EFFECT OF DRAMA AND ROTE-LEARNING TEACHING METHODS ON LANGUAGE DEVELOPMENT AMONG NURSERY SCHOOL CHILDREN IN POTISKUM METROPOLIS, YOBE STATE

BY

Aishatu Mohammed ZANGINA,
(P13EDVE8031)

DEPARTMENT OF HOME ECNOMICS EDUCATION
FACULTY OF EDUCATION
AHMADU BELLO UNIVERSITY,
ZARIA

NOVEMBER, 2017

EFFECT OF DRAMA AND ROTE-LEARNING TEACHING METHODS ON LANGUAGE DEVELOPMENT AMONG NURSERY SCHOOL CHILDREN IN POTISKUM METROPOLIS, YOBE STATE

BY

Aishatu Mohammed ZANGINA,
(A.B.U. ZARIA, 2008)
(P13EDVE8031)

A DESSERTATION SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES, AHMADU BELLO UNIVERSITY, ZARIA IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTER DEGREE IN HOME ECONOMICS

DEPARTMENT OF HOME ECONOMICS,
FACULTY OF EDUCATION
AHMADU BELLO UNIVERSITY,
ZARIA, NIGERIA

NOVEMBER, 2017

DECLARATION

I declare that the work in this dissertation titled Effect of Drama and Rote-Learning Teaching Methods on Language Development among Nursery School Children in Potiskum Metropolis, Yobe State, Nigeria has been carried out by me in the Department of Home Economics. The information derived from the literature has been duly acknowledged in the text and a list of references provided. No part of this dissertation was previously presented for the award of a higher degree or diploma at this or any other institution.

_____ _____

Aishatu Mohammed ZANGINA, Date

CERTIFICATION

This dissertation titled "EFFECT OF DRAMA AND ROTE-LEARNING TEACHING METHODS ON LANGUAGE DEVELOPMENT AMONG NURSERY SCHOOL CHILDREN IN POTISKUM METROPOLIS YOBE STATE, NIGERIA by Aishatu Mohammed Zangina, meets the regulations governing the award of the Masters degree (M. Ed.) in Home Economics Education of Ahmadu Bello University, Zaria, and is approved for its contributions to knowledge and literacy presentation.

_____

Prof. E. Ike
Chairman, Supervisory Committee

_____
Date

_____

Prof. P. E. Onuigbo
Member, Supervisory Committee

_____
Date

_____

Prof. E. E. Adamu
Head, Department of Home Economics

_____
Date

_____

Prof. S. Z. Abubakar
Dean, School of Postgraduate Studies

_____
Date

DEDICATION

This study is dedicated to my parents, Alhaji Mohammed Zangina and my mother Hajiya Lady Zangina for their prayers, support and provision of opportunity to explore and enjoy the beauty and value of girl-child education.

ACKNOWLEDGEMENTS

The researcher praises God the Almighty for providing her the good health and opportunity to conduct this research, and for bestowing her knowledge, wisdom and perseverance in completing this work.

The researcher wishes to express her sincere gratitude and appreciation to members of supervisory committee: Prof. E. Ike and Prof. P. E. Onuigbo for their generous guidance, useful suggestions, patience and understanding, which helped tremendously to enrich and shape this research work. Their untiring efforts, constructive advice and guidance throughout the period helped in shaping the research work. The researcher also acknowledges the contributions of her internal examiners Prof. Raliya M. Bello and Prof E. E. Adamu for their valuable contributions to the work. The contributions and mentorship throughout the research process of Prof. A. Z. Mohammed, Prof. T.O. Ojo, Prof L. S. Ajayi, Dr. M. Abubakar, Dr. M. F. Ahuwan, as well as Abdulmutalib G. D., Mal. Dahiru, Mal. Buhari and all other staff of Home Economics Department were highly acknowledged.

The researcher wishes to express her heartfelt thanks to her siblings, Alh. Munkaila Zangina, Alh. Ibrahim Zangina, Hassan Zangina, Hussaini Zangina, Abdullahi Zangina, Idriss Zangina, Haladu Zangina, Maryam Zangina, Hadiza Zangina, Aisha Zangina and Zarau Zangina, who had been a tremendous help over the years, their prayers, emotional and financial support, have made this work a success. In the same vein, the researcher also appreciates the encouragement from her loving children Hassan, Hussaini, Aliyu and Usman for their patience and understanding throughout the period of this study. It is my pleasure to appreciate the contributions of all my relatives for their prayers, financial support and words of encouragement.

The researcher also acknowledges the encouragement and assistance of the Science and Technical Schools Board Damaturu, Yobe Sate, for the permission and support received during

the course of this work. The researcher deemed it necessary to acknowledge the encouragement and assistance of Prof. Mohammed Munkaila, Dean Faculty of Art, University of Maiduguri, Dr. A. Ibrahim from Department of Vocational and Technology Education A. T. B. U. Bauchi, Dr. Hassan N. Mohammed from Federal College of Education (Tech) Potiskum, Dr. I. Azi, from A. B. U. Zaria Department of Industrial Design, Alh. Suleiman Mohammed Dahiru, Training Coordinator, A. B.U. Zaria and Ibrahim Sani Kaita, S. A. to the Vice-Chancellor A.B.U. Zaria for their assistant and guidance during the research work. The researcher's appreciation also goes to her friends and colleagues for their encouragement during the period of this study.

Finally, the researcher wishes to thank all the Nursery Schools proprietors for the permission and Nursery School children for cooperation given to conduct the research in their respective schools.

ABSTRACT

This study was on effect of drama and rote-learning teaching methods on language development among nursery school children in Potiskum Metropolis, Yobe State. The study was guided by four specific objectives, four research questions and four null hypotheses. This study was delimited to four indices of language development (oral communication, writing ability, reading skills and phonological skills). Quasi-experimental research design was used in the study. The population of the study was 430 nursery three children in the nine private nursery schools in Potiskum metropolis that registered with Primary Education Board Potiskum Local Government, Yobe State in 2016/2017 academic year. Purposive sampling technique was adopted in the selection of two (2) schools for the study. A total sample of sixty (60) nursery school children was used for the study. Pre-test post-test achievement tests were used for data collection. A pilot test was conducted using test re-test reliability method to ascertain the reliability of the instrument and reliability coefficient of 0.81 was obtained. The researcher personally taught the children using drama for experimental group one and rote-learning technique for experimental group two. Data collected were analyzed using frequency tables and percentages to analyze children based on their teaching method. Mean score, standard deviation and grades were used to answer the four research questions. The t-test statistics was used to test the four null hypotheses at 0.05 level of significance. Based on the analyses of data, the result showed that nursery school children taught using drama performed significantly better than those in rote-learning in oral language development. The result also revealed that there was significant difference between nursery school children taught using drama on written skill and those taught using rote-learning technique. Another result revealed that differences exist between reading skill of nursery school children taught using drama and those taught using rote-learning technique.

The result also found out that there was significant difference between phonological skills of nursery school children taught using drama and those taught using rote learning method. Based on the findings, the researcher concluded that through drama teaching method, nursery school children perform better and develop confidence in oral communication, reading skill, writing ability and phonological skill of language development. The researcher therefore recommended among others that, nursery school teachers should develop a paradigm that shifts from teaching children language development using rote-learning teaching method which is teacher centered.

TABLE OF CONTENTS

TITLE PAGE ii

DECLARATION iii

CERTIFICATION iv

DEDICATION v

ACKNOWLEDGEMENTS vi

ABSTRACT vii

TABLE OF CONTENTS viii

OPERATIONAL DEFINITIONS ix

LIST OF APPENDICE

CHAPTER ONE: INTRODUCTION

1.1 Background to the Study 1

1.2 Statement of the Problem 5

1.3 Objectives of the Study 7

1.4 Research Questions 7

1.5 Null Hypotheses 8

1.6 Significance of the Study 9

1.7 Basic Assumptions 10

1.8 Delimitation of the Study 11

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1 Theoretical Framework 12

2.2 Conceptual Framework 14

2.3 Concept of Drama Teaching Method 15

2.4 Concept of Role of Rote-Learning Teaching Method 20

2.5 Concept of Language Development 22

2.6 Nursery School Education in Nigeria 27

2.7 Review of Related Empirical Studies 31

2.8 Summary of Reviewed Literature 40

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Research Design 42

3.2 Population for the Study 43

3.3 Sample and Sampling Procedure 43

3.4 Instrument for Data Collection 45

3.4.1 Validation of the Instrument 45

3.4.2 Pilot Test 46

3.4.3 Reliability of the Instrument 46

3.5 Procedure for Data Collection 46

3.6 Procedure for Data Analysis 48

CHAPTER FOUR: DATA PRESENTATION AND ANALYSIS

4.1 Analysis of Demographic variables of Children 49

4.2 Answers to Research Questions 50

Answers to Research Questions One 50

Answers to Research Questions Two 51

Answers to Research Questions Three 51

Answers to Research Questions Four 52

4.3 Test of Null Hypotheses 53

Test of Null Hypotheses One 52

Test of Null Hypotheses Two 53

Test of Null Hypotheses Three 54

Test of Null Hypotheses Four 55

4.4 Summary of Major Findings 55

4.4 Discussion of Major Findings 56

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary 61

5.2 Conclusion 62

5.3 Contributions to Knowledge 62

5.4 Recommendations 63
5.5 Suggestions for further study 64

REFERENCES 65

APPENDICES 71

LIST OF TABLES

1.	Population for the Study	43
2.	Sample for the Study	43
3.	Decision Rule of Grades and Scores Post Test	48
4.	Distribution of the children based on methods of teaching	49
5.	Test of effect of drama and rote-learning on oral language skill development of nursery school children in Potiskum Metropolis, Yobe state	50
6.	Test of effect of drama and rote-learning on writing skill of nursery school children in Potiskum Metropolis, Yobe state	51
7.	Test of effect of drama and rote-learning on reading skill of nursery school children in Potiskum Metropolis, Yobe state	51
8.	Test of effect of drama and rote-learning on phonological skill development of nursery school children in Potiskum Metropolis, Yobe state	52
9.	t-test analysis on effect of drama and rote learning on oral communication language development of nursery school children	53
10.	t-test analysis on effect of drama and rote learning on writing skills nursery school children	53
11.	t-test analysis on effect of drama and rote learning on reading skills of nursery school children	54
12.	t-test analysis on effect of drama and rote learning on phonological skills of nursery school children	55

OPERATIONAL DEFINITION OF TERMS

Drama: Is a method of teaching that involved practical acting and display of the knowledge concept.

Rote Learning: Is a conventional method of teaching in nursery school that involved cramming and memorization of concept without necessary understanding the meaning.

Language Development: Ability to develop literacy skills of nursery school children in oral, writing, reading and phonological skill.

LIST OF APPENDICES

Appendix I	Letter of introduction
Appendix II	Reliability of the Instrument
Appendix III	Lesson Plan
Appendix IV	Pretest Achievement Test Questions
Appendix V	Posttest Achievement Test Questions
Appendix VI	Model Mark Scheme
Appendix VII	Posttest mark scheme
Appendix VIII	Attendance for Drama Teaching Method
Appendix XI	Attendance for Rote Learning Teaching Method
Appendix X	Scores of Posttest Achievement Test

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Drama is a multi-dimensional and improvisational form of art, designed especially for educational purposes. The word drama comes from the Greek word dran, meaning "to do or to act". Drama is the type of play in which children participate in pretend play, taking on the roles and interactions of those they observe in their environment. During dramatic play, children interact with their peers, learning how to appropriately interrelate and engage in various environments and situations. It is through this type of play children learn how to have successful social interactions, setting them up for educational achievement both in the classroom and outside the classroom. However, it emphasizes the thinking and creating processes that combine all the arts, such as drama, music, dance, movement, rhythm, 'rap', communication, puppets, masks, role-plays and vignettes. Through drama children make sense of their experiences. Furthermore, drama is seen as freeing children's potential.

As children engage in imaginative play, they learn how to move between an imaginative world and reality, learn and develop wisdom about the concepts of pretend and real, and at the same time they engage in a repertoire of play scenarios that are usually focused on acting out their real world. Scholars such as Toye and Prendville (2010) and Bloodfield and Childs (2009) reported that drama in education might assist children in using language with all its aspects such as speaking, listening and establishing verbal and nonverbal communication.

Rote-learning is a learning that involves memorization of concepts by continued repetition that does not necessary requires understanding. In line with this, Betty (2009)

defined rote-learning as learning by memorization without proper understanding. It also referred to as reflection or mechanical learning. On the other hand, rote-learning is a well-established practice in nursery schools in Nigeria where approaches to education and assessment are really just tests of memory. In Nursery school, rote-learning helps in developing language and accomplish new learning through cramming and memorization. Rote-learning is the easiest and most efficient way to instill knowledge to children, good in learning to read an alphabetic and build higher-level critical thinking skills. In so doing, they learn to use language to explain new experiences and realities which in turn, help them to construct new ways of thinking and feeling.

Language development is the acquisition of language and speech which occurs in the context of relationships. Language development in the early years is linked, as much of the form and content of communication between infants and their caregivers in the first year of life depends upon affective expression. However, Language development involves the process by which children acquire the capacity to perceive, produce and use words to understand and communicate. It involves the picking up of diverse capacities including syntax, phonetics, and an extensive vocabulary. According to Crain and Lillo-Martin (2010) language development is a complex and unique human quality but children seem to acquire language at a very rapid rate of communication which includes: oral communication, reading skill, writing ability and phonological skill.

Oral communication is the expression of information or ideas by words of mouths. It includes conversing with each other. It also include the ability to talk with others, to give and exchange information and ideas such as ask questions, give direction, coordinate work tasks to explain and persuade. Here the children learn the ability to communicate with their

teachers, school mates and even their parent in language of instruction delivery. Additionally, early oral language proficiency is highly predictive in acquisition of constrained skills such as letter sounds knowledge, concepts of print, phonemic awareness and oral reading fluency among the pre-primary school children. Another view by Gambrell (2014) reported that oral communication is a skill upon which future success in reading and writing is based, and oral language as a context for learning and practicing reading skills.

Writing is a medium of human communication that represents language and emotion with signs and symbols. Writing is a complement to speak or spoken language. Early childhood writing is important to encourage children to listen carefully and to articulate as clearly as possible. Accurate articulation is especially important when children are recording sounds in their writing. According to Eno - Edem, Mbaba, and Enan (2011) Early childhood writing skill is very critical on academic, psychosocial competence and language development of children. Written communication help children to understand written works that it connects in meaningful ways to reading, and that it communicates information, through words and symbols.

Reading is the process of interpreting written language. Reading is a complex ‘‘cognitive process’’ of decoding symbols in order to construct or drive meaning. Reading is a means of language acquisition, communication, and of sharing information and ideas. On the other hand, the early childhood reading skills are crucial in children’s language development. Children interaction with printed words and texts enable them to gain an understanding of the words, develop vocabulary and grammar skills and strategies that are

essential to effective literacy teaching in the early years include reading, spelling vocabulary, fluency, comprehension and writing composition (Paris, 2011).

Phonological skill is the acquisition and understanding of the way sounds function in language. It is also the understanding that speech can be broken into smaller unit of sounds such as words, syllables, onset and primes. However, in early childhood education, phonological skill is considered as a factor that contributes to the reading and writing of young children which include the ability of children to identify and make oral rhymes, and work with syllables in spoken words, and the ability to hear, identify, and manipulate the sounds is an important indicator of their potential success in language development. Another view by Goswami and Bryant (2010) stated that phonological awareness is the child's ability to reflect upon the sound patterns of words in his/her mental lexicon at different 'grain sizes', for example syllables or rhymes. Teaching through rhyming games, for example, aids the development of phonological awareness.

Nursery School is a pre-kindergarten class for children between the ages of three and five, staffed wholly by trained pre-school teachers who encourage and supervise educational play rather than simply providing childcare. These schools are generally created as educational rather than childcare centre. Furthermore, the philosophy of creating pre-primary education as spelt out by the National Policy on Education in Nigeria (2014) is to:- enhance children smooth transition from the home to the school; (ii) prepare the child for the primary level of education; (iii) provide adequate care and supervision for the children while their parents are at work; (iv) inculcate social norms; (v) inculcate in the child the spirit of enquiry and creativity; (vi) develop in children sense of co-operation and

team spirit; (vii) learn good habits, especially good health habit; and (viii) teach the rudiments of numbers, letters, colors, shapes and forms, through play to the children.

Considering that drama and rote-learning provide children with a rich way of thinking, knowing, emotional development, the researcher wish to empirically investigate the ‘‘Effect of Drama and Rote-Learning on Language Development among Nursery School Children in Potiskum Metropolis, Yobe State’’

1.2 Statement of the Problem

The ability of children to see, understand and appreciate things is very crucial at their language development in pre-primary schools. The role of nursery school on language development of children between the ages of three and five, prior to the commencement of primary school cannot be over emphasized. The role of language development in helping children to use their natural capabilities for perceiving efficiently - to have eyes that 'see', ears that 'hear', minds that 'think' and to have hands that manipulate- is crucial. Language development appeal to various learning styles of nursery school children. Engaging children in language development activities inculcate to children those attributes that are positive.

