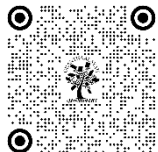


EXAMINE THE TRAINEE TEACHERS' VIEWPOINTS REGARDING THEATER-BASED TEACHING (TBT)

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ABSTRACT

Learning is ideally a natural process for students, focusing on active involvement and practical application. Emotional involvement plays a vital role in comprehending concepts deeply and retaining them over time. Theater, acknowledged worldwide for its effectiveness in fostering such engagement, has been extensively researched in this regard. This study investigates teachers' perspectives on Theater-Based Teaching (TBT), an educational approach that incorporates theatrical elements. The research seeks to reveal teachers' opinions, convictions, and encounters with TBT.

Objective: The objective of this study is to examine the perceptions of Trainee teacher's regarding Theater-Based Teaching (TBT).

Method: This quantitative study endeavored to investigate the benefits associated with integrating Theater-Based Teaching (TBT) activities into the teaching-learning process. A questionnaire utilizing the Likert Five-point rating scale was developed and administered to 54 participating educators.

Result: This study demonstrates that TBT activities contribute to the development of life skills, enrich learning experiences, and broaden knowledge children. The findings suggest that integrating TBT activities into education can support children's holistic development.

Keywords: Theater, Theater Based Teaching [TBT], Advantages of Incorporating Theatre in the Educational Setting

1. INTRODUCTION

Teaching is a complex undertaking aimed at positively impacting students' behavior. This aim can be achieved through an approach that prioritizes simplicity, effectiveness, engagement, and desired outcomes. A variety of teaching methodologies and strategies exist to enrich the educational process, guaranteeing compelling and fruitful learning outcomes. [Jain & Sharma \(2023\)](#).

Theatre has served as a potent means of human expression and discovery. It provides communities with profound insights into collective and individual identity, blending entertainment and education. Studying Theatre Arts nurtures students'

understanding of human connections and interpersonal dynamics, fostering imaginative thinking, astute observation, and deep insights into human complexity. The utilization of theatre as a pedagogical tool has a rich historical background, dating back to the 19th century in its application to foreign language instruction, as noted by Jeon & Lee (2013).

Figure 1



Figure 1 TBT FOEd. TMU.ac.in

Theatre in education, defined as the utilization of dramatic techniques to facilitate learning, employs humour to captivate students' attention. By blending fiction and reality, this method highlights educational concepts in a manner that resonates with students Tsou (2011). The origins of educational theatre can be traced back to Coventry's Belgrade Theatre during the 1960s, a period marked by the city's post-World War II economic resurgence, particularly in industries like car manufacturing (Turner). Concurrently with economic revitalization, authorities recognized the necessity of reforming the education system due to shifting attitudes towards teaching and learning. Consequently, theatre in education emerged as a means to foster positive intellectual development by stimulating students' imaginations and promoting awareness of their social and cultural values (Turner).

2. ROLE OF STUDENTS IN THEATRE

Students worked collaboratively in groups, with the teacher taking on the role of facilitator and supervisor. Initially, the teacher read the opening scene of the play. Following this, students were divided into four groups, each consisting of five members' assigned specific roles: a reader of the text, a writer of the script, a checker of vocabulary, a reviser and corrector, and a designer of the script responsible for acting and body language.

In order to encourage students to explore different endings, the teacher encouraged them to develop a narrative with multiple characters to ensure each student could take on a role. At the culmination of the lesson, students began rehearsals to enhance their acting skills and subsequently presented their improvised plays.

Figure 2

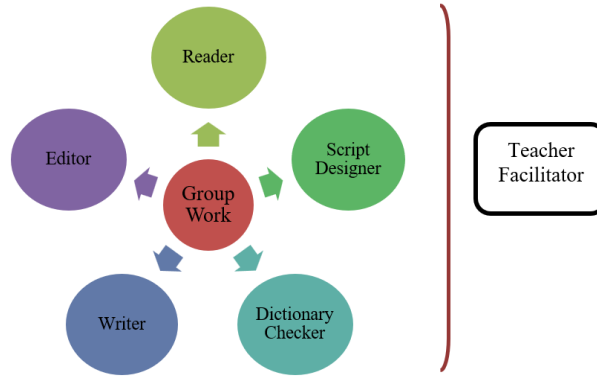


Figure 2 Students Functions in the Group Work

3. TYPES OF THEATER

- 1) **Drama:** This is perhaps the most traditional form of theater, consisting of plays or performances that focus on serious subjects and often involve dialogue and character development.
- 2) **Musical Theater:** Combining elements of drama, music, and dance, musical theater features songs and choreographed movements to convey the story. Musicals can range from lighthearted comedies to more serious dramas.
- 3) **Comedy:** Comedy Theater aims to entertain and amuse audiences through humor, wit, and satire. This genre includes various subtypes such as slapstick comedy, farce, and romantic comedy.
- 4) **Tragedy:** **Tragic** Theater explores themes of human suffering, loss, and downfall. Tragedies often feature protagonists who struggle against powerful forces and ultimately meet a tragic fate.
- 5) **Physical Theater:** Also known as mime or Movement Theater, physical theater relies on non-verbal communication, gestures, and expressive movements to convey emotions and narratives.
- 6) **Experimental Theater:** This type of theater challenges traditional norms and conventions, often incorporating avant-garde techniques, multimedia elements, and audience participation to create unique and thought-provoking experiences.
- 7) **Puppet Theater:** Puppetry involves the use of puppets or marionettes to enact stories and performances. Puppet Theater can be aimed at both children and adults and may incorporate various styles such as hand puppetry, shadow puppetry, and object manipulation.
- 8) **Improvisational Theater:** Improvisational Theater involves spontaneous and unscripted performances, where actors create scenes, dialogue, and characters on the spot based on audience suggestions or prompts.

