

## **CHAPTER- ONE**

### **INTRODUCTION**

#### **1.1 General Background**

Language is primarily a means of communication. It is one of the most valuable gifts of the God to man which distinguishes him from animal. We can express our feeling, thoughts, emotions experiences, ideas and so on through language. Besides it, language is used to convey message and impart factual information. It can also be taken as a social phenomenon that is used in our society to establish a good relationship among human beings.

In the Encyclopedia Britannica (1996) language is defined as 'A system of conventional, spoken and written symbols by means of which human beings as members of a social group and participants in a culture, interact and communicate' (As quoted in Chalise, 2007, p. 2). Similarly, according to Sapir (1978, p. 8), 'Language is a purely human and non-instinctive method of communicating ideas, emotions and desires by means of a system of voluntarily produced symbols.'

As language is the special gift of human, every normal human being is born with the capacity in his brain to acquire language. So, it is said to be species specific. Rai (2000, p.19) says 'Apart from man, other livings creatures are also found to be communicative but their system of communication is far more limited in the comparison of human as many studies have already shown over it.' The reason behind it is that they do not have well developed vocal organs and brain as humans. Oxford Advanced Learner's Dictionary (1996, p. 662) defines language as 'A system of sounds and words used by humans to express their thoughts and feelings'. Individuals in the community understand and are understood by means of the language they use. Jespersen (1904, as cited in

Sthapit, 2003, p.18) defines 'Language is not an end in itself.' It is way of connection between souls.

Likewise, language is defined as voluntary vocal system of human communication. Sapir (1921, p. 8) stated 'Language is a purely human and non-instinctive method of communicating ideas emotions and desires by means of voluntarily produced symbols. In the same way, Asher (1994, p. 5137) defines language as 'the principal signaling system or instrument of communication used by humans for the transmission of information, ideas etc. The central element of which is verbal but which contains an essential component a substantial non-verbal element. e.g. intonation, stress, punctuation etc.'

Among many languages in the world, English is used for international communication. It is used to communicate with people who are of different linguistic backgrounds. Most of the books related to different fields such as technology, science, education, commerce arts etc. are written in English. So, sound knowledge of the English language has appeared to be a basic need in these days.

Keeping these facts in view, the English language is given a great importance in the education system of each country in the world. It is taught as first, second and foreign language in different institutions. For example, it has been taught as a foreign language in all schools in Nepal. It is offered as a compulsory subject from the primary to bachelor level in Nepal.

It is true that various languages are spoken in the world. Although we do not have any authentic data, many languages are spoken in the world. It is reported that there are over 3000 languages and English is one of the most widely used language among them. It is a global language which occupies a dominant position. Millions of people have been learning English day by day. Thus, the scope of English has been widening in a great speed today. According to Lewis and Hill (1992, p.9), 'English is useful because you can understand films and

TV programmes.’ It is claimed that one in every seven people can speak the English language. It has the richest vocabulary while comparing it to other languages. It is a more popular and dominant language because it is used in most areas such as education, trade, mass media and international diplomacy. It is also used in the world politics, science and technology, economics, marketing, medicine and so on. Furthermore English is one of the six official languages of the UNO. It plays the most significant role in international communication. It has become an indispensable and excellent means for the transmission of modern civilization in any part of the world. Today people become blind even having eyes, deaf even having ears, dumb eye-having well-developed vocal organs without English language.

### **1.1.1 Teaching of the English Language in Nepal**

If we turn back to the history of English language teaching in Nepal, we find it quite short. It was started in 1910 B.S. when the first Rana Prime Minister Janga Bahadur Rana returned from his journey of England. He established a school at Thapathali. It was the first school to teach English in Nepal. After sometime the school was known as Durbar School. During that period, the teaching learning process was only limited to Rana Family. Later, in 1942 B.S. the school was opened for the children of the general public too. When Bir Shamsheer became the Prime Minister, he built the building of Durbar High School in front of Rani Pokhari. After Bir Shamsheer, Dev Shamsheer became the Prime Minister of Nepal and established many schools in Nepal. Later Chandra Shamsheer established Tri- Chandra College in 1972 B.S. from where the English language was started to be taught in higher level also. After the establishment of democracy (2007), many schools were opened in Nepal. National Education Planning Commission (NEPC) was founded in 2011 B.S. and contributed more to the development of the English language teaching. As the Commission suggested the English language teaching was started from secondary to Bachelor level as a compulsory subject and from secondary to master level as an optional subject. During Panchayat system, from 2017 B.S.

to 2046 B.S., the development of ELT situation was little satisfactory. After the re-establishment of democracy (2046 B.S.) National Education Commission (NEC) was formed in 1947 to develop the education system in Nepal. NEC gave much emphasis on the development of English language teaching in Nepal. As the commission suggested, many universities were established and English started to be taught as a compulsory as well as optional subject. Today the English language is taught from grade one to the Bachelor level as a compulsory subject.

In spite of the development in the English language teaching in Nepal, it does not seem to be going satisfactorily due to the lack of various reasons.

Generally there are two factors affecting the effective teaching of English language. These are: sociolinguistic situation of Nepal and lack of experts in ELT. Another issue is related to the lack of trained and qualified manpower in the country. Trivuvan University along with some other private universities is producing the experts in the field of ELT but the skilled manpower is today's need.

