

Towards the use of ‘instant-play’ as a form of action research to decrease stage-fright among grade 10-11 pupils who study Drama and Theatre in Sri Lanka

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This study offers possible explanation for shy performativity of pupils who study Drama and Theatre in grade 10 and 11 in Sri Lanka. As Drama and Theatre is an entertaining and lively subject, it has immense reputation in school curriculum, compared to other aesthetic subjects such as arts, dancing and music. At present, Drama and Theatre subject is included in school curriculum from grade 6 to 11. In the process of teaching Drama and Theatre, it has become a major challenge to train students for government approved practical tests such as G. C. E O/L and A/L successfully. As a matter of fact, it has been identified that pupils in grade 10 and 11 show lower interest than pupils in grade 6 to 9 in performing in practical tests. The purpose of this study was to decrease above mentioned stage-fright or performance anxiety which has a negative impact on creative activism in performing drama, with the assistance of the theory of ‘instant-play’. The research also notes that decreasing of stage-fright causes to develop a competent citizen with a great personality, which is a major objective of primary and secondary education. Moreover, the study draws attention to guide pupils to clear problematic areas in facing practical tests. It is believed in this study that a practical method can pave the correct path to a practical solution to any problem. Thus the methodology of ‘Action Research’ and primary, secondary, tertiary sources have been used in this study to reveal ‘instant-play’ as effective in enabling pupils to reform or develop their personality against unnecessary stage-fright.

Keywords: Instant play, Stage-fright, Practical tests, Creative activism, Personality development