

CHAPTER ONE

INTRODUCTION

This chapter consists of general background, literature, literature and language teaching, genres of literature, drama, elements of drama, types of drama, teaching strategies, strategies used in teaching drama, literature review, objectives of the study and significance of the study.

1.1 General Background

Language is a unique form of communication that sets human beings apart from rest of the living beings. It has so vast creativity that covers human thoughts and desire, hopes and hatred, pains and pleasure, frustrations and all other feelings. Stressing on the importance of language, Lyons (1991) says, "... man is most clearly distinguished from other animal species... by his captivity for language "(p.10). Likewise, Richards et. al. (1999) define language as, "...the system of human communication which consists of the structural arrangement of sound (or their written representation) into larger units, e.g. morphemes, words, sentences, utterances."(p.196). So, language is a complex phenomenon used for human communication.

There are a number of languages in the world, among them English is one of the globally used languages which has wider coverage than other languages. It is one of the major lingua franca in the world and an indispensable vehicle for the transmission of modern civilization. More than half of the world's books and print media in any discipline are published in the English language. It is used to get world wide knowledge in different fields such as literature, education, religion, culture, science and technological discoveries etc. Nepal is not out of reach from the effect of English. English has gained the position of

‘International Language’. It is taught and learnt from grade one to higher level i.e. bachelor level as a compulsory subject. Most of the technical subjects are taught in English medium in Nepal. English occupies an important place in both governmental and non-governmental sectors in Nepal.

1.1.1 Teaching English in Nepal : A Historical Glance

The English language was Introduced in our country along with the English model of education with the establishment of Durbar High School in 1910 B S. following the visit of the first Rana prime minister, Mr Janga Bahadur Rana to the UK. He established Durbar School for teaching the English language at Thapathali. During that period the teaching and learning process was only limited to Rana family. When Bir Shamsheer became the prime minister of Nepal in 1942 BS, he built the building of Durbar High School in front of Rani Pokhari and general people were allowed to study in this school. After Bir Shamsheer, Dev Shamsheer became the prime minister of Nepal, who established many schools in and outside of the valley. He focused on the development of education system so he was regarded as father of education in Nepal. Chandra Shamsheer established Tri-chandra College in 1975 B.S. Since then the English language was introduced at higher level also. However, during the time of Rana regime the situation of English language teaching (ELT) was very poor.

Only after the advent of democracy in 2007 BS, the wave of education extended in Nepal. After democracy, NEPC was formed in 2011 BS for the development of educational system in Nepal. The commission suggested that English language teaching should start from grade four as a compulsory subject. But this plan was unsuccessful to meet the objectives. The introduction of ELT in Nepalese education started only in 2028 BS with the implementation

of National Education System Plan (NESP). It contributed a lot for the development of education. According to the suggestion of this plan, the English language was started to be taught from grade one to the bachelor level as a compulsory subject. It also focused on English language teacher training and introduced teacher education programme.

In 2046 BS democracy was restored in Nepal. National Education Commission (NEC) was formed in 2047 BS in order to give the suggestions to develop the education system of Nepal. It submitted its report in 2049 BS. This commission gave more emphasis to the development of English language teaching in Nepal. The commission suggested to establish many universities in Nepal. As a result, many universities have been established and English has been taught as a compulsory as well as optional subject. Establishment of private schools and colleges also played a significant role in the development of English language teaching. Now, the English language is taught from grade one to the bachelor level as a compulsory subject.

1.1.2 Literature

Literature refers to the pieces of writing that are valued as works of art, especially poems, dramas, essays, novels, and short stories. It is an art that expresses life in words of truth and beauty. It is the written records of man's spirit of his thoughts, emotions, aspirations; it is the history of the human race. Literature offers hints, suggestions, and flashes of insight in our life. According to Collie and Slater (1987) "Literature speaks to the heart as much as to the mind provides material with some emotional color, that can make fuller contact with the learner's own life, and can thus counterbalance the more fragmented effect of many collections of texts used in the classroom" (p.2). Similarly,

Lazar(1993) defines “literature as a world of fantasy, horror, feelings, visions... put into words”(p.1). Literature is an imaginative fact, it is a creation but we get realistic flavors in it; literature encompasses all the aspects of human life. Total picture of the society gets reflected in literature. So, it can be regarded as the mirror of society.

1.1.3 Literature and Language Teaching

Literature is a key to language learning. Language and literature are always regarded as two inseparable entities. Needless to say, literature is the soul of language. It is the true manifestation of human language. Every human language has its literature, either in oral or written form. Without literature, the fragrance of language is lost. No language can be alive without literature. So, there is a close relationship between language and literature. The literary language is a variety of language. The literary figures express their thoughts, feelings, emotions, imaginations, etc. through the different genres of literature.

Language teaching is a matter of pedagogy. It is an art. Language teaching is a way of spreading the skills, abilities and proficiencies in language. Language teaching receives implications not only from linguistics, psychology, sociology pedagogy but also from literature. The aim of language teaching is to impart linguistic skills to the language learners i.e. to help the learners to acquire competence in language use. Language learning involves learning the different aspects like vocabulary, structure, skills (listening, speaking, reading and writing) and functions of language. Literature stretches students' imaginations, widens their insights, deepens their experiences and heightens their awareness. A second language learner is not considered to be a competent language learner unless s\he knows the cultures and literature of the target language. Therefore,

a language learner must learn the target language literature. A learner can find out the feelings, emotions, thoughts, customs, and possessions, etc. of the target group with the help of the literature. Thus, language learning is incomplete without learning literature. Besides this, studying literature develops the four skills of language: listening, speaking, reading and writing.