### **1.1.2 What is Literature?**

Literature is the art that expresses life in words that appeal to our own sense of beauty. In the broadest sense, perhaps, literature means simply the written records of the race, including history and science, as well as its poems and dramas. In the narrower sense, literature is the artistic record of life, and most of our writing is excluded from it. A history or a work of science may be sometimes called literature. It is a curious and prevalent opinion that literature, like all art, is a mere play of imagination, pleasing enough, like a drama. Literature preserves the ideas of people's love, faith, duty, friendship and freedom. All are the parts of human life. As a whole, literature is the expression of life in words of truth and beauty; it is the history and only history of the human soul. It is characterized by its artistic, suggestive and permanent

qualities. Literature is a vital record of what men have seen in life, what they have expressed of it. It appeals to people as men and women.

According to Lazar (1993, p. 1), “Literature is the use of language to evoke a personal response in the reader or listener. Literature is a world of fantasy, horror, feelings, visions, etc. which are put into words.”

### **1.1.3 Genres of Literature**

Defining literature is a very difficult task and that there is considerable controversy among literary theories and critics. Literature is artistically written work e.g. fiction, poetry, drama and criticism that are recognized as having important and permanent artistic value. It is the body of written works of language or culture. Similarly, according to Lazar (1993, p.1), ‘Literature is a world of fantasy, horrors, feelings, thought, vision etc. which are put into words.’

Though literature is defined by many people in different ways, it is in short a play of words. Words are arranged and manipulated tactfully and artistically that it conveys more than what is said/written. Literature is also an imaginative fact. It is a creation but, we get realistic flavor in it; literature encompasses the every aspect of human life. So, literature is the mirror where we can see the society clearly. It is said that only the poorest and weakest one in the world does not know literature. Mainly literature has 3 forms or genres. They are:

#### Genres of Literature

Poetry

Prose

Drama

## Story

The genres of literature are shortly described below.

**a) Drama**

Drama is a piece of creative writing which is composed to be performed on the stage. Especially drama is not written for reading purpose but for performing on the stage and giving entertainment to the spectators. Drama is a genre of literature in which words are used to create imaginary persons and events. There are different elements of drama i.e., plot, character, dialogue, setting, conflict and theme. There are different forms of drama i.e. tragedy, comedy tragic-comedy, farce and one-act play. The tragedies are the plays with sad endings and comedies are the plays with light and happy endings.

**b) Poetry**

Poetry is a piece of creative writing which is generally composed in verse. It is a genre of literature in which words are used to express ideas as feelings. The poetic language is different than the language of prose of daily use. Due to the deviation of linguistic norm, poetry is found in different forms such as epic, sonnet, ode, ballad, elegy, lyric, pastoral etc.

**c) Story**

Story is a creative writing which narrates the past events and incidents systematically from top to bottom. Story is an element of literature in which words are directly addressed to the readers. Stories are long or short. The short stories are those that can be read easily in a single sitting. There are different elements of story. They are: plot, character, setting, style and theme.

**d) Novel**

Novel is a long narrative writing elevated in style, rich in characters and with a single plot. Novel might be fictional and non-fictional. The fictional novels are

written with imaginary characters and events but non-fictional novels narrate the true history of someone or something. There are different elements of novel i.e., plot, character, setting, style and theme.

#### **e) Essay**

Essay is a short prose work. The main purpose of writing essay is persuasion. Essay is not fictional but shows the writers own ideas on a particular subject matter. Essay is a genre of literature in which words are used to express ideas and feelings.

### **1.1.4 Language and Literature**

There is a very close relationship between language and literature. Literature is introduced to the students as a variety of language that is distinct from the language of common use which they are acquainted with. Literature is a rich source for language teaching. Literature introduces genuine sample of a very wide range of style and intricacies of language. Knowing literature means being able to know the meaning of specialized use of language and being familiar with authentic use of language. Literature means a discourse in which the creativity and complexity of language are designed with a wide range of style. Literature occupies an important place in language teaching courses. However, a language teacher should present the literary texts from linguistic angles. Their work is not complete until someone has read it and responded to it.

Literature itself has been greatly enriched by recent developments in the field of critical theory. Literature is used most effectively with learners from intermediate level upwards. Structuralism, deconstructions, reader-response theory, feminist and Marxist criticism are just some of the branches of critical theory which have been challenging the ways in which we read and understand

literature. So, it is to find ways of using literature which will help learners to achieve their main purpose to improve their English.

Our main aim should be to teach the learners to read literature using the appropriate literary strategies. This involves them not in reading for some practical purpose, for example to obtain information, but rather in analyzing a text in terms of what it might mean symbolically. The learners may have already acquired this kind of literary competence in their own language, in which case we simply need to help them to transfer these skills. If not, we need to find ways of engendering the necessary competence. Literary texts have a powerful function in raising moral and ethical concerns.

In this way, language and literature are thus strongly related. Literature enriches and it is language that helps to understand literature. Indeed, there is not a sharp line of demarcation between language and literature and it is difficult to show a dichotomy between them. Language and literature are not two separate entities and do not make two different coins. They are not mutually exclusive.

The importance of literature in language teaching is immense. Without literature the study of language is worthless.