4. ADVANTAGES OF INCORPORATING THEATRE IN THE EDUCATIONAL SETTING

- Theater encourages students to think creatively, express themselves, and explore new ideas through acting, improvisation, and storytelling.

- Participation in theater activities helps students develop effective verbal and nonverbal communication skills, including public speaking, articulation, and body language.
- Performing in front of an audience builds confidence and self-esteem, empowering students to overcome stage fright and take risks in a supportive environment.
- Theater productions require collaboration among cast and crew members, fostering teamwork, cooperation, and mutual respect.
- Analyzing scripts, interpreting characters, and making creative decisions during rehearsals promote critical thinking and problem-solving skills.
- Exposure to a diverse range of theatrical works exposes students to different cultures, perspectives, and historical contexts, promoting cultural awareness and appreciation.
- Engaging with complex characters and storylines helps students develop empathy, emotional intelligence, and the ability to understand and relate to others' experiences.
- Research has shown that involvement in theater can positively impact academic performance, particularly in areas such as reading comprehension, vocabulary development, and overall cognitive skills.

Overall, integrating theater into the educational setting enriches the learning experience, fosters personal growth, and prepares students for success in school and beyond.

5. RATIONALE OF THE STUDY

The rationale behind examining the viewpoints of trainee teachers regarding theater-based teaching (TBT) is multifaceted and encompasses several key factors. Firstly, TBT represents an innovative pedagogical approach that holds promise for enriching educational practices by integrating dramatic techniques into classroom instruction. By exploring how trainee teachers perceive and utilize TBT methods, this study seeks to uncover the potential benefits and challenges associated with implementing such strategies in educational settings. Additionally, TBT has been shown to foster active learning, student engagement, and critical thinking skills by providing opportunities for experiential and hands-on learning. Understanding the viewpoints of trainee teachers regarding TBT can shed light on its effectiveness in promoting student participation, motivation, and comprehension of complex concepts.

Furthermore, TBT offers a platform for promoting creativity, self-expression, and collaboration among students, which are essential skills in the 21st-century learning environment. By examining trainee teachers' perspectives on TBT, this research aims to explore how such approaches can facilitate the development of students' artistic abilities, communication skills, and confidence in expressing themselves. Moreover, TBT has cultural and social relevance, providing a means for exploring diverse perspectives, themes, and issues. Investigating trainee teachers' viewpoints on TBT allows for an exploration of how such approaches can be used to promote cultural understanding, empathy, and social awareness among students. Ultimately, by elucidating trainee teachers' perspectives on TBT, this research seeks to inform educational strategies and curriculum development efforts aimed at creating dynamic and inclusive learning environments that cater to diverse student needs and interests.

6. LITERATURE REVIEW

[Young & Rasinki \(2017\)](#) Investigated the impact of readers' theatre on second-grade students. They studied 70 seven to eight-year-olds, dividing them randomly into treatment and comparison groups. The study revealed that readers' theatre led to improved word recognition and prosody compared to standard instruction. [\(Tsou, 2011\)](#) Explored how readers' theatre could improve English as a Foreign Language (EFL) students' reading and writing skills. The study showed that the treatment group outperformed the control group in reading fluency and accuracy, although there was no significant difference in reading comprehension between the two groups. [Mansouri & Darani \(2016\)](#) Researched the impact of readers' theatre on oral proficiency and lexical knowledge in Iranian English as a Foreign Language (EFL) learners. They studied 90 female intermediate learners, administering oral ability and vocabulary tests before and after the intervention. The experimental group, exposed to readers' theatre, showed enhanced lexical knowledge and fluency compared to the control group, which received standard classroom instruction. Furthermore, [Karabag \(2015\)](#) conducted a study to gauge the perspectives of 72 secondary school students regarding readers' theatre. The research revealed that 11th-grade students, after four weeks of utilizing readers' theatre to teach History lessons, showed enthusiasm for group reading activities. Unlike this study, Karabag's research employed semi-structured interviews with students rather than gathering opinions from teachers. Additionally, Karabag's study explored the application of readers' theatre across various subjects, highlighting its positive influence on comprehension of textual information. Conversely, [Yusnilita et al. \(2020\)](#) examined how learners perceived the use of readers' theatre to enhance reading comprehension. The research included 22 participants, who, with teacher assistance, engaged in activities such as writing scripts and observing modeled reading to connect with the stories. The results showed that learners developed the ability to read at an appropriate pace, use accurate phrasing, expressiveness, and fluency, leading to increased confidence in their reading skills. In contrast, [Aghaei et al. \(2014\)](#) implemented a remedial reading program focusing on critical literacy using theatre reading for postgraduate students in English language education. Their case study revealed that integrating theatre reading enhanced critical reading skills both in and out of the classroom. Unlike Tsou's study involving EFL learners and Aghaei et al.'s focus on postgraduate students, there's a need to utilize theatre reading with higher intermediate ESL learners to enhance their reading proficiency. [Kabilian & Kamaruddin \(2010\)](#) Found that readers' theatre significantly improved learners' comprehension of text material and boosted their motivation and interest in literature. Their study, involving 20 disengaged learners, underscores the importance of tailoring reading practices to meet the needs and abilities of learners to foster enjoyment in the reading process. [Garrett & O Connor \(2010\)](#), Reader's Theatre has been employed to enhance fluency and foster social growth among children with learning disabilities at the foundational stage. This suggests that Reader's Theatre is applicable across all proficiency levels. To aid students in improving their pronunciation and reading speed while enhancing fluency, teachers can implement repeated reading techniques.

