

Drama in English Teaching through Communicative Approach

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ABSTRACT

English Language Teaching (ELT) teacher insist on some components of a 'Communicative Approach' and distinguish methods that comprehend the value of Drama in ELT. Drama can be delineated as a movement relating individuals in a social context and there is no uncertainty that dynamic correspondence in social circumstances includes different types of communication that go past language ability. Though the presence of drama based performance is not so authentic in present English Language Teaching based teaching, the application of drama oriented teaching definitely will attain the objectives of teaching learning process in a better manner. The objective of this research paper is primarily to depict the significance of the applications of Communicative Approach and secondarily enhancing teaching through Drama based techniques in an ELT lassroom setting which augments the teaching learning process.

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Introduction

The communicative approach was initiated in the 1970s; later in the 1980s it was used broadly as a language teaching approach. The communicative approach is used around the world based on a common European framework. It is the methodology of preference by several institutions around the world. It focuses on the significance of the learners using the language to express or exchange information. The communicative approach is vital to event and experiences related to daily lives.

The language that is taught should be pertinent to the day to day events and it is not about the past approach of memorizing new vocabulary or remembering the information. It should be spontaneous to the real-world context. There are many approaches of learning language which is mainly decisive on grammar rules, memorizing the language or information whereas in the communicative approach we make an effort to use the language in asponaneous flowwhich put the learners in a real-life situation like making an order

in the restaurant or asking a direction or answering a phone call which helps the students to become skilled at the language in an authentic manner. The communicative syllabus favors functions and forms, the latter deals with the teaching of rules or grammar and the former is guiding the usage of language. It focuses on functions more than forms, because we want our students to speak the language impulsively as an output.

The communicative approach helps in the spontaneity of the language and also it encourages the students to engage in language with fun by facilitating them with activities like pair work, group work, role play, etc.,

Similarities between Communicative Approach Teaching (CAT) and Drama:

As the Communicative approach focuses on 'function', the drama is used in the communicative approach as 'action'. CAT focuses on day to day context, authentic and natural way of teaching which can be also witness in drama. It make the students be in the shoes of other persons by which they imitate another person. Another similarity between drama and CAT is, the student

may stumble on learning experience as challenging in other methods of teaching but in the CAT method; the students' activities are designed based on their levels which remain appropriate and enjoyable. The mentor should plan the lesson plan and activities based on their students' knowledge level to facilitate the teaching-learning process. If the students find uninterested, the facilitator may seek better activities to engage them. Here, drama in communication supports the teachers to provide more fun accomplishments to make them participate.

Read, memorize and repetition can be used for the pronunciation that to drill the line or a particular word for better articulation. Students focus on grammar as formwork for guidance refinement and self-correct their mistakes when they engage themselves in the activities. By this type of learning they develop self-confidence and control over their regional language. The teacher should expect the students to do a mistake which remains a natural process of development. In drama there are role-play, pair conversation, group conversations, action, and imitation, communicative approach of teaching is also has the same principal as drama in teaching the language.

What is Drama in ELT?

English Language Teaching academicians today advocate some elements of a 'Communicative Approach' and thus recognize and understand the worth of Drama in ELT. Drama is often outlined as an activity involving individuals in real-time social contexts and there is hesitation that effective communication, in reality, require different aspects of communication that transcend language ability and includes the utilization of non-verbal components like gesture, body posture, intonation, and different delivery options. But the addition of drama-based performance is not widely seen in the present ELT course books, asset books, beneficial materials, and teacher training courses. Academicians who recognize the need for such aspects clearly would like to have sensible step by step steering on the ways to incorporate dramatic skill-based activities methodically and cohesively in their teaching.

Why Use Drama in ELT?

Drama is a approach to learn wherever participants are assigned with characters and situations to enact, explore, and perceive the globe as theirboard. This adds more aspects of comprehension to the language, as social communication involves on multiple levels in cross-cultural and language limits. Being a element of a drama and taking part in a very fictional context, the learner is experiencing a shared moment of concentration that involves emotions, facial expressions, gestures, body movements, and a heightened awareness of others which might not essentially be old-fashioned outside the drama setting. The learners are free of constraints of the preciseness of language, which will be needed within the typical language room and are equipped with several different tools to speak and to complete the task.

Drama is wholesome of physical, mental and psychological so when the learners require learning language, drama helps the learners to learn the language in all aspects like physically how the students want to interact with others, mentally how to deal with the conversation and psychologically how to handle the situation. So drama not only teaches the language but also helps how to present ourselves in front of other people. Through drama, learners can be encouraged the learners to learn a language thatsatisfies their whole personal needs and abilities. On the other hand with physical, mental, and psychological aspects the learners can understand how linguistic perspective is significant. Classically, language learners are confident to solve the mental problems, rules of application, and the artificial context in a formulated way but whereas in drama, the learners learn the language without any formalities like native speakers. Inthe aspect of drama, the learners first observe, then learn and begin to speak the language with a wholesome way of unlocking physically, creatively in an imaginative way with emotional responses in contexts.

