

**EFFECTIVENESS OF THEATRE TECHNIQUE TEACHING METHOD
ON ENGLISH COMMUNICATIVE COMPETENCE AMONG
SECONDARY SCHOOL STUDENTS**

MUNEERA.K

Dissertation

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DECLARATION

I, **MUNEERA, K.**, do hereby declare that this dissertation entitled, **EFFECTIVENESS OF THEATRE TECHNIQUE TEACHING METHOD ON COMMUNICATIVE COMPETENCE IN ENGLISH OF SECONDARY SCHOOL STUDENTS**, has not been submitted by me for the award of any Degree, Diploma, Title or Recognition before.

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CERTIFICATE

I, **Dr. FATHIMA JASEENAM. P.M.**, do hereby certify that the dissertation entitled, **EFFECTIVENESS OF THEATRE TECHNIQUE TEACHING METHOD ON COMMUNICATIVE COMPETENCE IN ENGLISH OF SECONDARY SCHOOL STUDENTS**, is a record of bonafide study and research carried out by **MUNEERA K.**, of M.EdProgramme (2019-20), under my supervision and guidance, and has not been submitted by her for the award of any Degree, Diploma, Title or Recognition before.

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INTRODUCTION

- ❖ *Need and Significance of the study*
- ❖ *Statement of the Problem*
- ❖ *Definition of Key Terms*
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INTRODUCTION

Education plays a vital role in moulding human character. The aim of education is to make an individual to leads a better life: socially, economically and culturally. It helps every human to develop, Socialize and lead a better life. Man is a social being so he needs to communicate with others. Communication is the process of exchanging ideas, feelings, thoughts and information to one person to another. To make communication more effective one should gain mastery over communication competence. It includes communication skills and other subsidiary skills and competencies. Communication competence is important in education because language functions to help learners to acquire knowledge and skills in various subjects and to develop individual into intellectual, social and civic beings to the benefit of society and his / her own family.

Communication competence can be defined as “The ability to use language to communicate in a culturally, appropriate manner in order to make meaning and accomplish social task with efficacy and fluency through extended interactions”, (Tarvin, L.D.)

Communicative competence is a speaker`s internalized knowledge both of the grammatical rules of a language and of the rules for appropriate use in a social context. The term communication competence has been developed for many years Hymes (1972) stated that "communicative competency is the ability to use language or interpreter language correctly in the process of interaction with the social environment such as the use of language in the proper regulation of social practices". More over Canale and Swaine (1980) and Celce (2007) also support

Hymes view that communicative competence is the ability to use language correctly, appropriate situation and Express behaviour in cultural context of communication. Communicative competence in language widely known as the writing and speaking skills -the work of Canale and Swain (1980) maintains that communicative competence is comprised of four areas; Linguistic competence, Strategic competence, Socio linguistic competence and Discourse competence

Effective communication one should need these competencies. Communication is an important fact of life, developing communication skills can help all aspects of life, from professional life to social gathering and everything in between. Good communication hold the key to success in our life. The ability to communicate well, both orally and in writing is very essential and foundation of effective leadership. Trough communication people exchange, share in formations, feelings, thoughts and ideas to one another and also influence one another`s attitude, behaviour and understanding.

Language is used for self - expression, verbal thinking, problem solving, creative writing, essentially for communication. The ability of individual to interact with others through language is a unique quality of human beings. In a global society currently, English is an international language spoken through -out the world and it plays important role in the people`s ways of life. From the influence of information technology and communication English becomes so important because it is the means of communication, knowledge seeking from various sources including career. Now there are 53 nations using English as an official language. English is not only important globally but also regionally the ministry of education in India has focused the development of learner`s capacities

in secondary school students in foreign languages particularly English enabling learners to communicate effectively.

The Indian Education Commission observes that education must serve as a 'powerful instrument of social, economical and cultural transformation necessary for the realization of goals'. It is the process of becoming an educated person, which means having access to optimal state of mind regardless of the situation a person is in and being able to perceive accurately, think clearly and act effectively to attain self-selected goals. But the schools and Universities encourage traditional teaching methods that only provide knowledge and do not develop high order thinking skills, such as critical thinking, creative thinking, effective communication, reasoning and application of acquired knowledge. This traditional method promotes repetition and memorization of facts, concepts and theories hence it is a burden as well as boring for the learners. The use of theatre technique can make English language learning interesting and learner-oriented.

Communication is a skill which involves a systematic and continuous process speaking listening and understanding. English communication is a skill that can be perfected only through constant practice and continuous exposure to the target language. The importance of English communication is to communicate effectively and no communication is possible if one does not get a chance to communicate. English language plays a crucial role in communication and is no doubt the for-most and most important tool of communication all over the world.

Communication skill is the most important and interesting component of any language. Communication is the main goal for anyone studying foreign

language. Despite so it can be obstructed by a series of factors such as shyness, lack of self-confidence fear of other people's judgement laziness and so forth. Sometimes it is not simple to overcome such a barriers people may have with good communication in foreign language and this can often lead to discouragement, stress and lack of interest in learning.

The investigator felt the problem of using English language for communication among school students while observing the students use mother tongue when dealing with speaking activities. As a consequence, the first step which moved this study was trying to discover a novel method to overcome the communication barriers in English so the researcher try to find out the effectiveness of a new method of teaching [theatre technique] English communication among the secondary school students.

Now a- days educationists realize that in education process 'learning' is more important than 'teaching'. Dramatization is an excellent activity for learning oral skills in a Safe environment of the classroom. This way students are given particular roles. It provides a realistic environment for language practices that learners are free to take turns ask questions and change topics in small groups or pairs. One small action is more powerful than reading hundreds of course book. Drama makes learning process more enjoyable changing a class room structure from a traditional order can be a positive factor which will relax students and thus will change their achievement and perception of the class. Interesting drama activities to English class can help students to learn while having fun, which in the most cases means learning without the hard work and frustration. It introduces problem situation dramatically: it provide opportunity for learners to assume roles

of others and thus appreciate another point of view. It allows for exploration of situations and provides opportunity to practice communication skills.

Using drama in the English classroom is foster the acquisition of meaning full, fluent interaction in the target language. It helps to the fully contextualized acquisition of new vocabulary and structure, and improved sense of confidence in the students in his or her ability to learn the target knowledge. Drama puts the teacher in the role of stage setter in the learning process and the learner can take more and more responsibility for their own learning. Drama for second language learners can provide an opportunity to develop the imagination of the learners. It also provide an opportunity for independent thinking. Drama is an appropriate method for teaching children with different learning styles and at different level of understanding

Need and Significance of the Study

Language is a powerful tool for the empowerment of the individual. This tool becomes still more powerful and effective in the hands of a person who has mastery of an international language like English other than his mother tongue. English enjoys an enviable position in India. It is no longer considered a colonial vestige. It is the official, associate and additional language of the country. In a multilingual country like India, teaching of English is given special importance in its school curriculum as a language of global significance.

21st century has witnessed drastic changes in the educational dynamics; especially in the area of teaching learning strategies. The main aim of teaching English in our schools is to enable the learner for comprehension and expression of

the language. The method or approach of teaching determines the realization of these objectives of teaching English. Selection of method of teaching depends upon the nature of task, learning objectives and learner's abilities- Learner's involvement in the learning process has become the main aim of modern approaches that focus on learner -centered class rather than teacher- centered class. Learner involvement in learning process that demand learner use good communication skills is that help the learner to learn effectively. Many methods has been used to assess learner's effective involvement. Drama is one of the most important methods that provide much more involvement for both teacher and learner in the learning process. Drama is a field that makes the individual active and affect the cognitive, affective, dynamic and social aspects of a person. Educational drama is a synthesis of movement, sense, language and communication, thought and feelings (Onder, 2012).

English is taught from grade 1 to higher education in our educational institutions as a compulsory subject but it is believed that main focus remains on writing skill which is assessed in the exams. It leaves much to be desired for the learners who wish to understand and use English in their academic and social life. But after 14 years of schooling most of the students are found reluctant or shy while using English both in and outside the classroom because of lockstep teaching techniques applied to enhance communication skills. On the other hand there are plenty of teaching techniques meant to engage students to learn and use English in a natural way and theatrical technique to teach literature to enhance communication skills is one of them. Undoubtedly, English language is a language of communication throughout the whole world and at the same time it has got a rich cultural and firm literary background. If a foreign language learner is not in

touch with the trunk of this language. But there has been a general feeling that literature can be taught only to those FL (foreign language) learners who are skilled in language (Deeba & Sultana, 2008).

Theatre technique is a teaching strategy that fits within the social family of models (Joyce and Weil, 2000). These strategies emphasize the social nature of learning, and see cooperative behaviour as stimulating students both socially and intellectually. Theatre technique as a teaching strategy offers several advantages for both teacher and student and it is generally believed that student's interest in the topic is raised. Research has shown that "integrating experiential learning activities in the classroom increases interest in the subject matter and understanding of course content" (Poorman, 2002).

The teaching of English language does not fulfilling its goals. Even after years of English teaching, the learners do not gain the confidence of using the language in and outside the class. Real communication involves ideas, emotions, feelings, appropriateness and adaptability. The conventional English class hardly gives the learners an opportunity to use language in this manner and develop fluency in it. Thus, the main purpose of the language teaching course, i.e., developing skills in communication, is unfortunately, neglected. Teacher's aim in practicing oral English is to develop student's ability to communicate freely and spontaneously. To achieve this aim, teachers need to organize activities in pairs and groups, to give students the opportunity to use language in face-to-face interactions. They need to create a situation to teach language in an active and interesting manner because using conventional methods cannot create enough motivation and interest in EFL learners.