The value of literature in language teaching can be pointed as follows:

1. Literature makes language teaching lively and interesting.
2. Literature provides variety of inputs.
3. Literature helps to the personal growth of the students.
4. Literature develops students' language awareness.
5. Literature develops the language skills in students.
6. Literature provides authentic materials.

There are different objectives of teaching literature. Long and Carter (1991) suggested three models of teaching literature in language class.



### **a) The cultural model**

Language fosters culture. When we read language, the culture of the native speakers crops in. By studying literature students acquaint themselves along with the foreign language culture and society and develop the cultural awareness. Thus, literature is the best medium of representing culture.

### **b) The language model**

Literature helps to learn language. The literary language is different from the everyday use of language. On the one hand, it is different from language which is used in sports, medicine, science etc. On the other hand literature helps the learners understand some of the stable and various creative uses of language.

Moreover, literature is helpful for developing the students' language skills i.e. listening speaking reading and writing. Similarly it helps to develop the intensive and extensive reading skills of the learners.

### **c) The personal model**

Literature helps to develop the personality of the learners. By reading literature students can develop the personal skills like skill of argument, skill of critically appreciating the text, skill of analyzing and interpreting the text etc. Moreover, learners learn to express the feeling and imagination systematically in words.

Hence, the main aims of studying literature are developing the cultural awareness, language skills and the personality of the person.

Furthermore, the important of literature can not be exaggerated. Lazar (1993, p. 14) has given the following reasons for using literature with the language learner.

- a) It is motivating.
- b) It is a stimulus for language acquisition.
- c) It expands student's language awareness.
- d) It develops student's interpretative abilities.

- e) It has general educational value.
- f) It is an authentic material.
- g) It helps students to understand another culture.
- h) Students enjoy it and it is fun.
- i) It encourages students to talk about opinions and feelings.
- j) It is highly valuable.
- k) It sounds in many syllabuses.

### **1.1.5 Drama**

Drama is a narrative art composed not for a reader, as fiction and poetry are, but for spectators. The amount of story presented is foreshortened in a play and incidents are often of high tension. The pace and intensity gives it its characteristics “dramatic” effect. According to Aristotle, the playwright combines six elements in a play: action, character, thought, language, music and spectacle. Plays are not miscellaneous, episodic or accidental. They have a unity and probability that we can help our students understand by concentrating on the key elements of drama and their interaction.

Drama is not made of words alone but of sights and sounds, stillness and motion, noise and silence and relationships and responses. A drama is defined as the form of composition designed for performance in the theatre in which actors take the role of characters, perform the indicated actions and utter the written language. A drama is such a form of literature where the writer uses the words and recreates events and actions through the dialogue of imaginary persons taking to one another but not directly to the readers.

The dialogue of imaginary characters is overheard by the readers and the imaginary events can be seen or supposed to be seen (watched) by the reader or audience. Interaction is the essential quality of a drama. When interaction is composed for the first time, they are composed of words by the playwright or dramatist.

### **1.1.6 Techniques of Teaching Drama**

While teaching drama, the following features are generally explained first:

1. The main elements of drama: story, character dialogue action, plot and tone.
2. Dramatic convention

There is nail-flesh relationship between language and literature. The literary language is a variety of language. The literary language is the most complex, standard and popular variety of language. It is an art of writing which reflects the society.

Drama has its own value in the field of English language teaching. Teaching drama means not only asking the students to read the drama but also helping them to understand the language used in them and encourage the learners to read the drama in a (dramatic) role play way. Teaching of drama follows a systematic way of classroom activities.

Drama helps the students to understand other culture. It helps them to increase their language awareness and interpretive abilities. Using the drama is not then seen simply as an activity done for its own sake but as a way of improving language knowledge.

### **1.1.7 Activities for Teaching Drama**

We know that, most to finish one drama. So, the teacher can select two or three activities of teaching of the dramas are very long and the teacher should spend a few weeks or months drama to use each week in class. The teacher should focus on that chapter which the students feel difficult and the teacher should find out what students find difficult. For example, if the plot of the drama is very complicated then the teacher may need to do quite a few activities with students which help them to follow the sequence of the events. In the same way, if the students are having difficulties with a chapter because of its

complex presentation of different characters, then the teacher might wish to provide activities which help students with this.

Collie and Slater (1987, p. 93) suggest that the teacher must choose and adapt according to their own situation, constraints, particular group of learners and teaching style. The activities are a set of ideas and resources to stimulate variety in the classroom. Collie and Slater provide the following guidelines for using a drama in classroom.

1. Try to select activities which complement each other and from a suitable balance, for example, between language- enrichment activities and ones designed to deepen the students' understanding of the book and elicit a response.
2. Do not select too many activities in case this harms the simple involvement through reading that the individual builds. Remember reading is often a quiet private activities and one we strongly wish to encourage.
3. Do not lose sight of the principal aim of the whole operation which is to foster enjoyment of reading in the learner. An important gift we can give the students in the realization that further and re-reading can be enriching. We can never really finish a book, except on superficial level. Re-reading always produces new insight, new perceptions, a deepened response.
4. It is a good idea to vary the mode of presentation: silent reading, for example, can be followed by listening to the passage on a cassette, so that this 'revisiting' of the text feels like a different experience and challenges other areas of the learner's abilities.
5. Unless we are obliged to use prescribed texts, choose works that you know and like, and which are likely to appeal to the students you reach. Using activities of the kind we describe requires a good deal of imaginative involvement on the part of the teacher.

