Abstract

The purpose of present study was to explore the effects of Dramatization on Communication Skills Interest and Academic Achievement in English in relation to Creativity. A sample of 120 students of eighth class was raised from 4 co-educational schools of Fazilka district through multistage random sampling technique. Pre-Test Post-test control group design was used. The sample was randomly divided into two groups. One of the two groups was randomly assigned as Experimental Group which was taught through Dramatization and the other group as Control Group which was taught through Traditional Method. The researcher developed and standardized tools for the assessment of Communication skills, Interest in English and Academic Achievement in English. For measuring Creativity the researcher used Verbal test of Creative Thinking by Baqar Mehndi. The data was collected through relevant tools. 2X2 Analysis of variance was used to analyse the data. The findings of the study revealed a significant difference between group taught through Dramatization and Traditional Method in mean gain scores on Communication Skills, Interest in English and Academic Achievement in English in favour of Experimental Group. High Creative group was significantly better than Low Creative group in mean gain scores on Communication Skills, Interest in English and Academic Achievement in English. A significant interaction was found between Teaching Method and Creativity in mean gain scores on Communication Skills namely Reading and Listening and Interest in English.