Dramatization is an excellent activity for learning oral skills in a safe environment of the classroom. In this way, students are given particular roles. It gives them the chance to practice the target language before they do conversation in real environment. It provides a realistic environment for language practice that learners are free to take turns, ask questions, and change topics in small groups or pairs. One small action is more powerful than reading hundreds of course books. Drama makes learning process more enjoyable. Changing a classroom structure from a traditional order can be a positive factor which will relax students and thus will change their achievement and perception of the class. Inserting drama activities to English classes can help students to learn while having fun, which in the most cases means learning without the hard work and frustration. It introduces problem situation dramatically; it provides opportunity for learners to assume roles of others and thus appreciate another point of view. It allows for exploration of situations and provides opportunity to practice skills.

Oral communication is the ability of producing a fluent speech, efficiently and with confidence (Trivedi, 2013). However, even after years of studying the English language, students do not feel secure enough of using it outside the classroom, in a real communicative situation. This is due to the traditional lesson system, in which pupils have little chance to practise the language and gain fluency, and also because they are not exposed to spoken English beyond the class, nor to native speakers. So, a possible solution indicated by Trivedi (2013), is teaching English through dramatic techniques, which settle a meaningful communicative context for listening and speaking, and make students use their language resources necessarily, fostering their linguistic skills. Theatre enhances verbal communication, making the participants use the language both conceptually

and contextually (Trivedi, 2013). Drama techniques can be used to provide the student with the possibility of being involved actively in the process of interaction, by employing personality and the affective domain. Being completely involved in the activities, the learner is more motivated to use the foreign language (Trivedi, 2013).

Drama is authentic, it can be used in real conversations, where students can express their emotions and ideas while listening to the feelings and ideas of their classmates (Aldavero, 2008). In other words, English is taught in a communicative context, as a real mean of communication, which is far from lists of vocabulary or grammar exercises. These types of activities promote fluency in conversation and also help memorising new vocabulary. The language is used, applied in a game or activity whose aim is to establish a communication, and this verisimilitude with reality enhances students' speaking fluency, listening comprehension and retention of words. Drama encourages students to speak.

Drama can be a very valuable tool to encourage participatory learning with effective communication competence can be acquired. Drama gives an opportunity for actors to share message without having to worry about its implication. It encourages learner to use their imagination and creativity. In drama opportunities arise for role-play expression of own identity and how each individual views the self, team work and sorry generation. Linguistically there are opportunities for descriptive language, story- telling, verbal prediction, giving directions, verbal negotiation, expression of feelings and emotions use of abstract concepts and use of auditory and visual memory. All these contributes towards the development of communication competence among learners. In the corporate world every job

entails establishing many relationships that demand for particular communication skills, therefore it is very crucial for every individual to understand the importance of effective communication skills and how they affect our lives. Effective communication is an essential skill for successful living. Ever growing need for good communication skills in English has create huge demand for effective teaching of English around the World. Today people want to improve their command of English.

The world-wide demand for English has created an enormous demand for quality language teaching and good command in communication. Now days the employers too insist that their employees have good command in English both written and orally. So the development of oral communication skill is critical to both social and academic success of all learners. In a study Murugavel and Clement (2015) reported that many engineering graduates In India are found to be un employable due to their poor communication skills. In another study Lattif, Yaacob, and et al (2011) reported that English communication skill is very essential for employability in any sector. Word and crosling (2002) reported that oral communication is essential for employability. Another study by Hemchua and etal (2014) reported their study that English language proficiency matters greatly in the globe economy and can be considered to be a key factor for success of certain professionals.

These studies highlights the importance of English communication competence among learners. Our traditional classrooms have no enough activities to develop oral communication among learners. In traditional way of teaching teachers use chalk and talk method and not ensure that all learners acquire the

concept effectively and get a chance to think and communicate freely. It highlights the use of theatre technique in English language teaching classrooms. Using theatre technique learners are more engaged than the traditional method of teaching. Use of drama in the classroom can help the learner to use the language in real life situations. Conventional method of teaching make difficult for teachers to give such a situation to produce the language effectively. We know that language is easily acquire by using the language, dramatic method provide opportunities for learners to use the language in different contexts.

Mattevi (2005) reports that the use of drama in the language classroom allows the teacher to present the target language in an active, communicative and contextualized way. Dramatization helps the teacher address the four skills of language learning (LSRW) and it also favours and facilitates the study of some of some neglected aspects of language such as pronunciation and body language. Even (2008) that adds that through drama students enter imaginary worlds that they Cooperatively construct, experience, furnish, arrange and change. Thus drama situations can liberate and at the same time deeply stimulate and challenge student`s take on communicative situations grammar and literary texts.

Drama has an interactive and visual nature that engages all kinds of learners – tactile, kinaesthetic, auditory and visual. As an alternative pedagogy method, drama has communicative and fun properties that help learners acquire new knowledge by scaffolding previous learning through nonthreatening experiences. (Jingyun Ong 2011: 24). In addition, besides drama skills and literacy, drama and movement have proven to assist with developing decoding skills, fluency, vocabulary, syntactic knowledge discourse knowledge and metacognitive skills So

dramatic method is an apt method to develop communication skills among learners and become mastery over language proficiency in English.

There have been many studies conducted on communicative competence in English. Through the findings we come to the conclusion that every individual need English communication ability in the technological era. The present school curriculum fails to accomplish the objective of teaching English as communicate the target language fluently. At present the existing teaching methods playing a least role in developing communication skills among students. In order to develop the communication competence among students Theatre Technique play a vital role. There are many studies conducted in Educational context. But only few studies conducted on theatre technique. This shows the lack of knowledge or interest in the scenario who are dealing with the teaching learning process. There had been no serious attempt made any one in integrating theatre technique in teaching communicative English in schools. So present study highlight the effectiveness of theatre technique teaching method on communicative competence in English among secondary school students is significant, thus the importance of the study emerged.-

Statement of the Problem

**EFFECTIVENESS OF THEATRE TECHNIQUE TEACHING METHOD
ON COMMUNICATIVE COMPETENCE IN ENGLISH AMONG
SECONDARY SCHOOL STUDENTS**

Definition of Key Terms

Effectiveness: Effectiveness is defined as "the ability to be successful and produce the intended result" (Cambridge Dictionary).

In the proposed study effectiveness means that the extent by which student acquired the communicative competence in English.

Theatre Technique Teaching Method

Theatre technique teaching strategies are the tools and techniques employed by teachers in dramatic arts (Wikipedia)

In the present study theatre technique means dramatic activities used in English language learning process.

Communicative Competence

"A speaker's internalized knowledge both of the grammatical rules of a language and of the rules for appropriate use in social context"_dictionary.com

In the present study competence means ability to convey his\her ideas feelings thoughts to someone either in orally or in written format

Secondary School Students

Secondary School Students means the children study in 8th 9th and 10th standard in Kerala state.

In the present study secondary school means the students those who study in 9th standard in Kerala state syllabus

Objectives of the Study

1. To find out whether there exist any significant difference between the mean pre -test scores of Communicative test in English of experimental group and control group for the total sample.

2. To find out whether there exist significant difference between the mean post -test scores of Communicative test in English of experimental group and control group for the total sample.
3. To find out whether there exist any significant difference between the mean gains scores of Communicative test in English of experimental group and control group for the total sample.
4. To investigate the effectiveness of Theatre Technique teaching method on communicating competence in English of secondary school students

Hypotheses of the Study

1. There is significant difference between the mean pre- test score of communicative test in English of control group and experimental group
2. There is significant difference between the mean post- test score of communicative test in English of control group and experimental group
3. There is significant difference between the mean gain score of communicative test in English of control group and experimental group
4. There is significant effect of ‘Theatre Technique teaching method on communication competence in English.

Variables of the Study

The variables used in this study are listed below

Independent Variable

The independent variable select for the study was teaching methods i.e. Theatre Technique Teaching method and conventional method of teaching.

Dependent Variable

The dependent variable select for the study was communicative competence.

Methodology

The following methods, tools, statistical technique and sample used in this study.

Method

Experimental method used -Quasi experimental design.

Design of the Study

By taking the major objective of the study into account the investigator formulated ‘Quasi Experimental Design in which the experiment involves their comparison of the effectiveness of theatre technique with that of existing teaching method. this study conducts using pre-test, post- test, non-equivalent group design (Best1992)

Group pre-test Treatment Post- test

E (Yb) X (Ya)

C (Yb) (Ya)

Population

Secondary school students

Sample for the Study

The sample of the study consist of 33 students in Experimental Group and 33 in the Control Group. The sample both experimental and control group were

two divisions of standard IX students drawn from KHMHSS Valakkulam Pookipparambu

Tools Used for the Study

1. The investigator developed lesson transcript for teaching through 'Theatre Technique Teaching method'
2. The investigator developed lesson transcript for teaching through existing teaching strategy.
3. Test for communicative competence in English.

Statistical Techniques Used

In the present study, the collected data were analysed using the following statistical techniques

Basic statistics.

In the present study the investigator use basic statistics mean, median, mode, skewness and kurtosis were examined for the collected data both experimental and control groups.

Test of Significance of Difference between Mean for Large independent sample.

