

## **An analysis of the effectiveness of using Drama to develop speaking skills of the Management Undergraduates at USJP**

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The speaking skills of the Management undergraduates needed to be developed to a certain proficiency level so that every student will be competent to get oneself engaged in a meaningful communication. Chaney in 1998 and Kayii in 2006 have defined speaking as the process of building and sharing meaning through the use of verbal and non verbal symbols, in a variety of contexts. Furthermore Brown in 1994ii, Burn & Joyce in 1997iii, Florez in 1999 iv have stated speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. However Lazardon in 2001 v has identified speaking is the most basic means of human communication in daily life. Moreover speaking has often been regarded as the most demanding of the four skills by Bailey and Savage in 1994vi. Hence importance of speaking skill leads to a question of how a teacher teaches this skill to students. According to the analysis of the above mentioned statements it is understood the fact the primary duty of the Lecturers in English is to adjust themselves in teaching in terms of teaching approaches, techniques to create the learning atmosphere for learners to be interested and eager practicing speaking and enabling the undergraduates to use it without any concern which will change their attitude for their study. Harmer points out in 1991 the fact that "in face to face interaction the speaker can use a whole range of facial expressions, gestures and general body language to help to convey the message". According to Harmer these characteristics are essential and inseparable part of drama and they ought to be incorporated into the learning process. To name a few, it is the development of the awareness of the use of a language in different environment and situations, building self-confidence, creativity, spontaneity, improvisation and involving emotions of the participants. According to Harmer it drama also encourages the natural use of a second language according to the particular situation. This study is aimed to investigate in which way the lecturers have progressed in developing the speaking abilities of the Management undergraduates by including drama sessions in their English language teaching curriculum and in which manner the students have developed their speaking abilities by these Drama sessions.

**Keywords:** drama; management undergraduates; speaking skills, English curriculum; teaching