7. PURPOSE OF RESEARCH

The aim of this study is to explore and evaluate trainee teacher's viewpoints regarding Theater-Based Teaching (TBT).

8. LIMITATION OF THE RESEARCH

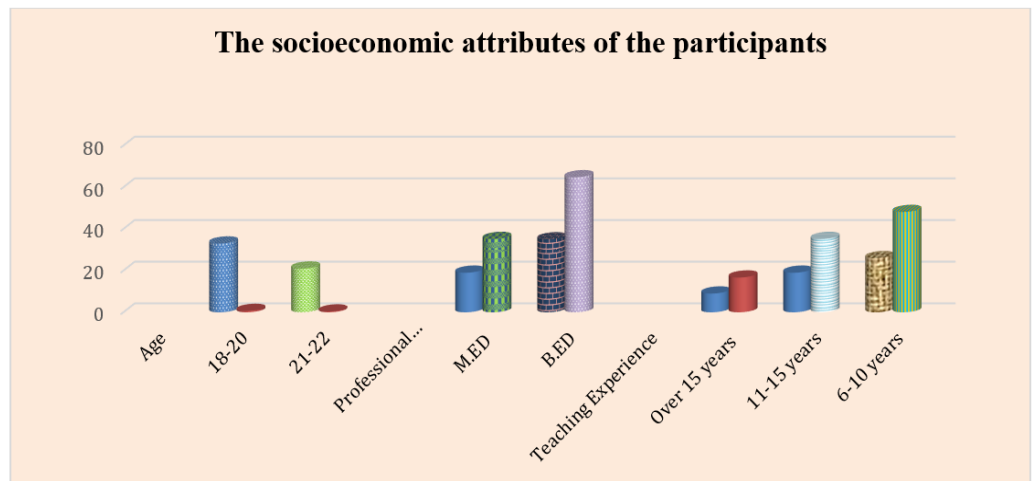
- 1) Due to constraints in resources, the researcher had to limit the scope of their study to Moradabad.
- 2) Because of limited resources, the researcher had to narrow down their research focus to the trainee teachers.

9. METHODOLOGY

This research study provided the researcher with the chance to choose a topic and gather valuable data using a structured approach. The study involved gathering responses from 54 teachers. Data collection from respondents utilized a random sampling method, ensuring equal opportunity for all population members to be selected, thereby enhancing representativeness. Primary data was acquired through a custom questionnaire distributed to teachers via Google Forms. Additionally, secondary data sourced from the internet, books, theses, and articles was utilized to compile the report.

Table 1

Table 1 The Socioeconomic Attributes of the Participants			
S. No	Category	Number	Percentage
Age			
1	18-20	33	66.11%
2	21-22	21	38.89%
Professional Qualification			
1	M.Ed.	19	35.19
2	B.Ed.	35	64.81
Teaching Experience			
1	Over 15 years	9	16.67
2	11-15 years	19	35.19
3	6-10 years	26	48.15



10. RESULT AND DISCUSSION

In this research, a series of 10 inquiries were crafted to collect data from B.Ed. Teachers. The teachers provided their responses in statement form, which were

then evaluated using a 5-point scale spanning from "strongly agree" to "strongly disagree" for each question.

Table 2

Perception Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
TBT significantly enhances student engagement during lessons.	21 (38.89)	18 (33.33)	2 (3.7)	7 (12.96)	6 (11.11)

10.1. INTERPRETATION

- **Positive Perception:** A majority of respondents either strongly agree or agree that TBT significantly enhances student engagement during lessons, with a combined total of 39 (21 strongly agree + 18 agree).
- **Neutral Views:** A small number of respondents are neutral, indicating neither agreement nor disagreement.
- **Negative Perception:** A combined total of 13 respondents (7 disagree + 6 strongly disagree) express some level of disagreement with the statement.

