Faculty of Cognitive Sciences and Human Development

BRINGING DRAMA INTO ESL CLASSROOM: HOW ENGLISH LANGUAGE TEACHERS CAN ENHANCE LANGUAGE LEARNING THROUGH DRAMA ACTIVITY

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BRINGING DRAMA INTO ESL CLASSROOM: 
HOW ENGLISH LANGUAGE TEACHERS CAN ENHANCE LANGUAGE 
LEARNING THROUGH DRAMA ACTIVITY

by

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ABSTRACT

BRINGING DRAMA INTO ESL CLASSROOM: HOW ENGLISH LANGUAGE TEACHERS CAN ENHANCE LANGUAGE LEARNING THROUGH DRAMA ACTIVITY

CAROLINE AK JANA

Learning a second language can be incredibly perplexing to learners especially if they are not exposed to the target language on a regular basis and are not able to practice the language in authentic situations. The teacher in the English second language class, however, encounters major challenges in his/her class especially since many of his/her learners lack the confidence to communicate in the target language or to respond to questions in class. Consequently, on numerous occasions, one finds that the learners sit passively in the classes expecting the teacher to do most of the talking. If the teacher does not make a strenuous effort to enable his/her learners to be active participants rather than passive recipients, his/her learners will be unenthusiastic to use the target language which in this case is English. As a result, learners become impartial, lethargic and sometimes create disciplinary problems in the class due to communication problems.

This study thus proposes to provide insights into the use of drama type activity in second language classes and then on the basis of examples and personal experiences with this method of teaching. This study aims to highlight the use of drama type activity and its effectiveness in the growth of communication skills amongst English second language learners. The findings drawn from this study will serve as an instruction to aspiring English teachers in utilizing drama type activity in their ESL classroom. The conclusion, as stated by researcher will help to enhanced drama type activity so that it will beyond doubt reflect the effectiveness of these activities as a tool in language teaching.
ABSTRAK

PENGUNAAN AKTIVITI BERASASKAN DRAMA: BAGAIMANA GURU-GURU BAHASA INGGERIS MEMANAF AATAN DRAMA SECARA BERKESAN DI DALAM PENGAJARAN BAHASA INGGERIS DI KELAS

CAROLINE AK JANA

Mempelajari bahasa Inggeris sebagai bahasa kedua merupakan satu cabaran kepada pelajar terutamanya sekali bagi mereka yang tidak pernah terdedah kepada bahasa tersebut di dalam penggunaannya sehari-harian dan tidak berpeluang untuk mempraktikkan bahasa Inggeris dalam suasana yang sebetul-betulnya memerlukan mereka bertutur menggunakan bahasa tersebut. Kesaran daripada permasalahan ini, guru-guru bahasa Inggeris menghadapi cabaran untuk mendidik para pelajar yang seakan-akan kehilangan minat dan keyakinan untuk bertutur seterusnya menggunakan bahasa Inggeris ketika berkomunikasi ataupun ketika memberikan respon kepada soalan guru sewaktu pembelajaran di dalam kelas. Ada ketikanya guru mendapati para pelajar menjadi semakin pasif dan hanya menanti jawapan yang disuapkan oleh guru. Oleh yang demikian guru hendaklah bertindak bijak menangani masalah ini dengan menggandakan usaha menarik minat pelajar-pelajar untuk terlibat secara aktif dalam pengajaran dan pembelajaran terutama sekali dalam mempelajari bahasa Inggeris. Kegagalan guru menarik minat para pelajar akan menyebabkan pelajar menjadi kecewa, malas dan menjunjuri kepada terjadinya pelajar yang terlibat di dalam salahlaku disiplin dan bermasalah ketika di dalam kelas.

Oleh yang demikian, tujuan kajian ini secara mutlak menjurus kepada mendedahkan penggunaan aktiviti berasaskan drama dalam pengajaran dan pembelajaran bahasa Inggeris sebagai bahasa kedua di dalam kelas. Kajian ini juga memperlihatkan data dan contoh kepada aktiviti berasaskan drama dan penggunaan kaedah ini di dalam pengajaran bahasa. Kajian ini juga memberi pendedahan mendalam aspek positif penggunaan aktiviti berasaskan drama dan keberkesanananya di dalam pembelajaran bahasa di dalam konteks pengajaran sehari-harian.
CHAPTER 1

INTRODUCTION

"Drama makes language learning enjoyable and lively and rescues second language a learner from the fearful and soul-destroying clutches of boring pedagogues."