Despite the importance of language development on learning outcome of nursery school children, the researcher observed that children have oral communication difficulties. Interaction with teachers and some children showed that oral communication has declined among nursery school children. In most schools visited, the situation remains the same, parents, proprietors and even the teachers acknowledged that the children’s oral communication skills that are critical for their language development is declining at alarming rate.

Furthermore, educational researchers reported that there is poor oral language skills, reading and writing difficulties at the primary education level which may have effect on language development of children. The situation may jeopardize language development of children. NAEYC (2008) maintained that one of the best predictors of whether a child will function competently in school and go on to contribute actively in an increasingly literate society is the level to which the child progresses in reading and writing. Similarly, Udosen (2010) argues that there is a complete or partial loss of reading and writing skills among children in Nigeria. When the process of becoming literate through writing is faulty, the tendency of language development will be affected.

However, Dickinson and Neuman (2009) reported that reading skills enhance children rich language and conceptual knowledge base, a broad and deep vocabulary, and verbal reasoning abilities to understand messages that are conveyed through print. In spite of the role of reading on children language development, a growing body of research reported that most nursery school children have reading difficulties, as a result, many of them get low grades when it comes to reading exams.

Scholars such as Srickland and Shannon (2009) argued that early vocabulary development is an important predictor of success in language development. Srickland and Shannon (2009) indicated that more than 70% language development among children is difficulty in phonological skill. The author stressed that number of children who have vocabulary difficulty is alarming. The outlined problems prompted the researcher to find out the effect of drama and rote-learning teaching methods on language development among nursery school children in Potiskum metropolis, Yobe state.

1.3 Objectives of the Study

The major objective of the study was to determine the effect of drama and rote-learning teaching methods on language development among nursery school children in Potiskum Metropolis, Yobe state.

Specific objectives of the study were to determine:-

1. the effect of drama and rote-learning teaching methods on language development (oral communication) among nursery school children in Potiskum Metropolis, Yobe state.
2. the effect of drama and rote-learning teaching methods on language development (writing skill) among nursery school children in Potiskum Metropolis, Yobe state.
3. the effect of drama and rote-learning teaching methods on language development (reading skill) among nursery school children in Potiskum Metropolis, Yobe state.
4. the effect of drama and rote-learning teaching method on language development (phonological skill) among nursery school children in Potiskum Metropolis, Yobe state.

1.4 Research Questions

he study was guided by the following research questions:

1. What is the effect of drama and rote-learning teaching methods on language development (oral communication) among nursery school children in Potiskum Metropolis, Yobe state?
2. What is the effect of drama and rote-learning teaching methods on language development (writing skill) among nursery school children in Potiskum Metropolis, Yobe state?

3. What is the effect of drama and rote-learning teaching methods on language development (reading skill) among nursery school children in Potiskum Metropolis, Yobe state?
4. What is the effect of drama and rote-learning teaching methods on language development (phonological skill) among nursery school children in Potiskum Metropolis, Yobe state?

1.5 Null Hypotheses

ollowing null hypotheses were formulated and tested at 0.05 level of significance:

1. There is no significant effect of drama and rote-learning teaching methods on language development (oral communication) among nursery school children in Potiskum Metropolis, Yobe state.
2. There is no significant effect of drama and rote- learning teaching methods on language development (writing skill) among nursery school children in Potiskum Metropolis, Yobe state.
3. There is no significant effect of drama and rote-learning teaching methods on language development (reading skill) among nursery school children in Potiskum Metropolis, Yobe state.
4. There is no significant effect of drama and rote-learning teaching methods on language development (phonological skill) among nursery school children in Potiskum Metropolis, Yobe state.

1.6 Significance of the Study

The outcome of this study would be of significant benefit to nursery school teachers, nursery school children, proprietors, curriculum planners and scholars. It is expected that the findings of this study will also be disseminated through journal publication, internet, libraries, seminars, Parent Teachers' Association (PTA) meetings and workshop.

This study will provide nursery school teachers with a proposed action and strategy that will help to enhance the general language development among the nursery school children. In addition, through the findings of the study, teachers will understand the importance of teacher-child communication via activities such as retelling stories, answering open-ended questions, giving explanations, describing, recalling, reporting event and processes and defining words are very essential language development among the nursery school children. The teachers would have access to this work through school libraries and PTA meetings.

Utilization of the recommendations of this study would enable scholars to adopt drama teaching method which will go a long way to improving the performance of nursery school children in language development skills in the study area. In addition, this will create creativity, interaction and social relationship among the children. The recommendations of this work will get to scholars through publication, Internet and journals.

The findings of this study will encourage proprietors to identify and recognize the need for the introduction of drama in nursery schools to promote language development for the benefit of children, teacher, and community. Furthermore, school proprietors would also have contact with this finding via seminars and workshops.

The outcome of this work will help curriculum developers in Nigeria to advance the study of drama in the nursery school creative art curriculum and recommend trained and qualified teachers for teaching in the nursery schools. These recommendations shall be communicated to proprietors and curriculum developers through Internet and journals.

It is also hoped that this research work would assist in providing new and continuing scholars with the resources to investigate new concepts, strategies, and methodologies to use in a dynamic and creative learning environment. In addition, it is hoped that the study would provide future researchers with some reliable instruments, action procedures, and references for employing in future research. Journal publications, Internet and school libraries shall be where the scholars and future researchers lay their hands on the findings.

sumptions

The researcher assumed that the improvement of drama and rote-learning teaching methods has the potential to promote language development among nursery school children. Other assumptions of the study include the following:

1 It is assumed that drama and rote-learning method of teaching will enhance children's oral communication skill thereby, improving their language development.

2 It is also assumed that when children are taught lesson using drama and rote-learning teaching methods their writing skill increases hence, boost their language development.

3 It is also assumed that children have their reading skill widen if they are taught with drama and rote-learning during lesson delivery which promote their language development.

4 Children have a chance of blending and assembling letters (phonological skill) when they are taught lessons with drama and rote-learning teaching methods thereby improving their language development.

1.8 Delimitation of the Study

The study was delimited to the effect of drama and rote-learning teaching methods on language development among nursery school children in Potiskum Metropolis, Yobe State. In addition the study was delimitated to registered private nursery schools in the study area. The study was further delimited to nursery three children between the age of four and five in the two selected schools. The reasons for choice of nursery schools children between four to five years of age is because at this level they are familiar and exposed to basic rudiments of language development. The study was delimited to two nursery schools because of extraneous variables. The study was also delimited to the following indices of language development: oral communication, writing skill, reading skill and phonological skill.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Literature related to the variables of this study were reviewed and presented under the following sub-headings:

2.1 Theoretical Framework

2.2 Conceptual Framework

2.3 Concept of Drama Teaching Method

2.4 Concept of Role of Rote-Learning Teaching Method

2.5 Concept of Language Development

2.6 Nursery School Education in Nigeria

2.7 Review of Related Empirical Studies

2.8 Summary of Reviewed Literature

2.1Theoretical Framework

This research work hinged on Cognitive Development Theory postulated by Jean Piaget (1896-1980) which is at the center of cognitive approach and major theoretical foundation in terms of the intelligent dev ent, explains children's language learning by using four stages of cognitive development. This paper is to focus on the important educational foundation and information, which can prove how language acquisition for young children (two to seven years old), and what characteristics can be included in the subcategories of language learning and language development.

Jean Piaget's Cognitive Development Theory (1896-1980)

Jean Piaget's (1896-1980) ideas on the stages of cognitive development comprise the most influential theory in all of developmental psychology. Piaget arrived at his theories through a series of clinical interviews. These interviews were based on open ended questions and conversations with children, which were used to study children's thinking processes. Piaget identified four main stages of child development, the sensori-motor stage, the pre-operational stage, the concrete operational phase, and the formal operational phase. Piaget is best known for his theory of cognitive development in children, which proposed that children's cognitive skills progress through a series of stages in which new information from experiences is taken in and understood. Stages in early childhood development include the sensori-motor (ages birth to 24 months) and preoperational (ages 2–6 years) periods. In the sensori-motor period, children learn to coordinate and repeat actions which are pleasurable. They also begin to understand that symbols (words) can represent objects or events and to comprehend the concept of *object permanence*, meaning that objects continue to exist, even when not visible. In the preoperational period, language becomes the hallmark of development. Children begin to engage in pretend play and will take on roles such as Mommy or Daddy. However, they are still *egocentric*, or unable to take the view of another person. Piaget believed that from birth, children are driven to explore and master their own environment, take pleasure in mastery and develop self-confidence through Cognitive Theory doing. Children learn by taking in new information (*assimilation)*, which adds to and changes (*accommodation*) their prior understanding and knowledge (*schema*). For example, if a child's experience has been with small dogs, she might believe that all dogs are furry, have four legs, bark, and are small. When she

encounters a big dog, she must take in the new information and modify her existing schema so that it makes sense. Piaget explained that children must strike a balance between assimilation and accommodation (*equilibrium*), and in doing so, are able to move from one stage of thought to the next stage. Thus, children in the sensori-motor and preoperational stages of development must have experiences and opportunities to learn new information and concepts. Caregivers can facilitate children's learning by providing them ample opportunities to explore and by monitoring them to keep them safe.

This theory is related to the present study in the sense that language is manifested through the performance of the four skills. These are listening, speaking, reading and writing (LSRW). Naturally learning a language means learning these skills. Therefore, by applying this theory it teaches children an excellent tool that enables the teachers to plan attractive ways to provide learners with language leaning practice. This is possible only through constant practice.

2.2 Conceptual Framework

This study covered the following concept: concept of drama, role of drama in education, role of drama in children, benefits of drama to nursery school children, concept of rote-learning, role of rote-learning in education, role of rote-learning in language development, rote-learning as a way of cognitive development, concept of language, benefits of language development among nursery school children, stages of language development among nursery school children, nursery school education in Nigeria, review of related empirical studies and summary of reviewed literature.

2.3 Concept of Drama Teaching Method

Looking at the concept of drama as a teaching method, Elizabethan and Jacobean (2008) asserted that participation in dramatic activity requires self-control and discipline that will serve the children well in all aspects of life. Learners who participate in drama learn to work together, cooperate, and find the best way for each member of a group to contribute, and to listen to and accept the viewpoints and contributions of others. This is because success in drama is hinged both on collaboration as well as on individual skill. Drama is an important tool for preparing children to live and work in a world that is increasingly team-oriented rather than hierarchical. Supporting this view, Flaming (2006) narrated that drama is inevitable learner- centered because it can only be operated through active cooperation. It is therefore a social and communal, as opposed to the purely individual, aspect of leaning. The use of drama techniques and activities in the classroom provide existing opportunity for learners to cooperate and use language in concrete "situation". Another view by Hendry and Tool (2010) stated that there is agreement among scholars that children practices drama strategies at this stage acquire cooperative skills to make observation about other in relation to self. Winston and Tandy (2010) concurred that, "learning in drama is often understood in the order way to develop such qualities as empathy, self confidence, self control, respect and tolerance for others, the ability to concentrate to listen and work constructively in a group. Similarly, Mounkoro (2005) suggested that drama can be a very valuable tool to encourage participatory learning where effective communicative competence can be acquired. Children often hold back from saying things, for fear of losing favour or looking spiteful after making mistakes. Furthermore, Mounkoro (2005) affirmed that drama gives an opportunity for actors to share messages without having to worry about its implications. It helps children learn how to

participate in open discussions without fear of tempers flaring. Drama can provide a situation where ordinary people can feel at ease in sharing their true feelings, laying a basis for understanding their motivation and concerns. It encourages children to use their imagination and creativity. In drama, opportunities arise for role-play, expression of own identity and how each individual views the self, teamwork and story generation.

2.3.1 Role of Drama in Education

Çomertpay (2007) acknowledged that in education drama activities also play vital role in word acquisition and gain in children .Throughout this process it is likely that children meet a new subject they have not encountered before. This experience may enable the children to learn new words by repeating the words they encounter for the very first time. Meanwhile, McCaslin (2011) asserted that in the next stages these skills continue to improve as children imitate the people around, participate in other children's games and establish communication. The acquisition of those skills are further strengthened while children use language and gain the awareness of words, sound and language structures.

However, Toye and Prendiville (2010) noted that drama in education might assist children in using language with all its aspects such as speaking, listening and establishing verbal and nonverbal communication. While teaching, drama activities encourage children to experience emotions actively. Children are in need of language to create imaginary situations, animate and terminate these situations and put their feelings into words throughout this process. He further stated that, in busy class environments, children most of the time miss the opportunity to express themselves. Drama experience in education enables the children to use their language skills through integrating with games, stories, role-plays and drama activities and verbal self expression. Through drama the child can be

in any place of drama activity as any person within different time periods and events and by manipulating a variety of speaking styles, she/he can grasp the chance for self-expression and social communication (Toye & Prendiville, 2010).

2.3.2 Role of Drama in Children's Learning

Maley and Duff (2005) discovered that "Childhood and drama go hand in hand" drama provides children, with an alternative means to make decisions, test their theories through words and actions and then evaluate what they have done. It allows children to assume different roles, thus giving them the opportunity to determine if their decisions are appropriate within a safe environment. Additionally, Maley and Duff (2005) explained that "drama is activity which gives the children an opportunity to use his own personality in creating the material in which part of the language class is to be based". Drama activities can provide children with an opportunity to use language to express various emotions, to solve problems, to make decisions, to socialize. Likewise, O'Toole and Dunn (2006) maintained that "Drama is about exploring – discovering and creating and about performing. Principally, especially in the pre- primary years, it is about creating models – models of behaviour and action that can be practiced and performed safely''. In line with Winston and Tandy (2010) "Drama and play are not, in the end, one and the same thing; but it is from children's innate capacity for play, and upon the understandings they gain from participating in play, that dramatic activity can be constructed".

2.3.3 Benefits of Drama to Nursery School Children

Children from 1-6 years of age are developing and learning through a variety of domains-physical, social, emotion, and cognitive- and the development and learning that occurs in each of these domains influences what takes place in other domains (Shonkoff &

Philips, 2012). However, the following are some benefits of drama for pre-primary schools children:

(a) Drama provides training in the aspects of communication skills

Crumpler, and Schneider (2008) stated that there is far more that drama can do. Perhaps more than any other art form, drama also provides training in the very practical aspects of communication so necessary in today's increasingly information-centered world. Children who have participated in dramatic activities are less likely to have difficulty speaking in public, will be more persuasive in their communications, both written and oral, will be able to put themselves into others' shoes and relate to them, and will have a more positive, confident self-image.

(b) Drama develops cognitive and affective domains

Drama develops cognitive and affective domains as argued by Ping-Yun Sun (2007) that although numerous researchers have emphasized the tremendous effect that drama and theatre can have on children's cognitive and affective development as well as providing abundant resources for teachers, there still exists a gap between understanding its value and actually applying it .Similarly, Varrenti (2009) observed that "We can teach our children about the world through unstructured play and we can also use drama to assist in the teaching of math, literacy, history, English and geography in the classroom".

(c) Drama develops social skills

According to Varrenti (2009) "drama can be transformative and empowering". Children explore the use of voice and gesture to establish character and develop richer characterization skills as they continue to participate in a drama program. In addition,

Jensen (2005) asserted that “Playful expression is the link from the inner worlds to the real world. Play is the foundation for creativity. Play is necessary for social skills”

(d) Drama develops emotional skills

Drama develops emotional skills according to Jensen (2010) “when Children do role-play, several good things happen. The kinesthetic part of us gets involved in the role-play, and engages emotions, builds problem solving and aids learning by encapsulating it more easily in the brain so it can be recalled later”.