Overall, the data suggests that a significant portion of respondents perceive TBT as effective in enhancing student engagement during lessons, while there are also some who disagree or strongly disagree with this perception.

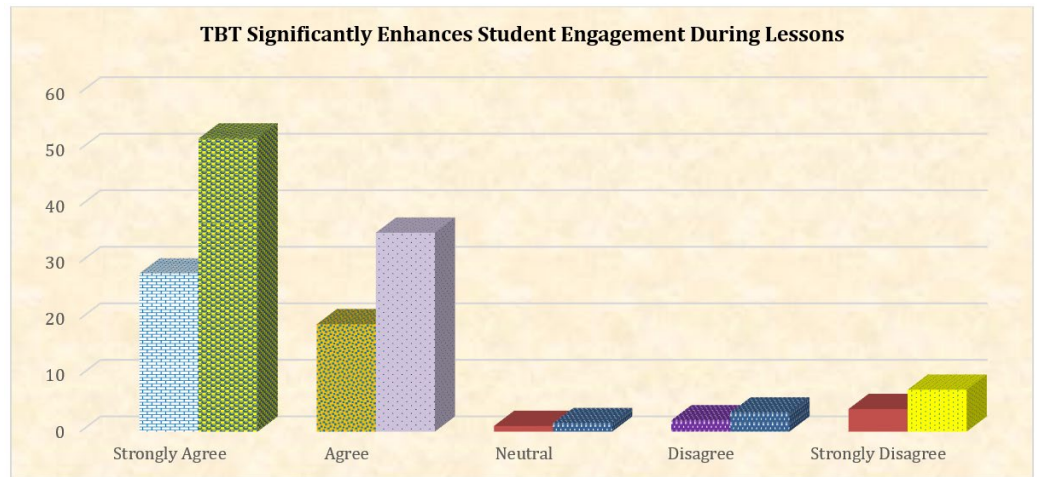


Table 3

Perception Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
TBT effectively promotes active participation among students.	19 (35.19)	20 (37.04)	3 (5.56)	5 (9.26)	7 (12.96)

10.2. INTERPRETATION

- **Positive Perception:** A significant majority of respondents (39 out of 54) either strongly agree or agree that Theatre Based Teaching (TBT) effectively promotes active participation among students. This

indicates that a substantial portion of respondents perceive TBT as an effective method for encouraging active engagement in the classroom.

- **Neutral Views:** A small number of respondents (3 out of 54) remain neutral on the statement. This could suggest that they are unsure or have limited experience with TBT, leading them to withhold strong opinions on its effectiveness in promoting active participation.
- **Negative Perception:** There are respondents (12 out of 54) who either disagree or strongly disagree with the statement.
- Overall, the data suggests that there is a minority of individuals who do not believe that TBT effectively promotes active participation among students.

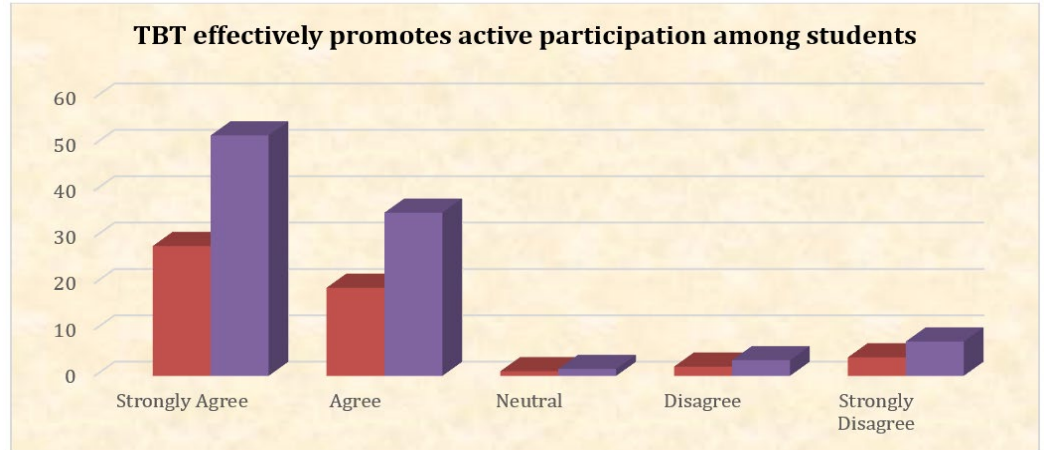


Table 4

Perception Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
TBT facilitates better understanding and retention of lesson content.	22 (40.74)	19 (35.19)	2 (3.37)	4 (7.41)	6 (11.11)

10.3. INTERPRETATION

- **Positive Perception:** A majority of respondents (41 out of 54) either strongly agree or agree that Theatre Based Teaching (TBT) facilitates better understanding and retention of lesson content. This indicates that a significant portion of the respondents believe that TBT is effective in helping students grasp and remember the material being taught.
- **Neutral Views:** A very small number of respondents (2 out of 54) remain neutral on the statement. This could suggest uncertainty or a lack of experience with TBT, leading to a withholding of strong opinions regarding its effectiveness in facilitating understanding and retention.
- **Negative Perception:** There are respondents (10 out of 54) who either disagree or strongly disagree with the statement. This indicates that there is a minority of individuals who do not believe that TBT facilitates better understanding and retention of lesson content.
- Overall, the data suggests that there is a positive perception among the majority of respondents regarding the effectiveness of TBT in

enhancing understanding and retention of lesson content. However, there is also a minority who hold negative views on this matter.