For the present study, test of significance of difference between means for large independent sample where used to compare the relevant variables between the experimental and control group

Data Collection Procedure

The investigator 6 permission from the school authorities. after getting permission the investigator select two classes one has control group and other as experimental group. then administer the pre-test then takes class using theatre techniques for experimental group and conventional teaching method for control group. after that administer the post test and compare the score and find the results.

Scope and Limitation of the Study

The main objective of the present study was to test the effectiveness of Theatre Technique Teaching strategy on Communication Competency in English among secondary school students.

Scope of the Study

Theatre Technique teaching strategy is an instructional method which is designed to keep the learner highly active, motivated and encouraged. It is expected that the new method will help to improve the English communication ability of the learners. It provides to merge different types of learning styles in teaching learning process. I t cab be extended at college level and will helpful for other subjects and other languages also. The result of the study will help to empower teacher competencies also. The use of this method will help in the development emotional, social, cultural, cognitive, creative and understanding of language skills.

Limitations of the Study

Limitations are some cut back or restrictions present during the time of the study carried out. It decides the boundaries of the research even with the due efforts by the researcher are follows:

As the research was conducted on a small scale where one school and two exact classes were taken part in the investigation process, and for the convenience the researcher elect non-equivalent quasi experimental method we cannot generalize the concept that theatre technique is the effective technique for improving learners' English communication skill in other schools as the results may vary. As the research was done within one month's time, we could not apply many techniques on the learners because the learners had to sit for the research besides their regular classes. This small scale research can be taken as a sample guideline and can be used to carry out the research on large scale.

Organization of the Report

Chapter 1: This chapter contains a brief introduction of the problem, need and significance of the study, statement of the problem, definition of key terms, variable, objectives, methodology and scope and limitations of the study.

Chapter 2: This chapter gives a Conceptual over view of Theatre Technique, conceptual over view of Communicative competence and the review of related studies related to them.

Chapter 3: In this chapter, the investigator discusses the methodology of the study in detail with description of variable, objectives, tool used for data collection, sample selected for the study, data collection procedure and data analysis.

Chapter 4: This chapter describes preliminary analysis, interpretation of data, discussion, comparison and suggestions.

Chapter 5: This chapter contains summary of the study, educational implications of the study and suggestions for further research area.

REVIEW OF RELATED LITERATURE

- *NCF -2005, views in Language education*
- *Kerala curriculum frame work – 2007 on language teaching*
- *General objectives of teaching English*
- *Theoretical over view of theater technique in teaching*
- *Conceptual over view of communicative competence*
- *Theoretical overview of existing method of teaching*
- *Review of related studies*

REVIEW OF RELATED LITERATURE

Introduction

Survey of related literature is an essential pre requisite to actual planning and execution of any research work. It is like surveying a place and calculate the distance and other peripherals and then drew the plan, it helps the researcher to avoid repetition, duplication of the same work and get idea about different methodologies, tools, etc. There for before doing the research work, the researcher has visited the libraries in order to collect more related information about the present research topic. The review of related literature gives a clear cut idea about the problem on which the researcher is carrying her research. For this the researcher has referred the studies done by the other investigators in earlier related to the present study, which gives an idea to develop the problem of the present study. The references also help the investigator to gain a clear idea about the different methodologies are carried out by other investigators, their findings, samples, limitations and constrains it help the researcher to do investigators' work in an efficient manner

According to Galvan (2009), literature review is "a process of finding the sources of relevant material for particular topic or subject." Literature means "the selection of available documents (both published and unpublished) on the topic, which contain information, ideas, data and evidence written from a particular standpoint to fulfill certain aims or express certain views on the nature of the topic and how it is to be investigated, and the effective evaluation of these documents in relation to the research being proposed." biography, and reflective essays as well

as belles-lettres. Literature can be classified according to historical periods, genres, and political influences"

According to David, Paul and Justin (2011) , "a first step in the research process is the literature review, which helps to shape your research question". A literature review requires the author to identify, critically analyze and synthesize a set of useful articles and books on a particular topic. Often associated as a section within a dissertation, a literature review is characterized by the emphasis on sources, which are organized, summarized and synthesized with the goal of providing a new interpretation of old Cooper (1988) , a literature review uses as its database reports of primary or original scholarship, and does not report new primary scholarship itself. The primary reports used in the literature may be verbal, but in the vast majority of cases reports are written documents. A literature review is "a systematic, explicit and reproducible method for identifying, evaluating, and synthesizing the existing body of completed and recorded work produced by researchers, scholars and practitioners". It is a type of review articles. It presents the current knowledge including substantive findings as well as theoretical and methodological contribution to a particular topics. It provides an over view of a particular topic. Literature reviews are a collection of the most relevant and significant publication regarding a particular topic in order to provide a comprehensive outlook about that topic.

Literature reviews are essential in any research as they will support the argument of the writer with a variety of experiences oftentimes not possible to duplicate in the researcher's situation (Machi & McEvoy, 2016).

The purpose of a literature review is to:

- Provide foundation of knowledge on topic.
- Identify areas of prior scholarship to prevent duplication and give credit to other researchers.
- Identify inconsistencies: gaps in research, conflicts in previous studies, open questions left from other research.
- Identify need for additional research.
- Identify the relationship of works in context of its contribution to the topic and to other works.

In this chapter the researcher presents the theoretical over view of theater technique in teaching, existing method of teaching, vision of education in the new curriculum, National curriculum frame works-view on language education, Kerala curriculum frame work in language teaching, objectives of teaching English and studies reviewed related to present study.

- NCF -2005, views in Language education
- Kerala curriculum frame work – 2007 on language teaching
- General objectives of teaching English
- Theoretical over view of theater technique in teaching
- Conceptual over view of communicative competence
- Theoretical overview of existing method of teaching
- Review of related literature

Goals for English as Second Language Curriculum (NCF, 2005)

According to the NCF (2005) English in India does not stand alone. India is a multilingual country. Multilingualism is the identity of a child and the typical

feature of the linguistic landscape of the country. The abiding vision of the nation is to create multi-linguals who can enrich other Indian languages. Therefore, English needs to find its place along with other Indian languages in different States. The teaching and learning of other Indian languages should strengthen the teaching and learning of English. Similarly, English should not homogenise other Indian Languages in the 'English-medium' schools.

The NCF (2005) states that the goals of teaching English in India are twofold: namely, (1) acquiring a basic proficiency skills of listening, speaking, reading and writing) as in the case of the mother tongue and (2) developing language into an instrument for abstract thought and knowledge acquisition through literacy.

Kerala Curriculum Frame Work 2007 on Language Teaching

The knowledge of language plays a vital role in empowering a person. Kerala curriculum frame work put forward some basic principles to teaching language. The basic principles of learning a language are the following:

- A child has an innate language system. Language learning is a natural process
- Language learning is a non-conscious process
- Language learning doesn't take place through mechanical repetition
- Language is not a totality of linguistic skills. There should be an internal linguistic competence for the expression of linguistic skills
- Language learning is not a linear process. It is a cyclic process
- Learning takes place from whole to parts and not from parts to whole
- The student will get meaningful and need –based language experiences ‘

- The quality of language experience is more significant than its quantity
- The discourse model to be focused up on each standard should be ascertained
- Appropriate editing process have to be adopted to correct the stylistic, syntactic, morphological and thematic errors made by the students
- Opportunities should be provided for expressing and sharing the free thoughts

Secondary level

- Along with the discourses attempted at the upper primary level. Plays, autobiographies, travelogues, biographies, choreography etc. Included at secondary level.
- The discourses at this level should have linguistic and stylistic spiraling and development from its lower levels
- The discourse construction at this level should include student interventions in social issues

Group of problems have been found out in the context of second language teaching and learning. These include psychological, emotional, transactional methods, and linguistic problems along with the problems posed by teaching material and the teaching learning environment. The lack of an English speak community around us has often been pointed out as the biggest barrier for the learner in the acquisition process of English language. The lack of exposure to English certainly is a barrier. It is to be born in mind that it is not the quantity of exposure which matters but the type of exposure that the learner gets which helps language acquisition aching of English in the State of Kerala - Kerala Curriculum

Teaching of English in the State of Kerala-Kerala Curriculum Framework (KCF) 2007

The school curriculum of the State of Kerala was revised in 2007 based on the principles of modern psychology, linguistics, and experiential pedagogy. As a universal language, English is given due importance in its school curriculum. In Kerala, learning of English as second language begins at class one. In the higher secondary classes it is taught as the first language. The teaching of English is based on the constructivist cognitive-interactionist approach. It conceives language both as a social and an individual construct. The approach envisages an integrated method to language teaching. It recognizes the innateness of language.

The chief pedagogic tools of the approach are narratives and discourses. In the elementary classes, pupils develop phonemic consciousness through systematic spiraling of discourses which they experience through classroom interaction. These experiences help to develop their vocabulary, reading and writing skills gradually. The learner is assumed to achieve communicative competence incidentally and in a non-conscious way. The present approach to language teaching is holistic and activity oriented. The English Course books prescribed in the Kerala State syllabus provide a variety of activities and innovative techniques to facilitate second language acquisition. In spite of the curriculum revision the teaching of English scenario is perceived to be dismal especially, in the regional (Malayalam) medium classes of the State school system. Discussions are on to find ways to improve the poor level of linguistic competence.