(e) Drama stimulates creativity in problem solving and communication

According to Elizabethan and Jacobean (2008) dramatic arts education is an important means of stimulating creativity in problem solving and communication. It can challenge children perceptions about their world and about themselves. Dramatic exploration can provide children with an outlet for emotions, thoughts, and dreams that they might not otherwise have means to express. A child can, if only for a few moments, become another person, explore a new role, try out and experiment with various personal choices and solutions to very real problems from their own life, or problems faced by characters in literature or historical figures. This can happen in a safe atmosphere, where actions and consequences can be examined, discussed, and in a very real sense experienced without the dangers and pitfalls that such experimentation would obviously lead to in the "real" world. This is perhaps the most important reason for dramatic arts in nursery schools

2.4 Concept of Rote-Learning Teaching Method

According to, Vaidya (2010) rote-learning is a traditional teaching method that is fine for remembering sequences of objects but do not aid the learner in understanding the

relationships between the objects. In the traditional teaching the teachers' main focus is on memorization (rote-learning). Furthermore, Vaidya (2010) pointed out that rote-learning is arbitrary and verbatim in nature. It stays close to the cognitive structure of the learner but do not get integrated there. Hence as a result the learner exhibits a non-successful learning set. Similarly, Danili (2009) affirmed that rote-learning or learning by memorisation is a process in which the learner tries to copy new information into memory. Although the individual may be able to replicate the material, he or she does not necessarily grasp the relationships among the ideas and facts .In further of the above statement, Kember (2008) noted that rote-learning has been characterized as a less effective learning strategy than meaningful learning. For example the learner who adopts such an approach to learning sees the task as a demand to be met thus not being intrinsically motivated. On the other hand, Danili (2009) observed that rote-learning occurs when there are no relevant concepts available in the learner's cognitive structure to interact with the new knowledge or when new knowledge is not linked with previous ideas. The implication of this learning is that it results in arbitrary verbatim incorporation of new knowledge into the cognitive structure.

2.4.1 Role of Rote-Learning in Education

Au and Entwhistle (2009) considered that rote-learning is seen by some as a result of the desire to do well and to excel academically leaving the learner with very little choice but to learn by rote. In Confucian societies, where the belief is that educational achievement is greatly prized and academic success will come as a result of effort, committing substantial amounts of text to memory is considered to be part of that effort. Furthermore, Au and Entwhistle (2009) maintained that when learners are engaged in rote-learning activities they aim to reproduce information to meet external (assessment) demands.

2.4.2 Role of Rote-Learning in Language Development

According to Thompson (2007) rote-learning is identified as a cultural preference and an effective way of getting basic knowledge in the early stages of language learning. He further pointed out that the way of memorization in language learning may be utilized by a cultural element. Language learners commonly emphasize and practice their studies in their familiar traditional way. That situation makes them reluctant to try new language learning strategies. Thus, for language learners whose traditional cultures mainly use rote-learning, they will continue to apply rote-learning in their language learning as long as they get benefit from that strategy.

2.4.3 Rote-Learning as a way of Cognitive Development

Driscoll (2010) stated that rote-learning of complex and meaningful information might be an effective strategy for learning highly over learned material, such as arithmetic facts, spelling words, or a memorized script. Driscoll (2010) added that rote-learner relies on memorization to reproduce the surface aspects of the task which can be accomplished by a process labeled either drill and practice maintenance and rehearsed information is stored in working memory. In addition Christodoulou, Hattie ,Yates and Woulfe (2014) discovered that learning skills to literacy has many higher level cognitive skills that are based on the ability to automatically recall the lower order skill sets. Efficient decoding, for example, is a determinant of reading fluency, and such fluency is dependent upon automatic retrieval of orthographic and phonological letters and letter-sound patterns.

2.5 Concept of Language Development

According to Santrock, (2010) language is an essential tool in the life of every individual. It is the vehicle through which human beings express their feelings, thoughts,

ideas and aspirations. Language is a powerful weapon people employ in their everyday lives for communication. People need language to speak with others, listen to others, read and write. It helps people to pass down information from one generation to the next and create a rich cultural heritage. It is language that differentiates man from lower animals and distinguishes man as humans. Santrock (2010) emphasized that language refers to as a form of communication, whether spoken or written that is based on a system of symbols. It consists of words used by a community and the rules for varying and combining them. Similarly, Macionis and Geber (2008) stated that language is a system of symbols that allows members of a society to communicate with one another. However, Essa (2007) asserted that language refers to a child's ability to express or communicate his thoughts and needs to others. This type of language is used to refer to how well the child uses words, gestures or any other non-verbal forms of communication.

However, Wolfson (2010) maintained that language development refers to how a child understands, organizes, speaks and uses words, this process can be divided into two categories: receptive language and expressive language. Receptive language according to Wolfson (2010) refers to how well a child understands what is said to him/her. It is expected that before a child can verbally answer a question, he/she should be able to show that he/she understands the person by following a simple direction or pointing to a specific object. Furthermore, Maduewesi (1999) affirmed that language development as a factor and a necessary foundation in early childhood education implies that language is crucial to young children's development, that is, adequate development of language skills in children will enhance their learning processes. It is an essential key for the foundations of life-long learning. Essentially, the early childhood period is the language acquisition period when

the child is working at acquiring efficiency in the first language, and trying to use it to express his/her perception of the world. At this stage, the child is trying his/her hand on using language as a new tool.

2.5.1 Stages of Language Development

First attempts at language for all children go through the same phases of development. This includes listening stage, speaking stage, reading stage and writing stage.

(a) The listening stage

According to Tiwari (2009) listening is the first and an important stage in language development because the child is born incapable of intelligible speech in any language; what the child does at this stage is active listening. The child listens to the sound he/she hears around him/her and the instructions and messages passed around him/her as his/her needs are being attended to. Similarly, Ur (2006) and Azikiwe (2007) stated that listening is the major means of learning and is seen as the foundation for learning other language skills. It is a vital skill in the language learning processes. It is an activity that is life-long and determines one's competence in the acquisition of the language concerned. If the child develops his listening skill well, his understanding and proficiency in the language leant will be greater.

(b) The speaking stage

Tiwari (2009) observed that when the child is adequately consolidated on the listening stage or skill, he now starts making use of those sounds taken in around him. The

speaking stage is the accurate production of the sounds of a language. It involves the combination of these sounds in a specific way to form utterance for communication. It is through speech that the child expresses his thoughts ideas and attitudes clearly, fluently and coherently. Tiwari (2009) promoted that speaking skills are in turn key to the development of vocabulary, letter identification and knowledge.

In another development, Wright (2010) stated that speaking results in conversation, and what the other person says can provide an excellent source of comprehensible input for a learner. Speaking can also help by making the learner feel more like a user of the second language, and this feeling helps to lower the affective filter. Meanwhile, Ismael , Mahadin Masari and (2012), narrated that intelligibility of sound might be a better way to transfer ideas on clear language pronunciation, which could improve communicative interaction with others. This includes learners being able to pronounce words correctly to enable them to communicate in a proficient and effective way with other language speakers. For them to do this, errors and mistakes in learning pronunciation must be minimized to avoid communication problems arising when the language development is used. This becomes very important later on when children are no longer learning the language at school.

(c)The reading stage

According to Ugwu and Igbokwe (2008) reading is an extension of communication built naturally on the listening and speaking skills already acquired. Reading is the complex act of thinking stimulated by written symbols that involve a series of mental processes. It is the ability to decode or interpret the written words and gain meaning out of them. Reading implies getting out of a text, as much as possible, what the writer has put into it (Ugwu and Igbokwe, 2008). In line with this Wolfson (2010) discovered that reading skill is

undoubtedly a prerequisite for lifelong learning in order to be successful in academic performance and also personal life. On the other hand, Holden (2009) outlined that reading was a crucial gateway to personal development, social economical and civic life. However, Lyon (2007) stated that reading allows individuals to learn about other people, science, history, social studies, mathematics, the language arts, and the other content subjects that must be mastered in school. While reading skill is a fundamental part of an individual's personal and educational growth, it is the concept of comprehension that may be even more significant.

(d) The writing stage

Ugwu and Igbokwe (2008) concurred that writing is the last stage of language development. This is the stage when children learn to put down their feelings and thoughts through the use of the relevant symbols that are used in the language they are learning. Just like reading, it is a language development/acquisition stage which takes place in formal school setting. . Writing is not informally learnt but must be taught to the children formally in schools. Ugwu and Igbokwe (2008) still stated that writing is a higher-order skill in language acquisition and development. It is speech put down and forms the expressive form of language with speaking.

(e)Phonological Skill:

Phonological awareness is one of the most important predictors of reading in normally developing children and training in phonological awareness can improve the efficacy of reading instruction (Bradley & Bryant, 2010). Similarly, Treiman and Bourassa (2009) suggested that learning letter–sound correspondences helps to develop phoneme-based phonological representations. A similar point was raised by Byrne and Liberman

(2009), who pointed out that learning letters may help children to focus on the sounds, rather than the meanings, of words. On the other hand, Vihman (2008) suggested that there are at least two "changeover points" in phonological development: the first occurring when children's productions start to resemble those of adults at between 2 and 4 years and the second occurring when written language is internalized during the school years. Vihman (2008) stressed that children progress from early holistic word-specific phonological patterns to a productive rule-based phonology some time in their 3rd year and that phonological representations become altered again when orthographic representations become internalized, found that preschool children are most likely to reproduce the most phonologically salient aspects of a word, whereas adults are more likely to reproduce initial and final phonemes. Some researchers have proposed that learning letters may alter the nature of a child's phonological representations. A similar point was raised by Byrne and Liberman (2009) who pointed out that learning letters may help children to focus on the sounds rather than the meanings of words.

2.5.2 Benefits of Language Development among Nursery School Children

Effective language use gives children the power to have a say in what they want and need. It is crucial to young children's development. Language is an essential key for learning which enables children to make sense of the world around them (Buckley, 2008). On the other hand, Maduewesi, (1999) noted that language provides important opportunity for a child to socialize with members of his/her family and other children outside his/her group and to realize himself/herself as a person. In line with this, Essa (2007) states that language help children achieve their goals. Language is crucial for children's development during the early years of life, that is, early childhood. This stage is a critical and sensitive

phase of life when rapid growth and development in mental, physical, emotional and social abilities emerge.

2.6 Nursery School Education in Nigeria

Nursery/pre-primary education is designed for preschoolers or those children who are not up to primary school age in Nigeria. Asaya, Ehigie, and Igbinoghene (2006) asserted that it is the education which is given in an educational institution to children aged 2 to 5 plus prior to their entering the primary school. Although this assertion is, to a great extent, consistent with that of the National Policy on Education (NPE, 2014) in Nigeria, some pre-primary education facility providers admit less than 6-month old children into their schools. In fact, there are basically three forms of pre-primary education in the Nigerian context. These are: the crèche, the nursery and the kindergarten (NPE, 2014). It may not be superfluous if we briefly examine them

The Creche: This is a preschool facility which provides care and other support services for tender children while their parents or guardians are at work. It also designates "a place where small children are looked after while their parents are working or busy with other tasks" (Encarta, 2009). In many areas in Nigeria, the typical working hours are from 8:00 am to 4:00 pm or 8:00am to 2:00 pm, and preschoolers are taken care of during these periods at the creche depending on the needs of the parents or the services and policies of the preschool facility providers. Most of the creches in Nigeria are run by churches, consortia and other private individuals who seldom employ specialist teachers in early childhood education but are all out to make profit.

The Nursery: This is a pre kindergarten school for children between the ages of three and five, staffed wholly by trained preschool teachers who encourage and supervise

educational play rather than simply providing childcare. Asaya, *et al.* (2006) affirmed that nursery schools are generally credited with being more educational than childcare centers. In Nigerian, virtually most of the nursery schools are privately owned and run by interested individuals or business concerns whose tuition fees are prohibitively expensive. There is no government or publicly run nursery programs to cater for the larger populace which do not belong to the upper-income families' bracket. Besides, these preschool facilities operate at the whims and caprices of the owners who may not be abreast with best global practices in that level of education. More often than not children are coerced into learning concepts well beyond their age and capacities in these nursery schools all in the name to grow intelligent pupils.

The Kindergarten: This type of preschool in Nigeria is sometimes interchangeably used with the nursery school. However, it essentially means a school or class for young children, usually between the ages of four and six, immediately before they begin primary education. Practically, all the kindergartens in Nigeria are owned by private bodies or quasi government agencies. However, the purpose and philosophy underpinning pre-primary education is spelt out by the NPE in Nigeria (2014). This we may outline and discuss as follows:

(a) To effect a smooth transition from the home to the school;

Since this is the first time the child is beginning to leave the home and spend a few hours in the absence of mummy, daddy and other relatives, it is always not too comfortable for the child. As he/she continues to leave the home and come back each day he/she becomes

accustomed to it. By the time he/she gets into the primary school he/she would have become used to it. In fact, the first day in primary school will just be like another day.

(b) To prepare the child for the primary level of education:

The foundation for primary level of education is laid at the pre-primary level. The early childhood level serves as a preparatory ground for the primary level. The curriculum of this introductory level prepares the child for basic education.

(c) To provide adequate care and supervision for the children while their parents are at work (on the farm, in the markets, offices, etc). The economy of Nigeria is in a bad shape, hence, an increasing number of housewives are now joining their husbands to fend for/contribute to the family income and upkeep. When mothers go to work there is the need for someone to take care of the children. House helps and nannies are not easy to come by these days. As a result of this, mothers/families are compelled to take their children to day care and other pre-primary school facilities in order to have the opportunity to go about their jobs.

(d) To inculcate social norms:

Every society has its own etiquette, savoir-fair, savoir-vivre and other mores which it necessarily bequeaths to its younger generations. The process of imparting all these social skills into children starts at the early childhood education level in Nigeria.

(e) To inculcate in the child the spirit of enquiry and creativity through the exploration of nature, the environment, art, music and playing with toys, etc.

At this stage the child ought to explore his/her environment and ask questions as far as his/her intellect allows him/her. Answers should always be given to all his/her questions no

matter how stupid they may seem. Correspondingly too, the child must be given the opportunity to play and experiment with as many toys as can be provided tact.

(f) To develop a sense of co-operation and team spirit:

Children have the opportunity of playing together at the foundation level of education. As they do this, they learn to cooperate with one another. And, of course, since many of them come from different homes they also learn how to tolerate one another.

(g) To learn good habits, especially good health habits:

Children are taught good habits at this level of education. They ought to be taught to say good morning sir to daddy, good morning ma'am to mummy, among others. They also ought to be taught that it is unhygienic to pick things from the ground and put them in the mouth.

(h) To teach the rudiments of numbers, letters, colors, shapes, forms, etc, through play:

At this elementary level the child should be taught counting of numbers and reading of alphabets with fun. In fact, it is not uncommon to see a child at this stage count 1-10 without being able to recognize any of the numbers or read A-Z even though he/she cannot recognize any of the alphabets.

2.7 Review of Related Empirical Studies

Filiz, Kezban, and Ozclen (2015) conducted a research on the effect of drama in education on language and communication skills of children between 4 to 5 years in Merlana University Turkey. The objective of the research is to explore the effect of drama

on language and communication skills of preschool children between 4 to 5 years. In order to determine the effect of preschool drama program on language and communication skills of children pre-test ,post-test control grouped experimental design was used. The sample size for the study was 64 children aged between 4 to 5 years from two preschool education institutions. Simple random sampling method was also used in the selection process. The experimental group consists of 32 children from the sampled schools. Another 32 children were used as control group. In data analysis descriptive statistics, independent sample t-test, two ways ANOVA from the mixed measures have been used. Research finding manifested that drama education improves language and communication skills of children. The present research work is similar to this study in that they both measure the effects of drama method of teaching on children's language and communication skills and used the same research design and instrument for data collection. The previous research work manipulated only one variable of language development while the present research study manipulated two independent variables that is drama and rote-learning teaching method and work on four indices of language development such as oral communication, writing, reading and phonological skills, there was also variations in population for the study and location where the studies were carried out which form the major gap the present research study filled.

This study was conducted by Bashayer (2015) on Effectiveness of Teaching English Subject using Drama on the Development of Students' Creative Thinking at Tabuk University. This study investigates the influence of teaching English subject using drama on the development of intermediate students' creative thinking. The study aims at: investigating the effectiveness of teaching English subject using drama on the development

of intermediate students' creative thinking. Investigating relationship between students' achievement of control group (those who study using the traditional method of teaching) and the achievement of experimental group (those who study using drama) according to the pre-creative thinking test. Investigating relationship between students' achievement of control group (those who study using the traditional method of teaching) and the achievement of experimental group (those who study using drama) according to the post-creative thinking test. This research seeks to answer the following main question: What is the effectiveness of teaching English subject using drama on the development of intermediate students' creative thinking? The following sub-questions were derived from the main question: What is the effectiveness of teaching English subject using drama on the development of first year intermediate female students' creative thinking? Is there any statistically significant difference between the achievement of control group (those who study using the traditional method of teaching) and the achievement of experimental group (those who study using drama) according to the pre-creative thinking test? Is there any statistically significant difference between the achievement of control group (those who study using the traditional method of teaching) and the achievement of experimental group (those who study using drama) according to the post-creative thinking test? The following null hypotheses were stated: Teaching English subject using drama is effective in developing first year intermediate female students' creative thinking. There is a statistically significant difference at the level (0.05>) between the achievement of control group (those who study using the traditional method of teaching) and the achievement of experimental group (those who study using drama) according to the pre-creative thinking test. There is a statistically significant difference at the level (0.05>) between the achievement of control

group (those who study using the traditional method of teaching) and the achievement of experimental group (those who study using drama) according to the post-creative thinking test. This study utilized the quasi- experimental design. The sample population of the study comprises two randomly selected first year intermediate classes of the 33 intermediate female school in Tabuk. One class of 24 students has been assigned to be control group. The other class of 23 students has been assigned to be experimental. Upon review of related literature and previous studies, 4 dramatic teaching scenes were prepared in the light of drama for each lesson in of first year intermediate English subject. Tool (Torrance creative thinking test) was adopted upon review of literature and related studies. Validity and reliability of the tools have been measured. Applying the pre-test of creative thinking for both control and experimental groups. The control group has been taught using the traditional way of teaching whereas the experimental group has been taught using drama. The post-test of creative thinking applied by the end of teaching the assigned unit, data was statistically analyzed and results have been discussed. Based on results recommendations and suggestions have been provided.