1.1.4 Value of Literature in Language Classroom

Literature is a discipline that helps creative writers bring out their inner feelings, emotions, experiences, ideas and opinions in an artistic way that pleases and instructs the reader at once. Thus, literature has been proved an essential element in language classroom. It is an art of writing especially in the tactful and joyful diction that express not only emotive feelings, opinions and experiences but also reflect social realities through figurative language. It reflects human civilization, life styles of contemporary people either in oral or written form. Literature has the use of language, wherever literature exists, there is language. It is the use of language that makes literature beautiful, symmetrical and elevated. So, literature is a valuable source that provides effective and reliable materials to language teaching. It can have several values to language teaching. Collie and Slater (1987, p. 3-6) have discussed the value of literature in language teaching in the following ways.

a. Valuable Authentic Material

Literature offers a bountiful and extremely varied body of written material which is important in the sense that it says something about fundamental human issues, and which is enduring rather than ephemeral. Literature is authentic materials because the text related to literature include the authentic sources from the particular society, culture and environment. In

reading literary texts, students have also to cope with language intended for native speakers and thus they gain additional familiarity with different linguistic uses, forms and conventions with written mode.

b. Cultural Enrichment

Literature is more valuable in language teaching because students acquire and grasp new information about the culture they are not familiar by studying it. Reading literature encourages students to become broadly aware of the social, political and historical events. Literature is perhaps best seen as a complement to other materials used to increase the foreign learner's insight into the country whose language is being learnt.

c. Language Enrichment

Language enrichment is one benefit often sought through literature. Literature provides a rich context in which individual, lexical and syntactical items are made more memorable. Literary language is somehow different from other forms of discourse in that it breaks usual rules of syntax, collocation and cohesion. Students get familiarity with many features of language by reading a substantial and contextualized body of text, which broaden and enrich their writing skills.

d. Personal Involvement

Literature can be helpful in the language learning process because of the personal involvement it fosters in readers. Engaging imaginatively with literature enables learners to shift the focus of their attention beyond the more mechanical aspects of the foreign language system.

Similarly, Lazar (1993) provides a list of reasons for using literature in the language classroom which are as follows.

Literature should be used with students because:

- a. it is very motivating.
- b. it is authentic material.
- c. it has general educational value.
- d. it is found in many syllabuses.
- e. it helps students to understand another culture.
- f. it is a stimulus for language acquisition.
- g. it develops students' interpretative abilities.
- h. students enjoy it and it is fun.
- i. it is highly valued and has a high status.
- j. it expands students language awareness.
- k. it encourages students to talk about their opinions and feelings. (p13-14)

1.1.5 Genres of Literature

Literature is a full-fledged discipline of language. It is complete in itself with its many genres. Each genre has its own special features which help to understand the language easily. The genres of literature are as follows.

a. Poetry

Poetry is a piece of creative writing which is generally composed in verse. The poetic language is different from prose and the language of daily use. Due to the deviation of linguistic form, poetry is different from other genres of literature. There are different forms of poetry such as epic, sonnet, ode, ballad, elegy, lyric, pastoral, etc.

b. Story

Story is a creative writing which narrates the past events and incidents systematically. Stories may be long or short. The short stories are those stories that can be read easily in a single setting. There are different elements of a story. They are plot, character, setting, style and theme. There are different forms of stories according to their nature. They are myths, legends, fables, fairy tales, folk tales etc.

c. Novel

Novel is a long narrative writing in style, rich in characters and with a single plot. Novel might be fictional and non-fictional. The fictional novels are written with imaginary character and events but non-fictional novels narrate the truth history of someone or something. There are different elements of a novel i. e. plot, character, setting, style and theme.

d. Essay

Essay is a short prose work. The main purpose of writing essay is persuasion. Essay is not fictional but it shows the writer's own ideas on a particular subject matter. There are different forms of essays according to their nature. They are

descriptive essays, reflective essays, narrative essays, persuasive essays, argumentative essays and so on.

e. Drama

Drama is the literary form designed for the theatre in which actors take the roles of characters, perform the indicated action and utter the dialogues. It is composed either in prose or in verse. The common alternative name for a dramatic composition is a play. To quote Styran (1975), "... drama is not made of words alone, but of sights and sounds, stillness and motion, noise and silence, relationship and responses." (as cited in Lazar 1993, p. 133). Likewise to quote Evans (1977), "However familiar or unfamiliar of the world of a tragedy, comedy, farce or melodrama may be, everything that we experience has its source, in the long run, in words." (as cited in Lazar, 1993,p.133)

Drama occupies a central place in a language classroom. It is more popular among students because it has both textual and performance aspects. When students go through a play, they can really see language in action; the devices of coherence and cohesion. The essential quality of a drama is interaction. So, it has great importance in language classroom to develop oral skills and students' involvement in learning language. Exploitation of a drama depends on the level of the students. In lower level, some simplified version of the play can be used. In higher level, students can use the original dramas by the author.

1.1.5.1 Elements of Drama

Drama is a visible genre of literature. It includes some absolutely essential elements. They are plot, characters, dialogues, conflict, setting and theme. They are the qualities of drama.

a) Plot: Plot is the soul of a drama. It consists of the chain of events set in a chronological order. In the drama, the acts and scenes are included within a plot. In drama every event is a part of a carefully designed pattern and process. This is what we call plot. It is a wholly interconnected system of events, deliberately selected and arranged for the purpose of fulfilling a set of imaginative and theatrical purposes.

b) Character: Characters in drama are like real people in some respects, they are by no means identical to people in real life. Real people, after all, exist in the world as they are, whereas characters exist in drama either more than they are or less than they are as shaped by the context of theatre and the roles they have to play. The characters, through the dialogues, create the action and it is conveyed to the spectators/ readers in the form of message.

c) Dialogue: It is the conversation of two or more people as represented in writing, specially in plays, novel short stories. Dialogue in drama is important in forwarding the action, developing the characters. Characters often reveal themselves more by what they say than by what they do. To be effective, dialogue must be true to the personalities, social positions and outlooks of the speakers. It must present the exchange of ideas in a conversational give and take. The characters, through dialogues, express their ideas and feelings much more economically than we do in our leisurely course of ordinary conversation.

d) Setting: It refers to the place and time where and when the drama is played.

e) Conflict: It is the difference/gap of opinion between/among characters in drama. It brings the development in drama.

f) Theme: It is the philosophy that the drama provides to the readers/ spectators. It is the main message of the drama.

