

Dramatization Practices: A Proactive Framework to Enhance Communication Skills among Aspirants of Professional Courses from Rural Foundation in the Northern Districts of Andhra Pradesh, India

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Abstract: The information and standard concerning to correspondence should join the valuation for the spirit of ideal transmittal of messages and the physical bits of non-verbal. The motivation behind adapting any language is to convey adequately. Language assumes a pivotal part in correspondence and English is the chief and most vital device of communication throughout the world. The urban foundation aspirants display a significant proportion of systems for learning English for healthy communication and arrangement to upgrade their fundamental aptitudes for learning language, though country student's hopefuls have just constrained introduction. Today, standard empowering techniques supplements with present-day framework rely on performance and media resources with the help of 'dramatization' and 'learning by doing' strategies develops a moving perspective among students to take the language. It would enable them to meet the demands of the day in imaginative. The motif to study is the keen observation on 'performance of language abilities obviously of rural learners'. The observation and discussions suggested that the 'dramatization' and 'learning by doing' method suits to enhance communication skills. This article will exemplify these techniques and present research the accomplishment of the use of theatre and dramatization works on upgrading core competence skills among rural background.

Index Terms: Communication Skills, Dramatization, Learning by doing, Role-play, Rural background

I. INTRODUCTION

Language assumes a pivotal part in correspondence and English is the chief and most vital device of correspondence everywhere. Independently every man ought to endeavor hard to get great relational abilities which are the most essentials to exceed expectations in one's career. The reports show ample opportunities for the young aspirants. "Currently with one of the highest youth population in the world, India faces its most significant opportunity as well as a challenge. It is stated that becoming the worlds' youngest nation by 2022 and this population bulge not only provides for a massive reservoir of manpower but also draws unprecedented focus

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towards making this talent pool employable." (India Skills Report, 2017).

Present situation is different from the expected outcome. The fact is rural aspirants have only limited exposure to learning. The Teaching of English is just in the examination perspective only, whereas urban establishment aspirants are presented a considerable measure of strategies for learning to communicate and extraordinary preparing to enhance their essential aptitudes for learning English language, results the difference between rural and urban aspirants is high to balance.

According to (NASSCOM), every year around 3 million students finish their graduation and post-graduation. However, truly out of these vast numbers only 18.43% of engineers and 10-15% of non-engineers are skilled enough to get the suitable job. The report reflects the gigantic gap between the demand and supply in the human resource market. The supply doesn't match the demand due to specific reasons. According to the All India Council of Technical Education (AICTE), the number of technical schools in India including the Engineering colleges is more than tripled in the last decade. Despite tremendous increase in number of engineering colleges, not more than seven percent of the Indian aged 18-25 attend such colleges, nearly 40% of the people in the age group of 15 years and above are illiterate, further majority of the Universities and Educational Institutions are following the obsolete syllabus and not able to gear up to the current trends (Deepak Menaria, www.globallogic.com).

The statement reflects the current scenario in India about unemployment among young aspirants from rural foundations is a significant issue due to the lack of desirable employability skills. Higher education is the greatest challenge due to a low quality of teaching and learning arguably, and also chronic shortage of faculty. Teacher and evaluation are base data and reiteration learning; understudies have minimal opportunity to develop a more broad extent of traversal capacities, including fundamental thinking, investigative reasoning, basic reasoning, and synergistic working. These issues are endemic transversely over cutting-edge training establishments in India; including a critical number of the 'best level' foundations, anyway particularly in backup schools and state universities.



Obsolete, unbending educational program and the nonappearance of business commitment in course substance and aptitudes advancement are the purposes behind lacking employability skills. Conventional teaching and training methods are ill-suited to rural contexts. Numerous country youth confront incredible impediments when endeavoring to enter the corporate market because of the absence of applicable aptitudes and work involvement.

In many creating nations, preparing frameworks tend to work in separation from the accessible HR and businesses' needs, so preparing does not generally coordinate abilities request. Indeed, even the basic component in India's twelfth Five Year Plans is the age of beneficial and profitable work on an adequate scale. It is crucial time now English teachers should transform them to be a trainer or facilitator, who can build real competencies to overcome any issue by focusing on integrated, multiple skill development of the learners, to an enhancement of Language skills. Utilize accessible assets to give urging air to learn and honing the language.