The past research work was on effectiveness of teaching English subject using drama on the development of students' creative thinking at Tabuk University while the present study is on the effect of drama and rote-learning teaching methods on language development among nursery school children in Potiskum metropolis, Yobe State. Another difference between the previous study and the present study is that, the sample for previous study was done by the use of random sampling technique while present study purposively selected sample for the study. The previous study didn’t indicate the pilot testing of the instrument, reliability of the instrument , procedure for data collection and procedure for

data analysis while the present study stated the methodology used in carry out the research. The difference in location where the past and present researches were carried out together with the aforementioned disparities outlined the main gap the research study filled.

Khaenba (2014) carried out a study on the role of drama in the development of communication competence among primary pupils in Nakuru Municipality; Kenya. The objectives of the study were to: Examine the performance in an English language-speaking test of primary school pupils who participate in drama. Examine the performance in English language writing test of primary school pupils who participate in drama. Differentiate performance between writing and speaking competence tests among primary school pupils who participate in drama and those who do not. Compare the communicative competence among primary school pupils who participate in drama and those who do not. This study was guided by the following research questions: Is there a difference in performance between an English language speaking competence test of primary school pupils who participate in drama and those who do not? What is the difference in performance in an English language writing competence test of primary school pupils who participate in drama and those who do not? What is the relationship between performance in speaking and writing test tests among primary school pupils who participate in drama and those who do not? Is there a relationship between participation in drama and communicative competence in English language among primary school pupils? In this study, the following hypotheses were tested: There is no statistically significant difference in performance in a speaking competence test in English language between drama and non-drama pupils in Nakuru municipality, Kenya. There is no statistically significant difference in performance in a writing competence test in English language between drama and non-

drama pupils in Nakuru municipality, Kenya. There is no statistically significant difference in the performance in speaking and writing tests among primary school pupils who participate in drama and those who do not in Nakuru municipality, Kenya. There is no statistically significant difference in communicative competence among primary school pupils who participate in drama and those who do not in Nakuru municipality, Kenya. A pilot study to establish the validity and reliability of the tests before the actual study was carried out among standard seven pupils in two primary schools in Nakuru Municipality. The study used a descriptive survey design. Two tests, one on writing and another on speaking for pupils and a questionnaire for teachers were administered. Data was collected from 360 Standard 7 pupils from fifteen primary schools in the Municipality and 30 teachers from the same schools. Data collected was classified, presented, analyzed and then interpreted using descriptive and inferential statistical techniques. The analysis of data was done using excel 2007. Results of this study show that drama pupils had better communicative Competence in English language compared to non-drama pupils.

The current study combines the effect of drama and rote-learning teaching methods on language development among nursery school children in Potiskum Metropolis, Yobe State. The khaeba, study used a descriptive survey design. Two tests, one on writing and another on speaking for pupils and a questionnaire for teachers while the present research used quasi-experimental design with pre-test and post test. There was also disparity in the location where research was carried out which made up the main gap the research study filled.

Qasem, Haitham, Su'aad, Raed, and Omar (2014) studies The Effectiveness of Dramatic Role-Playing on the Linguistic Achievement and the Development of Verbal

Expressive Performance among the Basic 4th Grade Students in Jordan. This study aimed at examining the effectiveness of the dramatic role- playing upon the linguistic achievement and the development of verbal expressive performance among primary four grade pupils in Jordan. This study attempted to answer the following questions: What is the effectiveness of dramatic arts and role playing methods up on the linguistic achievement of the primary fourth grade pupils in Jordan? What is the effectiveness of dramatic arts and role playing methods for the improvement of the verbal expressive performance among the primary fourth grade pupils in Jordan? In this study, the following null hypotheses were tested: There is no significant difference between the mean of pupils achievement who learn by the dramatic and role playing methods and their peers who learn by traditional methods at (.05 level or better). There is no significant difference between the mean achievements of pupils who learn by dramatic and role playing methods regarding the verbal expressive performance and the mean achievement of their peers regarding the verbal expressive performance pupils who learn by traditional methods at (.05 level or better).To achieve the aims of the study, a linguistic patterns achievement test and the verbal expressive performance checklist were used. The sample of the study consisted of (52) 4th grade pupil from a school that was purposefully selected from public school of Al-Zarqa educational district. The sample was randomly distributed into two groups. The experimental group consisted of (25) pupils who were taught by dramatic role- playing methods and the control group consisted of 27 pupils who were taught by the conventional methods. Data collected was classified, presented, analyzed and interpreted using means and the standard deviation, t- test to measure the significant difference between the performances of students for each methods of teaching. Parsons test- retest of coefficients

and the statistical analysis of the (One-Way- ANOVA) The results indicated that there were statistically significant differences between the two groups in the linguistic pattern achievement test and the verbal expressive performance checklist in the favor of the experimental group.

The past research study was on effectiveness of dramatic role-playing on the linguistic achievement and the development of verbal expressive performance among the basic 4th grade pupils in Jordan while the current study is on the effect of drama and rote-learning teaching methods on language development among nursery school children in Potiskum metropolis, Yobe State. The similarity of the previous study and the present study both used experimental design with pre-test and post test. The present study has difference in their variables, statistical tools and sampling technique. There was difference in the location where research was carried out which made up the main gap the research study filled.

This study was carried out by Ali, Omar, Bani, and Faisal (2014) on The Effect of Using Drama on Improving Preparatory Year Students' Oral Proficiency at Al-Imam Muhammad Ibn Saud University Saudi Arabia. This study aims at investigating the effect of using drama as a teaching technique on improving the oral proficiency of the preparatory year students in the applied sciences stream at Al-Imam Saudi Arabia. The following question was raised: what is the effect of drama in light of the skills of pronunciation, grammar, vocabulary, fluency, and comprehension on the achievement of the subjects in the oral proficiency level of the experimental group which studied via dramatization and the control group which studied in the traditional method? The following Research Hypothesis was also tested on the basis of the theoretical and practical literature reviewed

in the study, the researchers hypothesize that there would be a significant difference in the EFL learners' oral proficiency level between the experimental group which studied via dramatization and the control group which used the traditional method in favor of the experimental group. The sample of the study consists of 42 male preparatory year students distributed in two sections, one constituted the experimental group, and the other constituted the control group. A pre-post test was used to measure the oral proficiency of the two groups. The experiment took place during the first semester of the academic year 2011/ 2012. In order to answer the question of the study, the researcher used the oral interview test as an eliciting tool. The interview was scored according to an oral assessment criteria designed by the researcher, based on the Foreign Service Institute Oral Interview (FSI). After going through the dramatization and improvisation techniques, the two groups were post tested using the same oral proficiency test. The means of the pre and post tests for the two groups were calculated. A t-test was applied to analyze the results of the subjects on the pretest and post-test at the level of significance statistical significant differences in the oral proficiency favoring the experimental group who was taught according to dramatization and improvisation techniques based on dialogue formats. In the light of these findings, the researchers presented some conclusions and recommendations

The previous study was on the effect of using drama on improving preparatory year students' oral proficiency at Al-Imam Muhammad Ibn Saud University Saudi Arabia while the present study in on the effect of drama and rote-learning teaching methods on language development among nursery school children in Potiskum metropolis, Yobe State. This study has difference with the past study in terms of the research topic, objectives, research questions, hypotheses. The previous study used one indices of language development while

the present study used four indices of language development. The current study used interview for data collection while the present study used posttest achievement test questions in data collection. There was dissimilarity in the location where research was carried out which made up the main gap the research study filled.

Another study was conducted by Neriman (2012) on drama education on the creative thinking skills of 5-6 years old pre-school children in Ankara University, Ankara, Turkey. The objectives of the study were to identify six-year-old pre-school children's creative thinking skill levels and to establish whether there is a difference between the creative thinking skills of children who received drama education and those who did not. The research design used was quasi-experimental (non-equivalent control group design) the population of the study was 300 pre-school children (149 females and 151 males). Random sampling was used to select 80 children, 40 of whom constituted the experimental group, while the remaining forty constituted the control group. The pre-test and post-test-retention test experimental design was used. Data obtained from the experiment were analyzed by using the Mann-Whitney *U* test, independent samples *t*-test, Wilcoxon signed rank test and paired samples *t*-test. The results revealed a meaningful difference between the creative thinking scores of experimental and control group children. According to the results, researcher recommended that Teachers may inform of parents about their drama activities and request their involvement. Teachers may record the activities and share them with parents during parent education meeting. The difference between the previous studies by Nerima and this current study is Nerima was focus on drama education on the creative thinking Skills of 5-6 years old pre-school children while the present study is on the effect of drama and rote- leaning teaching methods on language development among nursery

school children in Potiskum Metropolis, Yobe State. The similarity of the past study and the present study is that both used experimental design with pre-test and post test. The past and present studies varied in variables of the title, statistical tools, and sampling techniques. There was also disparity in population for the study and area where the studies were carried out which form the major gap the present research study filled.

2.8 Summary of Review of Related Literature

A lot of literature were reviewed in this study such as the theoretical framework namely cognitive development theory, conceptual framework of the study which included: effect of drama among nursery school children, role of drama in education, children drama, benefits of drama to nursery school children, effect of rote-learning among nursery schools children, role of rote-learning in education, role of rote-learning in language development, rote-learning as a way of cognitive development, language development among nursery school children, stages of language development among nursery school children, benefits of language development among nursery school children, nursery school education in Nigeria. Similarly, empirical studies related to this study were reviewed and compared with the present study. However, previous study dwelled on language development generally, while the current study sought to identify the effect of drama and rote-learning on language development (oral communication, writing ability, reading skills and phonological awareness. Meanwhile, there is no evidence that research has been carried out on effect of drama and rote-learning among nursery school children in Potiskum metropolis, Yobe state.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter presents the research methodology used for this study and are discussed under the following sub- headings:

3.1 Research Design

3.2 Population for the Study

3.3 Sample and Sampling Procedure

3.4 Instrument for Data Collection

3.4.1 Validation of the Instrument

3.4.2 Pilot Test

3.4.3 Reliability of the Instrument

3.5 Procedure for Data collection

3.6 Procedure for Data Analysis

3.1 Research Design

The researcher used quasi experimental design in this study. Quasi- experimental design is a type of research design that gives researchers opportunities to obtain data when the sample or participants are subject to treatment. Quasi experimental design is used by the researcher to meet the practical requirements of findings to evaluate the effectiveness of intervention when the intervention has been implemented by the educators. In this design, pre-test and post-test approach are employed to compare the differential effects of drama and rote-learning teaching methods in the children academic performance. The choice of the design was based on the suggestion of Urdan (2005) who stated that quasi-experimental design should be adopted when a study involves finding out about the effect of a

treatment(s) on a group(s) of people. The design was considered suitable because it allowed the researcher to determine the interaction of independent variables and dependent variable.

3.2 Population for the Study

The population for the study was 430 children consisted of nursery three children in the nine nursery schools in Potiskum metropolis that registered with Primary Education Board Potiskum Local Government, Yobe State in 2016/2017 academic year. The distribution of the population is shown in Table 1.

Table 1: Population for the Study

S/no	Schools	Number of children
1.	Amma International School Tudun-Wada layout	40
2.	Federal College of Education (Tech) (FECT) Pre-Primary School	57
3.	ST. Peter Academic and College, Mohammed Idriss Way	54
4.	Ecwa Academic Nursery School, Ecwa Church No 1	44
5.	Our Lady of Fatima Nursery School, PHCN Power Station	43
6.	King Abddul-Aziz African Institute, Behind General Hospital	52
7.	Igra Academic of Science and Technology, No 4, Garbai street	50
8.	Ansar-un-Deen Modern School, Jujin OC street, Dogon Tebo	48
9.	International Nursery Primary School Abubakar Waziri way	42
	Total	430

SOURCE: *Primary Education Board Potiskum Local Government, Yobe State (2016/2017).*

3.3 Sample and Sampling Procedure

The sample for the study was 60 nursery three school children in Potiskum metropolis, Yobe State. This sample was selected from two intact classes from Federal College of Education (Tech) (FECT) Pre-Primary School and ST. Peter Academic and

College, Mohammed Idriss Way. The reason for selecting 60 participants was based on the suggestions of Shadish, Cook, and Campbell (2002) who stated that the smaller the number of participants in quasi-experimental research, the more effective and representative the result. They further opined that using smaller number will give the researcher opportunity to manage, control and manipulate the variables during the treatment. The purposive sampling procedure was adopted in the selection of schools used for the study. The reason for the purposive sampling was based on the number of schools that have high population in the study area. Staff School of Federal college of Education (Tech) Pre- Primary School and ST. Peters Academy & College were selected. In order to avoid bias and give equal chance to every child to participate in the study, the researcher used the result of pre achievement test to select the children that participated in the study. In order to have participants of the same or nearly the same Intellectual Quotient (IQ), children with marks ranged from 45 to 55 were selected and used for the study. The breakdown of the sample is presented in Table 2.

Table 2: Sample for the Study

S/no	Schools	Number of children
1.	Federal College of Education (Tech) (FECT) Pre-Primary School	30
2.	ST. Peter Academic and College, Mohammed Idriss Way	30
	Total	60

Source: *Field Work (2017)*

3.4 Instrument for Data Collection

Two instruments were used for data collection with include an adopted language development instrument by Lloyd and Wernham (2009) and pre-test post-test achievement tests. The first instrument was divided into four namely Oral Communication Instrument (OCI) which was used to teach oral communication skill, Writing Skill Instrument (WSI) which was used to teach writing skill, Reading Skill Instrument (RSI) which was used to teach reading skill and Phonological Skill Instrument (PSI) which was used for blending and assembling letters. The second instrument was pre-test post-test achievement test. The pre-test achievement test (PAT) was used to determine the children's entry behaviour and to select those that participated in the study. The Posttest Achievement Test (PAT) was used to assess their performance in oral communication, writing skill, reading skill and phonological skill. The result of post-test was used to answer the research questions and test the null hypotheses raised in chapter one. The instruments are as presented in Appendix IIA and IIB as shown in page 71-88 respectively.

3.4.1 Validation of the instrument

In order to ensure that the instruments meet the expected standard, consultations were made with three experts in Home Economics, Psychology and Measurement and Evaluation who were in the rank of Senior Lecturer and above in Ahmadu Bello University, Zaria. The Home Economics Lecturer vetted the lesson plan, Psychology Lecturer examined whether or not the items of the instrument are above the level of nursery school children while measurement and evaluation lecturer examined the consistency of the instruments. Their observations and corrections were incorporated into the final copy of the instrument. According to Uzosike (2008), face validity of an instrument that has

consultations of experts and scrutiny should be considered adequate and suitable for the study.

3.4.2 Pilot test

A pilot test was conducted. The researcher carried out the pilot test with 40 nursery school children in Staff Nursery School in College of Education Azare, Bauchi State. The researcher used drama and rote-learning teaching methods and language development instrument. The children were tested on oral communication, writing, reading and phonological skills.

After the administration of the instrument, the researcher used test retest method. The reason for the choice of the school was because it is outside the population of the study and has common characteristics with the schools in the study area.

3.4.3 Reliability of the instrument

Data collected from the pilot test was analyzed using Cronbach's alpha method. The reliability coefficient of 0.81 was obtained. Uzosike (2008) noted that the average value of correlation co-efficient must not be less than 0.50. According to Uzosike (2008), a reliability co-efficient of 0.50 and above is adequate and valid for studies. Based on these, the instrument was considered reliable.

3.5 Procedure for Data Collection

A letter of introduction was collected from the Head Department of Home Economics Education, Ahmadu Bello University, Zaria. The letter was used to introduce the researcher during data collection. In the first stage of the study, the researcher administered the Pre-test achievement Test (PTAT) after creating good rapport with the

children for one week using indices of language development (oral communication, writing, reading, and phonological skills). The scripts were marked immediately using the drawn mark scheme in appendix VI page 99. The marked scripts were given back to the children immediately.

In the second stage, the researcher personally taught the children of ST. Peter Academic College using rote-learning technique while the children in Federal College of Education (Tech) Staff School were taught using drama assisted by two research assistants to control the classes.