General Objectives of Teaching English

Language teaching must aim at encouraging independent thinking, free and effective expression of opinions and logical interpretation of the events. It must encourage student to say in their own way, nurture their natural ability of creation and imagination and hence make them realize their identity. Because of these reasons teaching and learning of language ought to find a significant place in the Educational process.

General Objectives of teaching English in India are

Students should be able to

1. Develop their intellectual, personal and professional abilities.
2. Acquire basic language skills (listening, speaking, reading and writing) in order to communication with speakers of English language.
3. Acquire the linguistic competence necessarily required in various life situations.
4. Acquire the linguistic competence required in different professions.
5. Develop their awareness of the importance of English as a means of international communication.
6. Develop positive attitudes towards learning English.
7. Develop the linguistic competence that enables them to be aware of the cultural, economic and social issues of their society in order to contribute in giving solution
8. Develop the linguistic competence that enables them, in the future, to present the culture and civilization of their nation.

9. Benefit from English-speaking nations, in order to enhance the concepts of international cooperation that develop understanding and respect of cultural differences among nations.
10. Acquire the linguistic bases that enable them to participate in transferring the scientific and technological advances of other nations to their nation.

Language is a powerful tool for the empowerment of a person. This tool become strong and effective in the hands of an individual who has mastery over an international language such as English other than his / her mother tongue

At primary level we expect our students to produce various discourses both orally and in the written form they should also be able to take part in discussion, debates and seminars on topics that socially relevant and are within their experience. At the secondary and higher secondary levels the pupils should be able to use discourses as tools for creatively interpreting in various socially relevant phenomena.

Theoretical Overview of Theatre Technique in Teaching

Theatre techniques are procedures that facilitate a successful presentation of a play. They also include any practices that advance and enhance the understanding the audience bring to the action and acting by the actors on the stage

Some drama techniques

- Sound- scraping
- Role-on-the –wall
- Physical theatre

- Spilt focus
- Cross-cutting
- Mime
- Choral speech
- Theatre reading
- Still image
- Slap stick
- Stimulation
- Role play
- Monologue
- Puppetry
- Picture story telling

There are many benefits, if play used as an instructional tool

- It activates vitality and stimulates the students physically, emotionally, socially and intellectually
- Reduce stress and provides a free atmosphere for expressing emotions
- Provide opportunities for learning by doing
- Bring fun and enjoyment into the learning environment
- Stimulate imagination and creativity among learners
- Enhance self- motivation for learning and practicing
- Drama is part of real life and prepares students to deal with life's problems
- It engages students in creative – problem solving and decision making
- It build co-operation and develops other social skills
- Drama increase concentration and comprehension through engagement

- It helps learner consider moral issues and develop values
- It contribute to aesthetic development among pupils

Theatre games use noncompetitive play as the basic mode of learning. They encourage co –operation and collaboration in a creative context. They provide a shared play experience for everyone who participate in it. There are many practical benefits for using theatre games in the class room. The very most one is portability; most of the theatre games can be performed in any place with enough space for movement. For the theatre games, the only requirements are a room, a teacher and players. Preparation and equipment are minimal. It does not need light, sets, costumes, properties or a theatre. The only expenses are a few teaching props for classroom management. Playing theatre game costs almost nothing yet provides lots of educational and personal advantages for the teachers and the pupils. It has the greatest benefits of universal acceptances, as the games are easily acted by learners of different cultural back ground, intellectual ability, social back ground and learning styles.

Theatre games challenge the position of the participants who participate in it (teacher and learner alike). They change the traditional teacher –learner relationship from one of authority recipient to one of shared experience of discovery and creative exploration. It is easy to use theatre as a learning tool for any subjects and any learners.

Origin and development of THEATRE in education (TIE)

Theatre in education (TIE) originated in Britain in 1965 and has continued to present day. Monica Prendergast and Juliana Saxton cited TIE as "one of the two

historic roots of applied theatre practice". TIE typically includes a theatre company performing in an educational setting (i.e. a school) for youth, including interactive and performative moments.

Theatre in education TIE started in 1965 as a project undertaken by the Belgrade theatre in Coventry. At that time the 1960's was at a point of transformation. A worldwide movement of protest and change was there, and all types of revolution were forming. All aspects of society were affected by this, including education and theatre

The talk and listening methods which were in practice for many years start to vanish from education. These old techniques were put back by learning and doing through experience. Learners were beginning to work in groups on projects. There was an urge to try new ideas and styles, looking at new subject matters for the content and exploring theatre outside of the theatre themselves. The people who begun TIE were affected by this change. They were radical thinkers and were not satisfied the way things were. They wanted to bring changes in society, questioning everything and having a form of theatre that could do this. Social problems had to be addressed which were relevant and influence in the spectators. They linked fun and entertainment with the emotional and intellectual through learning.

Theatre in Education Today

'Theatre in Education' (TIE) presents a novel approach to engaging young people in education on issues related to health, wellbeing and society. Evaluations have revealed that the overwhelming majority of students demonstrate enjoyment

and enthusiasm through watching educational theatre, are receptive and listen attentively, and can correctly identify the educational messages being portrayed. TIE has been applied to a wide range of educational topics with children, including environmental issues, substance use, accident prevention, abuse, neglect abuse and bullying, social issues, nutrition, disability awareness, as well as medical and educational differences

The purpose remains to deliver a wide range of subjects and topics in a unique and engaging way, theatre in education today has evolved and offers as far more diverse approach to much greater range of subjects, and is delivered in many different forms.

Present days many teachers are making use of drama to enhance learning for the benefit of children. The struggle and frustration that comes with old learning can be avoided by TIE methods. Theatre in Education is the art of teaching pupils, not just academic lessons, but life lessons. It is making the pupils see things differently than sitting in the class room. An educational programmes has been begun in 2008 by district institute of Education and technology, Palakkad, Kerala state, for applying dramatic elements in classroom teaching. It is named as CLASS ROOM THEATRE. I t is an attempt for creating a positive attitude towards learning different subjects.

Children's Theatre

Goldberg's definition of children theatre is a "Formal theatrical experience in which a play is presented for an audience of children. The goal of children's theatre is to provide the best possible theatrical experience for the audience"

Theatre is a collaborative form of performing art that uses live performers, typically actors or actresses, to present the experience of a real or imagined event before a live audience in a specific place, often a stage. The performers may communicate this experience to the audience through combinations of gesture, speech, song, music, and dance. Elements of art, such as painted scenery and stagecraft such as lighting are used to enhance the physicality, presence and immediacy of the experience. Children's theatre is a piece of performance that involves children as actors and/or as audience. There are various types of children's theater they are

- theatre with children
- Theatre by children
- Theatre for children.

In England during the 16th and 17th century, children's theatre groups were started their performances. Children's theatre did not acquire much prominence during that time. Children were allowed to perform only in Christmas panto mime. In 1914, Jean Strling Mackinly formed children's theatre group. Children's theatre flourished in 1930s. Today two type of children's theatre exist in England i.e., Young people's theatre (Y.P.T) and Theater in Education (T.I.E.) Young people's theatre presents plays interesting to the kids and theater in education present dramas based on the curriculum

Children's theatre came to existence in Russia, when Natalya Sates formed the first theatre group. In 1930 established Moscow children's theatre. There were many theaters in Russia by 1970s, they enacted plays in all part of the country. In

American Children's Theatre was started by the beginning of 20th century. The first children's theatre was formed in 1903 by Alice Minnie Harts. In 1919 National organization was established for children's theatre. In 1952 Winifred Ward formed 'American Educational Theatre Association, in USA many colleges offered courses in Children's theatre and Creative drama

Nakama group of children's theatre was established in Japan in 1953, the first children's theatre. The Association of Education Theatre in Japan; started in corporate with theatre in education. In china Children's theatre was originated in 1947, by the end of 1972 children's theatre flourished and school theatre were formed. In India National School of Drama came to existence in 1960. Theatre groups from various part of India started presenting dramas for kids; Anamika in Bombay, Little Theatre in Delhi, Darpana Academy in Ahammadabad, present children's plays. Children's theatre need to be given more consideration and focus in the present time.

Creative drama

Creative drama is a type of theater used for educational purposes that helps children work on social skills and academic subjects using theater games and improvisations while being led by a trained instructor. It provides a safe environment for students to explore behavior, ideas, creativity, and school subjects. Ultimately, creative drama is an out-of-the-box approach to learning that engages imagination, concentration, and sensory awareness in a theater environment. Creative drama is an improvisational, non-exhibition, process-oriented kind of drama and participants are guided by a leader to imagine, enact, and reflect on their experiences real and imagined.

Tekerek defined creative drama as “An experience that brings important contributions to the acquisition of some humane characteristics like creativity, imagination, acting together, organization, empathy, self-discipline, freedom, and respect that are functional on the self-confidence and self-existence in a process that proceeds from abstract one to the concrete one” (Tanrıseven & Aytaç, 2013).

Creative drama techniques

Creative drama incorporates the following techniques:

- **Improvisation:** Improvisations are scenes that are planned in advance, but the action and dialogue are performed spontaneously in the moment. A spontaneous performance by acting, creating scenes on an idea or a story by an actor or a team of actors is called improvisation. Improvisation is a form of theater where most or all the role players perform with the desired behavior and with the required modifications at the moment it is performed. The dialogues, the action, the story and the characters are created collaboratively by players.
- **Role-Playing:** The children act out a life problem and play different roles in the scenario. Role play refers to an act of particular character or a person and acting it without a partner taking someone else’s role. Sometimes in classroom students are given a particular role in a scripted play is also a form of role play; teacher also makes acting of a particular character. After rehearsal the play is performed before the class, school or parents or before any audience.

