

Developing Communicative Competence of the English Language Learners through Teaching Drama at Intermediate Level

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Abstract



This study focuses on finding the impact of using drama in the EFL classroom to develop communicative competence among the learners. The population of the study is the students of Intermediate Part-II and the English teachers at Government Postgraduate College Bure Wala, Dist. Vehari. The sample of the study includes 8 teachers and 20 students of English language at the above mentioned public college. The study is exploratory in design and the quantitative method of data collection has been used. The tool of data collection is questionnaire that comprises of close-ended questions. Two questionnaires have been developed. The first one is to find the general perception of the teachers and the students towards drama and the second one is to find point of view of the participants towards the use of drama for specific impact on Communicative Competence. The response of the teachers and the students have been taken on a Likert scale having a range of weightage between zero to 4. The data has been analyzed by applying the statistical devices of mean and percentage (%). The study shows that both the teachers and the students of the EFL class are in favor of using drama to develop Communicative Competence.

Keywords: Communicative Competence, Dramatic Activities, EFL, ESL, Speaking Skill

Introduction

In a country like Pakistan, where learning English has become an essential quality of almost every adult, communication competence is a serious concern of the teachers and the learners. So, it is essential to concentrate upon developing communicative competence and the pedagogical needs to teach through a method focusing the communicative needs of learners (Shahzad et al., 2019). The educational institutes which provide their services for teaching English language resort to set up the courses to improve the communication skills of the EFL learners. From the point of view of the learners, communication in a second language is a difficult task in a longer discussion because they are not confident of their conversational ability and the comprehension of the target language. In this situation, meaning or the function of the sentence comes ahead of the form and it increases the demand of developing strategic competence to achieve effective communication skills in English.

Corder (1981) divides these communicative strategies into two categories: the first one is `reduction avoidance strategy` or message adjustment strategy that means to change, reduce or completely abandon the intended message; the second one is `achievement strategy` or resource expansion strategy which demands developing alternative plan to overcome the difficulties in the communication of second language (Nakatani, Makki & Bradley, 2012).

It is during the last decade of the 20th century that researchers got more interested in finding the impacts of using drama-oriented-activities on developing language skills of the second language (Pelin Coban, 2017). English teachers use literary text to teach English language, grammar and to convey a moral or social message in the text to the learners. As far as drama is concerned, it is taught as a text and sometimes it is taught through performing art. This study is concerned with discovering the attitude and experience of the English language teachers and the learners about the usability of English drama to improve the communication skill of the learners.

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Background of the Study

It is agreed on all grounds that language is meant to be spoken. Its prior aim is to be a tool of communication. Until a person is competent in communication, he gains nothing out of it. Communicative competence is very much based on grammatical competence as well (Finegan, 2014). Social and cultural impact is also undeniable because a person who is competent in language must be good at grammar, socio-lingual and strategical traits too (Canale and Swain, 1980).

Maleki (2007) defines communication strategies as purposeful series of actions that a person adopts to meet the gap between his aim of communication and the available linguistic sources to him. Tarone (1977) also gave a detailed taxonomy to highlight the issue of communication strategies. This taxonomy is based on three parts: borrowing, paraphrase and avoidance.

It is observed that these pedagogical and theoretical techniques and strategies are just considered and read theoretically. They are hardly used practically in the classrooms. This can be one of the causes of communicative problems of the students in Pakistan. An English teacher often has been given literary pieces in the English textbooks and with this; he has to teach English language. It demands good training and expertise in using skills of teaching the English language. Mostly the teachers are not so highly trained and skilled. With the result, the students have obstacles in communication. However, there are a good number of hard-working and trained teachers in language teaching who are aspiring to find ways of improving the communicative competence of the learners. This study aims to see the impact of using drama in a language classroom to see its impacts on the communication of the students.

