary, tertiary colleges, and universities. Therefore, there is a very urgent need to raise the standard of English language both in academic institutions and in the social world (MOE, 2013). Currently, scholars have suggested countless methods and techniques to teach the English language as a foreign language. According to various researchers, drama is the most effective teaching technique which leads to greater learner achievement.

Athlemoolam (2004) explains that the success of teaching the English Language as a foreign subject depends on the methodological approach which the teacher adopts in the execution of his lesson. The problem has been most teachers focus on the lecture or grammar approach method as they believe it is the best way to teach. Against these ideas, Athlemoolam explains this approach is flawed as the students does

not have the opportunity to learn the language in authentic situations because their interaction with the foreign language is limited. The current study compares a conventional English class with a class which uses dramatic genres and affirms that the conventional class hardly gives the students an opportunity to use language with confidence and develop fluency in it. This study has established teaching the English language through dramatic genres gives learners a context for listening, speaking, writing, and reading, leading to meaningful language production. Moreover, students are able to use their own language resources. Therefore, the current study is established and confirmed.

This study reveals that dramatic genres provide inclusivity in the classroom. According to Desialova (2009) supported the idea of inclusivity and affirmed that drama assists learners from both good and poor academic backgrounds to improve and develop vocabulary. While practicing role-play the learner use sight, ears, taste, feeling, and physical body gestures. Therefore, the language will "enter" through the most appropriate channel for each learner. Hence, this study is proved and confirmed.

1.2 Statement of the problem

In Kenya, the Kenya National Examination's Council stipulates that secondary school students have poor language proficiency of the English language (KNEC Examination Report, 2014). Therefore, the teaching and learning of the English Language should be made easier, captivating, and entertaining to the learner. This study has observed that the methods used in teaching the English language in Meru North and Meru South have bearing on students overall performance in national examinations (Field Observation). According to this study, the English language teachers have to be advised on choice, appropriateness, and relevance of instructional strategy to use when teaching the different components of the English language syllabus.

The Kenya Certificate of Secondary Education syllabus puts emphasis on the importance of the English language as both a compulsory and examinable subject (KIE, 2012). English Language is the language of instruction and assessment in all subjects except Kiswahili, unfortunately, students' performance of the subject is poor. The Ministry of Education Science & Technology, the Kenya Institution of Curriculum Development, and other stake holders are working hard to provide practical ways to improve performance in speaking, reading, writing, and listening skills. However, stakeholders such as the Ministry of Higher Education Science and Technology, The Kenya Institute of Curriculum Development, and the Kenya National Examination Council have not elaborately and comprehensively looked at dramatization as a teaching strategy that can be utilized to boost learner achievement. Therefore, this study provides information on the effect of dramatization on learner achievement in English language in public secondary schools of Meru North and Meru South. Moreover, this study has established and confirmed the urgency and necessity of its adoption and implementation.

1.3 Purpose of the study

The study sought to find out the effects of dramatization on learner achievement in the learning of English Language in Kenyan secondary schools. Also, the research aimed to determine whether English Language teachers used role-play in the learning process. Another objective of the study was to determine if dramatization can be integrated into the learning process. Additionally, the study discusses the role of dramatization in the communicative approach to learning the English Language. Also, the study explores the learner and teacher opinions on various instructional methods and their effect on learner achievement in the English Language.

1.4 Objectives of the study

The study sought to achieve the following objectives:

(i)   To establish the extent to which role-play influences learner achievement in English Language in Meru North and Imenti South secondary schools.

(ii)   To determine how simulation can be integrated into the process of learning the English Language in secondary schools in Meru North and Meru South Districts.

(iii)   Examine the utility of dramatization in the communicative approach of learning the English Language in secondary schools in Meru North and Meru South Districts.

(iv)   To examine the attitude of learners and teachers towards language games as an activity of enhancing the learning of the English Language in secondary schools in Meru North and Imenti South Districts.

(v)   To establish learners achievement of the English language when dramatization is used in teaching and learning of the English language in secondary schools in Meru North and Imenti South Districts.

1.5 Research questions

The study seeks to answer the following research questions:

(i)   To what extent do teachers of the English language use role-play in teaching and learning of the English Language in Meru North and Meru South Districts Secondary Schools?

(ii)   To what extent can simulation method be integrated in the process of learning the English Language in Meru North and Meru South Districts Secondary Schools?

(iii) To what extent is dramatization utilised in the communicative approach of teaching and learning the English Language in secondary schools in Meru County?

(iv) To what extent does the attitude held by students and teachers influence readiness to adopt the use of language games in teaching and learning of the English Language in Secondary Schools?

(v) To what extent does performance of the English language improve after dramatization has been used in teaching and learning of the English Language in Secondary Schools?

1.6 Hypothesis of the study

The study used a non-directional hypothesis or research hypothesis which is suitable when dealing with quasi-experimental studies. The hypothesis states that a relationship or difference exists but without specifying the direction or nature of the exposed finding (Avy, Jacobs, Rzarieh & Sorensen, 2006). The study was guided by the following four research hypotheses which were based on the study objectives. The research hypothesis is represented in the following statistical symbols:

$HoM1 \neq m2$

Hypothesis Ho$_1$ (a) There is a relationship between learner achievement and teachers' usage of role play in the teaching and learning of the English language.

Hypothesis Ho$_2$ (b) There's is a relationship between integration of dramatization and the learning and teaching of the English language.

Hypothesis Ho$_3$ (c) There is a relationship between the utility of dramatization in communicative approach and the teaching and learning of the English language.

Hypothesis HO$_4$ (d) There is a relationship between the attitude of students and teachers towards language games as an activity of enhancing the teaching and learning of the English language.

Hypothesis H0$_5$ (e) There is a relationship between students' performance of the English Language and utility of dramatization in teaching and learning of the English language.

1.7 Significance of the study

English language is the most widely used language in our schools today. However, the performance of the English language has deteriorated. Therefore, the study may be significant to students who can learn oral skills through language, games, and acquire speaking skills. The study explores the use of role-play in teaching, speaking, listening, reading, and writing of the English language. Therefore, the students will acquire relevant content and improve their performance of the English language.

It is anticipated that the study could raise the standard of English which is very urgent because the learning and teaching process depends very much on this language. At the level of policy formulation and implementation, it is hoped that the findings of this study will provide concrete evidence to guide policy makers and teachers in their efforts to improve learner performance in the English language. This study may also contribute to the enrichment of the existing knowledge in the area of instructional methods used in teaching and learning of the English Language. This study voices issues of concern to the Kenya Institute of Curriculum Development especially when dealing with the secondary English language syllabus. Hence, this study may contribute to the theory and practice of curriculum development in Kenya as it can add new insight in teaching and learning of the English Language in Kenyan

secondary schools. The Ministry of Education may find the study findings useful in providing insight, comparison, and reference in the methodology utilized in teaching and learning of the English Language.

Furthermore, the findings of this study provide in-depth and useful information on the effect of dramatization on learner achievement in secondary schools in Meru North and Meru South Districts. It is anticipated that the findings of this research will benefit the District Education Board when making decisions on how to improve the performance of the English Language in their respective districts. In addition, much research has not been done in the area of dramatization. The study recommends on further research which is extremely useful to future researchers**.**

1.8 Limitations of the study

The researcher encountered a number of constraints which did not have any significant effect on the outcome of the study. Some schools were located in remote rocky areas which were not accessible. Additionally, the weather was hostile since the research was done during the rainy season and some earth roads were inaccessible.

Another limitation was the nature of the area of study and the accuracy of information acquired. The study deals with the utility of dramatization in teaching and learning of the English Language. Therefore, the schools were required to give information on learner achievement and their performance in Kenya Certificate of Secondary Education.Indeed, the mitigating measures taken ensured that the limitations did not adversely affect the results of this study.

1.9 Delimitations of the study

The study was confined to Meru North and Meru South Secondary Schools with the inclusion of both urban and marginalized rural areas. The study focused on effect of dramatization on learner achievement in Meru North and Meru South public secondary schools offering English language up to the commencement of the Kenya Certificate of Secondary Education examinations (full stream schools form one–four). The study involved 66 head teachers, 126 teachers, 314 students, and 15 Edun officers. Hence, the findings from this study can be generalized to the rest of the country but with caution.

1.10 Assumptions of the study

This study is based on the following assumption:

Components of dramatization such as role-play, simulation, language games, miming, and dramatized poetry can influence learner achievement. However, the extent of this influence has not been ascertained by previous studies and it is this aspect that the study sought to establish.

It was also assumed that dramatization has not been effectively utilized in teaching and learning of the English Language in the Secondary Schools under study. As a result, it was likely to be received with mixed feelings by teachers and students in different secondary schools. Therefore, this factor would have an implication for the utility of dramatization in teaching and learning of the English Language.

In addition, it was assumed that the selected respondents would cooperate and provide the required information honestly and objectively. On the other hand, it is expected that the information obtained from this study will be useful in highlighting the critical

issues that need to be addressed to improve learner achievement in English language in Meru North and Imenti South secondary schools.

1.11 Definition of significant terms

Achievement: It is an important thing that one succeeds in doing. It measures the extent to which a person has acquired certain information or skills, often as a result of specific information.

Analysis of variance (ANOVA): An inferential statistical test used for experimental designs with more than one independent variable or more than two levels of an independent variable.

Coding: A system of words, letters or signs which is used to represent a message and provide interpretation to data. It is also a process of organizing qualitative data that results in data reduction. It helps the researcher see what is in the data.

Cognitive processes: The performance of same composite cognitive activity on operation that affects mental contents and the process of thinking. It involves obtaining information, storing knowledge, and remembering. It provides information which can be put to practice.

Communicative approach: Learning language comes occurs when learners can communicate the actual meaning when they are involved in real communication. Their natural strategies for language acquisition will be used, and this will allow them to learn how to use the language. For example, practicing role-play produces meaningful communication. In learning the English Language, there is meaningful and real communication which put emphasis on the learning of skills. Therefore, the learning process is learner-centered.

Cloze Test: These are tests which provide empirical evidence of how easy a test is to read, understand, and fill blank spaces with correct words for a specified target group. They measure reading comprehension skills.

Correlation coefficient: A statistic that shows the degree of relationship between two variables, its value ranges between -1.00 and +1.00.

Correlation: A technique for determining the co-variation between sets of scores and paired scores. It may vary directly (increase or decrease together) or vary inversely (as one increases, the other decreases).

Dependent variable: A variable that is consequence of another. It is also called the outcome or effect variable.

Dramatization: It is the method that can turn a book or event into a play or film while making it more exciting. It can be used as an expression to refer to a play or a film which can be acted. It creates excitement.

Effect size: It is the mean of the experimental group minus the mean of the control group divided by the standard deviation of the control group.

Experimental design: A plan for an experiment that specifies what independent variables will be used, the number of levels of each, how subjects are assigned to groups, and the dependent variables.

F-test: A Statistical procedure used for testing hypotheses about differences between two or more means and for other purposes.

Independent variable: Characteristic believed to influence other variables also called the experimental or treatment variable, manipulated variable, cause or treatment.

Inferential statistics: Data analysis techniques for determining how likely it is that results attained from a sample or samples are the same results that would have been obtained for the entire population.

Instructional methods: Using specific well planned resources in learning a topic. These are strategies intended to be used for teaching people about specific aspects of a certain topic.

Integrate: Syllabus refers to the KCSE syllabus in which the English Language and Literature are combined to form one subject under the English Language. It also refers to combination of two or more things to become more effective.

Language: It is a system of communication consisting of sounds, words, and grammar. It entails the English examination which tests the aspects of language that is composition, grammar, comprehension, and summary.

Language games: It is also called secret language which manipulates spoken words to communicate certain message.

Mime: It is a communication protocol expressing an idea or mood by gestures and body movement without the use of words.

Pedagogical: This reflects on the study of the methods and activities of teaching. It is an aspect dealing with the teaching methods.

Performance: It refers to the students' performance after sitting for their KCSE examinations which is graded from the highest (A) to the lowest (E) a 12 grade scale, whose part signify "very good" "good" "average" "poor" and "very poor".

Psycholinguistic: Study of mental faculties involved in the perception, production, and acquisition of Language.

Qualitative research: The collection analysis and interpretation of comprehensive narrative and visual data to gain insight into a particular phenomenon of interest. It is sometimes called naturalistic research or field oriented research.

Quantitative research: The collection of numerical data to explain, predict or control the phenomena of interest.

Reliability: The degree to which a test (a qualitative research data) consistently measures whatever it measures.

Role-play: It is a learning structure that engages students and allows them to act incidents and in return increase creativity and acquisition of relevant skills.

Scatter plot: A figure using plotted points to represent the intersection of individuals. Paired X and Y scores used to show the relationship between X and Y variables.

Spearman rho: An index of correlation for use with ordinal data.

Simulation It is the imitation of a situation or event of a real world to represent key characteristics or behavior.

Synergy: Synergy is the interaction, cooperation, and collaboration of people working together.

Triangulation: The use of multiple methods, data collection strategies, and data sources to get a more complete picture of what is being studied and to cross-check information.

T-test: A statistical procedure for testing hypotheses dealing with the difference between two means. A t-test is an analysis of two population mean through the use of statistical examination testing the differences between the sample when the variances of the two variances of the normal distribution are not known.

Validity: The degree to which a test measures what it is intended to measure. A test is valid for a particular purpose for a particular group.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter focuses on discussing various aspects that are significant in using dramatic genres in learning of the English Language in secondary schools in Meru-county. Therefore, the following categories are dealt with: drama and communicative approach, students and teachers attitude towards drama, significance of dramatization in learning of the English language, drama and learning of the English language, drama and listening skills, dramatized poetry used in learning of the English language, integration of dramatization in learning of the English language, dramatization and secondary curriculum, drama and speaking activities, dramatization and the

performance of the English language. Finally, a summary of research gap has also been indicated in this chapter.

2.2 Dramatization and the communicative approach

The communicative approach theories of language teaching put emphasis on communicative competence which   rovide the learner with the opportunity to learn the English language skills. Additionally, Desialova (2009) explained that communicative competence is the goal of language learning it empowers the learner with oral skills. Further study by   Barbu & Lucia (2007) asserted that communicative skills can be achieved by giving attention to language use, theory accuracy, language authenticity, and fluency application in the classroom. The study done by Fleming (2006) on use of drama in communicative approach suggests that the learner is an active participant in the process of language learning in the class room. The study by

Fleming (2006) concurs with the above views because communicative approach promotes self-learning, group interaction, and peer teaching . Communicative approach takes into account psycholinguistic and cognitive processes involved in language learning. Moreover, Cawthon &Dawson (2009) suggested that using drama to teach English speaking skills results in real communication. When the English language teacher fails to utilize dramatization in communicative approach learner achievement is lowered. In addition, Peregoy & Boyle, (2008) asserted that dramatic activities enable the learner to gain the confidence of using the language inside and outside the class room environment. According to Munther (2013), stated that teaching the English language through drama provides the learners with an opportunity to use the language in class. Additionally, learners get a context for listening, and meaningful language production is acquired. Moreover, Peregoy and Boyle (2008) observed that learners' use own language resources when acting role play, thus enhancing their linguistic ability. Moreover , Ulas (2008) asserted that drama improves oral communication as a form of communication methodology; infact, Blatner (2002) explained that role play provides the opportunity for the student to use language meaningfully and appropriately.

A study by Das (1984) on communicative approach refers to the "What" and "How" of language teaching and learning. The "What" refers to the contents to be taught to the learners. The study of Das established that language can be used for communication of meanings. Additionlly, Stephenie (2011) explained that structures, forms, and vocabulary are enhanced when role play is used in learning the English Language. An earlier study by Rooney (2004) indicated that the communicative method of language learning puts emphasizes on the grammatical and lexical aspects of language learning. In communication approach, the "what" communication

competence puts emphasis on learner's ability to use the language appropriately. Communicative activities refer to the techniques which employ communication method in language teaching. Examples of these activities are games, exercises, and role play. According to Astrid (2005) asserted that dramatization activities involve listening, speaking, reading, and writing skills, which empower the learner in acquiring knowledge of the language.

 Drama used in classroom teaching is considered as a communicative activity since it fosters communication between learners and provides opportunities to use the target language (Astride 2005; Brown, 1988). Communication activities are purposeful, and provide interactive opportunities where the learner actively communicates and concentrates on how to go about a task (Rooney, 2004; Berry, 2000).

A study conducted by Rivers and Temperley (1978) reveals that new skills are acquired in language learning when dramatic genres are used in learning the English language. The researcher has paraphrased the study in a diagram to explore the process involved in communicative approach using dramatic activities. The learners use their cognitive ability to grasp knowledge about a play (Bailey, 1991). Therefore, the contents of the role-play are internalized. Drama provides an opportunity for the learners to communicate language meaningfully (Jones, 1990).

Drama improves oral communication and the learner is able to use language meaningfully and appropriately. Additionally, Almond (2005) asserted that drama enhances the acquisition and usage of skills by the learner depending on the method used by the teacher during language learning.

The study by Almond (2005) revealed that when dramatic genres such as role-play are used by teachers' in teaching the English language; the learner acquire

phonological skills, grammatical competence, and mastery of linguistic forms. Moreover Prasad (2011) explained that the learner can use cognitive ability to attain a high degree of linguistic competence and communication skills are improved for better learner achievement. When the learner uses role-play, they acquire the skill of manipulating the linguistic system .In addition, Zyoud (2010) observed that the learner is able to use oral speech to communicate the intended message which improves learner achievement. The learner acquires skills which they apply in articulating sounds correctly. The learner is well equipped with oral skills to use language in concrete situations. The learner can use feedback to bridge success, for example, when acting a simple play for sustained learning improvement. Moreover, Awad (2013) asserted that learners acquire phonological and grammatical knowledge which can be applied in reading and comprehension work which enhances learner achievement. Additionally,Grady (2000) put emphasis on production of communicative language which learners acquire when role play is used . The scheme is represented in figure 2.1. show the process involved in communicative approach using dramatic activities in teaching and learning of the English Language.

Figure 2.1: The communicative approach using dramatic genres

Process involved in communicative approach using dramatic activities

COGNITION   PERCEPTION

  (Knowledge)   (role play)

ABSTRACTION

(Internalizing, role play,language games

   and simulations).

ARTICULATION

  (Practice of mime and speech)

PRODUCTION

(Communicative approach)   CONSTRUCTION

                               (simulation)

RECEPTION

(Integration of skills reading

  and writing)

INTERACTION

Role-play

(using

Communicative approach)

EXPRESSION

(Conveying Meaning)
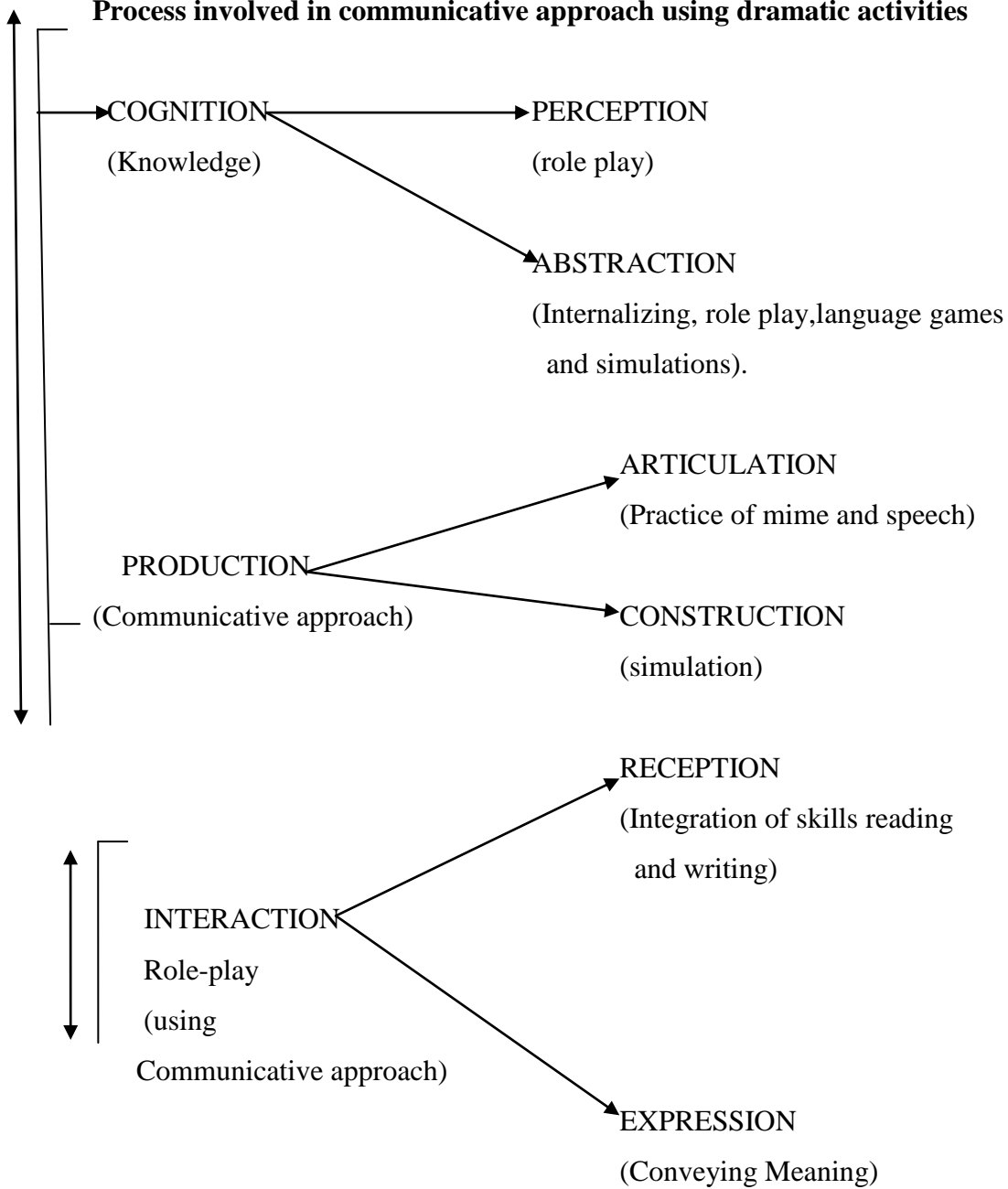
Source: Adapted from Rivers and Temperley (1978). A Practical Guide to the Teaching of English as a Second or Foreign Language, New York.

2.3 Role play and learning of the English Language

This study has established that role-play can be used in the teaching and learning of the English Language. In a classroom set-up, the participants are assigned roles which they act is a given scenario. On the same vein Blatner (2002) on role-play and McGuire (2003) research on significance of role-play concurs with this viewpoint and affirms that role-play enables the learner to learn pronunciation, stress, and intonation.

According to this study, when organizing the practise of role-play, the teacher must provide the context and give roles to students to perform in class. The performance can be developed using several group and roles are allocated to learners. When one group is performing, the rest of the learners are listening, watching, observing, and participating using non-verbal communication. The teacher can organize discussion groups and give guided written and oral exercises on the activity. An earlier study by Wilkins (1976) on guided exercises using role-play, and Barbu (2007) study reflecting on the use of drama in learning of the English Language supports these views and emphasizes that role-play is an effective technique to animate the teaching and learning atmosphere. Additionally, role play arouses the interests of the learners and makes the language acquisition effective.

Role-play is an effective method in the integration of the English language. In support of the views of Ulas (2008) established that role-play promotes acquisition of meaningful words and phrases enabling learner to acquire vocabulary and varied sentence structures which are vital aspects of imaginative writing ;for improved learning achievement. In support of Ulas (2008) position, an earlier study by Otieno (2003) indicated that during the actual acting of role-play, the learners' assimilates a whole range of pronunciation and prosodic features in an interactive process hence

promoting learning achievement. A study by Holden (1981) highlights on dramatic genres, and in Ulas (2008) study on using role-play in teaching the English Language, asserted that learners improve in oral skills. In addition role-play can be used in the class where the learner gets opportunity to learn new vocabulary, build confidence and communicate freely for higher learning achievement.

Dramatic genres could be used to implement the English language syllabus which comprises comprehension, grammar, imaginative writing , play, poetry, and oral Literature. Carter (2001) ,stated that if dramatic genres are appropriately interwoven during teaching –learning process, higher learner achievement is likely to be realised. For example, role-play can be used to teach the novel;when the English language teacher writes a summary of the twelve chapters of a novel and then identifies the major characters. Afterwards, the teacher organizes small groups to act each chapter in class. Through this, the learner acquire listening skills, they develop decision making skills, their speaking skills are polished, (Comajoan 2013; The study conducted by Johnstone (1985) on use of dramatic genres, and Livingstone (1983) research on dramatization supports the utility of role-play in learning of the English Language. In addition the study by Dawson (2006) explained that role-play, self-esteem and confidence are built in learners especially when they are using the target Language.

The findings of the study by Kempe(2000) established that role-play is effective in the communicative approach of learning and teaching of the English language. Through role-play there is presentation and introduction of a topic within the English language syllabus. For example, the teacher can introduce speech work through a short dialogue which involves various characters. The learners are then allowed to

practise the dialogue; therefore this enhance learner achievement . Moreover, Kempe (2000) explained that the marking exercise is done through communicative style while Carter (2001) encourages an open, explanatory, creative, and imaginative way of learning ,which enhance learner achievement. Again a study by Desialova (2009) on role-play explained that there is a positive effect on class dynamics in facilitating learning and interaction for higher learner achievement. According to the findings of Barbu and Lucia (2007)) role-play has clear advantages for language learning. Role-play encourages learners to speak, therefore, giving them the chance to communicate using non-verbal communication such as body movement and facial expressions. Additionally, Desialova (2009) concurred with these views and elaborated that role-play provoke real communication involving ideas, and provide learner with adequate exposure to utilize spoken language during a discourse;boosting learner achievement.

According to Royka (2002) learners enjoyed real communication when using role-play. The learners involved in the study changed their attitude towards dramatic genres. They argued that role-play integrates language skills in a natural way, therefore, promoting careful listening. Moreover, Royka, (2002) stated that role-play was effective in enhancing verbal expression required in reading and writing skills. The study on the utility of role-play by Maley and Duff (2005) support these viewpoints and affirm that learners are motivated, while whole person learning and multi-sensory inputs are promoted. Therefore, learners are able to capitalize on their strength, and it offers unequalled opportunities for catering to learner differences. These views were supported by Aldavero (2008) who asserts that role-play provides the opportunity for student to use language meaningfully and appropriately.

2.4 Simulation utilized in learning and teaching of the English Language

According to Jones (1982) simulation is a reality of function in a simulated and structured environment. The study by Jones (1982) stated that simulation is gaining increasing popularity because it is suitable in language practice. Simulation has three characteristic in the learning of the English Language; namely a reality of function, this means that learners' practising simulation must step inside the role learners' have accepted and act accordingly. An example is a simulated exercise where one student assumes the role of a doctor while the other takes the role of a patient suffering from malaria. One student steps inside the character of a doctor. Another student becomes the patient. In addition, verbal interactions between the participants revolve around an imaginary hospital environment. Additionally, Barbu and Lucia (2007) supported the use of simulation as a tool for communication. Indeed, the learners acquire linguistic competence in oral communication.

The second characteristic is a simulated environment where the learner participants have no contact with the real world. A study by Judith (2002) asserted that simulation uses functional language where participants play a role of interaction which demand appropriate language behaviour, for example, social skills and social remarks suited to that situation. Additionally, Heathfield (2005) explained that if a participant is given the role of the chairman of a board of directors, the language used should be formal, authoritative, clear, and diplomatic.

Simulation provides a structured environment where the participants have all their facts and information which they can use to acquire knowledge and learn language skills such as reading, writing, listening and speaking. The study by Heathfield (2005) on the use of simulation puts emphasis and reiterates, that simulation ensures

communication is meaningful and uses integrative language in the process of learning the English Language. Moreover, Rooney (2004) stated that simulation motivates learner and provide them with a chance to be involved in language learning. Simulation require learner to work in their small groups and make collective decision; however when teachers fail to use simulation learner achievement is hampered.

It is notable that simulation allows all the students to participate in the learning process. Moreover, a study by Ingram and Reidel (2003) indicated that even when mistakes are made, the teacher does not interfere but allows the learner to correct errors and finally arrive at collective agreement. The study by Ulas (2008) on simulation affirms that simulation motivates learners and creates a positive attitude towards learning. A further study by Dawson (2006) asserted that simulation becomes an experiential language but not a programmed language where learners are motivated to complete the simulation. An earlier study by Blatner (2002) pointed out that simulation gives an opportunity for meaningful practise of the language learned. Simulation uses language which involves interaction, either verbal or non-verbal in spoken and written form

Simulation encourages creativity among learners. The learners use their ingenuity to interact with the others especially when the teacher uses simulation for assessment purposes.Additionally, Baldwin (2004) observed that teachers' give an oral test in form of an activity to a small group of learners and observes the their scores based on a marking scheme.

2.5 Mime and the learning of the English Language

According to Dougill (1987) study on mime, it is non-verbal representation of an idea or story through gestures, body movement, and expression.Emphatically, mime is significant in teaching the paralinguistic features of communication. Mime builds learners confidence and develops their power of imagination and observation (Almond, 2005; Rost 1985; Whitear, 1998).

 Moreover, Almond (2005) explained that mime helps learners to become comfortable with the idea of performing in front of peers without concern for language. Although no language is used during a mime, it can be a spur for language learning. Additionally , mime can be used in language learning and Dawson (2006) supported the use of mime for language practice.Moreover, Dawson (2006) explained that mime is one of the most potent and motivating strategy which encourages learner participation in class. Although no language is used during a mime, the miming itself can be a catalyst to generate and elicit language before, during, and after the activity. Additionally, Gathumbi (2003) supported the use of mime to fix language in the minds of the learners', for example; the learner' can learn vocabulary items which can be revised and reinforced.

Mime can be utilized in real language sessions to assist learners improve on oral skills, listening, reading, and writing. For example, learners working in small groups were given topics to work on. According to Fleming (2006) these topics taught using mime formed a basis of a three minute activity. Examples of some of the topics given were; lost son, an incident at a shopping centre, terrorist arrested in a mall, an argument at the market and friends birthday party. Learnerss' were given five minutes to prepare and present the mime to the class. Learners' performed their mime in turns

as other students' listened, and took notes on major points from the performance. The teacher prepared an impromptu test and gave it to the class to test their acquisition of learnt concepts. Further more, Carter (2002) supported the use of mime in providing evaluative exercises and boosting learner achievement in learning the English language. Additionally, the study conducted by Barbu and Lucia (2007) advocated the use of mime in the classroom to enhance acquisition of content in parts of speech, for example, nouns, pronouns, verbs, and adjective, hence learner achievement is improved.

2.6 Teachers' and students' attitude towards drama

Teachers' and students' expressed their opinions regarding dramatic genres used in the learning of the English Language. Teachers agreed that drama fosters social, intellectual, and linguistic development in learners. The study on the use of dramatic activities conducted by (Maley & Duff 2005) concluded that learners and teachers regard drama as entertaining and exciting. It encourages learners' sensitivity and imagination, therefore, making learning more realistic and meaningful. Maley & Duff (2005) affirmed that learners' enjoy using dramatic activities; also, teachers' applaud the role of drama in providing motivation, as an incentive to work hard among learners. Drama enables learners' to create vivid mental pictures and break the monotony of narration (Dougill, 1987). Drama empowers the social, phonological, and linguistic growth of the learners. An early study by Early and Tarlington (1982), supported the views of (Dougill, 1987) that drama centres on language development, personal awareness, group co-operation, sensory awareness, and imaginative growth; therefore improving learner achievement. Dramatic activities are purposeful and learners see the need to communicate, belong to a group, and to complete a task. The learners' develop a sense of self-worth as they work together (Munther 2013).

According to Almond (2005) dramatic activities foster a sense of responsibility and co-operation among the learners. Role-play and language games take the form of group work and learners are engaged in the learning process. The learner learn to associate with others in a group. Moreover, Kempe and Holroyd (2004) reiterated that learners who are lonely and rejected identify with a certain group and acquire language concepts when language games are used in the learning process.

Drama plays the role of therapeutic effect. To some extent dramatic activities can help solve emotional and behavioural problems. For example, a troublesome student who makes noise in the class room can expend their energy when acting a skit. Dramatic activities encourage shy and timid students to participate in role-play. The study conducted by Fernandez and Coil, (1986) on dramatic activities reveal that drama encourages students to exercise their sensitivity and imagination. Students perceive an experience through the roles they take. In role play, for example, a student is given a chance to understand and relate to the feelings of others. This develops a sense of empathy in the student as he learns to look beyond himself and think creatively. The dramatic activities are motivating because they provide the teacher with opportunity to understand the thoughts and feelings of the students as they express themselves in various situation ,hence promoting learner achievement.

Dramatic genres for example language games are pleasant and provides constant feedback, which enable the teacher to plan better strategies for more effective teaching and learning in class.Additonally, Royka (2002) asserted that drama in second language learning form a psycholinguistic point of view, and stated that drama heightens self-esteem, motivation, spontaneity, increase capacity, and lower sensitivity to rejection. Therefore, the study by Grady (2000) has established that

dramatic genres enhance the learning of the English language and learners' are actively involved in the learning process; however when teachers' overlook the use of dramatic genres learner achievement is lowered.

Dramatic activities promote whole-person learning and multi-sensory inputs are cultivated in the learner. A study by Schmidt (2002) explains that learners can capitalize on their strength and extend their range of learning new concepts by providing unequalled opportunities for catering to individual differences. Dramatic activities such as language games and role-play provide meaningful learning to learners, which is a reward-driven behaviour that is dependent on extrinsic motivation. When exposed to role-play and simulation, the learner acquires an intrinsic drive to participate in the dramatic activities. When behaviour stems from desires within oneself it is self-rewarding ,learner achievement is improved. In such context, externally administered rewards are unnecessary and learners are likely to maintain the behaviour beyond the immediate presence of teachers, parents, and other tutors (Kodotchigara, 2001; Muindi, Kiio, Twoli, Kithinji & Maundu, 2004).

2.7 Significance of dramatization method in learning the English Language

Dramatization makes learning enjoyable, stimulating, and meaningful. Additionally, it promotes oral communication and boosts content retention. Dramatic genres such as role play, simulation, and language games allow the teacher to build on exercises which enable learners to develop vocabulary, grammar, and discourse as well as interactive skills. The study conducted by Kodotchigera (2001) put emphasis on significance of drama in teaching English language, it releases imagination and energy. This is an important aspect of the educational objective (Maley & Duff 2005) which promote learner achievement.

According to Munther (2013), drama encourages students' to exercise their sensitivity and imagination in the learning of the English Language. This makes learning realistic and meaningful to students'. As an education tool, drama fosters the social, intellectual, and linguistic development of the learner contributing largely to learner achievement in using language concepts (Awad 2013).

According to Early and Tarlington (1982) study on benefits of dramatization assert that drama centres' on language development, personal awareness, group co-operation, sensory awareness, and imaginative growth . In addition ,Stephanie (2011) supported the role of drama in language development and emphasized that dramatic activities are interesting and tell a complex story in a few images; these views were supported by Ackroyd (2004);supporting these viewsFernandez & Coll (1986) in an earlier study laid a foundation on the significance of dramatic genres in promoting learner achievement . Learners' perceive an experience through role-play. It develops a sense of empathy where the learner looks beyond himself. The skills learnt build moral and social qualities. Dramatization enables the learner to manipulate phonological and grammatical forms ,hence promoting learner achievement. Therefore, learners are able to transfer their newly acquired mastery of linguistic forms to the comprehension and production of communicative language (Kempe, 2002; Richards, 1985; Bailey& Brown, 1996).

Dramatization has various advantages over other methodologies used in learning of the English language. Additionally, Stephanie (2011) stated that dramatic genres such as role-play, simulation, and mime provide learner centred activities which make learners active and enthusiastic in class participation. Moreover, Zyoud (2010) argued that dramatization as an instructional strategy can adopt mime to enhance mastery of

the English Language concepts such as vocabulary, pronunciation, and grammar. Additionally, Judith (2002) stated that dramatization develops creativity and provides the learner with the opportunity to verbally communicate a certain message using the English Language as medium of instruction. A study by Awad (2013) explained that dramatization creates humour; the learner becomes more imaginative and sensitive as he becomes self-confident in the process of learning the English Language as a second language. The study conducted by Fleming (2006) considered dramatization as a learner-centred strategy which involves full participation of all learners and prepares them to face real life situations. Researchers such as Desialova (2009); Athelomoolam (2004); Blatner (2002), and Rooney (2004) asserted that drama can be used to introduce the culture of the new language, for example, through stories and riddles giving learners a context for listening and acquiring meaningful language production.

Dramatization as an instructional method stimulates authentic conversation, improves oral communication, and provides the opportunity for the student to use language meaningfully and appropriately. A further study by Philips (2003) indicated that drama is a resourceful strategy in enhancing understanding of concepts. An earlier study by Blatchford & Roy (1986) stated that when dramatization is used in learning the English Language, learners' are able to internalize learnt concepts and practice the skills learnt. Additionally ,Barbu and Lucia (2007) supported the same views and explained that learning of the English Language becomes realistic and the picture of language in practice is vivid to the learners. An earlier study by Davison & Dawson (1998) argued that drama encourages interaction among learners'. Consequently, Blatner (2002) supported the use of dramatization in enhancing proficiency in English; the learners' acquire structural competences and vocabulary. Researchers,

for example, Munther (2013), Ulas (2008); Philips (2003), and Fleming (1994) support the benefits of drama which include bringing enjoyment to lessons, increasing students' positive learning experience, and improving speaking skills;therefore promoting learner achievement.

2.8 Drama and learning of the English Language

The use of drama in the learning of the English Language promotes communicative activities and contextualizes the language in real or imagined situations. Dramatic activities such as role-play, simulation, and games can be considered as means of reinforcement of language learnt (Astrid, 2005; Grady, 2000; Mordecai, 1985; Fernandez & Coil, 1986). When a learner observes role-play and language games, he can retain and reinforce vocabulary and sentence structure. When learning speech work, drama enables the learner to improve on oral communication. For example, the teacher can act tongue twisters and use ridiculing method to work on problematic sound puzzles (Carroll, 2006; Kempe, 2002). The study by Holden (1983) on using drama in the learning of the English language looked at the problem of mixed abilities in a normal class room set-up. Dramatic activities can be used to encourage learners who are more fluent to engage in oral communication while the weaker learners' listen and emulate their counter parts recitation skills. The slow learners' compensate for their lack of linguistic ability by paralinguistic communication, for example, body language and general acting through miming ,indeed learner achievement is increased. Dramatic activities equip the learner with creative ability to find their own way in the learning of English language skills such as vocabulary, speech work, grammar, and writing (Dawson, 2006; Covell &Howe 2001).

When learners discover how best to learn using dramatic items, learning becomes captivating and breaks the monotony of lecture methods. Learners can make short notes from an acted play. Such a task can promote authentic interaction, provide task continuity, enrich language focus, and equip the learner with communicative problem solving skills. According to Holden (1981), dramatic activities can be very useful in experimenting projects, using language in arrangement of sounds, sentence structures, inventing imaginary texts, and playing language games. When students view any role-play they extract detailed information from the performance. This enables the learner to grasp the gist of an extended text and identify a genre (Barbu, 2007; Philips, 2003).

According to Jones (1982) simulation as the reality of function in a simulated and structured environment. Simulation reflects on real activities and participants act as instructed. Learners' can be instructed to make aural presentation on a familiar topic. This presents a scenario where learners' acquire skills in a variety of tenses, non-verbal behavior, and conversational styles from formal to informal settings (Awad, 2013; Almond, 2005). The study done by Richards (1985) deems role-play and simulation to be significant in authentic conversations. Role-play and simulation activities stimulate learner-to-learner discourse and interactions which aid in the development of conversational competence among second language learners.

The concepts held by Brumfit (1983) regard role-play as a task which provides an opportunity for the learner to use language freely and creatively. In using oral presentation, the learner engages in conversation and discourse strategies of holding the floor and debating on a selected topic (Munther 2013). In role-play, the learner acquires knowledge on problem resolution and presentation of skills. They learn non-

verbal behaviour , utility of conversational and discourse strategies ,leading to learner achievement (Ingram&Reidel, 2003; Stronge, 2002).

Role-play and simulation can be used as classroom activities which provide opportunities for students to practice language aspects of behavioural roles, thereby increasing the motivation to learn. Role-play and simulation prompts mental and body activity. Simulations are created to help students to be mentally and physically active. Students use language meaningfully, therefore, they feel motivated to participate in class and learner achievement is realised (Dass, 1984). The use of role-play and simulation activities is a break from the other strategies used by the teacher and students. It creates an opportunity to act and interact with others in the classroom. In the same vein ,Aldavero (2008) supported the use of role-play in providing meaningful learning and boost oral communication among the learners. In an earlier study,Fleming (2006) established that the episodes created have motivational force and are entertaining to the learner ,providing higher learner achievement.

2.8.1 Drama and the listening skills

Drama enhances the use of short aural texts which empowers learners comprehension skills and enriches their vocabulary. Dramatic activities such as mime develop inference skills and factual discrimination. Telephone conversation activity can be used by the teacher to enhance speaking-listening skills among the learners. The class listens attentively to a simple description of actions and scenes. After that, they identify core vocabulary, inference skills , factual and attitudinal information relating to a topic are extracted ,therefore learner achievement is realised (Brown & Theodore, 2012; Ackroyd, 2004).

Learners' observe their colleagues in role-play. The class listens attentively to the interlocutors. The information derived from the role-play can be used to complete a dialogue or fill in the blank spaces of a given exercise. The teacher can guide the class to extract varied information from a play. Learners' can be guided to differentiate between facts and opinions. The learner grasps knowledge on intonation, the relationship between participants in aural interaction, and details of short conversations on unfamiliar topics discussed ,hence cultivating higher learner achievement (Holden, 1980; Rost, 1994).

Dramatic activities such as role-play and games provide an opportunity for reciprocal listening where the listener interacts with the speaker and negotiates the content of the interaction. The learner must simultaneously identify spoken signals from the midst of surrounding sound. During the listening process, the learner segments the stream of speech into words, grasps the syntax of the utterance, and formulates an appropriate response (Simons & Webster 2002; Ur & Penny, 1981; Venugapal & Shanta, 1986).

Story theatre is a dramatic activity which promotes the listening skill. The learners are exposed to the spoken dialogue within a given text which can be "lifted" into immediate behaviour while the narrative elements are preserved as links. The learners appreciate the use of short stories, poetry, extracts from novels, comprehension skills, discourse, plot, and character analysis in the learning of the English language. Additonally, Wiston (2004) established that dramatic activities such as role-play and simulation empower the learner with listening skills. The learners get an opportunity to use language meaningfully and appropriately, therefore, preparing them for real-life situations. The learners can use the acquired listening skills to develop communication skills through fluency, pronunciation, cooperative learning,

confidence building, and creating inter-cultural awareness ,indeed learner achievement is raised (Covell, Mcneil & Howe 2009; Rooney, 2004).

2.8.2 Drama and speaking activities

Dramatic activities such as role-play, mime, and simulation stimulate interactive language use among learners. Dramatic activities encourage students to speak. It gives them the chance to communicate using non-verbal communication such as body movement and facial expression. Drama makes language learning an active motivating experience. A study by Ulas (2008) affirmed that the learners gain the confidence and self-esteem needed to use the language. Drama is an effective tool for teaching pronunciation which promotes various aspects of communicative competence such as discourse, intonation, pragmatic awareness, and non-verbal communication.