- **Sense Memory Improvisation:** These exercises emphasize the five senses - sight, smell, sound, touch, and taste - and also work on sound and visual perception. We experience life through our senses, and seeing and hearing are essential tools for reading and reading comprehension.
- **Emotions:** Children learn to express and understand their emotions with these exercises. They have a safe place to explore their own feelings and the feelings of others through role-playing.
- **Characterization:** These improvisations teach the similarities and differences of people, such as physicality, culture, age, religion, and ethnicity. Kids can learn about real people and characters in literature, and they experience how to think, feel, move, and behave like the person they are portraying.
- **Dialogue:** Children use dialogue to express their thoughts, ideas, and feelings. They can discuss and organize the dialogue in the scenes they act out, and then, after the scenes are performed, they express their responses to the scenes.
- **Story Dramatization:** The children act out stories they write, enjoy, or have heard previously. They can also create stories to dramatize in small group.
- **. Mime:** Mime is an expression by mute gestures. Characters make acting without dialogues, with loud expressions, body language and without stage property. It has special kind of makeup and costumes. Mime contains specific message to convey. The artist of mime needs particular skills of acting, gestures and movement.

- **Mask drama:** A mask is an object normally for covering face. For acting of some traditional characters like Hanuman the mask dramas are preferred. In the mask drama main props are masks. Sometimes performing animals or the story of jungle, children like to play this form of drama. Children then feel less inhibited to perform and overact while participating in this form of drama.
- **Puppet plays:** Puppetry is a traditional and ancient form of theater. There are many kind of puppets, they are made of very wide range of materials. Children use puppet to say and do things that they may feel to inhibited to say or do by themselves.
- **Performance Poetry:** While reciting a poem the children are encouraged to act out the story from the poem.
- **. Radio Drama:** Similar to script reading with the addition of other sound effects, the painting of the mental picture is important.
- **Applied Drama:** Applied drama is an umbrella term for the wider use of drama practices in a specific use of drama practices in a specific social context and environment. This practice doesn't have to take place in a conventional theater space. It can be shared with or created for specific audience, making them a starting point and driving force for what is often an exploration personally based.
- **Reader's-Theatre:** Reader's theater is a strategy for developing reading fluency. It involves children in oral reading through reading parts in scripts. In using this strategy, students do not need to memorize their part; they

need only to reread it several times, thus developing their fluency skills. The best reader's theater scripts include lots of dialogues. It is a style of theater in which the actors present dramatic readings of narrative material while seated, without costumes, props, scenery, or special lighting. Actors use only vocal expression to help the audience understand the story.

The advantages of Creative Drama are as follows:

- Providing creativity and aesthetic development,
- Acquiring critical thinking skills,
- Acquiring social development and cooperation habits,
- Acquiring self-confidence, and decision-making skills,
- Acquiring language and communication skills through vocabulary enrichment,
- Developing imagination, feelings and thoughts,
- Developing the skills to understand and feel others (establishing empathy) ,
- Acquiring experience on different events, phenomena and situations,
- Providing the opportunity to develop moral and spiritual values,
- Being able to analyze problems and acquiring problem-solving skills,
- Providing information to the individual on the acquired, changed or corrected behaviors,
- Showing the individual how to cope with unwanted situations, events or phenomena,

- Ensuring that the individual sees the world in a more concrete manner,
- Concretizing abstract concepts and experiences,
- Providing that the differences among individuals are considered with tolerance

Drama for Language Teaching

In the previous section, we discussed the conceptual over view of theater education in a broad sense. Next, I would like to confirm the drama education related to second-language teaching in this section. It was in the nineteenth century that people started to use drama for language teaching. Sano Masayuki, who is an English educator in Japan, pointed out some of the merits of using English plays. Following are the five points asserted by Sano that are also identified by other researchers:

1. Strengthening the psychological factor in communication
2. Expertise of the language activity for “listening” and “speaking”
3. Understanding and expressing English through nonverbal elements
4. Understanding and expressing English in a particular situation or context
5. Enjoying English learning

As for strengthening the psychological factor in communication, language learners tend to be shy or to hesitate to speak the foreign language in public. They are too keen in making grammatical errors or pronunciation mistakes. This, in fact, is critical issue in terms of learners’ psychology. With drama, students have the opportunities in the form of “rehearsal.” At the same time, they can work and share the experiences together with other students learning the same foreign language.

Through these activities, their psychological fear in communication can be eliminated. On this point, Richard Via, one of the prominent figures, who disseminated the drama education in Japan, pointed out the advantage of drama education as “an improved sense of confidence in the student in his ability to learn the target language.

With regard to the advantage of the “listening” and “speaking” language activities, a drama script uses everyday language, which enables the students to practice them repeatedly through the rehearsals and performances. They listen to the correct pronunciation of their teachers, audio materials, or their friends. In addition, they are able to learn the pronunciation through practicing. We can say that drama education is the interaction between listening and the sounds of that language more authentically and in a more wholesome fashion than they would in a regular class. Additionally, dramatic activities enable the learners to enhance their reading and writing skills using the script. However, the remarkable property of drama education is the understanding and expressing English through nonverbal elements, noteworthy is that communication is not only about speech. For effective communication, body actions including facial expressions, gestures and postures play important roles.

Conceptual Overview of Communicative Competence

Communicative competence is a term in linguistics which refers to a language user's grammatical knowledge of syntax, morphology, phonology and the like, as well as social knowledge about how and when to use utterances appropriately. The term communicative competence refers to both the tacit

knowledge of a language and the ability to use it effectively. It's also called communication competence, and it's the key to social acceptance. The concept of communicative competence was originally derived from

Chomsky's distinction between competence and performance. By competence Chomsky meant the shared knowledge of the ideal speaker-listener set in a completely homogeneous speech community. Such underlying principle enables a user of a language to produce and understand an infinite set of sentences out of a finite set of rules. Performance on the other hand is concerned with the process of applying the underlying principle to the actual language use commonly stated as encoding and decoding. The Transformational Generative grammar (TG) provided for an explicit account at tacit knowledge of language structure which is usually not conscious but necessarily implicit

The concept of Communicative competence was originally developed thirty years ago by the Sociolinguist Hymes (1972) It was then further developed in the early 1980 by Canale and Swain. Hymes notion of communicative competence was examined by a number of practice oriented language educators. Communicative competence comprises grammatical, discourse, sociolinguistic and strategic competence.

Hymes concept on communicative Competence

"We have then to account for the fact that a normal child acquires knowledge of sentences not only as grammatical, but also as appropriate. He or she acquires competence as to when to speak, when not, and as to what to talk about with whom, when, where, in what manner. In short, a child becomes able to

accomplish a repertoire of speech acts, to take part in speech events, and to evaluate their accomplishment by others. This competence, moreover, is integral with attitudes, values, and motivations concerning language, its features and uses, and integral with competence for, and attitudes toward, the interrelation of language with the other code of communicative conduct".(Hyme-1972)

According to Canale (1983) Communicative competence refers to the underlying systems of knowledge and skill required for communication The four components of communicative competence can be summarized as follows:

- Grammatical competence – producing a structured comprehensible utterance (including grammar, vocabulary pronunciation and spelling)
- Sociocultural competence – Using Socially- determined cultural codes in meaningful ways, often termed ‘appropriacy’ (e.g. formal or informal ways of greeting)
- Discourse competence - shopping language and communicating purposefully, in different genres (text type) , using cohesion (Structural linking) and coherence meaningful relationships in language
- Strategic Competence - enhancing the effectiveness of communication (e.g. deliberate speech) and compensating for breakdowns in communication (e.g. comprehension checks, paraphrase conversation fillers.)

Communicative competence is conceived only in terms of knowledge. It includes three basic components – language competence, sociolinguistic competence and pragmatic competence. Thus, strategic competence is not its componential part. It is interesting, however, that each component of language

knowledge is explicitly defined as knowledge of its contents and ability to apply it. For instance, language competence or linguistic competence refers to knowledge of and ability to use language resources to form well-structured messages. The subcomponents of language competence are lexical, grammatical, semantic, phonological and orthographic competences. Sociolinguistic competence refers to possession of knowledge and skills for appropriate language use in a social context.

Theoretical Overview of Existing Method of Teaching

The transaction of the syllabi is the very significant function of an educational Institution and the important task of a teacher. Existing method of teaching refers to the methods of teaching exploited for transacting the new curriculum put forward by the Government of Kerala in the secondary stage of education. The new curriculum focuses on activities, use of materials other than the course book, space for the learner to articulate herself/himself, filled the gap between the teacher and the learner

Theoretical Basis

New curriculum has roots in philosophy, psychology, sociology and Anthropology. The new curriculum envisages the child centered, democratic, activity centered class room environment. The existing mode teaching and learning is established on social constructivism and theory of Multiple Intelligence of(Gardner, 1983) , Piaget, Bruner, Nom Chomsky, Vygotsky, etc are the chief proponents of Constructivism. Constructivism's central idea is that human learning is constructed, that learners build new knowledge upon the foundation of previous learning. In constructivism learning is an active rather than a passive process.

Information may be passively received, but understanding cannot be, for it must come from making meaningful connections between prior knowledge, new knowledge, and the processes involved in learning.

