

DEVELOPING INTEGRATED LANGUAGE SKILLS THROUGH DRAMA: A CASE STUDY OF WARANGAL DISTRICT, TELANGANA

Abstract

English is a Skill based subject the content of English subject can be fruitfully acquired when the integration of the four language skills is implemented. English has become an employable source in a globalised world. Telangana State is the Youngest State in India the Government of Telangana noticed the importance of English language for the generation of employment. To boost the manpower, right from the primary level the Department of Education, Telangana State is taking measures for imparting English as a medium of instruction. For implementing the meticulous usage of English language in the class room the teachers of English are using various methods and techniques for developing English Language skills. In this regard the teachers of English need a wide range of activities which prompt the students to practice skills of the English language thoroughly inside as well as outside of the class room.

Language learning becomes innovatively realized through on structured activity i.e., the dramatization of a lesson in ESL class room at the high school stage. Unlike the passive and out dated methodologies like Direct method, Bilingual method, and Grammar transaction method, students can be engaged in an activity in the acquisition of English language skills through drama Dramatization of a lesson in English language is a practice that motivates the students to open the mouth, get into the explanation of communication skills. The dramatization develops listening, speaking reading and, writing, vocabulary and grammar skills. It also helps the participants to get involved in a challenging and thrilling activity. It also enhances student's self confidence communicating ability develops tremendously.

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A case study on 1000 students was conducted comprising of class of 8 to 10th, the entry and exit behaviours of the students were recorded. The present case study will discuss the characteristics and benefits of drama being implemented in our Telangana as well as Indian Class rooms, regarding the teaching of English. A tremendous change was observed in their language skills of the students over a period of 9 years. The teachers successfully imparted integrated language skills by the execution of this method.

Keywords: Drama, Communication Skills, LSRW, Innovative strategy.

English is a skill based subject. The content of the English subject can be fruitfully acquired when the integration of the four language skills is implemented, English has become an employable source in the globalised world- Telangana State is the youngest state in India, The Government of Telangana noticed the importance, of English language for employment generation. To boost the manpower right from the primary level the Department of Education. Telangana state is taking measures for imparting English as a medium of instruction. For implementing the meticulous usage of English language in the classroom the teachers of English are using various methods and techniques for developing language skills.

In the present study, the teachers of English of Warangal District, who employed drama as a teaching technique for developing integrated language skills, were selected. A case study on 1000 students was conducted comprising of class 8 to class 10. The entry and exit behaviors of the students were recorded. A tremendous change was observed in their language skills of the students over a period of one year. The teachers successfully imparted integrated language skills by the execution of drama technique.

Language is an effective means of communication in human interaction. Though there are many means of communication, language is the most widely used instrument. Communication is possible only when there is proper reception and comprehension of a message. Communication involves listening, speaking, reading and writing skills. Effective communication skills facilitate successful human relationships. English is the essential link language in the world. Communication in English is very important for academic and non-academic activities. English makes people civilized and privileged.

The teaching of English is greatly a herculean task in Indian context especially in Telangana state (due to meager exposure) to the second language. The students are not able to implement in the appropriate situation. The English teachers face big challenges in the Government School Classrooms like students not having confidence.

The English teachers are facing big difficulties in teaching all the four skills in the class room in an integrated manner in the crowded class rooms and varied students. So, English language teaching requires different kinds of teaching strategies like drama technique for integrating language skills. Developing integrated language skills through drama. Previously survey indicates using drama technique in the ESL Class Room helps students acquire English language effectively. In CCE this drama technique has been introduced as an effective strategy.

Teaching of English through dramatic action of a lesson is being used as so as to develop in the students and also imbibe interest in the students.

This technique develops the student's language skills like listening, speaking, reading and writing.