This paper discusses utilizing the achievable techniques in instructing communication skills to the students from rural foundations. These strategies supplement with present-day systems depend upon dramatization and media assets shows English language learning with the assistance of such dramatization methods cultivates an inspirational state of mind among students to take in the language which would empower them to meet the demands of the day. Theatre associate degreed dramatization is an authoritative tool for teaching and learning with profound positive effects on a student's psychological feature, social, passionate, and physical improvement. It's a multi-sensory mode of learning that engages mind, body, senses, and emotions to form personal connections to the fabric that improve comprehension, retention and reaches multiple learning designs, content areas, age groups, levels of language and skill. The drama could be a kinesthetic pedagogy that advantages those students learns best by doing.

II. METHODOLOGY

Planning of task went on for 150 minutes once per week and an aggregate of eight sessions spreading over more than two months. The plan of three action cycles for this purpose essential, each cycle consists of five stages: analysis, reflections, plan, implementation and improvisation. The arrangement of exercises used different methods of drama in education to mold the operational definition of applied drama to the enhancement of communication skills, which would include games, drama techniques, role- play, and using storybooks. Information accumulation included semi-organized meetings and ongoing perceptions. Maintenance of research journal is one asset to record observations and reflections. Blends of qualitative and quantitative strategies are adjusted to do analysis and involvement of research participants including 30 aged 17-19 years, instructors, and other staff to complete the task effectively.

Choosing the members for this phase of the exploration was a more ponder process, because of the numerous limitations forced by time, size of the class and instructive foundation openness. It was decided to work with learners who were not exposed to English on a continuous basis to get a more diverse set of data, as compared to the research context.

III. STATEMENT OF PROBLEM

Unemployment among young aspirants from rural foundations is a significant challenge due to the lack of desirable employability skills and not confident to communicate with others especially, at interviews. Besides, the medium of instruction influences understudy's relational abilities, in different parameters i.e., imitativeness, decision making, practice of correspondence, writing, vocabulary, grammatical understanding and so on. Different elements in instructing and realizing which aggravate the issues incorporated, outdated, unbending educational program and the nonattendance of manager commitment in course substance and aptitudes advancement.

A. Identification of reasons regarding problem

Unemployment among young is critical matter in nation's development today. A few factors likely add to Indian rustic youth's lower earnings.

- The dominance of Vernacular Language in Learning and Teaching English.
- The translation method squares learning of vernacular, how English isn't the tongue of trade in familiar India, thus giving teachers no plausibility of sharpening what they have figured it out.
- Rural students are confident, active and sensible however they're not initiative taking, notably from ethnic group backgrounds, face restricted economic resources as financial condition rates area unit higher, and several others have found a negative relationship between low socioeconomic standing and rural youth's instructional aspirations.
- Difficulties providing learning activities due to financial and social limitations.
- Education and training is usually inadequate quality. Academics and trainers could also be unqualified, instrumentation and technology out-dated, and teaching and training strategies ill-suited to rural contexts.
- In several developing countries, training systems tend to operate in isolation from the corporate market and employers' needs, thus it doesn't perpetually match skills demand.

IV. STRATEGY TO ENHANCE COMMUNICATION SKILLS THROUGH- LERANING BY DOING

John Dewey, American philosopher expounded, Learning by doing refers to a theory of education. He theorized that learning ought to be relevant and sensible, not merely passive and theoretical. He enforced this concept by putting in the University of Chicago Laboratory faculty. His views are vital in establishing practices of progressive education.

"I believe that the school must represent present life – life as real and vital to the child as that which he carries on in the home, in the neighborhood, or on the playground." — John Dewey (My Pedagogic Creed) Experiential education is when learners actively engage in activities or experiences. Students acquire well if they actively participate in the learning process. Learning by doing (or experiential learning) relies on assumptions, that individuals acquire the best after they square measure in the person concerned within the knowledge expertise. Individual must discover the Information, if it's to possess any critical, assuming to them or build a distinction in their behavior.



A person's responsibility to learning is most astounding after they square measure unengaged to set their very own learning targets and evaluate readily to actively pursue them among a given structure.

A. The Impact of drama on learning experiences: A glimpse of 'learning by doing' method at Neuroscience

Essential discoveries from Neuroscience, for example, an investigation by Kiefer (2007) has demonstrated that the mix of etymological units and body-developments performed by the student prompts a superior maintenance of new substances. It emphasizes the coordination between the body movement and learning units. Another study dispensed by Erk, Spitzer et al. (2003) disclosed that in fact, positive feelings facilitate the capability of words. Negative and positive feelings prompt distinctive samples of initiation within the brain.