J. V. Kallie

1.0 Overview

In areas and schools where drama has had a fair trial, it has appeared that the subject has in fact helped children to become articulate and self-reliant, more at peace with themselves and better adjusted to society, (Brown 1997).

Hence, one would expect English Language teachers to be creative and innovative in imparting knowledge to their students in learning English Language (Malachi 1992). However, very little feedback has been gathered on how the creative world of drama helped to shape up the language competency among students in the classroom. This study will focus on whether drama type activity assists English Language teachers in language teaching. Herz and Gallo (1996) propose to use drama type activity to bridge the gap of traditional ‘chalk and talk’ to meaningful and communicative language learning.

1.1 Background of the study

This study focuses on the use of drama by English language teachers in teaching language in the ESL classroom. Teachers are the key curriculum implementers of the standard, quality as well as the effectiveness of an educational system. According to Sufean Hussin(1993), teachers are responsible for the successful implementation of the national curriculum in classrooms and hence determine the development of future generations. Aini Hassan (1994) adds that teachers need to be creative and posses the critical habits of mind in order to be able to nurture the creative abilities of students and to seek ways for their development. A creative and innovative teacher, claims Gaudart (1997), brings to
the classroom exciting and explorative experiences that help students in learning and acquiring language. Yong (1994) describes the education scene in Malaysia as generally lacking in encouraging students to be creative. This is further supported by Chualan (2004) stating that the current teaching of language does not meet its goal in improving the ability to speak well. She continues by saying that in language learning, genuine communication must involves ideas, emotions, feelings, appropriateness and adaptability. She also mentions that in traditional language learning class, students are deprived of the opportunity to use the language well.

As a result, teachers miss the opportunity to comprehend the use of drama in their language teaching class in a more personalize manner. In fact, the students ‘need to be encouraged and supported as they respond to a drama text drawing from their own experiences and thus ‘create personal meaning to the issues’ Saratha Sithamparam (2002). Drama activities such as reader’s theatre, simulation and role-play offer a new dimension to the teaching of language. These activities engage the students to feel at ease, relax, expressive and are free to discuss, negotiate and effectively communicate with their peers. It is evident that ‘such exploration helps students develop inner personal feelings and understanding of the human condition’ Saratha Sithamparam (2002).

The use of drama in language learning helps to reduce the rigidity in the conventional and traditional approach of language learning. Majid & Pillai (1988) states that through the improvisation of the traditional methods of language learning, students will be exposed to the true meaning of grasping language meaningfully and reduce the boredom of memorizing the rules of grammar. Drama is said to be one of the alternative choice to this change. Rivers (1987) says studying language truly is learning how to use the language meaningfully through expressions, imagination and creating imitation of real life situation as in role-play in simple drama. Through this improvisation, simulation and role play, the students will be exposed to the term of beauty, taste of imagination and judgement, Nesamalar Chitravelu, Sartha Sitamparam & Choon T.S (1996).
Hence, this study seeks to verify the usage of drama in ESL learning in increasing the students' discourse and communicative skills of the target language. It also explores the potential effects of improvisation, simulation and role-play on the students' understanding of the language. This study is beneficial to all English language teachers who are going to utilize drama into the teaching of language in their classroom.

1.2 Statement of the problem

Drama, in term of role play, simple dialogue reading and reader's theatre are some of the techniques that have been incorporated into the classroom as to facilitate language learning. The revise English Syllabus and Curriculum Specification (2002) of the Integrated Secondary School Curriculum (KBSR) that stresses on the use of language mainly for interpersonal, information and aesthetic use has prompted the significant role of drama. The main objective of using language for aesthetic use is to promote students' creativity and imaginations, and in drama students are given the opportunity to exercise their sensitivity and imagination. As a result, according to Chamkaur Singh Gill (1996), the different batches of non-native English language speakers have so far felt that their confidence and motivation in relation to spoken English has improved tremendously due to drama activities. She further says that students as non-native of English language use the second language only in short, simple conversations based on dialogues they learned. It becomes evident that what they learned of the second language was not for communication, but for performing on a written test. When they need to communicate, particularly in a serious matter, they switch back to their native language. So here, she supports that drama does play a big role in language learning especially in giving the students motivation and opportunity to use the language communicatively.

