

**STRATEGIES OF TEACHING DRAMA AT
HIGHER SECONDARY LEVEL**

**A Thesis Submitted to The Department of English Education
in Partial Fulfilment for the Master's Degree in Education**

**Submitted by
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RECOMMENDATION FOR ACCEPTANCE

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DECLARATION

I hereby declare to the best of my knowledge that this thesis is original, no part of it was earlier submitted for the candidate of research degree to any university.

Date:

Sujata Lohani

DEDICATION

Dedicated
to my parents
whose unloading inspiration, immense and unconditional love
brought me to the present status

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ABSTRACT

This research entitled “Strategies of Teaching Drama at Higher Secondary Level” is an attempt to find out the strategies adopted by the teachers in teaching drama or play at higher secondary level. It also aims to find out teachers’ view towards drama teaching in the English language class at that level. In order to achieve these objectives, two research tools viz- class observation form and questionnaire to the English language teachers were prepared. Fifteen higher secondary schools of Kathmandu district were selected non-randomly for the collection of data. One teacher from each school was selected purposively. After preparing the tools, the researcher visited the sampled schools. The researcher administered the questionnaire to the selected teachers and also observed the classes of the selected teachers for four days focusing on the strategies of teaching drama. Very divergent situation was found in the strategy of teaching drama. It was varying from teacher to teacher. No fixed strategy was found in teaching drama at higher secondary level. The condition of teaching drama to the respective level was found satisfactory. Though there was domination of lecture method, teachers were using other methods too in delivering the content. Pre, while and post-teaching activities followed by the teachers in teaching drama were found satisfactory. Regarding teachers’ view towards drama teaching in English language class, the researcher found that all teachers agreed that teaching drama is necessary for learning English. The major focus is that teaching drama develops communicative skills of the students. It keeps students alive and creative and it increases the involvement of students in language classroom.

The present study consists of four chapters. The first chapter deals with general background, objectives of the study, significance of the study and review of related literature. Chapter two deals with the methodology of the study.

Methodology consists of sources of data, population of the study. Chapter three deals with the analysis and interpretation of the data. The analysis was done in two sections: section A deals with the analysis of collected data in terms of strategies and section B deals with the analysis of collected data in terms of teachers' view towards drama teaching in English language class at higher secondary level. And chapter four deals with the summary, findings and recommendations of the study.

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LIST OF SYMBOLS AND ABBREVIATIONS

AD	Anno Domini
BS	Bikram Sambat
CUP	Cambridge University Press
ELT	English Language Teaching
HSEB	Higher Secondary Education Board
HSL	Higher Secondary Level
i.e.	that is
M.Ed.	Master in Education
NEC	Nepal Education Commission
NELTA	Nepal English Language Teachers Association
PCL	Proficiency Certificate Level
TU	Tribhuvan University
UK	United Kingdom
Viz	Namely
Vol	Volume