

Use of Self -Talk, Imitation, Monologue, Drama as Pedagogy in the Classroom for Better Learning Outcomes.

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Abstract: It wonders everyone that the children attending one particular class cannot produce the same learning outcomes. This is because, one teacher following one method, say reading from the text. The same pedagogy is used everywhere to teach English language. The English pedagogy has different methods like, Grammar Translation method, Direct method, Bilingual method, Dr. West's method (T.Academy) etc. These methods are used in the classroom to help them to understand the story and write slip tests and other annual exams. But the results are not up to the mark. The students are not becoming the autonomous learners. This is because the learners are of different nature, say, in the class there may be (1) auditory learners (2) visual learners (3) kinesthetic learners (unit 10, CECE- BRAOU). The same method, say, reading from the textbook is not reaching or appealing to the learners. They need different types of pedagogies to be tried while teaching and learning improve learning outcomes. This article talks about the uses of various pedagogies like self talk, Imitation, monologue, drama etc to touch every learner so as to make an autonomous learners of English language. This article is based on field experience and analysis done on the students performance.

Keywords: Kinesthetic; Self -talk; Monologue; Imitation, Autonomous learners

I Introduction :

Growing from childhood to adulthood is not a cake walk for any child. In this journey of growth, children navigate on their own through various activities like play, self talk, Imitation, role play etc. Thus, children learn on their own from the beginning of their birth. I see, I learn, I hear I understand, I do I practice. Children. Children play alone, children play in groups to understand the things around them i.e the environment. The environment is an informal teacher for those whose parents are not educated. The home and the environment are the classrooms for any child before they come to a formal school. Children talk to themselves while playing, that is the stepping stone to his or her personality, it helps them to make decisions, to avoid conflict, when they grow up. We don't find peer group in any nuclear family, but we definitely find in school. In school we may not find the family environment, say, the child may not find a grand father etc

(a) Self talk:

Self-talk is the way or process to talk to oneself. It is like one's inner voice. One might not be aware that they're doing it but it is almost certainly one. (health direct) The positive and negative self talk have been in vogue. The following are the positive and negative self talks.



Positive Self-Talk and Negative Self -Talk

When thinking of examples of positive self-talk, it can help to start by turning negative thoughts into positive ones. Here is a list of common negative statements and how to turn them into more positive ones:

Negative: I’ve never done this new thing earlier, I am not going to try, I’m sure I’ll be bad at it.

Positive: This is a great opportunity for me to learn how to do something new; maybe I’ll even be good at it!

Negative: There’s no way, Better to not to attempt I will do well on this test.

Positive: There’s a chance that I will do well on this test; I will try my best!

Negative: I’ve failed again, and now I’m not good at anything, I have embarrassed myself.

Positive: I tried, and while I might not have succeeded, my actions were brave, something is better than nothing

Negative: Nobody likes to speak to me on the playground. Why to go to playground

Positive: My classmates want to play in different ways with me , and I’m sure I can join in.

Name of the task	decreases negativity	Increases positivity	Enhances
Self talk Children saying to themselves. Alone Talking to the self while Playing	Yes , reduces depression and anxiety , reduces pain	Yes , affects emotions, shapes behavior, impacts decision making, self -fulfilling prophecy, self confidence, control in when he /she grows up.	confidence, helps in promoting better relationships, encourages self compassion ; offers a positive reinforcement ; influences perception

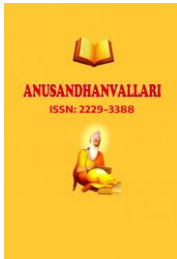
Table -1 Self talk and its benefits and learning outcomes

(b) Drama:

In verse or prose intended to portray a character or to tell a story done in front of the audience. This is enacted live in the Theatre.

Howard Gardener	Importance of different ways of teaching and learning. Drama links the emotion and the functioning of the brain
Daniel Goleman	Public understanding and the role in emotional intelligence Emotion is an ignored aspect in Education can be addressed here
Howard Gardner	Drama helps in recognising multiple intelligent.
Note:	Educators, neuropsychologists, and theatre and drama specialists have to have open minds and be willing to step out of comfort zones and together make a case for using theatre and drama methods as a way to improve human lives.

Table -2 Drama and its learning outcomes.



Drama is liked by all the literates and illiterates. All people who watch drama understand the story, laugh , cry ,comprehend , think, act and amuse . Such is the impact of drama. In real life drama follows life and life follows drama.(CECE-BRAOU) There are four pillars to drama. (1) writer (2) Director (Actors and technical staff) Audiences.Without any one pillar the drama would be incomplete. There are stage dramas, street dramas. All these dramas in the past educated the audiences. The famous dramas were written by kandukuri Veereashalingam panthulu, Gurujada Apparao.

