



# Effectiveness of Drama based teaching method in English Language

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## Abstract

Drama is a composite art, a mixture of literature and many other arts, originally written to be performed, since its proper appreciation depends on its being observed, not just read. A play is not fully a work of dramatic art until the text is transformed to action and sound (Rezai, 1992). In the English literature the concept drama is a very important aspect. The present study is focusing on the effectiveness of Drama based teaching in the class room. The 40 undergraduate students were participated in the study. In the 40 students 20 students were exposed to Drama based English teaching and 20 students were exposed to non drama based English teaching method class. The students had 4 sessions in both the methods. The teacher was same for the both session. The rating scale used to understand the effectiveness of the sessions. In the results shows that Drama based English teaching was more effective compare to non drama based English teaching methods.

Key Words: Drama, English, Literature

## Introduction

Drama also covers a wide range of activities, from short warmup activities to dramatic performances that are developed over weeks. Many positive effects of the use of drama have been identified, such as increased motivation, engagement, and confidence (Rew & Moon, 2013). The performance of the text will reveal many indicative clues to the discovery of the theme, characterization and symbolism of the play. In our academic environments, however, all courses designed to teach drama focus on the written text, and almost

no effort is made to incorporate the theoretical analysis of the text with the unparalleled experience of watching the live dramatic performance of plays.

This feature offers drama a unique quality which becomes its major distinction with other literary genres as well: “the playwrights create plays fully conscious of the possibilities that go beyond words and texts and extend to physical actions, stage devices, effects and modify responses. We must take every opportunity to see a play performed to enrich our own reading of it.” (Beaty, Booth, Hunter, & Mays, 2002, p. 1332) The performance of drama through actors makes its impact “direct” and “immediate”, so “the experience of the play is registered directly upon [the spectators’] senses.” (Johnson & Arp, 2006, p. 1027) Where the fiction writer needs several paragraphs to describe a character to the readers, the acted play does this all at once and much more effectively through an actor. In addition to the tremendous source of power provided to drama due to its performance by actors, presenting a play on a stage greatly facilitates focusing the audience’s attention and since the action is performed before an audience, the communal experience it creates becomes even more intensified and impressive (Johnson & Arp, 2006). Probably that’s why drama is at times used as an educational aid, particularly in language teaching (Petty, 2004; Tabone & Albrecht, 2003).

Many teachers have reflected on their successful experiences of employing dramatic performance and role play in language classrooms as a versatile device which serves several purposes. First of all, it can improve language skills, specifically conversation and communication. Sometimes the students’ reluctance to participate in classroom activities may be due to the lack of meaningful opportunities “to use the target language in authentic situations.” (Athimoolam, 2006, p. 3) Performing drama in the class provides such an authentic context in which language can be used realistically and creatively. As Gassparro and Falletta (1994) assert, second language learners, while located in a seemingly real situation, internalize the acquisition. Their involvement in this invaluable experiment brings home to them the non-verbal and verbal aspects of language simultaneously. On the whole, it is true that drama provides the language learner “cultural and language enrichment by revealing insights into the target culture and presenting language contexts that make items memorable by placing them in a realistic employing dramatic performance motivates and stimulates the students and helps them become “active participants rather than passive recipients in the classroom.” (Athimoolam, 2006, p. 2) Taking part in such performances highly motivates the students to participate in classroom activities “at both an intellectual and feeling level” and “become emotionally involved in their

work.” (Tabone & Albrecht, 2003, Reflections section, para. 1) As the students get more engaged and also enjoy their class, they normally become “more inclined to participate and more likely to remember.” Thus they learn better (McClimens & Scott, 2006, p. 2). Thirdly, drama “raises self-esteem and self-confidence since it provides an opportunity to the ordinarily unremarkable individuals to show their potential abilities and talents. Through encouraging “empathetic understanding” and allowing the students to identify themselves with the dramatic personages drama proves to be a “very powerful method for affective education.” (Petty, 2004, p. 247) The application of this method can also lead to the discovery of dormant latent flairs of many individuals, which otherwise are ordinarily ignored and passed totally unnoticed. Frost, a teacher in British council, Turkey, reports:

The present study comprised 40 under graduate students. The students were divided in to 2 groups. The 2 methods were used to collect the data. The first group is exposed to Drama based English teaching. 2<sup>nd</sup> group is exposed to non drama based English teaching.

Drama based English teaching is using the drama dialogues, puncutations, literature and making students to understand the English literature.

The non drama based English teaching is students are learning normal English teaching. Here students not exposed any drama-based teaching.

The students were had 4 sessions for both the method. Asked the students to rate the effectiveness of teaching method. Students were rated the using percentage. The following criteria were included.

1. Clarity in content
2. Understanding about the concept
3. Understanding about the Literature
4. Examples and meanings

The students rated using percentage. The students rate high rate for Drama based English teaching compare to non-drama-based teaching. Students were written in the experiential report that “I am happy to play the role of the characters”. Some students are written “I am eagerly waited and learnt the English Language”

## Conclusions:

The present study giving enlighten that Drama based English teaching is more effectiveness.

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