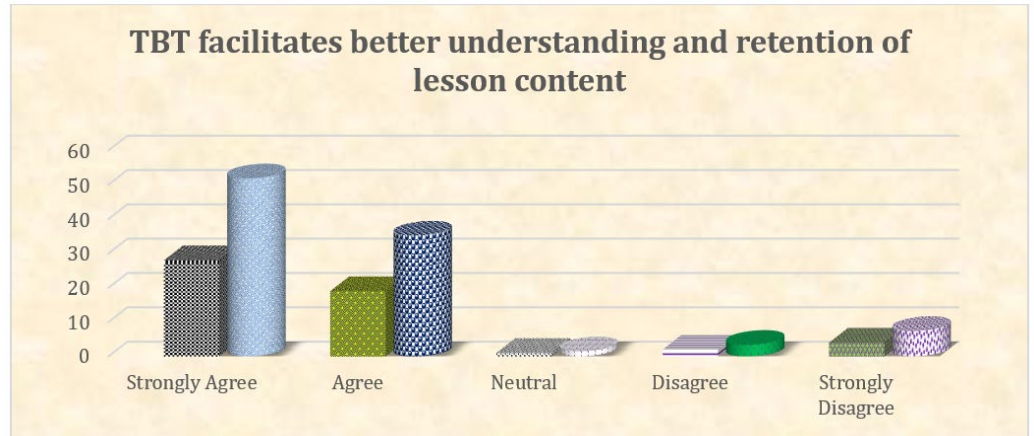


Table 5

Perception Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
TBT encourages creativity and expression in students.	26 (48.15)	19 (35.19)	2 (3.7)	4 (7.41)	3 (5.6)

10.4. INTERPRETATION

- Positive Perception:** The data reveals that a significant portion of participants (45 out of 54) express either strong agreement or agreement regarding the effectiveness of Theatre-Based Teaching (TBT) in promoting creativity and expression among students.
- Neutral Views:** A very small number of respondents (2 out of 54) remain neutral on the statement.
- Negative Perception:** There are respondents (07 out of 54) who either disagree or strongly disagree with the statement. This indicates that there is a minority of individuals who do not believe that TBT facilitates in promoting creativity and expression among students.

This suggests that TBT is widely viewed as a positive approach to encouraging artistic expression and fostering creativity within educational settings.

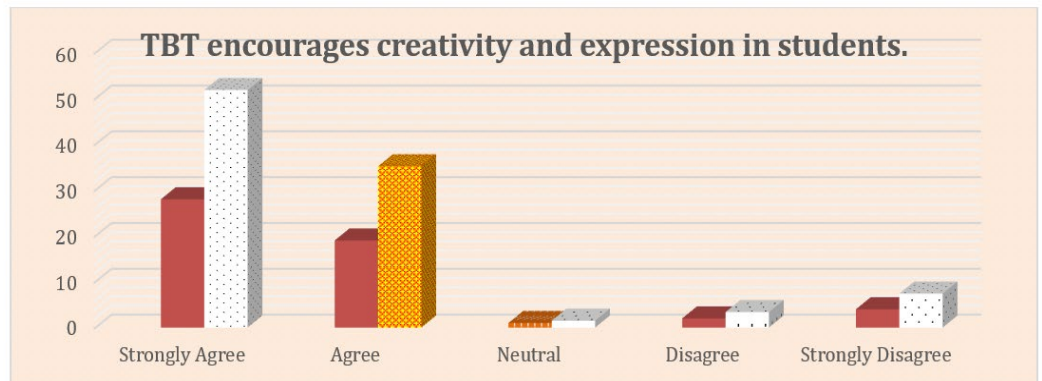


Table 6

Table 6					
Perception Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
TBT improves students' confidence in expressing themselves.	17 (31.48)	19 (35.19)	4 (7.41)	6 (11.11)	8 (14.81)

10.5. INTERPRETATION

- **Positive Perception:** The data indicates that a majority of respondents (36 out of 54) either strongly agree or agree that Theatre-Based Teaching (TBT) improves students' confidence in expressing themselves. This suggests that the implementation of theatre-based techniques in teaching is perceived positively in terms of its impact on student confidence.
- **Neutral Views:** A very small number of respondents (4 out of 54) remain neutral on the statement.
- **Negative Perception:** The relatively low numbers of respondents who disagree or strongly disagree (14 out of 54) further support this notion, indicating that there's a generally positive perception of TBT's role in enhancing students' confidence levels.

Overall, the data suggests that TBT is seen as an effective method for improving students' confidence in expressing themselves.