The participants in a dialogue are given a task to perform. They exchange ideas through a guided dialogue (Aldavero, Venesa & Alasnso, 2008). In an earlier study by Das (1984) stated that learners rehearse skills such as mobilizing grammatical knowledge, mastering concepts, pronunciation, when dramatic genres are used in learning the English language. This will promote genuine communicative interaction in class and outside the classroom environment ,leading to higher learner achievement. Role-play creates a scenario where learners engage in oral interactions. Learners can solve problems through social interactions with others. For example, participating in a conversation resulted in pursuit of a common activity among the learners. The study done by Prasad (2011) reflects on the use of tone of voice in the communication theory. Verbal communication is vital when using vocal and visual presentation during class discourse. The study done by Holden (1981) focuses on the

use of gestures, facial expression, movement of hands, and postures by students who are acting a play. When students perform role-play, they vary their tone of voice and pitch to avoid monotony in their speeches. Learners act while speaking through expressions of their eyes, face, and body posture. The learner is equipped with oral skills which can be utilized during class presentations of familiar topics. The speaking skills acquired can be used in a range of conservational styles from formal to informal setting (Dawson 2006; Miller & Saxton, 2004). Drama techniques and activities such as role-play can be used to develop communication skills through fluency, pronunciation, co-operative learning and adaptability ,this strengthens learner achievement. Moreover, Peregoy&Boyle (2008) stated that drama strengthens the bond between thought and expression in language providing practice of supra-segmental and para-language activities. For example, it puts language into context and integrates verbal and non-verbal aspects of communication in a natural way (Howe & Covell 2007; Holden, 1983).

2.8.3 Dramatized poetry used in learning the English Language

According to a study conducted by Eliot (1968) on utility of drama in learning literature, dramatic poetry presents the voice of an imaginary character (or characters) speaking directly to a very attentive audience without any additional narration by the author. Learners learn to use fewer words than the written language as they listen to a dramatized poem. They grasp knowledge on verbal cues and quantifiers such as I think…, that is to say, "The point I want to make" (McGuire 2003). Dramatic monologue refers to a poem written as a speech by a character (other than the author) at some decisive moment. A dramatic monologue can be acted in class during the English lesson. The poem appeals to the audience (learners) emotions and imagination through the creative arrangement of words for their sounds and meanings. Learners

grasp the act of writing from the poem. The rhythm and rhyme of poetry enable the learner to recall words and vocabulary. Learners' learn literary elements including figurative language, imagery, and repetition which heighten feelings and suggest meaning (Fleming, 2006; Baldwin, 2004). An earlier study by Meyer (1990) supported the use of repeated sounds learnt by the learner during the presentation of a poem. Sounds are repeated to denote meaning. For example, if a word or a phrase is repeated throughout a poem, it is an indication that the word or the phrase is important to the meaning or the mood of the poem. The repetition of consonant sounds at the beginning of words illustrates the use of alliteration in the poem. If the poem has repetition of sounds in two or more words that appear close together, these are referred to as rhyming words; moreover, learner achievement in improved (Kennedy & Gioia, 2005).

The learners' can identify two most common figures of speech from a poem that is simile and metaphor. Similes and metaphors compare things that are ordinarily considered unlike each other. A simile makes an explicit comparison between two things by using words such as like, as, than, appears or seems. A metaphor unlike a simile makes a comparison between two unlike things but it does so implicitly without words such as like or as. For example, "Mrs. Kimathi's tea is a punch in the stomach". Metaphor asserts the identity of dissimilar things and these concepts lead to learner achievement (Stephanie, 2011; Baldwin & Fleming, 2004).

2.9 Integration of dramatization in learning the English Language

According to Dougill (1987), mime is a non-verbal representation of an idea or story through gestures, body movements, and expression. Mime helps the students to develop powers of imagination and observation. The finding by Saxton (2004)

revealed that plays are a source of great enjoyment. When teachers use plays in teaching grammar learners derive great enjoyment and become enthusiastic with learning. Simulation activities are areas where the learner discusses a problem (or series of a problem) within a defined setting. Simulation helps learners' communicative participation in the community ,there social learner achievement is increased (Hopkin, 2011; Saxton, 2004).

Integration of dramatization in the learning of English Language is significant. In real life there are four driving forces; usefulness, purpose, wanting, and emotion (Namach, 1990). Learners' enjoy learning English lessons when these expressive powers are mixed with role-play which promotes the acquisition of language skills such as listening, speaking, reading, and writing. Additonally, Cawthon and Dawson (2009) pointed that dramatic methods are valuable. They give some semblance of reality to the language learnt in class and reveal the meaning of sentences to the learner's mind. The teacher can introduce an activity by role-play, for example, pretended haste or excitement, some humour or feigned anger. Also, the teacher can mime hurry to catch the bus.Moreover , Wiston (2004) asserted that the teacher suggests some simple social incident with a touch of humour, it gives the language its full purpose of expression and communication. Adler & Brown (2003) observed that plays can be used for story telling or narration and allude to improved learner achievement. The teacher can discuss the characters, plot, and style, of the play. This provides purposeful oral practice. Learners' can act the skit and later present it to the class thus helping them improve in language learning (Cawthon & Dawson 2009; Maley & Duff, 1982).

2.10 Dramatization and the secondary curriculum

The current study has established that language teaching programs reflect on the culture of the institution (particular ways of thinking, doing things that are valued in the institution) as well as the collective decision and beliefs of individual teachers. The English language is the medium of instruction in Kenyan academic institutions. Therefore, dramatization provides an important strategy for learning the language. For example, the Australian Migrant Education Program aims to implement the following objectives regarding curriculum processes: decentralizing of curriculum and formulation of a need-based curriculum reflecting on language learning (Nunan, 1990). Dramatic genres such as role-play, simulation, recitation, and language games form a range of teaching methodologies which are learner-based and provide autonomous learning in the school design (Berry, 2000). Curriculum widely refers to all aspects of planning, implementing, evaluating, and managing an educational program (Nunan, 1989).

According to Ralph Tyler (1949), goals and objectives should be identified when developing a curriculum. Tyler (1949) argued that the objectives ought to be listed and organized. The learning experiences are considered and an evaluation made to determine if the goals have been achieved. An earlier study by Fernandez & Coll, (1956) stated that learning experience is acquired through the use of role-play where learners' become actively involved in interactive activities. The teachers play their facilitation and participatory roles effectively in the teaching of English language. Additionally, Miller & Saxton, (2004) stated that in language curriculum, the teacher identifies the learners' needs. This provides a rationale for the specification of grammatical items, functions, notions, and topics. The teacher uses a short play to communicate the contents to the students. The final evaluative task would be in form

of oral questions and written exercises to determine whether goals and content have been achieved increasing learner achievement (Brown 2000; Glean & Mackey, 1998; Nunan 1989).

A study by Grady (2000) indicated that in developing a unit of task using a dramatized extract from a novel we might have for example, resources, a number of syllabus checklists which specify topics, grammar, and vocabulary (Mordecai, 1985). A study done by Holden (1981) examined a given text and determined that an activity requiring the learner to extract and transform key information contained in the text, for example, by completing a given dialogue. It determined which parts of the extract the learner needs to engage in to complete the task successfully. The dramatized extract enables the learner to find out the meaning of a range of vocabulary items, comprehensions, and logical relationships, identifying figurative language, and understanding relative clauses (Richards, 1985). The study of Nunan (1989) states that separate exercises are written, and the items are checked off against the syllabus checklist. A classroom teacher using dramatic genres to teach English language would have the following planning frame work

2.10.1 Dramatic Genres and Curriculum Guidelines In The English Language Secondary School Curriculum.

Figure 2.2: Dramatic genres and curriculum guidelines

```
                    ┌─────────────────────────────────────┐
                    │  Curriculum guidelines               │
                    │  syllabus/Checklist                  │
                    │     -  Role play                     │
                    │     -  Simulation                    │
                    │     -  Mime                          │
                    │     -  Language games                │
                    └─────────────────────────────────────┘
                           │                    │
                           ▼                    ▼
        ┌──────────────────────┐      ┌──────────────────────┐
        │  Micro skills        │      │  Integration         │
        │     -  Reading       │      │     -  Novel         │
        │     -  Speaking      │──────│     -  Play          │
        │     -  Listening     │      │     -  Poetry        │
        │     -  Writing       │      │     -  Short stories │
        │                      │      │     -  Oral literature│
        └──────────────────────┘      └──────────────────────┘
                           │
                           ▼
                ┌──────────────────────┐
                │  Creative writing    │
                │     -  Imaginative   │
                │     -  Notes taking  │
                │        and summary   │
                └──────────────────────┘
                           │
                           ▼
                ┌──────────────────────┐
                │  Assessment          │
                │     -  Oral questions│
                │     -  Written       │
                │        questions     │
                │     -  assignments   │
                └──────────────────────┘
```
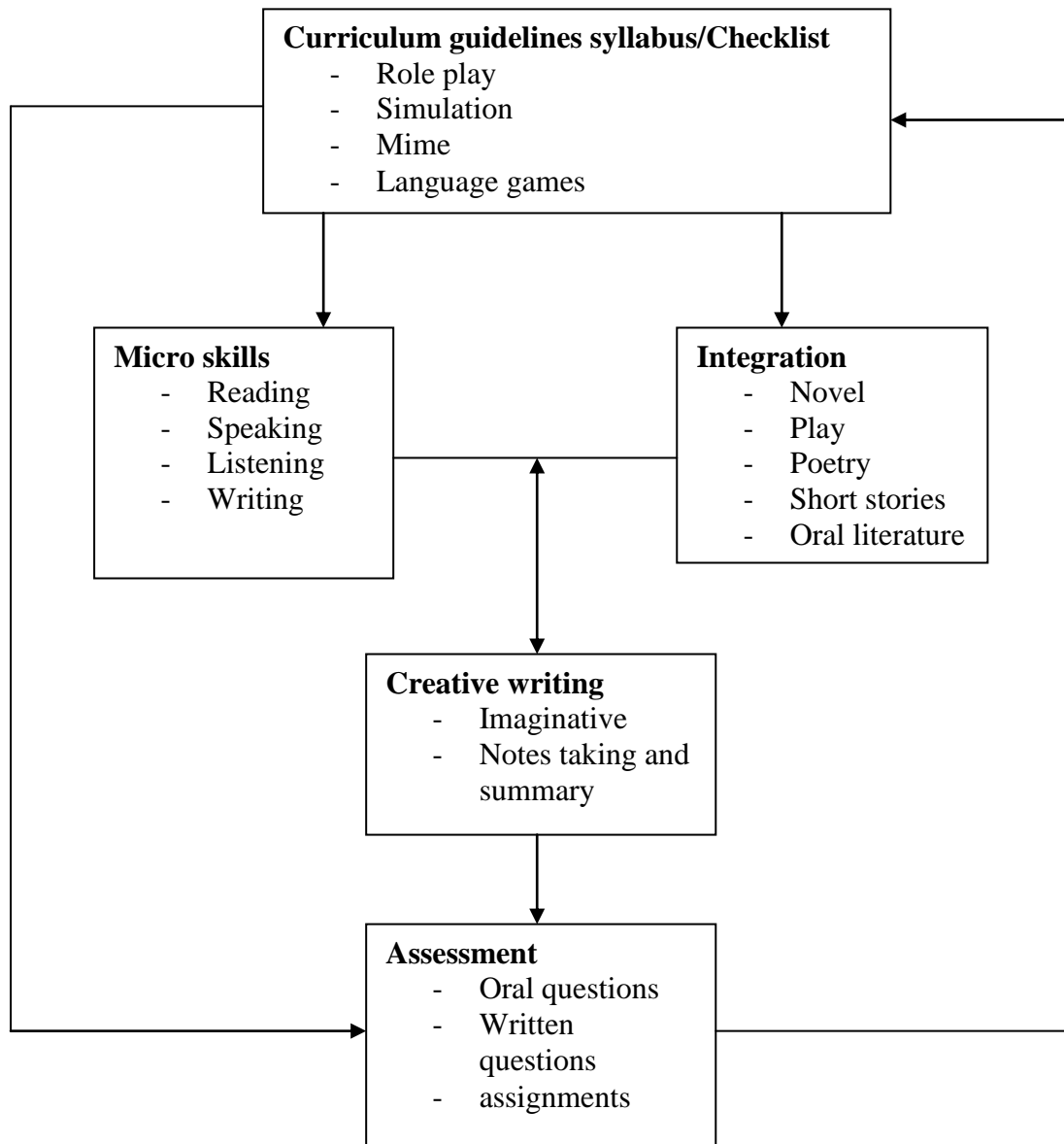
Source: Adapted from Nunan (1989:18).

Figure 2.2 shows the teachers' immediate preoccupation with planning the demands of the curriculum using dramatic genres in teaching and learning of the English language (Nunan, 1989:18).

According to Figure 2.2, the teacher selects the learning activities such as role-play or simulation. These activities are spelt out in the syllabus and can be taught in a given lesson .The current study suggests that when teaching speaking skills the teacher can use role play and engage learners in group work to sharpen oral communication. Evaluation of content is done using assignments and written exercises. The learning experience a learner acquires in a language class such as sentence construction, writing paragraphs, vocabulary development, and interpretative skill learnt using dramatization can be applied to other subjects. Indeed, learner acquisition of knowledge and skills are boosted, therefore, improving their performance (Nunan, 1989).

2.10.2 Dramatization and performance of the English Language

When dramatic genres such as role-play and mime are used in the teaching and learning of English language, students become attentive and participate actively in learning (field observation). The post-test scores in Table 4.17 attest to this observation. According to Maley and Duff (2005), dramatization makes learning captivating and a learner enthusiastically answers oral questions. Fernandez and Coil (1986) state that drama encourages students to do written and oral exercises, thus making learning more realistic and meaningful. The use of drama fosters the development of speech work and linguistic superiority. A study done by Dougill (1987) and Early and Tarlington (1982) on drama emphasized on the fact that drama stimulates language development, personal awareness, group co-operation, sensory awareness, and imaginative growth which leads to learner achievement.

Drama motivates learners to speak English fluently . Dramatic genres such as simulation enable the learner to illustrate a real life situation which provides them

with the incentive to work hard (Wiston 2004). Learners engage in purposeful activities where they communicate and concentrate on how to go about a task as drama provides them with a meaningful context to utilize the English language. Drama fosters a sense of responsibility and co-operation among the students as they work in groups (Early & Tarlingtan, 1983). Dramatic activities such as role-play can be done in groups. Teachers assign students practice questions and the students provide answers related to the topic covered (Comajoan ,2014).

The current study has affirmed that when students realize the need to belong to a group, they are eager to complete a written task which is the case when English language teachers use role-play in teaching speaking skills. Additonally, Awad, (2013) observed that learners develop a sense of self-worth as they work together. A study done by Holden (1983) stated that dramatic activity can be used as a means of reinforcing the language learnt. Dramatic genres help extend, retain and reinforce vocabulary, and sentence structure (Mordecai, 1985; Fernandez & Coil, 1986). Drama improves listening and oral communication skills. As a form of communication, methodology drama provides a scenario where students listen to spoken language and use vocabulary learnt meaningfully (Mcgregor, 2010; Wiston, 2004). The work done by Christopher (1980) demonstrates that dramatic activities are significant in enhancing speaking and reading skills. Dramatic activities make learning enjoyable. When learners practice role-play, they read a short-play loudly in class while the teacher plans a short skit presentation which makes learning stimulating and meaningful (Maley & Duff, 2005). The problem of mixed ability is reduced when dramatic activities are used . Learners' who are more fluent take major roles in a play while the poor learners' compensate for their lack of linguistic ability by paralinguistic communication, for example, they use body language and general

acting (Richards, 1985). Role-play and simulation involve a lot of conversation and discussion. These activities are suitable for low proficiency learners' who are encouraged by their peers to participate in learning. They stimulate authentic learner-to-learner conversational interactions leading higher learner acheivement (Desialova, 2009; Astrid, 2005; Brock, 1986).

Dramatic genres can be utilized in achieving the objectives of the integrated syllabus in the Kenyan context (Field observation). The drama technique can be exploited for interpretation of the literary text, for example, in understanding fictitious characters in a play or a novel (Roy, 1986).The learner is exposed to various characters. They get into the skin of the characters, empathize with them, and think from their point of view. It is suggested that literary texts having an omniscient narrator would be a more suitable for comparison than pieces of essay writings as they improve the learner's understanding and appreciation of literary works ;moreover, learner achievement is increased (Stephanie, 2011; Ackroyd, 2004).

2.10.2 Blooms Taxonomy and the hypotheses of the study

According to the study done by Bloom (1956), questions can be categorized in many ways. Dramatic genres have low-level questions that emphasize on memory and recall of information. For instance, in using role-play the learner is allowed to learn the issues involved in both simple and complex social situations (Blatner, 2002). This view is explained in hypothesis $(Ho_{1)}$ of the study which states that there is a relationship between learner achievement and teachers usage of dramatization in the teaching of the English Language.

In the same vein McCaslin (1990) concurs with these view by contending that the learner acquires knowledge in the learning process. Knowledge is defined as

remembering (recalling) of appropriate previously learned information (Bloom, 1956). Dramatic genres such as language games and role-play draw upon both cognitive and effective domains, thus restoring the importance of thinking as well as recalling of events (Ingram & Reidel 2003; Stronge 2002).

Dramatic genres provide a platform for high level questions which require complex and abstract thinking, for example, questions on novel and play are important components of the English language syllabus. According to Kodotchigara (2001), role-play can prepare the learner for complex ideas in different social and cultural contexts. The purpose of role-play is educative. It equips the learners with skills to handle integration aspects in the English language syllabus. Comprehension activities entail grasping the meaning and utility of instructional methods,learning is greatly improved (Bloom, 1956). Drama integrates language skills in a natural way promoting spontaneous verbal expressions used in reading (Howe & Covell, 2007; Dawson, 2006; Grady 2000). The findings of Dawson (2006) is reflected in hypothesis (Ho_2) which states that there is a relationship between integration of dramatization and the learning and teaching of the English Language.

The applicability of dramatic genres enabled the learner to elicit obligatory verbal and non-verbal responses in the communicative process. This view is elicited in hypothesis (Ho_3) of the study which states that there is a relationship between the role of dramatization and the communicative approach employed during the teaching and learning of the English Language. Bloom (1956) refers to application as the use of previously learned information in new and concrete situations to solve problems that have single or best answers. Drama can represent an idea using a non-verbal style, for example, the use of gestures which is an applicable concept in the classroom set-up,

making learning captivating and leading to higher learner achievement (Fleming 2006; Blatner 2002; Royka 2002).

In an earlier study Dongill (1987,) defined mime as "a non-verbal representation of an idea or story through gestures, body movements and expression. Mime puts emphasis on the paralinguistic features of communication. It builds up the confidence of learners by encouraging them to get ready and to perform role-play in the class-room environment. Mime helps develop the students' power of imagination and observation which make learning enjoyable (Hayes 1984). According to this study, hypothesis (Ho$_{4)}$ looks at the relationship between the attitude of students and teachers towards dramatization and their readiness to adopt drama as an activity of enhancing the teaching and learning of the English Language. Mime is a powerful method that reinforces change of attitude to both teachers and students. Students develop visual association, oral skills, remembrance of language concepts and participate in learning speaking and reading skills (Zyoud 2010; Barbu 2007; Goodwin 2001).

Ideas from role-play can be used in acting a play. Teachers can extract and administer divergent questions, homework, and assignments from a dramatized story (Blatner, 2002). Teaching English through drama provides a context for listening, pronunciation, and meaningful language production while enriching the learners' with English Language concepts (Barbu 2007).

Dramatic genres such as role-play enhance the acquisition of knowledge to develop divergent conclusion by identifying motives and causes, making inferences, and finding evidence to support generalization. According to Makita (1995), role-play can provides activities which are valuable in language learning while encouraging students to participate in analytical discussions at the same time. The findings of

Bloom (1956) define analysis as episodes that break down, correlates, differentiates, discriminates, and distinguishes various aspects in the learning process. Drama has an important impact on language teaching. For instance, it is an effective tool for participation, discourse, intonation, pragmatic awareness, characterization, and style (Desialova, 2009; Aldavero, 2008; Rooney, 2004; Goodwin, 2001).

Synthesis entails an episode where creativity and divergence are applied before acquisition of knowledge and skills to produce new or original knowledge (Bloom, 1956). Dramatic genres play an important role in adapting, anticipating, collaborating, and communicative activities among the learners (Prasad 2011; Maley and Duff, 2005). Drama encourages an open explanatory style of learning where creativity and imagination are given scope to develop. According to Ulas (2008), drama equips learners with successful communication skills as found in hypothesis (Ho$_5$). For example, when the learner is exposed to role-play they can articulate correctly and use effective voice projection in the learning process. It is notable that speaking is linked to success in using language. Drama has positive effects on classroom dynamics and facilitates the formation of a bonded group which promotes socialization and interaction among the learners, therefore learner achievement is enhanced (Comajoan, 2014; Zyoud, 2010; Baldwin & Fleming 2004; Buyan et al 2000).

Dramatic genres provide evaluative dynamics to judge the value of the activity based on personal opinions which may lead to a conclusion on the achievement made. Bloom (1956) defines evaluation as judging the value using appraisals on personal value using appraises and critiques. Dramatic genres enable students to speak. They are given the opportunity to use non-verbal communication such as body movement and facial expression. Drama techniques and activities develop communication skills

through fluency, pronunciation, literature, and creative writing which are tested in KCSE examinations (KNEC 2014).

2.11 Theoretical framework for the study

Lev Vygosky (1934), a Russian Psychologist emphasized the use of drama to motivate pre-school and high school students, to help them retain information, and enhance learning. Vygosky theory of play and its role in the mental development of the student is a significant theory in this study. He puts emphasis on the fact that plays deal with a number of activities that give the students much keener experiences and pleasure. In his study on the role of play in the development of the student, Lev highlights the fact that a child satisfies certain needs and incentives in a play, thus the uniqueness of play in learning is notable.

Play creates an imaginary situation and the student's behavior is observed in that context. When acting a simple play, the student's linguistic ability is enhanced in speaking, reading, and writing. The reading and writing skills can be developed and learning of a given language becomes easy. In addition, an imaginary situation contains rules of behavior. The student is obliged to obey the rules of a situation he is acting. The imaginary situation created enhances intelligence and creativity while helping the learner overcome boredom at the same time.

According to Vygosky, play is significant in creating the structure meaning in which semantic aspect the meaning of the word is learnt by the student. In play, a student deals with items as having meaning. Word meanings replace objects and the student learns new vocabulary. Play is converted into an internal process, internal speech, logical memory, and abstract thought. In play, a student unconsciously and

spontaneously learns to separate the meaning from object. The student speaks in prose and acquires speaking and writing skills.

The play development relationship can be compared with the instruction development. Play can be the source of development in the learning of English Language and enables the students to learn comprehension, grammar, and literature aspects. Play provides the imaginative spheres such as an imaginary situation which will create voluntary intentions and the formation of real-life and volitional motives which make it the highest level of promoting language learning in high school.

According to Vygosky (1978), a student can be motivated to learn the English Language when role-play is effectively used. The teacher stimulates such a desire and the student desire to learn will be carried from the environment of the classroom to the rest of the world. A teacher can best stimulate learning by using dramatization to foster creativity in learners (Daves, 1990 & Holden, 1982). Vygotsky's theory was used in Russian schools, both teachers and students were motivated to use role-play and language games in the learning of the English language (Vygosky, 1978).

Vygosky (1978) highlighted the role of play in providing entertainment and equipping students with linguistic abilities. Play can be used as a powerful weapon to enhance the learning of English language. This theory is relevant to the current study, since the study puts emphasis on the use of dramatic genres such as role-play, games, and gestures in the learning of the English language.

The study done by Piaget (1950) informed linguistics that children learn the English language easily when exposed to role-play and simulation. Piaget emphasized on the significance of games and their rules in Switzerland schools. According to the study, the rules of a game or play shape the behavior and morality of a student (Duckworth,

1990). He explains that students in a language class should be presented with situations like role-play to encourage active participation and creativity.

When a student acts a certain play the possibility to invent (ideas) and discover new vocabulary and sentence structure is created (Piaget, 1950). Piaget's theory elaborates on good pedagogy in presenting the students with a situation in which they provide an explanation through a play. The discovering plays enhance grammar, phonology, linguistic, and supra segmental features of language (Ginsburg & Opper, 1964). The current study concurs with Piaget's theory especially on the use of dramatization to boost learner achievement (Field observation).

2.11.1 Piaget and role play

Jean Piaget was born in Switzerland in 1896. Piaget developed interest in the intellectual development of children. Consequently, his ideas were used to sharpen language learning. His stage theory describes the cognitive development of children which are significant in language acquisition. According to Piaget (1950), children begin life with some understanding of the world and try to find linguistic ways of expressing their knowledge. Language develops and "maps" onto previously acquired cognitive structures and so language is dependent upon thought (Piaget and Inhelder, 1969).

Piaget explains that early cognitive development involves processes based on actions and later progresses into changes in mental operations. During the learning of English, plays help the students to develop cognitively. Students sharpen and correct their communication skills. A play can help student develop positive dispositions towards a challenge, change, and self-initiate learning. Piaget played a central role in the development of the notion play. He contributed greatly in the understanding of the

cognitive development of a student. When students get involved in a play, they explore, learn, and apply concepts to real life situations. These views were supported by (Vygosky, 1978).

Piaget's work reflects on the development in the child were based on moral rules. He puts emphasis on the rules of a game. Piaget distinguishes two moralities in the student i.e. two distinct sources for development of rules of behavior. According to Piaget (1950), students can make their own rules. These are rules of self-restraint and self-determination learnt through role-play. When students participate in games they can develop moral rules which contribute greatly to their character and growth. Piaget (1950) informed that children learn the English language easily when exposed to role-play and simulation. Piaget emphasized on the significance of the rules of a game in Switzerland schools. According to the study, the rules of a game shape the behavior and morality of a student (Duckworth, 1964). He explains that students in a language class should be presented with a genre like a role-play to encourage active participation and creativity. When a student acts a certain play, the possibility to invent (ideas) and discover new vocabulary and sentence structure is created (Piaget, 1950).

Piaget's theory elaborates on good pedagogy in presenting the students with situations in which he experiments (through a play). The discovering plays enhance grammar, phonology, linguistic, and supra segmental features of language (Ginsburg & Copper, 1969). The current study concurs with the views of Piagetian theory and Vygosky, especially with the use of dramatization to boost learner achievements (Field observation).

2.11.2 Dramatization and students' development

The behaviour of a learner is determined by the conditions in which the activity takes place. Students act and respond to situation bound in every action by situational constraints. Situational constraints are well elaborated in a play.

It is in a play that the learner learns to act in a cognitive rather than an externally visible realm, relying on internal tendencies and motives, not on incentives supplied by external things. For instance, a play may depict a student reporting back to school. A student arrives late and the school administration wants to establish the cause of lateness.

Such a situation is communicated, psychologically through perception, and perception is not separated from affective and motor activity. It is understandable that the student's consciousness is structured. The student cannot act otherwise than as constrained by the situation (play) in which he finds himself. In play, students create the structure meaning in which the semantic aspect meaning of the word dominates and determines his behavior. It is notable that in a play, the student concentrates on meanings severed from objects. A highly interesting contradiction arises where the student operates with meanings severed from objects and actions. In a play, the student deals with things as having meaning. Word meanings replace objects; therefore, emancipation of word from object occurs. It is significant to sever the meaning of action from the real action. The student requires a pivot in the form of an action to replace the real one. In addition, action was the determinant in the structure "action-meaning" now the structure is invented and meaning becomes significant. This is repetition of the point leading to operations based solely on the meanings of actions that is development at will.

In play, an action replaces another action just like an object replaces another object. There is movement in the field of meaning not connected with the visible field. This movement in the field of meaning predominates in the play. It is movement in an abstract field (a field that appears before voluntary operation with meaning), but the method of movement is situational and concrete (that is not logical but effective movement).

2.11.3 Play development and dramatization

The play development relationship can be compared with the instruction development relationship, but play provides a background for change in needs and consciousness of a much wider nature. Play is the source of development and it creates the zone of proximal development. Play contains an imaginative sphere. In an imaginative situation, the creation of voluntary intentions and the formation of real-life plans and volitional motives are realized. When acting a certain play, students start with an imaginary situation, which is very close to the real one, such a play enhances entertainment and audience participation. As play develops we see a movement towards the conscious realization of its purpose. According to Anderson (1980: 224), classroom interaction using role-play makes the learner acquire knowledge and fluency in the English language. Cognitive strategies, for example, rehearsal and repeating of statements in a play boost speech work in the English Language. Organization and inference during word classification makes the learner to acquire new linguistic views. The learner can apply the acquired knowledge in answering questions in their terminal exams and during the Kenya Certificate of Secondary Examinations (Stephanie 2011; Fleming 2006; O'Malley and Chamot, 1990:43 Hayes & Suzannes, 1984; Redington, 1984).

2.12 Conceptual framework

Introduction

A conceptual framework refers to an abstract or a general idea inferred or derived from specific instances which symbolize several interrelated ideas, which (Smyth, 2004). Conceptualization is inventing an abstract or explanation and formulating it mentally for some purpose (Hopkins, 2011; Johnson, 1985).

Figure 2.3 displays independent variables such as role play language games, simulation and mime which are important components of dramatization. When teachers of the English language use role play method the learners acquire communication skills, oral skills, non-verbal and verbal skills. They improve in the use of stress and intonation.

According to Barbu and Lucia (2007), role play is significant in finding the meaning of words and interpretation of language concepts. Additionally, Awad (2013) argues that if simulation is properly balanced it can raise learner achievements especially where mixed learner abilities are considered. Goodwin (2001) asserts that Language games provides a scene for innovative readiness for learners to acquire skills of the English Language, for instance, speech work, writing, reading, and listening in the learning process. Figure 2.3 shows moderating variables such as MOE,KICD and KNEC, policy makers who play a major role in implementing dramatic genres in the English Language curriculum.

Figure 2.3: Conceptual model on dramatization.

Moderating variables

Independent variables

Out of school environment
- MOE
- KICD
- KNEC

Role play skills
- Communication skills
- Oral skills
- Non-verbal and verbal
- Stress
- intonation

Ho_1

Language games
- analysis
- synthesis
- comprehension
- evaluation

Ho_2

Dependent variables

Learners' achievement
- Speaking skills
- Improvement in reading
- Writing skills
- Stress and intonation
- Comprehension skills
- Skills on integrated syllabus

Simulation
- micro skills
- speaking
- reading
- writing
- listening

Ho_3

Mine
- Non-verbal
- Listening comprehensing
- Application
- Recall

Ho_4

Ho_5

Source: Adapted from Spolsky's (1989:28).Conditions for Second Language Learning. Oxford.

The conceptual framework of this study is based on the concept that dramatization is comprised of components such as language games, role-play, simulation, and mime which are methods of teaching and learning the English language that influence learner performance. The inter-relationships among the variables in this study are conceptualized as illustrated in Figure 2.3.

As indicated in figures 2.3 role play, language games, simulation and mime are perceived to be influencing and strengthening learners' achievement in the English language. A review of the empirical literature on utility of dramatization in learning the dramatic genres such as role play, simulation, language games and mime are very crucial in determining learner achievement. The influence of dramatic genres is tested in hypothesis HO_1, HO_2, HO_3, HO_4 and HO_5.

The learners achievements can be reflected in speaking skills, reading, writing, stress, intonation, comprehension skills and the integrated English language syllabus in appendix IX.

2.13 Summary of reviewed literature

To conclude the literature review, a summary of research gap is provided in table 2.2.

Table 2.2 Summary of Gaps.

Research by	Focus	Findings	Research gaps
Bwire(1990)	Discussion on Lecture and Answer Questions Method	Significance of lecture discussion and answer question method	Does not address effect of dramatization on learners' achievement in English language Meru county. This current study aims at ascertaining that fact.
Barasa(2005)	Factors affecting the performance of the English language	General performance using K.C.S.E results, school drop outs, attendance. Parental role and use of textbooks.	Does not address use of dramatic genres Meru county. This study seeks to fill this gap.
Mutai (2012)	Use of oral questioning as an instructional method	Study dwelt with oral questioning research significant in learning English language	The study does not tackle the issue of dramatic genres. The current study seeks to till this gap.
Thamson and Vaughn (2007)	Research based methods for English language teachers	Emphasis on classroom observation and experimental design. Study involved university students	The study involved many university students in a different setting and location from the current study. This study directly addresses ,the secondary school language curriculum as a whole.
Donaugh and Donough (2014)	Research methods for English Language	Principle methods and techniques for teaching and learning the English Language	The scholar puts emphasis on short Education execution. This is a different study from the current study which focuses on dramatization and the secondary school English Language Curriculum.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter deals with design of the study, target population, sample size, and sampling procedures. Other areas discussed are: research instruments, reliability, and validity of research instruments, data collection procedure, data analysis, and ethical issues

3.2 Research design

This study used quasi experimental design. According to Ary, Jacobs, Razarieh & Soren Den, (2006), quasi – experimental design does not involve random assignment to treatment groups but manipulates an independent variable to permit the researcher to reach reasonable conclusions. Quasi experimental research design is suitable for this study, due to its statistical characteristics to test causal hypothesis. Quasi experimental design enabled the study to achieve its objectives, as measured by research instruments, pretest, and post-test.

Pre-test and post tests group designs were used in the study. The researcher consulted the head teachers and teaches involved in the study and agreed to have 30 students from eight secondary schools to do the tests, this catered for all respondents involved in the study since some schools had less than 40 (forty) candidates. A total of 240 students sat for both pre-test and post test exams. The two groups experienced the same conditions except that the experimental group experienced the treatment.

Table 3.1 The structure of the design

Group	Intervention	Measurement
R_1	$x_{Dramatization}$	0_1
R_2	$X_{Lecture}$	0_2

The first observation of the dependent variable O_1 = pretest was exposed to treatment (X) (dramatization) independent variable. The second observation was post test using lecturer method O_2. The schools which were assigned the tests and data collected are in appendix XIX. The methods of measuring the indicators of dramatization and lecture strategies are in appendix XVI. The measurement of the indicators of performance of O_1 and O_2 are shown in table 4.39, appendix XVI and XI. The statistics used to measure impact are shown in appendix XVI and XI. The statistical results were triangulated using qualitative and quantitative analysis as shown in table 4.39 and appendix XI.

3.2.1 Test of significance (the F- test)

The F- test and the SPSS computer software were used to measure the main effects of two independent variables, role play and simulation on learner achievement. The analysis was done for both pre-test and post-test. The main effect was whether role play method is superior to simulations. The analysis of the results for the pre-test category of respondents is shown in appendix XIV and XI. The calculated value for F, role play was 18.5 and simulation was 9.23. Therefore, role play emerged superior than simulation. Role play is considered as the best strategy to use when teaching and learning the English language.

3.3 Study area

Meru-county is situated in the Eastern province of Kenya and they occupy an area of 6,936km^2. In Meru County there are nine districts namely Igembe North, Igembe South, Igembe East,Tigania West,Tigania East,Imenti Central, Imenti North,Imenti South and Buuri District. The youthful population of ages 15-30 comprised 64.5 percent of the total population.

The two distinctive were chosen for this study because the researcher come from Meru and therefore she understands the geographical setting of the district. The researcher has been a high school teacher in Meru county she understands the challenges facing the district which need to be addressed through   research.

The study was appropriate in Meru North and Imenti South since they had a total of three hundred and ninety eight public secondary schools whose medium of instruction across the curriculum was English Language (Director of Education (Meru-County, 2013). However, the students could not communicate fluently in English Language. The learners could not write appropriately and this posed a big problem in paper two tested by KNEC, (KNEC 2013).

The KNEC reports on candidates achievements in English at KCSE level have over the years consistently shown that students face various challenges in cloze test, grammar, comprehension, essay writing, novel, play poetry and oral literature (KNEC, 20120). In Meru-County performance of English Language at KCSE level has remained below average over the years (KNEC 2012). Therefore this study has found out that teachers of the English Language can use dramatization as a strategy to teach English language and improve learner achievement.

The schools in the two districts have registered high illiteracy levels and school drop outs. We have Igembe North and Imenti South, these districts indulge in socio-cultural practices which hamper and interfere with learning of the English Language. There is utility of mother-tongue and its influence in schools. This study will motivate learners to find enjoyment and fulfilment as they participate in the learning process using roles play, simulation and miming and language games.

The Meru North and Imenti South District Development Plan (2009-2013) discussed District Development performance of National Examinations in the Districts. However the board decried the poor performance of English Language at National Examinations, which was a threat to the achievement of sustainable growth and poverty reduction among the Ameru people. The Kenya Certificate of Secondary Education Examination in (2010) depicted Meru-North and Imenti South had a mean score of 3.82% and 4.1% respectively (KNEC, 2010), which was below average.

The report on the performance of K.C.S.E in Meru County 2011, reflects poor performance in English Language, Meru North having 3.82% mean score and Imenti South having 4.1% mean score. Therefore, there was need to conduct research on use of dramatization in learning and teaching of the English Language, which will motivate both teachers and learners to appreciate the role of dramatization in the learning process and encourage learners to acquire relevant skills in learning the English Language.

3.4 Target population

Table 3.2: Target population

Responses	Numbers
Schools	82
Head teachers	82
Teachers	620
Students	4,400
Education officers	16
Total	**5,200**

The target population for this study included: head teachers, teachers, and students in public secondary schools in Meru-County which had form three and four classes as at January 2012. According to the records on school registration available at the Meru County Directors Office, the target population was as follows: the public secondary schools were 82 in the two districts under this study, the head teachers were 82, the English language teachers were 620, the students were 4400, and there were 16 Education Officers. The selection of form three and four respondents was appropriate for the study because they had covered a greater part of the English Language syllabus. Therefore, they were in a better position to give more objective responses than their form one and two counter parts. These students had gone through their three years secondary education. Therefore, they had a wider experience in preparing for their final examination from KNEC.

 The teachers targeted for this study were those preparing students for the Kenya Certificate of Secondary Education Examination. They were in a better position to

give more reliable information about the use of dramatization in teaching and learning of the English Language. The teachers could also explain the determinants of academic performance, KCSE in the classes they were handling. The teachers were also likely to have handled the classes from Form one (1) and were in a position to respond to any emerging issues in regard to using dramatization in the teaching and learning of the English language and commented on learner achievement in English Language. The head teachers involved in this study had been practicing administrative duties for a period of five years and were in a better position to give objective and reliable information regarding dramatization as a strategy used for teaching and learning of the English Language.

The sixteen (16) educational officers were government officers, who had inspected, and evaluated the English language performance in the county. Also, they gave their opinion on the use of dramatization in the learning and teaching of the English language. There were four (4) directorate quality assurance and standard officers from the Ministry of Higher Education Science and Technology who provided information on commonly used methods in teaching English language and gave their comments on the use of dramatization in teaching and learning of the English. The two (2) officers, from KICD and two (2) from KNEC were consulted and they explained that dramatization was a useful strategy in teaching and learning of the English language in secondary schools, in Kenya.

3.5 Sample Size and sampling procedure

The sample indicates the total number of respondents to be selected from the target population. Sampling was done because it was not possible to obtain information from the whole population to accomplish the study objectives correctly. Random

sampling was used to select the target population and to provide the same results at lower cost in terms of money and time. The study done by Kothari (2008), show time and cost implication should be given invariable consideration when deciding on sample size.

According to Orodho (2004), a sample is described as representative of certain known percentage frequency distribution of element characteristics within the sample are similar to the corresponding distribution, within the whole population. Further, the formulae for determining desired size "n: depends on the desired confident level 'z' the desired precision a width of confidence interval "x" and the population variance as estimated by the sample;. Thus n= $(zc1x)^2$ Williams, 1978).

Nevertheless, such formulae have general disadvantages. They require information which is usually not known to the researcher until after the survey is conducted, for example the population variance as estimated by 'c'. They also assume the normalcy of sampling distribution. When the study measures different variables, as is the case in this study, each of the study variables required different minimum sample sizes. In addition, even when the minimum sample size is known, it is usually difficult to know the questionnaire non-response rate in advance. In order to get the sample size, for this study the researcher used the statistical table for determining sample sizes for different population sizes, produced by Krecie and Morgan (1970).

The statistical table indicates that the smaller the population, the larger percentage taken for the sample and vice versa (see appendix ix). As indicated in the statistical table for Krecie and Morgan (1970), a population of 82 corresponds to a sample size of 66 public secondary schools in Meru County. Therefore, 66 schools were proportionately selected from the population of 82 public secondary schools in Meru

North and Imenti South District schools from which the population of this study was defined, twenty one categorized (21) as provincial schools, while sixty one (61) were categorized as district schools.

In this study, multiphase or sequential sampling technique was used whereby sampling was done at different levels. The first phase involved selection of schools the second phase involved selection of the category of teachers and students. All the Head Teachers in the selected schools were sampled for the study. The third phase involved selection of individual respondents including teachers and students.

3.6 Selection of secondary schools

The selected number of respondents from each category was computed as shown in Table. 3.3.

Table 3.3: Sample selection for the schools

School category	Total no. of schools	Selected number of schools
Provincial	21	21/82 x 66= 17
District	61	61/82 x 66 = 49/66
Total	**82**	**66**

3.7 Selection of respondents from the study schools

The calculations in Table 3.3 indicate that 21 provincial schools and 61 district schools were selected to participate in this study through the stratified random sampling technique. The sample for the secondary schools was selected using a table of random numbers prepared by Tippet (Kothari, 2008). Tippet's Table of random numbers which is generally used to draw random samples from finite populations

when the lists are accessible and items already numbered. In the current study the secondary schools were already listed, numbered, and categorized into provincial and district schools in the County Director of Education office's records. The approximate sample for the schools was 66.

The entire set of respondents consisted of head teachers, students, and education officers. The approximate number of head teachers was eighty two (82), six hundred and twenty teachers (620) four thousand four hundred students (4400) and sixteen (16) education officers.

The required number of head teachers, teachers, and students was computed from Krecie and Morgan (2006). Statistical table indicated in appendix XVIII. The numbers responding to the population sizes of respondents were as follows: head teachers, 82 correspondents to 66 in the Table 3.1, 620 teachers correspondents to 308, 4400 students correspondents to 351 and 15 education officers corresponds to 10. However, the numbers corresponding to the population sizes of respondents (head teachers, head teachers, students, and education officers) was not reflected directly in the statistical table. Therefore, the required number was computed in reference to the number immediately below the respondent's population's sizes in the statistical table, as indicated in table 3.1. The number immediately below 82,for head teachers is 90, the number below 620,for teachers is 1500, the number below 4400,for students is 5000 the number below 4400,for students is 5000, the number below 16.for education officers is 20 which corresponds to 73, 306, 357 and 19 respectively.

Table 3.4: Sample selection for respondents

Respondents head teacher	Total number	Selected number
Head Teachers	82	$\dfrac{92}{90} \times 73 = 66$
Teachers	620	$\dfrac{620}{1500} \times 306 = 126$
Students	4400	$\dfrac{4400}{5000} \times 357 = 314$
Education officers	16	$\dfrac{16}{20} \times 19 = 15$

Table 3.4 shows that at least 66 head teachers, 126 teachers 314 students and 15 education officers were selected to participate in the study. The sample sizes translate to 11 percent of head teachers, 20 percent teachers, 7 percent students and 8 percent education officers. For the purpose of this study, all head teachers in the sampled schools (appendix XIX), were automatically chosen to participate in the study making a total of 66 schools. On the other hand the English language is a compulsory subject in the secondary school syllabus (appendix IX), therefore, three English language teachers who taught form three and four participated in the study, making a total of 126 teachers.

