

Drama to Brace The Skills of Stimulus Variation Among Prospective Teachers

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Abstract:

Drama is an important instructional method, which helps individuals to develop themselves in multi dimensions by empathize with others. It helps the students and teachers to be active in educational and instructional processes. Drama activities provide lots of opportunities for revealing, supporting and developing personality. Skill of stimulus variation among prospective teachers can be developed through drama techniques. The goal of using drama to brace stimulus variation skill is not to teach acting and performance skills but to train the core stimulus variation skills using drama. With the above facts in mind, this paper examines effectiveness of drama techniques to brace skills of stimulus variation among prospective teachers.

Keywords: Drama, Stimulus Variation, Prospective Teachers

I. INTRODUCTION

Drama is an important instructional method, which helps individuals to develop themselves in multi dimensions by empathize with others. It helps the students and teachers to be active in educational and instructional processes. Richard Courtney, a professional in the area of drama in education defines drama as, "The human process whereby imaginative thought becomes action, drama is based on internal empathy and identification, and leads to external impersonation". Through drama students are able to express themselves, and perceive life from many perspectives. It makes the educational process be intense on research .Drama makes learning as well as teaching a productive and interesting activity. Drama activities provide lots of opportunities for revealing, supporting and developing personality. Drama is to perform a word, concept, behavior, sentence, idea, experience or event by utilizing theater techniques and developing a game or games (San, 1996; Aral et al, 2000).

Drama offers participants the opportunity to practice constructive behavior and provides a medium through which students learn to cooperate and collaborate (Sternberg, 1998) . Drama techniques helps to develops self-confidence and self-esteem among the students at every stage .it also provide a platform for socialization for students . It give importance to social potential energy for being to be a member of a group, and it also develops problem solving skills and communication skills and creativity . Drama also provides active participation rather than being passive, it helps the students to make independent decisions going along with group's collective decision. Drama helps the prospective teachers to develop democratic view and identifying one's own skills. Drama provides individuals with an opportunity to get encouraged, to have new experiences, to be at harmony with themselves and with the others, and to be tolerant towards others since every member of the group has the opportunity to participate in the process.

Drama activities are now done in all stages of education, ranging from preschool education to university and graduate education including teacher education .Group members examine a particular topic, analyze, play, revise, synthesize,

apply the knowledge obtained to real life . Prospective teachers will be able to take lessons from their experiences, and reflect these lessons into real life. Through drama individuals can recognize themselves better, develop a creative personality, and realize their skills (Morgül, 1999).

II. NEED AND SIGNIFICANCE OF THE STUDY

Teacher education program aim is to develop competent and confident teachers. Student teachers in pre service teacher education program, with little or no field experience in school may lack a sense of efficacy, and the curriculum developers need to think about how to structure entry into the field so that that promotes mastery. Teachers were cautioned not to ignore the value of "functional failure" Rohrkemper and Corno (1985). Rohrkemper and Corno was of the view that teachers should create context in which students can learn from mistakes and learn to endure even when unsuccessful. Their work also has important implications for teacher educators, encouraging curriculum to rank task difficulty, complexity and frustration of field placements for student-teachers. Including drama in teacher education curriculum provides an opportunity for this. One of the most important characteristics of drama processes is to give the individuals the opportunity for self-actualization, group work and sharing responsibilities (Tahta, 1999).

The goal of using drama to brace stimulus variation skill is not to teach acting and performance skills but to train the core stimulus variation skills using drama. In the drama method some students perform and others are audience .While the performer students act and experience the situation the audience experience the situation in drama as it is .The audience observe and evaluate the situation ;the performers try to accomplish their objective in front of the audience . In drama, the learners make decisions as a group, listen to each other and value each other's suggestions. According to Phillips (1999: 6), one of the most significant advantages of drama-in-education is that it encourages children to speak

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and motivates them to communicate, even with limited language, by using non-verbal communication like facial expression and body movement. Phillips (ibid: 7) further asserts that by taking on roles, children are able to escape from their everyday identity and lose their inhibitions. This will help prospective teachers to abandon their shyness or inhibitions and help them to perform well in the class and make the class more attractive. Every lesson is a unique thing influenced by the emotions of the teacher and learners. The teacher can make lesson more interesting through the effective use of stimulus variations to make learners motivated on grasping concepts. Skill of stimulus variation among prospective teachers can be developed through drama techniques. Keeping in view the need and significance of the study, it was thought necessary by the researcher to understand the components of stimulus variation.

Components of this skill are

- 1) Body movement: Physical movements of the teacher in the class are to attract the attentions of the learners. Sudden body movement and suddenly stopping the same helps in gaining learner's attention at high level-Teacher without these activities is like a stone idol. Excessive body movement is undesirable.
- 2) Gestures: It involves the movements of the head, hand, and facial gestures (laughing, raising eyebrows, emotions) This technique helps teacher to be more expressive and dynamic when presenting in the class.
- 3) Change in Voice: Teacher should bring fluctuations in his voice. Speech at same pitch will make students feel bored and get deviated from the lesson
- 4) Focusing: It implies drawing attention of the students towards a particular point which the teacher wishes to emphasize. Such technique involves verbal focusing, gestural focusing or verbal-gestural focusing.
- 5) Eye-contact and eye-movement: Both eye contact and eye movement play an important role in conveying emotions and controlling interaction between teacher and student. This technique implies that the teacher should maintain eye-contact with the students in order to sustain the attention of the latter.
- 6) Pausing: refers to the short and deliberate silence used when delivering ideas, explaining, lecturing. Deliberate use of short pauses helps the teacher to attract and sustain the attention of his students.