Lazar (1993, p. 84) has suggested the following tasks and activities for teaching dramas.

**a. Pre-reading activities**

- i. Setting the scene
- ii. Brief outline of the drama
- iii. Brief outline of the main character.
- iv. Teaching of difficult vocabulary and structure
- v. Description of cultural and historical background
- vi. Explanation of theme

**b) While-reading activities**

- i. Helping students to understand the meaning
- ii. Helping them with difficult vocabulary
- iii. Helping them with language and style
- iv. Asking students to underline the line of the drama which they think interacting, important or difficult to understand.
- v. Helping them in comprehension.

**c) Post-reading activities**

- i. Understanding and interpretation
- ii. T/F exercises
- iii. Watching the movie (if any)
- iv. Acting the drama on the stage.

**1.2 Review of the Related Literature**

Research works at several universities, research centers and educational institutes have been carried out on attitude, analysis, situation, proficiency and relevance of different aspects of language and literature in language teaching. But out of these investigations, the researches on language and literature are very few. However, some research works have been carried out on different

techniques of teaching language and literature in the Department of English Education in T.U. and Saptagandaki Campus. Some of the related research works have been reviewed below.

Jha (1999) carried out a research in the department of English, faculty of education on 'Teaching of English Through Literature.' His study concentrates on higher level studies. He found out that literature is the indispensable part of language learning. For learning language, students must learn literature. It develops the competence and performance in language.

Devkota (2003) carried out an investigation entitled 'Learning Strategies in Literary Texts-An Attitudinal Study.' Through the study, he found out the learning strategies applied in studying literary texts by the B.Ed. students. He found out that students used the strategies of immediately noting down the unknown words and consulting dictionary, using of reference materials and translation in some cases.

Gyawali (2004) carried out a research entitled 'A Study on Teaching Poetry at Secondary Level.' The main objectives of his research were to identify the strategies and problems of teaching poetry at secondary level and to find out the relevance of teaching poetry at that level. He found out that the great majority of teachers taught vocabularies described the title of the poem and explained the picture of the related poem using the Nepali language. He also found out that they did not encourage the students to guess the matter of the poem, answer of some questions etc. He concluded that the reading strategies employed by the teacher were not so effective.

Singh (2004) carried out a research on 'Comprehension of Literary Texts' among the tenth graders of Kathmandu district on a variety of seen and unseen texts i.e. fiction and essay. He found that the comprehension of seen texts was found better. Comprehension in essay (seen texts) than in story (unseen tests) and subjective responses to a literary text was more different than objective responses.

Similarly, Khadka (2005) has carried out a research study on ‘Teaching Drama at Secondary Level Problem and Perspective.’ The main purpose of the study was to analyze the strategies and complexities of drama teaching in secondary level and to find out the contribution of drama in developing language as skills. He found out from his study that teaching drama in secondary level has a lot of contribution such as it develops language of the students and teachers, creates other dramas and so on. He also found that the teachers are facing many problems while teaching drama in the classroom.

Bhatta (2006) carried out research on ‘A Study on Understanding Poetry and Prose’ and found that students performed better in prose, stories rather than poems. He also concluded that it is easy to understand language and meaning in prose and discourse rather than in poems for secondary level students.

Likewise, Subedi (2007) has carried out a research study on ‘Item Analysis of Multiple Choice Items’ in teaching literature in B.Ed. Level. Through this investigation he found out the difficulty level of test items in the course of literature and he concluded that the items in the test were in the average level of difficulty in the course of literature.

The above review shows that none of the researchers have carried out any study on the topic. ‘Techniques of Teaching Drama.’ Therefore, I was much interested in this topic.

### **1.3 Objectives of the Study**

The study had the following objectives:

- i) To find out the different techniques most commonly used by the English language teachers in teaching drama in grade XI and XII.
- ii) To suggest some pedagogical implications.

### **1.4 Significance of the Study**

This study aims to find out the techniques used in teaching drama and also tries to identify the most common procedures of teaching drama applied in the

English language classroom. The conclusion of this research will be advantageous for those English teachers who are involved in teaching of literature especially at grade xi and xii. After reading this thesis, concerned teachers can achieve some techniques and they simply change their teaching methods.



## **CHAPTER-TWO**

### **METHODOLOGY**

The researcher has adopted the following methodology while conducting the research.

#### **2.1 Sources of Data**

The researcher used both primary and secondary sources of data.

##### **2.1.1 Primary Source of Data**

English language teachers of Higher Secondary Schools in Chitwan district were the primary sources of data in order to find out the techniques most commonly used and not used in teaching drama.

##### **2.1.2 Secondary Sources of Data**

In addition to the primary sources of data, the researcher has consulted the selected books, articles and many other types of published and unpublished thesis approved in the department of English language education T.U. etc. which were related to the study.

They were Gautam (2065 B.S.), Kumar (1996), Ghimire (2003), Sharma (2004) and Thapa (2007).

#### **2.2 Population of the Study**

The population of this study were English language teachers teaching at higher secondary level of different public and private schools of Chitwan district.

