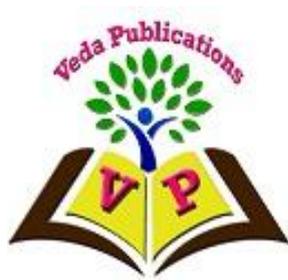


**LANGUAGE THROUGH ONE ACT PLAYS**

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The need for language is growing swiftly each day. The English teachers have the greater responsibility to teach language effectively to the students. To meet the needs of language teaching, innovative methods and suggestive ideas are introduced and given to be practiced in a language classroom. My paper deals with the purpose of teaching language through literature. It is with the intention that literature could also be effectively implemented in a language class. My paper emphasizes on teaching language skills for the students with the help of one act plays in literature. Conversational skills and vocabulary development could be enhanced through the role play and creative activities. Literature also paves way for the effective teaching of vocabulary to the students of a language class.

**Keywords:** *Vocabulary, Conversational Skills, Role Play, One Act Play.*

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**INTRODUCTION**

Literature in a language class is a quite interesting. Language class is meant to be normally for literature class. Even from our school stage we are bored to be in a English class. Mostly many have hatred towards grammar. In all the colleges English is a compulsory subject for all the students. English language has become a basic need for all students and professionals. More over it is compulsory. So such a needful language should be taught with the real purpose and intention of understanding.

Only when we understand the language we

will be able to reproduce it. In schools it is mark oriented. Language is taught with the intention of scoring marks. The student does not acquire the language skills but only marks. In colleges English is given as a compulsory but it is not taught as a skill. So in the end students learn the language either through compulsion or for scoring marks.

**BACKGROUND OF THE STUDY**

Drama provides framework for the language to be used. It generally contributes to the nature of



communication as a means of reinforcement and stimulation. Using drama activities have clear advantage for language learning. It encourages students to speak; it gives them chance to communicate even with limited language, using non-verbal communication, such as body movements and facial expression. In Second language learning, fear is a break for acquiring language. Drama is a tool for dilute and then disappear the fear. So it develop student's listening and speaking skill. One Act play is most suitable one for activity centered class room because of short time. In teaching One Act play, the researcher chose the activity of Role Play. It normally involves students playing imaginary people in an imaginary situation.

### REVIEW OF THE LITERATURE

Alan duff makes the point that dramatic activities are not the performance of place before passive audiences; the values of these activities lies "not in what they lead up to but in what they bring out right now." (Duff 1984:6) when the teacher taught the drama and explain the meaning of the dialogue. In this way of teaching the students are only passive learners. If the classroom is activity centered like role-play, stimulation, interaction activity such as various forms of dialogues.

Maley and Philips suggest that drama activities can promote interesting ways of motivating language learners and teachers with drama we can play move, act and learn at the same time.

### RESEARCH QUESTIONS

1. Do students learn the English subject with interest?
2. What could be done to make the language class more interesting?

3. Whether one act plays are effective in teaching?
4. Can one act plays be effectively used in a language class?
5. How can literature be used to improve vocabulary, speaking skills, conversation skills, listening?

### HYPOTHESIS

The researcher aims to enhance speaking skills and listening skills through one act plays for the students.

### OBJECTIVES

To enhance listening and speaking skills through one act plays.

To create an interest in learning through one act plays.

### DISCUSSION

A language class could be made interesting by including literature literally. The four basic skills listening, speaking, reading and writing of a language could be taught through literary genres. Teaching the language skills theoretical or lecturing does not have good impact on the students. If so they will again learn the language like any other formula in mathematics.

A language should be taught interestingly. The literary genres like novel, short story, drama, poem, prose and essay could be used effectively in a class. Learning theoretically is very different. Drama in generally is meant for conversation. Students should not feel that language is hard in a way language must be taught interestingly. Normally all students has likeness towards novel and stories. Poems gives good rhythm, they enjoyed reading.

One act play is unlike all other genres is a good tool for enhancing language skills. When a play



is taught by a teacher in the class, the students pay more attention. When each character is introduced the students are eager to hear the dialogues. Each scene ends with suspense. The students are interested in listening. A play is more or less a movie. If the teaching process is done with proper intonation, stress for the expressions and dialogues. A play moves like a movie with lot of twists and turns where the students are motivated. As we have sharp ears for the dialogues in a movie, the students should be taught with the proper expression. Then the students will be interested in learning the dialogues in the play. As the students are keen and attentive, they will enhance the listening skill. When the play's plot seems interesting the student's concentration and attention is in the play. The one act play could be in any written form or in video form the class is under control.

Speaking skills could be enhanced by using the dialogues in the play. Making the students to take roles and read the dialogues in the play will create a curiosity among themselves. If each students has a role in the play they will speak out without fear. Through that activity they enrich their speaking skill and vocabulary also developed. Making the students to speak out of their fear is the first step to develop speaking skills. When the students start listening and role play in the class, they practice certain phrases and words repeatedly which they like. Gradually they could make use of the words in their day to day context. It is more or less like how we repeat the dialogues, punch dialogues, attractive phrases. Like the same students would start to imitate or repeat the phrases or words.

When the students listen to the new words slowly they tend to know the meaning. Whereas

mostly in literature one act plays could not be further proceeded without clear understanding of the words. Thus they will make good progress in the learning new vocabulary and they get to know many new words.

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