The sample for form three (3) and form four students was selected using a table of random numbers prepared by Tippet (Kothari 2002); appendix XVIII. Tippet table of random numbers is generally used to draw random samples from finite populations when, the lists available and names are already numbered. In this study, the form three (3) and form four (4) students were already listed and numbered in their class registers, hence the application of Tippet Table of random numbers. The approximate

sample size for students was 314. Appendix XVIII show sample size of different population sizes. It is notable that the ever increasing need for a representative statistical sample in empirical research has created the demand for an effective method of determining sample size. To address the existing gap, Krejcie & Morgan (1970) came up with a table of determining sample size for a given population for easy reference.

3.8 Operationalization of dependent and independent variables

An operational definition of dependent variables is provided in this study. The dependent variable for objective 1 is extent to, usage, while the independent variable is role-play whose key indicators are learning and teaching of the English language. The dependent variable for objective two is integration in the process of leaning, while the independent variable is dramatizations whose genres include: simulation, role-play, mime, and language games. The dependent variable for objective three is role in the communicative approaches, while the independent variable is the application of dramatization in communicative approach. The dependent variable for objective four is the readiness to adopt dramatization, while the independent variables is the attitude of teachers, and student's. these variables, indicators and measurements are shown in table 3.5 Data was collected using both quantitative and qualitative indicators of the variables.

Table 3.5 : summary of variables and indicators

Variable	Indicators	Measurement
Role play	Communication skills Oral skills Non-verbal & verbal Stress Intonation	Coefficient of variation appendix XVI and XIII.
Language games	Analysis Synthesis Evaluation	F- ratio in appendix IX, XIII, XIV and XV
Simulation	Micro- skills Speaking Reading Writing Listening	F- ratio appendix XIV and XV
Mime	Listening comprehension Application Recall	Chi 2 and F- Ratio in appendix XVI and XII
Personal characteristics	Head teacher Gender Age Academic qualification Professional experience Type of school	Co- relation coefficient appendix XVIII
Teacher's characteristics	Gender Age Academic achievement Professional experience	Coefficient of variation appendix XVI
Students' characteristic	Gender Type of school	Mean and percentage
Attitude	Attitude towards dramatization Head teacher's attitude Teacher's attitude Students attitude	T-test of comparison table 4.39
Dependent variable		
Learner achievement	Speaking enhanced Improvement in reading Better written work Learning of stress Grasp of comprehension work Integrated syllabus understood	Mean score coefficient of variation XVI, T- Test of comparison table 4.39

3.9 Description of research instruments

Data was collected using questionnaires and observation guide which allowed triangulating of the information obtained for the study. The research instruments included:

3.9.1 Questionnaires

Questionnaires were used to collect information on various aspects of the study on the effect of dramatization on learner achievement at the secondary school level. The questionnaire contained structured and closed ended questions. Indeed, there were a few open ended questions that required the respondents to think and provide relevant answers. The questionnaire was chosen for this study due to its ability to collect bulk information from distant respondents, hence its appropriateness for the study.

3.9.2. Questionnaire for head teachers

The questionnaire for secondary school Head teacher consisted of the first section related to the head teacher's school information which include: Type gender, school enrolment by gender and professional experience it also sought information on teachers enrolment. Section B solicited information on the availability of the English Language resources per student per year for the last three years. In section C, there were several open-ended questions on: head teachers opinion about using dramatization in learning the English Language, head teachers suggestion on integration of dramatic genres and the challenges the school encountered in the Implementation of English Language curriculum. Further, the head teacher's questionnaire required the head teachers to explain the role of dramatization in the communicative approach of learning the English Language. Moreover, the Head Teachers questionnaire provided room for the school head, to provide suggestions on

any measures undertaken to solve difficulties encountered in the implementation of the English Language syllabus (appendix II).

3.9.3. Questionnaire for teachers

The questionnaire for teachers was structured and had four sections. Section A consisted of items seeking information on the teachers' personal background namely; gender, level of education, teaching experience, number of lesson taught and student enrolment in form three and four. Section B comprised mainly of closed ended, Likert scale type questions on instructional methods assessment, difficult areas in English language and remedy provided in solving these difficulties.

Section C aimed at sourcing information on use of dramatization in both learning of communicative approach of the English Language and the teacher's opinion regarding integrating of dramatization in learning the English Language.

Section D sought information concerning teachers and students attitude towards the adoption of dramatization in learning of the English Language. The items in this section were open ended question format, seeking the teachers' opinion their feelings, opinion and suggestions in utilizing dramatization in the teaching and learning of the English language (appendix III).

3.9.4. Questionnaire for students

The questionnaire for student was divided into five sections. Section A consisted of items seeking information on their background namely: gender availability of trained English language teachers. Section B solicited information on instructional methods, class attendance and assignment given to students.

Section C, contained items aimed at seeking information on instructional resources and their relevance to learning of the English Language. Section D contained open ended questions on integration of role play, simulation, language games and miming in the learning of the English language. Section E contained Items aimed at seeking student's attitude towards dramatization as a method of teaching and learning the English Language (appendix IV).

3.9.5. Interview guide

This instrument was used to collect information related to the utility of dramatization and the importance of English Language as a medium of instructions in secondary schools. The Education Officers provided their background information on: Designation, department and Ministry. This interview guide collected information mainly on Micro skills, instructional methods, their opinion of utility of dramatization integration, communicative approach and both teachers and student attitude towards dramatization (appendix V).

3.9.6 Closed Test Items 1-8

The pre-test, test 1-8 tested learner's basic skills already learnt. Different concepts of the English language such as parts of speech, comprehension and imaginative composition were tested. Post test A2 was taught using role play, simulation, language game and mime. Post test A3 learners were taught using lecture method and tested on gapped dialogue, cloze test, vocabulary and poetry.

3.10 Validity of instruments

Validity is the degree which the empirical measure or several measures of the concept accurately measures the concept (Orodho, 2004). According to the standards for education and psychological testing validity in Ary et al (2006), validity is the degree

to which evidence and theory supports the interpretation of the tests scores entailed by proposed user of tests. Validity deals with how well the operation is defined. According to Ary et.al (2006), there is no index to indicate content validity evidence but evidence based on content is mainly a result of logical the contents and objectives making up the domain.

This study used content validity, which is the extent for which a measuring instrument provided adequate coverage for the topic under study. The main instrument for this study, the questionnaire, was divided into several sections to ensure that each section reflected a specific objective. The questionnaire was combined with an observation guide in order to enhance validity through source and methodological triangulation.

Orodho (2004) argue that several data collection methods strengthen a study to avoid the deficiency that occurs when only one method is used. Validation was also done through examination of research instruments by research experts from the University of Nairobi. This involved consultations and presentations to the Doctoral Programme Resource persons from the School of Education and guidance from the researchers' supervisors. A pilot study was carried out in two schools before the final study was conducted. The research instruments were administered in the two target schools, one in Meru-North, and one in Imenti- South District. These two schools were omitted during the final study.

The questionnaire was administered to the school head teachers, four English language teachers, and six students. Interview guide were administered to two Education Officers and the respondents were asked to evaluate the statements for relevance, effectiveness, loading, clarity, and preciseness. The data was cross-checked

to establish any errors in the instruments. The findings of the pilot study indicated that most of the questions were clear and relevant to the area of study. Corrections and adjustments were carried out to improve the quality of instruments.

3.11. Reliability of research instruments

Reliability is used to focus the degree to which empirical indicators or measures are consistent across two or more attempts to measure the theoretical concepts (Orodho, 2004). To ensure reliability of the research, the researcher employed a self-administration approach in data collection with the assistance of well-trained research assistants. The research assistants monitored the process and ensured that respondents outside the sample did not fill the questionnaires. In most instances, the questionnaire was filled in the presence of the researcher or the research assistants. Additionally, they provided clarification whenever it was necessary. In a few cases where questionnaires were left behind, the respondents were advised to go through the questions and to seek classification where necessary, therefore, enhancing the instruments reliability. Additionally, Cronbach's Co-efficient Alpha approach was determined in order to measure the internal consistency of the research instruments. This approach is recommended by Ary et.al (2006) for its ability to give an average split-half correlation for all possible ways of dividing the test into two parts. Cronbach's Coefficient Alpha is a scale measurement which is relevant in measuring internal consistency in descriptive survey or other questions where a range of answers is provided for each item (Mcmillan and Schumaker 2001). Kaloki (2001), Kyalo (2007), and Mulwa (2012) have successfully used the same tool to assess the reliability of their research instruments. The scale gives positive results ranging from zero to one. Cronbach's coefficient of 0.7-1 and above is generally accepted. The current study considered a co-efficient of 0.7-1 as showing sufficient internal

consistency. The results of Cronbach's Alpha test indicated a scale co-efficient which ranged from 0.7107 to 0.9042 in which all the coefficient were more than 0.7. This suggests that the instruments had the required level of internal consistency (Brown and Rodgers, 2002).

The researcher further used a test re-test technique in order to test reliability of the instruments. The instruments were given to similar respondents for study but not those that were used in the final study. The same instruments were administered to the same group of respondents after a period of two weeks. The correlation technique was used to analyse the degree of relationship between two variables. The spearman coefficient of correlations (also referred to as the spearman's rank order correlation) determines the degree of co-relation or association between two variables where ranks are given to the different values of the variables. Data was analyzed using correlation coefficient, a number ranging from 1 (a positive correlation) through 0 (no relationship between the variables to -1 (negative correlation). This tool was used to analyse the relationship between isolated independent and dependent variables. The researcher analysed the two tests for each subject (the test score and re-test score) and the correlation coefficient between the two sets of scores were calculated, using the following formula;

$$p = 1- \frac{6\Sigma D^2}{N (N^2-1)}$$

Where (p) = Spearman coefficient of correlation

$\quad$ D $\quad$ = difference between ranks of pairs of the two variables.

$\quad$ N $\quad$ = the number of pairs of observation.

Source: (Brown & Rodgers ,2002).

The purpose of correlation study was to determine relationships between variables, instructional strategy and learner achievement (relationship studies). Correlation study was used to investigate reliability and validity of the research instruments. Correlation approach provided a numerical estimate of the relationship between the two variables instructional method and learner achievements. Correlation studies were designed to determine how a set of variables were related (Brown, 1995). The correlation of English post - tests was shown in appendix xvii.

The measuring instruments in the study were carefully selected (Appendix1-v). The measuring instruments in the pre-test and post tests used represented the intended variables; the resulting correlation coefficient indicated the degree of relationship. The study has established there is a relationship between achievement in the English language and the type of instructional strategy used by the teacher. The researcher administered valid, reliable tests of the English language based on the two instructional strategies in the study. The resulting coefficient indicated the relationship between the English Language achievements depending on the type of instructional method used (Appendix XVI and XVI).

3.12 Data collection procedure

The researcher applied for a research permit from the National Council for Science and Technology in order to conduct the research (appendix xviii and xix). The researcher took some time to train the research assistants on courtesy etiquette, procedure for filling questionnaires, dressing code and ethical issues to be considered in the research. The researcher visited the schools in the company of the research assistants. The respondents were assured both in writing and verbally that the information obtained from them would be treated with confidentiality and were

therefore requested to provide truthful and honest information. The exercise lasted nine weeks from January to late march 2012. The research was conducted by the researcher and research assistants, the researcher took few reseearch assistants to reduce costs on transport and lunch and also to cater for quality work. In most cases the respondents filled the questionnaires the same day, however on a few instances the questionnaires were later collected by the research assistants at an agreed date and time. While in some cases, the principal researcher visited schools and waited for head teachers, teachers and students to fill the questionnaires. The exercise was time consuming tiresome and expensive to operate. For the items highlighted in the interview guide, the researcher visited the DQASO officers in the DEOS office and conducted the interview guide. The interview guide was filled by education officers from the Ministry of Education KNEC and Kenya Institute of curriculum development. Those institutions provided two officers to fill the interview guide, which were administered by the researchers.

3.13. Data analysis techniques

Data analysis was done following the four phases normally used in much research work. These include: data clean up, reduction, differentiation and explanation. Data clean up involved editing, coding and tabulating in order to detect any anomalies in the responses and assign specific numerical values to the responses for further analysis. All the data was keyed in using the Statistical Package for Social Sciences (SPSS) computer programme with appropriate codes and variable specification. After this process the data was counter-checked for possible erroneous entries. In cases where errors were detected appropriate correction were made. The information collected qualitatively was edited and 'cleaned up; 'in the process of organization. Orodho (2004) and Mugenda (2003) affirm that such a procedure is good for

qualitative analysis. The analysis of variance (ANOVA) technique was applied to establish the mean differences among various categories within each of the important factors for testing the Head teachers, teachers and students and personal characteristics and attitude on the readiness to utilize dramatization in the learning of English language. This is a parametric statistical test used to compare mean scores of more than two groups. ANOVA test involves one independent variable (referred to as a factor) with a number of different levels. The levels correspond to different groups or conditions (Brown & Rodgers, 2002). ANOVA test compares the variance availability in scores (between the different groups believed to be due to the independent variable with the variability within each of the groups believed to be by chance appendix XII. Anova was used to influence different levels of head teachers', teachers', and learners' attitudes towards dramatization in teaching and learning of the English language. An F ratio is calculated to represent the variance between the groups divided by the variance within the groups.

A large F ratio indicates that there is more variability between the groups (caused by the independent variable) than there is within each group referred to as error term (Ary et al 2006).A significant F test indicates that we can reject the null hypothesis which states that the population mean are equal. In this study the significance mean was set at 0.05.

Assumptions in the F-test in this study were met as shown in appendix XIII, XIV, and XV. According to Ary et al, 2006, one requirement for the F-test is that the dependent variable must be measured on the interval or ratio scale rather than in discrete categories. In this study, the dependent variable of learner achievement was measured using T-test of comparison as shown in table 39. This study used 8 test items which

are analysed using mean scores, standard deviation, and coefficient of variation as shown in appendix XVI, XVII, XIII and Table 35, 36, 37, 38, and 39.

The operationalization of the dependent and independent variables assumed that scores were obtained using a random sample from the population. The assumption was met in this study by selecting the sample and study schools randomly from the target population. Another assumption is that the observations that make up the data must be independent of one another and no observation or measurement should be influenced by any other. To meet this assumption data was collected through questionnaires which were filled by the respondents and then returned. This study also assumed that the eight tests administered to eight secondary schools selected randomly were of equal variances meaning that the variability of scores for each of the group whose means are to be compared is similar. In order to meet this assumption, co-efficient of variation were carried out for equality of variance as part of ANOVA test through Statistical Package for Social Sciences (SPSS). In all cases, the results reveal significance values greater than 0.05.

The Pearson's co-efficient of correlation was used to measure the degree of the influence of each of the independent variables on the dependent variables. Pearson correlation was used in this study. The data was measured in interval scales and the Pearson's correlation coefficient technique was deemed the most appropriate for determining relationships by Ary et al (2006) and Kothari (2008). The assumption associated with the application of the Pearson r as indicated in appendix XIII is that the relationship between the variables being correlated is a linear relationship between the variables. The correlations were based on eight tests as shown in appendix XVII in order to test the significance of dramatization on learner achievement. The eight

tests allowed for the possibility that the influence could assume either a positive or negative direction as shown in appendix XIII. The hypothesis was tested at 95% confidence level (p=0.05). Regression analysis was utilized in all cases where correlation was found to exist between the independent and dependent variables. It was important to carry out regression analysis so as to establish the extent of the influence exerted on the dependent variable by the independent variable. This regression analysis provided useful information for answering the research questions.

According to Rodgers and Brown (2002), regression analysis has two types of variables; one is the dependent variable and the other is the independent variable. The intercept term in regression analysis reveals the common variance explained by all independent variables (Appendix XIV, XV and XVI). The beta coefficient indicates the rate of change demonstrating how the dependent variable alters when one unit of the independent variable increases. In regression analysis, R-square reveals how much of the total variance is explained by the independent variable for the dependent variable. The t value is used to test the significance of the variance. According to Brown and Rodgers (2002) recommend that in the case where the independent variable is categorical in nature, the researcher should convert that variable into a dummy variable or give it a numerical value.

The researcher tried to identify various categories in the data so as to establish relationships among those categories were advanced from the data. Quantitative data was analysed using descriptive statistics such as frequencies and percentages. Factor analysis was applied to identify the most important aspects in supporting the use of dramatization in teaching English Language, each factor was loaded for computing. These factors were used for further analysis of variables. In this study, parametric

tests were used due to the facts that when used, the researcher is less likely to commit type 1 error, and likely to accept the stipulated hypotheses.

3.14 Ethical considerations

This study endeavored to satisfy ethical considerations made on the basis of the basic aspects identified by Oliver (2008), as being important component of social considerations in social science research. This study considered; identification of the researcher to the respondents giving reasons why the research is being carried out. The researcher explained the importance of respondents' participation in the study. The researcher wrote an introduction letter to the respondents and booked appointments on specific dates to meet the respondents. The researcher obtained a research permit from the National Council of Science and Technology (appendix XX and XXI).

In the introduction letter, the respondents were informed that the research was being done purely for academic purposes. They were assured both verbally and in writing that the information obtained from them would be treated with confidentiality. To ensure confidentiality they were asked not to write their names anywhere in the questionnaire (Langenbach, Vughn, and Aagard, 1994). They were requested to provide the information truthfully and honestly (AERA, 2004, AERA 1992, and Wisker 2008). Therefore, most of the respondents were cooperative and provided the information required to achieve the study's objectives.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter presents key issues related to data analysis, interpretation and discussion. The chapter includes an analysis of the study response rate, demographic information on head teachers, teachers, education officers, and students in the study. Discussion is conducted on the responses of head teachers, teachers, education officers, and learners'. The chapter deals with analysis given by head teachers, teachers, and education officers on the ways of integrating and using dramatization in teaching and learning the English language. The chapter looks at dramatization and communicative approach; the attitude of teachers and learners' are discussed and learner performance of the English language. The findings of the study were presented by the five objectives. The analysis of pre-test and post-test items is also done in this chapter.

4.2 Questionnaire response rate.

A sample of 66 public secondary schools in Meru − North and Imenti South districts were selected for this study following the procedures described in chapter three.

A total of 66 out of the targeted 80 schools participated in the study giving a response rate of 82.5 percent which was considered adequate for the study.

4.2.1 Demographic information on the respondents

Table 4.1: Head teachers in the study by gender

Response	Frequency	Percent
Male	36	54.5
Female	30	45.5
Total	**66**	**100**

Table 4.1   shows that majority of the head teacher respondents were males. Schools in rural areas and urban secondary schools were headed by males and that could explain why 54.5% (No= 36) of the teacher respondents were mostly men.

 The female head teacher respondents were (No=30) 45.5%. All head teachers involved in this study have a responsibility to tackle the problem of poor performance of the English Language in KCSE examinations.

The study sought to establish the gender of the teachers who were involved in the study and the data is presented in figure 4.1.

Figure 4.1: Teachers in the study by gender
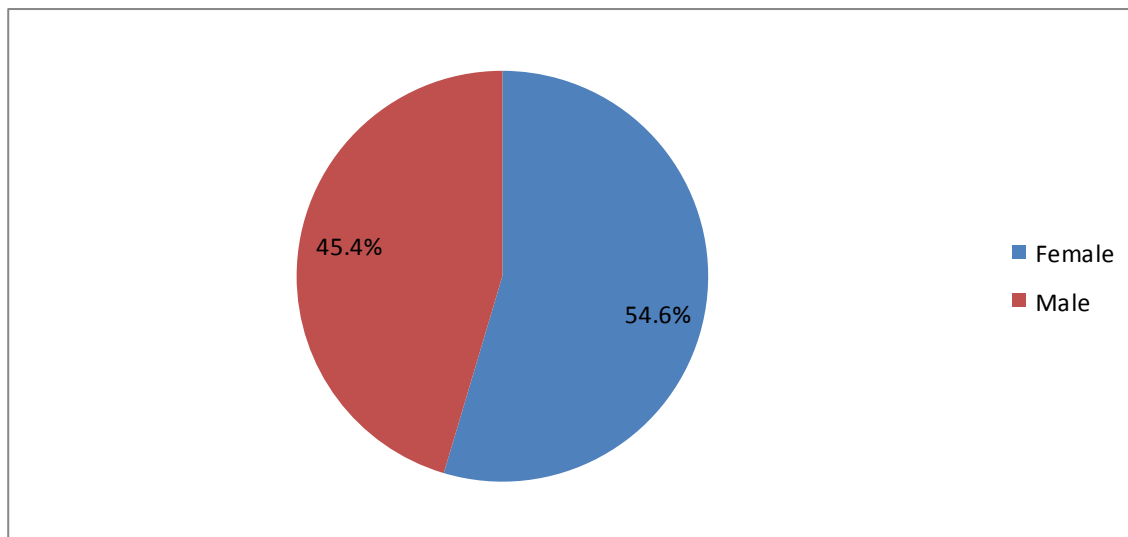
Figure 4.1 shows that majority of the English teacher respondents in this study were female teachers of schools located in rural areas. Figure 4.1 shows teacher respondents were mostly women and that could explain the reason why 56.4% (No=71) of the teacher respondents were female and 43.6% (No=55) were men. It also shows that our contemporary society is changing and that the teacher role-model for both girls and boys are females.

Table 4.2: Learners' in the study by gender

Respondents	Frequency	Percentage
Girls	164	52.23
Boys	150	47.77
Total	**314**	**100.0**

Table 4.2 shows 52.23% (No=164) of the respondents were girls. Our contemporary society is changing and more females are joining various educational spheres and are taking leading roles as they aggressively pursue academic work and increase their population in our Kenyan secondary schools. The boys were 47.77% (No=150) which depicts a scenario of school dropout, thus endangers the role of boys in our society.

Figure 4.2: Head teachers' responses on type of school in the study
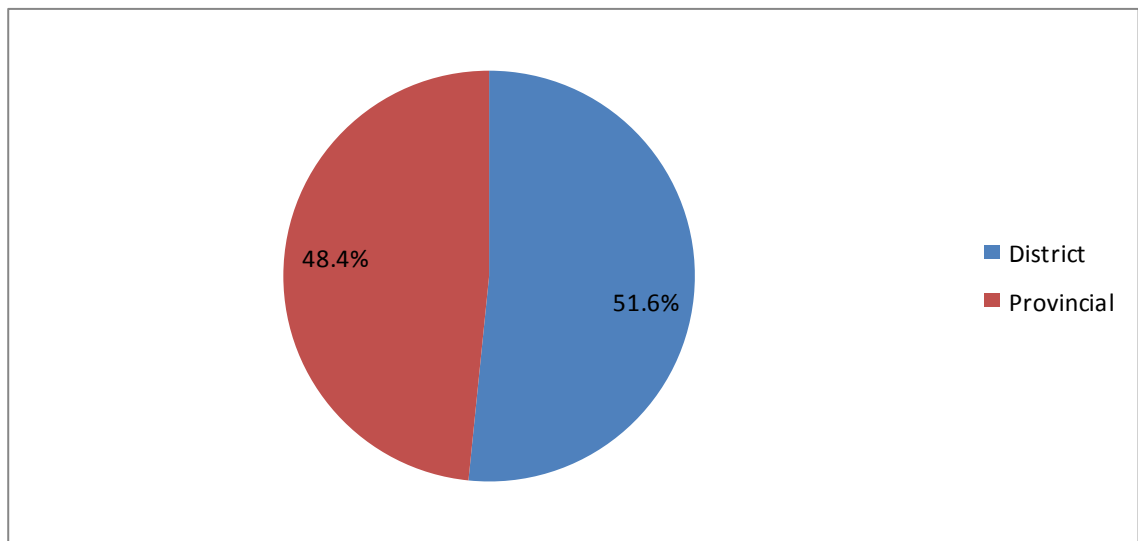
Figure 4.2 shows that 48.4% (No=32) of the schools in the study were provincial schools. However, we expect such schools to improve their performance of the English language since it was their medium of instruction. The study reveals that provincial schools were 48.4% (No=32) which is below average. Therefore, there is need for the Ministry of Higher Education Science and Technology to raise the status and standard of schools in the study. The study shows that 51.6% (No=34) were district schools. Naturally, citizens have a low opinion of district schools because they are considered as schools which admit students who are low achievers. There is need for the government to address equality in terms of the quality of education offered and

the distribution of resources. The previous study by Carter (2002) about the type of school and Barnes (1969) study on physical plant found out that the standard of the school determines the academic performance of the student.

Table 4.3: Responses on number of schools head teachers had headed

Response	Frequency	Percent
2	20	30.30
3	10	15.15
4	15	22.72
5	21	31.82
Total	**66**	**100**

Table 4.3 shows head teacher respondents that 31% (No=21) of the head teachers respondents had a long experience in administrative duties. However, this was below average, it was only a few head teachers that were involved in administrative duties for between 3 to 5 years. Table 4.3 shows that 22.7% (No=15) of the head teacher respondents had headed only four schools. When the turnover is high in administrative duties it lowers learner achievement because the students take a longer time to adjust to new administrative methods and this affects their academic performance.

Table 4.4: Teachers' professional qualification

Education level	Frequency	Percent
M.Ed.	4	3.1
B.Ed.	35	27.8
B. A/B SC	39	19.8
Diploma in education/S1	61	31
KCSE	23	18.3
Total	**126**	**100.0**

The findings presented in table 4.4 shows that most of the teachers were professionally trained and hence they could authoritatively comment on the effects of dramatization in the learning of the English language. However, this study shows that 18.3% (No=23) of teacher respondents did not have the necessary qualifications to teach in secondary schools. There were teachers who were mostly employed by the BOM after the post-election skirmishes of 2007. During this period, people from different ethnic backgrounds were evicted out by the local community. This situation created understaffing in the region since some of the qualified teachers moved to other parts of the country, and the Teachers Service Commission had not hired new personnel in the region. These teachers were mostly KCSE holders who comprised of 18.3% (No=23) of the respondents.

Table 4.4 shows that majority of the teachers had Bachelor of Education degree 27.8% (No=35), the relevant qualification as stipulated by the Teachers Service Commission which guaranteed them a job as a teacher. Therefore, these teachers have a responsibility of imparting the right attitude, skill, and knowledge of the English language to their students. This study will equip teachers in table 4.4 with relevant dramatic skills in teaching the English language in their respective schools. Therefore, the study is valid and confirmed.

Table 4.5: Teachers responses on duration of time in teaching of the English Language

Duration in years	Frequency	Percent
1	35	27.7
2	30	23.8
3	25	19.9
4	20	15.8
5	16	12.8
	126	**100**

Table 4.5 shows 27.7% (No=35) of the teacher respondents had only one year experience in teaching the English language. This study revealed that 23.8% (30) and 19.9% (No=25) of teacher respondents had two to three years' experience in handling the English language syllabus. It was only 12.8% (No=16) of the teacher respondents who had five years' experience in the teaching of English language. According to the study conducted by Rodgers and Brown (2011), teachers with long teaching experience could address learners' needs more effectively.

Figure 4.3: Syllabus coverage of the English language and responses given by the teachers
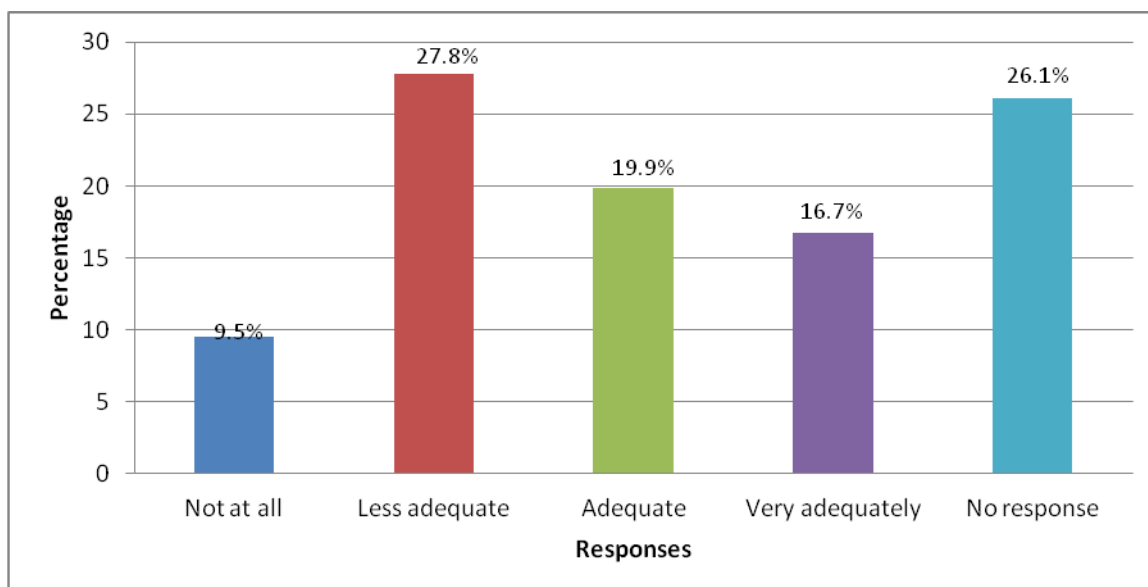
Figure 4.3 shows only 19.9% (No=20) of the teachers had covered the syllabus adequately. When the syllabus has been poorly covered, the learner is denied the opportunity to grasp the required knowledge. Consequently, poor coverage of the English language syllabus will make the learners not acquire the skills of listening, reading, speaking, and writing which are the pillars of the English language syllabus. Figure 4.5 shows that 3.1% (No=5) of the teacher respondents agreed they never covered English language syllabus on time. When teachers fail to cover the syllabus adequately, learners are poorly prepared to undertake internal and external examinations. This was reflected in low performance of the KCSE English examination (Table 1.1 KCSE results). Figure 4.3 show that 31% of the teacher respondents' coverage of the syllabus was poor which might have lowered learner achievement in the English language (appendix IX). Therefore, dramatic genres can

be utilized to motivate both teachers and learners to appreciate the English language and improve their performance hence the need to conduct this study.

Table 4.6: Head teachers' responses on availability of the English Language resources per student per year for the last five years

Response	Frequency	Percent
Textbooks	15	22.7
Learning resources	10	15.1
English language tours	15	22.7
Public workshop	16	24.4
Seminars	10	15.1
Total	**66**	**100**

Source: Field Data

Table 4.6 shows 15.1% (No=10) of the schools had inadequate learning resources and teachers who attended seminars were only 15.1% (No=10). This scenario depicts poor understanding of content by the learner. This study shows 22.7% (No=15) of head teacher respondents explained that they had inadequate English language textbooks. When learners do not have enough English language textbooks, there is poor class participation because learners are demotivated thus leading to poor performance. The study conducted by Hammond (2009:1) explored the significance of learning resources. Bishop (1995) study asserted that public workshops were significant in assisting learners in acquisition of knowledge and content of the English language.

112

4.2.2 Effects of instructional materials in learning and teaching the English language

The instructional materials used in the learning and teaching of the English language are chalkboard, text book, pictures, wall chart, real objects, slides, tape-recorder, CDs, and mobile phones. Teachers explained they used some instructional materials for example pictures, real objects, and wall charts when teaching the English language. The frequency with which these resources are reportedly being used is shown in table 4.9.

4.2.3 Teacher responses on instructional materials used in teaching English language

Table 4.7: Teacher response on instructional materials used in teaching English language

Response	Frequency	Percentage
Chalk board	20	15.8
Textbook pictures	17	13.4
Wall chart	12	10.3
Real objects	16	12.6
Videos	15	11.9
Slides	9	7.2
Tape recorder	14	11.1
CD's	10	8
Mobile phones	12	9.6
Total	**126**	**100**

Table 4.7 depicts a relationship between the instructional materials and the strategies used by the teachers during the teaching and learning of English language. This study shows that 13.5% (No=17) of teachers respondents explained that instructional

materials were poorly used in the teaching and learning of the English Language. This study shows that only 11.9% (No=15) and 10.3% (No=12) of teacher respondents were using wall charts. Dramatic aspects derived from the above instructional material were under-utilized. Table 4.7 shows that 15.8% (No=20) and 12.6% (No=16) of the teacher respondents used instructional resources to boost learner understanding of the English language. There was poor utility of instructional resources with 12.6% (No=16) of the teacher respondents using real objects. The study shows that only 11.9% (No=15) of the teacher respondents used videos and only 7.2% (No=9) of the teacher respondents who used tape recorders. The study shows only 8% of the teacher respondents used mobile phones. Table 4.8 shows that when teachers fail to utilize instructional materials in teaching the English language, the learners do not grasp the content which hinders the learning process leading to poor performance of the English Language. Therefore, the necessity to conduct this study, and advise KICD to provide guidance to the English Language teachers in incorporating dramatic genres and associated instructional materials, for example, props in the English Language syllabus.

4.2.4 Teachers responses on text books

The Kenyan English language syllabus recommends the New Integrated English book series (I-IV) as the standard textbooks. We found out that 26.9% (No=34) of the students used the integrated series in the learning of the English language. There is need for the teacher to supplement textbook material with material of his own choice (for example introducing, teaching points, and situational exercises). This is significant because the teacher will meet the specific learning requirements of the students and improve their performance. Table 4.10 explores the different types of textbooks used in the schools under study. The teacher's role is to give the lesson

'life' through devising games and dramatic activities based on the textbook material, drawing attention to the relevance of the material, and making the text book material effective.

Table 4.8: Teachers responses on English language textbooks used in teaching English

Response	frequency	Percentage
Horizon English	20	15.9
Longhorn English	4	3.2
Head Start Secondary English	34	26.9
Integrated English	35	27.7
Revision English	23	18.3
English on the spot	10	8
Total	**126**	**100.0**

Table 4.8 shows that 8% (No=10) of teacher respondents explained that various textbooks were lacking in their schools. This study shows that 18.3% (No=23), 26.9% (No=34), and 27.7% (No=35) of the teacher respondents explained that their respective schools were poorly equipped with essential text books. Therefore, content delivery is inadequate which will lead to poor performance of students in the English language. The learners were denied an opportunity to acquire knowledge and skills. This study shows 8% (No=10) and 3.2% (No=4) of teacher respondents stated that there were few textbooks available in their schools, and this reflected negatively in learner achievement. This study shows that 18.3% of the teachers' respondents explained that the above textbooks have not comprehensively addressed dramatic genres such as role-play, games, simulation, facial expression, and tonal variation.

Therefore, there was need to conduct this study and demonstrate that dramatic genres require great attention in the English language textbooks.

4.2.5 Teachers responses on effects of instructional methods in teaching and learning of the English Language

The teachers explained they used the following methods in the teaching and learning of the English language: lectures, discussion, answer/question, group work, exposition, brain storming, and role-play. The above methods provide the teacher with ways of organizing his work and enhancing the student's ability to grasp the content. Figure 4.4 shows the most commonly used methods and their frequencies. Figure 4.4 displays instructional methods used by teachers and their responses on type of instructional methods they used in the teaching of the English language.

Figure 4.4: Teachers responses on types of instructional methods used in learning the English Language
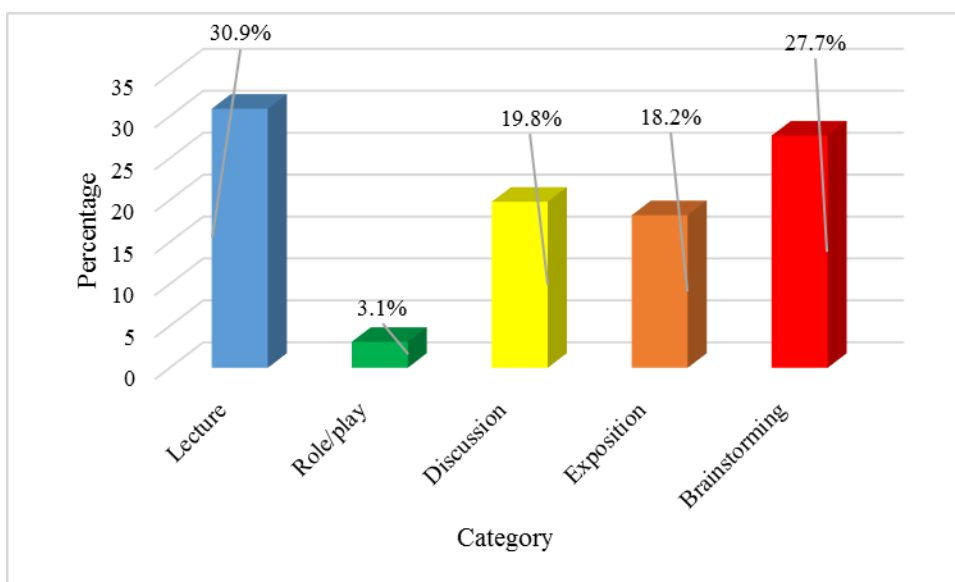
Figure 4.4 reveals that there is limited number of instructional methods used by the teachers. Exposition and lecture methods which are teacher-centered were used by majority of the teacher respondents 30.9% (No=39). This study shows that 3.2%

(No=4) of the teacher respondents used role-play. Therefore, dramatic genres were not adequately used in the learning process. Some teachers have integrated more than one approach in the teaching of the English language. The study shows that19.8% (No=25) of the teacher respondents used discussion method in the teaching of the English language. The study shows that teacher respondents 27.7% (No=35) explained that they used brain storming method in the teaching of the English language. These methods are teacher dominated and the learners become passive in the learning process. The introduction of varied dramatic genres such as simulation, language games, and mimicry would improve learner achievement as learners will be actively involved in the learning process.

Table 4.9: Learners' responses on methods used by their English Language teachers in teaching and learning of   English language

Instructional method	Frequency	Percent
Lecture	70	22.3
Discussion	40	12.8
Exposition	50	15.9
Brainstorming	55	17.6
Role play	30	9.6
Answer/question	69	21.9
Total	**314**	**100**

Table 4.9 shows that 22.3% (No=70) of the learner respondents revealed that their teachers used the lecture method in the teaching of English Language. This was a teacher-centred approach which denied the learners the opportunity to interact with the content. This study shows 12.7% (No=40) and 15.9% (No=50) of the student

respondents explained that their teachers used discussion and expository methods which did not provide maximum student participation in the class room. The study shows that 21.9% of the learners expressed dissatisfaction with the answer/question approach used by their English language teachers. It is evident from the study that only 9.6% (No=30) of the teachers used role-play in the teaching and learning of the English language. The study conducted by Desialova (2009) puts emphasis on the usefulness of role-play in improving communication skills, motivating learner, creating self-esteem, and providing meaningful language production. The same sentiments were expressed by Munther (2013). Therefore, when teachers fail to effectively utilize role-play in the teaching and learning of the English language, students do not develop linguistic competence. Indeed, this study has established that there is need to conduct research on dramatic genres.

Table 4.10: Learner involvement in the learning process.

Involvement	frequency	Percentage
Reading	70	22.3
Listening	50	15.9
Speaking	55	17.5
Writing	30	9.6
Creative Work	40	12.8
Oral questions/answers	69	21.9
Total	**314**	**100.0**

Table 4.10 shows that 22.3% (No=70) of the learner respondents were involved in the reading activity. This was below average and depicts a classroom scenario which did

118

encourage reading among the learners. The study shows that 17.5% (No=55) of the student respondents were involved in the listening exercise. However, the student involvement was poor and it could lead to learners developing poor listening skills, hence low learner achievement in the English language. The study shows that 9.6 % (No=30) of the student respondents participated in the writing activity. This illustrates poor participation in writing and developing writing skills among the learners. The creative work participation was 12.8% (No=40) which revealed that learner were not involved in creative and imaginative practice which is an essence of the English language syllabus. Table 4.9 shows 21.9% (No=69) of the learner respondents were involved in oral question and answers. Table 4.12 indirectly reflects on the methodology used by the teachers during the English language lessons. These methods were teacher-centered and denied the learners the opportunity of thinking, creative, and imaginative development. Therefore, there was need to conduct the current study which provides learners with thinking, imaginative, and creative opportunities through the use of dramatic genres such as role-play and simulation. Carroll (2006) affirms that when students are involved with drama they develop a higher order thinking skills, such as inventing, generating, speculating, deducing, analyzing, selecting, refining, and judging of concepts in learning the English language, hence this study is strongly confirmed and timely.

Table 4.11: Learners' like and dislike

Response	Frequency	Percentage (%)	Frequency	Percentage (%)
Like			**Dislike**	
Pronunciation	55	17.6	55	17.6
Stress/I intonation	50	15.9	50	15.9
Cloze test	70	22.3	69	22
Sound	40	12.7	40	12.7
Poetry	30	9.5	30	9.5
Writing	69	22	70	23
Total	**314**	**100**	**314**	**100**

Table 4.11 shows that 17.6% (No=55) of the learner respondents liked pronunciation. The study revealed that majority of the learner did not like oral skills which are significant in enhancing communication skills. The study shows that 12.7% (No=40) of the student respondents liked sounds. However, majority of the learner did not like comprehensive work. The study shows that 9.5% (No=30) of the learner respondents liked poetry. This study has demonstrated the urgency for change of students' attitudes towards these components of the English language syllabus which are examinable during K.C.S.E examinations. According to Philips (2003), dramatic genres motivate and encourage the learning of English Language.

Therefore, this study has advocated for the use of role-play, simulation, and mime to aid in language learning based on Goodwin (2001) findings that when students used drama, they can play, act, and learn at the same time.

Table 4.11 shows that 17.6% (No=55) of the student respondents disliked pronouncing words. According to this study, 15.9% (No=50) of the student respondents did not like stress and intonation. The study shows that 22% (No=69) of the student respondents were uncomfortable with cloze test. According to this study, 12.7% (No=40) of the learner respondents did not like the topics on sounds. This study shows that 9.5% (No=30) of the respondents did not appreciate poetry work. This study shows that 22.3 % (No=70) of the student respondents did not like writing work. It is notable, that pronunciation, stress, intonation, cloze test, sound, poetry and writing are examinable at KCSE by KNEC. Therefore, this study presents the urgency to utilize dramatic genres to boost learner content and structure in pronunciation, stress and intonation especially when role-play is used in learning the English language. The study by Maley and Duff (2005) affirms that drama can be used to teach sounds, poetry, and writing skills. Therefore, the current study affirms that dramatic genres are effective and boost learner achievement.4.2.7 Students' responses on the English Language Homework

Table 4.12: Learner and Homework

Response	Frequency	Percentage
Frequently	80	25.5
Very Frequently	60	19.1
Occasionally	55	17.5
Rarely	60	19.1
Not at all	59	18.8
Total	**314**	**100**

Table 4.12 shows that 25.5% (No=80) of the student respondents explained that their English language teachers gave them homework to do. The study revealed that 19.1%

121

(No=60) of students respondents explained that their teachers gave them assignments frequently. The study shows that 19.1% (N=60) of the student respondents revealed that their teachers rarely gave them assignments. The findings of this study show that 18.8% (No=59) of the learner respondents revealed that their teachers did not give them assignments. Assignments are effective tools to encourage hard work and learner achievement. When 18.8% (No=59) of the teachers fail to give assignments to students, poor performance of internal and external examination undertaken by students is inevitable. Moreover, the students' future may be adversely affected. Therefore, this study confirms that when dramatic genres are utilized they inculcate hard work, motivate and improve learner achievement, and provide for oral and written assignment; hence this research is confirmed and established.

