"Teaching English through Drama to the Students of Secondary and Higher Secondary by Virtual Mode during the Pandemic" (Covid-19)

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ABSTRACT
The English language is considered the first common language across the globe. In the modern world, the English language is involved in the integral component of every field in the existence of life. It is said to be an international medium of communication, information, entertainment, technology, science, and so on. The modern world thrives on communication. Opportunities for personal growth, success in study, and career development can all be achieved with strong language skills. Moreover, communication has become an ever-growing range of technological advancements. CLT is the main key to success. As the world becomes increasingly interconnected, so do the risks is faced. Never expected COVID-19 pandemic would have a severe impact on education, as schools and universities closed their premises in response to lockdown measures not only in India but the whole world. Although higher education institutions were quick to replace face-to-face lectures with online learning and gradually the schools too started these closures.With classes moving to a remote learning format, zoom is a video collaboration tool that provides a click-and-connect conferencing solution. It's as close to being in the same classroom as you can get while working and learning from home. It can be accessed by students, faculty, and staff for no cost. The present study is all about conducting virtual classes through the drama method through zoom classes.Drama has a lot of potential for helping learners with spoken English. The whole set can be done through zoom class. Through this the students can be bifurcated and allowed to move with the room they want to opt for or comfortable with a certain peer group. The fear of being laughed at is always there and here the teacher must be the go-between and help the weaker student. With this, the students will improve their pronunciation, accent, stress, and intonation as they are exposed to criticism in a healthy manner from peers and the recordings.Accuracy is soon followed by fluency and practice does make for perfection. They acquire confidence in themselves and acquisition of language skills and acting skills in no stressful atmosphere.
Keywords: CLT, Virtual, COVID-19,Zoom

I. INTRODUCTION:

Necessity is "the type of need determined by the demands of the target the situation, that is, what a learner has to know to function effectively in the target situation" (David Nunan 72).

Covid 19 Pandemic has made all the educational schools across the world adapt teaching online. Courses are conducted online, examinations are conducted online, assignments are submitted through email. The strength lies in the teachers an institute nurture. Faculties need to change their mundane teaching methods and adapt to evolving technology-centered teaching. Stories through enacting are frequently claimed to bring many benefits to young learner classrooms, including language development programs.

Approaches and methods relating to language teaching are many and the part played by them today is noteworthy. During the pandemic, two factors have shifted mainly. First, pedagogical adaptations have proven to be pivotal as the traditional teaching in-person does not translate to a remote learning environment. No matter what the

sources the teacher has to be creative and keep the students engaged which could have been very challenging. Second, the pandemic they had to modify their time between teaching, engaging with students, and also the administrative tasks. Several language teaching methods have a lasting legacy. They are widely applied even today. The part played by the English language teacher is not only to learn these approaches, methods, and theories properly and understand them to the core, but it is also the duty to apply and practice them either singly or in a combination of two or three English classrooms. Proper practicing of the approaches individually or in combination or practicing any of the English teacher's experience-based language learning activities suitable to the learners may bring a considerable amount of communicative ability, both oral and written, in the vernacular medium students.

This period of change in 2020, which starts from school closures leading to online classes, is something that will stay memorable in the history of our education system.

This period where online learning came to the very front of education marks the start of education becoming more holistic for students in our country. The norms and conditions are changing according to the situation and the crises which are arising in the country. The present study is about the virtual classes through drama-based method usingzoom app (virtual video communication).

Drama as an Icing to CLT

I -INTELLECTUAL DEVELOPMENT
C- CONFIDENCE DEVELOPMENT
I -INDIVIDUAL DEVELOPMENT
N -NATURALISTIC DEVELOPMENT
G -GENERALIST DEVELOPMENT

Communicative language teaching can be understood as a set of principles about the goals of language teaching. Since its inception in the 1970s, communicative language teaching has passed through some different phases. Today CLT can be seen as describing a set of core principles about language learning and teaching as summarized in the book Communicative Language Teaching by Jack C. Richards. Some focus centrally on the input to the learning process. Thus content-based teaching stresses that the content or subject matter of teaching drives the whole language learning process. Today CLT continues in its classic form as seen in the huge range of course books and other teaching resources that cite CLT as the source of their methodology. In addition, it has influenced many other language teaching approaches that subscribe to a similar philosophy of language teaching.

II.   LITERATURE REVIEW

Approaches through Drama**:**

Drama is taken to be an all-inclusive and creative method of learning-teaching. It engages students in collaborative interactive and process-oriented activities thus making learning and teaching of language more interesting (Fischl&Kulturpädagogik, 2007). Byram and Fleming (2002) emphasize the approaches to develop intercultural communication through drama. These approaches visualize drama teaching as a way of evolving in learners a "sense of their world and human behaviour through a process of active reflection" (Byram and Fleming, 2002:143). Language learning is made easy and situational when it is taught through dramatic rehearsal (Parkinson and Thomas, 2000). Similarly, Fischl&Kulturpädagogik (2007) discuss that combining dramatic presentation in language teaching brings real-life and fictitious situations and characters in the classroom. The use of dramatic activities while teaching language makes students and teachers explore things around themselves and the world. Teaching language through drama, along with the development in language skills, develops students" cognitively, socially, emotionally and physically. Moreover, Byram and Fleming (2002) argue that dramatic representations make it easier to explore diverse human situations and circumstances which are not possible in the real life. In the factitiously artistic world of drama, the study and understanding of foreign cultures are grasped without the risks of the factual world. The "non-realist methods such as slowing down the action, expressing inner feelings and thoughts, replaying scenes" in the drama teaching are used to cultivate an understanding of foreign cultures in learners. Furthermore, the teaching of drama at the textual level promotes an „affective engagement" with the target culture rather than just shallow information of the text. Thus, Dramatic teaching methods aid a new and important flavour into interactive language teaching of its holistic approach. The dramatic activities used in language teaching involve learners all senses in the learning more efficiently and vigorously thus making the teaching-learning process more conducive and lastingly result-oriented (Fiscal and Kulturpädagogik 2007).