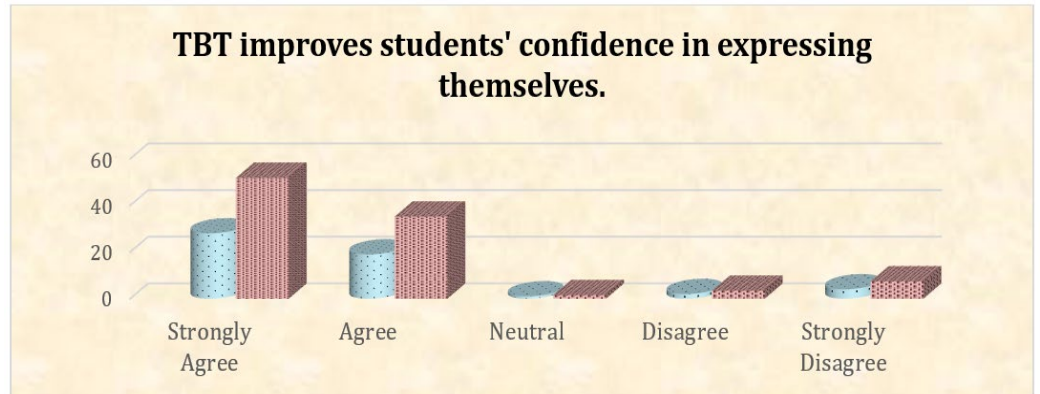


Table 7

Table 7					
Perception Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
TBT fosters a collaborative learning environment among students.	15 (27.78)	24 (44.44)	3 (5.6)	5 (9.26)	7 (12.96)

10.6. INTERPRETATION

- **Positive Perception:** The data indicates that most participants (39 out of 54) express strong agreement or agreement regarding the efficacy of Theatre-Based Teaching (TBT) in foster a collaborative learning environment among students.

- **Negative Perception:** A small portion (3 out of 54) maintain a neutral stance, perhaps owing to limited exposure or uncertainty regarding the influence of TBT.
- **Negative Perception:** Some respondents (12 out of 54) hold dissenting opinions or strongly disagree, indicating a minority perspective that TBT does not foster a collaborative learning environment among students.

Overall, the data portrays a predominantly positive perception of TBT's effectiveness, albeit with some dissenting opinions.

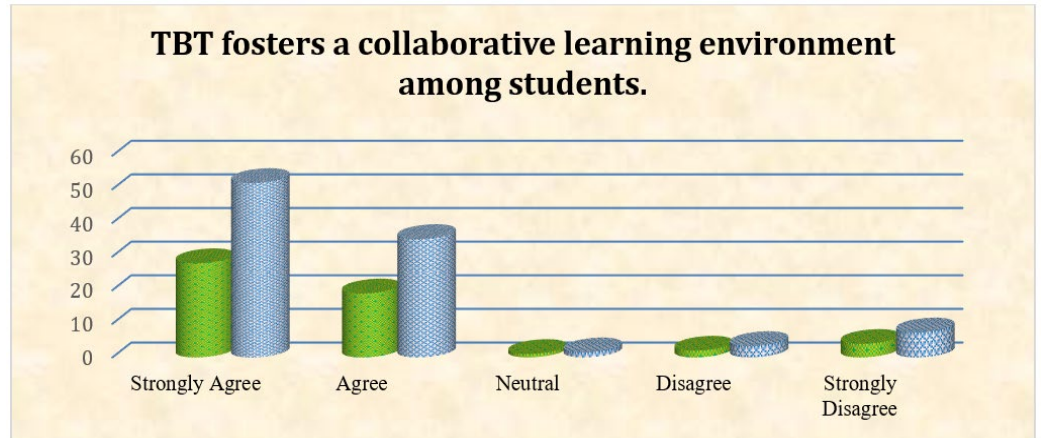


Table 8

Table 8					
Perception Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
TBT helps in breaking down complex concepts into simpler, more digestible forms	18 (33.33)	19 (35.19)	4 (7.41)	6 (11.11)	7 (12.96)

10.7. INTERPRETATION

- **Positive Perception:** The data indicates that most respondents (37 out of 54) express strong agreement or agreement regarding the effectiveness of Theatre Based Teaching (TBT) helps in breaking down complex concepts into simpler, more digestible forms.
- **Neutral Views:** A minority of respondents (4 out of 54) maintain a neutral position on the matter. This might imply uncertainty or limited exposure to TBT, resulting in a reluctance to form definitive opinions about its efficacy in breaking down complex concepts into simpler, more digestible forms
- **Negative Perception:** There are respondents (13 out of 54) who either disagree or strongly disagree with the statement. This indicates that there is a minority of individuals who do not believe that TBT facilitates in breaking down complex concepts into simpler, more digestible forms

Overall, the data suggests that there is a positive perception among the majority of respondents regarding the effectiveness of TBT in breaking down complex concepts into simpler, more digestible forms. However, there is also a minority who hold negative views on this matter.