Contingent upon the particular brain enactment design, learning can be pretty much useful. The investigation delineates that learning isn't just impacted by intellectual factors however similarly by feelings and also associate these discoveries with the positive effect of dramatization in a distinctive way. Although examination, in theater and dramatization in proficient establishments and creative settings, demonstrates that this sort of learning will happen, the investigation of the advantages of these strategies has not occurred in proficient courses. This article will additionally expand on these strategies and acquaint with a look into the achievement of the utilization of theater and drama to enhance core competence skills among the understudies from a rural background.

B. A proactive framework to enhance communication skills dramatization activities

This framework intended to enhancement of communication skills creatively among aspirants from rural. And furthermore it deliberate to up gradation of listening, speaking, reading and writing abilities especially, phenomenal concentration on speaking skills. It is assumed that the young aspirants from rural foundations have natural skill of language especially good at speaking, but they are not well organized. If all around arranged edge work of performance and role-play in classroom/lab session will suit them to prepare in their characteristic way, one can maintain stage fear and tension. The students will make support at the season of meetings which results they will be set.

Learning objectives

Learner ought to have the capacity to:

- Exhibit a more extensive scope of vocabulary
- Utilize that vocabulary in a more noteworthy number and an assortment of settings
- Demonstrate trust in utilizing English well
- Utilize the English language culturally, intellectually, emotionally and socially
- Coordinate the body and voice to improve correspondence in English

The Drama exercises, amusements, activities, abilities, and systems will enhance relational abilities. It is a down to earth and fun work to help create trust in utilizing English to convey considerations and emotions and additionally for regular utilize. It aims to be playful and holistic, making learning language memorable and useful. Dramatization exercises will produce build up language competences, these foundations are not yet across the board instructing strategy.

The training session center on dialect aptitudes i.e., tuning in, speaking, perusing and composing abilities and also focus on articulations and body developments, elocution, and vocabulary extension. Expert show exercises and condition will supplement by investigating the significance of voice and body on great relational abilities.

C. Learning activities

Provides English language teachers an imaginative accumulation of dramatization exercises given hypothetical reflections and also discoveries from Neuroscience, Socio-psychology, and drama pedagogy. Gavin Bolton (in Dougill J. 1987) quoted "drama is a unique tool, vital for language development" as it simulates reality and develops self-expression. One can begin with incorporating one-off and stand-alone drama activities stretching as little as five minutes in a class where students perform for each other. Drama activities or systems are correspondingly productive in making learner experience language in action and offer motivation to utilize language implanted in a unique situation and a circumstance. The simple "acting- out" requiring the learners to adopt a new position involves them creatively.

One-off, standalone activities, Pick, narrate and enact, A Warm-up Game, Soliloquy / Thought Tracking, Questioning in Role or Hot Seating, Telephone Conversations, Self-Expression, Character development, Script Writing, Directing and Acting, Mime, Role-play, Simulation, Improvisation, Scripts, Alternative endings – Drama Activity. To start with, a spotlight will be on specific vocal and physical abilities, indispensable to the learner in the arrangement, which can be associated outside the execution space to update a man's open practicality. Second, center around the utilization of role-playing to build up the comprehension and compassion pivotal to great correspondence rehearse. Through these students can enhance their capacities by vanquishing the checks of correspondence and competences.

D. Analysis of Research Result

The researcher did the thorough analysis on the research result. About 30 students participated in this research; it stretched for 02 months about 1200 min, and the plan of three action cycle. Based on the pre analysis for each cycle the reflections were recorded according to those reflections the plan of actions was implemented with clear monitoring of facilitator. during the implementation and monitoring the diagnostic analysis was made to improve the performance further. The desirable performance made by 66 percentages of participants in cycle 1 and 83 percentages in cycle 2, where as 100 percentage of performance made in cycle 3. The performance of the participants after the implementation of research plan was presented in the tabular form.



Table 1: The participants' performance in each cycle

Stages in each cycle	Allotted time for each stage	Participants Performance in each cycle		
		1	2	3
Pre-analysis	150 min	30 (100%)	30 (100%)	30 (100%)
Recording of reflections	300 min	30 (100%)	30 (100%)	30 (100%)
Plan of actins	150 min	25 (83%)	25 (83%)	30 (100%)
Implementation and monitor	300 min	25 (83%)	25 (83%)	30 (100%)
Improvisation	300 min	20 (66%)	25 (83%)	30 (100%)

E. The Learner Role

It's incredibly vital to discover that, while imparting, the student should dynamic in perspectives and to regard the sentiments of others. Correspondence in gather activities, dialog and family works help learner with analyzing their social capacities level and standard and furthermore to learn because they are much energetic, excited, enthusiastic and liberal. It will construct confidence and increment the certainty that will affect emphatically on their training. Proactive cooperation, collaborative state, Positive practices, the appreciation of others, a collective exertion in taking care of the issue with other colleague are an extraordinary case of compelling correspondence in the working environment. In future learner will convey by content, audio and video conferencing in the activity. On the off chance that they are not compelling in messages, tweets, and social commitment then it will contrarily affect their career advancement. They require sympathy, kind disposition, demonstrable skill in their interactions and mentality while associating with others.