#### **2.3 Sampling Procedures**

There are about 40 well established and newly established higher secondary schools in Chitwan district. Among them, the researcher randomly selected 20 higher secondary schools. Forty higher secondary level English teachers from

the selected schools and colleges through random sampling procedure. Then, two English language teachers were selected from each higher secondary school.

#### **2.4 Tools for Data Collection**

The researcher prepared a set of questionnaire and a class observation checklist to find out the techniques used and not used in teaching drama in the classroom. Forty teachers were asked to fill in the questionnaires. The researcher observed two classes each of 20 teachers.

#### **2.5 Process of Data Collection**

First of all, the researcher himself studied the principles and techniques of teaching drama in a great detail and developed an observation form or checklist and a set of questionnaire for the present purpose.

After that, he went to the field i.e. selected Higher Secondary Schools of Chitwan district. He visited the concerned people and established a rapport with them. Then, he explained the purpose and process of his study. After this, he provided the questionnaire to the subject teachers and asked them to answer sincerely.

Then, the researcher requested the school authorities and subject teachers for allowing him to observe their classes. He observed only two classes of each of the 20 teachers.

After the class, the researcher, subject teachers and the principals of the school signed the class observation form.

#### **2.6 Limitations of the Study**

The present study was limited in the following ways.

- a) Only 20 higher secondary schools of Chitwan district were selected (randomly) for collecting data.

- b) The data were collected from only forty English language teachers who are teaching 'Pandora's Box' and 'Friday Morning' in grade XI and 'Plays in One Act' of grade XII.
- c) This study was limited to the questionnaire and the classroom observation of the teachers.
- d) This investigation covered the teaching techniques applied in teaching dramas in 'Pandora's Box' and 'Friday Morning' in grade XI and 'Plays in One Act' of grade XII.
- e) The variables such as gender, sex, classroom management, number of the students and their participation in teaching learning activities teacher's training etc. were ignored.

## CHAPTER-THREE

### ANALYSIS AND INTERPRETATION

As this is the core part of the research, analysis and interpretation of data have been carried out in this section. The collected data have been analyzed and interpreted in terms of descriptive method with the help of simple statistical tools like tables in the form of percentage and so on. Data were obtained from the questionnaire and class observation forms. The major objective of the study was to find out the different activities that were most commonly used by the English language teachers in teaching dramas in grades XI and XII. From this, forty higher secondary schools' teachers of Chitwan district were observed while teaching dramas. Questionnaires were also distributed to forty English language teachers in order to get the required data.

#### 3.1 Analysis of Data Obtained from the Questionnaires

The data obtained from the questionnaire were analyzed and interpreted in terms of descriptive method with the help of simple statistical tools like percentage.

**Q.N.1 What do you do to motivate the students at first in your teaching class?**

**Table No. 1**

**Teachers' Responses to Item No. 1**

<b>Telling Jokes</b>	<b>Revising the Previous Lesson</b>	<b>Others</b>
<b>50.5%</b>	<b>10%</b>	<b>39.5%</b>

The above table shows that 50.5 percent of teachers liked telling jokes to teach dramas in the class; 10 percent of teachers liked revising the previous lesson and 39.5 percent of teachers liked telling short story, puzzle and general knowledge questions in the class to motivate the students.

**Q.No.2 Do you like teaching drama in the classroom?**

**Table No. 2**

**Teachers' Responses to Item No. 2**

<b>Yes</b>	<b>No</b>	<b>Others</b>
98%	0%	2.0%

This shows that 98% percent of teachers liked teaching drama in the classroom; 2.0% percent of teachers also gave their interest in teaching drama and none of them disliked teaching drama in the class.

**Q.No. 3 How do you start teaching the drama in the class?**

**Table No. 3**

**Teachers' Responses to Item No. 3**

<b>General background</b>	<b>Introducing Characters</b>	<b>Others</b>
90.5%	4.5%	5.0%

This table shows that 90.5 percent of teachers started teaching the drama with general background in the class; 4.5 percent of teachers started giving dramas with characters and 5 percent of the teachers began using other methods.

**Q.No. 4 Do you describe the topic of the drama?**

**Table No. 4**

**Teachers' Responses to Item No. 4**

<b>Yes</b>	<b>No</b>	<b>Not Necessary</b>
100%	0%	0%

According to the above table, 100 percent of teachers gave the description of the topic of the drama.

**Q.No. 5 Do you write all the names of the characters and explain them?**

**Table No. 5**

**Teachers' Responses to Item No. 5**

<b>Yes</b>	<b>No</b>	<b>Not Necessary</b>
95.0%	5.0%	0%

The above table shows that 95.0 percent of the teachers wrote all the names of the characters on the board before teaching. On the other hand, 5 percent of the teachers did not agree to write names of the characters on the board, but they clearly asked the students to write all the characters in their copies. And none of them supported that it was not necessary.

**Q.No. 6 Do you tell them something about the dramatist?**

**Table No. 6**

**Teachers' Responses to Item No. 6**

<b>Yes</b>	<b>No</b>	<b>Not Necessary</b>
100%	0%	0%

According to the above table, 100 percent of teachers told them something about the dramatist.