Constructivism says child is the constructor of knowledge. Child interacts with her\his surroundings and assimilates and combines experiences to grow her/his cognitive ability. Constructivism is classified into two, 1) Cognitive Constructivism and 2) Social Constructivism

Cognitive Constructivism

According to cognitive constructivism, intellectual development is a natural process and it happens in different stages. Learning is based on teacher- student interaction. Learner is the lonely seeker of knowledge and she/he interacts and exploits his/her environment and assimilate experiences which lead to learning. The cognitive structure develops as the child passes through specific developmental stages.

Social Constructivism

According Social constructivism the more biological aspects of learning of a person does not limit him\her in cognitive or mental growth. Social relation, civilization, history, literature, etc, influences the mental or cognitive development of an individual. Social constructivist argued that learning occurs through social interaction.

Child Centered Approach

Child centered approach of teaching encourage pupil to develop the appropriate cognitive structure to grasp and solve problems in a particular

knowledge domain. In this instructional model, attainment of learning skills at learner's pace is the prime important. Each learner has a different pace of learning. The teacher give important on the learner and not on the whole class. The focus shifts from the content of what is to be learned the student of how is to learn. Since the new instructional approach focuses on the centrality of the learner in the teaching –learning activity, the role of the teacher, and the teacher –child relationships are to be changed. In the present educational system the role of teacher is as a stage setter rather than a pro active. This will help to create a democratic and friendly learning class room environment. Teacher act as a co learner and provides a friendly atmosphere in the class room.

Based on Multiple Intelligence

According to the new curriculum assumptions there is no average student in the teaching – learning process. Each learner differ from their intellectual ability, learning style and learning pace. Gardner (1983) argued that human beings do not have an underlying general intelligence, but instead have multiple intelligence. He has identified 8 types of intelligence. In each person these intelligences function together in an unique ways. No intelligence really exists by itself in life. They are always interacting with each other. Gardner(1985) suggests that every individual has the ability to develop all these intelligences to a reasonably high level of performance, with appropriate encouragement, enrichment and instruction. In order to develop the intelligence of students, the new curriculum design different types of activities, tasks and discourses for learner. By participating these activities and interacting with the society, the learner will be able to improve the mental or cognitive ability.

The new pedagogy includes the following aspects of collaborative teaching and learning

- Based on cognitive constructivism
- Based on social constructivism
- Based Acknowledges the innate talents of the learner
- Emphasis on interaction
- Learners learn themselves, teachers provide opportunity for effective construction of knowledge
- Group learning, promote heterogeneous grouping rather than homogeneous grouping
- Class management is flexible Based on multiple Intelligence

Review of Related Studies on Theatre Technique

A careful review of research journals, books, thesis, dissertation and other sources of information on the problem to be studied is one of the important step in any research work. Here the researcher depicts the review of previous studies related to the variables of the present study.

Najami, Hugerat, Khalil and Hofstein (2019) conducted a study on “Effectiveness of Teaching Science by Drama”. The present study determine the effects of learning chemical reactions; light and photosynthesis with and without drama on students’ achievements of 180 10th (boys and girls) students in middle Israel’s school. Exams were prepared and handed out to the students before each topic was taught in the relevant class (pre-test). Then the topic was taught through drama and by means of conventional teaching, following which the exam was

administered once again as a posttest. The findings showed that learning chemistry with drama contributes both to students' achievements and their interest in the study of chemistry and affect students' achievements in tenth grade.

Jarrah (2019) had undertaken a study named as 'Impact of Using Drama in English on Life skills and Reflective thinking. The aim of the study was to identify the impact of using drama in education on life skills and reflective thinking. The experimental method was used and the study sample consisted of (100) students from the 10th grade at the Emirates National School in Abu Dhabi. The results showed that drama in education has an impact on life skills as it develops students' reading and numeracy skills, enables them to identify the strengths and weaknesses of their personality, and to connect study and application in the real life. The researcher recommended that the teacher should focus on the development of students' abilities to deduce the problems posed solutions through the available information on the nature of the problem and traits.

Masoumi-Mughadham (2018) conducted a study on "Using Drama and Drama Techniques to Teach English Conversations to English as A Foreign Language Learner". The present study aimed to examine the ways in which drama and drama techniques and practices, as implemented in the English language classes and combined with pedagogical practices to teach and learn English conversation, can create the appropriate conditions that promote learning environments conducive for learning English conversations. The participants of this study were thirty undergraduate male and female students who had studied English at the secondary and high school levels at the public schools in Ardebil. They were classified into two groups including Control and Experimental groups.

The two groups were administered a Test-Retest evaluation to measure the targeted language skills that was to be taught to them. In order to collect the necessary data, two modern plays were taught and rehearsed in classroom context and then a retest were administered after the practice of these two modern dramatic discourse in the classroom. The different data-collecting techniques were used for the current research were participant observation (direct and indirect) , and interviews. After analysing the data the results showed that there was a significant improvement in English competence of the Experimental group.

Rawatee (2017) undertook a study titled as “Drama in Science Teaching – An example from Trinidad and Tobago”. This experimental study was conducted in one public school in Trinidad with the aim of observing the effect of drama on the achievement and attitude towards science, of a group of upper primary school science students when taught a science unit. The experimental group was taught using drama-based instruction and activities while the control group received instruction via the traditional approach. A science unit entitled ‘Forces’ which consisted of five lessons was taught to both groups over a 2-week period. A science attitude test and a summative achievement test were administered to both groups before and after the treatment. The results revealed a statistically significant difference between the mean scores of both groups in respect of achievement levels for the unit of work. Mean ranked scores for attitudes towards science also showed a statistically significant difference in favor of the experimental group.

Mwangi (2016) conducted a study titled as “Effect of Dramatization on Learner Achievement in Learning English Language in Public Secondary Schools in Meru County, Kenya”. The purpose of the study was to find out the effect of

drama techniques like role play, improvisation, simulation in the classroom to improve English language. It also explores the teacher and student opinion on various instructional methods used in a classroom and their effects. The target population of the study was 4, 400 students, 45 head teachers, 720 teachers and 16 Directorate Quality Assurance officers from the Ministry of Education Science and Technology. Data was qualitative and quantitative in nature and was collected using questionnaires, interviews and test scores. The result of the study established that the use dramatic features in learning the English Language, learner achievement was improved.

Nisha (2016) studied the effect of using puppetry for teaching language competency in her research titled as Effectiveness of puppetry Based Instructional Workshop for Enhancing Language Competency among Upper primary school Students in Telungana state. In this study the investigator intended to find out the effectiveness of puppetry based instruction on language competency among upper primary students. The investigator adopted the experimental method for doing this study and use qualitative method for data analysis. The examiner selected 30 children from the residential school of Telungana. They were from different socio economic back ground. The result implies that the use of puppetry is useful to enhance foreign language competence among a linguistically minority multi - cultural class room.

Wen (2015) undertook a research thesis named as The Effectiveness of Learning through Drama in Teaching Chinese as a Second Language. This study aims to investigate the approaches of teaching a second language through drama by case studies and analyze the effectiveness of students' learning of Chinese

through drama. This study is a qualitative research exploring the attitudes of an instructor and students of a Chinese learning class. A semi-structured interview was conducted with the participants to discuss the effectiveness of language learning, the challenges, the learning enthusiasm with rehearsed drama, and the assistance that students need. As the result of the study argues that closed communicative approach is very useful for memorizing and completion of the certain structures to those learners who are not competent enough to deal with the uncertain situations. And the use of drama is very effective method teaching second language.

Cochran (2015) had conducted an action research named as Drama and history: Teaching historical thinking through role-play. This action research evaluated the effects of drama-based, role-playing strategies on student academic performance and motivation to learn history. The sample for the study was 130 eighth grade students in an American history classroom. The researcher used pre-project and post-project historical thinking survey to measure learners motivation. And also the inquirer documented Student's responses to the drama-based activities in a teacher observation. The research concluded that drama based strategies have a positive impact on student motivation and understanding of thinking like a historian. The results support the inclusion of drama based role-playing strategies and the Mantle of the Expert inquiry based approach to middle school social studies courses.

In a study Barreto (2014) stated that drama in the classroom can help language development of all students in order to achieve English proficiency. Engaging in learning experience through drama activities without stress increases

motivation for participation in the classroom activities -within the context of drama speaking, learning skills are fostered in peer -group, teacher- learner interaction, which beneficial for reading and writing it help to develop language proficiency

Nawi (2014) launched a study entitled as Applied Drama in English Language Learning. The explorer addresses through this thesis the problems of learning English language at the school level. The research is an action research. And the investigator uses the case study as research method, in the design of this study, utilized three embedded multiple case studies. The thesis scrutinizes the modes in which drama pedagogy builds up enthusiasm and proficiency in English language learning. The discourses learning, exploring, implementing pedagogical strategies, evaluation and their impact on learning. It suggests a reflexive practice through its experiential analysis and recommends drama pedagogies in ESL classrooms. It provides a model for self-improvement of a language teacher. The drama activities and techniques are very useful for ESL teachers as it motivates and involves learners in the classroom for better language acquisition. The aim of the thesis is to provide a model to the language teacher who wants to explore teaching through applied drama. This is a significant study that discusses the idea of applied drama in teaching English language.