I. RATIONALE OF THE STUDY

The purpose of the classroom-based action research was to help the in adept children in Government schools. Most of the teachers are of the opinion that students studying in Telugu medium are not well enough in English. During our research, we try to find out the

reason for the problem and provide a possible solution to this. During our research, we identified the problem and collected the opinion of students using questionnaires. Students accepted that they are not showing interest in English as any one skill is given importance ignoring all the other. After gathering opinions about their problem from the students we designed a few strategies/activities which will help those 10 learn the English language effortlessly. We also came to the conclusion that most of the students are de motivated Lo participate in classroom activities. To address this issue we designed activities to engage them effectively and meaningfully- Our activities are not to bring instant results but to build confidence among students which results in increased participation of these children in the classroom activities. We also concluded that learning is possible when students are engaged in meaningful situations. The role of the teachers here is to think or design activities which engage them meaningfully. We also learned that students learn better when they are engaged in collaborative tasks with their peers.

A few students in ZPHS Dharmaram find ZPHS Kondapur are notable to learn English man integrated manner. The researchers want to find out the reasons-why the students can't learn better, what the different reasons are and what the different factors are, those influence their learning. During this exploratory research, the researcher has taken the opinions of the students and what their problem is.

1. Main Research Question

- Why some students in my class are unable to learn English well?
- To explore this further the following questions were added.
 - What are the different factors that affect their learning?
 - What are the different reasons students think about the problem?
 - Why can't they listen, speak, read and write efficiently?

2. Location of the Study

- ZPHS Dharmaram, Geesugonda, Warangal Rural, Telangana and
- ZPHS Kondapur, Rayaprthi Mdl, Warangal, Telangana.

3. Methodology: Communicative language teaching methodology

4. Data Collection: Students' data of ZPHS Dharmaram and ZPHS Kondapur were collected and the entry and exit behavior of the students was observed in the one year of the study (2023-2024).

5. Background: I work / render service in Government High School in Telangana State. Medium of instruction is English. Students participated in this class room action research are from English medium background. All most all the students except few are slow learners. They are neglected their confidence levels are very low. This survey has been conducted for the classes 6th to 10th classes.

- 6. Teachers Voice:** The teachers complained that they don't have the time to engage them in a meaningful activities they also open the text book is with two heavy syllabus and tough beyond their understanding.
- 7. Students' Questionnaire:** Our action research also considered the voice of the students. To include the students' voice we have designed the following questions and ask them to write their opinion in their mother **tongue**.
- When will you learn better?
 - How do you learn better?
 - What are the reasons for not learning LSRW Skills?
 - How can you overcome that problem?
- 8. Teachers Responses:** The students complain that
- Students don't understand English
 - Students could not have practice/habit of writing from English.
 - Student could not practice at home.
 - Students could not read during leisure periods.
 - Students could not follow teacher's instructions.
- 9. Action Plan:** Students became competent confident in listening to various real life incidents.

During the action phase, we designed the following activities and tried in our classrooms while implementing these activities frequently, many a time we have changed our plan of action. Teaching Listening

White adopting drama method we provided authentic listening material reflecting real life experiences, to make the students to get acquainted with the English language. The students were made to listen to moral stories and folk tales with subtitles (Book box stories/with Indian context). To make them familiar with English language other sources of listening like news, TED talks, T.V. Programmes and small talks were used. All these were linked with drama activities. The students became better, competent and, confident in listening to variety of real life situations (Scrivener.1994).

- 10. Teaching Speaking:** We adopted the drama technique as a teaching of English, followed drama technique it is technique to create interest in the students in Speaking English fluently, with good pronunciation stress and intonation. According Herner (1991) in face to face interaction students were able to use a variety of facial expression, gestures, and common body language in communicating the message in dramatization of a lesson in ESL Class room students not only speak but also dictate or write / note down an important dialogue / a piece of writing.
- 11. Teaching Reading:** I, as a teacher of English, adopted variety of activities i.e. news papers, magazines, cartoons, pamphlets and advertisements for teaching reading skills I encouraged the students to read the scripts a loud. This is the best techniques to teach reading skill. According to COX (2002) there is a natural relation between reading and dramatization both of these activities motivating the students to read.