Sigmund Freud ‘ Art brings out the hidden desires of a human being.

Tagore said Art not only brings out the external things but also the internal things

Leo Tolstoy, Art is information related , a vehicle or tool to reciprocate information among persons , communities.

Immanuel Kant says Art is a way to appreciate to

(c)role play:

Role-play is a dynamic and interactive technique widely used in education and training. It involves participants assuming the roles of specific characters or personas to explore various scenarios and practice skills in a simulated environment. The role play in different situations has different results. Even in business negotiations role paly is enacted. Role play is enacted in controlled environment for the participants to experiment with different behaviors, practice problem solving, and develop complete understanding of the context. It is also called as experimental learning method, where individuals chose particular roles depending upon the situation.Role playing is an active learning technique in which employees act out situations under the guidance of a trainer. In each scenario, employees take on a role and act out the scene as though it were real. For example, two people might simulate a meeting between an employee and an angry customer. The trainer and the other participants can then give feedback to the role players. This training technique can be useful, but it also has some drawbacks.(bizfluent)

Role play	advantages	Disadvantages
1.	It prepares for real life. Purely skill oriented.	If not planned properly, discomfotable
	Enhanced engagement and motivation	
	Development of problem solving abilities, increased empathy and understanding, leadership development , customer service training(teach floor)	Time constraints and participant reluctance.

(d) Monologue: A monologue can be anything from a speech given by a character for dramatic purposes to a full-blown conversation with characters who aren’t physically present(Edutopia) Mono means single, a single talk. A person alone giving the performance, a dialogue or an act.thus

Monologue is a literary device featuring a “speech” made by a single [character](#) in a work of literature or dramatic work (for theater or film). Monologues allow a character to address other characters present in the scene and/or the reader/[audience](#). Monologue originates from the Greek roots for “[alone](#)” and “speak.” This literary device is purposeful and effective in storytelling as it provides the reader/audience details about a character and the [plot](#). In addition, monologue is a useful method for writers to share the internal thoughts of a character as well as their backstory to enhance the reader’s understanding of the character’s motivations and importance to the [narrative](#).(creative cloud)



The purpose of monologue	Monologues from literature
Voice character	Macbeth,
motivation	desdemona
Point of view	Ekalavya,
Back story of character	Arjuna, opelia etc,

Table no 3- the purpose of monologue

(e) Imitation;

The word emulation , derived from middle French and latin –actionofcopying , to follow a pattern.

Means copying somebody whom you love. A copy of design of temple. A literary work reproduce in his or her style. Copy in walking of adults. Copying the dialogues of famous actor. Talking in the manner mother , teacher speaks. Repetition of one voice of melody. One particular singer imitates other senior singer and giving performances. Wearing the accessories of known heroine, famous ones. Doing repeated actions of famous actor or comedian.

II Review of Related Literature

To complete this topic “ Use of Self – Talk, imitation, monologue , Drama as pedagogy in the classroom for better learning outcomes, the following magazines and study materials I read.

Art and Drama Education, the study materials developed for the teacher trainees of B.Ed course (Distance Education) The study materials talk about the theory of Art, Drama and other Fine Arts that are in vogue in our culture. This course has eight units, namely

1. What is Art ? what is the meaning and scope of Art with examples
- 2.Hasta Kalalu (Handi crafts) the differences between the Arts and Handicrafts. Trainings .
3. How to teach Arts in the classroom’
- 4.Types of Arts , explanation of different arts.
- 5.lalitha kalalu
- 6.different process of Lalitha kalalu and its uses, the materials required to complete the tasks ,
- 7.classification of Arts . janapada kalalu, explanation and their
8. Execution of skills in Arts , how to teach to students in a lucid manner .

Madhavi Gayathri Raman(2023) Digital Media as Pedagogical Tools in the language classroom- in this article she discusses about Media in language teaching, use of digital media, especially, films , songs Interviews ,podcasts, TED Talks to teach English.The study was on the activities and choice of media that emerged from years of praxis with two learner groups studying at the English and Foreign Languages Universtiy, Hyderanad., THE first group learners enrolled in the Undergraduate programmes, (a heterogeneous class). These learners were in Arabic, French,Japanese, German and Spanish. Their language proficiency ranged from A2 – C1.The study was conducted on the second group , they come from countries like Afghanistan, BeLarus, Cambodia, Ivory Coast , Kyrgyzstan,



Laos Madagaskar, Mongolia, Mozambique, Palestine, Syria, Sudan, Sri Lanka, Tajakistan and Uzbekistan. The adult learners attended an intensive three month progress -to- proficiency language skills (Raman and Vijaya, 2021) In this it was mentioned that the use of authentic materials both in print and digital form have proven to be effective with both these learner groups. This article has certain limitations to the use of efficacy of films, songs, TED talks, interviews and Podcasts. The author also discusses about authentic materials such as those mentioned to promote language learning that is meaningful and engaging.