An article named "Dramatization as a Method of Developing Spoken Skill" by Samantaray (2014) describes ways to develop role play and get success in communication among learners. The article points out improvisation of role play in the classroom to teach language to low- level students. The study shows that learners do not find this too challenging. The author says using task-based

language teaching is very beneficial for this technique and productive also, as the article asserts "task.... is an activity which involves the use of language but in which the focus is on the outcome of the activity rather than on the language used to achieve that outcome" (Samantaray). Moreover, it demonstrates the activities through which role can be taught in the classroom. The author himself writes about the aim of this paper. The paper is about giving instruction to the low-level learners for a particular task. The study indicated that progression from simple, more guided activities to more advanced; less supported can be an effective approach to teaching a communicative task in a low-level classroom.

In a study entitled as "Effectiveness of Teaching English Subject Using Drama on the Development of Students Creative Thinking" (2014) by Albalawi deals with how to develop creative thinking among female learners of the intermediate level with the use of drama and theatre technique. The researcher particularly focuses on female learners of schools in Tabuk. The investigator points out that The use of poetry as drama in the English as a Second Language (ESL) classroom enables pupils to explore the linguistic and conceptual aspects of the written text without concentrating on the mechanics of language. Students are able to develop a sense of awareness of self in the target culture through dramatic interpretations of the poems. Teachers using this technique need to consider poetry that matches their students' language skills, ages and interests. Improving Students' Low-Class Participation in Speaking Activities by Using drama.

An article by Schewe, M entitled as 'Taking Stock and Looking Ahead: Drama Pedagogy as a Gateway to a Per-formative Teaching and Learning Culture' -(2013) describes an overview of the connection between teaching, learning, and

dramatic art. He focuses on the views of scholars who contributed to establishing drama pedagogy in language teaching and learning. The article discusses "performative German terminology which refers to foreign language teaching and learning. After that, it addresses how drama pedagogy in foreign language teaching and learning has evolved as an explicit field of research and practice ever since 1970s. It provides us existing practice in the area given by demonstrating diverse variety of staging language, literature and culture. The article proposes a form intended for per- formative foreign languages instructions

Brouillette (2013) conducted a study on “Boosting Language Skills of English Learners Through Dramatization and Movement”. This article presents an arts integration program that uses drama and dance to promote foundational literacy skills, with an emphasis on the oral development of English Language Learners (ELLs). The article states that Students with limited English knowledge in US educational contexts have also been shown to increase their oral communication abilities through instructions that include drama activities. The article have suggested that it was effective in boosting the oral language skills of young ELs.

Taşkın (2013) had carried out a research study entitled as The Effects of Using Creative Drama in Science Education on Students’ Achievements and Scientific Process Skills. The purpose of this study is to explore the effect of creative drama-based instruction on fifth graders’ science achievements in the light and sound unit and scientific process skills. The explorer used the quasi-experimental research design. It was carried out in one of the public elementary schools in Turkey. Fifth grade 60 students were the sample for this study. The

examiner used achievement test and scientific process skills test. The independent sample t-test was used the researcher for statistic analysis. The result revealed that there were significant differences in the means of creative drama applications, science achievement and scientific process skills.

Elahe, Mohsen and Zahra (2013) conducted a study entitled as a ‘A study on the Role of Drama in Learning Mathematics. The study is looking to investigate the role of drama for better understanding of Mathematical concept. The study carried out Zahedan’s girly elementary students in the academic year of (2011-12). The study used 36 three grade students through quasi-experimental method. The result clearly showed that using drama in mathematics Education has been better results against the traditional teaching.

Obadiogwu (2012) argued that teaching using drama brings emotion and learning together. He stresses the use of drama to teach in kindergarten and primary classrooms where, as he explains, it gets students involved and gives them the power to have a key role in their education. Obadiogwu adds dramatic play is innate in children and it helps them to prepare for life and cope with growing up so that it should be carried on onto the nursery and primary classrooms. After this brief explanation, the importance of using drama in infant education in order to get a meaningful learning and a successful development should be clear. Moreover, using this technique to teach English to infants represents a great opportunity for them to explore a new language and start acquiring it while focusing on all the important skills.

Dawson, Cawton and Baker (2011) had conducted an experimental research study, entitled as Drama for schools; teacher change in an applied theatre

professional development model, to evaluate how Drama For Schools (DFS) helped transform in Teacher identity, pedagogy and Teacher perceptions of their Learners. DFS is rooted on the theoretical frame works of constructivist methodology and critical pedagogy. The sample for this study was the 24 DFS teachers who participated during the 2007-08 academic year. The teachers came from four middle schools. Most of the teachers in the sample were ladies. Result of this study implies that DFS methods helped risk taking by all inmates of the classroom, as a result, the roles of teachers and students in the class room became more fluid during drama based teaching learning process.

Another article titled "Using Drama for ESL Teaching" (2011) by Hu, discusses the power of drama that engages students in learning English language. Drama/theatre techniques encourage the linguistic ability by giving learners meaningful context. The article talks about the balance between receptive and productive skills by asserting: Drama which is used to convey feelings and emotions has become a popular tool for learning language, especially in teaching of English as a second language classes. Drama encourages students to develop their creativity, strengthen their confidences, as well as improve the ability to cooperate with others. Teaching English as a second language involves balancing input and output, drama is effective tool to deal with this issue. Drama techniques offer innovative approaches to teachers and help them to be successful

A study, titled as Teacher opinion in the implementation of the drama method in mathematics teaching was administrated by Tezer and Aktunc (2010) to class room teachers working in north Cyprus state school where the use of drama activities have been stated. The investigator done it as a descriptive research

method. For collecting data the researcher used Questionnaire among 28 primary schools joint to Ministry of Education and Culture (MEC) to 376 teachers in North Cyprus. The research, different variables towards including the drama method in the classroom as like as how many years they have worked, gender, and the study groups they work with have been examined. The findings of the study showed that only 39.6% teachers used the drama method in their teaching and 60.4% do not implement the drama method in their teaching process. According to the result of research, as teachers' work experience in teaching increases the percentage of the drama method usage is decreases. As the study suggests that extended drama education should be conveyed to pupils in the teachers that are trained to teachers, and teachers should learn about the drama method through in-service teacher trainings and practice it.

McNaughton (2010) done the research named as Educational drama in Education for sustainable development. The study report showed an over view of the research project on the basis of the hypothesis that educational drama might be a useful medium for teaching and learning in environmental, sustainable development and global citizen ship education. The researcher used the Qualitative method of research. The research has showed evidence that educational drama is useful in supporting sustainable development and global citizenship education. The data has demonstrated that educational drama strategies can be effective in helping to make links across the curriculum. There was considerable prove that the pedagogy of educational drama provided a powerful and positive impact on the students' learning

Donelan (2010) conducted a study, titled as Drama as intercultural education : An ethnographic study of an intercultural performance project in a

secondary school, to find out the role of drama and theatre in the intercultural education of young people. The research study looked at how the embodied, symbolic and aesthetic languages of drama might expand learners' cultural horizons. The two –yearlong study was under taken in a multicultural secondary school in Melbourne, Australia. The sample selected for the study was forty young people who participated in an intercultural drama and performance project that they called 'The Gods Project'. The study disclosed that within an Educational community, kinesthetic, playful, embodied and experiences of performance are central to intercultural teaching and learning. This ethnographic case study exhibited that drama can be a powerful tool for intercultural education

In an another research work conducted by Gorjion (2010) entitled as dramatic performance in teaching drama in EFL, supposed that teaching English Drama through dramatic performance could uplift English literature students 'knowledge of drama at University level. The study was undertaken over a whole academic semester with sixty inter mediate learners enrolled in English drama, courses. This is an experimental study, the students were divided into two groups; treatment group and non-treatment groups. Only posttest was administrated to both groups. And result shows a significant difference in the mean of the two groups in favor of the treatment group. It is suggested that literature students perform the plays in addition to the traditional comprehension activities or analysis of characters and plots of the story.

A research study, titled as Effect of Using Forum Theatre in organized Youth Soccer on positively Antisocial and pro social behavior was conducted by Esther& Gert (2010). The study was investigated the possible effects of a forum

theatre in a team atmosphere, moral reasoning, fair play attitude and on –and –off –field anti-social behaviors. Experimental method was adopted by the researcher for this study. The sample of the study was ninety-nine adolescent male soccer players having from ten to eighteen years of age. The result implied that there was a positive effect of using forum theatre on team atmosphere, moral reasoning, and fair play attitude and on –and –off – field antisocial behavior.

Filiz and Sunay (2010) had carried out an investigation named as The effectiveness of creative drama education on the teaching of social communication skills in mainstreamed students. The present study was conducted in order to evaluate the effectiveness of creative drama education on teaching the social communication skills of greeting, joining the group and initiating a conversation in preschool level disabled students integrated into mainstream education. A six-year-old hearing impaired female student attending the nursery class of a primary school administered by the Provincial Directorate of National Education in the Province of Konya. The “Social Communication Skills Evaluation Observation Form”, which was developed by the researchers, was used as the data collection tool. As the result of the study, it was found that creative drama education had a significant positive effect on the social communication skills of the subject.