**Q.No. 7 Do you ask the students to have a role play of the drama in the class?**

**Table No. 7**

**Teachers' Responses to Item no. 7**

<b>Always</b>	<b>Never</b>	<b>Sometimes</b>
81	9.0	10.0

This table shows that 81.0 percent teachers always asked the students to have a role play for making the drama clear, 9.0 percent teachers never did so and 10.0 percent teachers sometimes asked them to act a role.

**Q.No. 8 Do you ask the students to underline the important lines?**

**Table No. 8**

**Teachers' Responses to Item No. 8**

<b>Yes</b>	<b>No</b>	<b>Not Necessary</b>
100%	0%	0%

According to the above table, 100 percent of teachers asked the students to underline the important lines.

**Q.No. 9 Do you ask them to explain the lines with the reference?**

**Table No. 9**

**Teachers' Responses to Item No. 9**

<b>Yes</b>	<b>No</b>	<b>Sometimes</b>
55%	0%	45%

The above table shows that 55 percent of teachers asked them to explain the lines with the reference and 45 percent of them involved the students in explaining the lines with the reference sometimes only.

**Q.No. 10 Do you provide some examples how to explain the line?**

**Table No. 10**

**Teacher's Responses to Item No. 10**

<b>Telling the summary</b>	<b>Finding Key Ideas</b>	<b>Others</b>
45%	20.0%	35

This table shows that 45.0 percent of teachers provided some examples by telling the summary of the drama, 20.0 percent of them gave key ideas and 35.0 percent of them explained in the different ways.

**Q.No. 11 Do you ask the students to explain the pictures related to the drama?**

**Table No. 11**  
**Teachers' Responses to Item No. 11**

<b>Yes</b>	<b>No</b>	<b>Not Necessary</b>
40%	60%	0%

This table shows that 40.0 percent of teachers explained the pictures related to the drama, 60.0 percent of them did not like to explain the pictures but none of them said that it was not necessary.

**Q.No. 12 Do you ask to students to predict the theme of the drama?**

**Table No. 12**  
**Teachers' Responses to Item No. 12**

<b>Yes</b>	<b>No</b>	<b>Not Necessary</b>
100%	0%	0%

According to the above table, 100 percent of teachers always asked the students to predict the theme of the drama.

**Q.No. 13 Do you ask the students to consult the relevant books?**

**Table No. 13**  
**Teachers' Responses to Item No. 13**

<b>Always</b>	<b>Never</b>	<b>Sometimes</b>
70%	0%	30%

This table shows that 70 percent of teachers always involved the student in consulting the relevant books; 30.0 percent of teachers sometimes asked them to do so and none of them denied asking the students to read relevant books.



**Q.No. 14 Do you finish the drama in the fixed time?**

**Table No. 14**  
**Teachers' Responses to Item No. 14**

<b>Very Difficult</b>	<b>Not Sure</b>	<b>Sometimes</b>
25.0%	51.0%	24%

It was found that, 51.0 percent of teachers of higher secondary level were not sure to finish the drama in the fixed time but 25 percent of teachers felt it very difficult to finish the drama in the fixed time and 24 percent of teachers sometimes did it.

**Q.No. 15 Do you summarize the drama before teaching it?**

**Table No. 15**  
**Teachers' Responses to Item No. 15**

<b>After Teaching</b>	<b>Before Teaching</b>	<b>Not Necessary</b>
100%	0%	0%

According to this table, all the teachers i.e. 100 percent summarized the drama after teaching it.

**Q.No.16 Do you read the drama aloud line by line and ask your students to follow you?**

**Table No. 16**  
**Teachers' Responses to Item No. 16**

<b>No</b>	<b>Yes</b>	<b>Not Necessary</b>
95%	2%	3%

In the same way, it was found that most of the teachers i.e. 95 percent of them did not read the drama line by line aloud in the class and asked their students to

follow them and 20 percent of teachers supported it but only 3 percent of them thought that it was not necessary.

**Q.No. 17 Do you translate the drama in Nepali language?**

**Table No. 17**

**Teachers' Responses to Item No. 17**

<b>Yes</b>	<b>No</b>	<b>Not Necessary</b>
90%	8.5%	1.5%

It was found that most of the teachers i.e. 90 percent of them read the drama and explained/translated it in the Nepali language and 8.5 percent of them did not do it but 2.5 percent of them thought that it was not necessary.

**Q.No. 18 Do you give the symbolic meaning of the drama?**

**Table No. 18**

**Teachers' Responses to Item No. 18**

<b>Yes</b>	<b>No</b>	<b>Not Necessary</b>
100%	0%	0%

According to the table, all the teachers i.e. 100 percent gave the symbolic meaning of the drama.

**Q.No. 19 Do you ask the students to have a role play of the drama in the class?**

**Table No. 19**

**Teachers' Responses to Item No. 19**

<b>Always</b>	<b>Sometimes</b>	<b>Never</b>
90%	10%	0%

In the same way, it was found that most of the teachers i.e. 90 percent of them asked the students to have a role play of the drama in the class but 10 percent of them sometimes did so and none of them denied doing this activity in the classes.

**Q.No. 20 Do you give the central idea of the drama at the end?**

**Table No. 20**  
**Teachers' Responses to Item No. 20**

Yes	No	Not Necessary
100%	0%	0%

According to the above table, all the teachers i.e. 100 percent gave the central idea of the drama in the class.