Statement of the Problem

English is no longer a foreign language in Pakistan now. It has gained the status of the second language because of its importance in all walks of life. In the curriculum of Pakistan, English is a compulsory subject up to graduation and starts with the first day of a student in the school. Still, if analyzed honestly, the students of even intermediate or even graduation level classes find it very difficult to communicate in English. There are thousands of students who cannot even express themselves in 5 sentences if they are engaged in some discussion. It shows that we are lacking somewhere in bringing the practical requirements in a language class.

Drama whether written or performing one is based on dialogues. So it is directly associated with dialogue delivery or spoken statements or ideas. It calls upon the efforts to use the genre of drama in an EFL classroom to provide maximum speaking practice to the learners to give them exposure and confidence. This study, in pursuance of this approach, is an effort to see the possible impact of using drama in a language classroom to see its impact on developing communicative competence.

Research Questions

This study focuses on the following questions:

- (i) What kinds of strategies are used by language teachers in the classroom?
- (ii) What is the perception of the language teachers and learners towards the use of drama in a language classroom?
- (iii) Which ways does a performing drama in an English language classroom develop the communicative competence of the students?

Literature Review

What is Literature?

Onukaugu (1999) observed that literature can be categorized into four basic types; fiction, fact, newsreel and content area text. According to him (1999) fiction can further be divided into poetry, prose and drama. Corbin (1996) considers literature the experience and imagination. Siva Subramanian(2006) found in the works of others that literature is a form of written text which presents the culture and other highly valued in that culture covering a period of this literary heritage.

Role of Literature in Teaching

The study of previous research shows that the use of drama in teaching a language in general and English in particular demands a great deal of variation in a language classroom which can give great benefit to the learners as well as teachers (Savela, 2009). Many theorists and scholars of drama talk loud about the benefits of drama in the context of language. Some of them consider and enlist the general and comprehensive advantages of drama whereas some others relate the merits of drama in detail and put an extra light on them.

There is a considerable difference between written drama or the bookish dialogues and the natural use of language in a social setting and Davies (1990) claims that drama can narrow down this gap. While performing drama in a language classroom, real-life situation and a classroom environment look comfortably alike and it provides authenticity to the content and the learning process. It is so because in this way drama gives such contexts to a language as are dynamic and which seem to be real (Winston, 2012).

Drama as a Genre

Drama is based on such activities where a person performs in the place of another person and the whole activity is a pretended one (Holden 1982, p.1). Drama is defined in different ways in various perspectives as it covers a wide range of human activities expressed orally to present some event or happening (Hubbard et.al, 1986). Generally speaking, a drama focuses on oral and creative aspects of an event but if drama is considered in the context of a language classroom, it adopts different forms like simulation, role play, miming, dialogues and improvisation (Davies, 1990). Holden (1982) considers drama as an activity in which the learners either portray themselves or they represent some other character in imaginary condition. She (1982) takes the term “let’s pretend” and develops this view that in drama the learners are engaged in an imaginary project and they represent some other persons or events in that performing activity. In the context of teaching and learning, drama is an approach, an activity, a drill or a method of teaching because it is based on the principle of doing something or activity of “learning by doing” (Dewey, 1963). O’Toole (1992) defines drama as a “fictional role-taking and improvisation with others” whereas Kao and O’Neill (1998) call such activities a “process drama”.

Role of Drama in Teaching Language

Stinson and Winston, (2011) assert that language is cornerstone of “drama”. It is interesting to note that there are many characteristics common in both language and drama. For example, both of them are constructed on social nature; both of them are influenced and affected by context and both of them need active human participation (ibid, 2011). Language is presented to the audience and drama provides active and lively context to the situation where language is used, protected and extended (Fleming, 2001). In an embedded context, language becomes purposeful, fluent and generative (Kao and O’Neill, 1998). The worth and the impact of drama on language, on the linguistic level, is seriously associated with literary drama.

Fleming (2001) points out another aspect of the role of drama that is beyond its linguistic value He (2001) claims that drama can have an impact on the values, behavior and understanding of the people and it can construct some meanings to the culture and values in a very sensitive way.