**Figure 4.5: Learner and dramatic genres in learning the English Language**
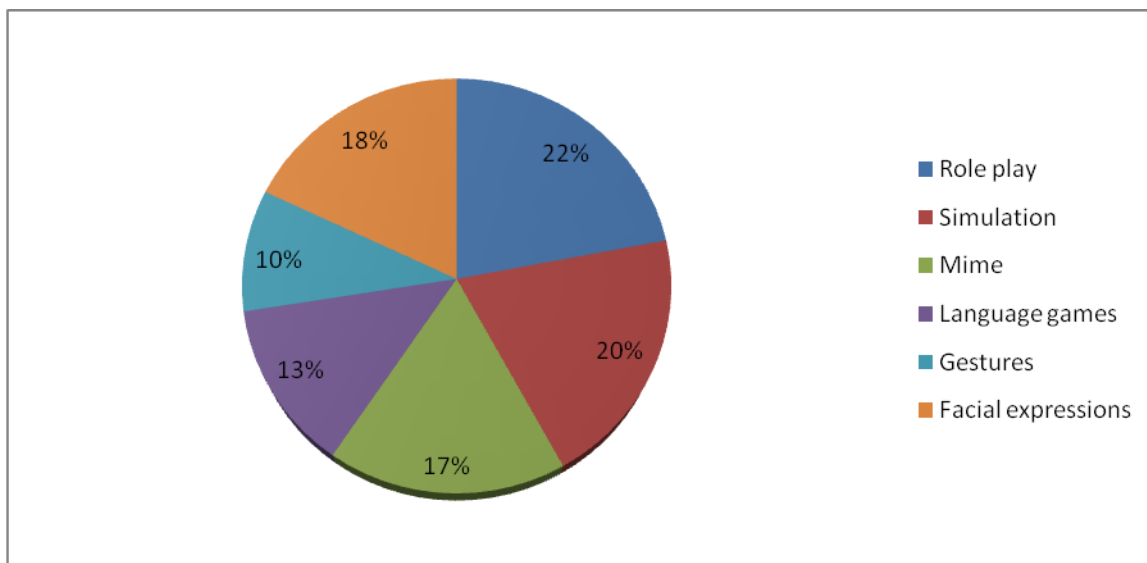
Figure 4.5 shows 22% (No=70) of the learner respondents expressed that they enjoyed using role-play during the learning of the English language. 20% (No=64) and 17.5% (No=55) of the learner respondents gave their views on simulation and gestures. The study shows that student respondents revealed that they were not exposed to learning

122

using dramatic genres. According to this study, 9.5% (No=30) of the learner respondents used gestures in the learning of English Language. These findings demonstrate that there is great urgency to employ and utilize the dramatic genres in the teaching and learning of the English language. The study conducted by Fleming (2006) asserted that when learners are exposed to simulation, mime, and language games, they improve on pronunciation of words and develop communication skills. Additionally, Almond (2005) asserted that students master parts of speech and demonstrate superior writing skills. Therefore, the current study advocates the views of Maley, Fleming, and Almond.

4.2.6 Teachers suggestions on types of assessment given to learners

The study looked at the different types of assessment: oral questions, written quizzes, homework, end of term examinations, mocks and Kenya Certificate of Secondary Examinations. These assessments are significant because they make the examiner to discriminate between the different abilities of the students. Clarity of test items and simple instructions are vital in giving test items. The suitability of the questions designed covering the structural items listed in the syllabus enable the students to do the test. Table 4.12 shows the different types of assessment found in the field of study.

Table 4.14 shows the different types of assessment which are significant in training students on answering various questions and acquiring skills to apply in their final English KCSE examinations.

Table 4.13: Teachers and assessment given to learners

Types of Assessment	frequency	Percentage
Oral questions	31	24.7
Written quizzes	15	11.9
Homework/Assignment	10	7.9
Mid-Term examination	11	8.7
End of term examination	16	12.7
Internal/District Mock	14	11.1
K.S.C.E (examination)	29	23.0
Total	**126**	**100.0**

Table 4.13 shows that 24.7% (No=31) of the teachers used oral questions as a method of assessing learner performance. Written quizzes were used by 11.9% (No=15) of the teacher respondents while 7.9% (No=10) of the teacher respondents gave homework or assignments. The end of term examinations were administered by 12.7% (No=16) of the teacher respondents. When the above assessments are effectively utilized, learners are exposed to examination rules. Therefore, they gain confidence and improve performance during their KCSE examination. Dramatic genres such as role-play and simulation provide opportunities for the English language teachers to employ the use of oral and written questions which are administered to learners during the learning process.

4.2.7 Teachers views on in- service courses .

The teachers who participated in the research expressed their views regarding in-service courses. The participants argued that any in-service training should look at

content, instructional methods, and teaching and learning resources used during the learning of the English language. The content and methodology should be relevant to the English language syllabus (Appendix IX). The content and instructional resources to be used can be derived from the English language reference books and class course books. The study revealed that only 35.7% (No=45) of the teachers had participated in any one in-service course during their teaching profession. The study noted that 55.5% (No=70) of the teachers had not attended any in-service training at all. When teachers are exposed to varied in-service courses, they acquire knowledge and skills on instructional resources and methods which they translate to the learner. As a result, the learner performance in the English language improves. The current study states that 8.7% (No=11) of the teachers did not give any responses on the in-service training.

4.2.8 Analysis and discussion by objectives.

4.2.9 Objective One: To establish the extent to which role play influence learner achievement in the English language in public secondary schools in Meru North and Imenti South.

This objective sought to establish whether role-play was used in teaching and learning of English language. The questionnaire for headteachers number (9), 12 for teachers, 12 for learners and 7 for education officers provided responses for objective one. The hypothesis tested under this objective was, Ho_1. The analysis of data collected is in Figure 4.7 and 4.7. These respondents provided vital information which reflected on learner achievement.

Figure 4.6: Head teachers and dramatic genres
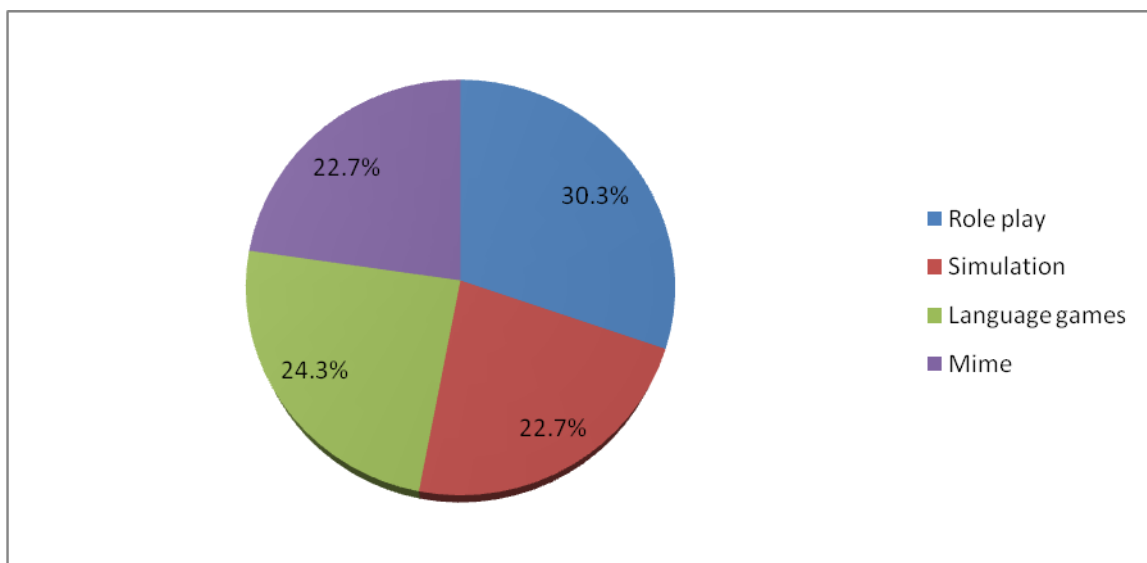
Figure 4.6 shows that 30.3% (No=20) and 24.3% (No=16) of head teacher respondents agreed that role-play was a significant strategy of learning the English language. The study established that 24.3% (No=16) and 22.7% (No=15) of the head teacher respondents had not explored the advantages of incorporating role-play into the teaching of English Language. The study conducted by Aldavero (2008) looks at role play, simulation, mime, and language games as effective methods of enhancing oral communication skills, reading and writing skills among the learners. The current study supports these views and suggests that utilization of dramatic genres will boost learner achievement.

4.2.10 Teachers suggestion on dramatic genres

Role-play enables the learner to use language in meaningful situations. This view was expressed by 20% (No=25) of the teacher respondents. Table 4.13 shows simulation activity was used by 13.4% (No=17). It encourages oral communication and students attain linguistic ability in speech work. Gestures and games enable the learner to

practice paralinguistic communication for example, body language and general acting (miming). Dramatic aspects such as tonal variation and facial expression promote effective learning as the student gets involved in the tasks and is motivated to use the English language. Table 4.15 shows the dramatic genres which are commonly used in learning the English language. These are effective in learner achievement.

Table 4.14: Teachers', and dramatic genres

Response	Frequency	Percentage
Role-play	25	20
Simulation	17	13.4
Gestures	30	23.8
Games	18	14.3
Tonal variation	14	11.1
Facial expression	13	10.3
Mimicry	9	7.1
Total	**126**	**100**

Table 4.14 indicates that 20% (No=25) of the teacher respondents supported the use of role-play in the teaching and learning of oral skills and writing skills. The study shows that 14.3% (No=18) of teacher respondents supported the use of simulation while 7.1% (No=9) supported miming for improving students' paralinguistic features of communication and developing students' power of imagination and observation. Previous studies by Maley and Duff (2005) found out that some students felt shy to participate in gestures and facial expression. This study also found out that dramatic genres were not adequately utilized in the learning and teaching of the English

language as only 23.8% (No=30) of the teacher respondents supported the use of gestures. The findings of this study, further indicated that 7.1% (No=9), 10.3% (No=13), 13.4% (No=17) and 14.3% (No=17) of teacher respondents used different genres of dramatization, but these were not exhaustively utilized in the learning of the English Language hence the need to conduct this study.

Figure 4.7 shows the commonly used dramatic genres in the learning of the English language. The use of role-play and simulation is captivating and learners drive enjoyment during the learning of the English language. Also, it encourages class participation and learner attentiveness in teaching and learning of the English language.

Figure 4.7: Teachers' and dramatic genres
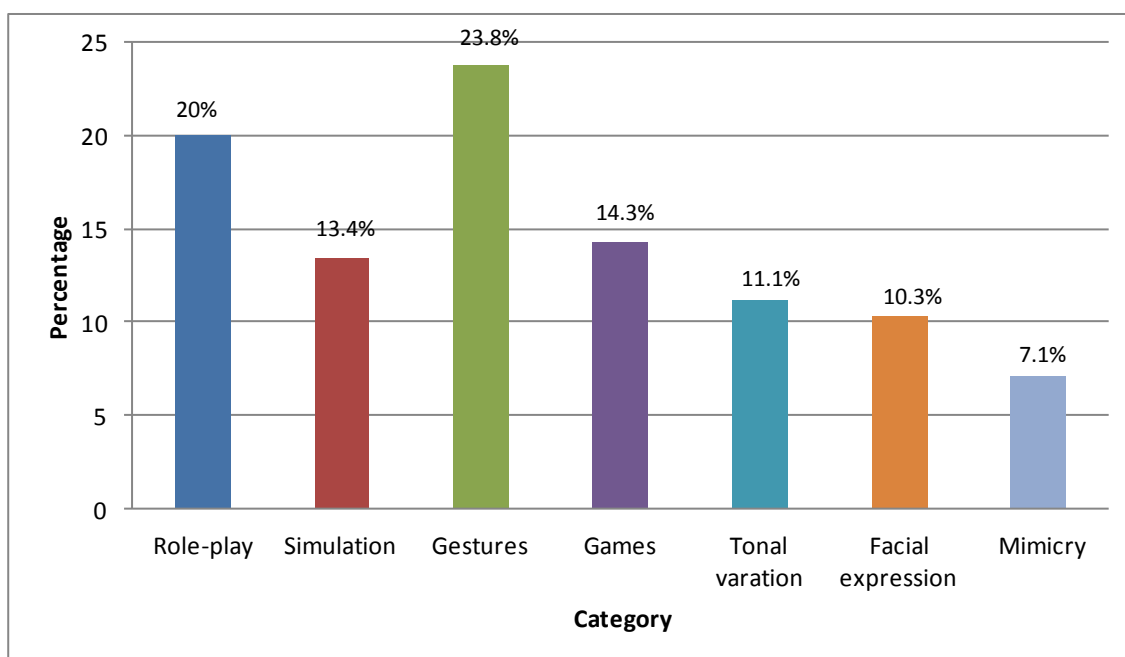
Figure 4.7 shows that 7.1% (No=9) and 11.1% (No=14) of the teacher respondents used dramatic genres such as mime and tonal variation to teach and improve learner achievement in speaking, reading, writing, and listening. However, these dramatic

genres were underutilized in the learning of the English Language. This study shows that 10.3% (No=13) and 19.8% (No=25) of the teacher respondents explained they used facial expression and role-play in the teaching of the English language. This shows that these dramatic genres were not comprehensively utilized in the learning and teaching of the English language. When learners are exposed to learning using role-play, simulation, gestures, games, tonal variation, facial expression, and mime, content retention and learner performance is enhanced.

4.2.11 The analysis of data collected through Interview Guide

Table 4.15: Education officers' and language of instruction

Responses	frequency	percent
English language	10	66.6
Kiswahili	5	33.4
Total	**15**	**100**

The findings in table 4:15 indicate that the Education Officers 66.6% (No=10) explained that the English language was the language of instruction and was examinable at K.C.S.E level. This puts emphasis on the significance of the English language and the need to utilize correct strategies during its learning (Manyasi, 2014). Only 33.4% (No =5) of the respondents reported that Kiswahili was used in teaching Kiswahili language, and sometimes few students engaged in a discourse using the language.

Table 4.16: Education officers' and   dramatic genres

Responses	Frequency	Percent
Micro-skills		
Speaking	5	33.3
Listening	2	13.3
Reading	5	33.3
Writing	3	20.1
Total	15	100

Table 4.16 shows 33.3% (No=5) of the Education Officer respondents' explained that when students are taught using role-play, they acquire oral communication. The study has established that 20.1% (no=3) of the Education officers indicated that simulation and mime can be used in teaching the writing skills. The study has unearthed that 33.3% (No=5) of the Education officers support the use of language games and role-play in teaching reading skills. The study on the use of dramatic genres in teaching the micro skills conducted by Lewis and Rainer (2005) indicates that learners acquire oral skills and writing skills.

Table 4.17: Education officers' and challenges in learning the English Language

Responses	frequency	percent
Proper pronunciation	2	13.4
Spelling	3	20.0
Grammatical rules	5	33.3
Mother tongue influence	5	33.3
Total	15	100

Table 4.17 indicates the responses of the Education Officers, 13.4% (No=2) Education Officers explained that students had serious problems of pronunciation when using the English language words and phrases. The study shows that 20.0% (No=3) of the students had difficulties in spelling words correctly. Education officer respondents explained that 33.3 % (No=5) of the learner had challenges in applying grammatical rules such as phrasal verbs, tenses, and articles. The study shows that 33.3% (No=5) of Education Officer respondents explained that there was a lot of mother tongue influence in both speaking and writing of the English Language.

Table 4.18: Education Officers and attitude towards dramatic genres

Responses	frequency	percent
Attitude		
Negative	7	46.7
Positive	5	33.3
Not sure	2	20.0
Total	**15**	**100.0**

The findings in table 4.18 revealed that most of the respondents 46.7 (No=7) explained that they dislike the English language. On the other hand, 33.3% (No=5) of Education Officer Participants indicated that they liked the English language. 20.0% (No=3) of the participants were not sure of their opinion regarding the attitude of both teachers and learner.

Table 4.19: Education Officers and performance of the English language

Responses	frequency	percent
Remedial teaching	5	33.3
Symposia	3	20.0
Joint tests	5	33.3
Qualified teaches	2	13.3
Total	**15**	**100**

Table 4.19 indicates that 33.3% (No=5) of the Education Officers suggested that they wanted to introduce remedial teaching of the English language which would enable learners to improve in speaking, reading, listening, and writing skills. 20.0% (No =3) of the education officers agreed that they would organize symposiums in different

schools to create interest and motivate learners. The Education Officers respondents 33.3% (No=5) admitted that there was need to introduce joint tests in their respective districts. Through the suggestion of 13.3% (No=2) of the Education Officer respondents, the study established that there was need to employ qualified teachers to teach the English Language.

Table 4.20: Education officers' and dramatization

Responses	Frequency	Percent
Promotes oral skills	5	33.3
Stress and Intonation	2	13.4
Non-verbal cues	5	33.3
Parts of speech	3	20.0
Total	**15**	**100**

According to Table 4.20, 13.4%(NO=2) of the Education Officer respondents agreed that dramatization can boost acquisition of stress and intonation patterns among the learners. However, this shows that stress and intonation was poorly handled while dramatic genres such as role-play and stimulation were not adequately utilized. This study shows that 20% (No=3) and 33% (No=5) of the Education Officer respondents stated the importance of using of dramatic genres in teaching parts of speech such as nouns, verbs, pronouns, adjectives, and conjunctions. It is very clear from this study that dramatic genres were not properly utilized in the learning of oral skills, stress, intonation, and non-verbal cues which had a response rate of 33.3% (No=5). Therefore, it was necessary to conduct this study and stress on the significance of using dramatic genres in the learning of English Language.

4.2.12: Objective 2: To determine the extent that simulation can be integrated into the process of learning the English language in secondary schools in Meru North and Meru South Districts.

The second objective sought to establish the extent to which simulation method could be integrated in teaching and learning of the English language. The questionnaire for head teacher number (9); teachers 11, 15; learners 12; education officers 6. The analysis of the data collected is reflected in figure 4.9. The information provided by the respondents was significant in ascertaining learner achievement.

Table 4.21: Education Officers' and integration of dramatization

Responses	Frequency	Percent
Phrases and clauses	5	33.3
Intensive reading	3	20.0
Comprehensive skills	2	13.4
Social writing	5	33.3
Total	**15**	**100**

Table 4.21 shows that 33.3% (No=5) and 20% (No=3) of the Education officers' respondents demonstrated that when dramatic genres such as role-play and simulation are integrated into the learning process, learners acquire knowledge in phrases and clauses. These phrases such as prepositions and adjectives enhance sentence construction and equip learners with relevant grammatical knowledge. The study shows that Education Officer respondents revealed that 20% (No=3) of the learners were provided with opportunity to learn intensive skills found in plays and novels. However, the integration was poorly done.

According to this study, 13.4% (No=2) of the Education officers respondents revealed that learners acquired comprehension skills when role-play was used in teaching the novel. The study illustrates that 33.3% (No=5) of the Education officers respondents stated that the integration of dramatic genres enabled the learners to grasp content on social writing.

However, 13.4% (No=2) of the education officer respondents reveal that comprehensive skills which entail recall, analysis, application, and evaluation were below average. Dramatic genres are under-utilized. Consequently, this study seeks to advise teachers on the need to integrate dramatization in the process of teaching the English language.

Table 4.22: Education officers' and communicative approach

Instructional method	Frequency	Percent
Non-verbal cues	2	13.4
Oral skills	5	33.3
Study reading	3	20.0
Building reading	5	33.3
Total	**15**	**100**

Table 4.22 shows the Education officer responses on role of dramatization genres in the communicative approach during the learning of the English language. This study shows that 13.4% (No=2) of the respondents explained that dramatic genres created non-verbal cues in learners who acquired fluency in speaking the English language. This study shows that 33.4% of the Education officer respondents regarded role-play as significant in enhancing oral skills among learners. However, 20% (No=3) and

33.3% (No=5) of the Education officer respondents revealed that there was need to study reading and building sentences structures using role-play and simulation. The study conducted by Lewis and Rainer (2005) supports these views and asserts that role play, mime, and simulation enhance acquisition of communicative skills and boost content retention among learners. The current study provides an applicable remedy i.e. dramatization to improve learner achievement.

4.2.13 Integration of dramatization in the process of teaching and learning the English Language

This study established that mime was used to show a non-verbal representation of an idea or story through gesture, body movement, and facial expression. The study confirmed that mime puts emphasis on paralinguistic features such as pronunciation and sounds learnt in English language. This study has established that role-play can be used to teach extracts of the novel, play, and dramatized poetry. The English language teacher assigned different roles to students who acted a summarized section of the novel for example, The River Between by Ngugi wa Thiong'o. From the role-play which was acted in class, various vocabularies, parts of speech, and varied sentence structures were identified and noted down. This study established that the teacher highlighted comprehension skills, summary, note making-skills, and gave the class written a assignment from the performance of the role-play presented to the class. The study conducted by Burke and O'sullivan (2002) supports the use of role-play, mime, and simulation in teaching comprehension skills, pronunciation, and vocabulary. Hence, the current study concurs with these views.

Figure 4.8: Head teachers and integration of dramatic genres
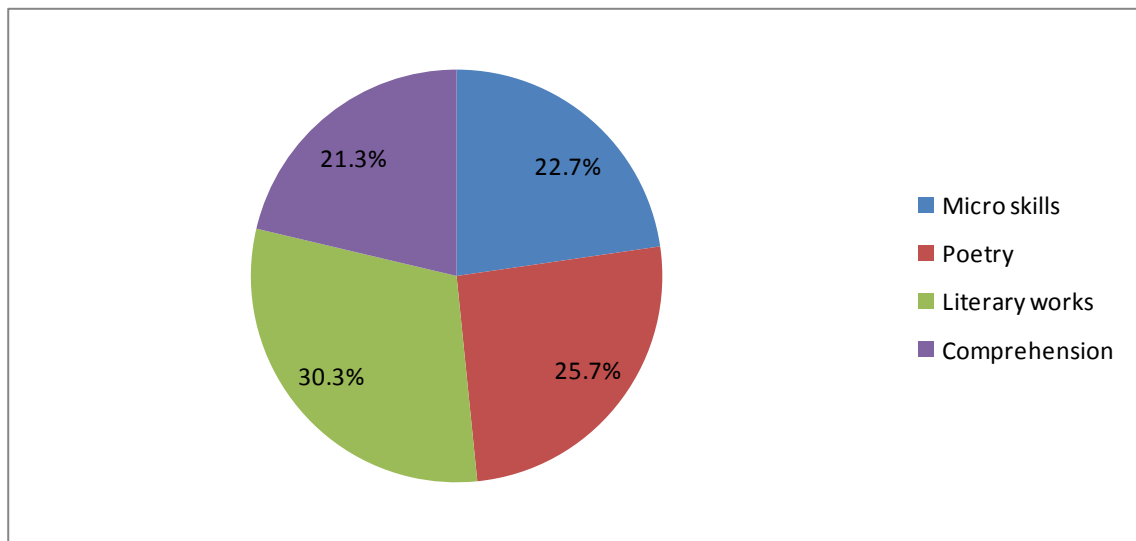
The results of figure 4.8 shows that only 30.3% (No=20) of the head teachers could comprehend the significance of using dramatic genres such as role-play, simulation and mime in the integrated syllabus as spelt out by the Kenya Institute of Curriculum Development. The study established that 22.7% (No=15) and 21.3% (No=14) of the head teacher respondents agreed that micro skills and comprehension were poorly integrated into the English language syllabus. However, the study shows that poetry and literary works were not adequately integrated into the English language syllabus that is why 22.7% (No=15) and 30.3% (No=20) of the head teacher respondents were not conversant with dramatic genres and their application in the learning of the English Language. Therefore, this study has been conducted to equip head teachers, teachers, and students with relevant knowledge on dramatic genres and how to apply them in the integrated English syllabus.

Table 4.23: Teachers responses on integration of dramatization

Response	Frequency	Percent
Pronunciation	30	23.8
Listening comprehension	20	15.8
Reading	35	27.8
Analysis of play	25	20
Dramatized poetry	16	12.6
Total	**26**	**100**

The results indicated in Table 4.23 on teachers' responses on integration of dramatization into the learning of the English Language reveal that there was poor integration of dramatic genres into the English Language syllabus.

For example, 12.6% (No=16), 15.8% (No=20), and 20% (No=25) of the teacher responses show dramatized poetry, listening, comprehension, and analysis of poetry was not adequately handled, hence the need to conduct this study.

4.2.14 Objective 3: To establish the role of dramatization in the communicative approach of learning the English language in secondary schools in Meru North and Meru South Districts.

Objective three sought to establish role of dramatization in the communicative approach which was studied, in questionnaire number 9 and 11of the headteachers. The teachers' questionnaire number 12 solicited information on communicative approach. The learners' questionnaire number 12 provided data on communicative approach. The education officers' questionnaire number 7 was significant in providing data for communicative approach. The respondents explained dramatization

provided real opportunities for learners to communicate in English language. Learner stated that they were provided with opportunities to use verbal and non-verbal cues which elicited interest and participation in the learning process. The teachers explained that when language was in operation, learners would work on sentences construction, intonation, and word stress. The respondents agreed that spoken language was improved and that learners developed fluency in the language. The respondents supported the use of mime, gestures, and facial expression in the learning of English. They explained that these methods communicate the content in a powerful manner, leading to learner achievement.

Figure 4.9: Head teacher and drama in the communication approach
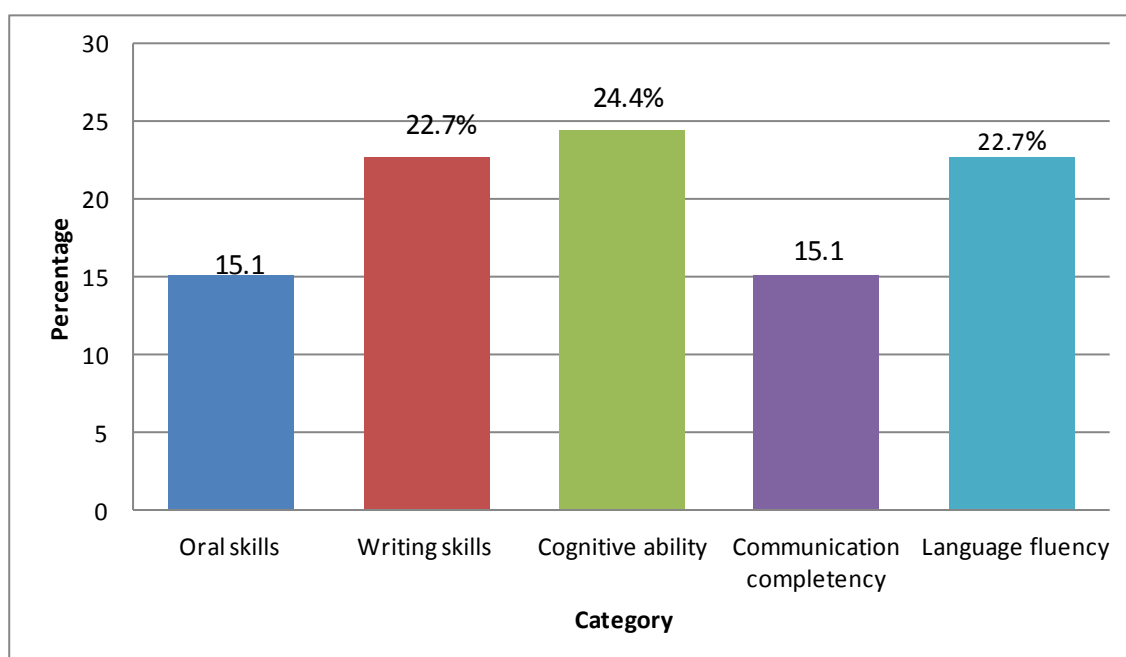
Source: Field Data

Figure 4.9 shows that 22.7% (No=15) of the head teacher respondents appreciated the role of drama in improving oral skills among learners. The findings of the study shows that 15.1% (No=10) and 24.4% (No=16) of the head teacher's respondents expressed the need to use drama to improve student language fluency and

communicative competence. The study shows that 15.1% (No=10) and 22.7% (No=15) of head teacher respondents explained that dramatic genres were not adequately used to enable learners improve their oral and writing skills. Hence, the necessity to conduct this study and provide knowledge on the usage of dramatic genres in the communicative approach of learning the English Language.

4.2.16 The teachers' and role of dramatization in the communicative process are shown in Table 4.25.

Table 4.24: Teachers and role of dramatization in the communicative approach

Response	Frequency	Percent
Oral skills	35	27.78
Non-verbal communication	20	15.88
Retelling stories	25	19.85
Reciting poems	30	23.80
Oral poetry and proverbs	16	12.69
Total	**126**	**100**

The results indicated in Table 4.24 on teachers' responses on the role of dramatization in the communicative approach of learning the English language reveal that 27.78% (No=35) of the teacher respondents agreed that dramatic genres such as role-play and miming enable learners to improve their communicative skills. The results in Table 4.25 indicate that English teachers were not utilizing dramatic genres effectively in the communicative approach of the learning of English language. For example, 15.88% (No=20) and 12.69% (No=16) of teacher respondents indicated that learner had difficulties in non-verbal communication and oral poetry/ proverbs exercise.

Therefore, there was need to conduct this study and guide teachers on the application of dramatic genres in the teaching and learning of English language.

Table 4.25: Head teachers' and implementation of the Curriculum

Response	Frequency	Percent
Lack of learning resources	14	21.0
Scope of the syllabus	13	20
Oral skills	10	16
Literature set books	17	26
Poor instructional methods	11	17
Total	**66**	**100**

Table 4.25 shows that there was lack of learning and teaching resources in the schools under study. Only 26% (No=17) of the head teacher respondents could avail literature set books in their schools. The findings of Table 4.26 show that 16% (No=10) of the head teachers explained that students had problems with oral skills, and some teachers used poor instructional methods in the teaching and learning of the English Language. The head teachers explained that the scope of the English language syllabus was too broad to cover, hence 20% (No=13) of the head teacher respondents looked at the syllabus coverage as a challenge to them.

4.2.17 Difficult aspects of English Language

Table 4.27 reflects on difficult aspects of the English language. Both teachers and students explain cloze text was difficult to handle (Vikiru, Omwoyo & Oburu, 2005).

Stress pattern and intonation were hard nuts to crack. Students failed to understand gender interlocutors. They could not contextualize information from listening texts.

Creative writing and gapped dialogue are aspects of the syllabus tested in the K.C.S.E examination (K.C.S.E English language, 2009). Figure 4.14 shows difficult aspects of the English language components.

Table 4.26: Learner and difficult aspects

difficult aspects.	frequency	Percentage
Cloze test	70	22.2
Stress pattern	40	12.7
Intonation	35	11.1
Speech work	40	12.7
Creative writing	44	14.0
Gapped dialogue	40	12.7
Listening comprehension	45	14.3
Total	**314**	**100.0**

Table 4.26 shows that 11.1% (No= 35) of the student respondents had difficulties grasping content on intonation. The study shows that 12.7% (No=40) and 14% (No=44) of the student respondents experienced difficulties in handling speech work and creative writing. This study shows that 22.2% (No=70), 12.7% (No=40), 14.0% (No= 44), and 14.3% (No=45) could not comprehend and answer questions on cloze test, gapped dialogue, creative writing, and listening to comprehension, therefore, leading to low learner performance in the English language. This study suggests that dramatic genres can be used to teach speech work, intonation, and writing skills to boost learner achievement. Therefore, there was necessity to undertake this study.

142

Table 4.27: Teachers, dramatization and difficulties

Response	frequency	Percentage
Role-play	25	20
Simulation	4	3.2
Mimicry	35	29
Facial expression	37	29.5
Tonal variation	23	18.3
Total	**126**	**100**

Table 4.27 show aspects of dramatization that present difficulties to learners. 20% of the student respondents explained that role-play can be difficult to practice (Mcguire, 2003; Burns & Genry, 1998). Teachers explained that games and mimicry can be time consuming during preparation and also require a lot of debriefing. Table 4.28 shows that 3.2% (No=4), 18.3% (No=23), and 20% (No=25) of the teachers respondents had difficulties in handling simulation, tonal variation, and role play. Dramatic genres such as role-play, simulation, games, mimicry, facial expression, and tonal variation were not adequately used in the teaching of the English language. Therefore, there was need to conduct this study. It is the responsibility of the teacher to overcome the above difficulties and utilize these methods to boost learner achievement. When these dramatic activities are effectively practiced and taught, the students change their attitude and improve in oral skills. Learners argued that role-play was artificial and was not relevant to their needs. Also, there are inadequate facilities such as theatres which are crucial to facilitate good performance.

Shy learner revealed that role-play and simulation activities can cause a lot of embarrassment, awkwardness, and very little spontaneous language use. Teachers were afraid that they could lose control of their classes when language games were used in the learning of English language. Table 4.28 shows that 20 % (No=25) of the teacher respondents explained that when using role-play, learner concentration may be disrupted and learning interrupted. Teachers also argued that they spend a lot of time in preparation of simulation and games. The teacher respondents revealed that timing lessons was difficult because the teacher was not able to predict the amount of class time the activity would take. However, these challenges could be solved if careful thought and planning was accorded to dramatic activities used in the classroom.

4.2.18 Remedy on dramatization.

Table 4.28: Teachers and remedy of dramatization

Remedy on dramatization	Frequency	Percent
Proper planning	20	15.00
Guided counselling	25	18.00
Communicative approach	14	11.00
Class control (formal)	16	12.00
Academic discipline	13	10.00
Devise clear guidelines	30	21.00
Debriefing	18	13.00
Total	**126**	**100**

Table 4.28 gives suggestions on how to solve difficulties used in dramatization. The teacher should device clear guidelines and use scripted dramatization (Paran&Watts, 2003; Simons & Webester, 2003; Alden, 1999). It is the duty of the teacher to define roles and guide learners on time management skills. Table 4.31 shows that 15% (No=20) of the teacher respondents explained that proper planning of role-play and simulation should be done. According to this study, 18% (No=25) of the teacher respondents suggested that guided counseling should be accorded to slow learners to encourage them to participate in role-play and simulation so that they acquire skills in the communicative approach. The use of role-play and simulation should be wisely planned and well timed. According to this study, 21% (No=30) of the teacher respondents explained that these activities grant students the opportunity to interact with others. They are less formal and this can reduce tension. The study shows that 13% (No=18) of the teacher respondents explained that there should be class control and emphasis on academic discipline during any form of performance.

Figure 4.10: Head teachers' and challenges of the curriculum
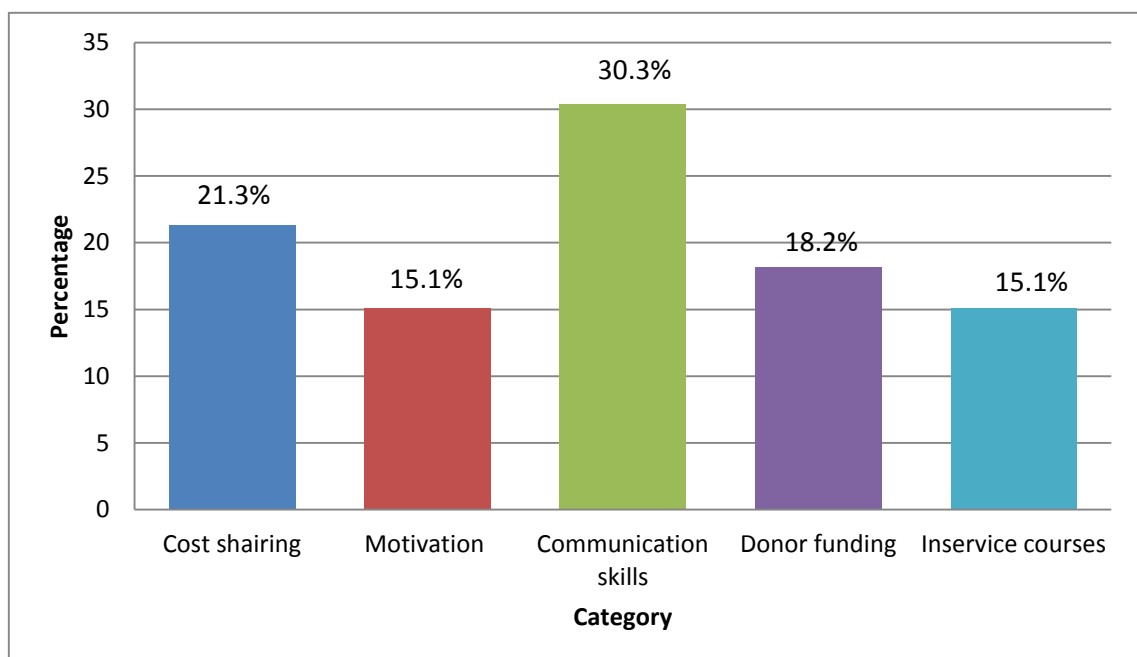
Figure 4.10 shows that 30.3% (No=20) of the head teachers were willing to introduce a cost sharing program with all stakeholders to purchase learning resources. This study shows that 18.2% (No=11) of the head teacher respondents were ready to provide motivation incentives to teachers to encourage them to create extra time to cover the syllabus. This study depicts that 15.1% (No=10) of the head teacher respondents agreed that it was necessary to teach students communicative skills. According to the findings of the study, 18.2% (No=11) of the head teacher respondents were willing to look for donor funding to purchase literature set books. The findings of this study also revealed that 21.3% (No=14) of the head teacher respondents were ready to pay the cost incurred in the training of the English Language teachers during in-service and remedial courses regarding instructional methods.

Therefore, the current study suggests that in-service training on content, methodology and use of dramatic genres should be taught and practiced by teachers, hence the need to conduct this study.

4.2.19 Objective 4: To examine the attitude of learners' and teachers' towards language games as an activity of enhancing the learning of the English Language in secondary schools in Meru North and Meru South Districts.

Objective four sought to examine the attitude of learners and teachers towards language games as an activity of enhancing learning of the English language. The questionnaires for head teachers question number 9; teachers 16,17, learners 15,16 and education officers number 8 solicited information on this objective. According to the study, teachers expressed high expectations when using dramatic genres in teaching the English language. The teacher's respondents explained that a lot of time

was spent in planning role play but the results were encouraging. Students became

enthusiastic when they participated in various roles. It was evident from the study.

Students improved communication skills, speaking, listening and   writing skills.

Therefore learner achievement is raised.

Table 4.30: Characteristic of teachers' attitude towards dramatization

Organization of actors during free time
The teachers expressed enjoyment when they spent their free time in guiding students on aspects of dramatization. Moreover, effective planning and organization contributed to student achievement in fluent speaking of English language as they engage in lively discourse.

Provision of dramatic exemplification
Teachers willingly assigned character roles to students which influenced student behavior positively. The students appreciated a clear structure of role-play which enriched their world of vocabulary and recollection. The findings of this study show this area of study was neglected, hence the need to conduct this research.

Expectations
Teachers were eager to influence their students and change their attitude. The tonal variation which students learnt enhanced proper pronunciation of words and phrases. Students were happy when they acquired speaking skills. This was observed during the teaching experiment and revealed the need to undertake this study.

Clear goal setting
The play acted by students contains a moral teaching. There is emphasis on reading skills and cognitive learning transfer which gave satisfaction to both teachers and students.

Structuring the content
This included ordering the content. For example, students were encouraged to identify parts of speech used in the play. The researcher observed that prior knowledge can be used to increase student's own contribution and responsiveness in the learning of English language. The findings of this study shows this aspect was neglected in the teaching and learning of the English Language.

Clarity of presentation
The teacher played the role of narrator in a play or dramatized story and highlighted the topic. The transfer process avoided vagueness and students were attentive to grasp the content, hence learning was captivating.

Immediate evaluation after presentation
Oral questions are asked by the teacher. These made the learners alert as questions were clarified. Provision of feedback and corrective instructions are effective tools of learning the English language.

Teachers explained that dramatization elicits excitement and enhances learning. Dramatic genres such as role-play, simulation, and mime are entertaining. They create vivid mental pictures and break the monotony of lecture methods. From the study, 17.0% (No=55) of the respondents explained that they liked dramatic activities because they create opportunities for learners to use language freely and creatively. Table 4.30 shows that role-play and simulation enable the learner to use language and gain conversational competence and it is also entertaining. Learner argued that role-play enhance confidence, makes the English lesson lively, and it creates personal awareness. Teachers expressed admiration in the simplicity and captivating language used in plays. Some learner explored the significance of play in promoting writing skills and creativity. Teachers looked at dramatic activities as innovative and captivating as they provide a meaningful way of learning the English language. Additionally, the English language teachers emphasized the need to use dramatization aspects such as mime and simulation to promote learner achievement, linguistic ability, and articulators' activities. Teachers expressed various opinions on their attitude and characteristics when using dramatization in the learning of the English language, this information is found in Table 4.30.

Table 4.29: Influence of learner attitude and dramatization

Response	Frequency	Percent
Entertaining	65	21
Personal awareness	4	14.0
Responsibility	50	16
Motivation	85	27.0
Communication competence	70	22
Total	**314**	**100**

Similarly, Table 4.29 shows that the learner deemed dramatization as a reliever of stress, therefore, providing them with entertaining episodes, and improving their communication competence. 21% (No=65) of learner respondents explained that role-play created a sense of responsibility to the learners. The findings from the learner respondents in Table 4.31 revealed that there was change of attitude in the learners who may improve in their performance of the English language if teachers incorporate dramatic genres in the learning process.

The dramatic genres provide students with opportunities to understand the thoughts and feelings of other learner as they express themselves in role-play. Table 4.31 show that 21% (No=65) of the student respondents expressed their appreciation of the role of dramatic genres like simulation and role-play in enhancing the learning of the English language.

 Table 4.31 shows that 27.0% (No=85) of the learner respondents explained that these activities make students fluent in oral communication while the weaker students are motivated to observe and emulate their colleagues during the performance of any

play. According to the study, 27.0% (No=85) of the learner respondents viewed dramatic genres as an opportunity to be actively involved in their whole personality and mental process which provided intrinsic motivation to learners. Table 4.31 shows that 27.0% (No=85) of the student respondents explained that they grasped the content of a topic when they are involved in the tasks and are motivated to use the target language. The findings of the learner responses on their attitude towards drama as an activity enhance their learning of the English language. 16% (No=50) of the student respondents viewed role-play and simulation as activities that enhance responsibility among learners.

4.2.20 Objective 5: To establish learner performance of the English language when dramatization is used in teaching and learning of the English language in secondary schools in Meru North and Meru South Districts.

Objective five sought to establish learner performance of the English language when dramatization is used in teaching and learning of English language. The headteachers' questionnaire provided information in question number 7; teachers 13; learners 14 and education officers number 9. According to table 4.37 there was poor performance of the English language from 2007 – 2014 in Meru North and Imenti south. The current study has established through research when dramatic genre are utilized in teaching and learning of the English language ;there is great improvement in learner achievement as reflected in table 4.37, closed test 1-8, table 4.35; appendix XIV and XVII**.** The hypothesis tested under this objective include: Ho_1, Ho_2, Ho_3, Ho_4 and Ho_5.

Table 4.30: KSCE English performance indices for Igembe North and Imenti South 2007- 2014 District, Kenya.

Performance Index	Mean Grade	Year	Performance Index	Mean Grade
Igembe North			Imenti South	
3.7	D	2007	5.5	C
3.1	D	2008	4.6	D
2.3	E	2009	5.5	C
5.6	C	2010	5.6	C
5.4	C-	2011	5.5	C
4.5	D	2012	5.9	C
3.6	D	2013	5.0	C
4.3	D	2014	5.8	C

Source: KNEC (2007 - 2014)

The head teachers involved in the study decried the poor performance of the English language in their schools and the entire District. For example, Meru North had a mean score of D for four consecutive years which was a serious decline compared to previous years. Therefore, the researcher sought to investigate whether the inclusion of dramatic genres in the teaching and learning of English language could improve learner performance. The average score in Imenti South was grade D. During the period between 2008-2014, both districts registered a serious decline which prompted the researcher to investigate the causes and provide remedy through utility of dramatic genres in teaching, speaking, reading, listening, and writing skills. Therefore, the dramatic genres under study will improve learner achievement if utilized with caution.