In knowing whether drama has an effect on language learning, it is important to study the view of teachers concerning its usefulness as one of the ways to inculcate language learning where they are personally involved in the language. This study aims to find out whether language teachers use
drama in the process of teaching English language and what are the obstacles faced by them in language classroom when implementing drama as part of their lesson.

1.3 Research Objectives

The objectives of this study are;

1.3.1 To find out whether drama type activity is used as part of English lesson in the ESL classroom; and

1.3.2 To find out the difficulties English Language teachers faced when incorporating drama type activity in their teaching in ESL classroom.

1.4 Research Questions

The questions for this study are:

1.4.1 Do English language teachers incorporate drama in their ESL classroom?

1.4.2 How often do they use drama in their ESL classroom?

1.4.3 What are some of the drama type-activities do they use?

1.4.4 Do the teachers like using drama to teach English?

1.4.5 Do they think their students enjoy these drama-type activities?

1.4.6 Do they find any difficulties in implementing these activities?

1.4.7 What difficulties do they face?

1.5 Limitation of the Study

There are limitations to this research work. Firstly, the study is only focused to one division in Sarawak that is Sri Aman Division which consists of four secondary schools respectively. Hence, the findings of this study would not represent the views of students and teachers in other schools throughout the country. Another limitation is concerning the instruments used to collect the data for this study. As an inexperienced researcher with limited research knowledge, it is hard to determine and formulate the suitable instrument and these may affect the result of this study where validity is
greatly concerned. Finally, factors such as time, resource constraints and teachers unwillingness to participate in this study will contribute to the success of this study.

1.6 Definition of Terms

1.6.1 Drama

Holden (1981) defines drama as any activity which asks the participant to portray himself in an imaginary situation; or to portray another person in an imaginary situation. Drama is thus concerned with the world of 'let's pretend'. It provides an opportunity for a person to express himself through verbal expressions and gestures using his imagination and memory. In this study, drama refers more to informal drama (creative dramatics) as it is used in the language classroom and not on stage. The participants in the drama activities are thus learners and not actors.

McRae (1985) states that dramatisation is role play and characterizations, music, movement and spatial awareness. By using fairy tales and creative teaching aids in situation dramas and improvised plays, students develop emotional intelligence by being more aware of others and self. Children are introduced to teamwork and to work in a group setting. They are also encouraged to develop their ability to think creatively.

1.6.2 Language Learning

According to Livingstone (1983), language learning is language acquisition whereby it is a process in which the language capability is developed in human. This term refers to a learner’s developing knowledge of the target language.
Krashen (1992), states that language learning is a “conscious” process which occurs when a learner’s objectives is to learn about how to use the language itself rather than to understand the rules conveyed through the language.

1.6.5 ESL Classroom

ESL classroom is a language learning place where students feel motivated and it provides an atmosphere of low anxiety level and high comfort level. Issues of motivation and encouragement are crucial in the second language classroom (Di Pietro 1987).

According to Lund (1992), language learning requires a supportive atmosphere that does promote a learning environment in which we do not feel threatened or intimidated. In order to speak, we need to feel that we will be heard and that what we are saying is worth hearing.

Yong (1994) states that in the Malaysian context, ESL classroom refers to the classroom where English Language is being taught formally as a second language to non native speakers (Malays, Chinese, Indian, natives of Sabah and Sarawak) to comprehend their knowledge second to Malaysian official language Bahasa Malaysia.

1.7 Significant of the study

This study is an attempt to relate the usefulness of drama to English Language teachers. Thus, it serves as an important source of information to English Language teachers in improving their methodology practices in the language learning classroom. The findings of this study will provide educators with first hand information as they are based on the views of authentic experienced
teachers teaching English and how they view the usefulness of utilizing drama activities in teaching language in ESL classroom.

An insight into the use of drama in teaching language in the classroom will be beneficial for the purpose of developing strategies and planning to improve ELT teachers' methodology practices especially with the regards to the use of drama activities such as readers' theatre, simulation and role-play. The researcher also hopes that by reading this study, educators will realize the importance of drama in teaching the target language. The information gathered in this study can be use as a guideline in designing in-house course to raise awareness of teachers who may be needing support in using drama activities in their language learning classroom.