1.15.4 Types of Drama

There are different types of drama which are as follows:

a) Tragedy: Tragedy means something that is very bad or sad. In a drama, a tragedy is a serious play, often with an unhappy ending and often concerned with important events. Broadly, a serious work of a drama, that presents the downfall of its protagonist is a tragedy. The atmosphere of tragedy is somber and serious. Tragedy ends in death and mourning. It expresses sorrow and provokes tears.

b) Comedy: Comedy basically means something that is funny. A comedy is usually a play with a light happy story. In particular, a play written primarily to amuse or entertain and usually having a happy ending. Comedy often begins with its characters in difficult but amusing situations that are happily resolved at the end. Comedy usually ends at marriage and dancing. It leads to laughter.

c) Tragi-comedy: As its name implies tragi-comedy is half tragedy and half comedy combined together harmoniously. It has the subject-matter and forms of traditional tragedy and comedy. Its important characters belong to the class of high level and low level. The upper class characters are suitable for tragedy and lower class characters for comedy. It consists of serious action that is basically for tragedy in the initial phase and there will be a change of circumstance and happiness takes place for the latter part that is comedy.

d) One-act Play: A play in one act, presenting a simple incident involving two or three characters/very limited characters and running for fifteen to forty minutes. One-act play stands in the same relation to the drama as the short story to the novel. It is not a full-length play in miniature, just as the short story is not an abbreviated novel in outline. It is a form by itself with 'laws' of its

own. The one-act play has a single main episode and is either a pure comedy or a pure tragedy.

1.1.6 Teaching Strategies

Strategy refers to a plan for achieving a major goal. Teaching strategy or instructional strategy is a means to achieve learning objective. There is no any fixed strategy to teach particular item. Strategy differs from teacher to teacher. Not one strategy is appropriate or can hope to be appropriate; to all learning contexts. One may be more efficient in one situation and less effective in another. So, different text requires different strategy. Teaching strategies must be matched to the objectives so that the most efficient and effective one is selected. All who are involved in teaching field are already feeling the pressure to lecture less, to make learning environments more interactive, to integrate technology into the learning experience, and to use collaborative teaching-learning strategies when appropriate. Some of the more prominent teaching strategies are outlined below.

- a) **Lecture:** For many years, the lecture method was most widely used instructional strategy. Although the usefulness of other teaching strategies is being widely examined today, the lecture still remains an important way to communicate information. The advantages of the lecture method are that it provides a way to communicate a large amount of information to many listeners, maximizes instructor control and is non-threatening to students. The disadvantages are that lecturing minimizes feedback from students, assumes an unrealistic level of student understanding and comprehension and often disengages

students from the learning process causing information to be quickly forgotten.

- b) **Case Method:** Providing an opportunity for students to apply what they learn in the classroom to real-life experiences has proven to be an effective way of both disseminating and integrating knowledge. The case method is an instructional strategy that engages students in active discussion about issues and problems inherent in practical application. It can highlight fundamental dilemmas or critical issues and provide a format for role playing ambiguous or controversial scenarios. The case study approach works well in co-operative learning or role playing environments to stimulate critical thinking and awareness of multiple perspectives.
- c) **Discussion:** There are a variety of ways to stimulate discussion. Obviously, a successful class discussion involves planning on the part of the instructor and preparation on the part of the students.
- d) **Active Learning:** Many studies show that learning is enhanced when students become actively involved in the learning process. Instructional strategies that engage students in the learning process stimulate critical thinking and a greater awareness of other perspectives. Although, there are times when lecturing is the most appropriate method for disseminating information, current thinking in college teaching and learning suggests that the use of a variety of instructional strategies can positively enhance student learning.
- e) **Co-operative Learning:** Co-operative learning is a systematic pedagogical strategy that encourages small groups of students to work together for the achievement of a common goal. When integrating co-

operative learning strategies into a course, careful planning and preparation are essential. Understanding how to form groups, ensure positive interdependence, maintain individual accountability, resolve group conflict, develop appropriate assignments and grading criteria, and manage active learning environments are critical to the achievement of a successful co-operative learning experience.

- f) **Integrating Technology:** Today, educators realize that computer literacy is an important part of a student's education. Integrating technology into a course curriculum when appropriate is proving to be valuable for enhancing and extending the learning experience for faculty and students. Many faculty have found electronic mail to be a useful way to promote student / student or faculty / student communication between class meetings. Others use list serves or on-line notes to extend topic discussions and explore critical issues with students and colleagues.

- g) **Distance Learning:** Distance learning is not a new concept. Distance learning as a teaching pedagogy , however is an important topic of discussion on college today. It is defined as any form of teaching and learning in which the teacher and learner are not in the same place at the same time. Components of distance learning such as email, list serves, ad interactive software have also been useful addition to the educational setting.

(www.gmu.edu/facstaff/part-time/strategy.html)

1.1.7 Strategies Used in Teaching Drama

Drama promotes subject specific skills, life skills and the ability to self - evaluation. Drama allows expression and the ability to explore ideas and use

the imagination. It also promotes spatial awareness, body language and facial expression; aspects of particular interest to students with certain eye conditions and other related conditions. There might be various strategies in drama teaching. Strategies may have to be developed that give students the opportunity to negotiate a setting independently and give them the confidence to locate themselves in a particular space. Similarly, students may need to be supported so that they can present a character in role that has suitable body language and facial expression to convey that role successfully. Carter and Long (1986) say that different text requires different strategies and any adequate teaching of literary text goes beyond language teaching techniques. They propose the following strategies to teach the short story.

- a) Prediction: What comes next?
- b) Cloze Procedure
- c) Forum: Debating opposing overview points
- d) Guided Writing, etc.

Lazar (1993) mentions the following tasks and activities for teaching drama.

a) Pre-reading Activities

- I) The teacher outlines the social, political and historical background of the play.
- II) Students are given the situation in the extract- the setting, relationships between characters, etc. They develop their own role play around it.
- III) The teacher explains what the genre of the play is. Students make predictions about the play.

IV) Students are given some lines from the play. They anticipate which characters are speaking the lines and in what setting.

b) Activities for Language Awareness

I) Students identify what language functions are served by different lines in the play e.g., apology, complaint, promise etc.

II) Students compare the original and simplified version of the play in terms of grammar and vocabulary and try to find out the effect conveyed by these differences.

III) Students compare the drama with two or more of translations into their mother tongue. They decide which translation they like most and why.

IV) Students are divided into groups and are given incomplete dialogues. At the end, they compare their versions with the original lines spoken by the characters.

c) Activities for Practising Oral Skills

I) Students read the text aloud with word stress and sentence stress, paying special attention to its emotional meaning.

II) Students' group-read the text aloud with some annotations(e. g. coldly, aggressively, with a sneer, in a loving voice,etc) and another group of students try to guess the annotation.