In the third stage, drama and rote learning teaching methods were used to teach oral communication, writing, reading and phonological skills for thirty minutes per lesson. The lessons were taught three times a week for the period of eight weeks in both Federal College of Education (Tech) Staff School and ST. Peter Academic and College. The lessons were also delivered using drawn lesson plans in Appendix IIIA and IIIB respectively in page 71-99. At the end of the exercise, the researcher administered the posttest achievement test as seen in Appendix IV page 100.

In the fourth stage the rate of absenteeism was controlled by the researcher. The researcher marked the attendance personally as seen in appendix V page 104-108. The scripts of posttest achievement tests were marked by the researcher personally using drawn marks schemes in Appendix VI in page 107. The whole exercise lasted for eight weeks.

3.6 Procedure for Data Analysis

The data collected were analyzed in two stages. In the first analysis, mean score and standard deviation were used to answer the research questions. The researcher used decision rule of grades and scores of post-test to grade children based on their performance in drama and rote learning teaching methods on oral communication, writing, reading and phonological skills. The decision rule scale for the post test achievement test was adopted from Adamu, (2012). The benchmark for the decision rule scale is presented in Table 3. In the second stage the t-test statistical tool was used to test the four null hypotheses.

Decision Rule

In the test of null hypotheses, if the p- value is equal or less than the alpha value of 0.05 level of significance ($P<\alpha$,) the null hypothesis was rejected and on the other hand if the p-value is greater than the alpha value of 0.05 level of significance ($P>\alpha$,) the null hypothesis was retained. In all the tests of the hypotheses, the .05 confidence level was used for determining statistical significance.

Table 3: Decision Rule of Grades and Scores of Post Test

Score	Grade	Mark Scale
0 – 39	F	No effect
40 – 44	E	Very Weak effect
45 – 49	D	Weak effect
50 – 59	C	Moderate effect
60 – 69	B	High effect
70 and above	A	Very high effect

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

This research work is on effect of drama and rote-learning teaching methods on language development among nursery school children in Potiskum metropolis, Yobe state. The chapter presented and analyzed the data collected in the course of the study under the following headings:

4.1 Analysis of Demographic Variables of Children

4.2 Answers to Research Questions

4.3 Test of Null Hypotheses

4.4 Summary of Major Findings

4.5 Discussions of Major Findings

4.1 Analysis of Demographic Variable

Analysis of children bio data based on the teaching method is presented in Table 4.

Table 4: Distribution of the children based on their groups

Group	Number	Percentage
Drama (FCET) pre-primary school	30	50
Rote-learning (ST. Peter Academic College)	30	50
Total	60	100

From Table 4, the drama and the rote-learning teaching methods were represented by 30 children representing 50% respectively. By implication, the two groups of the children used for the study were equal.

4.2 Answers to Research Questions

The analysis of data used to answer the four research questions is as presented in Table 5 to 8.

Research Question One: What is the effect of drama and rote-learning teaching methods on language development of nursery school children in Potiskum Metropolis, Yobe state?

Table 5: Effect of drama and rote-learning teaching methods on oral communication (language development) of nursery school children in Potiskum Metropolis, Yobe state

Group	N	$\bar{X}$	Std. Dev	Grade	Effect
Drama	30	61	3.63	B	High
Rote-learning	30	56	3.55	C	Moderate

Table 5 shows the effect of drama and rote-learning teaching methods on oral communication (language development) of nursery school children. The result reveals the mean of 61 graded "B" for language development of nursery school children taught using drama. Those in rote-learning had mean score of 56 (C) with standard deviation of 3.63 and 3.55 respectively. From the analysis, drama teaching had high effect on oral language skill development while rote-learning method had moderate effect on nursery school children.

Research Question Two: What is the effect of drama and rote-learning teaching methods on writing skill (language development) of nursery school children in Potiskum Metropolis, Yobe state?

Table 6: Effect of drama and rote-learning teaching method on writing skill (language development) of nursery school children in Potiskum Metropolis, Yobe state

Group	N	$\bar{X}$	Std. Dev	Grade	Effect
Drama	30	57	3.63	C	Moderate
Rote-learning	30	46	3.48	D	Weak

Table 6 indicates the analysis of data used to determine research question two. The result reveals the mean score of 57 (C) with standard deviation of 3.63 for writing language skill development of children taught using drama. Children taught using rote-learning had mean score of 46 (D) w 49 ndard deviation of 3.48. From the analysis, drama teaching had moderate effect on writing language skill development while rote-learning method had weak effect on nursery school children.

Research Question Three: What is the effect of drama and rote-learning teaching method on reading skill (language development) of nursery school children in Potiskum Metropolis, Yobe state?

Table 7: Effect of drama and rote-learning teaching methods on reading skill (language development) of nursery school children

Group	N	$\bar{X}$	Std. Dev	Grade	Effect
Drama	30	63	3.81	B	High
Rote-learning	30	52	3.48	C	Moderate

Table 7 indicates the result of research question three with the mean score of 63 (high effect) with standard deviation of 3.81 for nursery school children taught using drama. Children taught using rote-learning had mean score of 52 (moderate effect) with standard deviation of 3.48. From the analysis, the reading skill language development of children in drama was higher than those in rote-learning (63>52) with B and C grades respectively. This implied that using drama to teach reading skill in language development is more effective than rote-learning.

Research Question Four: What is the effect of drama and rote-learning teaching methods on phonological skill (language development) of nursery school children in Potiskum Metropolis, Yobe state?

Table 8: Effect of drama and rote-learning teaching method on phonological skill (language development) of nursery school children

Group	N	$\bar{X}$	Std. Dev	Grade	Effect
Drama	30	61	3.48	B	High
Rote-learning	30	51	3.24	C	Moderate

Table 8 reveals the result of data used to answer research question four with the mean score of 61 (high effect) for phonological language development skill of children in drama against the mean score of 51 (moderate effect) for those in rote-learning. The standard deviations were 3.48 and 3.24 with B and C grades respectively. From the analysis the mean score of children in drama was greater than those in rote-learning (61>51). This established that drama method of teaching nursery school children phonological skill is highly effective than rote-learning method.

4.3 Test of Null Hypotheses

Results of test of null hypotheses were presented in Table 9 to 12.

HO1: There is no significant effect of drama and rote-learning teaching methods on oral communication skill (language development) of nursery school children in Potiskum Metropolis, Yobe state.

Table 9: Effect of drama and rote-learning teaching methods on oral communication skill (language development) of nursery school children

Group	N	$\bar{X}$	St. D	Df.	t-cal	t-crit.	P
Drama	30	61	3.63	110	1.99	1.96	.001
Rote-learning	30	56	3.55				

Table 9 which test null hypothesis one reveals the mean score of 61 for oral skill language development of children in drama and 56 for those in rote-learning. The standard deviations stood at 3.63 and 3.55 respectively. The calculated value was greater than the critical value (1.99>1.96) and p-value was .001. The analysis therefore revealed that there is significant difference in the performance of the two groups of children based on the teaching techniques. Hence, the null hypothesis was rejected. Therefore, this implied that drama is significantly effective in teaching nursery school children oral communication skill than rote-learning method.

HO2: There is no significant effect drama and rote-learning teaching methods on writing skill (language development) of nursery school children in Potiskum Metropolis, Yobe state.

Table 10: Effect of drama and rote-learning teaching methods on writing skill (language development) of nursery school children

Group	N	$\overline{X}$	St. D	Df.	t-cal	t-crit.	P
Drama	30	57	3.68	110	2.10	1.96	.000
Rote-learning	30	46	3.01				

Table 10 reveals the t-test analysis used to determine null hypothesis two with the mean score of 57 with standard deviation of 3.68 for writing skill language development of children in drama. Those in rote-learning had mean score of 46 with standard deviation of 3.01. The calculated value of 2.10 was found to be greater than the critical value of 1.96. The p-value of .000 obtained signified that there was significant different in the mean performance of the two groups of children. The null hypothesis was therefore rejected. Therefore, this implied that drama has significant effect in teaching nursery school children writing skill than rote-learning method.

HO_3: There is no significant effect of drama and rote-learning teaching methods on reading skill (language development) of nursery school children in Potiskum Metropolis, Yobe state

Table 11: Effect of drama and rote-learning teaching methods on reading skill (language development) of nursery school children

Group	N	$\overline{X}$	St. D	Df.	t-cal	t-crit.	P
Drama	30	63	3.81	110	2.12	1.96	.001
Rote-learning	30	51	3.48				

Table 11 indicates the analysis which revealed the mean score of 63 and 51 for reading skill language development of children in drama and for those in rote-learning with standard deviation of 3.81 and 3.48 respectively. From the Table, the t-cal was greater than t-crit. (2.12>1.96). The probability value of .001 obtained indicated that significant difference exist between in the reading skill language development of the two groups of children based on the method of teaching adopted. Hence, the null hypothesis was rejected. Therefore, this means that drama is significantly effective in teaching nursery school children reading skill than rote-learning method.

Ho4: There is no significant effect of drama and rote-learning teaching methods on phonological skill (language development) of nursery school children in Potiskum Metropolis, Yobe state

Table 12: Effect of drama and rote-learning teaching methods on phonological skill (language development) of nursery school children

Group	N	$\overline{X}$	St. D	Df.	t-cal	t-crit.	P

Drama	30	61	3.48	110	1.99	1.96	.000
Rote-learning	30	51	3.24				

Table 12 shows the analysis with revealed the mean score of 61 for children taught using drama and 51 for those taught using rote-learning method. The standard deviations were 3.48 and 3.24 respectively. The t-cal-value obtained was greater than the t-cri-value (1.98>1.96). The probability value of 0.00 obtained shows that significant difference exists in the mean performance of the two groups of children based on the teaching technique adopted. The null hypothesis is rejected. Therefore, this implied that drama has significant effect in teaching nursery school children phonological skill than rote-learning method.

4.4 Summary of Major Findings

Based on the analysis of data collected from the study, the summary of the major findings of the study are as follows:-

1. Nursery school children taught using drama teaching method performed significantly better than those in rote-learning method in oral language development (p = .001).
2. Nursery school children taught using drama teaching method on written skill performed better than those taught using rote-learning technique (p = .000).
3. Reading skill of nursery school children taught using drama teaching method performed better than those taught using rote-learning technique (p = .001).
4. Phonological skill of nursery school children taught using drama teaching method performed better than those taught using rote-learning method (p = .000).

4.5 Discussion of Major findings

The finding of the study revealed the result of research question one which was supported by the performance of nursery school children taught using drama was better than those taught using rote-learning technique. The finding was found to be similar with that of Park and Won (2003) who earlier revealed that students overall communicative competence improved better, particularly in the subcategories of grammar and vocabulary after English drama classes. Park and Won (2003) added that primary school children vocabulary, grammar and expressions were found to be better as a result of drama class. Similarly, the study of Maley and Duff (2005) indicated that drama integrates and improves the language skills of children on a natural way. The author added that through reading text, listen to other people's lines, and play their roles, the integration of reading, listening, and speaking occurs, making language learning natural and more effective. The study of Kim, Park and Kim's study (2008) also showed that learning through drama improves the language acquisition and expression of learners faster. Likewise, the study of Early Childhood Learning Knowledge Centre (2006) revealed that young children learn chiefly by exploring their world using their imagination and engaging in pretend play. The author added that, the link between imaginative, or pretend play, and language is particularly strong.

Research conducted by Marie and Cecchini (2008) also indicated that through drama, children learn to use language to explain what they are doing better. The authors maintained that participating in drama helps to develop the vocabularies of children as they begin to use new words appropriately, and the importance of reading and writing skills in everyday life becomes apparent by their use of literacy materials that fill the area. According to Marie and Cecchini (2008) drama teaches children on choice of words wisely

so that others will understand exactly what it is they are trying to communicate better than any other method. Shelley (2010) reported that as children become more familiar with their lines in a play, they become more confident in their use of language. So also, Fuentes (2010) reported that through drama, learners' were found to be better in oral communication. The study of Lenka Krivkova (2011) further affirmed that when children are engaged in drama, they learn language in a natural and more efficient way by using body language and facial expressions, making pauses and interruptions, and showing emotions in their interpretations of the play. The recent study of Seungyeun and Young-in (2013) revealed that there was a statistically significant improvement in the participants' knowledge of the target expressions in a drama class compare to those in conventional teaching method

Result of research question two shows that nursery school children in drama performed better on written language skill development than those in rote-learning technique. To support this finding, Park and Won (2003) maintained that, primary school pupils are more active and open to participating in drama because they are not afraid to make mistakes; hence pupils tend to get high scores on written communication. Marie and Cecchini (2008) posited that through drama, children learn to use language to explain what they are doing. The authors maintained that participating in drama helps to develop the vocabularies of children as they begin to use new words appropriately, and the importance of reading and written skills in everyday life becomes apparent by their use of literacy materials that fill the area. Similarly, the study of Fuentes (2010) showed that drama increases motivation to learn language which often leads to greater success in communication and proficiency in written communication among children. In the same

lane, the study of Seungyeun and Young-in (2013) also indicated that idea of using drama as a way to improve learners' writing skills. The study of Loriana, Lisa and Elita (2013) also showed that deep experiences through drama help develop questioning, responds, and general skills of children.

The result of research question three revealed that reading skill language development of nursery school children in drama was better than those in rote-learning technique. The outcome of the study is similar with that of Royka (2002) who reported that drama gives children opportunities for developing their communicative and writing skills in authentic and dynamic situations. The study of Randy and Associates (2006) further confined that drama provides children with practical experience in communicating, both written and oral enrich the oral and written communication of the children. Equally, the study of Marie and Cecchini (2008) also lamented that participating in drama helps to develop the vocabularies of children as they begin to use new words appropriately, and the importance of reading and writing skills in everyday life becomes apparent by their use of literacy materials that fill the area. A research work by Huss, Verney, Fosker, Mead, and Goswami (2011) further affirmed that the timing and structure inherent in drama and dance may help children syntactic understanding; rhythm is a predictor of future reading abilities. So also, the recently Loriana, Lisa and Elita (2013) reported that, through drama children share the opportunity to expand their problem solving skills both verbally and non-verbally, making room for a sense of creativity. As well, children practice and build upon various communication skills through the use of body language, written facial expressions and different voices. Buttressing the result, Seungyeun and Young-in (2013) reported that the reading skills of learners improve as a result of the drama experience. The author added

that, the repetition of the lines while students were actively engaged in drama practice seems to help them learn and possibly improves their reading skills that appeared in the drama. Similarly, Christa and Liane (2013) remarked that drama enhances the comprehension, reading and verbal interaction of children in school.

The analysis of data indicated that phonological skill language development of nursery school in drama was better than those in rote-learning. The finding is similar with that of Mages (2006) who reported that creative drama has influence on children language development. The author emphasized that, by using their bodies and voices to dramatize the characters' words and actions, children language development develops generally. The study of Marie and Cecchini (2008) further confirmed that dramatic play promotes the use of reading, speaking, phonological skill and listening skills among children. The authors added that when children take part in this type of play, they practice words they have heard others say, and realize that they must listen to what other "players" say in order to be able to respond in an appropriate fashion. Loriana, Lisa and Elita (2013) argued that children learn how to express themselves faster through drama. The authors added that experiences through drama help develop the questioning, responds, and general skills of children. Similarly, Seungyeun and Young-in (2013) maintained that students in drama have advantage over those in conventional teaching technique because they learn their lines better through drama. Michael (2015) posit that dramatic elements and points of knowledge – how to use drama and foreign language teaching via impromptu performances and drama games to encourage students to engage in logical thinking, make speculations on the characters' mental states, develop the ability to expressive themselves in a second language and strengthen writing skills in a fun and interesting learning environment.

The general outcome of the study could be attributed to the ability of children to acquire practical knowledge and better performance through reading, memorization and rehearsal.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter was presented under the following sub-headings

5.1 Summary

5.2 Conclusion

5.3 Contributions to Knowledge

5.4 Recommendations

5.5 Suggestions for further study

5.1 Summary

The research work is on the effect of drama and rote-learning teaching methods on language development among nursery school children in Potiskum metropolis, Yobe State, Nigeria. The study has four specific objectives, four research questions and four null hypotheses. The researcher adopted quasi-experimental design. The population of the study was four hundred and thirty (430) children from nine nursery schools in Potiskum metropolis in 2016/2017 academic year. Sixty (60) children selected using purposive sampling technique was used as sample for the study. Two instruments were used for data collection (pre-test achievement test and post-test achievement test). In the first stage the researcher administered the Pre-test achievement Test (PTAT) The teaching was done by the researcher personally using drama for experimental group one and rote-learning for experimental group two. The researcher administered post-test achievement tests assisted by two research assistants. The scripts of the tests were marked by the researcher personally using a drawn mark scheme. Mean score and standard deviation were used to answer the research questions and t-test statistic was used to test all the four null hypotheses at significance level of 0.05. Based on the findings the results revealed that nursery school children taught using drama teaching method performed significantly better than those in rote-learning method in oral language development. The result also showed that nursery school children taught using drama teaching method on written skill performed better than those taught using rote-learning technique. The result also revealed that differences exist between reading skill of nursery school children taught using drama

teaching method and those taught using rote-learning technique. The result also found out that phonological skill of nursery school children taught using drama teaching method performed better than those taught using rote-learning method.