4.2.21 Performance of the English language and dramatization

During the study teachers explained that dramatic genres such as role-play, mime, and simulation were significant in learning and teaching of the English Language. From

the study, 85% of the teacher respondents expressed that when dramatic features are used in the teaching and learning of the English language, students acquire linguistic ability and vocabulary. The experimental process was conducted and the results indicate that students who were taught using dramatic genres improved in speech work, listening, writing, and reading skills.

According to the post-test results in appendix XIV, XV and XVII, there was improvement in performance when students were taught using dramatic genres. The T. Test of comparison in Table 4.39 shows the mean score and standard deviation improved when learners were exposed to the role-play, games, and simulation (figure 4.6 and 4.7; appendix XIV and XV). The study revealed that dramatic genres make learning captivating and enjoyable to learners. This study has established that dramatic genres can be done in groups where students are assigned roles and they answer written and oral questions. The students identify with the group and create an atmosphere of academic competition where even the lazy students improve their oral communication. Dramatic genres accompanied with oral and written questions provide the learners with opportunity to grasp skills on answering questions which can be eventually applied in their KCSE examination. The expertise, knowledge, and skills learnt through dramatic genres boost learner achievement. The study conducted by Chaplin (2001) and Carter (2002) shows that drama fosters speech work, language development, personal awareness, and imaginative growth hence supporting the validity of this study.

4.2.22 Results of Kenya Certificate of Secondary Education (KCSE 2007-2013 Nationally) and learner performance .

The performance in paper I declined by 2.63 points from 30.75 in 2009 to 28.12 in 2010. The results for paper 3 declined by 2.17 points from 20.81 in 2009 to 18.64 in 2010. The overall performance was impacted by the double decline in paper I and 3. It dropped by 1.06 from 78.42 in 2009 to 77.36 in 2010. According to objective V of this study the use of dramatic genres boasts learner achievement. Therefore, the students' performance will improve. The KCSE English language results were poor. However, the current study has established that when teachers use dramatic genres in teaching the English language, learner achievement is improved. This prompted the researcher to find out if instructional methods used when teaching and learning the English language could raise student achievement in the national examinations. There was a decline in the overall performance of the English language in 2008. The percentage mean was 33.78%, a decline from 39.70% in the year 2007. The English paper 2 (101) examination recorded the poorest performance in the year 2008 with a percentage mean of 28.38% a drop from 43.69% in the year 2007 (Table 4.5). From 2007-2011, the overall performance of the English language declined drastically by 4.52 from 77.36 in 2010 to 72.84 in 2011. Performance in paper 1 declined by 2.63 points from 30.75 in 2009 to 28.12 in 2010. Table 4.33 shows candidates overall performance in English (101) in the last five years.

4.2.23 Kenya certificate of secondary education (K.C.S.E 2007-2013 Nationally)

Table 4.31: Students National Results of KCSE English Language

Year	Candidature	Maximum	Mean score	Standard deviation
2007	273,006	200	79.40(39.70%)	24.00
2008	300,794	200	67.57(33.78%)	26.24
2009	335,415	200	78.42(39.21%)	25.64
2010	354,935	200	77.36(38.68%)	26.82
2011	410,949	200	72.84(36.42%)	25.14
2012	434,127	200	75.76(37.88%)	27.34
2013	445,757	200	54.94(27.47%)	20.31

Source: KNEC (2007-2013)

Table 4.31 shows performance in the English language from 2007-2011. The candidature has increased from 273,006-410,949 in 2011. The results for paper 3 declined by 2.17 points from 20.81 in 2009 to 18.64 in 2010. The overall performance was impacted by the double decline in paper I and 3. It dropped by 1.06 from 78.42 in 2009 to 77.36 in 2010. There was a decline in the overall performance of the English language in 2008; the percentage mean was 33.78% from 39.70 in the year 2007. The English paper 2 (101) examination recorded the poorest performance in the year 2008 with a percentage mean of 28.38% a drop from 43.69% in the year 2007 (Table 4.7). From 2007-2011, the overall performance of the English language shows a drastic decline by 4.52 from 77.36 in 2010 to 72.84 in 2011. The researcher studied the national performance of the English Language for the last seven (7) years i.e. 2007-2013 and noted that there was drastic decline. The mean scores were as follows:

2007(39.70), 2008(33.78), 2009(39.21), 2010(38.68), 2011(36.42), 2012(37.88), and 2013(27.47). Therefore, this study has established that both the national and district performance of the English Language was poor for KCSE examinations as shown in Table 4.32. Table 1.1 shows KCSE results for Meru North and Imenti South from 2007 to 2011. There was poor performance of the English language where Meru North attained D and E grades. Additionally, Imenti South attained grade D. The national performance of English language and the mean scores for the district schools depict poor performance of English language during KCSE examinations.

Figure 4.11: Students overall performance in English Language from 2007 – 2011
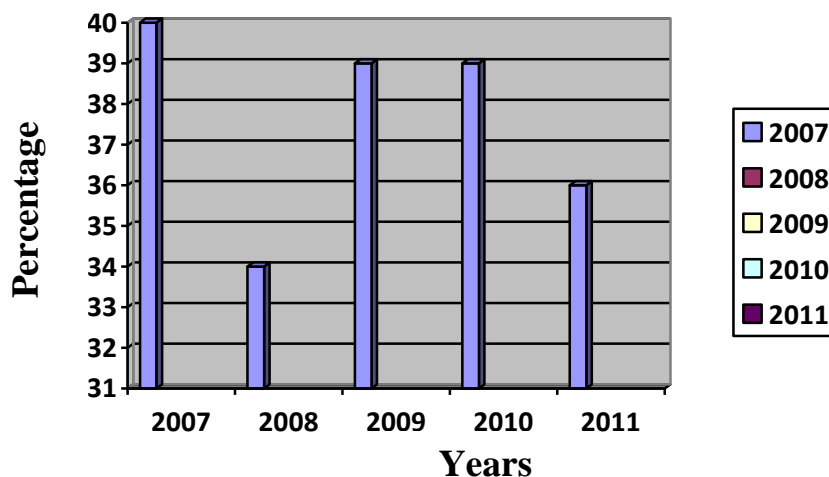
Source KNEC: 2007-2011: The Year 2007-2011 KCSE Examination Report. Nairobi: KNEC

Figure 4.12 shows there is a decline in the performance of the English language. However, if dramatic genres are integrated in learning and teaching strategies it could improve learner achievement. The national performance of the English language in the two districts, Meru North and Imenti South registered poor performance. Therefore, there was need to conduct this study and advocate for the utilization of

dramatic genres in the teaching and learning of the English language to boost learner achievement.

A summary of the hypothesis and the related objectives is given by Table 4.34

Table 4.32: Summary of objective and hypothesis

Objectives	Hypothesis
1. To establish to which extent drama is used as a method of teaching English language in Meru-County schools	$H0^1$ (a) There is a relationship between learner achievement and teachers usage of dramatization in the teaching and learning of the English language.
2. To determine how dramatization can be integrated in the process of learning the English Language	$H0_2$ There is a relationship between integration and the learning and teaching of the English Languages
3. To establish the role of dramatization in the communicative approach in learning the English Language	$H0_3$ (c) There is a relationship between the role of dramatization in the communicative approach of teaching and learning the English Language
4. To examine the attitude of students and teachers towards dramatization as an activity of enhancing the learning of the English Language	$H0^4$ (d). There is a relationship between the attitude of students and teachers towards dramatization as an activity of enhancing the teaching and learning of the English Language
5. To establish performance of the English language when dramatization is used in teaching and learning of the English language in secondary schools in Meru North and Meru South Districts.	Hypothesis $H0_5$(e)There is a relationship between performance of the English Language and utility of dramatic genres in teaching and learning of the English Language.

The summary provided in the Table 4.32 indicates that, from each of the five objectives of this study, four hypotheses were formulated and tested. The breaking down of the objectives into four hypotheses made it possible for the researcher to study four aspects of the key variables. For example, on objective one the key variable was utility of dramatization and learner achievement which was reflected in objective five. Based on objective two whose key variable was integration of English Language components were studied. The third objective, whose key variable was communicative approach, the characteristics of oral skills, communicative competence and speech work were studied. Finally, based on the fourth objective, whose key variable was attitude, the attitude of the teachers and students was studied. Based on objective five whose key variables were performance of the English Language and the learners' outcome in internal examinations administered by the researcher and their English Language teachers; the findings of this study indicated learners had improved in their performance after being taught using dramatic genres. All sub aspects of the independent variables were studied to establish their influence on the effect of dramatization in learning the English Language and the learner achievement. However, conclusions were based on the objectives of the study.

4.3 Closed tests analysis

The study examines 8 closed tests which were administered to form three learners. These tests were administered to learners as pre-test and post- test. After marking and corrections were done ,test analysis was done as follows:

4.3.1 The experimental process

The process involved in the research entails defining the problem, selecting the participants, measuring instruments, executing procedures, analyzing the data and

formulating conclusions. The researcher selected two groups of students using the schools' register records (Table 3.2). The researcher controlled extraneous variables and measured the effect of the treatment at the end of the study.

The researcher used A2 (dramatization) versus no A3 (lecture) comparison, she compared dramatization method and the classroom lecture method (Gay, Mills & Airasion, 2006). Two classes of form three students were selected using class list and school register. The researcher taught eight English language lessons and involved other teachers to teach their classes using dramatic genres. The experimental group was taught using dramatization (figure 4.19, 4.20; table 4.36, 4.37; appendix VI, 1-8 lesson plan). The control group was taught using lecture method. After the researcher exposed the groups to the treatment for some period the researcher collected data on the dependent variable from the groups and determined whether there was significant difference between their performances. This was done using statistical analysis; the groups were given English tests. At the end of the experimental study the treatment group had an average score of 17.55 on the dependent variable and the control group had an average score of 15.13. There was a clear difference between the groups which the researcher got from statistical analysis.

4.3.2 Pre-Test

The students who participated in the pre-test were from 8 public secondary schools in Meru County. The pre-test was administered to 240 participants from 8 schools. The pretest involved students who participated in the teaching experiment and took the post test. The content taught in pre-test was elementary concepts which learners were expected to have attained before joining secondary school (appendix XII). The

pretest was used to examine learner ability in learning a foreign language. Pre-test was structured to gauge the participants' cognitive styles in linguistic repertoire.

The learning of comprehension requires the learner to read fluently, they should expand their awareness of specific terms of vocabulary, structure or phonology and of discourse conventions in written or spoken texts. The pre-test results revealed the learner's deficiency in sentence structures, metaphorical convention cultural reference, phonological deviations and varied presuppositions which they made in language learning. The pretest enabled the researcher to establish the intellectual and cognitive ability of the learners in understanding new concepts. The pre-est was typed and presented to learners as questionnaires. These tests were branded 'questionnaires' in order to attain maximum participation and quality answers from the learners. The researcher explained that the results were meant for research and that students' identity was not be exposed.

4.3.3 Teaching experiment

The study involved 66 schools but teaching was done in 8 schools. The number of students who participated in the teaching was 240.The researcher selected 240 students because the maximum number of students in some day schools was only 30. Participating students from the form three classes were 240 according to an agreement made by the researcher and the form three teachers. The subject matter and content taught was carefully derived from the requirements of the secondary Education syllabus in Kenya (appendix IX). The topics covered in the experiment were parts of speech, poetry, play and oral literature. However, teaching experiments was done involving the entire classes. The researcher ensured the actual school teaching conditions was observed. The students who participated in the experiment had mixed

abilities. Personality differences ranged from grouping low ability students with average ability and high ability students; this influenced learning for low achievers. The classes comprised students ranging from 30-40 depicting a typical English language class in Kenyan Secondary schools. The learners were taught by their regular English teachers, within their normal school program. The researcher made prior arrangements with head teachers, heads of English departments and language teachers from the schools involved in the study. The researcher guided the respondents on the significance of the study, methods and instructional resources to be used in the experimental treatment.

4.3.4 Analysis of test items in the pre-test

The purpose of the pretest was to gauge students' knowledge of basic skills which are significant in learning the English language (appendix VII, test1-8). The pretests was initially organized for participants in teaching experiments only but was extended to non participants when preliminary observations and analysis of the 20 scripts indicated potential difficulties with certain basic concepts. The pre-test items are given in (appendix XII and table 4.26).

Test one tested student knowledge of articles and prepositions and their ability to distinguish between definite and indefinite articles. It was anticipated that students would use definite and indefinite articles correctly. On the other hand, the examiner hoped students would fill the gaps with the correct prepositions. It was observed that 37% of the students exhibited a clear knowledge of articles and prepositions and were able to use them correctly. However, it was evident that 35% of the students were not conversant with articles and prepositions. They gave wrong answers when filling the blank spaces. Some students filled the blank space with 'the' instead of using 'a'. The

study revealed 28% of the students used verbs such as 'do', 'did' and 'was'. The message inherent in those responses is that learners possess a rich experience and knowledge of language concepts. Their understanding of the English language concepts is varied and divergent. English language teachers should therefore, capitalize on this rich and diversified knowledge to generate pedagogically healthy discussions. Such discussions should be aimed at defining concepts from the same knowledge domain for instance; English language can harmonize concepts originating from different languages like Kiswahili and French. When learners construct sentences correctly using appropriate articles and prepositions, the same concept can be applied in subject discipline such as Biology, Chemistry and History whose language of instruction is English language.

In addition test two was a gapped dialogue which tested the students' knowledge on verbs, phrasal verbs, adjectives, pronouns and nouns. Students were required to select the correct word and fill the gap 44 % of the student filled the gaps with wrong structures. From the test given, 42% of the students gave correct answers. The test required students to utilize the words given to fill the blank spaces. However, 14% of the students filled the gaps with different answers not from the choices given. This reveals the students rich knowledge of words and phrases and can be used for creative writing.

Formal errors were identified. These are errors resulting from failure to use the correct word where required. The students who spelt words wrongly were 64%. Commonly misspelt words were 'completed', 'suggesting' and 'cause'. While, copying the dialogue 36% of the students skipped some sentences, therefore they missed some gaps and their work was incomplete. Students' evidence provided valuable evidence

of learning problems and supplied the teacher with information on which he can base his remedial teaching. The errors identified in test two enabled the teacher to organize his follow-up lessons.

The evaluation of test two provided an opportunity for teachers to guide their students on correct use of items from a given list. The repetition of the correct use of an item lead to formation of correct language habit and frequent making of errors was reduced. Students acquired writing skills in dialogue and role-play. The test enabled the student to use appropriate register and format for writing dialogue. The dialogue can be used as reference material for future use. The format used in dialogue writing is a good preparation for the study of a play in the integrated English syllabus. Aspects of characterization, themes and style explored are useful skills to learners.

Test three was meant to test learners' competence in handling conditional words, prepositions, nouns, suffix and affixes which were jumbled up. It was only 25% of the learners who scored correct answers. Learners, who could not use conditional words correctly were, 30%. Students, who did not express high degree of linguistic competence were, 22%. They had not developed skill in manipulating the linguistic system; they failed to fill the blank spaces with correct words and phrases. There was a misunderstanding of concepts mastered as part of a linguistic competence and this hindered communication system. The learners who were unable to develop skills and strategies in communicating meaning in concrete situations were 23%.

The paragraph provided practice for students to study the topic and select the main ideas. Learners developed dictionary skills and were able to link series of written instructions. The students were able to read through the passage and they predicted what would happen next. The students were exposed to unfamiliar topics and they

stated the main ideas and supporting details. The passage provided useful information on narrative and descriptive writing, because the ideas and events were presented out of sequence. The test presented a scenario where students could identify instances of bias in a written text. The passage enabled the students to understand underlying purpose and to differentiate between relevant and irrelevant information.

Test three was about telephone conversation. The purpose of the test was to examine students' ability in using vocabulary correctly and correct use of contextualized dialogues. It was 42% of the students who scored high marks. The students, who had problems using core vocabulary correctly, were 36%.The number of students who failed to make statement from sentence cues given appropriate contextual support was 12%. There were   errors made when giving opinion about specified issues and topics in the dialogue. The study indicated that 10% of the students could not comprehend and convey the telephone message correctly.

The test was useful in making the students alert on telephone conversation cues. About 42% of the students were able to comprehend and convey messages used by telephone but 58%had problems in handling telephone conversation .The teacher encouraged the student to use non-verbal cues in acting the telephone conversation. Students were exposed to a range of conversational styles from formal to informal and they used discourse strategies.

Test five dealt with comprehension work. The purpose of the test was to test scanning and skimming skills for specific information. The study revealed 43% of the students were able to follow a narrative and descriptive pattern when the ideas and events were presented in sequence. The test items were meant to expose students to read for close understanding. The students were expected to read for required information. The test

provided students with opportunity to understand denotative and connotative meaning of lexical items (that is what items refer to and the emotional and attitudinal suggestions of the items. The study showed 45% students had problems deducing meaning of words and phrases as used in the passage.

The test items exposed students in understanding grammatical meaning as used in the passage. The test enabled the students to understand structural meaning of the passage. The students acquired knowledge on concepts of 'reason', 'result', 'contrast' and 'conditions', as signaled by subordinators and coordinators. The students, who failed to understand various structural signals and lexical items in the test, were 12%.

The comprehension work was significant in strengthening reasoning skills. The test enabled the students to understand the reasoning, sequence and logic which unite the sentences into whole structures. Students related ideas and deduced additional meaning from what was stated in the text. The reasoning skills are conceptual and they enable the reader to see connections between ideas. Reasoning skills are vital in grasping the meaning of a text as a whole. Such skills can be applied in other disciplines such as geography, history and even chemistry. The passage imparted knowledge on selection of skills to the students. The students perceived the internal organization of a text (that is, the introduction, development, and conclusion of the text). The students were able to distinguish between main point, a subsidiary point, and an example.

The study unearthed 15% of the students failed to recognize internal organization of tests and 10% were able to select the important tasks to use or retain. However, 20% of the students failed to grasp the intellectual content of the text. According to the study 10% of the students were unable to approach indirect meaning of figurative

language used in the text. The test tested evaluation skills. It was 12% of the students who were able to consider the ideas and information of the writer critically and relate them to their own experience. The test enabled the learners to express themselves and they displayed their appreciation of language and style used in the text. The students, who gave wrong meaning to lexical items, were 9%. The misunderstanding of structural meaning made 10% of the students to score low marks in the test. From the test 14% of the students experienced particular difficult in understanding structures which modify the main statement. These students had difficulties in using subordinate and coordinate structures. Sentence adjuncts for example the functions of words like 'possibly', 'almost', 'partly' and 'mainly' posed a problem to the student's especially in construction of sentences (using the above adjuncts).

Test six was intended to encourage students to appreciate and enjoy reading and analyzing a poem. The students' notion that poetry is difficult was dealt with. The students' belief that poetry or verse is difficult was corrected when they were advised that poetry was about their everyday life. This exercise was significant, it provided the students with opportunity to read the poem and get a firsthand experience about the poem. Hymns, the song we sing in church and popular (pop) are forms of poetry. The purpose of the test was to make the students realize that poetry was a process of telling others about one's experience and feelings, thus, communication is built. The students were taught that the authors of the poem are ordinary people like them who want to tell them something.

The test on poetry enabled the student to comment on the poem, discuss the language (words and expression used and identify the poet's attitude and intention in the poem). The test results revealed 23% of the students showed a clear understanding of the

meaning of the poem and could relate the poem to other poems which they had read. Students were exposed to technical words which they could use to express their own poems.

The test exposed students on their creative process in poetry, and any other piece of literature. In reading the poem students made observation on aspect of reality and experience. The students were given opportunity to use their imaginative power to get meaning and significance of the poem. The students observed the poet's expression when he communicated his experience through appropriate forms of language.

The exercise provided the students opportunity to analyze sound as used by the poet. Sound plays an important role and makes the poem attractive to the students. Four terms commonly associated with the sound of poetry are rhythm, rhyme, alliteration and onomatopoeia. These devices are a decoration of the poem and students enjoyed identifying each of them. The students were enlightened on the words and expressions used in the poem. The test enabled the students to identify the figures and images used in the poem. The poem had common figures of speech such as simile and metaphor. The students learnt that the test on poetry suggested more than what they had read about the poem on the surface. The test scores revealed 30%, of the students answered questions correctly from the test given on poetry but 47% of the students gave wrong answers on mood, tone, and meaning of the poem.

Test seven exposed the students on the need to use content words correctly. The learner's ability to apply learnt nouns, adjectives, adverbs, prepositions and correct phrases was noted. Students were required to use words in their correct context. Some students were unable to use active vocabulary that is the total number of lexical items which they could use accurately in writing. According to the test scores only

33% of the students used words and phrases correctly in filling the blank spaces. The use of correct register posed a problem to the students. For example the items 'salt' and 'sodium chloride' have the same referent but would rarely be the same in the same context (e.g. in the laboratory you would ask someone to give you the 'sodium chloride' but in a restaurant you ask someone to pass the 'salt'. The test provided a situation where students were required to use appropriate lexical item in the appropriate context.

The exercise provided task continuity activity for the students. Students were required to use their own language skills and fill the blank spaces. This enabled the learner to move from global comprehension activities to those involving use of acquired vocabulary and lexical focus. Students were required to master and obey conventions of spelling and punctuation as they were expected to use grammatical system to convey the correct meaning in the respective sentences. The test score shows only 29% of the students could handle spelling and grammatical conventions correctly.

The test developed opportunity for students to develop reasoning skills. The students were required to understand the reasoning, sequence or logic that unites sentences into a whole. The test ensured that the learner would use his linguistic competence in manipulating the linguistic order to complete the sentences correctly. The exercise enabled the learner to use his mastery knowledge of language in sentence completion. The learner is provided with opportunity to use developed language, skills and respond correctly to concrete situation, however 38% of the students wrote wrong sentences.

The students' creativity in using language was tested. The test provided a scenario for students to use new words phrases with different structures establishing correct

clauses. Students were required to use different styles of speech and writing in sentence completion. The exercise provided an opportunity for students to think about the nature of language and ways of learning which implied a more critical and reflexive role acquired by the learner. The exercise was significant in enabling students to write sentences correctly. The students learnt how to control content, format, sentence structure, vocabulary punctuation and dialogue formation.

The play enhanced students' ability on dialogue writing and play format, which are essential aspects of the English language syllabus. The skills on writing and speaking fluently can be applied in other disciplines such as Biology, Chemistry, Physics and History. Students filled blank spaces and wrote complete sentences using their own words and phrases. This was a clear indication of the untapped wealth of knowledge which teachers need to develop to assist learners to exploit their own potential in academic work. The test was essential in making students appreciate characters and relate them to people in their own experience.

Test eight was a cloze text which tested student ability to use auxiliary verbs, quantifiers, prepositions, nouns, adjectives and adverbs correctly. It was only 20% of the students who scored correct answers. The test analysis revealed 47% of the students had difficulties using 'was', 'is', 'were', and 'have', there was mismatch and incorrect use of the auxiliary verbs. The cloze test prepared students on how to handle language items correctly. The test required students to display their knowledge of countable and uncountable nouns. This exercise was vital in identifying the article, the plural form, such as, much, many, some, little, a little, a few and few words of quantifiers. The test provided students with an opportunity to complete certain pattern once they grasped the structure of the pattern. Cloze tests the ability to process strings

of aural or visual phenomena in linguistic terms such that their potential signification is remembered and used to process further strings as they are perceived.

It is notable cloze texts are global in nature demanding perceptive and productive skills and an integrating knowledge of various linguistic systems, grammatical and lexical. Cloze texts offer potentially very valuable way of measuring language proficiency. There was misuse of preposition in the test. The error lies in the preposition 'in' and 'with' which are wrongly used. This is a semantic rather than grammatical mistake. There were 33% cases of mistakes in the use of linguistic forms which required immediate correction.

4.3.5 Analysis of test items in the post-test

The post test was administered two weeks after giving instructions to the respondents in the experiment and control groups.

The post test was important in checking if the respondent had internalized the concepts learnt in the English language. Through post test the researcher got feedback on contents taught. The researcher established the effectiveness of research design and validity of the study was enhanced. The test was administered according to regulations stipulated by KNEC. Examination regulation ensured that integrity and timing were observed. This was significant since it prepared students for future Kenya National Examinations Council exams. The post test activities were curriculum based.

The test items were reliable, specific and graded by the researcher. The gross mistakes identified by the questionnaire for students and English language teachers were used to construct post test activities. The researcher provided a comprehensive marking scheme for the post test items in appendix VIII (marking scheme 1-8).

The post test was administered to 240 participants in the Meru county secondary schools. The aim of the post test was to examine the effect of instruction on learners who had been exposed to experimental treatment during the learning of the English language. The post test was taken one week after the instruction. The test comprised eight items that tested concepts based on the extent of syllabus coverage. The learners were given ample time to attempt and answer all questions to their satisfaction. In addition, the participants answered all the items that were presented to them on typed question papers. For each of the test items presented to the learners there were enough working spaces provided for the learners to write the answers. The participants were allowed to ask for extra writing materials and seek clarification on any issues concerning the tested items. There were eight tests which tested 25 out of the 30 concepts that had previously been reported by the respondents to be causing difficulties to their learners.

The first item tested students ability to use articles 'a', 'an' and 'the' appropriately. The learners were taught indefinite articles 'a', 'an' are used when the first time something is presented in a sentence. Conversely, article 'the' is used referring to an object which is known to both writer and reader. Learners performed well in this item as 75.3% of them were able to distinguish between the use of 'a', 'an' and 'the' in filling the blank spaces. Some students failed to use the correct definite articles; however, these were only 24.7%.

The items in test two were significant in examining the use of appropriate verbs, phrasal verbs, objectives and adverbs in filling blank spaces in sentences. The test was well done and 82.83% of the students did very well. The following errors were identified, 'gone' was used instead of 'have', preposition 'at' was not used, instead

170

words like 'bring' and 'get' were inserted in the dialogue. There was confusion in words like 'fetch' and 'get'. Some students introduced 'bring', 'take', 'fetch' and 'get' in the dialogue. These four verbs 'bring', 'take', 'fetch' , and 'get' are all used in a similar manner to mean moving an object, from one place to another. The choice between 'bring' or 'take' depends on the location of the speaker. If the speaker refers to something that is at her current location, she uses 'bring'. Usually, use 'bring' when something moves from there to here. 'Fetch' and 'get' are two verbs which students confuse. When speaking about 'going somewhere' and 'getting something' and then 'bring it back' use 'get' (American English) or 'fetch' (British English).

The first items in test three were significant to widen the students linguistic repertoire and increase his ability to handle a variety of language contexts (technically, to make him competent in a range of 'registers'). There was improvement in the test item and learners scored 85.33% in the test. However, 47% of the students introduced concepts which were not provided in the brackets. These were:

- Whether/if

- Enough

- a little.

- a few

- few

- it's/its

- two/too/to

- they're/ there/their

'Whether' and 'if' can be used interchangeably. Both 'whether' and 'if' are used to introduce a 'yes/no' question. Whether, is only used after prepositions, for example, I

looked into whether he should stay. We use whether with infinitives for example, the sentence – He can't decide whether to buy a pen or a book.

Enough can be used as an adjective, adverb or exclamation in English. When 'enough' modifies an adjective or an adverb place 'enough' after the adjective/adverb; for example: Do you think he is strong enough to lift that weight? Enough and noun, enough modifies a noun, enough is placed before the noun, for example is placed before the noun. For example, he has enough money to buy a house.

The quantifiers 'a little', 'little', 'a few' are often used interchangeably in English. However, there is a difference based on whether the object specified is countable or uncountable. The use of indefinite article 'a' also changes the meaning of these important words. 'A little', 'a few', 'little' and 'few' refer to non-count nouns and are used with the singular form, for example: There is little tea left in the cup. I've put a little sugar into your coffee. 'A few' and 'few' refer to counts nouns, and are used with the plural form. For example:

There are a few students in that classroom.
He says few cooks have arrived.

The choice between 'its' and 'it's' was one of the most commonly mistake made in the English Language by students. It is the contracted form of it is. The form is used in sentence using "they" as the subject of the sentence with the verb 'to be' used as either the helping verb.

For example:
 It's going to be a happy day.
 It's raining today.

'Its' is the possessive pronoun form. This form is used to express that 'it' has a specific quality or that something belongs to 'it'.

For example:

I found its' taste to be superb!

One of the most common of all mistakes made by the student is the incorrect usage of the homophone 'to', 'too', and 'two'. To is a preposition, 'too' a modifier and 'two' a number. Too means 'also' and is generally used at the end of a sentence. 'Too' also indicates too much of a particular quality.

Examples:

That dress is too expensive for me!

I'd like to eat lunch too.

They're the contracted form of they are. This form is used in sentences using 'they' as the subject of the sentence with the verb 'to be' used as either the helping verb.

Examples:

They're going to school

They're playing volleyball.

There is used as an introductory subject in sentence with.

Examples:

There is a boy in the house.

There are two boys in class.

There is the possessive pronoun form. This form is used to express that 'they' have a specific quality or that something belongs to them.

Examples:

Their house is in Nairobi.

He liked their looks.

Test four was used to gauge student's knowledge of vocabulary, style and varied writing tasks, in order to master grammatical conventions of written English. The students score was 65.22%, which showed average performance on the items tested. Many students had difficulties in understanding the differences between 'of' and 'from' in English. 'Of' and 'from' are two of the common prepositions in English. They are used in a wide variety of situations, but are often confused. 34.78% of the students used them wrongly. In English there is a distinct difference between 'of' and 'from'. 'Of' is mainly used as a possessive for example:

He's a friend of mine

The color of the house is red.

Of is also used with 'all' and 'both' to describe a common trait that many object share:

Examples:

All of the students in class are girls.

Both boys are intelligent.

From is used to express something originates from something else, and that something comes from somewhere, or some person.

For example:

Solo comes from Mombasa.

This pearl comes from Lake Turkana.

From can also be used with prepositions 'to' and until to mark the beginning and ending point of time of an action or state. Generally, 'from' and 'to' is used with past tenses, while 'from' and 'until' is used when speaking about future actions. However, 'from' and 'to' can be used in most situations.

For example:

I played netball from two until five in the afternoon yesterday.

We are meeting in Meru from Sunday until Wednesday.

The homophones 'you're' and 'your' were mistaken by some students when filling the blank spaces. 'You're' is the contracted form of 'you are'. This form is used in sentences using 'you' as the subject of the sentence with the verb 'to be' used as either the helping verb.

Examples:

You're going to the market.

You're much better at volleyball than Peter.

'You' is the possessive pronoun form. This form is used to express that something belongs to 'you'.

Examples:

Your brother is older than Susan.

I think your talents are outstanding.

Test five tested comprehension skills and students linguistic mastery of conventional writing styles. Students, who scored correct answers, were below average only 57.78% students did fairly well in the test. There was improvement in student understanding denotative and connotative meaning of lexical items used in the passage (that is the student must understand what the items refer to and the emotional and attitudinal meaning of the items). From the tested passage 42.22% of the students understood structural meaning and responded correctly to statements and questions.

The comprehension test gave a forum for students to grasp the meaning of the text as a whole. The student's basic reading skills were improved. However, 53% of the students had difficulties in:

- Correlative conjunctions.
- Result.
- Contrast
- Subordinators.

Correlative conjunctions are words such as either …. Or, neither nor, both … and …. Not only ….but … also and whether ….or. These words occur in discontinuous pairs in a sentence. They are called correlative conjunctions because each pair of words is used together in a sentence. For example, either …. or ….. Can be used as follows:

Susan can either play netball or run the 100 meters race.
Either … or ….can is used to link two phrases as in the example below:
Either the girl or the boy was advised to go home.

Conjunction which show result are as because, since, so, and so that. They explain the cause or effect of an event.

Examples:

We could not travel to Mombasa because it rained heavily all day.

I was walking so fast that I didn't notice my friend along the road.

Some conjunctions show contrast in their respective sentences. These connectors of contrast are, but, yet, though, although, however, and nevertheless.

Examples:

Mary was sick yesterday, but still managed to go to school.

The rains have failed although we planted the seedlings.

The words 'although', 'since' and 'because' are called subordinating conjunctions. However, 47% of the students could not join two sentences into one; the subordinating conjunction can be placed at the beginning or the middle of the resulting sentence.

Examples:

Your will not travel to Mombasa unless you complete the assignment.

Although Susan failed the examination, she never gave up her pursuit of becoming a doctor.

Test six was significant in exploring student's understanding of the meaning of the poem. The test was well done with a very high mean score of 83.5%. A systematic approach of the poem enabled students to grasp the meaning of the poem. The appropriate standard critical language enabled the learner to acquire skills which can be used in literature work. The work on poetry enabled students to handle literature

material (novels, plays, short story) efficiently and discussed it with clarity and confidence. Any type of a poem depicts certain sounds. The test result revealed that 16.5% of the students had difficulties in identifying the sounds (rhythm, rhyme alliteration and onomatopoeia).

Rhythm refers to the regular repeated pattern of sounds. Rhyme, presents a situation when two words or lines of poetry rhyme they end with the same sound. Alliteration is the use of several words that begin with the same sound or letter in order to make a special effect. Onomatopoeia is the use of words that sound like the thing that they are describing for example 'hisses' or 'boom'.

Usually, words, expressions or, generally language, are the backbone of a poem. A poet communicates to the reader using skill and appropriate words. The students understanding and appreciation of poetry depends largely on the attention which he pays to its language figures and images on extension of language. In order to give color and depth to what he is communicating a poet may draw a 'word-picture' by comparing the reality of what he is talking about to a different but relevant figures of speech such as simile and metaphor. Simile is an expression that describes something by comparing it with something else, using the words 'as' or 'like' metaphor depicts a way of describing something by referring to it as something different and suggesting that it has similar qualities.

The test items in test seven enabled the students to acquire insights about the meaning and function of various words and phrases used appropriately in dialogue writing. The task was significant in reasoning gap activity. This involves deriving some new information from given information through processes of inference, deduction,

practical reasoning or a perception of relationships or patterns. The student performance was fair with 63.33%, of the student scoring high marks.

There was improvement on acquired vocabulary and lexical focus. Some students showed improvement on content words. The student could associate words with references (that is, the real life, idea or emotion referred to by a word). The exercise involved content words that are verbs, nouns, adjectives, and adverbs. The test revealed that 36.67% of the students handled referents correctly. The task tested student's ability in the application and usage of derived words. 'Derived words' are words which are derived from dictionary words. Many derived words differ only in form and grammatical function therefore the student is required to use them in their correct context. For example, the derived words 'eat' and 'ate' differ in form and tense but not in meaning. The test revealed, lexical items, which are significant in writing dialogue.

A lexical item is a word (or group of words), which when used in a particular type of utterance has one referent and therefore one meaning. Lexical items are used to communicate meaning when we speak or write a dialogue. The context of a word is a real-life situation in which the word is used. The task enabled students to use appropriate punctuation conventions. Students were able to develop fluency through writing the dialogue. The activity enabled learners to acquire skills of speaking and oral interaction. Students gave opinion on specified issues and topic. Students acquired conversational and discourse strategies of writing. The task was vital in equipping students with conversational styles from formal to informal settings.

Test eight was significant in enabling the students to understand the meaning of lexical items. Students were exposed to denotative and connotative meaning of lexical

items in the text (that is what the items referred to the emotional and attitudinal suggestions of the items connotative meaning refers to an idea suggested by a word in addition to its main meaning), for example the word professional has connotations of skill and excellence. Denotative meaning refers to the act of naming with a word the actual object or idea to which the word refers. There was improvement in the performance of the tasted items, 85.5% of the students scored very high marks. The quantifiers 'a little', 'little', 'a few' and 'few' caused problems to 14.5% of the students. The use of the indefinite article 'a' changes the meaning of these important words. A little and little refer to non-count nouns and are used with the singular form:

Examples:

There's little milk left in the bottle.

I've put a little sugar into your tea.

A few and few refer to count nouns, and are used with the plural form:

Examples:

There are a few people in that house.

He says few students have reported to school

A little and a few convey a positive meaning.

I've got a little coffee left, would you like some?

They've got a few positions open.

Little and few convey negative meaning:

Examples

He's got little food left.

I have few relatives in Nairobi.

The student's performance showed improvement on completion of the required pattern. The test results revealed that some of the students, could display correct perceptive semantic production skills of linguistic systems and lexical items used in the cloze test.

4.3.6. Statistical analysis

4.3.7. ANOVA

Analysis of variance (ANOVA) is a statistical test used to analyze the data from a study with more than two groups (Ary, Chezer, Razavi & Sarensen 2007). In analysis of variance, as in a test, a ratio comparing observed differences to the error term is used to test hypotheses about differences among groups. Anova can test the difference between two or more means.

The general notion about **ANOVA** is that the total variance of all subjects in an experiment can be subdivided into two sources; variance between groups and variance within groups.

4.3.8 Correlation design and dramatization

The basic correlation research design in this study used two variables of the scores (pretest and post test) these were correlated. The results were expressed as correlation coefficient which indicated the degree of relationship between the two variables. Correlational studies describe an existing condition. The condition used in the study is the use of dramatization in teaching and learning of the English language.

Correlation research involves collecting data to determine to what degree, a relationship exists between two quantifiable variables (use of dramatization versus lecture method). The degree of relationship exists is expressed as correlation

coefficient. The relationship exists between two variables (instructional method and student achievement), this means that scores within a certain range on one variable are associated with scores within a certain range on the other variable. For example, there is a relationship between instructional method and student achievement.

4.3.9 Calculating the correlation coefficient

In this study the researcher calculated the correlation coefficient using spearman correlation coefficient method. The spearman order correlation coefficient was designed to estimate the degree of relationship between two sets of rank ordered data (Brown & Rodgers 2002). The equation for spearman rho or symbolized by the Greek letter p.; the equation for Spearman rho is as follows:

$$p = 1 - \frac{6\Sigma D^2}{N(N^2-1)}$$

Where: p= spearman rho correlation coefficient.

D=the differences between the ranks

N=the number of cases

Source: (Brown & Rodgers ,2002)

The researcher analyzed the two tests for each subject (the test score for pretest and post tests) this was used to determine the performance of the students and learner achievements in English language, when lecture method and dramatization were applied during the learning and teaching sessions (appendices XI, XIV, XV, XVI, and XVII).

Table 4.36 and 4.37 show there were 240 students who participated in the English language (pretest and post test) and their rankings in terms of their overall performance

Table 4.33: Pre-test and post-test of overall English language performance for 30 students

Student	Pre test 1	Post test 1	Difference	D^2
1	15	17	-2	4
2	14	16	-2	4
3	15	18	-3	9
4	13	16	-3	9
5	12	15	-3	9
6	14	17	-3	9
7	14	15	-1	1
8	13	14	-1	1
9	13	14	-1	1
10	10	13	-3	9
11	13	14	-1	1
12	17	18	-1	1
13	16	18	-2	4
14	16	17	-1	1
15	17	18	-1	1
16	16	18	-2	4
17	12	13	-1	1
18	15	17	-2	4
19	16	17	-1	1
20	12	13	-1	1
21	13	14	-1	1
22	12	13	-1	1
23	10	12	-2	4
24	12	13	-1	1
25	11	15	-4	16
26	13	14	-1	1
27	12	15	-1	1
28	13	13	0	0
29	14	12	2	4
30	12	13	-1	1
			Total=0	Total=105

Table 4.33 shows the results of pretest 1 and post test 1 in calculating correlation coefficient of relationship between two variables (instructional methods and learner achievement). In order to establish the effectiveness of the instructional method used in the learning of the English language the researcher compiled the student's pretest and post test ranks as shown in the first three columns table 4.36. The researcher calculated the difference in ranks for each student by taking the pretest and subtracting the post test marks and putting the results in a column of its own as shown in column 4 of Table 4.36 (When figures were cross checked by adding up the difference in the fourth column the sum was zero). Next each of the differences (D^2) was squared and results put in the fifth column. All the squared values were added and put in the bottom of the fifth column. (When + or − values are squared, all signs disappear). When the number of students is counted (N=30 in this case) and check the total at the bottom right of Table 4.36 (in this case, $\Sigma D^2=105$), all the information to calculate spearman rho using the formula is available as follows:

$$p = 1- \frac{6\Sigma D^2}{N(N^2-1)} = 1- \frac{6\times105}{30(900-1)} = 1- \frac{630}{26.999} = 1- .0023334197 \approx .97$$

Given that the correlation coefficient can range up to 1.00, the results based on the ranks in table 2 is high. In other words the rankings of the pretest and post test results depict learner achievements and instructional methods are highly related.

Figure 4.12 is Scatter plot on pre-test results using correlation coefficient. Scatter plots are figures using plotted points to represent the intersection of individual paired X and Y scores used to show the relationship between X and Y variables. The scatter plots used in the study are significant they show how much one variable is affected by another that is their correlation. A perfect positive correlation is given the value 1.A

perfect negative correlation is given the value of -1. If there is no correlation present the value is 0.

Figure 4.12: Scatter plot for pre-test results
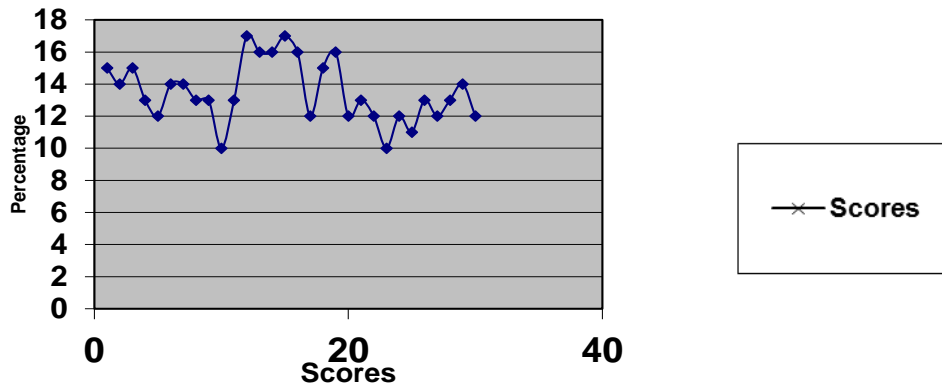
Figure 4.12 shows a scatter plot for pretest results. It shows learner achievement in the pretest. The students' scores are correlated to the instructional strategy used in learning the English Language.

Figure 4.13: Scatter plot on post-test scores
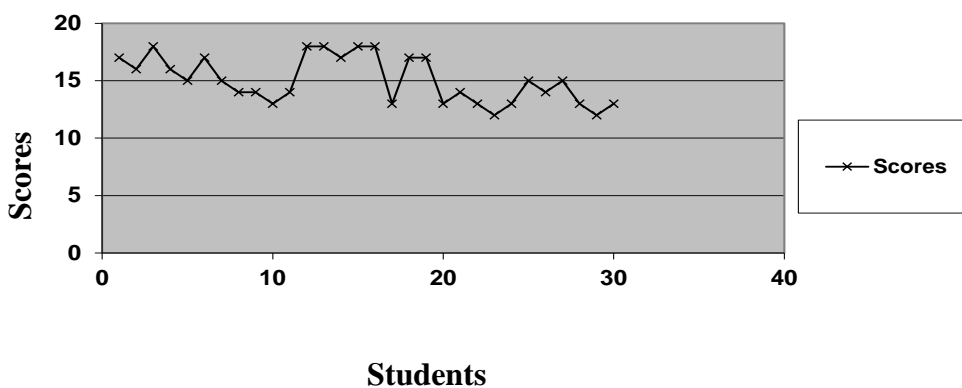
Students

Figure 4.13 shows scatter plot for each of the two correlations shown in Table 4.35 and Table 4.36. The top left scatter plot shows that students who score low on pretest

improved their results in the post test which was administered later. This pattern illustrates a high positive correlation at P<0.05 (appendix XVII).