There are a number of studies that favored the use of drama in a language classroom (Fuentes, 2010; Phillips, 2003; Stern, 1980; Zyoud, 2012) and most of them highlight the need for some affective factors. They also believe that with the use of drama the interest, motivation and confidence in learning a second language increase positively. The researchers like Davies (1990); Kim (1998); Kim, Park, & Kim (2008); Park (2011) also favor the use of drama in a language classroom, however, they do not provide any transparent proof or a certain way of how drama can help the language learners. Park and Won (2003) claim that after the dramatic performance of only six hours in a classroom, the overall communicative competence improved especially in the sub-categories of language like vocabulary and grammar.

Problems in Speaking

Students have problems in speaking English language because they are affected by their mother tongue; they feel shy of talking in English language; they are afraid of criticism by their fellow students; they have pressure in the back of their mind due to the criticism and corrections by their teachers (Fauzan, 2014; Fauzan, 2016; Karsono, 2014; Ningsih, 2015).

Importance of Drama

Drama is considered an important factor in teaching English as a foreign language as it demands from an ELT teacher to teach this language in a dynamic, communicative and text-oriented way (Mattevi, 2005). He (2005) believes that the genre of drama provides an opportunity to the English teacher to focus on all major skills of English language like reading, writing, speaking and listening.

Drama provides a particular context that develops an association between the form and meaning of language and hence makes it learnable (Moon, 2013). The major language skills like reading, writing, speaking and listening are naturally interlinked to each other and they are integrated

into cognitive and affective domains of Bloom's Taxonomy(Company,2014). In a well-equipped and masterly managed language classroom, the students are more opportunities not only to use vocabulary or sentence structure; rather they also enjoy the non-verbal and supra-lingual aspects of language. It provides them such linguistic characteristics that lead them to attain better fluency (Davies, 1990).

Drama also invites better and more involvement of the students in a language classroom. Those students who are better at English and also those who have less command of English show their interest and involvement in a language learning activity (Company, 2014). In the performance of drama, there is a shift of power relations there (Stinson, 2012; Company, 2014). In a language class where the activity of drama is involved, it seems that the whole proceeding is student _centered that enhances the maturity, confidence, creativity and critical thinking of the students. The students have better confidence, have a sense of achievement and improve their communication (Company, 2014; Moon, 2013). Such an environment can be more attractive and interesting for language learners. It also creates a natural environment where the learners become more expressive (Davies, 1990).

Winston (2012) also warns against a dangerous impact of educating the youngsters in other than the mother tongue as it puts their identity, self-confidence and self-esteem at stake when all of these factors are very essential in learning. At the same time in performing drama, the students also imagine themselves as some other personalities and identities and they take themselves like changed persons (ibid,2011).

Drama and Communication Skill

The benefits of using drama in a language classroom lie in the fact that drama not only takes the involvement of the tongue rather it engages and involves the whole body of the learners. Drama allows the learners to express themselves and their energies physically in a playful way (Winston, 2012). In this activity, the students feel freedom, gain more confidence and they are unchained from the use of speaking skill (Palechorou and Winston, 2012). With the passage of time, ultimately drama gives strength and enhances their potential to use body language and non-verbal signs along with formal communication(ibid,2011).

Drama involves all senses (hearing, feeling, seeing, etc) of the students because it is a multi-sensory term. It is also a multi-model approach as it involves all models of pedagogy. Drama involves multi-models of visuals (images and objects), aural (sounds) and kinesthetic (using body gestures) to convey some meaning. In such an approach that embodies different ways of learning it, the learners can enjoy a firm learning experience (Change, 2012).

Another characteristic of drama is that it is carried in a socio-cultural nature. In such activity the learners are bound to share their work, exchange their ideas and put on a collective effort. In a talk through drama, emotions and feelings flow on the surface. When the students perform collectively in a class, they forget themselves and speak out for their class collectively(Winston, 2012). On one side they learn something out of it and on the other side, they work for the benefit of all. In such a playful and tender atmosphere they are ready to articulate their thoughts and even take risks as well"(Chang, 2012).

