

# EFFECT OF DRAMA BASED INSTRUCTIONS ON ENGLISH PRONUNCIATION OF NINTH GRADE STUDENTS

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## ABSTRACT

*The plight of English language especially in speech is deplorable in our schools. This study proposes an alternative teaching method in English pronunciation; drama based instruction. The sample consisted of 120 school students of class IXth of Nawanshahr District. One section from each school was randomly assigned to experimental group and another section from each school constituted control group. Raven's Standard Progressive Matrices Test and Diagnostic Test were used to assess the intelligence of students. The results revealed that Drama based Instruction Method was superior to the traditional method in teaching English pronunciation with respect to pre-English pronunciation, intelligence and retention of English pronunciation.*

## INTRODUCTION

The spoken aspect of language is as important as written or printed word. Teachers and learners of any language must not neglect the spoken aspect of language while teaching and learning various skills. They should neither underestimate nor neglect the importance of correct pronunciation in development of language skills. English as an international language helps in inter linking the people all over the world. It is considered as passport for employment. Indians can neglect its study at the risk of loss to themselves. But as far as English teaching in India is concerned, conditions are not satisfactory. The plight of English language especially in speech is deplorable in our schools. This study proposes an alternative teaching method in English pronunciation; drama based instruction. Drama based instruction is an instructional method for allowing students to improvise and construct a

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meaning of a word, a concept, an idea, an experience or an event by the utilization of theatre techniques and the play processes. The sample for the study comprised 120 class IX students. There were two sections of ninth class in Doaba Arya Sr. Sec. School and K.C Public School situated in Nawanshahr. One section from each school was randomly assigned to experimental group and another section from each school constituted control group. The students of Experimental Group were taught through Drama based instructions. Every day, 35 minutes' period was devoted for this purpose. This continued for 30 working days. On the other hand, the students of the Control Group continued with their Routine Activities and they were taught through Traditional Method. The results of the study showed that Drama based instruction Method was found to be significantly superior to the Traditional Method in teaching and retention of English pronunciation .

Language is so important an element of human society that without it all cultural activities would remain dormant and all the human experiences would be rendered insignificant. Communication of thought from one person to another is the main function of language. Communication through speech requires right pronunciation and intonations. Speech is probably the greatest achievement of man, the one thing that raised him from the level of beast and made him little lower than the angels. But our language education is mainly concerned with the printed or written words. We fail to realize that today the spoken aspect of language is as important as written or printed word. Therefore teachers and learners of any language must not neglect the spoken aspect of language while teaching and learning of various skills. They should neither underestimate nor neglect the importance of correct pronunciation in the development of language skills. English as an international language helps in the interlinking the people all over the world. It is considered as passport for employment. Indians can neglect its study at the risk of loss to themselves. But as far as English teaching in India is concerned, conditions are not satisfactory. The plight of English language especially in speech is deplorable in our schools. The standard of English pronunciation is declining day by day. The reason behind this is that this language is not being taught in a way it should be taught. We teach English as a knowledge subject but not as a skill. As a result, even after learning English for so many years, students are not able to speak it properly. They don't find themselves confident enough to use it in day to day

life. They are not able to pronounce words correctly. Our teachers have no knowledge of phonetics. As a result, they are not able to give the true description of sounds and detect mistakes of student's pronunciation. Moreover lack of practice in speech on the part of the students is also major factor contributing towards the deterioration of standard of English pronunciation in India. Even the students of public schools who get familiar with this language at the pre-primary stage are no exception. Student's competence in this language is of very low order. It has been often observed that our graduates can't speak even a sentence in English correctly; the present study has been conducted as a result of frustrating experience of the investigator as an English teacher. It has been often observed that the students remain helpless to express their views in English. Moreover no quality work was done on errors in the English pronunciation committed by students.