Virtual Teaching through Drama Based Method through Zoom Classes

Dramatization requires classroom performance of scripted materials. Students can make up their scripts for short stories or sections of novels, adapting them closely as possible to the real text. Based on the stories or sections of novels, adapting them as closely as possible to the real text. Based on the story, they must guess what the characters would say and how they would say it. Scripts written by students are also probable with plays, poems comprising one or more personae may also be scripted by students. They should attentively read assigned sections of dialogue in advance and be able to answer questions about characters and plot. They should indicate vocabulary, idioms, or dialogue if they do not understand and words they cannot pronounce. Students next should rehearse the scene with their partners. Although they do not memorize it, they learn it well enough to make eye contact and say their lines with meaning and feeling. Moreover, they discuss semiotic aspects of staging the scene I.e., facial expressions, gestures, and physical aspects. At last, the dramatization is presented before class. The whole play can be done through Zoom class. Zoom is the leader in modern enterprise video communications, with an easy, reliable cloud platform for video and audio conferencing, chat, and webinars across mobile, desktop, and room systems. Zoom Rooms is the original software-based conference room solution used around the world in board, conference, huddle, and training rooms, as well as executive offices and classrooms. It is used for teleconferencing, telecommuting, distance education, and social relations too, and has become quite popular after the Covid-19 lockdown. There are the Breakout rooms which allow splitting the Zoom meeting into up to 50 separate sessions. The meeting host or co-host can choose to split the participants of the meeting into these separate sessions automatically or manually, or they can allow participants to select and enter breakout sessions as they please. Every group can be led by the main characters who can also be the co-host for the meeting. Through this the students can be bifurcated and allowed to move with the room they want to opt for or comfortable with a certain peer group.

Benefits to using Drama to language teaching through Zoom classes.

Using drama in a language classroom is a good resource for language teaching. It is through the use of drama that learners become familiar with grammatical structure in contexts and also learn about how to use the language to express, control,

and inform. The use of drama raises the student's awareness of the target language. In this context, the use of drama as a tool rather than an end gains importance in teaching a foreign language. For this reason, the new language and the context of the drama should fuse into a language learning process with high interest, relevance, and enjoyment. Learners should use drama to promote their comprehension of life experiences, reflect on particular circumstances and make sense of their extralinguistic world more deeply.

Drama seems to be associated with having a good time but not with learning and this is a sad state of affairs. Drama has a lot of potential for helping learners with spoken English. Once again will let the students do this themselves. If necessary, will divide the class into groups for the whole session so that every student gets a speaking role through the term and shy students are not left out. Through the breakout room, the shy students will gain confidence through rehearsals and gradually come along with the other group Drama is to encourage them to speak in English. Once the script is ready the question of rehearsing the play and acting it out for an audience comes up. Here the teachers can make decisions regarding who will be the audience. Other classes? Outsiders? Or just the rest of the groups?
Students need to feel appreciated and will work hard on accents and actions if they know who the audience will be. Parents and other class teachers are a possibility.

What is important during rehearsals: accuracy or fluency?
Should the students be allowed to get familiar with the words and events and emotions or should they be perfect where pronunciation is concerned? A lot depends on the teacher here and the student's attitude to learning English. The fear of being laughed at is always there and here the teacher must be the go-between and help the weaker student. As the students would be from the Higher Secondary sections, they would be apprehensive about being bullied. So, the Zoom app would be an ideal platform for the students to open up freely and not being laughed at.
A good method in the Zoom app is to record the students during practices. Video-taping rehearsals would be even better. These modern teaching aids reinforce the need to improve one's pronunciation and to improve one's gestures while acting. Students can be guided in this too with the teacher helping all the groups.
With this, the students will improve their pronunciation, accent, stress, and intonation as they

are exposed to criticism from peers and the recordings. Accuracy is soon followed by fluency and practice does make for perfection. They acquire confidence in themselves and acquisition of language skills and acting skills.

Moreover, the identification with different roles, moods, and emotions will help in their interaction with others both during the online class and outside too if they happen to meet. Students who were inhibited once now turn out to be extroverts and more outgoing. Generally, I will look at the guidelines which can also be used as general ideas to aid students in reading and comprehending materials.

This is the transformative power of drama I intend to do with the students.

III. CONCLUSION

Drama is a fine way of exploiting students' general knowledge. Walking around the class, the teacher should teach students how to make dialogues interesting by telling them to use different sentence structures: statements, questions, exclamations, and commands, both for the opening lines and responses in dialogue. Vocabulary and grammar follow automatically with the use of tenses and new words.I suggest that we use drama in the English classes regularly. Drama can prove a useful tool for the improvement of pronunciation and skills of communication. I will look at the guidelines which can also be used as general ideas to aid students in reading and comprehending materials.

It would be ideal if all teachers were trained in phonetics and such technical matters but as we are not all qualified in every aspect of CLT and ELT perhaps we could find in drama an ally for the improvement of spoken English.

Education benefits of drama according to Lenore (1993) is as follows;

i.) Stimulates the imagination and promotes creative thinking
ii.) Develops critical thinking skills
iii.) Promotes language development
iv.) Heightens effective listening skills
v.) Strengthens comprehension and learning retention by involving the sense as an integral part of the learning process.

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