4.3.10 Scores for pretest exam.

Table 4.34: A1. Compiled data from language Tests (Pre-test)

Number	Test 1	Test 2	Test 3	Test 4	Test 5	Test 6	Test 7	Test 8
1	15	13	12	16	16	17	14	15
2	14	14	13	18	15	16	15	14
3	15	13	14	20	15	15	13	15
4	13	14	13	14	16	16	14	16
5	12	13	14	13	12	14	15	14
6	14	13	12	14	11	18	16	14
7	13	14	14	15	12	14	18	16
8	13	14	14	15	12	14	18	16
9	13	13	13	17	14	12	19	15
10	10	14	13	17	11	14	16	16
11	13	13	12	18	16	15	19	15
12	17		14	15	15	12	15	14
13	16	15	13	14	17	16	16	16
14	16	13	12	14	12	13	13	15
15	17	14	11	15	17	14	14	13
16	16	14	12	14	13	14	15	14
17	12	13	13	13	14	13	13	15
18	15	12	15	12	14	14	16	14
19	16	11	13	14	12	18	17	15
20	12	13	13	15	14	19	18	14
21	13	12	14	16	15	20	19	16
22	12	13	12	17	16	21	17	15
23	10	12	11	18	17	18	15	14
24	12	13	13	11	18	16	17	15
25	11	14	14	18	13	15	14	12
26	13	15	13	16	12	12	13	14
27	12	14	12	15	14	14	12	13
28	13	12	14	14	11	11	13	15
29	14	13	14	13	17	16	15	16
30	12	14	12	14	15	17	16	14
Totals	**404**	**399**	**389**	**455**	**426**	**458**	**465**	**440**

This study tested students' basic skill already learnt in verbs, adverbs and articles. The test score was out of 20 marks in tests one. Pretest test two tested students ability to recall new words, phrases and parts of speech. The test was out of 25 marks. The study established pretest three tested comprehension skills, it was out of 20 marks. Pretest four looked at skills for example recall, writing and reading.

The test was out 20 marks. This study looked at test five which tested students on writing skills in narrative and imaginative composition, the test score was out of 30 marks. According to this study pretest six tested the micro skills and looked at the integrated syllabus. The test score was 20 marks. The pretest seven tested learners ability in using content words and it was out of 20 marks. The findings of this study on pretest test eight which tested vocabulary speaking and comprehension skills was out of 25 marks.

4.3.11. Average scores on pre-test A1.

Figure 4.14 shows the average scores for pretest in eight tests results from eight English pre-tests presented in the figures shows strong evidence (P<0.05). The total mean was 14.32.

Figure 4.14: Average scores on pre-tests (A1)
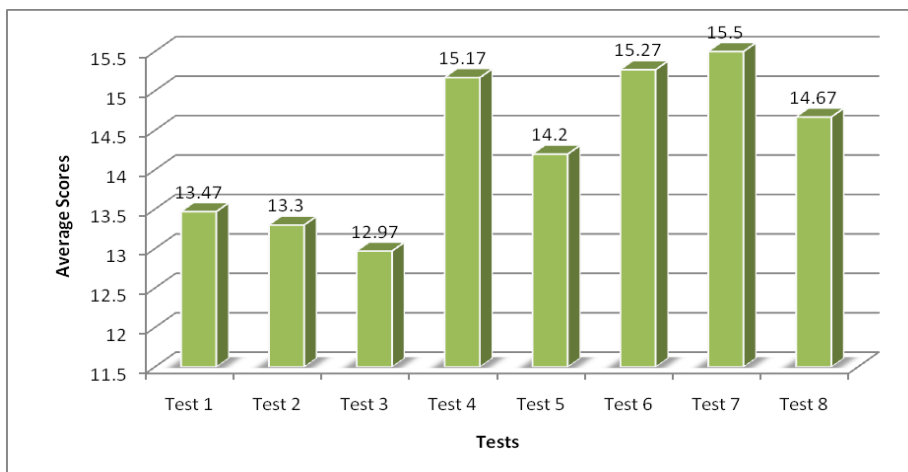
4.3.12 Scores for post test exams

Table 4.35: A2 compiled data from language tests Post tests

Number	Test 1	Test 2	Test 3	Test 4	Test 5	Test 6	Test 7	Test 8
1	17	18	15	20	20	19	18	17
2	16	17	16	22	19	18	17	18
3	18	16	18	24	19	18	18	17
4	16	17	17	18	20	19	17	18
5	15	17	16	17	21	15	19	17
6	17	18	17	20	16	20	20	18
7	15	17	18	19	15	18	22	19
8	14	16	17	20	18	17	23	17
9	14	15	16	19	15	15	24	18
10	13	17	16	20	17	17	18	18
11	14	16	17	21	15	19	20	17
12	18	17	18	22	18	18	17	17
13	18	18	17	19	17	20	18	18
14	17	15	15	18	17	16	18	17
15	18	16	16	19	15	17	17	15
16	18	17	18	22	19	18	18	17
17	13	16	17	21	16	17	20	17
18	17	17	18	18	19	20	18	16
19	17	15	17	17	19	22	19	17
20	13	17	18	18	15	25	20	16
21	14	15	16	20	16	26	21	18
22	13	16	17	21	17	25	26	18
23	12	17	18	20	18	20	20	17
24	13	16	18	21	19	19	19	18
25	15	17	17	15	20	17	17	16
26	14	18	18	22	15	16	16	15
27	15	17	18	20	14	15	17	15
28	13	18	17	19	16	17	15	17
29	12	15	18	18	17	18	17	18
30	13	16	18	17	18	20	21	17
Totals	**452**	**497**	**512**	**587**	**520**	**561**	**570**	**513**

According to the findings of this study in Test 1 the teachers had taught the students using role play. Students were supposed to identify definite and indefinite articles from the dialogue. The test was out of 20 marks.

Test 2 tested the students understanding of vocabulary and varied parts of speech and it was out of 25 marks. The students were taught using simulation. In Test 3 there was the use of simulation and role play to train students on comprehension skills of recall, analysis and evaluation. The test was out of 20. The teachers used role play to teach comprehension skills in writing and answering questions which was applied in test 4. Test 4 was out of 20 marks. In test 5 the skills tested were narration, oral skills and writing when students were taught using gestures, facial expression and miming. The test was out of 30 marks. Students were taught dramatized poetry using role play as stipulated in the integrated syllabus. The skills tested in test 6 were reading, speaking, stylistic devices and tone. The test was out of 30 marks. Test 7 was a dramatized dialogue which was taught through role play. The skills tested were oral skills and parts of speech. The test was out of 30 marks. Test 8 tested vocabulary, speaking and comprehension skills. Simulation was used to teach comprehension skills and part of speech. The test was out of 25 marks.

4.3.13 Average scores for post-test exams

Figure 4.15: Average scores on post-tests (A2)
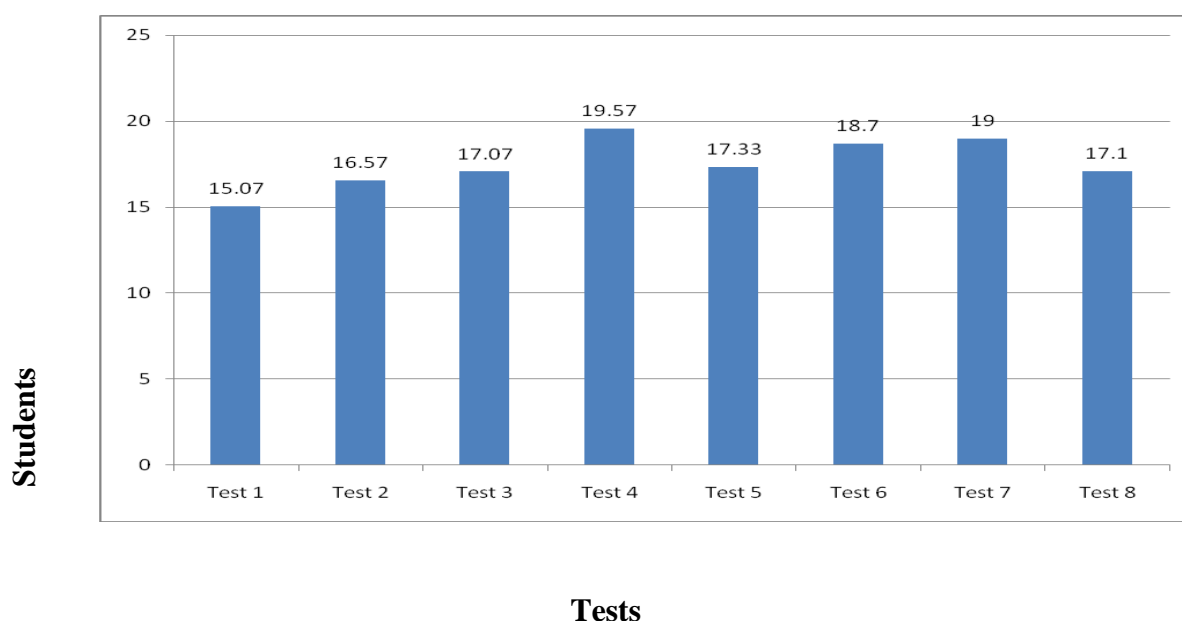
The Post test results for A2 indicates improvement on learner achievement. The highest mean of 19.57 in test 4.Total mean was 17.55; this was an improvement from 14.32 in the pre-test. The variance and standard deviation are higher in the post test, table 4.27 shows there is positive significant correlation between the tests $P<0.05$ level.

4.3.14 Scores for post test English exams.

Table 4.36: A3 Compiled data from English post tests.

STUDENT	TEST 1	TEST 2	TEST 3	TEST 4	TEST 5	TEST 6	TEST 7	TEST 8
1	16	14	13	17	17	18	16	16
2	15	14	13	18	16	17	16	15
3	16	13	14	21	15	16	14	15
4	15	15	14	15	17	17	15	16
5	14	14	15	14	13	15	15	14
6	15	13	13	15	12	18	17	15
7	15	13	15	15	18	17	17	16
8	13	14	15	15	13	15	19	17
9	14	15	14	18	15	13	21	16
10	11	15	13	18	13	15	17	16
11	14	14	13	19	17	15	20	15
12	18	15	14	15	16	13	16	16
13	17	16	14	14	17	17	15	17
14	16	14	13	13	13	14	14	16
15	17	15	12	14	16	15	15	14
16	17	14	13	15	14	15	16	15
17	13	14	14	14	15	14	14	15
18	16	13	13	13	14	15	17	16
19	16	13	15	15	13	19	18	15
20	13	14	15	15	15	19	20	15
21	14	13	17	17	16	21	18	14
22	13	12	17	17	17	22	16	17
23	11	14	18	18	19	19	15	16
24	13	12	12	14	14	17	14	15
25	12	13	17	16	13	14	13	15
26	14	14	16	17	15	12	14	13
27	15	15	16	16	15	13	16	15
28	13	15	15	15	13	12	17	14
29	11	13	13	14	18	17	16	17
30	12	13	15	15	16	1 7	16	15
	429	**416**	**431**	**472**	**455**	**481**	**487**	**461**

190

Test one tested student knowledge of articles and preposition and it was out of 20 marks. While test two was a gapped dialogue which tested student knowledge of phrasal verbs, adjectives, pronoun and nouns, it was out of 20 marks. Looking at test three it was gapped paragraph which tested student's knowledge of word choice and vocabulary; it was out of 20 marks. Students were required to use their acquired knowledge in filling the blank spaces. The test was out of 30 marks. Test five was a contest question derived from a set book which looked at the integrated syllabus, it tested student ability in scanning and skimming skills, the test was out of 30 marks. Test six was derived from poetry work. It tested student ability of analysis and interpretation of a poem; it was out of 30 marks, Test eight was a cloze test which tested student ability to apply and use vocabulary correctly .The test was out of 20 lessons 1-8 in A3, was taught using lecture method.

4.3.15 The post test scores for English Language exams.

Figure 4.16: A 3 Post Test
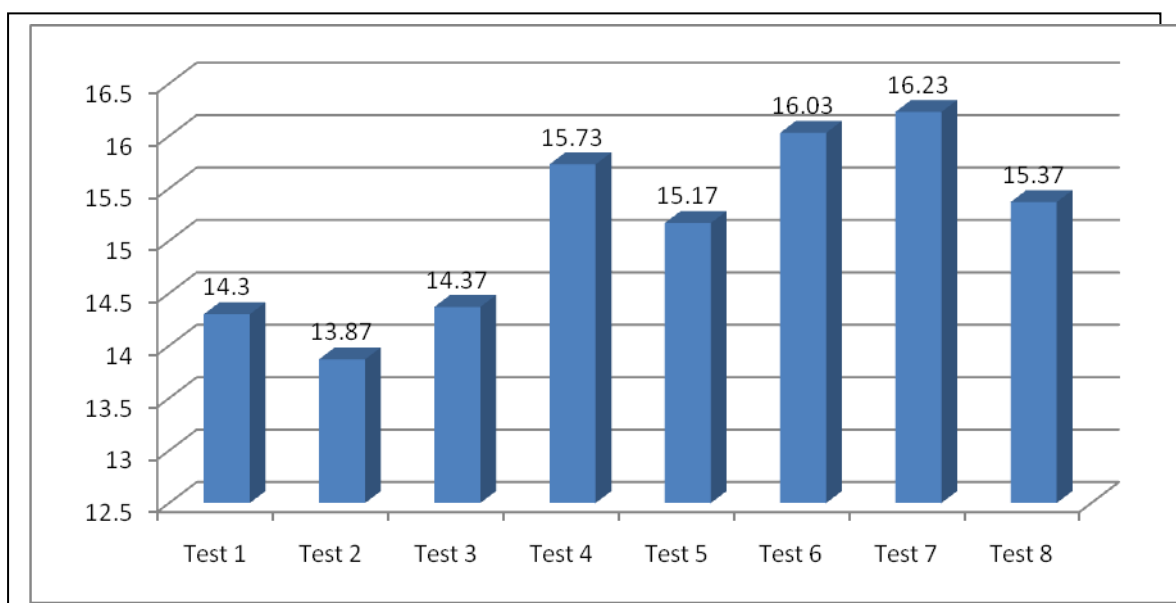
Figure 4.16 and table 4.35 show average scores for eight English tests administered to form three students. Test 2 had the lowest mean of 13.87 and the highest mean was 17.35. From table 4.37 when students are taught using dramatic activities the mean improved (from 13.7 to 17.35).

4.3.16 T- Test of comparison

The t-test is effective in the English Language research when comparing mean scores for two groups. When comparing the results of the pretest and post test, T-test would be the appropriate measure to compare the mean scores of the two groups; it is a very useful measure since can be used with small and large groups (Brown & Rodgers, 2010).

The adjustment for group size is made by using a table that shows different values for various groups, sizes. Group size is adjusted by degrees of freedom. Degrees of freedom (df) for T-Test can be determined by subtracting one from the number of participants in each group and then adding the two resulting numbers together.

In addition adjustment for difference in types of decision is made by considering one-tailed and two tailed decisions separately. One tailed decision is used higher than the other; two tailed decision for the T-test should be used when you have no reason to expect one or the other mean to be higher. For example we are comparing the mean of students using dramatization method (30) and lecture method (30). The student taught using dramatization are 30 and 30 taught using lecture method. There were 30 students taught using dramatization and 30 students taught using lecture method, so we would subtract 30 minus (30-1=29) and 30 minus 1 (30-1=29) and add those two results together (29+29 =58) to determine that we have 58 degree of freedom. When

we check out +- value in the appropriate table, we would check in the row which 58

degrees of freedom to decide if the difference between the means is significant or not.

The t-value for the study of post test A2 and A3 can be computed as follows:

Table 4.39 shows a set of word recall mean and standard deviation for lists A2 and

A3 for both dramatization (A2) and lecture method (A3).

Table 4.37: The results for recall mean and standard deviation in post Test A2 and post test A3

Number of students	Mean	Mean & Standard Deviation)
A2 N = 30	17.35	2.30
A3 N= 30	15.13	1.93

Table 4.37 shows the mean and standard deviation of dramatization A2 = (NA2 =30)

and   Lecture A3 (NA3 =30)

In table 4.6, the group size is the same. The formula for computing the t-value is

t= $\underline{MA2\text{-}MA3}$

$\quad \sqrt{\underline{SA2^2} + \underline{SA3^2}}$

$\quad\;\; NA2 \quad NA3$

The equation is read as t equals the mean for dramatization (A2) minus the mean for

lecture (A3) divided by the square root of the standard deviation squared for   A2

divided by the number of A2 students plus the standard deviation of A3(A3=30). Let

us look at this equation critically. The top half of the equation is MA2 - MA3 = 17.55-

15.13=2.42

193

The bottom half of this equation is determined by squaring the A2 standard deviation ($SA^2 2 = 2.30^2 = 5.29$) and dividing the result by the number of A2 (NA2 =30) and adding to that the squared value of the A3 standard deviation ($SA3 = 1.93^2 = 3.72$)

Divided by the number of student (N) (NA3 =30) then taking the square root of the result.

Computing this step by step:-

t =   MA2 – MA3

      $\sqrt{SA^2}$ + SA3^2

        NA2   NA3

t= 17.55-15.13

    _____

    √ 5.29+3.72

       30   30

t= 2.42

   √.1763+.1240

t= 2.42 = 2.42 =   1.3972 = 1.49

    3.003 1.7329

Thus the t-value in this case is 1.49

 Looking at the t-test table; we have 58 degrees of freedom (df). We find 58 degrees of freedom is not shown on Appendix x, so we take the closest which is 60 above 58. In that view, the critical value for at the .01 level of significance (two-tailed) is 2.660 or (2.000 at the .05 level of significance).

Since the t-value calculated for the difference between dramatization (A2) and Lecture (A3) method was 1.49 and the value was greater than the critical value found

194

in the table at .01 or .05; the more conservative of those two values are considered. There is a significant difference when dramatization (A2) and Lecture (A3) methods are used in the learning and teaching of the English language, that is P<.01. These results show that dramatization (A2) mean is significantly higher than the lecture (A3) mean score for post Tests (Table 4.37).

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter provides a summary, conclusion and Recommendations of the study. The researcher presents each objective separately, a summary of the study, of the findings by objectives and hypothesis. The study establish major findings which make a direct contribution to knowledge and policy formulation. Recommendations for policy and practice have been stated. Finally, suggestions for further research have been made.

5.2 Summary of the study

The purpose of this study was to investigate the effect of dramatization on learner achievement of the English Language in Meru County secondary schools. The study sought to establish how dramatization can be integrated in the process of learning the English Language. The study investigated dramatic genres such as role play, mimicry, simulation, language games, facial expressions,tonal variations, and their contribution to learner achievement.

According to this study choice of instructional methods affects learner achievement. The results show that instructional methods, instructional materials, in-service and syllabus coverage contribute greatly to learner achievement. During data collection, English language tests were analyzed and errors corrected when using dramatic genres during the teaching experiment. During classroom interaction, relevant English language textbooks were checked and dramatic activities commonly used in the classroom observed. The pretest and post test results were analyzed. Statistical analysis used was anova, correlation coefficient and T. Test of comparison.

5.3 The summary of the findings of the study by the objectives and hypothesis.

The first objective of this study was to establish the extent to which role-play is used as a method of learning and teaching the English language in Meru North and Imenti South Districts. Under this objective, the following specific issues are addressed:

Role-play and the learning of reading, speaking, listening, and writing skills (micro-skills)

Integrative curriculum enhanced using role-play which fosters verbal and non-verbal aspects of communication

Utility of role-play in providing motivation and encouraging an open, explanatory style of learning where creativity and imaginative thought lines are allowed to develop among learners

These research findings are in collaboration with earlier research on the use of role play and its effect on learning the English language.

Malay and Duff (2005, P2) research in Britain among high school students found out that role-play integrates language skills in a natural way by enhancing careful listening and spontaneous verbal expression. The study explains that when the English teacher uses role-play in the teaching, verbal and non verbal aspects of communication (physical and intellectual aspects of learning which enhance understanding of the content taught) are employed. The study conducted by Stephanie (2011) considered dramatic genres such as role-play as a method of providing classroom interaction. Fleming(2006) affirmed that role-play provides an intensive focus on the meaning and understanding of concepts taught .Therefore, the current study concurs with the views of Fleming (2006) that role-play was significant in learning the English Language. Stephanie (2011) asserted that role-play offers

unequalled opportunities for catering for learner differences (appendix XIV, XVI and XVII).

The second objective investigated was how dramatization can be integrated into the process of teaching and learning the English language in secondary schools in Meru North and Imenti South**.** Under the second objective, the following specific areas are discussed:

Specific content of the English language integrated include; pronunciation, listening, comprehension, and grammar.

Dramatization integrated in extensive reading, writing, and building sentence structures.

Intensive study and analysis of novels, plays, poetry, and oral Literature using dramatization approach.

The findings of the study done by Maley and Duff (2005) revealed that dramatic genres such as role-play, mime, and simulation integrates both cognitive and affective domains (feelings as well as thinking) in the teaching and learning of the English language. The current study collaborates with the views of Malay and Duff (2005) that dramatic genres were significant in bringing drama-based instructions into the classrooms .For example, teachers can utilize interactive games, improvisation, and role-play in teaching the micro-skills of listening, reading, speaking, and writing.

The findings of the study by Cawthen and Dawson (2009) conducted among high school students in the United States of America (Texas) revealed that drama activities helped teachers to provide authentic active learning experience which kept students actively engaged in the learning process. Additionally, drama activities such

as simulation and improvisation could incorporate learners with disabilities to participate in the learning process.

According to the study conducted by Saxton (2004), dramatic genres provide critical pedagogical approach to learning and teaching the English language. The current study concurs with the views of Saxton (2004) that the English language teacher can employ the use of role-play, improvisation and mime to teach novels, plays, and oral literature which are the integrated components of the English language syllabus in Kenya. Plecks and Castaneda (2009) revealed that dramatic genres equip the English language teacher with the necessary tools for lesson planning. This study has advocated for the teacher change of teaching strategy and has emphasized on improved student learning in acquisition of knowledge, skill, and practice in the integrated Kenyan English language syllabus by using dramatic genres. Hence, the current study contributes immensely to the teaching of the English language in Kenyan High Schools as demonstrated.

The third objective seeks to establish the role of dramatization in the communicative approach of learning the English language in secondary schools in Meru-North and Imenti South, District.

 Under this objective the following issues were investigated:

The learners' fluency in utterance, pronunciation, and speaking skills using simulation and miming methods

Drama genres such as role-play and simulation used to develop oral communication skills among learners foster paralinguistic communication.

Dramatization encourages learners to speak fluently. When given learning opportunities, learners can use non-verbal communication such as body movements and facial expressions to enhance classroom interactions.

The findings of the study conducted by Thompson (2003) revealed that dramatic genres provide students with language skills in a natural way leading to spontaneous verbal expression. According to Thompson, the student actively constructs their learning process which they transfer to the outside life and engage in lively discourse within the community or other meaningful venues for students' interaction. This study has established that role-play and simulation equips the students with linguistic competence. This powerful skill can provide the opportunity for students to become the co-creators of information, and the student has the potential to shift the learning culture from the classroom to the outside world using communicative approach. Therefore, the validity of the current study is established

The fourth objective seeks to establish the extent to which the attitude of learners and teachers influence readiness to adopt dramatization as an activity of enhancing the learning of the English Language in Meru-North and Imenti South Districts, in Meru County. Under this objective the following specific areas were addressed:

The influence of teachers, attitude towards dramatization, the readiness to adopt role-play simulation and miming in learning the English language in secondary schools in Meru North and Imenti South, District.

The influence of students attitudes towards dramatization and the readiness to adopt role-play, simulation, and miming in learning English Language in secondary schools in Meru-county.

The influence of both teachers and students attitudes towards integration of dramatization in the learning of the English Language in secondary schools in Meru – County.

The findings of the study conducted by Pleck and Castaneda (2009) collaborates with the current study that there is positive change of attitude in both teachers and students

when using dramatic genres in learning the English language. Pleck and Castaneda (2009) conducted a study among High School students in Texas, to establish the use of drama in teaching the English language. The study reveal teacher became positive in their appreciation of the English Language and there was improved learning among the learners. Stephanie (2011), ascertains the outcomes in the study conducted in Austin among high school students, that precisely, there was student engagement and authentic instruction provided by the teachers, students were more engaged in classroom activities and they became engaged in reflecting on their previous knowledge and experiences. The teacher was willing to implement classroom activities based on dramatic genres; therefore the current study is supported and approved by past scholars

The fifth objective of this study seeks to establish to what, extent does performance of the English Language improve after dramatization has been used in teaching and learning of the English Language in Secondary Schools in Meru County. Under this objective the following issues are addressed:

Learners' are exposed to learning pronunciation grammar and comprehension skills using role play.

Non-verbal cues that enhance listening and speaking skills are taught using simulation and miming.

Intensive and critical study on novel, play, poetry short-story and oral literature conducted using dramatic genres. Various aspects of the English Language (comprehension, grammar and Literature are evaluated through pretest, post test quasi experimental treatment and results are computed; appendix, XI, XII, XIII and XIV).

The findings of the study by Rooney (2004)   on dramatic genres to engage high school students at Washington D.C revealed that there was increased content

knowledge and increased engagement in class activities. The students were able to organize, interpret, evaluate and solve new problems, after they were taught using role play and simulation. The current study concurs with this view point and further explains there was improvement in the post scores of the students who were taught using dramatic genres. The findings of the study by Ingram (2003) and Stronge (2002) have revealed that content- area curricula have positive effects on student achievement, when teachers used role-play ,improvisation, simulation and language genres in teaching and learning of the English Language. Therefore, the findings of the current study are conformed and established.

Finally the testing and interpretation of the four hypothesis formulated on the basis of the study objectives has been discussed. The results of statistical analysis has been interpreted in terms of the purpose of the study, the research hypothesis in respect to other studies which have been conducted in the same area of the study, as recommended by Maley and Duff (2005).

5.4 Explanation of study hypotheses

This study was guided by four hypotheses, spread across specific areas being investigated namely, learner achievement, utility of dramatization, integration, communicative process and attitude.

5.5 Utility of dramatization and learner achievement

The literature review indicates that dramatization makes learning enjoyable promoting oral communication and boost content retention. In addition the relationship between learner achievement and teacher's usage of dramatization is illustrated in the following hypothesis. Hypothesis $H0_1$ (a) There is a relationship between learner

achievement and teachers usage of dramatization in the teaching and learning of the English language.

5.6 Integration of dramatization in learning and teaching the English Language

The Kenyan Secondary School English language syllabus is comprised of comprehension, grammar, imaginative essay, novel, play, poetry and oral literature all tested as one subject. This study investigates that dramatization can be used to integrate the learning of comprehension, grammar and literature (plays, novel, short story, poetry and oral literature) by using role play, simulation, language games and dramatized poetry. Accordingly, the following hypothesis was formulated.

Hypothesis $H0_2$ (b) There is a relationship between integration of dramatization and the learning and teaching of the English Language.

5.6.1 Dramatization and the communicative approach

According to this study the theories of language teaching puts emphasis on communicative competence and provides the learner with opportunity to learn oral skills. This study investigated role play and dramatized poetry equips learners with oral skills, they articulate sounds correctly engage in interactive discourse, which provide effective classroom communication. Therefore, the following hypothesis was formulated:

Hypothesis Ho_3 (c) There is a relationship between the role of dramatization in communicative approach and the teaching and learning of the English Language.

5.6.2 Attitude of Learners and teachers towards dramatization

The attitude held by learners and teachers on readiness to adopt dramatization as a teaching strategy is perceived as having same influence on the learning and teaching

of the English language. Teachers and students agreed drama fosters social, intellectual and the linguistic development in students. This study investigated and found that both teachers and students appreciated the role of dramatization in providing motivation and the incentive to work hard. Hence, the following hypothesis was formulated:

Hypothesis $H0_4$ (a) There is a relationship between attitude of students and teachers towards dramatization as an activity of enhancing the teaching and learning of the English Language (appendix, XIV, XVI and XVII).

Hypothesis $H0_5$ (e) There is a relationship between performance of the English Language and utility of dramatic genres in teaching and learning of the English Language.

Literature review was conducted in areas related to this study. Most of the literature was mainly from western countries where many studies have been carried out on dramatic genres used in learning the English language. From the literature reviewed it was established that no study has been conducted in the area of effect of dramatization on learner achievement in learning of the English language in Meru County.

The sample for the study consisted of 314 students, 126 teachers, 66 head teachers and 15 Education Officers. The study used the Tippet Table of random to select the respondents. The study used three research questionnaires, guided interview , pretest and post test exams as the source of data collection. Statistical analysis used in the study was SPSS, anova, correlation coefficient,standard deviation,coefficient variation,F-test,Barlet test for equal variance and T-test of comparison. Descriptive statistics was used in data analysis. This made use of graphical presentation through pie charts, scatter graphs and bar graphs. Data was analyzed using SPSS program.

5.7 Presentation of the results by the objectives

The findings of the study were presented in terms of each objective.

5.7.1 Objective No 1: Use of role play in teaching and learning of the English Language

The first objective of the study was formulated to establish the use of role play in learning of the English Language. The study found out that the instructional strategy used by the teacher respondent affected learner achievement. The students, who were taught using role-play scored a mean score of 17.35 in post-test A2 (Table 4.37) compared to their counter-parts, who were taught using lecture method and scored an average score of 15.13 as shown in table 4.37. This study shows teacher respondents 20% (No=25) and 23.8% (No=30) were in favor of using role-play in teaching and learning of the English language as shown in table 4.15. The study showed 33.3% (No=25) of the education officers in Table 4.22 felt that dramatization was very effective in teaching and learning the English language. Only 3.1% (No=4) in figure 4.4 of the teacher's respondents gave little attention to dramatic genres in teaching and learning the English language. This study shows that 10% (No= 30) of the students participants expressed their dissatisfaction when dramatic activities are used in teaching and learning the English language as shown in figure 4.6. The study established teacher respondents 30.9% (No=39) in figure 4.4 preferred using other strategies like discussion, group work, and lecture methods in teaching and learning of the English language.

During the study 27.7% (No=35) of teacher respondents in Table 4.24 agreed that communicative approach was vital in selecting purposeful activities which were learner centered. The communicative approach provides interactive forum, where

students interact with others and it involves some form of discussion. In this study teacher respondent 12.6% (No= 16) in Table 4.24 felt that communicative approach dwelt so much on oral work and neglected the writing skills. Teachers encountered difficulties when using dramatic aspects. The study revealed that teacher respondents 29.5 % in (No= 37) in Table 4.28 explained that role-play and simulation required too much activity and it was difficult for the teacher to monitor a learner's performance.

Head teachers respondents 22.7% (No=15) in figure 4.8 felt that students would develop confidence and explore their potential, when they got involved in dramatic genres. Additionally, during the English language lesson when role-play and simulation activities are used they stimulate authentic learner-to-learner conversational interaction. These activities develop conversational competence among learners. This study found out that head teacher respondents 30.3% (No=20) and 25.7% (No=17) in Figure 4.8 noted that role play and simulation increases motivation, which prompts mental and bodily activity. The study conducted in actual language learning created situations where the learners used language meaningfully and thus motivated the entire class towards participation. The less motivated learners were drawn into the activity and this enhanced learner achievement in speech work and writing skills.

The objective of one of this study was to find out the dramatic features used in teaching and learning of the English language and their effect on learner achievement. The study has unearthed the dramatic features used in teaching and learning of the English language. This study showed learners respondents 22.2% (No= 70), 20% (No= 64) and 17.5% (No= 55) in figure 4.5 supported use of dramatic genres such as

role-play, simulation, gestures, games, tonal variations, and facial expressions. The current study shows that if these methods are used in teaching and learning the English language, they can influence academic performance. The respondents felt that negative attitude towards dramatic activities had impacted poorly on the performance of the English language. It was felt by the respondents that in order to improve the performance of the English language, teachers should integrate dramatic activities in the teaching and learning of the English language.

The analysis of this study showed teacher respondents 20% (No= 25) and 14.3% (No= 18) in Table 4.15 used dramatic activities in teaching and learning the English language and acquired greater learner achievement. It was felt that role-play and simulation activities encouraged oral communication among the learners. The findings of this study showed that head teacher respondents 30.3% (No= 20) and 24.3% (No= 16) in Figure 4.6 felt that role-play enhanced speaking skills. The current study has established that opportunities arise for the learner to use language freely and creatively. Language games were necessary in practicing sounds and encouraged use of language as a conversational resource.

5.7.2 Objective 2: To determine the extent that simulation can be integrated in the process of learning the English language

The study revealed that mime as a non-verbal representation of a story through gestures and body movement can be used to teach speaking skills. It was felt students developed their power of imagination and observation(Macharia 2011;Nyangoti 2013). The teacher respondents 20% (No=25) in Table 4.23 explained that they asked their learners' to make oral sentences from vocabulary learnt in a mimed story. This made students' to improve their linguistic ability and encouraged learners to

participate in answering written exercises. This study shows that teacher respondents 20% (No=25) felt that role-play enhanced understanding of concepts, pronunciation of words, and analysis of play among learners. The teachers felt that role-play and simulation brought the outside world into the classroom. The students stated that this created social interaction and promoted cultural awareness among learners. The teachers felt that when they used role play to teach comprehension and reading skills students enjoyed the lesson and became receptive in acquiring new concepts. Teachers felt that simulation activities provided room for learners to discuss a problem (or series of a problem) within a defined setting. Learners' stated that simulation activities enhanced their concentration and encouraged their participation in class.

During the learning of the English Language, it was found out that simulation; poetry promotes learning of speaking, listening, reading and writing skills. It was perceived that dramatic poetry presents the voice of imaginary character speaking directly while the audience listens attentively. This gave the learners opportunity to use few words in writing a poem. For example a dramatic monologue was acted in class during the English lesson. When a student reads the poem, the rest of the class listened attentively. The teacher asked oral questions from the poem. Students answered the oral and written questions from the dramatized poem. Students grasped the act of writing and stylistic devices such as rhyming, trained the learners on recollection of words and vocabulary learnt from the poem. The teachers felt that the figurative language, imagery and repetition learnt from poetry will enhance performance of the students work at KCSE (Manyasi,2014).

5.7.3 Objective 3: To establish the role of drama in communicative approach of learning the English language

The analysis on the role of drama in communicative approach of learning the English language is discussed in this objective. The current study revealed that dramatic activities encourage , fluency , oral presentation in speaking and interaction among the learners. The findings of this study established that teacher respondents 27.78% (No=35) and 23.80% (No=30) in Table 4.25 explains that learners became very active when they engage in the communicative process using role play. The teachers emphasized communicative approach are essential in self-learning, group interaction and peer teaching. This study has established teacher respondents 27.78% (No=35) states that when they teach speech work, recitation, and contextualized dialogue using role play; learners grasp skills which they apply in construction of oral sentences.

It is evident from the responses given by the respondents that communicative approach was significant in making the learners acquire language structures and vocabulary. According to this study, teacher respondents 27.7% (No=35) and 19.85% (No=30) in Table 4.25 stated that learners acquired grammatical and lexical aspects of the English language. This was evident especially when simulation was used in learning and teaching the English language. The respondents felt that communicative activities such as language games, mime and role-play enhance listening, speaking, reading and writing skills. The respondents felt that drama used in the classroom enhanced communicative activity which fostered interaction, concentration, oral communication, and increased motivation among learners.

5.7.4 Objective 4: To examine the attitude of students' and teachers' towards drama as an activity of enhancing the learning of the English language

It is evident from the study that students and teachers regarded dramatic activities as entertaining and captivating. The findings of this study established that teacher respondents 19.8% (No=25) and 15.8 (No=20) in figure 4.7 explained that drama encouraged students to participate in class by making learning useful and realistic. The findings of this study established that teacher respondents 20% (No=25) and 23.8% (No=30) in figure 4.7 felt dramatic genres were enjoyable and teachers agreed drama provided motivation and incentive to work hard. The findings of this study establish that head teacher respondents 30.3% (No=20) and 25.7% (No=17) in Figure 4.8 applaud the role of drama in fostering, social, intellectual, and linguistic development of the student. The current study reveals that dramatic activities such as role-play and simulation provided opportunities for learners to participate actively in class. According to the findings of this study, student respondents 22% and 20% in figure 4.5 express their admiration of dramatic genres being pleasant and entertaining. This enhances understanding of the integrated English syllabus and learners improve in speaking skills. The study found out that drama heightened self-esteem, motivation, and encouraged paralinguistic communication such as body language and mime.

5.7.5 Objective 5: Dramatization and performance of the English language

The study has revealed dramatization fosters learner achievement. According to this study the teacher respondents 23.8% (No=30) and 20% (No=25) in figure 4.7 agreed that role-play releases imagination and energy and this could be considered as an educational objective. The findings of this study established student respondents 23.8% (No=30) in figure 4.5 felt drama encourages them to develop creativity and imaginative skills in the writing of composition. The teachers explored the role of

drama in increasing motivation and providing students with the incentive to work hard. The teachers explained that dramatic activities take the form of group work and students cannot afford to stay passive in class. Students expressed that drama encouraged them to do group work and use the acquired skills to complete a given assignment.

This study has established teacher respondents 20% (No=25) and 23.8% (No=30) in Table 4.14 looked at language used in learning the English language, for example, practicing role play and concluded that students developed linguistic ability in the learning process. Students explained that drama provided an opportunity for them to improve oral communication. Students are able to use language meaningfully and appropriately. The students felt drama makes language learning more purposeful and prepares them for real-life situations. The teachers viewed dramatic activities as a remedy to solve the problems of mixed ability and make students improve, their performance of the English language. The teachers explained that the learners, who are fluent in English, can take main roles in role-play, while the weaker students compensate for their lack of linguistic ability by listening and using body language.

According to the current study, students who were taught the English language using dramatic features scored very high marks. The post Test A2 had a mean score of 17.55; this was an improvement from 14.32 in the pre-test. The variance and standard deviation are higher in the post test; appendix XVII shows there is positive significant correlation between the tests P <0.05 level.

5.8 Conclusion

The study has established that there is a relationship between learner achievement and the type of instructional method used. The students had performed fairly in the pretest

tests; however, they did very well after being exposed to the experiment; (post test). Quasi-experimental design explores the opportunity for Teacher-student interaction, student –student interaction, student text interaction where the student reader is perceived as involved in an interaction dialogue Munther (2013). During the learning session the role of the teacher is to facilitate and instruct students on their learning activities such as group discipline conversational and discourse strategies in language learning. At the end of the lesson the teacher recasts student's responses using gestures , non-verbal demonstrations to correct grammatical and phonological errors.

Dramatization sets the stage for student-student interaction and this encourages language acquisition. When student practice role play, the speaker could adjust speech and imitate various characters. The students are at similar learning level; therefore their utterances to one another tend to fall within Vygosky's zone of proximal development (Vygosky 1978). The development level of any student is what he or she can do alone; the proximal level is what he or she can do with supportive coloration. Dramatization provides an opportunity for student-student interaction, which provides a higher probability of learning and promotes cognitive ability in the learner.

The use of dramatic genres (role-play and simulation) in learning the English language is innovative language teaching. There is emphasis on the use of the communicative approach in language teaching. Drama in the learning of the English language creates a suitable environment for meaningful learning. On the other hand, it should not be used in isolation but should be used in an integrated approach or language learning. Dramatization should be part and parcel of the communicative classroom methodology in learning the English language as a second language.

Dramatization provides relevant, essential and enriching learning episode. The technique creates an enjoyable and exciting experience and the students are left with a greater understanding of their subject and a clear idea of how to develop ideas. Drama can be used as educational promoter in aspects such as creating stimulating environment for learning, it fosters social, intellectual and the linguistic development in the student . Role-play in this study was carefully planned in both the construction, organization and running of the play. The development of conferencing system provides a web CT, and opportunity to use technology to aid teaching and learning using dramatization, this study has established that the conferencing system provided in web CT can be incorporated in teaching the English Language using dramatic genres. This web houses the virtual space for role play and enables communication and collaboration among learners' and between the students and the lecturers. The web enables access to "just in time" resources by making available to students resources such as up to date news from electronic newspapers and web sites, from over the world and when they need them. This empowers the capability of the role play, as students enhance their understanding of technology and gain key transferable technology skills (Linser & Naider, 2001).

5.9 Recommendations

Addressing the key findings of the study on the use of dramatization in teaching and learning the English language, a number of recommendations are made:

i) **Using dramatic genres in teaching and learning of the English language**.

In view of the poor performance of the English language in spoken, written and at K.C.S.E, English language in Meru county. It was vital for the government

through the ministry of education to pay special attention in boosting utility of dramatic genres in teaching the English language.

a) It was therefore recommended that, policy makers and education planners should come up with practical strategies of providing teaching and learning resources which highlights dramatic genres and will make learning captivating to learners.

ii) **Address the integration of dramatization in the process of learning the English language**

The study has established that the Ministry of Higher Education Science and Technology, KICD, school sponsors, community leaders and parents should assist in integrating dramatization in the learning process. The Ministry of Education and KICD should publish magazines, textbooks, and resource materials on dramatic genres such as simulation, role-play, games mime and tonal variation, which can assist to boost learner achievement. This study, therefore, recommends that dramatic activities which are captivating and motivating should be introduced and reinforced during the learning and teaching of the English language. It was revealed in this study when dramatic genres were used in teaching and learning the English language, students grasped oral skills and improved on speaking skills.

iii) **Strengthening the role of drama in communicative approach of learning the English language.**

The study revealed that dramatic genres were very significant in improving listening, speaking, reading and writing skills. According to Munther (2014) drama and communicative approach makes the learner an active participant in

the learning process. According to the findings of the study dramatic genres have not been effectively utilized in the communicative approach. The work done by Comajoan (2014) encourages school community, sponsor, head teachers, teachers and education officers to use the "what" and "how" approach in designing activities in the communicative approach. According to this study the KICD can revise the English Language syllabus and print more topics on dramatic genres, provide teachers guides and in service teachers on how to use role play, mime and simulation in the communicative approach of learning the English Language. The task of providing dramatic learning resources requires huge amount of money and therefore cannot be left entirely to the government. This study therefore recommends a combined effort by the government, parents and non-governmental organizations who are interested in education to provide funding.

iv) **Address negative attitudes of learners and teachers towards drama as an activity of enhancing the learning of the English language**.

The study revealed that the poor performance of the English language was due to society negative attitude towards the English Language as a foreign language; this notion should be immediately addressed by the community leaders, the church, head teacher and teachers. The study also showed that negative attitude in society contributed to poor performance of the English language. The study also showed that negative attitude in society contributed to a student's poor academic performance. The Ministry of Education, Kenya Institute of Curriculum Development and the school community should launch a concerted campaign to educate people on the significance of speaking English fluently; they should explore new ways of improving the academic

performance of the English language. The Ministry of Education Science and Technology should organize workshop, seminars and symposia to highlight the plight of KCSE English language results between 2009- 2014, which depicted low academic performance. Dramatic genres are captivating they create interest and motivate learners in the learning process, therefore the Ministry of Higher Education Science and Technology should put in place measures to address attitude in the English Language syllabus.

v) Address dramatization and performance of the English language

The stake holders namely: head teachers, teachers, parents and BOM should encourage dramatic genres such as role play and simulation because they make the learner improve speech-work and writing skills. The Ministry of Education science and Technology and the Kenya Institute of Curriculum Development, should prepare teaching and learning resources using dramatic genres to boost speaking, listening, reading and writing skills. When students are encouraged to study textbook with dramatic episodes, these will improve the quality of their work in the English language. Dramatization can be utilized to improve the micro skills of speaking, listening, reading and writing. Thus the findings of this study has established that dramatic genres such as role play and simulation, when appropriately utilized, learners improve on the speaking, listening, reading and writing skills. Role play and miming are effective strategies in teaching the integrated syllabus of novel, play, poetry and oral literature. This study established through research that learner achievement will improve at KCSE, when head teachers, teachers, students and education officers apply the knowledge, skills and attitude expressed in the study.