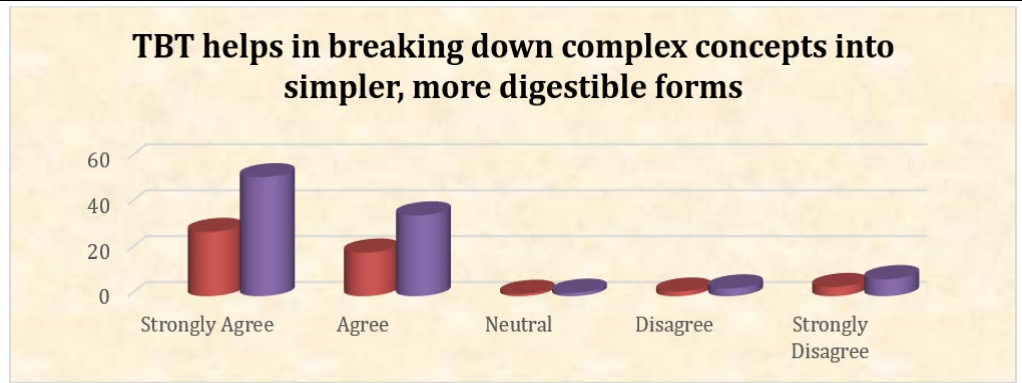


Table 9

Perception Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
TBT enhances students' empathy and understanding of different perspectives.	17 (31.48)	23 (42.59)	6 (11.11)	3 (5.56)	5 (9.26)

10.8. INTERPRETATION

- Positive Perception:** A majority of respondents (40 out of 54) either strongly agree or agree that Theatre Based Teaching (TBT) TBT enhances students' empathy and understanding of different perspectives. This indicates that a significant portion of the respondents believe that TBT is effective in enhances students' empathy and understanding of different perspectives.
- Neutral Views:** A very small number of respondents (6 out of 54) remain neutral on the statement.
- Negative Perception:** There are respondents (8 out of 54) who either disagree or strongly disagree with the statement. This indicates that there is a minority of individuals who do not believe that TBT enhances students' empathy and understanding of different perspectives.

Overall, the data suggests that there is a positive perception among the majority of respondents regarding the effectiveness of TBT enhances students' empathy and understanding of different perspectives. However, there is also a minority who hold negative views on this matter.

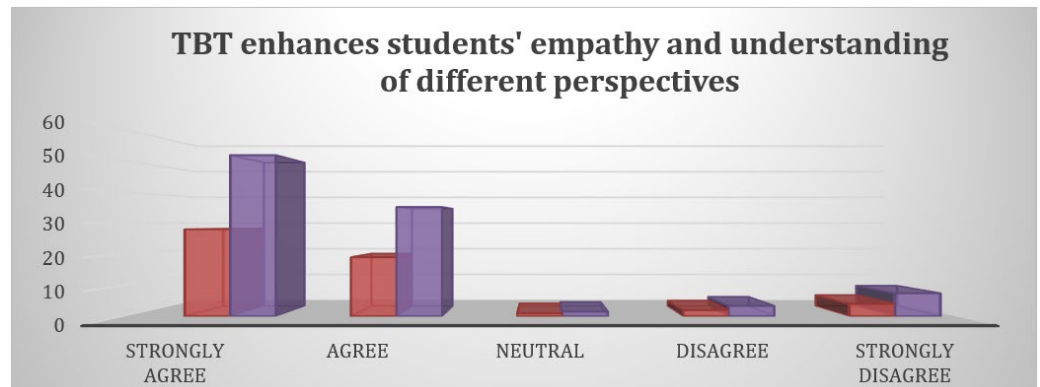


Table 10

Table 10					
Perception Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
TBT contributes to the development of communication skills in students.	26 (48.15)	19 (27.78)	2 (3.37)	4 (7.41)	3 (5.56)

10.9. INTERPRETATION

- **Positive Perception:** A majority of respondents (45 out of 54) either strongly agree or agree that Theatre Based Teaching (TBT) contributes to the development of communication skills in students.
- **Neutral Views:** A very small number of respondents (2 out of 54) remain neutral on the statement.
- **Negative Perception:** There are respondents (7 out of 54) who either disagree or strongly disagree with the statement. This indicates that there is a minority of individuals who do not believe that TBT contributes to the development of communication skills in students.

Overall, the data suggests that there is a positive perception among the majority of respondents regarding the effectiveness of TBT in contributes to the development of communication skills in students.