III) Students discuss the characters in the text by answering short questions about them: Which character do you like most admire? Why? etc.

IV) Different groups of students can be given different extracts from the drama, and they are asked to form questions out of these extracts. Then they can interact to one another by questioning and answering.

V) Students are given a dialogue from a play and asked to rehearse reading or saying it aloud. They should aim to make it sound as close to real everyday conversation as possible.(e.g. they should hesitate, interrupt each other, stammer, use phrases like 'sort of' or 'you know' , repeat themselves and so on.)

VI) Students in groups act out an extract from a play, paying special attention to gestures and movement-how far characters stand from each other, how they use their hands, etc. Other students make comment on it.

d) Follow up and Extension Activities

I) Students discuss a series of controversial statements about the theme/topic of the extract.

II) The students discuss the theme or subject of the play in light of their own experience.

III) Students prepare biographies of the characters they like. They are then read aloud to the class and compared.

IV) Students select the background music for a particular extract of the play.

V) Students discuss the values and world view which are either implicitly or explicitly expressed in the text.

1.2 Review of Related Literature

Only one research has been carried out in connection with teaching drama of drama at secondary level in the Department of English Education but there is not even a single research conducted on teaching of drama at higher secondary level. However an attempt is made here to review the literature related to the research topic.

Lazar (1993) expresses the use of plays in the classroom is to provide exposure to language in conversation, to develop oral skills, to give meaningful context and involvement. By studying the dialogue of a play provides students with a meaningful context for acquiring and memorizing new language. Students often pick up new phrases or formulaic expressions by studying how these are used by the characters in a play, particularly if the text is read or performed in class. Shyer students often find working from a written text or script a less threatening way of doing a role play than having to improvise. Students confidence improves, not least because students have a written text as a basis from which to develop their oral skills.

Dealing with various ways of teaching literature, Dhakal (2002) in his article 'The Techniques of Teaching Literature' states that the literature can be exploited in the classroom to enhance the language standard of the students as it is considered to be one of the authentic sources of language use. In Nepalese context, the exploitation of literature for the purpose of language learning is carried out to a greater extent via lecture method, but it is not the effective method of handling literature in the language classroom. He states the three stages of teaching literature: giving background information, linguistic investigation and activity preparation respectively.

Gayawali (2004) carried out a research on "A study on Teaching Poetry at Secondary Level". He tried to explore the strategies and problems of teaching poetry with relevance to secondary level. In his study, he used the following tools: (a) questionnaire plus interview to the English language teacher, (b) questionnaire to the students and (c) class observation of English language teachers. The population of the study was English language teachers of twenty secondary schools and ten students from each school of Rupandehi district. After accomplishing the analysis and interpretation of the above data, it was found that the majority of teachers were not acquainted with the teaching strategies which created a lot of problems in teaching poetry. Overall, his research depicted how poetry is being taught in secondary schools of Nepal.

Singh (2005) carried out a research on "Teaching Literature at Higher Secondary Level". His study concentrates on strategies and problems of teaching literature at Higher Secondary Level. He found that poor and faulty strategies used by the English language teachers while teaching literature. Different and vague strategies were used by the different teachers. The teachers were not confident and clear about what type of strategies should be used to teach literature at higher secondary level. He identified many problems faced by the teachers while teaching literature. The main problems were the problems of language difficulty, cultural diversity, and lack of background information.

Khadka (2005) carried out a research on "Teaching Drama at Secondary Level: Problems and Prospects". He tried to find out the strategies and problems of teaching drama at secondary level. He found poor teaching strategies applied by the English Language teachers. He also found that there were a lot of complexities in drama teaching but it could contribute a lot to develop language skills and aspects.

Similarly, Sharma (2005) in his article "Teaching of Literature in Language Class: Problems, Prospect and Perspicuity." states that the integrated approach for language and literature is the most rewarding for teaching -learning process. Learners can successfully assimilate appropriate ideas, uses, techniques, forms and structures from literary text, and step by step enhance their comprehension power, perception and simulation of the authentic material to practice certain formulations and fortify their language skills.

Lamsal (2006) carried out a research on " A Study on the Strategies in Teaching Story at Secondary Level" aiming to find out the strategies and relevancy of teaching story. For that, he selected the sample randomly from Kathmandu district and administered questionnaire to the students as well as to the teachers. Along with the class observation, he took interview with the teachers to find out the strategies adopted by them in teaching the story and also to point out the relevancy of teaching story at that level. And he found that the strategies in teaching story are not the same to all individuals. It was different from person to person, and also found teachers were not adopting communicative method in teaching so the teaching and learning process was fully teacher centered. The preliminaries and follow-up activities were too weak. Regarding the relevancy, he found it was very much important to teach story at the respective level because story could contribute a lot to develop language skills, cultural enrichment and creativity on the part of the students.

Although one of the above mentioned researches was similar to the present one, the present is different from the former in terms of methodology, levels of the study, sampling procedure and objectives too. The present researcher aimed to find out the strategies adopted by the teachers at grade twelve while teaching the drama and also aimed to find out teachers' view towards drama teaching in English language class at HSL. More focus was given to class

observation of the teachers to find out the strategies of teaching drama. Some open as well as closed-ended questions were administered to the teachers to find out their view towards drama teaching. For that she selected the sample non-randomly. But the former researcher had adopted the random sampling procedure to select the sample; apart from finding out the strategies of teaching drama at secondary level, his study was concerned with finding out the complexities as well as contribution of drama teaching in secondary level. But the present research is concerned with finding out the strategies adopted by the teachers in teaching drama at grade twelve along with finding out the teachers' view towards drama teaching at higher secondary level. In this way, this study is different from others.

1.3. Objectives of the Study

This study had the following objectives:

- (a). to find out the strategies adopted by the teachers teaching drama at higher secondary level.
- (b). to find out the teachers' views towards drama teaching in English language class.
- (c). to list some pedagogical implications based on the findings of the study.

1.4. Significance of the Study

The researcher has carried out a research entitled 'Strategies of Teaching Drama at Higher Secondary Level' which studied the teaching strategies and teachers' view towards drama teaching at that level. In fact, dramas or plays are appropriate materials to teach English and to be familiar with the English language culture. Thus, it is highly beneficial to the students and the English

language teachers of higher secondary level to cope with drama teaching. This study will be helpful to the subject experts, syllabus designers, textbook writers, language trainers and those related to teaching and learning English language.