The component skills of stimulus variation can be developed through drama techniques as these components are similar to the component of drama.

III. STATEMENT OF THE PROBLEM

Hence the problem can be entitled as **Drama Techniques for Developing the Skills of Stimulus Variation among Prospective Teachers**.

IV. DEFINITION OF KEY TERMS

Drama: Drama is a just and lively image of human nature, representing its passions and humours, and the changes of fortune to which it is subject, for the delight and instruction of mankind. (John Dryden)

Skills of Stimulus Variation: Skill of stimulus variation can be defined deliberate change in the behaviors of the teacher in order to sustain the attention of the learners throughout the lesson.

Prospective Teachers: Effective teachers in the future. For the present study these effective teachers are first year student teachers at secondary level.

V. OBJECTIVES OF THE STUDY

- 1) To find out the attitude of prospective student teachers towards drama.
- 2) To find out the effectiveness of drama for developing the skill of stimulus variation among prospective teachers.

VI. HYPOTHESIS OF THE STUDY

Drama techniques will be effective for developing the skill of stimulus variation among prospective teachers.

VII. METHODOLOGY

In the present study for examining the effectiveness of drama to brace stimulus variation skills among prospective teacher, the investigator used experimental method. Researcher used pre-test post-test single group design which comes under quasi experimental designs for the present study. Study was conducted on a sample of 50 prospective student teachers. Tools used for the study are:

- 1) Attitude scale constructed by the investigator to measure attitude of prospective teachers towards drama.
- 2) Five point scale Evaluation sheet to observe and measure the skill of stimulus variation.

Statistical techniques used for the analysis of data of the present study are percentage analysis and t-test.

VIII. ANALYSIS AND INTERPRETATION

1. To find out the attitude of prospective student teachers towards drama, the data collected using attitude scale, the investigator analyzed the obtained data using Percentage analysis. Based on the descriptive statistics (M+SD), (M-SD), (between M and SD) the total sample is categorized into three groups – High, average and low.

Table 1: Percentage distribution of attitude of prospective teachers towards drama

Category	Number	Percentage(%)
High	15	30
Average	30	60
Low	5	10
Total	50	100

Table 1 shows the percentage distribution of attitude of prospective teachers towards drama. 30 % of the sample i.e. 15 prospective teachers have high attitude towards using drama in the classroom and comes under high group. 60 % i.e. 30 prospective teachers have medium attitude towards using drama in the classroom and comes under average group and 10 % i.e. The 5 prospective teachers have low attitude

towards using drama in the classroom and come under low group. A pie diagram has been drawn to show the percentage distribution prospective teachers attitude towards using drama in the classroom

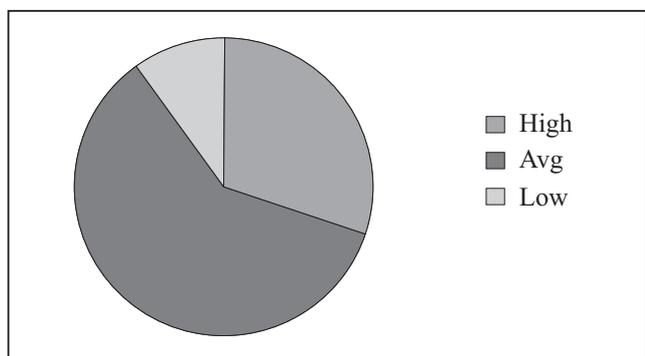


Figure 2 Percentage distribution of attitude of prospective teachers towards drama

2.To find out the effectiveness of drama for developing the skill of stimulus variation among prospective teachers.

The pre –test post test scores of evaluation using observation sheet were compared by critical ratio. This comparison is done to find out whether there is any difference in pre –test post test scores of skills of stimulus variation . Comparison pre –test post test scores of evaluation using observation sheet can be explained in the below table.

Table 2: Data and result of the test of significance of the difference between the mean scores pre –test post test scores of evaluation using observation sheet

	Number	Mean	SD	C.R
Pre test	50	17.64	4.54	2.09
Post- test	50	26.22	7.73	

Table 2 shows the data and result of the comparison made with respect to the pre –test post test scores of evaluation using observation sheet. Mean score for pre-test was 17.64 and SD was 4.54 respectively. Mean score and SD for the post test score was 26.22 and 7.73 respectively. The critical ratio was to be found 2.09 . This shows that there is significant difference in the pre-test post scores at 0.05 levels .

IX. TENABILITY OF HYPOTHESIS

The mean and standard deviation of the post-test scores of are higher than that of the pre test scores . Here the calculated t-value is greater than the table value at 0.05 levels indicating that there is a significant difference between the means scores of the post-test scores and pre-test scores .

Hence hypothesis is substantiated

X. CONCLUSION

The present study revealed that drama is effective in enhancing skills of stimulus variation in prospective teachers. Teacher educators may be encouraged to change the

method of providing training on various teaching skills and can use drama to develop various teaching skills in prospective teachers.

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