The awareness of ELT practices as perceive by students should help teachers to rethink and adapt their practices in being consistent with present needs. The researcher believes that from the findings, teachers would be more sensitive to the needs of their own classroom practices. The effectiveness of teachers' teaching approach depends a lot on their creativity and innovation. This shift in the paradigm can help teachers to work towards helping students learn and acquire the English Language in a more interesting and mind-provoking manner. Hopefully, the findings from this study will aid those involved in the process of planning out as well as implementing the language teaching process by taking into consideration that drama indeed will have a never ending contribution to the language learning as a whole.

1.8 Summary

In this chapter, the researcher has described the background of the study, the statement of the problem, the purpose and objectives of the study. This was followed by the definition of terms, significant of the study and finally the scope and limitations of the study.

In the next chapter, the researcher will discuss the review of literature based on teaching practices, the problems that arise and its related studies.
CHAPTER 2
LITERATURE REVIEW

2.0 An Overview

This chapter presents the literature review of the study. It discusses further on general pictures of the concept of the use of drama in language learning process which includes the discussion on the view of drama in language learning in ESL Classroom, the highlight will be on the advantages as well as the theory underlying drama. This chapter also discusses the teachers' and learners' views regarding the use of drama in the language learning process which includes the purposes of using the drama and problems faced by teachers and students. Finally, a summary will be presented at the end of the chapter.

2.1 Introduction

The study of the use of drama in language learning in ESL classroom will help to find out the extent to which English Language teachers use them in their teaching and how useful this practice to students' language learning process. The researcher hopes to gain teachers' awareness of current practice so as to enable them to become more productive and efficient in imparting knowledge to their students in a more creative and innovative way. Besides that, this study will serve as a guideline to teachers who may need further guidance in using drama to teach language in ESL classroom.

Teachers must have a broader and deeper perception towards education culture and the mission of our education as a whole. As Wan Zahid Nordin Mohd Noordin (1993) puts it:

"Teachers must engage students into more just learning language for the sake of knowing the language but helps the students to grasp the language by knowing how to use it creatively. Teachers not only transmit knowledge, attitude, skills; they also help students to translate these into useful, creative, mind-challenging and personally meaningful behaviour. Students should not be taught to answer questions but also to question answers and question questions. Students' intellectual abilities and thought processes must be challenged. Too often they are being spoon-fed from textbooks and workbooks where their creativity goes unchallenged. The bench-mark for their achievement in learning especially regarding
language learning is their ability to express themselves through the use of the language.”

(p133)

In ESL, teachers need to be creative in representing the knowledge. Through the use of drama, teachers may be able to teach language in more meaningful way. In this way, language is vital to meaning and the language choices occur in real time (Batstone 1994). It helps to bridge the gap between learning language traditionally and learning language in a more meaningful way.

2.2 How drama helps in English language learning

Drama according to Maley and Duff (1978) releases imagination and energy and this could be considered as an educational objective. Fernandez and Coll, (1986) state that drama encourages students to exercise their sensitivity and imagination and thus makes learning more realistic and meaningful. As an educational tool, the use of drama fosters the social, intellectual and the linguistic development of the child (Dougill, 1987). Early and Tarlington (1982) concurs with Dougill and states that drama centres on language development, personal awareness, group co-operation, sensory awareness, and imaginative growth. Gavin Bolton (in Dougill J. 1987), "drama is a unique tool, vital for language development" as it simulates reality and develops self expression.

Based on the definition, drama, which promotes discovery learning as well as multiple style learning, is an effective tool in motivating students to learn the language. Drama has existed as a potential language teaching tool for hundreds of years, Smith (1984), it has only been in the last thirty years or so that its applicability as a language learning technique to improve oral skills has come to the forefront. Drama allows for activity-centred immersion Genesee (1987) which can give language learners optimum exposure to a target language. Educators could do worse than recognize this fact and formalise its application in class by adding an experiential component Sesso (1986) to a language syllabus, something that is long overdue.
Based on these views, this study aims to look at whether English language teacher in Sri Aman division did incorporate drama in their language classroom. Nowadays, since the declined standard of communicative English nowadays in quite alarming, teachers need to teach English language more than just to get their students to pass the paper-pencil test. This study differs from previous study done by expert in a foreign country in the sense that it is conducted in Malaysia, specifically by looking at the target schools in Sri Aman, the second division of Sarawak. This study specify into looking at whether drama-type activities are used in local English language classroom context.