Mukul Chaturvedi (2023) Documentary as Pedagogical Tool: Witnessing Gender-based violence in Leslee Udwin's India's Daughter- in his article says visual medium connects the viewers to the events portrayed instantly. In a visual medium, how images are constructed and framed determines the response of the audience. The gender-based violence without any contextual framework. Williams (1993) observes that 'we live in an era in which there is a good amount of interest for documentary images of the real and at the same time a loss of faith in the objectivity of the image. The debate around India's daughter exemplifies many of these paradoxes and critical discussions that arise in literature classrooms about realism, narrative voice etc. This article also aims to bring into conversation how the concept of witnessing precarity, violence and human vulnerability through textual, aural and visual forms can lead to a transformative pedagogy that moves beyond the confines of teaching classroom.

Raja Vishwanathan.M (2024) Teacher Identity as a Pedagogy: Auto Ethnography of an ESL Teacher. The author says that Teacher's identity as Pedagogy - can reshape the teaching learning process. The teacher identity is easy to comprehend but difficult to challenge. Teacher's identity as a Pedagogy in ESL classroom, is about answering the questions of What and how the teacher can use resources to explore the different ways to learn English language. She also says, there are numerous ways to theorize teacher identity. However, teacher identity was not defined on any scale. Teacher identity demands sacrifices from time to time to improve teaching learning process from time to time. There are few available to throw some light on teacher identity, one such theory is the social identity theory (Hogg and Abrams 1998) explained the concept of identity based on the social categories created by society, nationality, race, class etc. This is important in that the teacher's views and status are accorded validity and respectability based on who they are rather than what they know. A notion that native speaker is far superior to a non-native speaker. Teacher identity can be understood in a better way if the teachers are receptive and Perceptive transformation if it is benefitting learners.

Sanjhee Gianchandani (2025) using theatre as a learning tool, says in ELT classroom issues like subject matter, social and emotional learning, hands on learning, differentiation, student engagement etc are challenging. The evaluation may result in not positive things. At this point, the simple methods of drama, and play cannot only come to help them but also promote creative inquiry in unimaginable ways. Talks about the traditional methods of teaching, failed at length to help learners master English language. They did not become autonomous learners. In this article, the author talks about the reasons to use Theatre! Because children need art and stories and poems and music as much as they need love, fresh air and fresh play. The span of attention can be enhanced in THEATRE, Why means children watch this powerful medium and become receptive and listen attentively. He talks about how to use Theatre in a classroom setting. (1) to incorporate a little bit of drama in everyday method, (2) The audience are the peer group, allowing students to introduce the topic, after which teacher will start the lesson or her or his talk. (3) create a comfort zone of each student. (4) Exploring various themes (5) Do Drama warm up's: (6) Explain Monologues (7) Lessons based on history should be done in a role play. (8) Take the help of Realia (9) Fluency in delivery of speech (10) encourage drama practice and performance.

Ashish and Ram (2025) The Pedagogical Role of Literature in a Multilingual Classroom

In this article they say, literature has a sound role to play in fostering critical thinking skills, to create an awareness about culture and pay attention to personal development. Language learning and literature study has some



relationship. Literature has a role to play to enhance the teachers pedagogical ability. This article talks about the task of reading literature exposes language learners to real language input, which is needed for self reflection. Literary works , instead of textbooks, provide various grammar structures , colloquial idioms and vocabulary in context. In conclusion he says, there are various advantages to use literature as Pedagogy, it helps in choosing grading activities and materials. The goal or aim or objective is only to increase one's literary and linguistic proficiency and to foster an understanding and respect for all languages and beliefs. Through a mixture of all strategies, including the critical reading of various literary works, scaffolding instructions, collaborative learning , integration of technology and culturally responsive teaching practices , etc is possible.'

Manon Van de Water (2021) Art is a different medium for teaching and learning. It connects the student with that of the cognition, emotion to one's physiology. If a teacher uses this as pedagogy the children are connected with the tasks related to studies. Art if joined with creativity play an essential role in creating connections between body emotions and the mind. Drama as pedagogy can talk to the whole child. It can work like a catalyst to regulate discipline and as a tool for teaching. Cognition and Emotion are interrelated and thus can be used as a perfect tool to grow in a positive way.

Approaches to Early Childhood care and Education(2024) Dr.Braou .this book has 12 units , written for learners of ECCE. The theory topics are like objectives, Need and importance of Early Childhood Care and Education, Historical perspectives, psychological perspectives of ECCE.The principles of learning , how children learn , play and its significance. Policies and programmes for Early Childhood Care and Education.