CHAPTER TWO

METHODOLOGY

In this study, the researcher attempted to find out the strategies of teaching drama at higher secondary level and to find out teachers' views towards drama teaching in English language class at higher secondary level. The following methodology was adopted by the researcher to accomplish the objectives.

2.1 Sources of Data

The sources of data for the research were as follows:

2.1.1 Primary Sources of Data

Primary sources of data for the study were the English language teachers of higher secondary level in Kathmandu district.

2.1.2 Secondary Sources of Data

Secondary source of data for the study were the related literature, books, textbooks, journal, articles, curriculum and other reference materials. Some of them were Collie and Slater (1987), Brumfit and Carter (1986) and Lazar (1993)

2.2. Population of the Study

The population for the purpose of this study includes higher secondary level English language teachers of Kathmandu district.

2.3 Sampling Procedure

The researcher has purposively selected fifteen higher secondary schools of Kathmandu district (Appendix: VI). The data were collected from the English Language teachers who were teaching compulsory as well as major English course book of grade twelve from those higher secondary schools. The total number of the sample population of teachers were fifteen.

2.4 Tools for Data Collection

In order to collect data the researcher used the following tools.

I. Class observation

II. Questionnaire

I. Class Observation

A set of class observation form was developed by the researcher consisting of the pre-teaching, while-teaching and post-teaching activities (Appendix: I) to find out the strategies of teaching drama adopted by the teachers at that level.

II. Questionnaire

A set of questionnaire consisting eight questions were prepared (Appendix: II) to find out teachers' views towards drama teaching in the English language class at that level. The questions were both open-ended as well as closed-ended.

2.5 Process of Data Collection

After preparing the tools, the researcher visited purposively selected higher secondary schools in Kathmandu district for collecting data. For this purpose, altogether fifteen higher secondary schools were purposively selected. She

talked to the concerned authority to get permission to collect data from them. Only after having their permission, the researcher observed the sixty classes of fifteen English language teachers to find out the strategies of teaching drama. For this purpose, she requested the English language teachers of selected higher secondary schools to take the classes of drama which was included in the course.

Moreover, the researcher administered the questionnaire to the English language teachers of fifteen purposively selected higher secondary schools of Kathmandu district. The total magnitude of the teachers population were fifteen. By the help of some open-ended as well as closed-ended questions, the researcher identified the teachers' view towards drama teaching in English language class at higher secondary level.

2.6 Limitations of the Study

The study was done with the following limitations:

- a. The population of the study was confined to Kathmandu district.
- b. Fifteen higher secondary schools of Kathmandu district were selected purposively for collecting data. The data were collected from the English language teachers who were teaching the present compulsory as well as major English course books of grade twelve.
- c. The study was limited to identify the strategies of teaching drama and to find out the teachers' views towards drama teaching in English language class.
- d. The study was limited to class twelve only.
- e. Class observation was confined to only sixty i.e. four classes of each teacher were observed.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

This chapter is mainly concerned with analysis and interpretation of the data. The required data were collected from the English language teachers of higher secondary level. The responses provided by them were analyzed and interpreted by using simple statistical tool of percentage.

The collected data were analyzed and interpreted classifying into two different sections. They are as follows:

- a. Analysis of Collected Data in Terms of Strategies
- b. Analysis of Collected Data in Terms of Teachers' view towards Drama Teaching in English Language Class

3.1 Analysis of Collected Data in Terms of Strategies

This section deals with the analysis of collected data in terms of strategies. To identify the teaching strategies the researcher used class observation as a research tool. The researcher observed the classes of the English language teachers while teaching drama (Appendix: III). The data were analyzed according to the findings from the observation. The strategies applied by them are analyzed and interpreted by using simple statistical tool of percentage.

3.1.1 Pre-teaching Activities

It is the first stage of teaching the drama in class. Here, the following table presents with how teachers made their students prepare for the lesson and the task to be performed. Different activities performed by the teachers were evaluated in terms of four categories viz . excellent, good, average and poor.

Table No. 1

Activities	Existing Condition				
	Excellent	Good	Average	Poor	Remarks
1. Motivation	10%	70%	20%	-	
2. Providing useful background information	-	60%	40%	-	
3. Dealing with the topic	-	80%	20%	-	
4. Giving introduction of the dramatist	-	90%	10%	-	
5. Asking some questions to the students for guessing subject matter	20%	60%	20%	-	
6. Dealing with the difficult vocabulary	-	-	-	-	None

The above table shows that only 10% English language teachers motivated their students excellently, 70% of them in a good way and 20% of them their students in an average way but the researcher did not find any teachers motivating their students in a poor way. Similarly, she found that 60% teachers provided useful background information to their students in a good way and 40% of them gave the background information to their students in an average way. But she did not find any teachers excellent and poor in providing useful background of the drama. Those teachers who gave general background in a good way, tried to elicit background information from the students side as well as through group discussion and on the basis of the responses made by the students, they elaborated the background information of the drama. Majority of the teachers, about 80% of them, described the topic of the drama in a good way. The researcher found that 20% teachers described the topic of the drama in an average way. Those teachers who did it in an average way just described the topic themselves without paying attention to the students' responses. For giving introduction to the dramatist 90% teachers tried to do so in a good way but 10% of them did so in an average way. Those teachers who did it in a good way, tried to elicit background information of the dramatist from the students side as well and on the basis of the responses made by the students, they elaborated the introduction of the dramatist. But none of the teachers was found excellent and poor for this activity. As far as the subject matter is concerned, only 20% of them asked their students to guess what they would expect of the drama from its title, they asked their students to predict what the drama was about by letting them read one or two dialogues silently in the class. She found that 60% of them asked their students to guess what the drama was about in a good way. And 20% teachers did so in an average way. But none of the teachers was found poor regarding this activity. Regarding the pre-teaching of the difficult vocabulary, she found that none of the teachers taught it before teaching the drama.

Here, it is found that pre-teaching stage is satisfactory. Most of the teachers encouraged their students to engage in different activities instead of doing all the things themselves.

3.1.2 While-teaching Activities

This stage deals with the activities adopted by the teachers while teaching the drama in the class. This also deals with how the teacher presented the task to be performed. As in the pre-teaching activity, here also same categories had been used in the same way to evaluate the activities of teachers in teaching the drama.