**Q.No. 21 Among those techniques which one do you mostly use?**

**Table No. 21**  
**Teachers' Responses to Item No. 21**

S.No.	Techniques	C.T.			B.T.		
1.	Role play	36	40	90	6	40	15
2.	Drill	16	40	40	-	40	-
3.	Lecture	30	40	75	11	40	27.5
4.	Telling the central idea	26	40	65	4	40	10
5.	Characterizing	12	40	30	1	40	2.5
6.	Explaining the text	9	40	22.5	-	40	-
7.	Group-work	3	40	75	3	40	7.5
8.	Question-answer	11	40	27.5	1	40	2.5
9.	Pair work	9	40	22.5	4	40	10
10.	Description	4	40	10.0	1	40	2.5
11.	Dramatization	2	40	5	-	40	-

12.	Illustration	1	40	2.5	-	40	-
13.	Discovery	3	40	7.5	-	40	-
14.	Others	7	40	17.5	-	40	-

The above table shows that 90 percent of the English language teachers were found to use role play technique most commonly in teaching drama. Similarly, 75 percent of them were found to use/apply lecture and 65 percent of the teachers were found to be telling the central idea in drama teaching. In the same way, 40 percent of them were found to use drill technique in teaching drama in higher secondary level.

According to the table, characterizing was used by 30 percent of the teachers and question answer technique was used by 27.5 percent of the teachers in teaching drama in higher secondary level.

Likewise, pair work and explanation were used by 22.5 percent of the teachers in their classes while teaching drama.

In the same way, the table presents that group work and discovery were used by only 7.5 percent of the teachers and description was shown by 10 percent of the teachers. Similarly, dramatization and illustration were used by 5 percent and 2.5 percent of the teachers while teaching drama in the class respectively.

At last, 7.5 percent of the teachers felt group work as the best technique of teaching drama in higher secondary level.

Among these techniques, 27.5 percent of the teachers thought that lecture was the best technique of teaching drama and 15 percent of the teachers thought that role play and student-centered techniques were the best techniques of teaching drama in higher secondary level. In the same way, 10 percent of the teachers felt pair work and telling central idea were the best techniques of teaching drama, similarly 2.5 percent of them felt characterizing, question-answer and description showed as the best techniques of teaching drama.

Apart from all these techniques, 17.5 percent of the teachers used other techniques such as film show and translation while teaching drama in higher secondary level.

### 3.2 Analysis of Data Obtained from the Class Observation

The investigator observed the classes of the English language teachers while teaching drama at higher secondary level. The researcher observed the classes of twenty teachers of twenty higher secondary schools (two classes of each) and filled up the checklist forms. The techniques of teaching drama applied by them were analyzed and interpreted by using the simple statistical tools of percentage.

**Table No. 22**  
**Pre-teaching Activities Done by the Teachers**

S.No.	Items	Yes			No		
		F.N.	T.N.	P.	F.N.	T.N.	P.
1.	Starting lesson with the introduction of the dramatist	20	20	100	-	20	-
2.	Predicting the theme of the drama	20	20	100	-	20	-
3.	Providing the necessary historical and cultural background	19	20	95	1	20	5.0
4.	Describing the pictures and photograph	13	20	65	7	20	35
5.	Introduction of the drama and its characters first	12	20	60	8	20	40
6.	Introducing other works prepared by the same dramatist	12	20	60	8	20	40
7.	Informing the students about the genre	13	20	65	7	20	35

	of literary movement						
8.	Introducing other elements and theme or the drama	3	20	60	8	20	40
9.	Asking the students to read the drama	3	20	60	8	20	40
10.	Guiding the students towards the language and symbolic meaning of the drama	20	20	100	-	20	-
11.	Teaching the important words and grammatical structure used in the drama	12	20	60	8	20	40

Table No. 22 shows that 100 percent of the teachers gave the introduction of the dramatist in the beginning; predicting the theme of the drama and guiding the students towards the language and symbolic meaning of the drama; 95 percent of them provided some cultural and historical background of drama but 5 percent of them did not do so. Most of the teachers i.e. 65 percent asked the students to describe the picture and photograph but 35 percent of them did not do so. Likewise, 65 percent of the teachers informed the students about the genre or literary element. Similarly, 60 percent of them introduced characters of the drama, other works prepared by the same dramatist; other elements and theme of the drama, the important words and grammatical words but 40 percent of them did not do so. In the same way, 60 percent of them asked the students to read the drama but 40 percent of them did not do so. Hundred percent of teachers guided the students towards the language and symbolic meaning of the drama. Sixty percent of teachers taught the important words and grammatical structure used in the drama and 40 percent of them did not do so.