2.3 Experts views on how drama helps in English language learning

Below are the views suggested by some researchers regarding the use of drama in the ESL classroom. The first view from Earl Stevick (1980), states that language learning must appeal to the creative intuitive aspect of personality as well as the conscious and rational part. Drama activities can be used to provide opportunities for the student to be involved actively. The activities involve the student's whole personality and not merely his mental process. Effective learning takes place as the student involves himself in the tasks and is motivated to use the target language. His opinion is supported by Long and Porter (1985), where they suggest that, unlike in conventional classes where the teacher has administrative duties in addition to his teaching workload, and where learners have limited opportunities to speak because of class numbers, group-work in drama gives learners more speaking time. In fact, they point out that while in the former case total speaking time might average only one hour per year, in the latter, it increases by more than 500%.

The second view states that drama increases motivation and provides the incentive to work hard (Mordecai, 1985; Scharengnivell, 1970). The activities using drama tend to be purposeful. The student sees the need to communicate and concentrates on how to go about a task since drama provides him with a meaningful context. Gill (1995) supports the notion by saying that by working on a task like preparing for a performance and then presenting it in a TL, learners get to hear and produce the sounds of that language more authentically and in a more wholesome fashion than they
would in a regular class. Drama as a teaching technique creates supportive intellectual and emotional environments that encourage students to think Lee (1991) as a support to the view stated. He says that it allows students to apply their communication skills and encourages them to take risks. Students benefit psychologically from their involvement in a drama project. Rehearsing and performing a play in a target language improves the students' sense of confidence and self-esteem as learners, and this in its turn should increase their motivation with respect to acquiring the target language. (Wessel 1987)

Further on elaborating view from Lee, the third view states that through drama, teacher can challenge students to expand their knowledge. Verriour (1985) says the teacher structures the drama to expand students' current spheres of reference and increase their understanding, so that each drama provides them with new experiences and fresh perspectives from which to reflect on these experiences (1985). Drama allows students to take risks with language and experience the connection between thought and action. According to Verriour (ibid), the teacher's primary aim is to devise dramatic situations which encourage students to engage in independent thinking in order to gain fresh insights about themselves and their world.

Each of us learns our native language through multiple interactive experiences involving vocabulary and grammar. It is shaped both by internal processes and by social interaction (Vygotsky, 1978). Drama provides active communication among students and between students and instructors. Verriour (1985) argues that drama can also provide both teacher and students opportunities for actively negotiating meanings in situations which require abstract, reflective thought and language. If a drama text allows for exposure to a language in its totality as it is used in real life, it also provides opportunity for the individual study of separate components of a language. Grammar, vocabulary, pronunciation, and intonation are some of the possible target areas of language learning through drama Smith (1984)
Mamdouh El-Nady (2000) in his view that looks at drama as a teaching technique motivates students toward further learning and use of the new language as a means of communication. Students of a second language, particularly those who learn the language for academic purposes, need to know the culture of the people who use it. They need to know how to use the language with native speakers according to native social behavior patterns and cultural standards. They need to do that while keeping their own cultures, identities, and personalities. Second language learners do not need to forget or ignore their values, beliefs, or social interaction styles while they are communicating in the second language. His view is shared by Henke & Zahn (2001), they are cited saying that students become engaged in free flowing extemporaneous conversations as they interact with one another prior to the dramatizations and during the improvisations. The students compare and contrast cultural behaviors and attitudes, analyze and explore the linguistic and conceptual differences between the written and spoken word, and interact cooperatively to orchestrate the dramatizations and improvisations.

In the fourth view, according to J. V. Kallie (1998), drama makes language learning enjoyable and lively and rescues second language learners from the fearful and soul-destroying clutches of boring pedagogues. The growing body of research on how the brain functions supports experiential learning that utilizes bimodal functions and thereby supports drama as a teaching method Joon (2000). The evidence he says seems conclusive: all students need many opportunities to learn that involve both the logical, rational, linear, verbal processes of the left hemisphere of the brain, and the visualizing, intuitive, imagining, metaphoric, and spatially related processes resident in the right hemisphere. In addition, many students prefer to learn (that is, they learn most readily) when learning emphasizes right-hemisphere functions. Traditionally, schools have been very left-hemisphere-oriented, with emphasis on rational thought and the ability to verbalize with clarity, accuracy, and fluency – often at the expense of learning approaches that include or emphasize right hemisphere attributes. Dramatic activities offer experiences in which both hemispheres can play major roles.
By looking at the views from experts, this study helps to bring out the merits of drama as a way of promoting communicative competence among the students. Drama supports language learning and it bridges the gap between learning English traditionally through the rigidity of textbook and learning English language as a part of self expressions and motivation in acquiring the target language.