12. Teaching Writing: I, as a teacher of English employed/adopted dramatization technique to improve writing i.e. writing portion, story, Karrikat, Planscene, song & comprehension writing skills with various activities.

13. Teaching Vocabulary: I, as a teacher of English, transformed ESL Class room in our school as Practical life situations by giving the students a wide range of opportunities to learn a large of vocabulary in a varied way / manner.

14. Teaching Grammar: As students were engaged in the activity of dramatization they produced grammatically correct students both in speaking and writing. I have employed role plays, dialogue to practice grammar.

As Peragoy and Boy (2001) stated in Chen (2007) in day to day oral and written (i.e. LSR (W) are not separate and isolated. I teach all the LSRW together with particular communication activities. According to Chan (2007) Listening, Speaking, Reading and Writing should be taught together in ESL Classroom it should be integrated, inter dependent and inseparable in language learning.

Peregoy and Boyl (2001) conclude in Chan (2007) opportunities to learn English language should be incorporated in reading for the students so that they can learn Verbally to read, write because it is the integrated use of oral and written language for functional promoting full, development of English language proficiency it is also suggested that Listening, Speaking, Reading and Writing should be integral parts of English language learning.

15. Entry and Exit Behaviour: The students were made to dramatize on several themes like personality development, social issues, environment, human rights, school life, science and technology, humour and women empowerment, in this. Regard, we presented each segment of every lesson orally to the student up to their understanding level for three or four times. Children listen properly to our oral presentation of the lesson. They speak or I have a /conversation only with one another in groups. Once it is understood they put in written form. Read it with proper articulation, stress, intonation and tone. This is the process of our style of teaching English lesson within an integrated manner.

Like these lessons are being taught. Results are immensely effective. Many discourses are being taught. A sea change is being observed in our English language classroom.

16. Findings of the Study

- The entry and exit behavior of the students was analyzed.
- With the drama technique, integration of language skills was noticed.
- The teaching of English using drama primarily catered to the economic, cultural and/interactive needs of the students and made them free from stage fright.

The students of Dharmaram studying during 2017-18 acquired best communication skills (on par with World Class Communication Skills) they enacted a drama participated in a drama i.e. "Save Girl Child" students are P. Swathi, Vaagdevi, Kavyasri, K. Meghana

They also participated in A Drama on the Eradication of Superstitious in the society on the occasion of National Science Day.

The students studying during 2016-17 in Dharmaram, Mdl. Geesugonda got selected at National SpellBee Championship and bagged 4th, 5th and 6th ranks. They are also appreciated honored by DEO, Warangal Shri Narayan Reddy garu.

Students studying during 2017-18 in Dharmaram School, Mdl. Geesugonda also participated in "Safe School" Zone Day (8th standard).

Students studying during 2020-21 in Dharmaram, Mdl. Geesugonda participated in "Tenali Paints A Horse" gave a message. Goal setting for a student's life.

Students studying Class-VI between 2020-2011 Kavya Sri, Baby, Sruthi, Sahithi participated in "Save Trees" giving a message that Trees are life/give us life.

Students studying during 2019-20 enacted in a short film "Polluted India – Pristha Nation" this film bagged National Best Short film All installment bagged

Awards as best child / artists on the Baby's of best communication skills on the theme of Beat the Plastic"

Our students studying in ZPHS Kondapur, Mdl. Rayaparthi i.e. Bhavya Sri, Rakshitha, Kusumasri, Harshini and Varshini of classes VIII & IX also got proficiency in English Language Communication skills by enacting in a dramatization i.e. Dhrona and his disciples.

II. CONCLUSION

Communication is an act of giving receiving or exchanging of ideas and information. Language is a tool to communicate well, English language teaching and learning is found difficult in rural areas. Language learning is a skill. The four skills (LSRW) are essential in face to face interaction.

The case study discusses uses of drama in the ESL classroom dramatization can be applied a facilitation in the ESL Class room to overcome stage fear and for instilling confidence in the students through the technique of dramatization of lesson in a real life situation in the classroom.

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