The teachers are often complaining that their students do not participate and respond in the class. Change (2012) is of the opinion that students are only motivated to talk and respond when they have some genuine issue to talk and this genuine reason is provided to them in a drama. That is why in a drama they start talking in a better way. However, the text of the drama should not be superficial; rather it should be so interesting, simple and meaningful that the students should be ready to break the ice. When the students are fully involved in a dramatic activity, they imagine themselves to be someone else (ibid, 2011). If the teacher wants the students fully involved, it requires spontaneous communication and the use of language. It further provides them access to linguistic repertoire where they use such novel grammatical structures of sentences as they never thought of earlier (Stinson, 2012). When students are allowed to practice an activity or perform a role it shows that power structure shifts and in such situation the teacher no longer remain a model or an instructor (Kao and O'Neill, 1998). In a well-designed performing situation, the students get over their difficulty of the inadequacy of language or communication and they can better able to make use of the language skills (Chang, 2012).

During communication, there are some aural and gestures involved which carry some supra-segmental characteristics of language like stress, intonation, tempo and body language. In the performance of a drama, words are given life and they carry meaning with them as well. In other

words even “still images” come to life and illustrate meaning. Here, body language not only floats through the performers, rather it goes along with the mind of an observer or a spectator also and meaning is conveyed through non-verbal signals like: gestures, expression and position (Chang, 2012).

Such paralinguistic features can offer opportunities to the students that they can improve their critical thinking and sense of interpreting something like the body language of a speaker. At the same, a speaker is liberated from the restrictions of formal rules and accuracy of interpreting communicative meaning. This discussion gives an essence that drama can enhance the students` abilities to learn and use English language within class and general communication. Stinson (2012) is of the view that there occurs a significant improvement after employing a work-in-role technique which is used in a performing drama and it has also increased the use of English language even out of the classroom as well.

When the students are engaged in a dramatic activity, it creates a collective environment of cooperation in the whole class and they feel that they are speaking out in the class (Winston, 2012). In the performance of a drama, every single character involved in the team has to speak out something, so this literary activity has a direct association with the linguistic phenomenon of communication in the target language.

Challenges in the Use of Drama

There is no doubt that the use of drama in an English language classroom is quite beneficial for the learners in develop language skills in them. Still, this pedagogy is not a plain-sailing job in all conditions. Conducting a drama in a class room is no way a magical activity. It requires a good deal of time, money and expertise in the preparation and conducting drama in a language class. Stinson and Winston (2011) state that for this purpose the teacher has to shift his role from a teacher to an actor. Fleming (2001) is of the view that for the dramatic activity it is quite conventional to go through the phases of hot-seating, role on the wall, thought tracking and improvisation with a variety of combinations.

This approach can be applied in classes where some sort of control or accountability is to be studied and it can also be used for beginners at some early phase but it is very difficult to carry it all the way. It puts structure at the starting point of a planning process (ibid, 2011). In a drama, there are some segmented ideas presented before the students which are often unauthentic. The traditional approach of using dramatic activity limits the range of the activities and subjects involved in the drama and there is not much agency to the student in a drama. Almost all acts and lessons involved in a drama are under the control of the teacher which denies the freedom of the learner. It deprives the learners of being a unit of the activity(Fleming, 2001).

Some humanistic and progressive approaches to drama consider the context as a determining factor in conducting a drama. Artistry is also considered an important element in drama (Fleming, 2001; Stinson and Winston, 2011). The progressive approach which welcomes complexity, creativity and subjectivity becomes uninviting for a teacher who is not possessed with an artistic bent of mind. It delimits the range of the practices in a drama. It is also observed that drama revolves around two important ways of learning: “learning in” and “learning through”. “Learning in“ means to learn skills and knowledge relevant to drama and “learning through” means using the tool of drama to learn skills and knowledge, relevant to a subject or content.