The experts views on the use of drama therefore inspires researcher to carry out this study that also look at the use of drama will somewhat contribute so much in real communication involving ideas, emotions, feelings appropriateness and adaptability; in short an opportunity to use language in operation which is absent in a conventional language class nowadays especially in Malaysian English language classroom context.

2.4 Problems in using Drama

Despite the above listed merits of the use of drama in the language learning classroom, it still remains true that many teachers, especially the unsure and the conservative, are reluctant to adopt this innovative method. It may appear challenging to the inexperienced teacher, and not without reason: the teacher, while having transferred the responsibility of learning to the students, must nevertheless constantly supply stimuli to keep the class animated. But the resulting mutual rapport and interpersonal relationships created with the students and the constant intellectual challenge of keeping the class motivated are the ultimate, priceless benefits. Though it may appear frolicsome to the more conventionally-minded, the drama project is in actuality a serious task, requiring much planning and significant effort.

However, it also gives all the participants an opportunity to enjoy themselves while learning, to have fun while tackling a task. But perhaps the most persuasive justification for the use of drama in the language learning classroom is that it works: “A drama project can guarantee that within six weeks those involved will be able to use the words of the play not only during rehearsals, but spontaneously at other times as well” (Wessels 1997).
Another demerit to the use of drama in ESL classroom is perhaps it is because schools still give textbook-based classroom language priority, and consider real world language to have little educational value. Language lessons are still based on teaching units which, intrinsically, have changed little over time. Such units are made up of selected items predetermined very much in advance, packaged artificially, and sequenced in order of difficulty, to be dealt with in a systematic pattern by teachers, a teacher-centered activity with a structural linguistics orientation (Quinn 1984: 61-64, Rivers 1988). The teachers in question might feel that this is the most workable process but, as Gill (1995) points out, unfortunately for their students, there is nothing predetermined, systematic or sequential about everyday language.

The problems, as stated in the above are the basic starting point for this study to look into issues of difficulties that English language teachers faced when incorporating drama into their language class as language learning tools. At times teachers are reluctant to use 'drama' activities in classrooms for various reasons: they don't know how to use the activities, limited resources, time constraints, a fear of looking and feeling foolish and the list goes on. This study will bring up generally these feelings of Sri Aman's English language teachers in their attempt to use drama in their language class.

2.5 Past and Recent Study on Teachers' View

Malachi Edwin (19920 in his study conducted on a group of fifty-three third semester TESL Matriculation students at Universiti Pertanian Malaysia found out that drama promotes critical thinking when they are asked to appreciate a literary text. The 'make true' act adapted from the literary does develop learners' interaction with one another and also boost their self esteem. The simple forms of drama succeed in developing students' ability to use the language and exposing them in expressing their feeling to others.
Another study done by Krish (2001) on the use of drama in promoting active interactions among a group of learners compromising thirteen secondary schools students and two adult learners from English Language Tuition Centre in Kuching, Sarawak. The researcher divided them into groups to act out an excerpt from a play “PUTERI SANTUBONG”. The finding from this study revealed that drama increases learner’s communicative skills, encouraged participation and changed attitude toward learning and also provide realistic opportunity to work with others.

However, this particular study does differ from the study done previously. Here, researcher aims to reveal how far English language teacher in Sri Aman division incorporate drama in their language learning classroom. Nowadays, trends in English Language Teaching (ELT) lean heavily toward communicative and authentic language use, (Royka 1999). Thus, drama provides lots of immediate resources and is fun for teacher and students. Nevertheless, the problems in incorporating drama in the language learning lies in the fear factor of a new teachers who are also a new drama user is which is the hard part to overcome.

2.6 Summary

This chapter have discussed on the concept of drama type activity, experts views related to the positive washback of these activities as well as previous study done before.