The findings of the study have greatly contributed to the subject of dramatization. The study precisely presented scholars with new ideas on dramatic genres needed to be incorporated into the learning of the micro-skills in Meru-North and Imenti South.

The use of dramatic genres can be spread across the curriculum in learning all subjects, for example, Mathematics, Physics, Chemistry, History, Geography, Business studies. This study has precisely advocated the use of dramatic genres in addressing the challenges Kenyan Secondary School teachers encounter when handling the integrated English language syllabus.

5.10 Suggestions for further research

It is notable that great effort was made to add new knowledge in the area of using dramatization in the teaching and learning of the Integrated English Language. This study has practically elaborated and explored applicable strategies that the English language teachers can utilise in teaching the integrated syllabus in the Kenyan context. However, the researcher makes suggestion on a few topics that other researchers may want to investigate. These areas are:

i.   The interference of 'sheng' in the learning of the English Language

ii. The effect of phonological errors in the learning of the English Language

iii. A study should be carried out on the effect of morphology in the learning and teaching of the English Language

iv. A study should be carried out on the challenges teachers encounter in the teaching and learning the four micro-skills (listening, speaking, reading and writing) of the English Language.

REFERENCES

Ackroyd, J. (2004). Role reconsidered. *A revelation of the relationship between teacher-in-role and acting stoke on tent*. London: Trenthom Books.

Adler, R. B. & Rodman, B. (2003*). Understanding Human Communication.* New York: Oxford University press.

Aduwa,O.S.E. & Iyamu, E.O.S. (2006). *Factors Affecting Quality of English Teaching in Secondary* Schools in Nigeria. Academic Journal Article from College Student Journal, Vol. 40 No.3.

Aldavero,V.A.(2008). *Drama in the Development of Oral Spontaneous Communication*.Encuentro17Retrieved1/8/2010.www.encuentrojournal.org/textos/Alonso.pd.

Alden, D. (1999). *Experience with Scripted Role-Play in Environmental Economics*: Journal of Economic Education.

Allwright, D. (1988). *Observation in the Language Classroom*. London: Longman.

Almond, M. (2005). *Teaching English with Drama.* How to use drama and plays when teaching for the professional English language teacher. London: Modern English publishing.

Amato, P.A. (1970) (Eds). *Methods that work. Rowley*: Newbury House Publishers Inc. Scharengnivel.

American Psychological *Association, (2015). Publication Manual of the American Psychological Association* (7th Edition). Washington, D.C: American Psychological Association.

Anderson, B.F. (1980). *The Psychological Experiment*. Belmont, Ca: Brooks/Cole. Christopher, E.M. & Smith.

Archanbault, I. Janosza, M., Fallu, J. & Pagania, L.S (2008) *Student engagement and its relationship with earlyhigh school dropou*t. Journal of Adolescence, 32, 651-670.

Ary, D. Jacobs, L.C., Razarieh. A. & Sorensen, C. (2006). *Introduction to Research in Education* 7th Edition. Canada: Vicki Knight.

Astrid, R. (2005). *Drama and Theater as a method for foreign language teaching and learning in Higher Education* in the United State. Berki: Technical University.

Athlemoolam, L. (2004). *Drama-in-Education and its effectiveness in English second / foreign language classes* Malasia: Pengang

Awad, S. (2013*). Using educational drama and role-playing teaching English in* Gaza governarates.Gaza : The Islamic University of Gaza.

Bailey, K. (1991). *Diary Studies of classroom language learning: the doubting game and the believing game in E. Sadtono (ed). Language Acquisition and the second/ Foreign Language Classroom*. Singapore: SEAMEO Language Centre.

Bailey, K.M. & Brown, J.D. (1996). *Language Testifying Courses. What Are They? In A. Cumminng and R. Berwick (eds). Validation in Language Testifying Clevedon* U.K: Multilingual Matters.

Baldwin, P. (2004). *With Drama in Mind*. New York: Network Educational; press.

Baldwin, P. and Fleming , K. (2004). *Teaching literacy through drama* London: RoutledgeFalmer.

Barbu, R. (1968). *Drama in the English Classroom*. Champaign, Illinois: National Council of Teachers of English.

Barbu, R.& Lucia (2007). *Using Drama Techniques for Teaching English*. Retrieved on 17/7/2010 from

Barnes, D. (1969). *Language, the Learner and the School.* London: Penguin Papers in Education.

Barrows. J. & Zorin. J. (1983). *Fifteen Concise role-play and how to use them*. Forum 21:1 pp 23-27.

Berry, K.S (2000). *Acting against the grain. The dramatic arts and cultural studies.* New York and London: Routledge FaImer.

Best, J. & Kahn, J. (1989). *Research in Education.* Englewood Cliffs, N.J.: Prentice-Hall.

Best, J. W. & Kahn. V.J. (2003).*Research in Education (9th ed)*. U.S.A.: Prentice. Hall.

Bezzinang C, Vidoni, D. & J. Paletta, A. (2007). *Effective school leadership; conceptual Framework and evidence from the literature CRELL Research paper 6* retrieved from http//cell.jrc.ec.europa.eu/CRELL%20publications htm.

Binns, A. L. (1953). *African Education. A study of the Educational policy and Practice in British Tropical Africa.* London: Oxford University Press.

Bird, A. (1972). *The use of Drama in language Teaching*. ELT Journal 33:4, pp 290-96.

Bishop, G. (1995). *Curriculum Development: A Text Book for Students*. Nairobi: Macmillan.

Blalock, H. & Blalock, (Eds) (1968). *Methods in Social Science Research* New York: McGrew Hill.

Blatchford, B. & Roy, C. (1986). *The English Teachers Handbook*. London: Hutchinson.

Blatner, A. (2002). *Role Playing in Education*. Retrieved on 1/8/2010 www.blatner.com/adam/pdmtbk/rlplayedu.htm.

Bloom, B.S. (1956). *Taxanomy of Educational Objectives: The Classification of Educational Goals Handbook: Cognitive Domain*. New York: David McKay Co.

Bogdam, R. & Bilken, S. (1992). *Qualitative Research for Education*. USA: Allyn & Bacon, Boston.

Bialystok, E. (1990). *Communication strategies*. Oxford: Brasil Blackwell.

Brock, C. (1986). *The Effects of Referential Questions on ESL Classroom Discourse*. TESOL quarterly 20: 47-8.

Broughton, G. (1996). Teaching English as a Foreign Language. *(2nd Edition). U.S.A: Routledge.

Brown, D.R. &Rodgers, S.T. (2002). *Doing Second Language Research*. New York: Oxford.

Brown, H.D. (1994). *Principles of Language Learning and Teaching*. Englewood Cliffs: Prentice-Hall Regents (pp98-99).

Brown, H.D. (2008). *English Language Teaching in the "Post – Modern" Era: Toward Better Diagnosis, Treatment and Assessment.* New York: Cambridge University Press.

Brown, J. D. (1988). *Understanding Research in Second Language Cambridge*: Cambridge University Press.

Brown, J. D. (1995). *Language Program Evaluation: Problems and Solutions. Annual Review of Applied Linguistics (pp5-12).*

Brown, J. D. (1995). *The elements of Language curriculum: A system Approach to program Development.* New York: Heinle and Heinle.

Brown, J. D. (1997). *Designing a Language Study in D. Nunan and D.Griffen (eds). Classroom Teacher and Classroom Research*. Tokyo Japan Association for Language Teaching (PP 43-67).

Brown, J. D. (2000). *An Evaluation of the Basic education and Secondary English Language Curricula in Tunisia. Tunis.* Tunisia: Ministry of Education.

Brown, J. D. & Theodore, S.R, (2012). *Doing second Language Research* China: Oxford University Press.

Brown, R. (1973). *A First Language. The Early Stages Cambridge Mass:* Harvard University Press.

Brumfit, C.J. (1989). *Communicative Methodology in Language Teaching. The Roles of Fluency and Accuracy (5th Edition).* New York: Cambridge: University Press.

Brumfit, C.J. & Johnson, K. (1979). *The Communicative Approach to Language Teaching*. Oxford: Oxford University Press.

Budwig, N. (1995). *A Developmental Functionalist Approach to Child Language.* Mahwah, NJ: Lawrence Erlbaum Associates

Bunyan, P. et al (2000). *Cracking drama. Progression in drama within English 5-16.* Layerthorpe York: NATE drama committee.

Burke, A.F. & O's Ullivan, J.C(2002).A *Handbook for using drama in second language classroom partsmouth,* N.H: Heine Mann.

Burns, A.C. & Gentry, J. W. (1998). *Motivating Students to Engage In Experiential Learning a Tension To-Learn Theory. Simulation and Gaming 29, 133 -151.*

Bwire, A.A. (1990). *"A Study of the Conceptions and Practice Modes of Microteaching in Three Diploma Teacher Colleges in Kenya".* Unpublished Master Thesis, Kenyatta University.

Byram, M., & Fleming, M. (1998). *Language Learning in Inter-Cultural Perspective; Approaches through Drama and Ethnography.* London: CUP.

Byrne, D. (1976). *Teaching Oral English*, Britain: Longman.

Byrne, P. & Dorn, K. (1986). *Teaching Oral English*. New Edition: Longman.

Camajoan, L. (2014). *Use of drama techniques as a methodology to teach English in infant Education by teachers in Catalonia*. Germany: Catalonia

Carroll, S. (2000). *Input and Evidence. The Raw Material for Second Language Acquisition.* Amsterdam: John Benjamins.

Carroll. J. (2006). *"Real Players? Drama, technology and education.* London: Trentham

Carter, J. (2002). *Creative ideas for writing.* London: David Fultan

Cawthon, S & Dawson, K. (2009). *Drama for Schools: Impact of Drama-based Professional Development Program on Teacher Self-Efficacy and Authentic Instruction*. Youth Theatre Journal*, 23 (2) 144-161*

Chaplain, A. (2001) *Ideas for drama KS 2 (Ready to go).* Leamingtom Spain: Scholastic.

Chaudron, C. (1988). *Second Language Classroom. Research on Teaching and Learning Cambridge:* Cambridge University Press.

Christopher, E.M. & Smith, L.E. (1990). *Shaping the content of simulation/games in D. Crookall & R.L Oxford (Eds) simulation, gaming and language learning (pp47-54).*New York: Newbury House.

Clemens, S. M. J. (1977). *A review of research methods in Education* .Chicago: Pandementally college publishing company.

Comajoan, I(2014). *Use of drama techniques as a methodology to teach English in infant education by teachers in catolonia,* Germany; catolonia.

Corder, S. P. (1973*). Introducing applied linguistics*. Harm and Sworth: Penguin.

Covel K. & McNeil, J. & Howe, R.B (2009). *Reducing teacher burnout by increasing student engagement: A children's rights approach* U.S.A . School Psychology International

Covel, K., K & Howe, R.B (2001). *Moral education through the 3Rs: Rights, respect and responsibility. Journal of Moral Education* 30, 29-41 U.S.A: University of Toronto Press.

Creswell, J.W. (2005). *Educational Research Planning, conducting and evaluating quantitative and qualitative research.* Upper Sadddle River, NJ: Merrill-Prentice Hall.

Crison, J. & Leake. L. (1993). *Move back the desks*. Sheffield: NATE

Crookall, D. (1984). *The use of Non-ELT simulation*. ELT Journal 38;4,(pp5-7).

Dass, B. K. (1984). *Communicative Language Teaching. (Anthology series 14).* Singapore: Singapore University Press.

Davies, P. (1990). *The use of Drama in English Language Teaching*. Germany: Revue Test.

Davison, J. & Dawson, J. (1998). *Learning to Teach English in the secondary school:* A companion to school experience, London: Routledge.

Dawson, K. (2006). *From service to sustainability :A collaborative dialogic professional development model in drama-based instruction, MFA thesis* Austins. The University of Texas .

Dembo, H. D. (1977). *Teaching for Learning; Applying Educational Psychology in the Classroom* .U .S.A: Good year.

Desialova, L. (2009). *Using Different Forms of Drama in EFL Classroom. Humanizing Language Teaching Magazine Issue 4.* Available from http://www.mag.co.uk/aug09/sart07.htm.

Dougill, J. (1987). *Drama activities for Language teaching*. London Macmillan.

Donough,D.(2014). *A research method for English Language* U.S.A :Oxford University Press.

Duckworth, E. (1964). *Piaget Rediscovering In R.E Ripple & V.N. Rockcastle (Eds), Piaget Rediscovered: A Report of the Conference on Cognitive Skills and Curriculum Development Ithaca*, New York: Cornell University School of Education.

Duff, A & Maley. A.(2001). *Drama techniques in Language learning: a resource book for communication activities for Language teachers*. Cambridge: Cambridge University Press.

Early, M. & Tarlington, C. (1982*). Off Stage Informal Drama in Language Learning* ELT Documents 113.

Eisner, E.W. (1991). *The Enlightened Eye: Qualitative Inquiry and the Enhancement of Educational Practice.* New York, NY: Macmillan Publishing Company.

Eliot, C.N. (1968). *This Craft of Verse*. Cambridge: Harvard University Press.

Ellis, R. (1982). *Informal and Formal Approaches to Communicative Language teaching.* ELT Journal 36.2, (pp.2-8).

Ellis, R. (1994). *Learning a Second Language through Interaction Studies in Bilingualism-Oxford*: Oxford University Press.

Ellis, R. & Tomlinson, B. (1994). *Teaching secondary English. A Guide to the Teaching of English as a Second Language (7th Edition)* Singapore: Longman.

Encyclopedia of Educational Research, (2000). (7th ed. 4 vols). New York: Macmillan.

Eric, H., Connors, B. & Eraut. M, (1980). *Training in Curriculum Development Educational Technology in Higher Education. England*: Sussex Printing Unit.

Eshiwani, G.S. (1993). *Education in Kenya since Independence. Nairobi*: East African Educational Publishers.

Eshiwani, G.S. (1993). *Factors Influencing Performance among Primary and Secondary Pupils in Western Province of Kenya. A Policy Study*. Nairobi Bureau of Educational Research: Kenyatta University College.

Fernadez, L. & Coil, A. (1986). *Drama in the Classroom* – Practical Teaching 6:3, PP 18-21.

Fernendez, J. (1984). *Communicative Methodology and the Malaysian Teacher.* Journal Pendidikan dan Pembeljarah; 1:1, pp6-10.

Fisher, R.A. & Yates, F. (1963). *Statistical Tables for Biological, Agricultural and Medical Research* London: Longman.

Fleming, M. (2001).*Teaching drama in primary and secondary schools .* An integrated approach London: David Fulton Publishers.
Fleming, M. (2006). *"Drama and language teaching. The relevance of Wittgenstein's concept of language games". Humanizing language teaching, 2006, issue 4* retrieved from http://www.hitmag.co.uk.jul06/martoi.htm
Fleming, M. & Michael, N. (1994). *Starting Drama Teaching London:* David Fulton.

Franklin, V. Rodman, R. and Hyams, N. (2011). *An Introduction to Language*. Canada: Michael Rosenberg.

Freeman, M.A. & Copper, J. M. (1998). *An Anonymous Asynchronous* Meb-basedRolePlay:http://www.bus.uts.edu.au/fin&econ/staff/market/roleplay.

Fromkin, V. Rodman, R. & Hyams, (2003). *An introduction to Language (7th Ed).* United States: Michael Rosenberg.

Gakunga, S. (2008). *Teaching English in Kenya secondary schools*. Nairobi: Ministry of Education.

Garet, M. Porter, A. Desimone, L.Birman, B. & Yoon, S. (2001) *What makes professional developement effective ? results from a national sample at teachers* U.S.A American Education research Journal.

Gathumbi, A. Kimaliro, Mugambi, H., Bwanya, J., & Kiio, N. (2005). *New Integrated English Book. Students' Books 1, 2, 3 & 4* Nairobi: Jomo Kenyatta Foundation.

Gathumbi, A.M.W. (1985). *"Verbal Discourse Events in a Bilingual Formal Setting: Instructional procedures in ESL classroom in Kenya Secondary schools;* unpublished PhD Thesis, university of reading, UK.

Gay, L.R., Mills, E.G. & Airascan, P. (2006). *Educational Research Competencies for Analysis and Applications*. U.S.A: Pearson Prentice Hall.

Gibson, T. J. (1976). *Psychology for the Classroom.* USA: Prentice-Hall, Inc.

Gichuki, A. W. (2007). *Challenges facing teachers implementing revised English Curriculum in Secondary Schools in Othaya division, Nyeri Districts, Kenya.* Unpublished Master's for master's degree, Kenyatta University, Nairobi, Kenya.

Gilgun, J.K.D. & Handela, G. (1992). *Qualitative Methods in Family Research* Newbury Park: Sage Publications.

Ginsburg, H., & Copper, S. (1969*). Piaget's Theory of Intellectual Development: An Introduction Englewood Cliffs*, New Jersey: Prentice-Hall.

Gish, A. & O'Neill, S. (2008). *Teaching as a second language.* Hongkong: Sheck Wah Tong.

Given, T. (2001). *Syntax (volume ii)* U.S.A: John Benjamins North America.

Glean, A., Mackey, A.J. & Elius K.A. (1998). *The School Curriculum.* London: Sydney Toronto.

Goodwin, J. (2001). *Teaching Pronunciation in M. Celcde – Murcia. Teaching English as a Second or Foreign Language*, 3rd ed. Heinle & Heinle.

Grady, S. (2000). Drama and Diversity: *A Pluralistic perspective for Educational Drama Portsmouth,* NH: Heinemann, 2000.

Guskey, T. (2000). *Evaluating professional development.* Thousands Oaks New York; Corwin Press

Hall, J.K. (1995). *Recreating Our World with Words: A Social Historical Perspective of Face to Face Interaction*. Applied Linguistics 16 pp206-32

Halliday, M.A.K, (1985). *An Introduction to Functional Grammar*. London: Arnold

Halliday, M.A.K. (1978). *Language as social Semiotic*. London: Arnold.

Hammand, .LD. (2009). *Keeping Good Teachers: Where it Matters. What Leaders Can Do (Vol. 1, 12th ed). In D.M. Sadken & K.R. Zittleman (Eds) Teachers,*

Schools and Society. A Brief Introduction to Education (2nd ed.). New York: McGraw-Hill.

Hatch, E. & Farhady, H. (1982). *Research Design and Statistics for Applied Linguistics.* Powley Mass: Newbury House.

Hatch, E.M. (1978). *Discourse Analysis and Second Language Acquisition in Hatch, EM (ed). Second Language Acquisition: A Book for Reading.* Rowley, MA: Newbury House (pp 401-35).

Hayes, S. & Suzanne, K. (1984). *Drama as a Second Language; a Practical Handbook for Language Teachers.* London: National Extension College.

Heather,S. (2011). *How drama facilitates Language Learning. A case for using drama in the second language classroom* Retrieved from (http:// heatherswenddal-myefolio.com/port folio/papers).

Heathfield, D. (2005). *Spontaneous speaking. Drama activities for confidency and fluency.* Addlestone: Delta Publishing.

Holden, S. (1981). *Drama in Language Teaching.* England: Longman.

Holden, S. (1983). *"Role-play and Simulation" Second Selection from Modern English Teachers (pp89-102).* London: Longman.

Hopkins, D. (2011). *A Teacher Guide to Classroom Research (4th Edition)* England (UK): Ashford Press – Ltd.

Hormour, J. (1982). *"What is Communicative?"* ELT Journal 25:2(PP 167-168).

Howe, R.B. & Covell, K. (2007). *Empowering children: Children's rights education as a pathway to citizenship:* Toronto: University of Toronto Press.

Huebner, T. (1983). *The Acquisition of English.* Anne Arbor, MI.: Karoma.

Ingram D. & Reidel, E. (2003). *Arts for academic achievement. What does arts integration do for students? Center for Applied Research and Education Improvement* U.S.A University of Minnesota.

Johnson, B.R. (1997). *Examining the Validity Structure of Qualitative Research.* Education 118(3), 282-292.

Johnson, K. & Maurau. K. (1971). *Communication in the Classroom.* London: Longman.

Johnson, K. (1985). *Approaches to Research in Second Language Learning* New York: Longman.

Johnson, K. & Morrow, K. (1981). *In the Classroom* England: Longman.

Jones, K. (1990). Simulations: *A Handbook for Teachers.* London: Kegan Paul.

Judith. R. (2002). *Overcoming the fear of using drama as second language teaching The internet test journal.vol8.116.* June 2002 retreived from http://iteslj-org1Articles/Royka.

Kaloki, P.K. (2001*). Job satisfaction as Function of Cultural Beliefs Expectations and Goals; A Study of Employees of Foreign Owned Firms in Kenya*. Unpublished PhD Thesis of the University of Nairobi.

K.I.E, (1987). *A Handbook for Teachers of English in Secondary Schools in Kenya Nairobi:* Jomo Kenyatta Foundation.

KCSE Regulations and Syllabus, (2002). Nairobi: KNEC

Kempe, A. (2002). *The script sampler*. Cheltenham: Nelson Thor
Kempe, A. & Holroyd, J. (2004).*'Speaking, Listening and Drama'*.London: David Fulton.

Kennedy .J.X. & Gioia, D. (2005). *Literature An Introduction to Fiction, Poetry and Drama.* 9th Edition. U.S.A.

Kenya National Examination Council, (2007-2013). *Kenya Certificate of Secondary Examination.* Nairobi: KNEC.

Kenyatta University (2004). *English Literacy Norms project Nairobi*; Kenyatta University.

Krejcie, R.V. & Morgan, D.W. (1970). *Determining Sample Size for Research Activities. Educational and Psychological Measurement.* U.S.A: NEA Research Bulletin.

Kodotchigova, M.A. (2001). *Role Play in Teaching Culture: Six Quick Steps for Classroom Implementation.* Retrieved on 5/8/2010.

Kombo, K. D. & Tramp, L. A and Delno, (2006). *Proposal and Thesis writing An Introduction* .Nairobi: Pacilines Publications Africa.

Koppet, K. (2001). *Training to imagine, practical improvisation theatre techniques to enhance creativity, teamwork, leadership and learning. Sterling , VA*: Stylus.
Kothari, C. (2008). *Research Methodology (2nd Edition).* New Delhi: New Age International.

Kyalo, D.N. (2007). *The Role Of School Leadership In Promoting Moral Integrity In Secondary Schools Of Machakos Central Division, Kenya.* Unpublished PhD thesis of the Catholic University of Eastern Africa,

Langen Bach, M., Vaughn, C. & Aagaard, L. (1994). *An Introduction to Education Research.* Boston: Allyn & Bacon.

Larsen F. D. (2000). *Techniques and Principles in Language Teaching*. Oxford: Oxford University Press.

Lazarus, R.S. (1991). *Progress on a cognitive-motivational-relational theory of emotion.* American psychologist (pp 46, 819-834).

Lewis, M & Rainer, J. (2005). *Teaching classroom drama and theater   practical*

Lincoln, Y.S. & Guba, E.G. (1985). *Naturalistic Inquiry*. Beverly Hills, CA: Sage.

Linser R. & Naidu. S. (2001). *Simulated Worlds: Rapid Generation of Web-based Role –Play*; http.// answeb.scu.edu.au/awol.html.

Littlewood, W. (1984). *Communicative language Teaching Cambridge.* Cambridge University press.

Liu, F & Ding, Y(2009). *Role-play in English language teaching.* Retrieved on 3/1/2016 from www.ccsenet.org/journal.html.

Livingstone, C. (1983). *Role Play in Language Learning*-Singapore: Longman.

Long, M. & Castanos, F. (1976). *Mime in the Classroom Practical Teaching* 6:3 PP 18-21.

Lyster, R. & Ranta, E. (1997). *Corrective Feedback and Learner Uptake Negotiation of Form in Second Language Acquisition 19, pp 37-61.*

Macharia,A.N.(2011).*Teachers'strategies of managing challenges of integrated English in secondary schools in Kiambu east region,Kiambu County,Kenya.Unpublished masters research project*,Kenyatta university,Nairobi.

Mackey, A. (1999). *Input, Interaction and Second Language Development:* An Empirical Study of Question Formation.

Manyasi , N.B. (2014. *Integrated approach in teaching English language: the practice in Kenya.* International Journal of Education and Research, 2 (4), 253 -264.

Makita, Y. (1995). *The Effectiveness of Dramatic Role –Playing Activities in the Japanese Language Classroom*. Retrieved on 7/8/2010 from

Maley, A & Alon, D. (1984). *Drama Techniques in Language Learning: A Resource Book of Communication Activities for Language Teachers*: Cambridge.

Maley, A. & Duff A. (1979) *Drama Techniques in Language Learning-* Cambridge: Cambridge University Press.

Maley, A. & Duff, A. (2001*). Drama Techniques in Language Learning: A Resource Book for Communication Activities for Language Teachers*. Cambridge: Cambridge University Press.

Maley, A. & Duff, A. (2005). *Drama Techniques: A Resource Book of Communication Activities for Language Teachers.* Cambridge: Cambridge University Press.

Maley, A. & Duff. A, (1982). *Drama Teaching in Language Learning.* London: CUP.

Mathison, S. (1988). *Why triangulate? Educational Researcher*, 17(2), 13-17.

McGregor, W.B (2010). *Linguistics: An Introduction* New York: Bell & Bain Ltd, Glassglow.

McGuire, B. (2003). *Student handbook drama.* Cambridge Pearson. Mcmillan, J.N. and Schumacher, S (2001). *Research in Education: A Conceptual Introduction (5th edition).* Addison Wesley (incl): Longman

Miller, C & Saxton. J (2004). *Into the story: Language in action through drama .* Portsmouth NH: Heninemann.

Mitchell, R. & Myles .F. (2004). *Second Language Learning Theories (Second Edition).* U.S.A: Oxford University Press.

Mordecai. J. (1985). *"Drama and Second Language learning."* Spoken English, 18:2, (pp 12-15).

Mugenda, A.G. (2008). *Social Science Research*. Nairobi: Acts Press.

Mugenda, O. & Mugenda, .A. (2003). *Research Methods: Quantitative and Qualitative Research Approaches*. Nairobi: Act Press.

Muindi, M. & Mueni, K. (2002). *Instructional Methods in Education.* Nairobi: Somanga Educational Consultants.

Muindi, M., Kiio, M., Kithingi, J., Twoli, N. & Maundi, M. (2004). *Instructional Methods in Education (Unpublished Module).* Kenyatta University: Nairobi.

Mulwa, S.A. (2012). *The Influence Of Institutional And Human Factors On Readiness To Adopt E-Learning In Kenya: The Case Of Secondary Schools In Kitui District.* Unpublished PhD Thesis of the University of Nairobi.

Munther, z. (2013). *Using drama activities and techniques to foster teaching English as a foreign language: a theoretical perspective (online) Al Quds open university* (27/12/2013) retrieved from http:/www.qou.edu/English/ First national conference/pf fifles/munther zyoudpdf.

Mutai,N.C.(2012).*A Critical Review Of Oral Questioning Technique In Secondary Schools.* retrieved from http:/www.qou.edu/English/ First national conference/pf fifles/Journal.

Muthii, M. (2002). *Language Policy and Practices in Education in Kenya and Uganda.* Nairoibi: Phoenix.

Mwamwenda, T.S. (1996). *Educational Psychology: An African Perspective. (2nd edition)* Butterworth: Heinemann.

Ndiritu, J.K. (1992). *"Training in Production and Use of Resources for English Language Teaching in Selected Nairobi Lower Primary Schools. "* Unpublished Masters 'Thesis, Kenyatta University.

Newmann, F.M. Byrk, A.S & Nagaoka, J.K. (2010). *Authentic intellectual work and standardized tests: Conflict or coexistence (Special Report Series) Chicago:* Consortium on Chicago School Research.

Nunan D. (1991). *Research Methods in Language Learning. Cambridge*: Cambridge University Press.

Nunan, D. (1989). *Designing Tasks for the Communicative Classroom. Great Britain*: Bell & Bain Ltd: Glasgaw.

Nunan, D. (1990). *Designing Tasks for Communicative Classroom.* New York: Cambridge University press.

Nyang'acha, N.C. (2009). *Factors Influencing Performance of English in KCSE in the Public Secondary Schools at Nyacheki Division, Gucha District.* (Unpublished Research Project) Kenyatta University: Nairobi.

Nyarogoti, N. M. (2013). *Continuing professional development needs for English language teachers in Kenya.* International Journal of Research in Social Science, 2(2), 138 -149..

Oliver, P.(2008). *Writing your thesis. New Delhi*: sage publications.

Otieno, N. O. (2003). *Relationship between secondary school teachers' attitudes towards integrated English approach and their performance: a study of Rachuonyo district, Kenya.* M.Ed thesis, Kenyatta University, Nairobi, Kenya.

O'Malley, J. & Chomot, A. (1990). *Learning Strategies in Second Language Acquisition. Cambridge:* Cambrige University Press.

O'Neill, C. & Lombert, A. (1982). *Drama Teaching in Language learning. London;* CUP.

Omollo, D.A. (1990). *An investigation into the techniques and problems in Integrating the teaching of language and literature in English in secondary schools within Kisumu District, Unpublished Masters Thesis*: Kenyatta University, Nairobi, Kenya.

Orodho J.A. (2004). *Elements of Education and Social Research Methods*. Nairobi: Reata.

Oxford, R.L. (1990). *Language Learning Strategies. What Every Teacher should Know.* Rowley, Mass: Newbury House.

Paran, A. & Watts, E.(2003) *Story telling in ELT*. Whitstable: 1A TEFL
Patton, M.Q. (2002). *Qualitative Evaluation and Research Methods* (3rd ed.).Thousand Oaks, CA: Sage Publications, Inc.

Peacock, P. & Colin, C. (1990). *Classroom Skills in English Teaching:* A Self-Appraisal Framework. London: Routledge.

Peregoy, & Boyle, (2008). *Using Drama and Movement to Enhance English Language Learners' Literacy Development.* Retrieved on 17/7/2010 from http://goliath.ecnext.com/coms2/gi_0199_11134256/using-drama-and-movement-to.htm.

Philips, S. (2003). *Drama and children.* Oxford. Oxford University Press.

Piaget, J. (1950). *Play, Dreams and Imitation in Children*. London: R.P.K.

Piaget, J. & Inhelder, B. (1969). *The Psychology of the Child*. London: Routledge & Kegan Paul.

Prasad, .P. (2011). *The Functional Aspects of Communication Skills 4th Edition*. New Delhi: New A.S offset Press.

Ramsden, P. (1999*). Learning to Teach in Higher Education.* USA and Canada: Routledge.

Redington, C. (1984*) Can Theater Teach*?. Oxford: Perga Man Press.

Republic of Kenya, (1988). *Report of the Presidential Working Party on Education and manpower training for the next decade and beyond*. Nairobi: Government Printer.

Rchards, J. (1985) *Conversational Competence through roleplay"*RELC Journal 16:1, PP 82 – 100 Cambridge: Cambridge University Press.

Richards, J.C. & T.S. Rodgers (2001). *Approaches and Methods in Language Teaching* (2nd ed) .Cambridge: Cambridge University Press.

Rivers, W. & Temperly, M. (1978). *A Practical Guide to the Teaching of English as a Second or Foreign Language.* New York: Oxford University Press.

Rooney, R. (2004). *Arts-based teaching and learning: A review of literature.* Prepared for Washington DC: USA ARTS.

Rost, M. (1994). *Listening in language learning* New York: Oxford university press.

Santa, V. (1986).*The Use of Drama in ELT. A Perspective*: The English Journal. pp 41-48.

Sato, C. (1990).*The Syntax of Conversation in Inter Language Development Tubingen:* Gunter Nan Verlag.

Schmidt, R. (2002). *Theories evidence and Practice in Foreign Language Teaching. Unpublished Handout from Paper Presented at the Conference of Novdic Languages as Second and Foreign Languages*. Reykjovik: Iceland.

Sekarany, U. (1982). *Research Methods for Business: A Skill Building Approach.* New York: John Wiley.

Simons, M & Webster (2002).*The drama Book EMC KS 3 English Series,* London: English Media centre.

Sinclair, J.M. & R.M. Coulthard. (2002). *Towards an Analysis of Discourse*. Oxford: Oxford University Press.

Smyth, R. (2004). *"Explaining the Usefulness of a Conceptual Framework as a Research Tool: A Researchers Reflections Issues in Educational Research*, 14(2); 167-180 New York: Sterling.

Spolsky, B. (1989). *Conditions for Second Language Learning* Oxford: Oxford University Press.

Stephanie, C.W. (2011*). Activating student engagement through drama–based instructions.* Austin: The University of Texas.

Stephen G & Abrams, M.H. (2006). *Twentieth Century Drama. The Natan Anthology of English Literature* New York: Norton.

Stern,S.(1980). Why drama works: *A Psycholinguistic perspective."In Oller. Jr. J. W. & Rchard Amato, P.A (Eds). Methods that work. Rowley*; NEWBRUY House Publishers Inc.

Stronge, J.H. (2002). *Qualities of effective teachers for supervision and Curriculum Development.* Alexandria: V.A Association

Thompson, S.L. & Vaugh, .S. (2007). *Research Based Methods for English Language Learners.* USA: ASCD.

Tyler, R. W. (1949). *Basic principles of Curriculum and Instruction.* Chicago: The University of Chicago Press.

Ulas, A. Halim,N, (2008). *Effects of Creative Educational Drama Activities on Developing Oral Skills in Primary School Children.* American Journal of Applied Sciences 5 (7).

Ur, P. (1981). *Discussion that work. Task Centered Fluency Practice.* Cambridge: Cambridge University Press.

Vikiru, L.I., Omwoyo, H, & Oburu, H. (2005). *Advancing in English Form 4.* Nairobi: longhorn publishers.

Vygosky, L. (1934). *Play and its Role in the Mental Development of the Child.* Retrieved from http:/.Psychology and Marxism internet Archive 2002.

Vygotsky, L. (1978). *Mind in Society the Development of Higher Psychological Process-Cambridge Mass:* Harvard University Press.

Wagner B. J. (1998). *Drama and Language Arts. What research shows?* Portsmouth; Heinemann.

Wasonga, P.M (2006). *"Issues in Examining Listening and Speaking Skills at Secondary Level in Kenya" A Paper presented at the Regional Conference on a Language Policy and Education.* Nairobi: Kenya.

Wehmeire, S. Mclntosh, C. (2005). *Oxford Advanced Learners Dictionary.* New York: Oxford University Press.

Wessels C. & Charlyn, L. (1987). *Drama England*: OUP

Whitear, S. (1998). *English through Drama:* A Visual/Physical Approach. The Language Teacher (4).

Williams, .J.O. (1978). *A Field to Orchids of Britain and Europe with North Africa and Middle East.* London: Collins Publishing House.

Wisker, G. (2008). *The post graduate Research Handbook* 2nd Edition.UK: Palgrave Macmillan**.**

Wiston, J.(2004).*Drama and English at the Heart of the curriculum. Primary and Middle years.* London: David Fulton.

Woods, A. J., Fletcher P. & Hughes (1982) A. Cambridge: Cambridge University Press.

Wretschur, M. & Altmann, P. (2002). *Enhancing Cultural Awareness through Cultural Production Theatre.* Retrieved on 5/8/2010 from http://www.akutemia.org/eca/articles/opressed.html.

Zyoud, M. (2010). *Using Drama Activities and Techniques to Foster Teaching English as a Foreign Language: A Theoretical Perspective*. Retrieved on 10/9/2010 from

APPENDICES

APPENDIX I: INTRODUCTION LETTER TO RESPONDENTS

UNIVERSITY OF NAIROBI,
P. O. BOX 92,
KIKUYU.
DATE:
THE HEAD TEACHER
…………………………SCHOOL
P. O. BOX…………………………
…………………………………….

Dear Sir/Madam,

RE: EFFECT OF DRAMATIZATION ON LEARNER ACHIEVEMENT IN LEARNING ENGLISH LANGUAGE IN PUBLIC SECONDARY SCHOOLS IN IGEMBE NORTH AND IMENTI SOUTH DISTRICTS, KENYA.

This study is conducted by a post Graduate student from the University of Nairobi pursuing Doctorate of Higher Degree (PHD) in Curriculum studies. Your school has been selected to participate in the research.

Please respond to each item in the questionnaire. You are requested to provide honest and accurate responses. The findings of this study will be available to interested teachers and researchers in the field of education. The identity of the respondents will be treated with high degree of confidentiality. Thanks for participating in the research work.

Yours faithfully,

LORNA BEENA MWANGI (MRS)

APPENDIX II: QUESTIONNAIRE FOR HEADTEACHER

Dear Sir,

Kindly, address the issues in this questionnaire, which deals with English Language, a compulsory subject in the secondary school curriculum. The researcher wants to study the effect of dramatization on the learning of English Language in secondary schools in Kenya. The findings of this study will be available to all secondary schools involved in the study. This will enable you to improve on the performance of English language in your school.

Please, tick the items you select. Give your opinion on each section has required by the questionnaire.

A Section: Personal Information

Name of School……………………………………………………………………..

1. Type of school

   (a) Boys boarding   (   )

   (b) Girls boarding   (   )

   (c) Mixed Boarding   (   )

   (d) Day Girls School   (   )

   (e) Day Boys School   (   )

   (f) Day Mixed School   (   )

2. State your Gender

   Male   (   )   Female   (   )

3. What is the total student population by gender?

   (a) Girls ………………………….. (c) Total…………………………

   (b) Boys …………………………

4. How many schools have you headed and for how long? …………………

234

5. How many English Language teachers do you have in your school by gender?

   (a) Female   (   )   (b) Male (   )   Total………………..

6. State the number of teachers in your school with the following qualifications

   A. Post graduate degree in English Language   (   )

   B. Bachelors Degree in English Language   (   )

   C. Diploma in Education in English Language   (   )

   D. Please, specify any other qualification e.g untrained teacher etc.

   ………………………………………………………………………………

Section B: Performance and Instructional Methods

7. Indicate the average performance of your students in KCSE in English Language

Year	English Language Mean Score	Performance Grade
2006		
2007		
2008		
2009		
2010		

8. Using the following items indicate the availability of the English Language resources per student per year for the last five years.

ITEM	YEAR	2007	2008	2009	2010	2011	Sharing rates per student
Text books							
Learning resources materials							
English Language tours							
Public lectures/workshop							
Seminars							

9. What is your opinion about using role play in learning the English Language?

.... (b)

Give suggestions on how dramatic genres can be integrated in the process of learning the English Language.

…………………………………………………………….…………………

………………………………………………………………………

Section C: Challenges and opinion on Dramatization

10. What challenges have you encountered in the implementation of English Language curriculum in your school?

…………………………………………………………………………….………

…………………………………………………………………………………………

11. Explain the role of drama in communicative approach of learning the English Language.

……………………………………………………….…………………………………

………………………………………………………………………….…………………

……………………………………………………………..………………….

12. What measures have you undertaken to solve the above difficulties in the implementation of English Language as a subject?

....

……………………………………………………………..……………………

Thank you

APPENDIX III: QUESTIONAIRE FOR ENGLISH LANGUAGE TEACHERS

Dear Teacher,

Please fill this questionnaire by providing honest and correct responses. The researcher is doing a study on the effects of instructional methods on learning of the English language in secondary schools in Kenya. The findings of this study will be available to assist, English Language teachers improve in their teaching and this will boost student performance.

Section A: Personal Information

1. Gender

   (a) Female   (   )   (b) Male (   )

2. Tick your academic qualification

   a) Post-graduate English Language   (   )

   b) Bachelors Degree in English Language   (   )

   c) Diploma in Education/English Language   (   )

   d) Please specify any other qualification not indicated above

   ……………………………………………………………………

3. How long have you been teaching English language?

   …………………………………………………………...………………

4. Have you attended any in-service courses for English language?

   (a) Yes (   )   (b) No   (   )

5. Indicate areas of emphasis for in-service course.

   (a) Content   (   )   (b) Methods   (   )

   (c) Instructional resources   (   )

6. List instructional methods which you commonly use in teaching English Language

7. Indicate some topics taught for the past one year and the instructional resources/materials used.

	Topic	Instructional materials	Instructional Methods
1			
2			
3			
4			

8. In the table below state the method you use in assessing students' mastery of English Language skills.

Type of assessment	Yes	No
Oral Questions		
Written Quizzes		
Homework Assignment		
End of term examination		
Internal/District mock		
Examination		

9. How adequately do you cover the English language syllabus?.

    (a) Not at all   (   )

    (b) Less adequately   (   )

    (c) Adequately   (   )

    (d) Very adequately   (   )

Section B: Instructional Methods and Assessment of the English Language

10. Indicate the areas in the English Language where your students have been experiencing difficulties …………………………………………...………………...

11. Give suggestions on the measures to be utilized to solve the above difficulties in the learning of English Language …………………………………………..

Section C: Use of Dramatization in Communicative Approach of learning and teaching English Language

12. From your teaching experience do you think dramatization can be used in the learning of the English language?

(a) Yes   (b) No

(Give reasons for your choice)

13. State the role of drama in the communicative approach of learning the English language.

(a)……………………………………………..…………………………………

………………………………………………………..…………………………………

(b)……………………………………………………………………………………

(c)…………………………………………..…………………………………………

14. List the aspects of dramatization that have presented difficulties to your students.

(a)……………………………………………………………..………………………

(b)...…………………………………………………..…..……………….............

(c) ……………………………………………………….……………………………

15. Give comments on how such difficulties can be solved

……………….……………………………………………………………………

…………………………….…………………….....……………………………

(b)What is your opinion in integrating dramatization in learning of the English

Language?..

....

Section D: Teachers and Student Attitude towards Adoption of Dramatization in Learning of the English Language

16. Do the textbooks available in your school provide adequate information on dramatization in learning the English language?

    (a) Yes   (b) No.

17. Comment on the attitude of students and teachers in using dramatization in learning English Language.

……………………………………………………………………………………

……………………………………………………………………………………

Thank you.

APPENDIX IV: QUESTIONNAIRE FOR LEARNERS'

Dear Student.

This is to inform you that, I am a post-graduate student from the University of Nairobi. I am pursuing Doctorate in Higher Degree in Instructional methods used in English Language. Your school has been selected to participate in the research. Please, answer the questions in the questionnaire honestly and correctly. The respondent identity will be treated with a high degree of confidentiality. The findings of the research will be available to all interested students of English Language. Tick the selected choices.

Section A: Personal Information

1. State your gender.   Male (   )   Female   (   )

   Class ………………………….   Age ……………………..

2. Do you have trained English Language Teachers for your class?

   (a) Yes   (   )   (b) No   (   )

3. What is the gender of your English Language teacher?

   (a) Male   (   )   (b) Female   (   )

Section B: Instructional Methods

4. List the method used by your English Language teacher when teaching the subject…………………………………………………………………………

5. Do you like the teaching style/method commonly used by your English Language teacher?

   (a) Yes   (   )   (b) No (   )

6. Does your English Language teacher involve you in the learning process?

   (a) Yes   (   )   (b) No   (   )

   If no, state your role during the lesson.