When a teacher is employing some art-based activity in a language classroom, he has to deal with it in two ways: (i) using art for art`s sake and (ii) achieving the objectives of that activity in teaching and learning of language. While analyzing different views of the linguists and the experts in pedagogy, it comes out that there are two opposite views regarding the utilization of drama in a language class room. Some of them are too `superficial and directive` whereas the other group is too `extravagant and individual` (Fleming, 2001).

However, these studies show that an English language teacher needs to possess deep knowledge of the subject and at the same time he should have artistry besides his knowledge and skills in pedagogy because only then he can use drama with the purpose to teach and improve the language of the learners(Stinson and Winston, 2011).

Methodology

This is a non-experimental, evaluative and exploratory research in design. Quantitative method of data collection has been used. The tool of questionnaire has been used for data collection. Two

questionnaires have been developed equally for the teachers and the students: one to elicit the general perception of the teachers and the students about using drama in the class, the second one to gain specific views of both types of respondents regarding the impact of drama on developing communication skill of the students. As the targeted objective was to find the impact of drama on the communicative competence of the learners from teachers' and students' perspectives, the same questionnaire has been developed for the teachers and the students.

The population of the study were all the students of English of intermediate classes at Government Postgraduate College Bure Wala, Distt. Vehari and the English teachers at the same college. The sample of the study was 20 students and 8 teachers who were selected through random sampling.

Findings and Discussion

This study is based on quantitative method of data collection. Two questionnaires were set equally for the teachers and the students as the students: one to elicit general perception of the teachers and the students about using drama in the class, the second one to gain specific views of both types of respondents regarding the impact of drama on developing communication skill of the students. These questionnaires were consisted of close-ended questions and by applying the likert scale, weightage was given to the responses of the respondents from zero to four.

This questionnaire in table.1 was used to collect data from 8 teachers of English language and 20 students of Intermediate Part-II at Government Postgraduate College Bure Wala, Distt. Vehari to gather their general response to the use of dramatic activity in the classroom.

The following table shows the collective response and the score of the students for the individual question. In every column, there is a number of respondents who opted this response in their questionnaire. In the last column, the total score in favour of the relevant question is given.

Table.1 Questionnaire for the Students on General views of Using Drama in EFL classroom(Likert Scale 0-4)

(The Response of the Students for Each Question and the total score)

Q.#	QUESTIONS	Disagree 00	Neutral 01	Partially Agree 02	Agree 03	Strongly Agree 04	Total score
Q.1	Q.1 Use of drama helps students in improving speaking skill.	5	5	3	3	4	36/80
Q.2	Q.2 Drama gives knowledge of the life of others	5	3	7	3	2	34/80
Q.3	Q.3 The use of artistic activity provides freedom of speech	3	4	5	2	6	44/80
Q.4	Q.4 There is far less pressure on students during performing drama than text-based drama in a class.	3	9	5	3	0	28/80
Q.5	Q.5 Performance of drama improves the pronunciation of the students	1	6	4	5	4	45/80
Q.6	Q.6 After the use of drama the students improve their communicative competence.	6	0	7	5	2	37/80
Q.7	Q.7 The English teachers most often involve dramatic plays in the class.	3	6	7	3	1	33/80
Q.8	Q.8 It is easy for a teacher to arrange drama in EFL classroom.	0	5	6	3	6	50/80
		<p>Mean of response to each question=38.37(out of 80)</p>					<p>Percentage(%)Score of all respondents on Likert scale=47.96%</p>

This table.1 shows the collective response of all the responding students towards each question. The entries in all categories show the number of students who opted for this option for the relevant question on the Likert scale given against each question in the questionnaire. In the last column, the total response (on Likert scale 0-4) of all respondents (20 students) in favor of one relevant question is given (obtained score of liking the statement out of 80). In the last row the summary of the responses has been given. It came out that the mean of the response in favor of each

question was 38.37 out of the maximum score of 80. In the next column of the last row percentage of liking by all students has been shown which is 47.96%. It means the students are 47.06% in favor of the statements given in the questionnaire.