5.2 Conclusion

Based on the findings of this study, it is concluded that through drama teaching method, nursery school children perform better and develop confidence in oral communication, reading skill, writing ability and phonological skill of language development. However, the use of rote-learning in teaching children in nursery school language development in the part of oral communication, reading skill, writing ability and phonological skill leads to a lower level of language development among nursery school children.

5.3 Contributions to Knowledge

e findings of this study, the following contributions to knowledge were established:

1. Nursery school children taught oral communication skills using drama performed better than those taught by rote-learning method (P=.001).
2. The use of drama in teaching nursery school children writing skill language development is more effective than rote-learning method (P=.000).
3. Nursery school children taught reading skill language development performed better than those taught using rote-learning technique (p=.001)
4. The performance of nursery school children taught phonological skill language development was better than those taught using rote-learning method (P=0.00).

5.4 Recommendations

findings of the study, the following recommendations were made

1. The Federal Government and State Government through the curriculum planners should incorporate drama as a teaching strategy in the curriculum of nursery school children in Nigeria.
2. Teachers should be provided with basic training in the area of drama teaching method on phonetics, public speaking by government and other relevant stakeholders in education. After the training, teachers should be able to conduct exercises in gesture, body movement and coaching the children to ensure that drama method play significant role in children cognitive development.
3. Teachers should develop a paradigm that shifts from teaching children language skill development using rote-learning teaching method which is teacher centered to drama teaching method which is more of children centered
4. Nursery school proprietors should make drama centre available for children. In addition, the proprietors should ensure that the head teachers of their schools encourage teachers to adopt the use of drama in teaching the children.

5.5 Suggestions for Further Studies

The researcher suggested that further studies should be conducted on:-

1. Effect of drama and music teaching methods on vocabulary development among public nursery/primary school children in North-eastern Nigeria.
2. Effect of drama and demonstration methods of teaching on communication skills among public/ private nursery school children in North-eastern Nigeria.

3. Effect of drama and play teaching methods on writing skills development among public nursery/ primary school children in North-eastern Nigeria.

REFERENCES

Adamu, I. (2012). The effect of cooperative learning strategies on elementary students' Science achievement and social skills. *International Journal of Science and Mathematics Education* 3(2) 293-314.

Ali, M. A., Omar, N. M., Bani, A. & Faisal, A. A. (2013) The effect of using drama on improving preparatory year students' oral proficiency at Al-Imam Muhammad Ibn Saud Islamic University*: Journal of Arabic and Human Sciences.* 7(1), 25-50.

Asaya, S.A. Ehigic, J.O. & Igbinoghene N. (2006). *An introduction to pre-primary and primary education studies*, Benin City, Ambik Press. 78 – 84.

Au, C. & Entwhistle, N. (2009) *Memorisation with understanding in approaches to studying: a cultural variant or response to assessment demands?* European Association for Research on Learning and Instruction Conference, Gothenburg, 112- 132

Bashayer, R. A., (2014) Effectiveness of teaching English subject using drama on the development of students' creative thinking: *IOSR Journal of Research & Method in Education (IOSR-JRME) 4 (6)54-63*

Betty, G. (2016). *Preparatory school blog meaningful learning vs.rote-learning in preschool.* From http://blog.shorecrest.org/learning-in-preschool 90 - 93

Bloomfield, A. & Childs J. (2009). *Teaching integrated arts in the preschool dance, drama` music and visual arts,* London: David Fulton Publishers 56 - 71

Bradley, L. & Bryant, P. E. Difficulties in auditory organisation as a possible cause of reading backwardness. Nature 271, 746–747 (1978)

Buckley, B. (2013), *The children's communication skills- from birth to five years.* London: Routledge Falmer 87 - 92

Byrne, B. & Liberman, N. D. (2009) *The foundation of literacy: The child's acquisition of the alphabetic principle*. Hove, East Sussex, England: Psychology Press 42 -48.

Christa, M. G. & Liane, B. (2013). *Boosting language skills of english learners through dramatization and movement.* From http://creativecommons.org/ 119 - 122

Christodoulou, D. Hattie, J. Yates. G & Woulfe, D (2014). *Minding the knowledge gap*: The importance of content in student learning. American Educator, spring 23 - 28.

Comertpay, B. (2007). *The effect of drama on acquisition of children aged 5-6.* Unpublished communication activities for language teachers. Cambridge: Cambridge 64 -49

Crain, S., & Lillo-Martin, D. (2010). *Linguistic Theory and Language Acquisition*. Oxford: Blackwell 92-93

Crumpler, T., & Schneider, J. (2008).Writing with their whole Being: A cross Study Analysis of Children's Writing from Five Classrooms using Process Drama. *Journal of Research in Drama Education,* 7(1), 61-79.

Danili, E. and Reid, N. (2009) Some strategies to improve performance in school chemistry based on two cognitive factors, *Journal of Research in Science and Technological Education,* 22 (2), 203-226.

Dickinson, D.K., & Neuman, S.B. (Eds.). (2006). *Handbook of early literacy research* (Vol. 2). New York: Guilford.

Early Childhood Learning Knowledge Centre. (2006). Let the children play: Nature's answer to early learning. Retrieved 20 May, 2017. From www.cclcca.ca/CCL/Reports/ 47 - 51

Elizabethan, T. & Jacobean, M**.** (2008) *Why Teach Drama*? Drama can Reinforce the rest of the School Curriculum.*www.childdrama.com/why.html* **-** Retrieved on 18 April 2011 31 -40.

Eno-Edem, U.G., Mbaba, A.U. and Enang, P.I. (2011) Literacy in the primary and secondary education in Nigeria. Journal of language and culture 2(2) 4.

Essa, E.L. (2007), *Introduction to Early Childhood Education.* United States: Thomson Delmar Learning. 121 - 127

Federal Government of Nigeria. (2014) National policy on education Lagos: NERDC Press.5-10

Filiz, E. Kezban, T.& Özden, K. The effect of drama in education on language and communication skills of children between 48-60 Month-Old: International *Journal of Education (MIJE) 5*(1) 181-188.

Flaming, M. (2005) Drama and language teaching, the relevance of Wittgenstein's concept of language games. Humanizing language teaching magazine, issue for Retrieved 20/7/2010 from http://www.hltmag. Co.uk/ju/06/mart 01. Html 67 - 71.

Fuentes, A. (2010). Break a leg! The use of drama in the teaching of English to young learners. A case study. Retrieved December 5, 2012, from the World Wide Web: http://www.spertus.es 181 - 191

Gambrell, L. (2004). Exploring the connection between oral language and reading. *The Reading Teacher, 57(5),* 490-492.

Goswami, U. & Bryant, P. (2010) Children's cognitive development and learning. In R. Alexander (Ed.), *The Cambridge primary review research surveys* (pp.141-169). London, UK: Routledge.

Hendry, I. &Toon, L. (2010) *Supporting drama imaginative in the early years* Buckingham. Philadelphia, Open University Press 19 - 23.

Holden, J. (2009). *Creative reading*. London: Demos printing press 27 - 32.

Huss, M., Verney, J. P., Fosker, T., Mead, N. & Goswami, U. Music, rhythm, rise time perception and developmental dyslexia: perception of musical meter predicts reading and phonology. Cortex 47, 674–689 (2011)

Ismael, A., Mahadin, D., & Masri, A. A. (2015) Difficulties facing English language students at Al Balqa Applied University in English pronunciation. *Global Journal of Art and Social Science Education*, *3*(1), 72–81.

Jensen, E. (2005). *Arts with the Brain in Mind*. Virginia: Association for Supervision 78 - 83

Jensen, E. (2010). *Brain Compatible Strategies.* (Australian Edition). Flagstaff Hill 18 - 21:

Kember, D. (2008). The intention to both memorise and understand: Another approach to learning? Higher Education, 31, 341-354

Khaemba, P. S. (2014) The role of drama in the development of communicative competence among primary school pupils in Nakuru Municipality Kenya: Unpublished Thesis at Kenyatta University, Kenya.

Kim, M., Park, H., & Kim, S. (2008). Developing English teaching manual and training program through drama techniques. Primary English Education, 14 (3), 93-112.

Lenka Krivkova, B. (2011). Design of the workshop: How to use drama in an English language class? *Unpublished master's thesis,* Masaryk University, Mexico 69 - 72.

Liberman, M. C. (1978). "Auditory-nerve response from cats raised in a low-noise chamber." Journal of Acoust Soc Am 63(2): 442-455.

Loriana, R. Lisa, P. and Elita, S. (2013). *Fascinating ways to use drama in the curriculum.* From http://www.teachhub.com/news/top-12

Lloyd, S. & Wernham, S.(2009) *Jolly phonics books teach the skills for reading and writing,* UK. Tailours house 2-10

Lyon, R. (2007).Statement before the Committee on Education and Workforce. U.S. House 68 - 71

Macionis, J.J. & Geber, L.M. (2010); *Sociology.USA*: Pearson prentice hall Inc. Macmillan Nigeria Publisher Limited 14 -16

Maduewesi, E.J (1999), *Early Childhood Education. Theory and Practice* Yaba, Lagos 9 12.

Maley, A., & Duff, A. (2005). Drama techniques: A resource book of communication activities for language teachers. Cambridge: Cambridge University Press 19 - 23

Marie E. and Cecchini MS (2008). *How dramatic play can enhance learning*. From http://www.earlychildhoodnews.com/page2.aspx 8 - 9

McCaslin, N. (2011). Creative drama in the classroom (7th Edition), California, Players Pres,Inc 26.

Michael, S. (2015). *Action words*: The role of drama in second-language acquisition. From http://www.ykpaoschool.cn/school-publications 31

Monkoro, B. (2005) Drama For communication .www.eltcalendar. Com /events/details/3058- Retrieved on 21 March 2011.movement-to.htmlFocus Education Australia Pty Ltd 67 - 69.

National Association for the Education of Young Children. NAEYC (2008). *Learning to read and write:* Developmentally appropriate practices for young children: A joint position statement of the International Reading Association and the National Association for the Education of Young Children. 53(4), 30–46. Retrieved from http://www.naeyc.org/files/naeyc/file/positions/PSREAD98.PDF

National Institute of Child Health and Human Development (NICHD) (2010). Report of the National Reading Panel. Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction (NIH Publication No. 00-4769). Washington, DC: U.S. Government Printing Office

Neriman, A. (2012) Drama education on the creative thinking skills of 61-72 months old pre-school children Ankara University: Münevve Press, Turkey. Available online at http://mije.mevlana.edu.tr/ http://dx.doi.org/10.13054/mije.15.04.5.1

O'Toole, J & Dunn, J. (2006). *Pretending to Learn: Helping Children Learn through* of Representatives. Accessed online on 03.02.2005 at http:// mirror. apa.org/ppo-OLD/lyon.html 45 - 47

Park, G., & Won, Y. (2003). The effect of English teaching through drama on communicative competence among primary school students. *Journal of English Language Teaching, 15(2), 111-126.*

Paris, S. G. (2011). Developmental differences in early reading skills. In S. Neuman & D. Dickinson (Eds.), *Handbook of early literacy research* (Vol. 3, pp. 228-241). New York: Guilford Press

Piaget, J. (1959). The language and thought of the child (Vol. 5). Psychology Press. Chicago

Ping-Yun, S. (2007) The clearing house on reading, English, and communication digest #187 EDO-CS-03-08 ERIC Clearinghouse2805 E 10th Street: Bloomington. *Possibilities*. London: Falmer Press 17.

Qasem, N. A., Haitham, M.A., Su'aad, A., Raed, M. K. & Omar, M. A. (2014) The effectiveness of dramatic role-playing on the linguistic achievement and the development of verbal expressive performance among the basic 4th grade students in Jordan: *Journal of Research on Humanities and Social Sciences* 4(21)1. www.iiste.org

Randy Korn & Associates (2006). Teaching literacy through art. Final report. Solomon R Guggenheim Museum. Retrieved 20 May, 2017. From www.informalscience.org/ Routledge 21-24**.**

Royka, J. (2002). Overcoming the Fear of Using Drama in English Language Teaching. *The Internet TESL Journal, 8 (6).* From http://iteslj.org/Articles/Royka-Drama.html 17-21

Santrock, J.W. (2010), *Children.* United States: McGraw-Hall 213 - 217.

Seungyeun, R. and Young-in, M. (2013). The Effects of using English drama on the Learning of Target Expressions for Primary School Students. *The Journal of Asia Tefl* 10 (4), 215-239,

Shadish, W., Cook, T., & Campbell, D. (2002). *Experimental and quasi-experimental designs for generalized causal inference.* Boston: Houghton Mifflin Company.

Shelley, V (2010). The Benefits of using drama to Teach English. From https://www.teachingenglishgames.com/ 46 - 48

Shonkoff, J. P. &Philip, D. A. (2012). *From neurons to neighborhoods*: The science of early child development: Washington, DC: National Academy press 33 - 36.

Thompson, I. (2007). Memory in language learning. In A. Wenden, & J. Rubin (Eds.), *Learner strategies in language learning* pp. 43-56). New York, London, Toronto, Sydney, Tokyo, Singapore: Prentice Hall.

Tiwari, D. (2009). The critical role of vocabulary development for English language learners. *LearningDisabilities Research & Practice*, 20, 50–57. doi:10.1111/j.1540-5826.2005.00120 Crossref

Toye, N. &Prendiville, F. (2010). Drama and traditional story for the early years. London 24:

Treiman, R., & Bourassa, D. C. (2009). *The development of spelling skill*. Topics in Language Disorders, 20, 1–18.

Udosen, A.E.(2010) Reading instruction in secondary schools: Implications for sustainable development. Nigerian Journal of curriculum study. 1(1) 132-140

Ugwu and Igbokwe C. J., Ogwu E.N. & Igbokwe, U. (2008) Effect of drama method on students' academic achievement in christian religious knowledge (CRK) curriculum: *International Research Journals 8(2) 13-020.* Available online@ http://www.interesjournals.org/ER DOI: http:/dx.doi.org/10.14303/er.2017.022

Urdan, T. (2005). Introduction to Social Science Research Principles and Terminology. Journal of Educational Psychology, 98, 354-365.

Ur, P. & Azikiwe, A.N. (2007), *A Course in Language Teaching: Practice and Theory*. United Kingdom: University Press 28 - 31,

Uzosike C. (2008) A study of the relationship between Consumer behaviours and Acquisition of Household Equipment: Implication for Teaching Home Management in Senior Secondary Schools; Unpublished. Pp 63-65

Vaidya, S. R. (2010). Metacognitive learning strategies for students with learning disabilities. Education, 120(1), 186–190.

Varrenti, E. (2009). Performing Rights. *Melbourne's Child*. Vol 13. No. 7. pp. 24-25.

Vihman, M. M. (2008). Phonology & the development of the lexicon: Evidence from children's errors. *Journal of Child Language, 8,* 239–264.

Winston, J. & Tandy, M. (2010). *Beginning Drama 4 – 11.* (2nd Ed). London: David *with Single Parents*. National Kaohsiung Normal University. Unpublished Thesis 92 - 95.

Wolfson, E.B. (2010) *Understanding Early Childhood Speech and Language Development: how is Your Child Doing*? Retrieved from html: file on 19/5/11.

Wright, W. (2010). *Foundations for teaching English language learners: Research, theory, policy, and practice.* Philadelphia, PA: Caslon, publishing 101 – 107.

Appendix 1

DEPARTMENT OF VOCATIONAL & TECHNICAL EDUCATION

AHMADU BELLO UNIVERSITY ZARIA, NIGERIA.

FACULTY OF EDUCATION

VICE CHANCELLOR: **Prof. Ibrahim Garba** (B.Sc., M.Sc. (ABU) Ph.D (London) D.I.C) Telephone: 069-51755, 50692

HEAD OF DEPARTMENT: **Dr. E.E. Adamu,** OND (Kad Poly), B.Sc (Hons) ISU (USA) PGDE (ABU) M.ED (ABU) Ph.D. (ABU)

Your Ref: _____ *Date:* 24/06/2016

Our Ref: P13EDVE8031

Letter of Introduction

AISHATU MOH'D ZANGINA

This is to certify that the above mentioned name is a Postgraduate student in the Department of Vocational and Technical Education, Faculty of Education, Ahmadu Bello University, Zaria, carrying out a research topic: **Effect of Drama and Drawing on Cooperation and Communication Skills among Nursery School Children in Potiskum, Metropolis, Yobe State.**

Please, kindly give her every assistance she may require.