7. What do you like or dislike during English Language lesson?

   …………………………………………..……………………………………………

   …………………………………………………………………………..………………

8. How regularly are you given homework in English Language?

   (a). Not at all   (b). Rarely   (c) Occasionally   (d). Frequently.

   (e). Very frequently.

9. How many English Language text books do you have? List them

   ………………………………………..………………………………………………

10. What other reading materials such as magazines, story books, journals, do you have in your school? List them down……………………..…………………………

11. List some of the materials/resources which are commonly used by your English Language Teachers during their lessons.

   …………………………………………………………………………………………

Section D: Integration of Role Play, Simulation, Language Games and Miming in Learning the English Language

12. a) Which dramatic activities do you like in learning English? Give reasons to support your answer …………………………………………………………………

   (b) Give suggestions on how role play can be integrated in the learning process……………………………………………………………………………

13. State any difficulties you encounter in learning the English language.

   ……………………………………………………………………………..………

14. Do you think dramatic activities, such as role play, simulation; gestures can enhance your achievement in English language?

(a) Yes   (b) No.

(Give reasons for your choice)

……………………………………………………………………………………

Section E: Student Attitude towards Dramatization

15. Have you ever read any book/magazine on dramatic activities?

(a)Yes ☐   (b) No ☐

16. Give any comments on your opinion regarding integration of dramatization in the learning of the English Language?

Thank you.

APPENDIX V: INTERVIEW GUIDE FOR KICD AND DQASO OFFICERS –

EDUCATION OFFICERS.

Background information

Designation…………………………………………….

Department …………………………………………..

Ministry ………………………………………….

1. What was the Language of instruction when you were in high school?

2. Comment on the learning of speaking, listening, reading, and writing skills of the English Language using dramatic features

3. Do you think instructional methods have any effect in learning the above skills of the English Language? Give reasons for your answer.

4. What are the challenges teachers and students experience in learning the English Language?

5. Explain how the above challenges can be solved.

6. What is your opinion on the use, of dramatization in learning of the English Language?

   (b) Comment on the integration of simulation in the process of learning the English Language.

7. Explain the role of dramatic genres in communicative approach of learning the English Language

8. What is your opinion on leaners and teachers attitude towards drama as an activity of enhancing the learning of the English Language?

9. What practical actions have you taken to ensure learners improve in their performance of English Language?

Thank you.

APPENDIX VI: LESSON PLAN 1-8

Objectives

1. Students should be able to recite the game loudly in class.

2. Students should be able to write their own language game.

3. Students should be able to answer oral and written questions from the game
    play

Game

Step 1:   The teacher introduces an interesting game to the class

Step 2:   The teacher divides the class into teams and explain how to play

          character game

Step 3:   Students engage in a lively discussion and each team gives one

          member of the other team a chance to mention a title of a book.

          The student who has volunteered is requested to list any five titles of

          set books.

Step 4:   The teacher guides the class on easy titles to mime. Only one member of the

team is shown the title and he is to mime it without mouthing any of the words for his

own team members who have to guess it.

Step 5:   All the guess work is noted down by members of the team.

Step 6:   The actors indicate the number of words in the title. There are

           Common gestures for articles and prepositions which will be

           Discussed later.

Step 7:   Actors mime various words and they identify rhyming words.

Step 8:   The teacher asks oral questions on the game.

Step 9:   The students did an exercise based on the content of the game.

LESSON PLAN TWO

Objectives

1. Students should be able to read the dialogue in pairs.

2. Students should be able to dramatize the dialogue in class.

3. Students should be able to answer oral and written questions from the dialogue.

4. Students should be able to identify the parts of speech used in the dialogue.

Dialogue

STEPS

Step 1:   Introduce the topic/aim of the activity.

Step 2:   Display any relevant materials.

Step 3:   Give clear instructions on dialogue

Step 4:   Check instructions by asking checking questions.

Step 5:   Briefly demonstrate the activity with a student/or get students to

do as an example/model

Step 6:   Put students into relevant pairs/grades.

Step 7:   Monitor students and help them as necessary.

Step 8:   Give tests on content dramatized.

LESSON 3

Questioning in Role or Hot seating

Steps

Step 1:   The teacher introduces Hot-seating to students.

Step 2:   The teacher demonstrates by taking the Hot seat.

Step 3:   The teacher gives students opportunity to question him in a role about

Their motives, character and attitudes about a situation familiar to

The class. Examples of selected activities school assembly,

Music festival, birthday Party and netball game.

Step 4:   The teacher can use compressive and interpretation of character.

Step 5:   The students are told they are newspaper reporter at a press conference,

they interview the character regarding a certain set book.

Step 6:   The character (a student takes on the role) sits in the front facing the rest of the class and answers, questions posed by reporters. He is interviewed for 10 minutes. The reporter asks questions and takes notes in order   to write a news story or a more descriptive feature article for the   next edition of their   paper.

Step 7: The teacher organizes team work grouping students into groups of five. Four of the students pose as newspaper reporters these learners become more dramatic by making their name plates with newspaper names and they display them to the class. One of the learners in the group plays the role of a moderator and introduces the "Character" and ensures a smooth functioning of the conference.

Step 8: After the interview is over the team of "reporters" work together for the write up.

Step 9: The teacher can request one of the teams to make their presentation to the class.

Step 10: The teacher will Test students on various aspects of the English language writing, speech work and grammar.

LESSON 4

Objectives

1. Students should be able to act the dialogue in class

2. Students should be able to dramatize the dialogue in their respective groups

3. Students should be able to answer oral and written questions from the dialogue

Telephone conversation

Step 1: The teacher introduces importance of telephone conversation, it enables the leaner to react quickly, communicate and sustain a meaningful telephone conversation. This technique enables the learner to acquire, writing, reading, speaking and listening skills in the English language.

Step 2: The class is divided into groups of two learners. The learners sit down with their back to each other so that they can only hear their telephone conversation from their partner.

Step 3: The students in each group imagine that they are two different characters.

Step 4: A particular situation from a set-book used in literature is taken for which every pair has to build up a telephone conversation.

Step 5: The teacher merges the groups and forms groups of five students (for larger classes) students are asked to role play the major event and characters.

Step 6: The students take notes on important events and character covered in the role-play.

Step 7: The conversation can be later written down by all the students. These conversations are exchanged and read by different pairs.

Step 8: The teacher uses the skills learnt to teach students on dialogue as stipulated in the secondary school English syllabus.

Step 9: Students are tested on speech work, gapped conversation and grammar.

LESSON 5

Objectives

1. Students should be able to mime the story to the class.

2. Students should be able to use simulation skills in acting the characters

3. Students should answer oral and written questions from the performance

Soliloquy/Thought tracking

Step 1:   The teacher introduces soliloquy to learners and explains its significance in understanding characters and major events in literary text.

Step 2:   The student gets into the skin of the character and thinks from his/her point of view.

Step 4:   The class is divided into groups of five or six students. Learners select an important point of time in the main characters life in their text. For example a time of success, failure, disappointment or loss, a time when the character as monologue with himself.

Step 5:   The teacher guides the individual members of the group to articulate aloud the thoughts of the character to each other.

Step 6:   The students listen to each others interpretations and the best presentation is demonstrated to the class.

Step 7:   The teacher later administer a test to the class based on the contents covered in the soliloquy.

Step 8:   The teacher ask oral question on the role-play activity.

LESSON 6

Objectives

1. Students should be able to dramatize the poem.

2. Students should be able to act and analyze the poem critically

3. Students should be able to answer oral and written questions from the poem

Dramatized poetry

Step 1:   Teacher introduces oral poetry. Types of songs examples birthday, marriage and initiation ceremonies. Teacher make prior arrangement with six students to present their work to class before lesson ends.

Step 2:   Teacher divides the class into groups of four students.

Step 3:   Students practice game and simulation as guided by the teacher.

Step 4:   Student uses miming technique through non verbal communication to act various characters in the poem.

Step 5:   The teacher instructs a certain group of students to present their work to the class. The actors communicate mood, tone and new information to the rest of the class.

Step 6:   Teacher guides the class in note-taking and asking of oral questions.

Step 7:   Teacher highlights feature of oral poetry learnt through drama.

Step 8:   Teacher gives evaluation task from the performance made by the students.

LESSON 7

Objectives

1. Students should be able to act the dialogue in front of the class

2. Students should be able to identify parts of speech used in the dialogue

3. Students should be able to answer oral and written questions from the dialogue

Dramatized dialogue

Step 1:   Teacher introduces type of life and activities in a restaurant. The students are divided in groups of three students.

Step 2:   Students take an imaginary journey to a very busy restaurant. One of the student plays the role of a receptionist, a waiter and another a cook.

Step 3:   The "receptionist" realize all the tables are occupied and is unable to settle the "customers".

Step 4:   The "waiter" reminds the receptionist a certain couple had booked two tables to celebrate their first born child birthday.

Step 5:   The waiter and receptionist try to convince same customers to share one table and create room for the couple who will arrive after twenty minutes time.

Step 6:   The best group in class presents their work to the class.

Step 7:   All the students in class copy the dialogue.

Step 8:   The teacher gives an exercise from the dialogue acted by the students.

LESSON 8

Objectives

1. Students should be able to act using miming style in front of the class.

2. Students should be able to write a report on any social writing from the dramatized passage

3. Students should be able to answer comprehension questions on recall, application synthesis and evaluation

Dramatized comprehension

Step 1:   Teacher introduces comprehension and interpretation of character to the class.

Step 2:   The class is comprised of official from the ministry of Health and Sanitation who have come to investigate complaints on health hazards in their nearest shopping centre.

Step 3:   The class is divided into groups of six students. Three students represent the three officials from the Ministry of health. The classroom turns to be the nearest town.

Step 4:   The other three students are owners of business premises which pose health hazard to the environment.

Step 5:   The officials write notes on poor garbage disposal, filled up pit-latrines pathetic drainage system and dirty hotels and butcheries.

Step 6:   After the presentation the students work together for the write-up.

Step 7:   Students will write a report and recommendation to the ministry of Health and sanitation about their findings.

Step 8:   The teacher will mark the reports and award marks. The best reports are put up on the class wall magazine.

TEST ONE

Fill the blank space with the most appropriate word of your choice (20 marks).

The blouse she is wearing today is made of 1 nylon, but she prefers cotton ones.

2. I like 2 spend 3 evening listening to 4 music, but my sister prefers going to see

   play.

3. He spent 6   lot 7   money 8   9   presents 10   his family last year.

4. One 11   12 men was wearing 13 evening dress.

5. I prefer 14 fish to 15 meat

6. Not many people read 16 poetry, but quite 17 few read 18 novels.

7. Please pass me 19 rubber. I have made 20 mistake.

TEST TWO

Fill in the blank spaces in the following dialogue with the most appropriate

word from the choices given above   (20marks)

(at, completed, have, has, made, suggesting yourself, have, grown up, older course, do

He, ambition opinion, being, mature, need, succeeded).

Susan :   How many brothers do you 1 ?

Peter   :   Two. One's 2   University but he other one 3   just 4 a course in

computer science.

Susan :   Count 5 lucky because you have brothers. Who 6   in life.

Peter   :   Are you 7 that your brothers 8 done well

Susan :   No. Its my brothers. They're 9 than I am, but they don't seem

                 to have 10 yet.

Peter   :   What 11 you mean?

Susan : Kim completed school yet 12 has not 13 There is Titus

has completed University but has not grown up in my 14

Peter : Stop 15 unfair to your brothers. I'm sure each 16 of

them believed 17 grown up.

Susan : I have already 18 you that the two 19 to 20

TEST THREE

Complete the following paragraph by filling the correct word from the choices given

in the brackets   (20marks)

The dialogues 1 (made/used) should be (kept/keep) short. The students 3

(shall/should) read the dialogue 4 (silently/aloud). Each 5 (part/line) of the dialogue

6 (could/can) first 7 (is/be) read 8(quietly, silently) and then 9 (stated/said) aloud 10

(in/from) memory. After the dialogue 11 (have/has) been practiced intensively in this

12 (fashion/Manner) pairs of students can be 13 (selected/chosen) to perform it in

front of the class; this 14 (acting/ performance) should be done from memory and

involves the use of 15 (gestures/facial). Dialogue 16 (serve/purpose) to show the

students what intonation pattern is 17 (inappropriate/appropriate) for a specific

situation. The important role that intonation 18 (shows/plays) in a situation can be

shown by using the 19 (like/same) situation in different dialogues which would vary

only in the basic 20 (attitude/opinion) of the speakers.

TEST FOUR

Read the following telephone conversation fill the blank spaces with appropriate words and phrases of your choice (30marks)

Headteacher : Umoja Girls, Mrs. Kalera speaking.

Student : Madam, I have been 1   2 you for the last thirty minutes.

Headteacher : What's the matter?

Student : My names are Susan Kazungu from Umoja Girls I am in

form three.

Headteacher : Yes Susan! What can 3 ? Be brief 4.

Susan : I was traveling back to school, but the vehicle I boarded had an

accident.

Headteacher : Oh no sorry for the misfortune. Hope 5   6 . Tell me about

your 7

Susan : Infact I escaped death narrowly, but 8   we have been

rushed to the nearest hospital.

Headteacher : I will be in the 9 after the next one hour.

Susan :   10   I will be glad to see you.

TEST FIVE

Read the following passage and answer the question that follow.

The Young Waiyaki

This is a passage from a novel about the Gikuyu people of Kenya. Chege, an old man, has taken his twelve-year-old son, Waiyaki, on a long walk to talk to him about important things.

Even Chege was moved by the morning peace. It was some time before he was able to speak. 'Do you see all this land, this country stretching beyond and joining the sky?'

His voice was deep and calm. Waiyaki realized that is was charged with strong feelings. He Whispered.

'Yes'

'It is beautiful to the eye   '

'It is beautiful'.

'And young and fertile. '

'Yes. Young and fertile'.

'All this is our land'.

'Yes, Father'.

'You know Gikuyu and Mumbi-'

'Father and mother of the tribe'.

It was as if both were in a big dream.

'Do you see that mountain showing through the grey mist on the horizon_?'

'Kerinyaga'

'Yes, the mountain of He-who-shines-in-Holiness'. Chege stopped but continued with the steadfast look. 'That is the seat of Murungu. He made Gikuyu and Mumbi.'

'Ye-es.' Waiyaki whispered.

'He stood them on that mountain. He showed them al the land.'

'Ye-es,' Again it was a whisper, barely audible. His father's voice had a magic spell.

'From the mountain he brought them here. 'Chege was standing beside his son, but a few steps behind. He looked across the ridges, across the hills, gazing still into space, like a man in vision. Perhaps he was looking at something hidden from Waiyaki. Waiyaki strained his eyes but could not see anything. Although he feared for his father, he was becoming overpowered by the words flowing from the old man. And his father spoke on, not really talking to Waiyaki, but rather talking to himself,

speaking his feelings and thoughts aloud. As his voice vibrated. Chege seemed to gain in stature and appearance so that Waiyaki thought him transfigured.

' It was before Agu; in the beginning of things. Murungu brought the man and woman here and again showed them the whole vastness of the land. He gave the country to them and their children and the children of the children, tene na tene, world without end. Do you see here?'

Waiyaki was not sure if the last question was addressed to him. However, he looked up and saw his father was pointing at Mugumo tree and the mysterious bush around it. 'That is a blessed and sacred place. There, where Mumbi's feet stood, grew up that tree. So you see it is Kameno that supported the father and mother of the tribe. From here, Murungu took them and put them under Mukuruwe wa Gathanga in Murang'a. There our father and mother had nine daughters who bore more children. The children spread all over the country. Some came to the ridges to keep and guard the ancient rites……'

(Adapted from the River Between by Ngugi Wa'thiongo 2009)

Questions.

1. What do we learn about Agikuyu history from Chege's conversation with Waiyaki? (4mks)

2. Why does Chege mention Gikuyu and Mumbi?   (3mks)

3. What do we learn about the character of Chege from the passage?   (4mks)

4. Rewrite the following sentences in reported speech   (4mks)

(a) 'It is beautiful to the eye'

(b) "Do you see that mountain showing through the grey mist on the horizon?''

5. What is the meaning of the simile "like a man in a vision"---- (2mks)

6. Explain three traditional practices depicted in the passage   (3mks)

7. Explain the meaning of the following words and phrases as used in the passage (10mks)

(a) Steadfast look

(b) Audible

(c) Vastness of

(d) Mysterious

(e) Ancient rites.

(Total = 30mks)

TEST SIX

Read the following poem and answer the questions that follow   (20marks)

You came into your land.

You came into your capital.

You chose your hour for coming.

A chief commands.

He speaks his will.

Lift up your head!

Look at the sea of faces

It is your world.

It is your people:

Which sits

When you say sit;

Which rises

When you say rise.

You are a new chief.

You are chosen as chief.

The people is with you.

The barriers are cut.

We must follow,

For all will follow.

You are a new chief.

Lift up your head!

Look at the sea of faces,

That answer when you call.

(Quoted form Oral literature in Africa by Ruth Finnegan Oxford University Press,

1970)

Questions

1. What role does the chief play in the society? (4mks)

2. Why did the people come to consult the chief?   (3mks)

3. Explain the meaning of the sentence "You are a new chief" (3mks)]

4. Comment on the use of repetition in the poem   (3mks)

5. Identify any oral features displayed in the poem (4mks)

6. Explain the meaning of the following words and phrases as used in the poem

   (3mks)

      (a) Sea of faces

      (b) Burners

TEST SEVEN

Read the following dialogue and fill all the blank spaces with correct words and phrases of your choice (30marks).

Waiter   :   Welcome. You can sit on the chair near the door.

Sally   :   Thank you. I was 1 friends, Jane and Mik.

Receptionist   :   Make yourself _2_ we will _3_ to get your friends.

Sally   :   My friend Jane 4 her birthday party in your hotel

Waiter   :   Did she make _5_ earlier on?

Sally   :   While I am not _6_ but let me _7_ her.

Waiter   :   Can I 8 any drink as you wait for your _9_

Sally   :   No. Thank you. We have agreed _10_

Waiter   :   Today is a very busy day for us. The permanent secretary

                         Ministry of Health is having _11_ in our hotel.

Sally   : What do you mean? Tell me will _12_ place to sit and enjoy

                          their evening dinner.

Waiter   :   Your friends had not make earlier booking sally _13_

Sally   :   Let me find out _14_

Waiter   :   Bye Bye see you later

Sally   :   Bye thank you _15_

TEST EIGHT

Fill the blank spaces with correct choice of the words given in brackets.

The NACADA survey 1 (again/also) established that alcohol and tobacco are the doors for young people to start 2 (abusing/using) hard drugs. Alcohol and tobacco are 3 (indeed/therefore) the initiates into what for 4 (few/many) young people ends up being an addiction 5 (from/to) drugs like cocaine, hereoine mandax and hashish. For 6 (most/more) of the young people, escaping from this 7 (habit/addiction) is virtually impossible and some 8 (end/link) up dying before their twentieth birthday. Although it is important 9 (is/to) address the problems of 10 (addiction/desire) to cocaine, heroine, Mandrax and important to 11 (handle/tackle) the problem 12 (in/of) alcohol and tobacco abuse 13 (among/in) young 14 (group/people). For most (students/people) in school, tobacco 15 (on/is) the 16 (fast/first) drug 17 (their/they) experiment 18 (in/with). Studies show that most young people are 19 (forced/ influenced) to start 20 (smoky/drugs) by their friends and older siblings. (Total marks =20)

APPENDIX VIII: MARKING SCHEME (ANSWERS) FOR TEST ONE TO EIGHT (ARTICLES AND PREPOSITION)

1. (no answer)
2. to
3. the
4. (no answer)
5. a
6. a
7. of
8. on
9. the
10. for
11. of
12. the
13. an
14. (no answer)
15. the
16. (no answer)
17. a
18. (no answer)
19. a
20. a

(Total marks 20)

TEST TWO (Tenses, verbs, prepositions and vocabulary).

1. Have
2. at
3. has
4. completed
5. yourself
6. succeeded
7. suggesting
8. have
9. older
10. grown
11. do
12. he
13. grown
14. opinion
15. being
16. one
17. has
18. told
19. need
20. mature.

(Total marks = 20)

TEST THREE

(Tenses, Preposition, adverbs, conditional nouns, pronoun and adjectives.

1. Used
2. kept
3. should
4. silently
5. line
6. could
7. be
8. silently
9. said.
10. from
11. has
12. manner
13. chosen
14. acting
15. gestures

16. serve
17. appropriate
18. plays
19. same
20. opinion.

(Total marks = 20)

TEST FOUR

(Tenses, verbs, phrasal verbs, pronouns, adverbs, adjectives, nouns, articles and comparatives)

1. Calling
2. you
3. you
4. I, do

6. are, safe
7. condition
8. I am in hospital
9. Hospital

5. I am rushing to a meeting   10. Thank you.

6. You

(Total marks = 30)

TEST FIVE

(soliloquy, tenses, verbs, sentence construction, adjectives, nouns articles and pronouns).

1. Agikuyu history

- All the vast land belonged to their ancestors.

- "this is our land"

-Obsessed/loved their fertile land.

- Gikuyu and Mumbi their ancestors.

Sacred/grave place of worship

- Believed in "Murungu" as their god

Any 4 = 4marks.

2. Gikuyu and Mumbi were the ancestors of the Agikuyu

- They are significant when tracing the origin of the Agikuyu.

- Through them we learn the Agikuyu myth of creation.

(any two reasons = 3mks).

1. Chege is religious. He introduces Agikuyu way of worship to Waiyaki. He is authoritative ………..he speaks with confidence about the Agikuyu of myth of creation. He is collective. He showed Waiyaki sacred grave where Mumbi stood.

(Any 2 descriptive adjective well illustrated =4mks).

4(a) He said it was beautiful to the eye.

(b) He asked him whether he saw that mountain showing through the grey mist on the horizon (4mks)

5. "Like or man in a vision …." Chege was focused/determined and willing to see hope, better life among the Agikuyu ….. (2mks)

6. The Agikuyu believed "Murungu", the supreme being was their god.

- Mount Kirinyaga was regarded as a sacred place of worship.

- Gikuyu and Mumbi were the great ancestors who perpetuated their religious and political beliefs.

(Any 3 = 3mks).

7. Meaning of words and phrases

(a) Steadfast look - gazing without blinking

(b) Audible   - loud enough

(c) Vastness of   - something great/big

(d) Mysterious   - complicated/difficult

(e) Ancient rites   - long time ago vituals/historical rituals.

TEST SIX

1. Role of the chief

- Authoritative/commanding ensures there is order in the society …"A chief commands---"

- Should settle disputes/conflicts fairly without being prejudiced ….. "look at the sea of faces"

- He has obligation to respect the villagers/common man and protect their rights "The people is with you"---------

- Serve the people wisely and be willing to listen to their complaints "That answer when you call"

(Any 2 well illustrated = 4 marks)

2. People consulted the chief because

- He was their leader –in-charge of village affairs.

- He had authority to settle their disputes.

- In order to have peace and harmony in the society a chief was the symbol of community unity.

(Any 3 = 3marks)

3. "You are a new chief" means

- Chief had taken over his office recently.

- Chief should settle down and learn the ways of the people.

- The willingness of the people to interact with the chief and educate him about the lifestyle.

(Any 3 = 3 marks)

4. Use of repetition

"You come" repeated to emphasis the significance of the office of the chief. The refrain "you are a new chief"… highlights the citizens opinion/attitude towards the chief. It is a reminder to the chief to serve the people fairly.

"Look at the sea of faces". The repetition of this extended metaphor depicts high expectations of the people regarding their chief.

(Any 3 = 3mks)

5. Oral feature in the poem (4mks)

- Use of repetition "You came ……

You are a new chief "puts emphasis on the position of the chief in the community and among the people.

-Adaptation/acknowledgement depicts an African set-up "oral literature in Africa…"

"You are chosen as chief" …. It reveals how chiefs get their office through heredity or appointments by village elders.

"You are chosen as chief"

(Any 2 well illustrated = 4mks)

6. Meaning of words and phrases as used in the poem (3mks)

(a) Sea of faces - extended metaphor showing many people.

(b) Barriers   - any obstacles/hindrances.

(Any 2 = 3mks).

TEST SEVEN

1. Looking for my

2. comfortable

3. assist

4. told me she would have

5. any booking

6. sure

7. call

8. get

9. Friends.

10. We shall take all meals together.

11. a function

12. my friends get

13. for any inconvenience

14. where they have not come

15. so much

(any 15x2=30mks)

TEST EIGHT

(Preposition, articles, tenses, adverbs, adjectives, nouns and pronouns).

1. also	7. most,	13. illicit	19 is
2. abusing	8. addiction	14. tackle	20 with
3. therefore	9. end	15. of	
4. many	10. to	16. among	
5. being	11. addiction	17. people	
6. to	12. substances	18 among	

(Total marks=20)

APPENDIX IX: ENGLISH LANGUAGE SYLLABUS

5.1 **Specific objectives.**

By the end of Form 3, the learner should be able to:

(a) Use stress and intonation to bring out rhythm and meaning.

(b) Respond correctly to oral information on a variety of subjects.

(c) Use non-verbal devices effectively in speech.

(d) Demonstrate the ability to use correct register in different contexts.

(e) Identify the features of dilemma and etiological stories.

5.3 **Contents**

(a) Pronunciation

(i) Stress and intonation in sentences

(ii) Rhythm in poetry

(iii) Alliteration and assonance in poetry.

(b) Listening

Comprehension and Note-taking

(i) Listening and responding to information on:

- HIV/AIDS

- Right and responsibilities of citizens

(ii) Listening and responding to dilemma and etiological oral narratives

(iii) Features of dilemma and etiological stories.

(iv) Receiving and giving instructions.

(v) Giving directions.

(c) **Mastery of content**

(i) Discussion

(ii) Speeches

(d)**Etiquette**

Appropriate choice of register

(e)**Non-verbal cues that enhance listening and speaking**

Appearance and grooming.

6.0 **Grammar specific objectives**

By the end of Form 3, the learner should be able to:

(a) Use correct sentence structures creatively.

(b) Appreciate the necessity and use of gender sensitive language

(c) Use knowledge of grammar to interpret information from various sources.

Contents

Parts of speech

(a) Nouns

(i) Typical noun derivations.

- er-e.g teach- teacher

-ee

-ness

- ship

- ism

(ii) Gender –sensitive language

(b) **Pronouns**

(i) Pronoun case

- Subjective and objective

(ii) Demonstrative pronouns.

(c) **Verbs**

(i) Transitive and intransitive verbs

(ii) Infinitives

(iii) Phrasal verbs and idiomatic expressions.

(iv) Participles.

(d) **Adjectives**

(i) Quantifiers – few, a few, little, a little.

(ii) Predicative and attributive adjectives i.e. position of adjectives.

(e) **Adverbs**

(i) Formation of adverbs

(ii) Functions of adverbs (modifiers)

(f) **Prepositions**

Distinguishing prepositions from connectors and adverb particles.

(g) **Conjunctions.**

Correlative conjunctions e.g.

-both ………………and

- not only …………….but also

- neither ……………….nor

- either ………………….or

Phrases

Prepositional and adjectival phrases

Clauses

   (i) conditional and adjectival clauses

   (ii) noun clauses

   (iii) Compound-complex sentences

(iv) Direct and indirect speech

-    Form and usage.

READING

Specific objectives

By the end of Form 3, the learner should be able to:

    (a) Read a range of texts selecting essential points and applying inference and deductions where appropriate.

    (b) Demonstrate an understanding of common and distinctive features of literary genres.

    (c) Analyze critically prescribed novels, plays and short stories drawn from Kenyan, East Africa and the rest of the world.

    (d) Enjoy reading literary and non-literary materials.

    (e) Build a wide range of vocabulary and knowledge of language use through reading.

    (f) Demonstrate awareness of contemporary issues.

Content

(a) Reading skills.

(i) Study reading

(ii) Note-making

(iii) Critical reading

(iv) Recognizing attitude and tone.

(v) Distinguishing facts from opinion.

(vi) Interpretive reading

(vii) Close reading.

(b) **Intensive reading**

(i) Study of novels, plays, poems and short stories.

(ii) Focus on critical analysis of three prescribed texts:

- 1 novel

- 1 play

- 1 play/novel/anthology of short stories.

(iii) Focus on oral literature.

(c) **Extensive reading**

(i) Literary and non-literary materials on contemporary issues such as:

- good governance

- integrity

- HIV/AIDS

- Technological advancement.

(ii) Newspapers, journals and magazines on a variety of subjects.

(iii) Reports.

(iv) Novels

(v) Plays.

(vi) Poems

(v) Short stories.

(d) **Comprehension skills**

(i) Recall, comprehension, application, analysis, synthesis and evaluation.

(ii) Summary and note-making

Writing

Specific objectives

By the end of Form 3, the learner should be able to:

(a) Use cohesive devices in developing paragraphs.

(b) Use punctuation marks competently and creatively

(c) Use appropriate register and format for a variety of writing tasks.

(d) Demonstrate competence in writing different types of essays.

(e) Public writing letters of application

(f) Study writing

(i) Synopsis

(ii) Reports

(iii) Argumentative essays.

(g) **Creative Writing**

(i) Imaginative compositions.

(ii) Plays

(iii) Short stories.

(h) **Institutional writing**

(i) Notification of meetings

(ii) Agenda and minute writing

(iii) Memoranda

APPENDIX X: CRITICAL VALUES FOR THE TEST STATISTIC

One –tailed	0.05	0.025	0.01	0.005
Two –tailed	0.10	0.05	0.02	0.01
Df				
1	6.314	12.706	31.821	63.657
2	2.920	4.303	6.965	9.925
3	2.353	3.182	4.541	5.841
4	2.132	2.776	3.747	4.604
5	2.015	2.571	3.365	4.032
6	1.943	2.447	3.143	3.707
7	1.895	2.365	2.998	3.499
8	1.860	2.306	2.896	3.355
9	1.833	2.262	2.821	3.250
10	1.812	2.228	2.764	3.169
11	1.796	2.201	2.718	3.106
12	1.782	2.179	2.681	3.055
13	1.771	2.160	2.650	3.012
14	1.761	2.145	2.624	2.977
15	1.753	2.131	2.602	2.947
16	1.746	2.120	2.583	2.921
17	1.740	2.110	2.567	2.898
18	1.734	2.101	2.552	2.878
19	1.729	2.093	2.539	2.861
20	1.725	2.086	2.528	2.845
21	1.721	2.080	2.518	2.831
22	1.717	2.074	2.508	2.819
23	1.714	2.069	2.500	2.807
24	1.711	2.064	2.492	2.797
25	1.708	2.060	2.485	2.787
26	1.706	2.056	2.479	2.779
27	1.703	2.052	2.473	2.771
28	1.701	2.048	2.467	2.763
29	1.699	2.045	2.462	2.756
30	1.697	2.042	2.457	2.750
40	1.684	2.021	2.423	2.704
60	1.671	2.000	2.390	2.660
120	1.658	1.980	2.358	2.617
	1.645	1.960	2.326	2.576

(Adapted from Fisher and Yates 1963)

APPENDIX XI: A1 MEAN SCORE FOR ENGLISH PRE TESTS AND POSTS TESTS ADMINISTERED TO FORM THREE STUDENTS.

Tests	Mean	Variance	S.D	C.V	Mean	Variance	S.D	C.V
Test 1	13.47	3.64	1.91	0.14	15.07	4.06	2.02	0.13
Test 2	13.30	0.84	0.92	0.07	16.57	0.94	0.97	0.06
Test 3	12.97	1.00	1.00	0.08	17.07	0.89	0.94	0.06
Test 4	15.17	4.14	2.04	0.13	19.57	3.70	1.92	0.10
Test 5	14.20	4.30	2.07	0.15	17.33	3.61	1.90	0.11
Test 6	15.27	6.00	2.45	0.16	18.70	7.87	2.81	0.15
Test 7	15.50	4.05	2.01	0.13	19.00	5.93	2.44	0.13
Test 8	14.67	1.06	1.03	0.07	17.10	0.99	0.99	0.06
All Tests	14.32	3.88	1.97	0.14	17.55	5.29	2.30	0.13

s.d.= standard deviation; cv-coefficient of variation.

Anova –Pretests scores.

Anova results for eight English pre-tests administered to form three students showed that the tests were significantly different (table 2). Bartlett;s test for equal variance was statistically significant that variances for the eight tests were different. A comparison of means to identify differences between tests showed strong evidence ($P<0.05$) that test 1, 2 and 3 were different from tests 4, 6, 7 and 8 for test 3 (Table 3).

APPENDIX XII: ANALYSIS OF VARIANCE (ANOVA) FOR THE PRETEST

SCORES

Scores of variation	Sum of squares	Degrees freedom	Mean square	F-Ratio	F-Probability
Between groups	202.20	7.00	28.89	9.23	0.00
Within groups	725.73	232.00	3.13		
Total	927.93	239.00	3.88		

Bartlett's test for equal variances: chi2 (7) = 53.9218 prob>chi2=0.000

The analysis of variance using anova shows degrees of freedom 7.00 between groups.

The F-Ratio of 9.23 show average scores.

APPENDIX XIII: COMPARISON OF MEAN ON THE PRETEST SCORES

	Test 1	Test 2	Test 3	Test 4	Test 5	Test 6	Test 7
Test 2	-0.17						
	1.00						
Test 3	-050	-0.33					
	1.00	1.00					
Test 4	1.70	1.87	2.20				
	0.01	0.00	0.00				
Test 5	0.73	0.90	1.23	-0.97			
	0.96	0.76	0.19	0.64			
Test 6	1.80	1.97	2.30	0.10	1.07		
	0.00	0.00	0.00	1.00	0.44		
Test 7	2.03	2.20	2.53	0.33	1.30	0.23	
	0.00	0.00	0.00	1.00	0.13	1.00	
Test 8	1.20	1.37	1.70	-0.50	0.47	-0.60	-0.83
	0.23	0.08	0.01	1.00	1.00	1.00	0.87

Key: Bold =mean comparison of tests were significantly different at $P<0.05$

ANOVA – Post tests scores (A2)

The markedly significant F ratio =18.5 is evident that the eight post tests administered to form three students were statistically different (Apendix XIII). Even though ANOVA establishes that differences in the test exists results don't reveal which specific tests were different. In order to show which tests were different comparison of means for the various test was conducted using comparison of means method

known as Sidak test at P<0.05 level. Results of comparison to test 3,4,5,6,7 and 8 while test 2 was significantly different from test 4, 6 and 7.

Test 3 was significantly different from test 4, 7 and 6 There is a remarkable improvement for the overall performance of the students attaining a mean of 17.55. This was the highest mean compared to A1 and A3. Sidak test, tested hypotheses Ho_1, Ho_2, Ho_3, Ho_4 and Ho_5

APPENDIX XIV: ANALYSIS OF VARIANCE (ANOVA) POST TEST

SCORES

Source of variation	Sum of squares	Degrees freedom	Means square	F-Ratio	F-Probability
Between groups	453.27	7.00	64.75	18.50	0.00
Within groups	812.13	232.00	3.50		
Total	1265.40	239.00	5.29		

Barlett's test for equal variances: chi2(7)=67.7915 Prob>chi2 =0.000

The above table shows there was improvement in performance when learners were exposed to dramatic activities(during learning of the English Language).F Ratio has improved from 9.23 to 18.50.The mean score between the groups has improved from 28.89 to 64.75. Barlett test was used to test hypotheses Ho_1, Ho_2, Ho_3, Ho_4 and Ho_5

APPENDIX XV: COMPARISON OF MEAN FOR THE DIFFERENT POST

TEST SCORES

	Test 1	Test 2	Test 3	Test 4	Test 5	Test 6	Test 7
Test 2	1.50						
	0.06						
Test 3	2.00	0.50					
	0.00	1.00					
Test 4	4.50	3.00	2.50				
	0.00	0.00	0.00				
Test 5	2.27	0.77	0.27	-2.23			
	0.00	0.97	1.00	0.00			
Test 6	3.63	2.13	1.63	-0.87	1.37		
	0.00	0.00	0.02	0.88	0.13		
Test 7	3.93	2.43	1.93	-0.57	1.67	0.30	
	0.00	0.00	0.00	1.00	0.02	1.00	
Test 8	2.03	0.53	0.03	-2.47	-0.23	-1.60	-1.90
	0.00	1.00	1.00	0.00	1.00	0.03	0.00

Key: Bold=mean comparison of tests were significantly different at $P<0.05$.

Post Test A3

Average scores for eight English test administered to random form three students
(n=30)

APPENDIX XVI: AVERAGE SCORES FOR 8 ENGLISH TEST

Post test	Mean	Variance	s.d	c.v
Test 1	14.30	3.67	1.91	0.13
Test 2	13.87	0.95	0.97	0.07
Test 3	14.37	2.45	1.56	0.11
Test 4	15.73	3.58	1.89	0.12
Test 5	15.17	3.39	1.84	0.12
Test 6	16.03	6.24	2.50	0.16
Test 7	16.23	3.84	1.96	0.12
Test 8	15.37	1.00	1.00	0.17
Total	15.13	3.71	1.93	0.13

s.d = standard deviation; cv=coefficient of variation.

Results show that performance scores for test 6,7, 1, 4 and 5 were most variable in that order (see variance and standard deviation). This could be explained by the fact that the students were taught the contents. On the other hand performance results for test 2 and 8 were least variable suggesting that a large proportion of the sample students attained low marks.

APPENDIX XVII: CORRELATION OF ENGLISH POST TESTS

ADMINISTERED TO RANDOM FORM THREE STUDENTS (n=30)

	Test 1	Test 2	Test 3	Test 4	Test 5	Test 6	Test 7	Test 8
Test 1	1							
Test 2	0.2813	1						
Test 3	-0.3834*	-0.148	1					
Test 4	-0.1675	-0.012	0.2438	1				
Test 5	-0.0441	0.0514	0.1697	0.241	1			
Test 6	-0.1392	-0.5087*	0.235	0.1114	0.3739*	1		
Test 7	-0.0653	0.1073	-0.0289	0.1847	-0.0112	0.1392	1	
Test 8	-0.0595	0.0165	-0.089	-0.0924	0.3219	0.2712	0.1485	1

*coefficients significantly correlated at P<0.05

Results

Results suggest that there is a negative, significant correlation between test 1 and test 3 (P<0.05). Test 1 was weakly correlated (small coefficients) to test 4,5,6,7 and 8. This correlation was also negative. Test 2 was more strongly correlated to Test 6 but weakly correlated to all the other tests. Test 5 and 6 were significantly correlated. Strong correlation between tests 5 and 6 suggests that students' performance was poor. Significant correlation between all the administered tests show that the test administered to student who did not comprehend the content delivered. Results could suggest the test were useful in testing various methods used in learning of the English language.

APPENDIX XVIII: TABLE FOR DETERMINING SAMPLE SIZE FOR A

FINITE POPULATION

N	S	N	S	N	S
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248:	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

Source: Krejcie & Morgan (1970)

APPENDIX XIX: LIST OF SCHOOLS IN THE STUDY

Secondary school	Provincial
1. Gikumeni Girls Secondary School	
2. Abothuguchi Boys Secondary School	
3. Ntakira Girls Day School	
4. Kiamiriru Day	
5. Muthankari Girls High School	
6. Nkabune Girls Secondary	
7. Thuura secondary school mixed	
8. Nkando mixed secondary	
9. Ruiga Girls Secondary school	
10. Kibiricia boys secondary	
11. Githongo boys secondary	
12. Kinjo girls secondary school	
13. Nkuene girls secondary school	
14. Kathera boys secondary (boys)	
15. Kanyakine boys secondary	
16. Ndagene boys school	
17. Yururu girls secondary school	
18. Igandene boys secondary school	
19. Miathene boys secondary school	
20. St Lukes boys secondary school	
21. Kanjalu girls secondary school	
22. Kianjai Girls high school	
23. Thitha Mixed secondary school	

24. Mutuati Mixed	
25. Akirang'ondu boys	
26. Antuambui Mixed secondary school	
27. Mikinduri Girls	
28. St. Cyprian Boys	
29. Karama Boys	
30. St. Angelas Girls	
31. Igembe boys Mixed	
32. Amwamba Girls	
	District
33. Nturuba Mixed Secondary School	
34. Irindiro day Secondary School	
35. Kinoru Day Secondary School Mixed	
36. Mwiteria Day Secondary School Mixed	
37. Munithu Mixed Secondary School	
38. Muthankari Mixed Secondary School	
39. Nkabune Day Secondary Mixed	
40. Kuneni Mixed Day secondary	
41. Mucheene Secondary School mixed	
42. Nthamburi day Mixed	
43. Nkuene Mixed secondary school	
44. Nkubu Mixed Day	
45. Yururu Mixed day secondary school	
46. Kimancia mixed secondary school	
47. Kibuline Mixed secondary school	

48. Athwana mixed secondary school	
49. Kianjai Boys mixed secondary school	
50. Kitheo Mixed secondary school	
51. Uringu Girls Secondary school	
52. St. Francis of Assisi Mixed	
53. Urru Mixed	
54. Naari Girls secondary school	
55. Antubetwe Kiongo Mixed	
56. Nyambene Girls	
57. Kaliene Mixed	
58. Irindiro Mixed secondary school	
59. Rware Girls Boys	
60. Antuanduru Mixed	
61. Kiguchwa Mixed	
62. Kilimamungu Mixed	
63. Nthare Mixed	
64. Kiegoi Mixed secondary	
65. Ntuene Mixed secondary school	
66. Gaatia Mixed Secondary School	

Source: Meru County Director (2012)

APPENDIX XX: AUTHORIZATION LETTER

REPUBLIC OF KENYA

NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349
254-020-310571, 2213123, 2219420
Fax: 254-020-318245, 318249
When replying please quote
secretary@ncst.go.ke

P.O. Box 30623-00100
NAIROBI-KENYA
Website: www.ncst.go.ke

Our Ref: NCST/RCD/14/012/690

Date: 13th June 2012

Lorna Beena Mwangi
University of Nairobi
P.O.Box 30197-00100
Nairobi.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"Effects of dramatization on learning of the English language in public secondary schools in Meru County, Kenya,"* I am pleased to inform you that you have been authorized to undertake research in **Meru County** for a period ending **31st December, 2012.**

You are advised to report to **the District Commissioner and the District Education Officer, Meru County** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

DR. M. K. RUGUTT, PhD HSC.
DEPUTY COUNCIL SECRETARY

Copy to:

The District Commissioner
The District Education Officer
Meru County.

"The National Council for Science and Technology is Committed to the Promotion of Science and

APPENDIX XXI: RESEARCH PERMIT

CONDITIONS

1. You must report to the District Commissioner and the District Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit
2. Government Officers will not be interviewed with-out prior appointment.
3. No questionnaire will be used unless it has been approved.
4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.
5. You are required to submit at least two(2)/four(4) bound copies of your final report for Kenyans and non-Kenyans respectively.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice

REPUBLIC OF KENYA

RESEARCH CLEARANCE PERMIT

GPK6055t3mt10/2011

(CONDITIONS—see back page)

PAGE 2

THIS IS TO CERTIFY THAT:
Prof./Dr./Mr./Mrs./Miss/Institution
Lorna Beena Mwangi
of (Address) University of Nairobi
P.O.Box 30197-00100, Nairobi.
has been permitted to conduct research in

Location
District
County
Meru

on the topic: Effects of dramatization on learning of the English language in public secondary schools in Meru County, Kenya.

for a period ending: 31st December, 2012

PAGE 3

Research Permit No. NCST/RCD/14/012/690
Date of issue 13th June, 2012
Fee received KSH. 2,000

Applicant's Signature

Secretary National Council for Science &Technology

290