Table No. 2

Activities	Excellent	Good	Average	Poor	Remarks
a. Dealing with the difficult vocabulary	-	70%	30%	-	
b. Dealing with the cultural aspect of the drama	-	50%	50%	-	
c. Translating it into Nepali language	10%	50%	40%	-	
d. Interpreting the plot of drama	30%	60%	40%	-	
e. Dealing with the linguistic problems	-	80%	20%	-	
f. Giving the significance of the title of the drama	-	10%	90%	-	
g. Giving the summary of the drama	-	80%	20%	-	
h. Giving the critical appreciation of the drama	-	70%	30%	-	

The above table shows that 70% teachers were taught difficult vocabularies to their students in a good way whereas 30% of them taught to them in an average way. Those teachers who taught them in a good way taught the words with their contextual meaning. They encouraged a lot to their students to guess the meaning from the context first and if they were wrong, the teacher told the meaning with context. But who taught it averagely did not do so. Regarding the cultural aspect of the drama 50% teachers described it in a good way and 50% of them in an average way. Similarly, in translating drama into the Nepali language, the researcher found that 10% teachers did it excellently and 50% of them did it in a good way. Those who did it excellently used the translation judiciously. They translated only those terms which the students were feeling difficulties. Forty percent teachers used it in an average way; they translated the whole drama into Nepali. Likewise, 30% teachers helped their students to understand the plot of the drama excellently. The researcher found that the teachers who did it excellently firstly briefly introduced what the plot was about and described the series of events given in the drama. Similarly, she found 60% teachers helping their students to understand the plot in a good way. Those who did it in a good way did not introduce what the plot was about to their students but they just described the events of the drama in simple and clear language. It was found that 10% of them helped their students to understand the plot in an average way. Those who taught it in an average way did not familiarize their students about what the plot was. Likewise, the researcher found that majority of the teachers i.e. 80% emphasized on language and grammatical aspect of the drama whereas 20% of them did not do so while teaching it in the class. Regarding the significance of the title of the drama, 10% of them gave the significance of the title of the drama in a good way whereas 90% of them did it in an average way. Likewise, the researcher found that 80% teachers summarized the drama in brief whereas, 20% of them summarized it in an elaborative way. Regarding the critical appreciation of the

drama, 70% teachers gave it in a good way whereas, 30% of them did it in an average way. Hence, it was found that while-teaching situation was good.

Post-teaching Activities

This is the third stage of teaching drama. The following table shows how the teachers helped their students to make interpretation of the text, what kinds of follow-up activities were adopted by them after they taught the drama to the students.

Table No.3

Activities	Excellent	Good	Average	Poor	Remarks
a. Giving overview of the lesson	-	40%	60%	-	
b. Asking some questions	-	50%	50%	-	
c. Providing feedback	-	60%	40%	-	
d. Dramatizing the text	10%	40%	50%	-	
e. Giving different kind of exercises	-	-	-	-	None

By the above table it is clear that 40% teachers gave the overview of the lesson in a good way whereas 60% of them did so in an average way. Likewise, half of the population of the teachers i.e. 50% asked some questions related to the lesson in a good way. They asked them in groups as well as individually.

Whereas, the researcher found that 50% of them asked some questions in an average way. Similarly, the researcher found that 10% teachers involved their students in dramatizing the text excellently. They divided students into different groups and assigned different roles according to the lesson and involved them in role-playing. Whereas 40% of them did it in a good way and

50% of them did it in an average way. As far as giving different kind of exercises are concerned, the researcher found that none of the teachers gave his/ her students homework or writing exercises but his/ her way of giving feedback to the students was good. It was found that 60% of them gave feedback to their students in a good way and 40% of them gave it in an average way. Those who did it in a good way, provided feedback to their students where the students get confused and feel difficulty. To sum-up, post-teaching activities performed by teachers were satisfactory.

3.2 Analysis of Collected Data in Terms of Teachers' views Towards Drama Teaching in English language Class

This section deals with the analysis of collected data in terms of teachers' view towards drama teaching in English language class at higher secondary level. To find out the teachers' views towards drama teaching in English language class a number of questions were asked (Appendix: IV). They were asked to tick the best opinion and give reason to support their answer. The question No. 1, 2 and 4 are analyzed in percentage in the following table.

Table No. 4 : Teachers' view towards drama teaching in English language class

Q. No Response	1	2	4
Yes	100%	100%	20%
No			80%

1. a) Do you think teaching drama is necessary at higher secondary level?
 - i) Yes
 - ii) No
- b) Why do you think so? Give reasons.

To find out why drama teaching is necessary at higher secondary level, this question was asked to the English language teachers of higher secondary level. The researcher found that 100% teachers agreed that teaching drama is necessary for learning the English language. They provided different points regarding its necessity. The major focus is that teaching drama develops communicative skills of the students. It keeps the students alive and creative. It increases the involvement of the students in language classroom. Similarly, they can learn to expose to target language culture. Dramas contain new vocabularies, structures, different uses of tenses and other grammatical aspects of language so the students get ample opportunities to develop the English language. Dramas make students familiar with different use of language, and make them aware of the conversational as well as colloquial structures. It improves students oral skills. Students get a chance to improve their pronunciation by experimenting with different patterns of intonation and practicing different sounds. Performance makes drama accessible in a way which does not exist with any other literary genre. Thus, teaching drama is necessary at higher secondary level.

2. a) Do you think we can have increased students involvement while using plays in language teaching classroom?
 - i) Yes
 - ii) No
- b) Support your answer by giving reasons.

Regarding this question, the researcher found that 100% teachers agreed that using plays in language classroom helps to increase students involvements in teaching-learning. For clarifying this they gave various points to support it. Plays or dramas consist of various characters. Since a play is taught in the classroom, various students can be assigned various roles which obviously

this level is not sufficient. More dramas should be included in the course of HSL curriculum and in class eleven too.

5. Does drama help to develop creative aspect of the students, how?

To know how drama helps to develop creative aspect of the students this question was asked to the teachers. According to their responses drama helps to develop creative aspect of the students as they are actively assigned in different roles and act as the demand of the plot. It develops their imaginative power when they read the drama and they can develop the skill of performance. Drama forces the students to speak and to do something in the classroom. Students are taught how to act, speak and perform the role. After participating in drama, they develop their courage too. As a result, their artistic skill will be developed.