Dr. E.E. Adamu
Head of Department

24/6/16

Appendix II

RELIABILITY
VARIABLES = VAR00001

SCALE ('ALL VARIABLES') ALLP

MODEL = ALPHA.

Appendix

RELIABILITY COEFFICIENT OF THE INSTRUMENT

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	38	95.0
	Excluded	2	5.0
	Total	40	100.0

a. List wise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
0.81	30

Appendix IIIA

1ST MODEL LESSON PLAN FOR ROTE-LEANING METHOD OF TEACHING

Date		
School		ST. Peters Academy College
Class		Nursery III
Duration		30 munities
Subject		Language development
Topic		Oral communication
Objectives		At the end of the lesson Children should be able to:- ds: s, a, and t. etter sounds, s, a, and t. s, a, and t. e song of letter A-Z
Previous knowledge		
Introduction		The teacher introduces the lesson by recapturing the memory of Children by telling them to sing song of letter A-Z
Presentation	Step I	The teacher presents the lesson by singing a song of the story that portray letter sounds: s, a, and t as follows: *(a)S: Sani sees a snake in the grass. The snake hisses 'sssssss' and ran away.* *(b) a: Ants climb on Asiya's hands. She pick the ants off her hands saying 'a a a a a a'.* *(c) t: Tanisha watches the tannis game moving her head and saying 't t t t t t.* At this stage the children will repeat after the teacher.
	Step II	The teacher shows the action of sound: s, a,and t, mentioned above and pointing at each of the parts mentioned. The children also repeat after the teacher.
	Step III	The teacher shows flash card of sounds s, a, and t, to the children

	and explains the sound of each part mentioned. At this stage the children activity involve doing the same thing with the teacher.
Conclusion	The teacher concludes the lesson by telling children the stories, action and flash card of letter sounds: s, a, and t.
Evaluation	The teacher evaluates the lesson by asking the children to:- (a) sing the song point out the story of letter sounds: s, a, and t. (b) The teacher will call on children to do the action of letter sounds: s, a, and t. (c) The teacher gives children pictures to tick letter sound: s, a, and t.
Homework	The teacher directed the children to read t sound in page 4 of jolly phonics textbook at home

Appendix IIIA
2ND MODEL LESSON PLAN FOR ROTE-LEANING METHOD OF TEACHING

Date		
School		ST. Peters Academy College
Class		Nursery III
Duration		30 munities
Subject		Language development
Topic		Oral communication
Objectives		At the end of the lesson Children should be able to:- unds: i, p, and n. ɛtter sounds, i, p, and n. i, p , and n.
Previous knowledge		Children had an idea of letter sounds: s, a, and t.
Introduction		The teacher introduces the lesson by asking children to sing the song that point out letter sounds: s, a, and t.
Presentation	Step I	The teacher presents the lesson by singing a song that portrays letter sounds: i, p, and n. 1. *i: Inky the mouse pours ink on herself. Inky scream 'i i i.'* 2. *p: it is patience's birth day, she puff out the candles on her cake. Let's join patience in puffing out the candles.; 'p p p'.* 3. *n: The aeroplane flies in the sky and its wings move up and down like this. It makes a lot of noise 'n n n'.* At this stage the children activities is to repeat the rhyme and sing the song after the teacher
	Step II	Teacher shows the action of letter sounds: i, p, and n. pointing at each of the parts mentioned. The children also repeat after the teacher.
	Step III	The teacher shows the flash card of letter sound i. p, and n. and

	explaining each part mention. At this stage the children activity involve doing the same thing with the teacher.
Conclusion	The teacher concludes the lesson by mentioning the stories, actions, and flash cards of letter sounds, i, p and n to the children.
Evaluation	The teacher evaluate the lesson by asking the children to:-
	1 sing songs point out the story of letter sounds, i, p and n.
	2 sing songs that portraits action of letter sounds, i, p and n. touching part of the body mentioned.
Homework	The teacher directed the children to read p sound in page 6 of jolly phonics textbook at home

Appendix IIIA

3rd MODEL LESSON PLAN FOR ROTE-LEANING METHOD OF TEACHING

Date		
School		ST. Peters Academy College
Class		Nursery III
Duration		30 munities
Subject		Language development
Topic		Handwriting
Objectives		At the end of the lesson Children should be able to sing a song that portraits:- (a) Write letter sounds, s, a, and t . (b) How to use magic pen to write letter sounds, s ,a and t (c) How to use sand tray, stones and button cover to write letter sounds, s, a and t.
Previous Knowledge:		The children have been taught oral communication of letter sounds, i, p and n.
Instructional materials		The instructional materials are: flash card, chalk board, black board, stones, sand tray, button cover, 2D exercise books and pencils.
Introduction		The teacher introduces the lesson by asking the children to sing a song that portrait letter sounds i, p, and n.
Presentation	Step I	With the help of instructional material the teacher presents the Lesson by singing songs that portray how to write letter sounds: s, a and t. *(a) s:start at a point, a bonbon curve, a tommy curve , stop.* *(b) a: start at a point, a bonbon curve, go up ,come down, the same line with a flick.* *(c) t: start at a point, come down, with a flick and a cut.*
	Step II	The teacher teaches the children how to write the letter sounds in the black board using the song.
	Step III	The teacher teaches children how to use magic pen to write letter sounds, s, a and t.
Conclusion		The teacher concludes the lesson by chorus singing of song on uses of letter sounds, s, a , t, objects together with the children

Evaluation	The teacher evaluate the lesson by asking children:- 1. Write letter sounds, s, a and t. 2. Use magic pen to write letter sounds, s, a and t. 3. use sand tray, stones and button cover to write the sounds, s, a and t.
Homework	The teacher directed the children to write t and p letters in page 4 and 6 4 of jolly phonics textbook at home

Appendix IIIA

4th MODEL LESSON PLAN FOR ROTE-LEANING METHOD OF TEACHING

Date

School	ST. Peters Academy College
Class	Nursery III
Duration	30 munities
Subject	Language development
Topic	Writing
Objectives	At the end of the lesson Children should be able to:- (1) Write letter sounds i, p and n. (2) How to use magic pen to write letter sounds, i, p and n. (3) How to use sand tray, stones and button cover to write, i, p and n.
Instructional materials	The instructional materials to be used for the lesson will include: - flash card, chalk board, black board, stones, sand tray, button cover, 2D exercise books and pencils.
Previous knowledge	The children have the idea of writing letter sounds s, a and n.
Introduction	The teacher introduces the lesson by asking the children to sing a song that portraits the uses of magic pen to writing letter sounds, s, a and t.
Presentation Step I	The teacher presents the lesson by sings a song that portrait writing of letter sounds, i, p and n. using flash card. *(a) i: start at a point, come down, go up the same line with dot.* *(b) p: start at a point ,come down, go up the same line with a tommy curve.* *(c) n: start at a point come down, go up the same line under the bridge with a flick.*
Step II	The teacher use chalk board to writes the letter sounds, i, p and n.

	Step III	The teacher distributes the chart of flash card objects used for writing and instructed Children to write the same thing.
	Step IV	The teacher goes round the class and coordinates the Children's writing
Conclusion		The teacher concludes the lesson by using magic pen to write the letter sounds, i, p and n.
Evaluation		The teacher evaluate the lesson by asking children the following questions: 1. Write letter sounds, i, p and n 2. Use magic pen to write letter sounds, i, p and t
Homework		The teacher directed the children to write n and u letters in page 6 and 7 of jolly phonics textbook at home

Appendix IIIA

5TH MODEL LESSON PLAN FOR ROTE-LEARNING METHOD OF TEACHING

Date		
School		ST. Peters Academy College
Class		Nursery III
Duration		30 munities
Subject		Language development
Topic		Reading
Objectives		At the end of the lesson the children should be able to:- 1. Identify how to read the letter sounds, s, a and t. 2. Mention how to blend the letter sounds, s, a and t.
Previous Knowledge:		The children have been taught writing letter sounds, i, p and n.
Instructional materials		The instructional materials to be used for the lesson will include: - flash cards, chalk board, black board and pictures..
Introduction		The teacher introduces the lesson by asking the children to sing a song that portrait the use of writing letter sounds, i, p and n.
Presentation	Step I	With the help of chalkboard the teacher presents the Lesson by singing a song that portrays, reading of letter sounds, s, a and t.
	Step II	With the help of instructional material the teacher blend the letter sounds, s, a and t: (a) S: sun, spider, snail, sat,/ s-u-n/s-a-t/ (b) a : at, ant, apple,/ a-t/ a-n-t/ (c) t: team, tennis, tortoise,/t –e-a-m\
	Step III	The teacher asks children to read words of letter sounds, s, a and t.
Conclusion		The teacher concludes the lesson by reading the words of letter sounds, s, a and t.
Evaluation		The teacher evaluate the lesson by asking children:- 3. Read the words of letter sounds, s, a and t. 4. Blend letter sounds and s, a, t, and read.
Homework		The children were required to read page 6 of jolly phonics and blend the letter sounds at home

Appendix IIIA

6TH MODEL LESSON PLAN FOR ROTE-LEANING METHOD OF TEACHING.

Date	
School	ST. Peters Academy College
Class	Nursery III
Duration	30 minutes
Subject	Language development
Topic	Reading
Instructional Materials	The instructional Materials used for this study include: flash cards, chalk board, black board and pictures.
Behavioral Objectives	At the end of the lesson Children should be able to: the letter sounds, i, p and n. the letter sounds, i, p, and n.
Previous knowledge	The Children have been taught how to read and blend letter sounds, s, a and t.
Introduction	The teacher introduces the lesson by asking children to read and blend the letter sounds, s, a and t.
Presentation	The teacher presents the lesson in the following steps
Step I	With the help of instructional material the teacher presents the lesson by reading letter sounds, i , p and n.
Step II	With the help of chalkboard the teacher blend the letter sounds, i , p and n: (a) i: it, in, ill, ink, inky ,/i-t/ i-n/ (b) p : pin, pit, pan, pan/ p-i-n/p-i-t/ (c) n: nap, nip ,nit, / n-a-p/ n-i-p/ n-a-p\
Step III	The teacher asks children to read the words of letter sounds, i, p and n.
Conclusion	The teacher concludes the lesson by reading words of letter sounds, I, p and n.

Evaluation	i. The teacher evaluate the lesson by asking Children to: (a) Read letter sounds, i, p and n. (b) Blend letter sounds and i, p, n, and read
Homework	The teacher gives children Home work to practice all that have been learnt in the lesson.

Appendix IIIA

8TH MODEL LESSON PLAN FOR ROTE-LEARNING METHOD OF TEACHING

Date	
School	ST. Peter Academic College
Class	Nursery III
Duration	30 minutes
Subject	Phonological awareness
Topic	Language development
Objectives	At the end of the lesson children should be able to: and n accurately. nds, i, p, and n. unds, i, p, and n.
Instructional materials	The instructional Materials used for this study includes: flash cards, chalk board, black board and pictures.
Previous knowledge	The children have the idea of phonological awareness of letter sounds, words of s, a, and t.
Introduction	The teacher introduces the lesson by asking children to pronounce the words of letter sounds, s, p, and n.
Presentation	The teacher presents the lesson by writing letter sounds, i, p, n, of phonemic awareness as follows.
Step I	(a) i: it, what sound comes at the beginning, and last sounds of it. (a) p : pit, what sound comes at the beginning, next and last sound of pit. (b) n , nip, what sound comes at the beginning, next and last.
Step II	The teacher will tell children to repeat sound aloud, the first, next and last letter sounds.

Conclusion	The teacher concludes the lesson by mention how to pronounce letter sounds, I , p and n.
Evaluation	The teacher evaluate the lesson by asking children the following questions: (a) Pronounce letter sounds, s, a, and t accurately. (b) Identify pronounce letter sounds, i, p, and n.

ɐr sounds, s, a and t.

Appendix IIIB

1st MODEL LESSON PLAN FOR DRAMA METHOD OF TEACHING

Date	
School	Federal college of Education (Tech) Pre Primary School
Class	Nursery III
Duration	30 minutes
Subject	Language development
Topic	Oral communication
Objectives	At the end of drama children should be able to: 1) Dramatize story to letter sounds: s, a, and t. letter sounds, s, a, and t. ter, s, a, and t.
Previous knowledge	The children have been taught the song of letter A-Z
Instructional materials	The instructional Materials use for the drama include flash cards, and real objects.
Introduction	The teacher introduces the lesson by asking children to sing a song of letter A-Z.
Presentation	
Step I	The teacher presents the lesson by singing a song that portray letter sounds: s, a, and t. *(a) S: Sani sees a snake in the grass. The snake hisses 'sssssss' and ran away.* *(b)a: Ants climb on Asiya's hands. She pick the ants off her hands saying 'a a a a a a'.* *(c) t: Tanisha watches the tannis game moving her head and saying 't t t t t.*
Step III	The teacher organize the items to be use in drama and organize the children based on their roles in drama.
Step IV	The children start the drama and the teacher coordinates their drama.

Conclusion	The teacher concludes the lesson by briefly explaining story of the letter sounds, s, a and t in the drama.

2nd MODEL LESSON PLAN FOR DRAMA METHOD OF TEACHING

Evaluation	The teacher evaluate the lesson by asking the children the following questions: (a) Dramatize the story of letter sounds, s, a, and t. ɔunds, s, a, and t in the story. (c) Identify the sounds of letter , s, a and t.
Homework	The teacher directed the children to read t sound in page 4 of jolly phonics textbook at home

Appendix IIIB

Date		
School		Federal College of Education (Tech) Pre Primary School
Class		Nursery III
Duration		30 minutes
Subject		Language development
Topic		Oral communication
Objectives		At the end of the lesson Children should be able to:- a. Dramatize the stories of letter sounds, I, p and n. b. Mention the action of letter sounds, I , p and n. in drama c. Identify the sounds of the letter I , p and n in drama.
Introduction		The teacher introduces the lesson by recapturing the memory of Children by telling them to dramatize the story of letter sounds, s, a and t.
Presentation	Step I	The teacher organize the pictures and objects of items needed in the drama and organize the children base on their roles in drama as follows: 1. *i: Inky the mouse pours ink on herself. Inky scream 'i i i.'* 2. *p: it is patience's birth day, she puff out the candles on her cake. Let's join patience in puffing out the candles.; 'p p p'.* 3. *n: The aeroplane flies in the sky and its wings move up and down like this. It makes a lot of noise 'n n n'.*
	Step II	The teacher shows the of the sounds i , p and n Thereafter the teacher will sing the song mentioning the items and dramatize them to the children.
	Step III	The teacher directed the children how to repeat after him in the drama.
Conclusion		The teacher conclude the lesson by briefly going through the drama and explained the stages to the children
Evaluation		The teacher evaluate the lesson by asking the children to:- I sing the song point out used of letter sounds, I , p and n. The teacher will call on children to mention each of the stage in drama.

Homework	The teacher directed the children to read p sound in page 6 of jolly phonics textbook at home

Appendix IIIB

3rd MODEL LESSON PLAN FOR DRAMA METHOD OF TEACHING

Date		
School		Federal College of Education (Tech) Pre Primary School
Class		Nursery III
Duration		30 minutes
Subject		Language development
Topic		Writing
Objectives		At the end of the lesson Children should be able to:- a. Dramatize the writing of letter sounds, s, a and t. b. Dramatize the actions of letter sounds, s, a, and t.
Introduction		The teacher introduces the lesson by recapturing the memory of Children by telling them to dramatize how to write letter sounds, s, a and t. based on the previous lesson..
Presentation	Step I	The teacher presents the lesson by showing children how to portrays the writing of letter sounds I, p and n, in a drama. *(a) s:start at a point, a bonbon curve, a tommy curve , stop.* *(b) a: start at a point, a bonbon curve, go up ,come down, the same line with a flick.* *(c) t: start at a point, come down, with a flick and a cut.* At each state children will repeat the drama after the teacher
	Step II	The teacher sings the song and dramatizes while pointing at the items in the passage and the children repeat after the teacher.
	Step III	The teacher sings the song of mentioning actions of each of the letter sounds in the passage.

Conclusion	The teacher concludes the lesson by briefly going through the passage discussed with the children..
Evaluation	The teacher evaluate the lesson by asking the children to:- (a) Sing the song point out writing of letter sounds in a passage. (b) The teacher will call on children to mention actions of letter sounds in the drama.
Homework	The teacher directed the children to write t and p letters in page 4 and 6 4 of jolly phonics textbook at home

+

Appendix IIIB

4th MODEL LESSON PLAN FOR DRAMA METHOD OF TEACHING

Date		
School		Federal College of Education(Tech) Pre Primary School
Class		Nursery III
Duration		30 minutes
Subject		Language development
Topic		Writing skills
Objectives		At the end of the lesson Children should be able to:- (a) Dramatize the writing of letter sounds, I , p and n. (b) Dramatize the actions of the letter sounds, I , p and n.
Introduction		The teacher introduces the lesson by recapturing the memory of Children by telling them to use magic pen to write letter sounds of s, a and t based on their previous lesson.
Presentation	Step I	The teacher presents the lesson by writing the letter sound in the textbook on the board. The teacher shows the letter sounds and how to write it to the children. *(a) i: start at a point, come down, go up the same line with dot.* *(b) p:start at a point ,come down, go up the same line with a tommy curve.* *(c) n:start at a point come down,go up the same line under the bridge with a flick.*
	Step II	The teacher assembles the materials to be used for drama and direct the participants to get set.