**Drama based instruction:** Drama based instruction is an exploratory and experiential approach to learning. San (1996) defined it as an instructional method for allowing students to improvise and construct a meaning of a word, a concept, an idea, an experience or an event by the utilization of theatre techniques and the play processes. In this method, students construct their own knowledge by means of their experiences rather than imitating what has been taught in the environment created (Bolton, 1986). Students are learning by doing and they actively build their interpretations of the world. In this method, the role of the teacher is the facilitator of students' exploration, development, expression and communication of ideas, concept and feelings rather than the direct information giver. Teachers can also control and guide activities, challenge and extent thought by taking role just as students (Wilhelm, 1998). By this way, they can give an immediate feedback when it is necessary. In the introduction part, warm-up activities are used to lead everyone goes in a relaxed mood, ready to work together in a harmony, trust each other and also have fun. Warm-up activities also give students some hidden clues about the rest of the lesson. In the development part, make-believe environment is created in which students are pretending as if something is happening and/or as if be someone.

Make-believe atmosphere creates natural place for dramatic moments and require abstraction and imagination. Make believe play brings a metaphor which is a link constructed between the topic of the lesson and the real life. A

frame and roles that are associated with students' actual experience and knowledge from daily life examples, conditions and situations are presented to the student to foster meaningful understanding. By means of the dramatic moment, students feel the necessity of the solving problem or understanding the situation. In other words, conflicts provide motivation and reasons for the learning. Dramatic moments force students to remove the obstacle, or accomplish the mission in given time. In order to get rid of these tensions, students have to create some ideas, discuss their ideas with their friends. One or more different drama techniques in education are used to enable to achieve objectives of the lesson. Drama techniques determine the form of the dramatic activity and the way of the students behave. For a particular lesson, they are chosen by considering the appropriateness to the needs and experience of the group, the content, available time and space so that they will be effective. Lastly, in quieting phase, the key points of the activity are summarized. Students review what they have learned either by answering or solving the questions posed by the teacher, or presenting what they have learned by an improvisation that requires the use of knowledge learned. This phase is important to see whether learning and progress are accomplished or not.

### **OBJECTIVES OF THE STUDY**

- 1) To compare the adjusted mean scores of English pronunciation of experimental and control group students by considering Pre- English pronunciation and intelligence as covariate.
- 2) To compare the adjusted mean scores of retention in English pronunciation of experimental and control group students by considering English pronunciation and intelligence as covariate.

### **HYPOTHESES OF THE STUDY**

1. There is no significant difference in the adjusted mean scores of English pronunciation of experimental and control group students by considering Pre-English pronunciation and intelligence as covariate.
2. There is no significant difference in the adjusted mean scores of retention in English pronunciation of experimental and control group students by considering English pronunciation and intelligence as covariate.

## SAMPLE

The sample for the study comprised of 120 class IX students. There were two sections of ninth class in Doaba Arya Sr. Sec. School and K.C Public School situated in Nawanshahr. One section from each school was randomly assigned to experimental group and another section from each school constituted control group. Doaba Arya Sr. Sec. School was affiliated to PSEB, Mohali whereas K.C Public School was affiliated to CBSE., New Delhi. The Medium of Instruction was Punjabi and English.

## DESIGN

The study was designed on the lines of Non-equivalent Control Group Design. As per Campbell and Stanley (1963), the lay out of this design is given as under:

$$\begin{array}{cc} O_x & O \\ \hline O & O \end{array}$$

## Tools:

- 1) Raven's Standard Progressive Matrices Test developed by Raven was selected for assessing Intelligence of students of the study.
- 2) Diagnostic Test: A diagnostic test was prepared by the investigators containing 100 words based on five consonant sounds was prepared to judge the English pronunciation of students .