6. Do you think teaching drama is toughest job? What is your view on it.

Majority of the teachers, 90% said that teaching drama is not a toughest job. It is very easy to teach the students. The teacher should create the real life situation while teaching it and it is interesting too. Rest of them i.e., 20% said that it is a toughest job. According to them, a teacher is not only a teacher, s/he also becomes an actor while teaching it. The teacher should be dynamic and skillful.

7. What, in your opinion, are advantages of teaching drama at higher secondary level?

This question was asked to find out advantages of teaching drama at higher secondary level. On the basis of teachers' response the following are the advantages of teaching drama at higher secondary level.

- a. Drama teaching encourages students to speak or perform different roles.
- b. Students will be highly motivated and enjoy the class.
- c. It increases students involvement in language classroom.
- d. Students will assimilate with the real life situation.
- e. It develops language skill, tones, accent etc.
- f. It keeps students active and creative.
- g. Dramas make students familiar with different uses of language and make them aware of the conversational as well as colloquial structure.

8. Do you think drama itself is a teaching technique, how?

Majority of the teachers think that drama itself is a teaching technique.

Language can be taught with the help of drama. It is not complete by giving long lecture. It demands more involvement of students. Students remain active throughout the lesson. Class never becomes monotonous. Students learn something by converting the story into action or by acting. While teaching drama, the role played by the students itself becomes a teaching technique. The things they have learnt through dramatization will be hardly erased.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

The objectives of this study were to find out the strategies adopted by the teachers of higher secondary level in teaching drama and to find out teachers' views towards drama teaching in English language class at higher secondary level.

To fulfil those objectives, the researcher applied different tools for the collection of data. Class observation form and questionnaire were prepared in advance. The researcher observed the class while teaching drama and the questionnaire was administered to the English language teachers of higher secondary level. For selecting the schools, and teachers, the researcher used non-random sampling procedure. Fifteen higher secondary schools and fifteen teachers were taken into the study. Sixty classes were observed of the teachers: four of the each. The population of the study was fifteen English language teachers of higher secondary level. The collected data were analyzed, tabulated and presented on the basis of percentage.

The analysis and interpretation was done into two different sections. The first section dealt with the analysis of data in terms of strategies and second one dealt with the analysis of data in terms of teachers' view towards drama teaching in English language class.

4.1 Findings

The researcher collected data from the sample higher secondary schools and teachers by observing the classes and administering questionnaire to them. She found the strategies of teaching drama and teachers' view towards drama teaching in English language class at higher secondary level. The findings are as follows.

4.1.1 Findings in Terms of Teaching Strategies

1. It was found that almost all teachers motivated their students before teaching drama. But the degree and way of their motivation was varying. Ten percent teachers motivated their students excellently whereas, 70% did so in a good way and 20% of them were found in an average condition in motivating the students.

2. It was found that 60% teachers provided useful background information to their students in a good way. They tried to elicit information from the students side as well. Whereas 40% of them gave the background information to their students in an average way.

3. Majority of the teachers, about 80% of them described the topic of the drama in a good way whereas 20% of them described it in an average way. Without paying attention to the students response.

4. It was found that 90% teachers gave the introduction of the dramatist in a good way. They tried to elicit background information of the dramatist from the students side as well and they elaborated it. Whereas 10% of them did so in an average way.

5. Though none of the teachers taught the difficult vocabulary before teaching the drama, their way of asking questions about the drama for guessing the

subject matter was good. They asked their students to guess what they would expect of the drama from its title. So, it seems that the pre-teaching activities performed by the teachers at this stage were satisfactory. Most of them encouraged their students to engage in different activities instead of doing all the things by themselves.

6. Regarding the cultural aspect of the drama, 50% teachers described it in a good way and rest of them did it so in an average way.

7. It was found that 30% teachers helped their students to understand the plot of the drama excellently. They briefly introduced what the plot was about and described the series of events given in the drama. Whereas 60% of them helping their students to understand the plot in a good way and 10% of them did so in an average way.

8. It was found that 70% teachers were taught difficult vocabularies to their students in a good way. They encouraged a lot to their students to guess the meaning from the context. Whereas 30% of them did so in an average way. A great number of teachers was still translating the whole drama into the Nepali language. It was found that only 10% of them used translation excellently. They used it judiciously.

9. Majority of the teachers i.e. 80% of them helped their students with the language and grammatical aspect of the drama in a good way whereas 20% of them did so in an average way.

10. It was found that 80% teachers summarized the drama in a brief way and 20% of them summarized it in an elaborative way. Though only 10% teachers gave the significance of the title of the drama in a good way, majority of the

teachers gave the critical appreciation of the drama in a good way. Therefore, it was found that the activities performed by the teachers in while-teaching were good.

11. It was found that 50% teachers asked some questions related to the lesson to their students in a good way. They asked them in groups as well as individuals and the same number of the teachers did so in an average way.

12. It was found that 10% teachers involved their students in dramatizing the text excellently. They divided the class into different groups and assigned different roles. Whereas 40% of them did it in a good way and 50% of them did so in an average way.

13. As far as giving different kinds of writing exercises are concerned, the researcher found that none of them gave their students homework but their way of giving feedback to their students was good. To sum-up, post teaching activities performed by the teachers were satisfactory.

4.1.2 Findings in Terms of Teachers' View Towards Drama Teaching in English language Class.

1. Teachers have positive attitude towards teaching drama at higher secondary level.
2. Teaching drama is necessary for learning the English language at higher secondary level as it increases the students involvement in language classroom. They can learn to expose with the target language culture develops students creativity.

3. Drama makes students familiar with different uses of language and makes them aware of the conversational as well as colloquial structure.
4. Teachers are not satisfied with the drama courses offered in English at higher secondary level. The drama courses offered at this level is not sufficient. More dramas should be included.
5. Dramas help to develop creative aspect of the students as they are assigned in different roles and act as the demand of the plot.
6. Artistic skill will be developed in students
7. The teacher should be dynamic and skillful for teaching drama.
8. The teacher should create real life situation while teaching it and it is an interesting job.
9. Dramas demand more involvement of students. Students remain active throughout the lesson. Class never becomes monotonous.
10. Students learn language by converting the story into action or by acting. The things they have learnt through dramatization will be hardly erased.