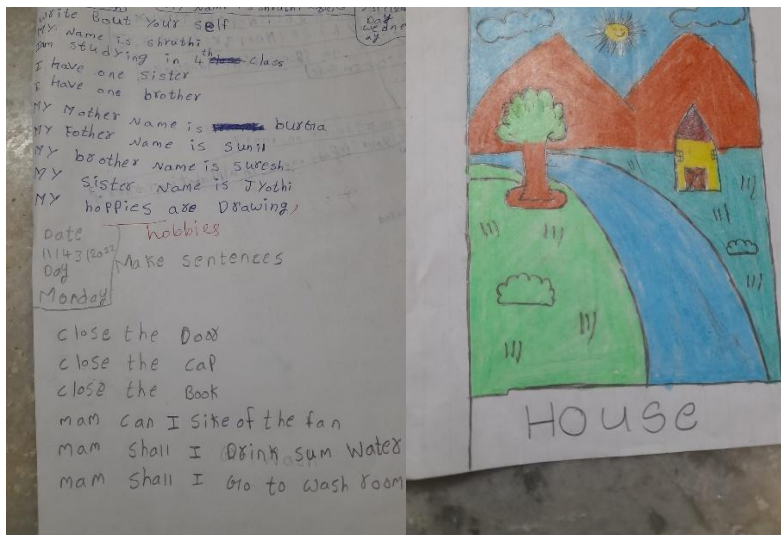
Farhan Easmin Mitu " in her article Pedagogy for children's Education : Perspective Taare Zameen Par" this movie tried to portrayed the faulty pedagogy and difficult parenting led the child to develop negative side of learning. However, tried to provide some constructive suggestions for parents , educationalists, teachers for modifying pedagogy. This article-

'Use of Self- talk , Imitation, Monologue , Drama as pedagogy in the classroom for better learning outcomes' is a novel one , not mentioned anywhere.

III Analysis of the activities in primary school: the school starts with the assembly. The headmaster conducts the assembly. The birthdays are celebrated in a large group. They sing a song and shower the blessings.Headmaster addresses them on particular event of national and local and international repute. After the bifurcation, the students sit in the classrooms and class teachers take attendance. Then starts the teaching of stories. Conducting competitions on various occasions.Children prepare clay items and bring it classroom. Flower bouquet,Celebration of teachers day, enacting like teachers and teaching in the classroom.Organising felicitations to teachers , speeches and sweets distributions etc.

My field work: A field work was conducted to teach primary students to improve their learning outcomes. 40 days of teaching was done , the story of Ekalavya was taught. In addition to that , few activities were also planned and implemented. (1) Reading (2) introduce yourself (3) Preparation of class dictionary (4) drawing (5) skit or role play (6) Reading of word map (7) taking dictation (8) Reading the things in the class room(9) writing names on blackboard in alphabetical lines. (10) look up a dictionary etc.

Every day 40 minutes of interaction was taken place with the children. Children cooperated with me to take up this field study. Some students excelled in dialogue delivery . they read the text with proper intonation and stress. The handwriting was improved for few children.

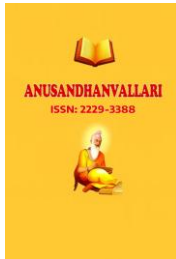


Limitations of use of Theatre; imitation ; monologue and self-talk: Drama is highly interdisciplinary in nature. Using drama represents highly challenging task for teachers . The basic practical aspect is that it involves acquisition of various social and language skills. It is time consuming and involvement of other resources. The intense practice sessions or rehearsals , language proficiency , participants interests etc all pose a challenge. Negative self talk could lead to depression, anxiety , unnecessary stress and fear . self criticism , disappointments and procrastination. Impact on mental health , sadness , hopelessness, and loss of interest in activities. This leads to anxiety disorder , panic and tension. Role play also has some limitations. What works for one group may not work for another group. Should have plan B option with role play (BISA) Academia edu (tiber pinter) imitation should not be done to pull one’s leg. It should taken seriously as a teaching learning tool.

Conclusion: the article “ children of the century’ it says by the age of four, children have generally mastered the basics of their LI and can ask questions , give commands report real events and create stories – thus by seven years they can speak ten thousand words , parts of speech. For language teaching and learning earlier the better. It is believed that drama works with all ages, yet few schools in India ar able to maximise its potential beyond the nurseury curriculum. Teachers should be oriented , motivated very regularly to understand the importance of fine arts and culture and readily disseminate it to their students . It was revealed in research that undoubtedly, the performing arts are more child friendly and interactive as compared to academics and that’s why we encourage it in our schools – a principal . He says it is time that these activities are branded as “co’ curricular instead of’extra curricular’

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