**Table No. 23**

**While Teaching or Reading**

S.No.	Item	Yes			No		
		F.N.	T.N.	P	F.N.	T.N.	P
1.	Giving a jumbled version of the	13	20	65	7	20	35

	drama						
2.	Giving practice on filling the blanks	18	20	90	2	20	10
3.	Determining the meaning of the word in the dictionary	5	20	25	15	20	75
4.	Asking comprehension questions	17	20	85	3	20	15
5.	Asking to read the drama	11	20	55	9	20	45
6.	Creating group work/pair work	20	20	100	-	20	-
7.	Explaining the theme of the drama	20	20	100	-	20	-
8.	Finding techniques and summary	6	20	30	14	20	70

It was found that 65 percent of the teachers gave students jumbled version of the drama but 35 percent of them did not do so. Likewise, 90 percent of them gave them filling in the blank practice but 10 percent of them did not do so. Most of the teachers provided filling practice as they were needed for their students and some of them told them to follow the filling in blanks given in the book. In the same way, 25 percent of them determined the meaning from the dictionary but 75 percent of them did not do so. Likewise, 85 percent of them asked them comprehension questions but 15 percent of them did not do so. Only 55 percent of them read the drama and 45 percent of them did not read the drama clearly.

From the above table, the researcher got the information that 100 percent of the teacher created group work and explained the theme of the drama but only 30 percent of them provided techniques for summary and 70 percent of them did not do so.

**Table No. 24**

**Post Teaching or Reading Activities Done by the Teachers**

S.No.	Items	Yes			No		
		F.N.	T.N.	P.	F.N.	T.N.	P.
1.	Giving possible meaning of the drama	10	20	50	10	20	50
2.	Giving some interpretation of	19	20	95	1	20	5

	the drama						
3.	Paraphrasing	20	20	100	-	20	-
4.	Seeing the theme of the drama	17	20	85	3	20	15
5.	Asking them to read aloud and preparing the similar type of the drama	14	20	70	6	20	30
6.	Asking the response of the students	5	20	25	15	20	75

The above table shows that 50 percent of the teachers provided possible meaning of the drama and asked them to find other similar words. But 50 percent of them did not do so. In the same way, the majority of the teachers i.e. 95 percent of them gave some interpretation of the drama but only 5 percent of them did not do so. All of the teachers i.e. 100 percent of them asked students to write paraphrase. Likewise, 85 percent of them asked the students to see the theme of the drama but 15 percent of them did not do so. Similarly, 70 percent of them asked the students to read aloud and prepare similar type of the drama but 30 percent of them did not do so. Most of the teachers i.e. 75 percent of them made them create the environment of role play and gave their own opinion about the drama but 25 percent of them did not do so. Only 25 percent of them asked the response of the students and 75 percent of them did not do so.



## CHAPTER - FOUR

### FINDINGS AND RECOMMENDATIONS

#### 4.1 Findings

On the basis of the analysis and interpretation, the findings of the study are as follow.

1. Generally, the following techniques were frequently applied by the teachers while teaching drama in the class.
  - i) The study found that 90 percent of the teachers most commonly used role play technique while teaching drama in higher secondary level.
  - ii) Group work and lecture method were used by 75 percent teachers and 65 percent of them were found to be telling the central idea in teaching drama in the classroom.
  - iii) It was found that 22.5 percent of teachers used pair work.
  - iv) Similarly, the study found that 10 percent of teachers used description technique.
2. In the same way, it was found that question answer technique was used by 27.5 percent of the teachers.
3. It was found that drill was used by 40 percent of the teachers in teaching drama in higher secondary level.
4. It was found that discovery technique was used by only 7.5 percent of the teachers.
5. About 25 percent of the teachers did not have the knowledge of pre-reading while reading and post reading activities.
6. It was found that 50 percent of the teachers were not giving meaning.
7. It was found that there were not teaching manuals in some of the schools.
8. It was found that no evaluative measure was used to access their students' knowledge in drama that they taught in the classroom.

9. It was found that description technique was used by 10 percent of the teachers. Illustration and dramatization were used by only 5 percent and 2.5 percent of the teachers while teaching drama in the classroom respectively.
10. Only 17.5 percent of the teachers also used other techniques such as film show and translation while teaching drama in higher secondary level.
11. Similarly, 30 percent of the teachers felt characterizing was the best technique of teaching dramas. Likewise 22.5 percent of the teachers felt explaining the text was best technique of teaching drama in higher secondary level. Similarly, only 2.5 percent of them thought illustration and picture show as the best technique of teaching drama in higher secondary level.

#### **4.2 Recommendations**

The following recommendations have been made on the basis of the study:

1. Explanation, group work, description are the preferable techniques for teaching drama in higher secondary level. But, these techniques are not only enough to teach literature. So, it would be better if the teachers used other techniques as well.
2. Dramatization technique was used by only a few numbers of teachers. As it develops many skills in students, it must be useful by almost all of the teachers.
3. Some teachers did not use discussion though it is a more useful learner centered technique. That is why, it would be better if the teacher used it to teach language systematically.
4. Teaching manual should be provided to the teachers.
5. Teacher should prepare lesson plans daily.
6. A few teachers were found not having the knowledge of teaching techniques and stages of reading so they must have the knowledge of them.

7. If the drama is very long, it is impossible to read it in the classroom, so, that teachers should tell students to read certain chapter at their home and tell them to explain what they understand.
8. The central authority should pay attention to some of the student centered techniques of teaching drama while designing the teaching materials.
9. Subject wise training and refreshment training should also be frequently provided to the English language teachers. So that the English language teaching can be successful and fruitful in Nepal. The authorities or the organizations should appoint only trained teachers. If not, training should be provided to all the teachers who have been teaching for along time.

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