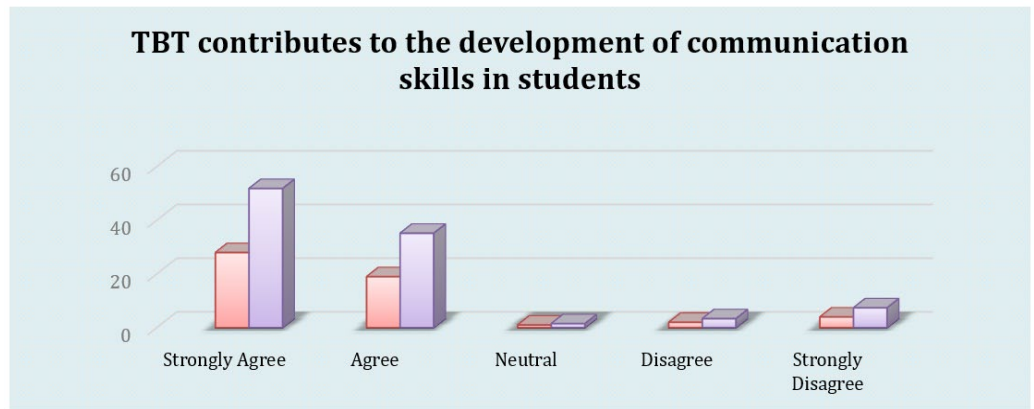


Table 11

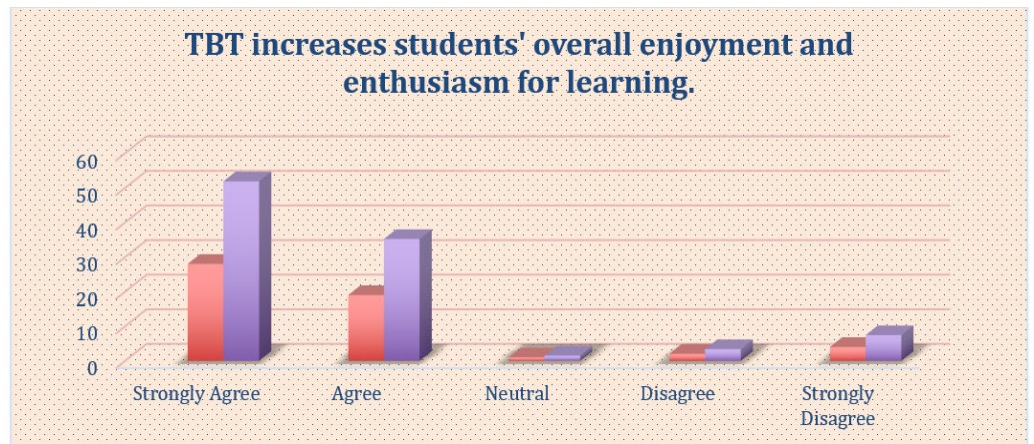
Table 11					
Perception Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
TBT increases students' overall enjoyment and enthusiasm for learning.	28 (51.85)	19 (35.19)	1 (1.5)	2 (3.37)	4 (7.41)

10.10. INTERPRETATION

- **Positive Perception:** A majority of respondents (47 out of 54) either strongly agree or agree that Theatre Based Teaching (TBT) facilitates better understanding and retention of lesson content. This indicates that a significant portion of the respondents believe that TBT is effective in helping students grasp and remember the material being taught.

- **Neutral Views:** A very small number of respondents (01 out of 54) remain neutral on the statement. This could suggest uncertainty or a lack of experience with TBT, leading to a withholding of strong opinions regarding its effectiveness in facilitating understanding and retention.
- **Negative Perception:** There are respondents (06 out of 54) who either disagree or strongly disagree with the statement. This indicates that there is a minority of individuals who do not believe that TBT facilitates better understanding and retention of lesson content.

Overall, the data suggests that there is a positive perception among the majority of respondents regarding the effectiveness of TBT in enhancing understanding and retention of lesson content. However, there is also a minority who hold negative views on this matter.



11. DISCUSSION AND CONCLUSION

This study found that the Theatre Based Teaching (TBT) method sparks curiosity and interest among students. It also explored educators' views on TBT, revealing that incorporating student-led theatrical activities into teaching creates an engaging and interactive learning environment. In conclusion, the majority of respondents view Theatre Based Teaching (TBT) positively, recognizing its effectiveness in enhancing student engagement, understanding, and retention of lesson content. TBT is also seen as a method that promotes active participation, improves communication skills, boosts confidence in self-expression, encourages artistic expression, fosters creativity, and enhances empathy and understanding of different perspectives in educational settings. However, there is a minority who hold negative views, particularly concerning its ability to break down complex concepts and its overall effectiveness. Overall, while TBT is largely perceived as beneficial for various learning outcomes, there are some dissenting opinions that warrant further consideration and exploration. Such research endeavors are pivotal in comprehensively comprehending the multifaceted effects of theatrical pedagogy on scholastic achievements and may offer valuable insights into refining teaching methodologies for enhanced educational outcomes.

In summary, the result shows that using theatre in teaching approach, can be beneficial for students. It enhances reading accuracy, critical thinking, and boosts confidence in understanding what they read. But to fully grasp the benefits and potential areas of improvement, more research is needed. This ongoing investigation is crucial for improving teaching methods and ensuring better outcomes for students.

12. SUGGESTIONS

- It is recommended that all aspiring teachers, particularly those preparing for careers in teaching, receive training in the utilization of theatre as an instructional approach.
- School administrators should ensure the incorporation of dedicated time slots for dramatization in the school timetable for each class. This allows teachers to utilize these periods for rehearsals and presentations.
- School administrators should consider offering additional incentives, such as monetary rewards, to teachers to compensate for the time and creative effort required by this method. By doing so, teachers are less likely to perceive it as a burdensome imposition, thus mitigating the risk of shirking responsibilities.

CONFLICT OF INTERESTS

None.

ACKNOWLEDGMENTS

None.

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