## METHOD

One section of ninth class of each of the two schools constituted the experimental group whereas another section of ninth class of these schools formed control group. The permission was taken from the Principals of these schools. The students of Experimental Group were taught through Drama based instructions. The rapport was established with the students. The students were explained the objectives of this study. To begin with, the Diagnostic Test and Raven's Standard Progressive Matrices were administered. After this, they were taught through the Drama based instructions. Every day, 35 minutes' period was devoted for this purpose. This continued for 30 working days. At the end, the Achievement test was

administered again on the students in the same way as done at the start of the experiment. On the other hand, the students of the Control Group continued with their Routine Activities and they were taught through Traditional Method. The same tools were administered on the Control Group students in the same way as done in the Experimental Group. To check the retention level, the Achievement Test was readministered on both the groups after a span of two months.

## **ANALYSIS**

- 1) The first objective was “to compare the adjusted mean scores of English pronunciation of experimental and control group students by considering Pre- English pronunciation and intelligence as covariate”. The data related to this objective was analyzed with the help of Analysis of Covariance (ANCOVA). The adjusted F-Value was found to be 9.013, which is significant at 0.01 levels. It indicates that the adjusted mean scores of Geometry achievement of Drama based instruction Method and Traditional Method Groups differ significantly when Pre- English pronunciation and intelligence were considered as covariate. Thus, the null hypothesis, namely, “There is no significant difference in the adjusted mean scores of English pronunciation of experimental and control group students by considering Pre- English pronunciation and intelligence as covariate.”, is rejected. Further, the adjusted mean score of English pronunciation of Experimental Method Group was 15.32, which is significantly higher than that of Traditional Method Group whose adjusted mean score of English pronunciation was 12.55. It reflects that Drama based instruction Method was found to be significantly superior to the Traditional Method in teaching English pronunciation when both groups were matched with respect to Pre- English pronunciation and intelligence. It may, therefore, be concluded that the Drama based instruction Method was found to be superior to Traditional Method in teaching English pronunciation.
- 2) The second objective was “To compare the adjusted mean scores of retention in English pronunciation of experimental and control group students by considering English pronunciation and intelligence as covariate”. The data related to this objective was analysed with the help of Analysis of Covariance (ANCOVA). The adjusted F-Value was found to be

9.868, which is significant at 0.01 levels. It indicates that the adjusted mean scores of retention in English pronunciation of Drama based instruction Method and Traditional Method Groups differ significantly when English pronunciation and intelligence were considered as covariate. Thus, the null hypothesis, namely, "There is no significant difference in the adjusted mean scores of retention in English pronunciation of experimental and control group students by considering English pronunciation and intelligence as covariate..", is rejected. Further, the adjusted mean score of retention in English pronunciation of Experimental Method Group was 14.64, which is significantly higher than that of Traditional Method Group whose adjusted mean score of retention in English pronunciation was 12.13. It reflects that Drama based instruction Method was found to be significantly superior to the Traditional Method in retention of English pronunciation when both groups were matched with respect to English pronunciation and intelligence. It may, therefore, be concluded that the Drama based instruction Method was found to be superior to Traditional Method in retention of English pronunciation.

## **RESULTS**

- 1) Drama based instruction Method was found to be significantly superior to the Traditional Method in teaching English pronunciation when both groups were matched with respect to Pre- English pronunciation and intelligence.
- 2) Drama based instruction Method was found to be significantly superior to the Traditional Method in retention of English pronunciation when both groups were matched with respect to English pronunciation and intelligence.

## **IMPLICATIONS**

Drama based instruction Method was found to be significantly superior to the Traditional Method in teaching English pronunciation and retention of English pronunciation. Thus, Drama based instruction is an effective and efficient way to teach English pronunciation in the specified period of time given in the curriculum. With carefully developed lesson plans that considers the conventions of drama based instruction, Language correctness; and tested in

real classroom settings, this approach promises an effective way for improving English pronunciation. In order to use drama based instruction in the English classroom teachers need to be trained on using drama in English lessons. It is important for teachers to see the applications of the use of drama-based lessons in specific contents. They may be given a chance to experience drama-based lesson in teacher preparation courses and in service teacher training programs. It is also suggested that Drama based instructions in English should be included in the teacher education curriculum of English teachers so that they can make use of this method while teaching English pronunciation to their students.

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