F. The Facilitator Role

English teachers prepared themselves to play the role of a trainer or facilitator who can fabricate genuine capabilities and skills to bridge the skill gap by focusing on integrated, multi-expertise improvement of the students, alongside upgrade of English Language aptitudes. The educators dependably urge and guide learners to take an interest in exercises with full presence of mind in the sessions. It's imperative to be friendly with others in school and college. Controlled verbal correspondence and physical articulation assist with making companions and it's incredibly vital in focused condition and circumstance. There are numerous approaches to utilize dramatization techniques in the classroom. Educators can utilize it to enable learners to increase further insights of knowledge into exercises; expand on ideas and topics or as a way to test learner learning. These imaginative systems regularly in a touch of turmoil into learning procedure, educators manage their students through inventive confusion remaining inside structure of educational programs.

The facilitator can utilize emotional showing techniques, for example, an educator in a job, narrating or still pictures. The instructor accepts a character job to direct dialog on a point. They may utilize costume or props to give job profundity, and instructor answers inquiries from a participant in character. The narrating technique, it can breathe life into the topic using stories. The narratives consolidate vital data from the course and transform into a convincing story to tell, with the help of still pictures strategy, educator teaches participants to frame a circle, and every participant takes a turn at reproducing a still picture with their bodies that speaks to a particular subject idea. The facilitator could give a particular purpose of time in the life of the character to every one of the groups. All the groups could be either given a similar event or distinctive events. Consider outreach measures such as access to cell phones, PCs, education and training software, and investing in ICT training for educators and mentors. Provide profession direction and commonsense corporate market data to empower rural youth to settle on educated decisions about their goals, training, and employment in the provincial setting.

- To summarize, the prime aims of the contemporary recommended framework as follows:
 - Assess the effect of dramatization exercises on learner' intrinsic motivation.
 - Set an appropriate learner focused classroom condition;
 - Analyze the effect of dramatization exercises on the advancement of understudies' speaking aptitudes;
 - Provide significant and real situations acquire new vocabulary and useful expressions.
 - Promote learner' mutual collaboration through peer and group activities and build up imagination, thoughts and critical thinking.

G. Limitations

This method uses artificial learning situation. Teacher – learner may fail to present its real form. It cannot be used for developing specific language skills, it works with associated skills. Sufficient time is not available for such a work in classroom, but practical sessions can be utilized successfully. It's an expensive method and it needs Infrastructure, Costumes, dress etc. The student ought to be appropriately informed by the instructor so they may get completely familiar with the technique. The director must stay present amid instructing and exchange. The entire exercise must be practiced under appropriate direction before the student - educates really goes for the coveted execution in the classroom.

Limitations of the method apart, it is brought into practice, and it dots prove useful. It gives a lot of courage to the learner-teacher to come forward. It develops self-confidence in the learner – teacher. It creates self-assurance in the student – instructor. A few changes might be produced using time to time, yet it must be preceded. Practice is superior to percept. Moral Development provides education in suitable and interesting manner. Students try to emulate the personalities they enact. They come to know much about the moral values of such person.



V. CONCLUSION

The dramatization teaching strategy alludes to a collection of teaching devices that include traditional drama techniques, such as improvisation, narrating, role-playing and amusements. It's amicable to apply for enhancement of speaking skills among young aspirants for the rural foundation, because of its nature to make the learner comfortable. An extensive proportion of complement is put on attracting students through natural activities. Imagining can encourage certainty, increase classroom resolve, empower support and make sureness. Aspirants, who occupied with innovative adapting quicker, hold a more considerable amount of what they realize, and more inclined to apply their learning outside the classroom. The incorporation of dramatic teaching method into the curriculum to teach communication skills will produce desirable outcomes in real correspondence including considerations, sentiments, feelings fittings, and adaptability; in short an opportunity to use language in an undertaking which is absent in a regular vernacular classroom. By utilizing dramatization procedures to show relational abilities, the repetitiveness of an ordinary English classes can be broken and the syllabus can be changed into one which plans students to confront their world better way than skilled clients of the English dialect since they get a chance to utilize the dialect in activity and furthermore satisfies feeling prerequisites of the students. Also, this student-focused methodology makes them employable in the highly competitive world.

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