Drama in language teaching liberates the learners from the margins of the usual classroom atmosphere and provides the learners to grasp the opportunity to perform their imagination and experiences which makes them the part of language

class and helps to draw the natural ability of every learner to emulate, mimic and convey themselves physically. They are dramatic because they sow the seed of the unpredictable emotional power which generates their emotion and they are activated by a stimulus when the learners are brought jointly with others.

Drama puts everyone together in a group which makes the students feel that they are responsible for something more than they deserve and would try to support the group by being a part of the innocuous place where they can take risks and build on the strengths accompanied with the other learners together. They never hesitate to take action as a part of the group and more discussion can be seen before the decision. The drama also helps them to be unconventional from themselves to speak or perform in role, express opinions which the individual may not speak in daily life when they are participating single-handedly.

Drama is not a maths formulation or science which has its rules and regulation, drama is the daily existence where people assume as a situation which makes the learners to understand the meaning. Later we the language is slowly transferred to the learners by imparting without memorizing the words or action but gives them the emotion and feel that caters the learners for the better understanding. Drama in the language classroom helps the learners to build their personality, energy, and ideas. Drama classes do not remain the same every day. It has a different sequence in every lesson determined by the nature of the group. It is versatile and can be used for various levels and ages.

Advantages of using Drama in Language Classroom:

The foremost aim of drama in a language classroom is to stimulate interest among learners with excitement and innovative atmosphere in which the learners develop the learning perspective. Drama Class helps the learners to explore the English language through imagination, creativity and to express their emotions, movement, action, role-play, dance, snippet, telephone conversation, mime is the other form of communication in drama.

Teaching Language through Drama Activities can develop:

- On-going confidence, enthusiasm, and optimism, self-esteem, performance skills
- Oral and written communication skills
- Rhythm and Pronunciation
- Linguistic intelligence
- Social interactive skill

Drama integrates the following principles:

Interactive Learning: The main focus of interrelate learning entails a bundle of group and paired activity in the classroom which comforts the learners to interact with others confidently and put them in real-world authentic situations for a meaningful conversion.

Learner-Centred Learning: In learner-centered learning, there is more interaction of learners than the teachers, which makes the learner explore more of their ability without any force from the facilitator side. It allows learners to learn themselves in-personal and creatively.

Cooperative Learning: This emphasizes the supportive nature of the classroom and stresses cooperation. Here, it encourages the learners to share information and accomplish their learning objectives as a group.

Problems:

The inexperienced teachers in drama classes who work in systematic and structural teaching which may not follow student-centered activities may arise with many complications. These fears are based around nervousness, boisterous unfocused classroom, and the tutor may lose control. But the realism is just the opposite. In student-centered class, the learners work collaboratively in a group. If it is organized properly, it will be easy for the teacher to monitor the whole class without any problem. They monitor the groups freely but whereas in teacher-centered class the teacher has to monitor and motivate all the individuals continuously. Some complications arise in drama classrooms. These difficulties include:

- Time lap
- Gender
- Area of Living & Parent education background
- Shy student

- Student don't participate
- Student use more of mother tongue persistently
- Chaos

These are the issues that may jump out in numerous understudy focused correspondence classes however can be remedied by the solution given underneath.

Explain the rationale: Firstly, the teacher should explain the purpose of the activities that they organize. If oral fluency is important then the teacher should make them understand that speaking in English rather than in the first language will improve oral fluency. The teacher can also ordain a learners as a language examiner who can report encroachments of the standard.

Plan understudies completely: Prior to go into informative movement, understudies need to have sufficient controlled planning of the language and afterward, they should start performing the task. It includes lexis, language structure, and pronunciation practice. It helps the weaker learners to participate in all the activities comfortably to relieve them from feeling underprepared and make them full of poise.

Give clear guidance: Communicative activities are complex to set up. The teachers should give clear instructions to the students which may reduce chaos and confusion during the task. This involves.

- Introduce the topic and the aim of the activity
- Give the student some sample picture/video
- Instructions should be made clear
- Question the student to know whether they understood the instruction
- Give a brief demonstration to the students about the activity
- Pair/group the learners in a suitable group/pair
- Monitor the learners to help them when they need your guidance

Allow plenty of preparation time: For the first few classes give the learner ample time to prepare and rehearse the language before they do the communicative task. It may help the performers to ensure their performance better for the first few classes which may not lead the learners to be

disappointed with lack of performance. Initially, the student will find it difficult to talk in the class where the result and aim can not be achieve. So it would be good if enough time is given for the student to practice. In drama language class, the teacher should avoid filling the class with silence with the voice of the teachers instead, the class can be filled with the voice of the students where the silence can be utilized as essential for learners' thinking time.

Feedback:

After each language/dramatization movement there should be an input meeting given by the educators. At the point when the understudies ponder their presentation, the instructor's emphasis should be on, how they effectively act out the activity in communication competence. The error of language accuracy can be avoided to make the student feel confident next time. The error can be spotted in a passive way that may not affect the confidence level of the learners. The feedback should highlight the progress and development of the student. The class should aim for the students learning as a vital goal with accomplishments, a smile on their faces, and loud applause in their ears.

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