4.3 Recommendations

The researcher has put forward the following recommendations:

1. The teacher should start the class by motivating the students towards subject matter while teaching drama.

2. The teacher should highly encourage the students to guess the subject matter to be taught.
3. It is better to teach difficult vocabulary of the text before teaching it.
4. The teacher should use appropriate teaching materials related to the lesson.
5. The teacher should interact frequently with the students in the class.
6. Mother tongue should be judiciously used not frequently by the teacher.
7. The students should be involved in characterization of the drama.
8. Students should be highly encouraged to do different kinds of activities in the class.
9. The teacher should use simple and clear language in the class.
10. More dramas should be included in the course of HSL English curriculum.
11. The teacher should provide different kinds of writing exercises to the students.
12. The teacher should evaluate the students at the end of the class, and while evaluating them s/he should pay attention to all the students whether most of them got the point or not.

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APPENDIX: I

CLASS OBSERVATION FORM (To be filled after every class observation)

Name of the teacher:

Date:

Name of the School:

Period:

Experience:

Time:

Qualification:

No of Students:

1. Pre-teaching Activities:

Activities	Existing Condition				
	Excellent	Good	Average	Poor	Remarks
a. Motivation					
b. Providing useful background information					
c. Dealing with the topic					
d. Giving introduction of the dramatist					
e. Asking some questions to the students for guessing subject matter					
f. Dealing with the difficult vocabulary					

2. While-teaching Activities

Activities	Excellent	Good	Average	Poor	Remarks
a. Dealing with the difficult vocabulary					
b. Dealing with the cultural aspect of the drama					
c. Translating it into Nepali language					
d. Interpreting the plot of drama					
e. Dealing with the linguistic problems					
f. Giving the significance of the title of the drama					
g. Giving the summary of the drama					
h. Giving the critical appreciation of the drama					

3. Post-teaching Activities:

Activities	Excellent	Good	Average	Poor	Remarks
a. Giving overview of the lesson					
b. Asking some questions					
c. Providing feedback					
d. Dramatizing the text					
e. Giving different kind of exercises					

2. a) Do you think we can have increased students involvement while using plays in language teaching classroom?

- i) Yes
- ii) No

b) Support your answer by giving reasons.

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3. Though being an exciting way of focusing on conversational language, dialogues used in plays often differs from everyday conversation. In such context, do you find drama teaching inappropriate?

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4 . a) Are you satisfied with the drama courses offered in English at higher secondary level?

- i) Yes
- ii) No

b) Support your answer by giving some reasons.

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5. Does drama help to develop creative aspect of the students, how?

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6. Do you think teaching drama is toughest job? What is your view on it.

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7. What, in your opinion, are advantages of teaching drama at higher secondary level?

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8. Do you think drama itself is a teaching technique, how?

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Thanks for your kind co-operation.

APPENDIX: III

CLASS OBSERVATION FORM (To be filled after every class observation)

Name of the teacher:

Date:

Name of the School:

Period:

Experience:

Time:

Qualification:

No of Students:

1. Pre-teaching Activities:

Activities	Existing Condition				
	Excellent	Good	Average	Poor	Remarks
a. Motivation					
b. Providing useful background information					
c. Dealing with the topic					
d. Giving introduction of the dramatist					
e. Asking some questions to the students for guessing subject matter					
f. Dealing with the difficult vocabulary					

2. While-teaching Activities

Activities	Excellent	Good	Average	Poor	Remarks
a. Dealing with the difficult vocabulary					
b. Dealing with the cultural aspect of the drama					
c. Translating it into Nepali language					
d. Interpreting the plot of drama					
e. Dealing with the linguistic problems					
f. Giving the significance of the title of the drama					
g. Giving the summary of the drama					
h. Giving the critical appreciation of the drama					

3. Post-teaching Activities:

Activities	Excellent	Good	Average	Poor	Remarks
a. Giving overview of the lesson					
b. Asking some questions					
c. Providing feedback					
d. Dramatizing the text					
e. Giving different kind of exercises					

2. a) Do you think we can have increase students involvement while using plays in language teaching classroom?

- i) Yes
- ii) No

b) Support your answer by giving reasons.

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3. Though being an exciting way of focusing on conversational language, dialogues used in plays often differs from everyday conversation. In such context, do you find drama teaching inappropriate?

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4 . a) Are you satisfied with the drama courses offered in English at higher secondary level?

- i) Yes
- ii) No

b) Support your answer by giving some reasons.

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5. Does drama help to develop creative aspect of the students, how?

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6. Do you think teaching drama is toughest job? What is your view on it.

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7. What, in your opinion, are advantages of teaching drama at higher secondary level?

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8. Do you think drama itself is a teaching technique, how?

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Thanks for your kind co-operation.

APPENDIX V
LIST OF ENGLISH LANGUAGE TEACHERS

1. Krishna Prasad Baral
2. Babu Ram B.K.
3. Tilak Bahadur Khatri
4. Babu Ram Gautam
5. Rajendra Kandel
6. Suman Neupane
7. Govinda Prasad Paudel
8. Kusum Gyawali
9. Raj Kumar Rayamajhi
10. Prakash Gayawali
11. Bhanu Bhakta Silwal
12. Hari Prasad Devkota
13. Prem Paudel
14. Tika Ram Bhatta
15. Min Kaji Shrestha

APPENDIX VI
LIST OF VISITED HIGHER SECONDARY SCHOOLS

1. Pasang Lhyamu Higher Secondary School, Gongabu
2. Oxford Higher Secondary School, Nayabajar
3. Ujjwal Vidhya Vikas Higher Secondary school, Khusibu
Nayabajar
4. Geetanjali Higher Secodary School, Geetanjali Chowk, Nayabajar
5. Sigma Higher Secondary School, Sohrakhutte
6. Kamana International College, Balaju
7. Sita Ram Higher Secondary School, Sitapaila
8. Gita Mata Higher Secondary School, Bijeshwori
9. Bijaya Memorial Higher Secondary School, Dillibajar
10. Amar Jyoti Higher Secondary School, Kalanki
11. Gramin Aadarsha Multiple Campus, Nepaltar
12. Manaslu Higher Secondary School, Nayabajar
13. Rainbow International College, Chhauni
14. Sangla Bal Kumari Higher Secondary School, Sangla
15. Ganesh Higher Secondary School, Chapali