Table.2 Questionnaire for the Teachers on General Views of Using Drama in EFL class room (Likert Scale 0-4)

(The Response of the Teachers for Each Question and the total score)

Q.#	QUESTIONS	Disagree 00	Neutral 01	Partially Agree 02	Agree 03	Strongly Agree 04	Total score
Q.1	Q.1 Use of drama helps students in improving speaking skill.	2	1	2	2	1	15/32
Q.2	Q.2 Drama gives knowledge of the life of others	1	1	2	2	2	19/32
Q.3	Q.3 The use of artistic activity provides freedom of speech	2	3	1	1	1	12/32
Q.4	Q.4 There is far less pressure on students during performing drama than text-based drama in a class.	2	2	3	1	0	11/32
Q.5	Q.5 Performance of drama improves the pronunciation of the students	1	1	5	1	0	14/32
Q.6	Q.6 After the use of drama the students improve their communicative competence.	0	0	2	4	2	24/32
Q.7	Q.7 The English teachers most often involve dramatic plays in the class.	0	2	2	3	1	19/32
Q.8	Q.8 It is easy for a teacher to arrange drama in EFL classroom.	0	0	3	3	2	23/32
Mean of response to each question=17.12(out of 32)							Percentage(%) Score of all respondents on Likert scale=53.51%

Table.2 is about the questionnaire for the teachers on the general views of the using drama in EFL class room. The figures in different columns against a question show different number of teachers showing a particular response (out of five possible responses and their weightage) against every question. In the last column the sum of the obtained score of responses for the particular question (out of 32) is given. In the last row the summary of the responses has been given. It came out that the mean of response of in favor of each question was 17.12 out of the maximum score of 32. In the next column of the last row, percentage of liking by all students has been shown which is 53.51%. It means that the teachers are 53.51% in favor of the statements given in the questionnaire regarding the general views of the teachers about the use of drama in the class room.

The comparison of the teachers and the students show that the students are marginally less than 50% in favor of the statements whereas the teachers are a bit higher than 50% in favor of the general use of drama in a classroom. The comparison of the percentage on the likert scale is:

The percentage (%) score of students: 47.96 %

The percentage (%) score of Teachers: 53.51%

The following **table** listed the statements of the questions asked from the teachers and the students regarding their views about the use of drama in a language classroom from the specific perspective of its impacts on the communicative competence of the language learners.

Table.3 Questionnaire on Communication specific views of Using Drama in EFL class room (Likert Scale 0-4)

(The Response of the Students for Each Question and the Total Score)

Q.#	QUESTIONS	Disagree 00	Neutral 01	Partially Agree 02	Agree 03	Strongly Agree 04	Total score
Q.1	Q.1 Use of drama helps students in improving speaking skill.	3	3	5	6	3	43/80
Q.2	Q.2 During dramatic performance students gain confidence of	4	5	5	4	2	35/80

	communicating in English.						
Q.3	The use of artistic activity provides freedom of speech	3	4	7	4	2	38/80
Q.4	There is far less pressure on students during performing drama than text-based drama in a class.	2	2	7	4	5	48/80
Q.5	Performance of drama improves the pronunciation of the students	2	3	6	6	4	49/80
Q.6	After the use of drama the students improve their communicative competence.	2	2	4	6	6	52/80
Q.7	The English teachers most often involve dramatic plays in the class.	8	7	5	0	0	17/80
Q.8	It is easy for a teacher to arrange drama in EFL classroom.	7	7	6	0	0	19/80
Mean of response to each question=37.62(out of 80)							Percentage(%)Score of all respondents on likert scale=47.03%

This table.3 shows the collective response of all the respondents (the 20 students) towards each question. The entries in all categories show the number of students who opted this option for the relevant question on the likert scale given against each question in the questionnaire. In the last column the total response (on likert scale 0-4) of all respondents (20 students) in favor of one relevant question is given (obtained score of liking the statement out of 80). In the last row the summary of the responses has been given. It shows that the mean of response to each question is 37.62% out of the maximum score 80. The percentage of all the respondents on the likert scale is 47.03% that shows that their liking towards the statements is less than 50%.