	At each state children will repeat after the teacher
Conclusion	The teacher concludes the lesson by briefly going through the writing of letter sounds, I, p and n.
Evaluation	The teacher evaluates the lesson by asking children the following questions: a. Dramatize how to write letter sounds, words. b. Write identified letter sounds.
Homework	The teacher directed the children to write n and u letters in page 6 and 7 of jolly phonics textbook at home

Appendix IIIB

5TH MODEL LESSON PLAN FOR DRAMA METHOD OF TEACHING

Date		
School		Federal College of Education (Tech) Pre Primary School
Class		Nursery III
Duration		30 minutes
Subject		Language development
Topic		Reading
Objectives		\ At the end of the lesson the children should be able to:- 3. Read the letter sounds, s, a and t. 4. Blend the letter sounds, s, a and t.
Instructional materials		The instructional materials to be used for the drama will include :- flash cards, chalk board, black board and pictures..
Introduction		The teacher introduces the lesson by asking the children to sing a song that portrait the use of writing letter sounds, i, p and n.
Presentation	Step I	With the help of instructional materials the teacher presents the drama and direct the participant to get ready and singing a song that portrays, reading of letter sounds, s, a and t.
	Step II	With the help of instructional material the teacher blend the letter sounds, s, a and t: (d) S: sun, spider, snail, sat,/ s-u-n/s-a-t/ (e) a : at, ant, apple,/ a-t/ a-n-t/ (f) t: team, tennis, tortoise,/t –e-a-m\
	Step III	The teacher asks children to read letter sounds, s, a and t while on the drama.
Conclusion		The teacher concludes the lesson by reading letter sounds, s, a and t.
Evaluation		The teacher evaluate the lesson by asking children:- 5. Read letter sounds, s, a and t. 6. Blend letter sounds and s, a, t, and read .
Homework		The children were required to read page 6 of jolly phonics and blend the letter sounds at home

Appendix IIIB

6th MODEL LESSON PLAN FOR DRAMA METHOD OF TEACHING.

Date	
School	Federal College of Education (Tech) Pre Primary School
Class	Nursery III
Duration	30 Minutes
Subject	Language development
Topic	Reading
Instructional Materials	The instructional Materials used for drama include: flash cards, chalk board, black board and pictures.
Behavioral Objectives	At the end of the lesson Children should be able to: d the letter sounds, i, p and n. ls, i, p, and n.
Previous knowledge	The Children have been taught how to read and blend letter sounds, s, a and t.
Introduction	The teacher introduces the drama by asking children to read and blend the letter sounds, s, a and t.
Presentation	The teacher presents the drama in the following steps
Step I	With the help of instructional material the teacher presents the drama by reading letter sounds, i , p and n.
Step II	The teacher or blend the letter sounds, i , p and n: (a) i: it, in, ill, ink, inky ,/i-t/ i-n/ (b) p : pin, pit, pan, pan/ p-i-n/p-i-t/ (c) n: nap, nip ,nit, / n-a-p/ n-i-p/ n-a-p\
Step III	The teacher organizes the items to be use in drama and organizes the children based on their role in drama.
Conclusion	The teacher concludes the lesson by reading letter sounds, I, p and n.

Evaluation	(c) The teacher evaluate the lesson by asking Children to: 7. Read letter sounds, i, p and n. , p, n, and read
Assignment	The teacher gives children Home work to practice all that have been learnt in the drama.

Appendix IIIC

7TH MODEL LESSON PLAN FOR DRAMA METHOD OF TEACHING

Date	
School	Federal College of Education (TECH) Pre Primary School
Class	Nursery III
Subject	Language development
Topic	Phonological awareness
Objectives	At the end of the lesson Children should be able to:- (a) Dramatize how to pronounce letter sounds, s, a, and t accurately (b) Identify letter sounds, s, a, and t, in the drama. (c) dramatize the pronounce letter sounds, s, a and t.
Instructional materials	The instructional materials use for the drama include: flash cards, chalk board, black board and pictures.
Previous knowledge	The children have the idea of reading letter sounds, i, p, and n.
Introduction	The teacher introduces the lesson by recapturing the memory of the children by telling them to read the letter sounds, i , p and n, of the previous drama.
Presentation Step I	The teacher presents the drama by writing letter sounds, s, a, t, of phonemic awareness as follows. (b) S: sat, what sound comes at the beginning, next and last sounds of sat. (c) a : ant, what sound comes at the beginning, next and last sound of ant. (d) t , tap, what sound comes at the beginning, next and last.

	Step II	The teacher will organize the children based on their role in drama of letter sounds, s, a, t, and tell the children to repeat after him.
	Step III	The teacher will tell children to repeat sound aloud the first, next and last letter sound.
Conclusion		The teacher concludes the lesson by briefly going through the letter sounds, s, a, and t.
Evaluation		The teacher evaluate the lesson by asking children the following questions: (a)Pronounce letter sounds, s, a, and t accurately (b) Identify pronounce letter sounds, s, a, and t. (c)Write the pronounce letter sounds, s, a and t.
Homework		The children were required to practice what was taught in the class and solve the exercise in page 8 of Jolly phonics textbooks

Appendix IIIC

8TH MODEL LESSON PLAN FOR DRAMA METHOD OF TEACHING

Date	
School	Federal College of Education (TECH) Pre-Primary School
Class	Nursery III
Duration	30 minutes
Subject	Phonological awareness
Topic	Language development
Objectives	At the end of the lesson children should be able to: ounds, i, p, and n accurately. nds, i, p, and n, in the drama unds, i, p, and n, while in the drama.
Instructional materials	The instructional Materials used for the drama includes: flash cards, chalk board, black board and pictures.
Previous knowledge	The children have the idea of phonological awareness of letter sounds, words of s, a, and t.
Introduction	The teacher introduces the drama by asking children to pronounce the words of letter sounds, s, p, and n.
Presentation	The teacher presents the drama by writing letter sounds, i, p, n, of phonemic awareness as follows.
Step I	(a) i: it, what sound comes at the beginning, and last sounds of it. (b) p : pit, what sound comes at the beginning, next and last sound of pit. (c) n , nip, what sound comes at the beginning, next and last.

Step II	The teacher will tell children to repeat sound aloud the first, next and last letter sounds and organize the items to be used for drama.
Conclusion	The teacher concludes the lesson by mention how to pronounce letter sounds words of I, p and n.
Evaluation	The teacher evaluate the lesson by asking children the following questions: (a)Pronounce letter sounds, s, a, and t accurately. ıds, i, p, and n. unds, s, a and t.
Homework	The children were required to practice what was taught in the class and solve the exercise in page 8 of Jolly phonics textbooks

Appendix IV

Pretest achievement test questions

SECTION A: Oral Communication Skill

(1a) sing a song that portraits human face by touching part of the body mentioned.

I have one head,

In the head there are six parts:-

(1) One nose,
(2) One mouth
(3) Two ears
(4) Two eyes.

ong that portrays body parts by touching part of the body mentioned

1. One head
2. Two hands
3. Two legs
4. And big body
5. One neck

SECTION B: Writing Skill

(2)Write the following alphabets

A	D	C	B	E	L	G	O	P	T

SECTION C: Reading Skill

(3) Read the following alphabets

A	P	L	T	G	D	E	C	B	O

SECTION D: Phonological Skill

(4) Spell and Blend these alphabets

(a) A P P L E = APPLE

(b) C U P = CUP

(c) D O G = DOG

(d) E G G = EGG

Appendix V

Posttest achievement test questions

School

ID NO:

Subject: Language development

(1) Pronounce the following letter sounds:

(2) Read the story of letter sounds:

(3) Write the following letters sounds in the box bellow

(4) Read the sounds of the letter sounds:

(5) Identify the magic words:

(5) Identify the positions of the phonic sounds of the following letters.

Appendix VI

Model mark scheme

Pre test mark scheme

Question	Answer	**Scores**
1	Ability to answer oral questions correctly	25
2	Ability to write alphabets correctly	25
3	Ability to read alphabets correctly	26
4	Ability to spell and blend alphabetic letters correctly	
	Apple	6
	Cup	6
	Dog	6
	Egg	6
Total		100

Appendix VII

Posttest mark scheme

Oral Communication			
Question number	Item	Score	Total
1	Ability of Pronouncing the letter sounds:	8x5	100
2	sounds:	12x5	
Writing Skills			
1	ls in the box	5 x 10	100
3	Leaves appropriate space between letters	3 x10	
4	Leaves appropriate space between words	4 x 5	
Reading skills			
I	The ability to read the sounds of the letters	5 x 10	100
3	The ability to understand and read magic words	5 x 10	
Phonological Skills			
1.	Isolate the beginning or ending sounds	10x10	100

Lloyd & Wernham (2009)

Appendix VIII Attendance for Drama Teaching Method

ID No.	WEEK ONE					WEEK TWO					WEEK THREE					Total
	Mon.	Tue.	Wed.	Thur.	Fri.	Mon.	Tue.	Wed.	Thur.	Fri.	Mon.	Tue.	Wed.	Thur.	Fri.	
1.	V	V	v	v	V	0	V	v	v	V	V	v	v	V	v	28
2.	V	V	v	v	V	v	V	v	v	V	V	ν	v	V	v	30
3.	V	V	v	v	V	v	V	v	v	V	V	v	v	V	v	30
4.	V	V	v	v	V	v	V	v	v	V	V	v	v	V	v	30
5.	V	V	v	v	V	v	V	v	v	V	V	v	v	o	v	28
6.	V	V	v	v	V	v	V	v	v	V	V	v	v	V	v	30
7.	V	V	v	v	V	v	V	v	v	V	V	v	v	V	v	30
8.	V	V	v	v	V	v	V	v	v	V	V	v	v	V	v	30
9.	V	V	v	v	V	v	V	v	v	V	V	v	v	V	v	30
10.	V	V	v	v	V	v	V	v	v	V	V	v	v	V	v	30
11.	O	V	v	v	V	v	V	v	v	V	V	v	v	V	v	28
12.	V	V	v	v	V	v	V	v	v	V	V	v	v	V	v	30
13.	V	V	v	v	V	v	V	v	v	V	V	v	v	v	v	30
14.	V	V	v	v	V	v	V	v	v	V	V	v	v	v	v	30
15.	V	V	v	v	V	v	V	v	v	ν	ν	v	v	v	v	30
16.	V	V	v	v	V	v	O	o	v	V	V	v	v	v	v	26
17.	V	V	v	v	V	v	V	v	v	V	V	v	v	v	v	30
18.	V	V	v	v	V	v	V	v	v	V	V	v	v	v	v	30

19.	V	V	v	v	V	v	V	v	v	V	V	0	v	v	v	28
20.	V	V	v	v	V	v	V	v	v	V	V	v	v	v	v	30
21.	V	V	v	v	V	v	V	v	v	V	V	v	v	v	v	30
22.	V	V	v	v	V	v	V	v	v	V	V	v	v	v	v	30
23.	V	V	v	v	V	v	V	v	v	V	V	v	v	v	v	30
24.	V	V	v	v	V	v	V	v	v	V	V	v	v	v	v	30
25.	V	V	v	v	V	v	V	v	v	V	V	v	v	v	v	30
26.	V	V	v	v	V	v	V	v	v	V	V	v	v	v	v	30
27.	V	V	v	v	V	v	V	v	v	V	V	v	0	o	v	26
28.	V	V	v	v	V	v	V	v	v	V	V	v	v	v	v	30
29.	V	V	v	v	V	v	V	v	v	V	V	v	v	v	v	30
30.	V	V	v	v	V	v	V	v	v	V	V	v	v	v	v	30

Appendix XI Attendance for rote-learning Teaching Method

ID No.	WEEK ONE					WEEK TWO					WEEK THREE					Total
	Mon.	Tue.	Wed.	Thur.	Fri.	Mon.	Tue.	Wed.	Thur.	Fri.	Mon.	Tue.	Wed.	Thur.	Fri.	
1.	v	V	v	v	V	v	V	V	V	v	v	v	v	v	V	30
2.	v	V	v	v	V	v	V	V	V	v	v	v	v	v	V	30
3.	v	V	v	v	V	v	V	V	V	v	v	v	v	v	V	30
4.	v	V	v	v	V	v	V	V	V	v	v	v	v	v	V	30
5.	v	V	v	v	V	v	V	V	V	v	v	v	v	v	V	30
6.	v	V	v	v	V	v	V	V	V	v	v	v	v	v	V	30
7.	v	V	v	v	V	v	V	V	V	v	v	v	v	v	V	30
8.	v	V	v	v	V	v	V	V	V	0	0	0	v	v	V	24
9.	v	V	v	v	V	v	V	V	V	v	v	v	v	v	V	30
10.	v	V	v	v	V	v	V	V	V	v	v	v	v	v	V	30
11.	v	V	v	v	V	v	V	V	V	v	v	v	v	v	V	30
12.	v	V	v	v	V	v	V	V	V	v	v	v	v	v	V	30
13.	v	V	v	v	V	v	V	V	V	v	v	v	v	o	V	28
14.	v	V	v	v	V	v	V	V	V	v	v	v	v	v	V	30
15.	v	V	v	v	V	v	V	V	V	v	v	v	v	v	V	30
16.	v	V	v	v	V	v	V	V	V	v	v	v	v	v	V	30
17.	v	V	v	v	V	v	V	V	V	v	v	v	v	v	V	30
18.	v	V	v	v	V	v	V	V	V	v	v	v	v	v	0	28

19.	v	V	v	v	V	v	V	V	V	v	v	v	v	v	v	30
20.	v	V	v	v	V	v	V	V	V	v	v	v	v	v	v	30
21.	v	V	v	v	V	v	V	V	V	v	v	v	v	v	v	30
22.	v	V	v	v	V	v	V	V	0	v	v	v	v	v	v	28
23.	v	V	v	v	V	v	V	V	V	v	v	v	v	v	v	30
24.	v	V	v	v	V	v	0	V	V	v	v	v	v	v	v	28
25.	v	V	v	v	V	v	V	V	V	v	v	v	v	v	v	30
26.	v	V	v	v	V	v	V	V	V	v	v	v	v	v	v	30
27.	v	V	v	v	V	v	V	V	V	v	v	v	v	v	v	30
28.	v	V	v	v	V	v	V	V	V	v	v	v	v	v	v	30
29.	v	V	v	v	V	v	V	V	V	v	v	0	v	v	v	28
30.	v	V	v		V	V	V	V	V	V	v	v	V	V	v	28

Appendix X

Scores of posttest achievement test

Drama teaching method						Rote-learning teaching			
S/no	Oral	Writing	Reading	Phonetics		Oral	Writing	Reading	Phonetics
1.	65	56	61	60		56	44	54	55
2.	55	52	55	64		57	48	52	57
3.	59	56	52	54		44	34	45	45
4.	65	56	62	64		51	44	50	44
5.	60	55	57	60		45	34	43	46
6.	50	45	50	55		51	44	50	55
7.	45	44	53	51		53	45	44	52
8.	48	46	48	52		46	43	51	45
9.	73	65	70	74		51	50	52	50
10.	66	62	65	63		45	45	54	43
11.	61	63	67	60		51	46	54	50
12.	56	57	55	50		42	44	53	44
13.	44	44	46	48		54	44	55	55
14.	75	70	66	73		54	44	57	50
15.	73	70	65	68		48	43	45	49
16.	62	59	60	65		53	45	44	52
17.	64	62	61	61		50	49	46	48
18.	55	67	54	64		50	50	60	51
19.	55	52	55	60		48	40	55	49
20.	64	60	64	65		49	48	50	50
21.	64	61	60	62		51	50	49	53
22.	63	63	61	64		51	48	52	51
23.	71	67	60	61		54	41	52	52
24.	60	55	61	55		63	45	48	60
25.	60	55	62	57		60	45	51	51
26.	65	55	61	62		59	51	49	52
27.	68	54	55	60		60	51	55	55
28.	58	53	54	53		60	51	53	54

29.	68	60	62	61		56	50	51	53
30.	61	56	60	66		56	51	53	55
Total	**1834**	**1713**	**1888**	**1831**		**1683**	**1377**	**1528**	**1533**
Average	**61**	**57**	**63**	**61**		**56**	**46**	**51**	**51**