Table.4 Questionnaire on Communication specific views of Using Drama in EFL class room (Likert Scale 0-4)
(The Response of the Teachers for Each Question and the Total Score)

Q.#	QUESTIONS	Disagree 00	Neutral 01	Partially Agree 02	Agree 03	Strongly Agree 04	Total score
Q.1	Q.1 Use of drama helps students in improving speaking skill.	0	3	1	2	2	19/32
Q.2	During dramatic performance students gain confidence of communicating in English.	1	2	2	2	1	16/32
Q.3	The use of artistic activity provides freedom of speech	0	2	2	2	2	20/32
Q.4	There is far less pressure on students during performing drama than text-based drama in a class.	0	2	2	2	2	20/32
Q.5	Performance of drama improves the pronunciation of the students	0	3	3	1	1	16/32
Q.6	After the use of drama the students improve their communicative competence.	0	2	1	1	4	23/32
Q.7	The English teachers most often involve dramatic plays in the class.	2	4	2	0	0	08/32
Q.8	It is easy for a teacher to arrange drama in EFL classroom.	3	3	2	0	0	07/32
Mean of response to each question=16.12(out of 32)							Percentage(%)Score of all respondents on likert scale=50.39%

Table.4 is about the questionnaire for the teachers on the general views of the using drama in EFL class room. The figures in different columns against a question show different number of

teachers showing a particular response (out of five possible responses and their weightage) against every question. In the last column the sum of the obtained score of responses for the particular question (out of 32) is given. In the last row the summary of the responses has been given. It comes out through the data collection that the mean of response to each question is 16.12% out of the maximum score of 32. On the other hand the percentage (%) score of all respondents on likert scale is 50.39% that shows their liking towards the ideas given in the statements of the questions is almost 50%. Still as compared to the students, the response of the teachers towards the impacts of drama on developing communicative competence is a bit higher and the teachers are more keen on the use of drama in a language class room. The comparison of the percentage on the likert scale is:

The percentage (%) score of students: 47.03 %

The percentage (%) score of Teachers: 50.39%

While making the comparison of the responses of the teachers and the students towards the use of drama in a language class room with the purpose of developing communicative competence of the learners are not remotely different. Their response on the likert scale is somewhat around 50%. However the teachers show their liking up to 50.39% whereas the students are 47.03% interested in this transformation.

It is surprising that both the teachers of English language and the students show less than 25% liking about the last two questions in the questionnaire which is specific to the communication skills. The questions were:

(a) The English teachers most often involve dramatic plays in the class.

(b) It is easy for a teacher to arrange drama in EFL classroom.

It is highly surprising that the teachers are not often using dramatic activities in their class rooms and they also find it difficult to arrange such activities whether due to the resources, time pressure or they are lacking in the required skills.

Conclusion

This study shows that in EFL classes, the basic things which have been noticed are:

(i) To attract the attention and to involve the students in the language learning, there is hardly any effort from the teacher to add different activities while teaching.

(ii) The teachers and the students have positive response to add drama as an activity to teach English language.

(iii) It has also been observed through the perception of the English teachers and the students that the use of drama can really improve the communicative competence of the learners.

However, it is quite surprising that the English teachers are hardly using the interesting dramatic activities in their lesson plans of teaching language especially to improve the communication skill of the students. It is also strange that the teachers find it burden ion them to manage such dramatic activities. It shows that they are lacking in skill and the required resources for conducting such activities. It is suggested that the management of educational institutions which offer the courses in the English language must arrange such dramatic activities for the enhancement of the interest of the students and to provide language drills in the class room. Such institutions should also provide their English teachers with the essential training workshops regarding the skills to manage some practical activities in the class room. By this way they can improve the communicative competence of their students.

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