Studies Related to Communicative Competence

Enhancing Students’ Communication Skills Through Problem Posing and Presentation – by Sugito, Hartono and Supartono (2017) was to explore how enhance communication skill through problem posing and presentation method. The subjects of this research were the seven grade students Junior High School,

including 20 male and 14 female. This study use interview, observation, and questionnaire to measure most widely used data gathering in communication skill students, and daily test (pre-test and post-test) to measure enhance achievement the students'. Results of this study indicated that teaching and learning science used problem posing and presentation method can enhance ability communication skill, confidence, courage and responsibility on themselves disciples. Researcher is suggestion to use another method to enhance communication skill

Tuan (2017) had launched a study named as Communicative Competence of the Fourth Year Students: Basis for Proposed English Language Program. This study on level of communicative competence covering linguistic/grammatical and discourse has aimed at constructing a proposed English language program for 5 key universities in Vietnam. The descriptive method utilized was scientifically employed with comparative techniques and correlational analysis. The researcher treated the surveyed data through frequency counts, means and percentage computations, and analysis of variance/t-test to compare two main area variables. The respondents was 221 students from 5 universities randomly chosen. The major findings of the study generally reveal that the students' level of communicative competence is a factor of their parents' academic influence. Their linguistic/grammatical and discourse competence is helped by their chance for formal and intensive learning, conversing with a native speaker of the English language, rich exposure to social media networks, and reading materials written in English.

In a study entitled as An Assessment of Students' Performance in Communication Skills: A Case Study of the University of Education Winneba by Asemanyi (2015). This study was done to find out the factors that account for the

poor performances of students and to find out ways of improving the teaching and learning of the Communication Skills course at the University of Education, Winneba. In order to do this, the researcher used interviews, observation and documents to collect data in order to answer the questions that this research seeks to answer. The sample for the study was second year students. The main findings were that students have negative perceptions towards the course even though they try to exhibit positive attitudes towards it. The study also revealed that there are not enough lecturers currently teaching the course. The study recommended that all those involved should have regular meetings to overcome the problems that have been mentioned above in order to improve on performances and the teaching and learning process.

In a study titled as “Assessing the Communicative Competence of Advanced EFL Students at the Faculty of Education in Hodeidah University” by Banani (2015) explored the level of communicative competence among English majors in the Faculty of Education in Hodeidah University in Yemen. The participants in this study are third and fourth year students in the English department of the Faculty of Education. The main purpose of the study to investigate the level of communicative competence in English among the third and fourth year English majors in the Faculty of Education in Hodeidah University and to find out whether they are competent users of English or not. To collect adequate data the researcher used The Informal ESOL English Speaking Test by Susan (2007). The findings the study suggests some pedagogical implications to improve the communicative competence of English. And the result implied that, moreover to develop our students' communicative competence there is a need to have intensive exposure in spoken English courses with periodic oral assessment exams

which emphasize on improving learners' communicative competence in formal and informal contexts of usage to exceed with the speed of the modern world development.

Jessica, M'mbone, Kemboi and Andeima (2015) undergone a research study entitled as 'A Study on Interactive Teaching Methods in Developing Oral Communicative Competence in Learners of English Language'. The study was conducted in Trans Nzoia West, District of Kenya. The purpose was to investigate on interactive teaching methods in developing oral communicative competence in learners of English. The study adopted a descriptive research design under the qualitative approach. The study was guided by Classroom Interaction theory and communicative Language theory. The target populations comprised teachers of English and form three students, drawn from thirty three schools (four girls, three boys and twenty six mixed). A representative sample of thirty percent per school category was used - stratified random sampling technique was preferred to arrive at a ratio 3:3:7 to give a total of thirteen schools. The schools were randomly selected from each stratum using the simple random sampling technique. The study recommends that: curriculum planners in Kenya need to revise the English syllabus as a whole which has a direct influence on the methodology to be used by the teacher. Trainers of teachers of language at both colleges and university should strengthen the emphasis on teaching methodology by equipping the teachers with both interactive and non-interactive teaching methods of oral communication skills.

In a study Lasala (2014) "Communicative Competence of Secondary Senior Students: Language Instructional Pocket". The study emphasised on the importance of Communicative Competence of Secondary Senior Students. This study included

both qualitative and quantitative research approaches. Findings show that the level of communicative competence in oral and writing skills of the students is both acceptable; however, they differ in their numerical values. Their communicative and sociolinguistic competence could still be improved. Based on the foregoing conclusion, it is recommended that the module created by the researcher be used in their English classes since the topics included in the module were significant.

Lumma-Sellenthin (2012) carried out a research study named as Students' attitudes towards learning communication skills: correlating attitudes, demographic and metacognitive variables. This study aimed at exploring the relationship of students' attitudes towards learning communication skills to demographic variables, metacognitive skills, and to the appreciation of patient-oriented care. Methods: The cross-sectional survey study involved first and third-term students from two traditional and two problem-based on (N365). Demographic variables, attitudes towards communication skills learning, patient orientation, and awareness of learning strategies were assessed. Differences in attitude measures were assessed with t-tests and univariate comparisons. With multiple linear regressions predictor variables of students' attitudes towards communication skills learning and patient-oriented care were identified. Results: A positive attitude towards learning communication skills was predicted by a caring patient orientation, self-regulation of learning strategies, and female gender. The investigator concluded that Students' attitudes towards learning communication skills and their caring patient orientation are interrelated.

Valliammai (2012) made an experimental study entitled effectiveness of Interactive Language Learning in improving the Communication Skills of Secondary School Students in Tamilnadu. The main focus of the study is to

measure the effectiveness and advantage of interactive way of teaching English over the traditional method in promoting the spoken and written skills of students in English. The results of the study have established that interactive way of language learning is more effective than traditional method in making the secondary school students learn communication skills in English. Moreover, the results also point out that the teaching learning process is interesting as the students become active.

Parthiban (2011) investigated a research work entitled Effectiveness of Task-Based Language Teaching to improve Listening Skills in Secondary School Students. For this purpose, class IX students of Government Higher Secondary School, Annavasal, Pudukkottai are selected for the study. The investigator felt that the task based language teaching activities will be more effective in developing listening skill of the secondary school students as they are not able to communicate in English in different situations. The control group is treatment of traditional method of teaching listening and the experimental group is given the treatment based on the task based language teaching activities to improve listening skill. In total hundred students are taken for the study. Fifty students formed control group and 201 another fifty students formed experimental group. It is concluded from the findings and the discussion of the present study that Task Based Language Teaching Approach is very effective in developing listening skills in English in Class IX students.

Sarwade (2010) had undergone a case study on Communicative Competence and Communicative Performance of the students. For the present study, one hundred and fifty (150) post-graduate students have been selected. The

age of these students range from 20 to 26 and the average age is 22.2067. The students pertaining to all the four faculties Arts, Sciences, Social Sciences and Commerce are randomly selected for the purpose from the University Departments. The data for the present study was collected through the responses to the Questionnaire prepared for assessing the Communicative Competence and the Communicative Performance of the students the findings are: 1. Linguistic Competence is not sufficient for successful communication; it also needs Pragmatic Competence. 2. The development of the Linguistic Competence of the post-graduate students does not necessarily entail the development of their Communicative Competence. 3. The Communicative Performance of these students does not correspond to their Communicative Competence. 4. The Communicative Performance, particularly with reference to the communicative strategies employed by the students, reflects the influence of the mother tongue of these students. 5. The norms of appropriateness for the students are, most of the time, the Indian norms of appropriateness

Conclusion

The review of literature was carried out to acquaint with the existing body of knowledge in the area of the study. It gave a theoretical back ground for the study and provide guidelines in the planning of the research work. The investigator reviewed International, National and state level studies to carry out the review of literature. Extensive review of related studies shows that Teachers use Theatre Technique or Drama for teaching; English language, teaching different language skills and different subjects such as mathematics, science, social science. etc And also implies that teachers use variety of methods to teach English communicative

competence among students such as Task based language teaching, Interactive language learning, etc.

From the literature survey it is clear that majority of the studies related to the dependent variable Communicative competence in English under taken the countries where English is taught as foreign language or second language. These studies are focused on the importance of English language and especially the communication ability in target language. From the survey of literature the investigator identified the importance of English communication and the drawbacks existing in Kerala context so the researcher selected it as dependent variable for her study.

At the same time from the survey of related studies to the independent variable Theatre Technique were conducted in foreign countries than India. The analysis of research studies on Theater Technique shows that the use of theatre technique in teaching learning process have a positive effect on learners achievement. Most of the studies were choose the experimental method so the investigator choose the same method and for the convenience of time the researcher choose quasi experimental non- equivalent group design.

Studies reviews also revealed that only very limited studies are conducted on the same variable of present study ie on communicative competence in English. It was also observed that no studies as such ever tried in the Kerala context effect of Theatre Technique Teaching method on communicative competence in English

An in-depth review of studies and literature is presented in this Chapter and the insights obtained from it has helped in the formulation of the problem and

defining the key term involved in it. The related studies also provide profound insights into the variety of studies done on Theatre Technique Teaching strategy. There for the present study has undertaken the problem of assessing the effect of Theatre Technique Teaching method on Communicative competence in English among secondary school students.

METHODOLOGY

- * *Design of the study*
- * *Variables of the study*
- * *Tools used for the study*
- * *Sample selected for the study*
- * *Data Collection procedure*
- * *Scoring and consolidation of the data*
- * *Statistical technique used for analysis*

METHODOLOGY

Methodology Is the Strategies or procedure adopted in research study investigation. Methodology occupies a very vital role in any type of research study. It is a way to systematically solve the research problem. Methodology is the general research strategy that outlines the way in which is to be undertaken and, and among other things, identifies the methods to be used in it. These methods described in the methodology, defines the means or mode of data collection or, sometimes how a specific result is to be calculated (Howell, K.E.2013)

According to the American Heritage dictionary of English language, methodology can be defined as" methodology can properly refer to the theoretical analysis of the methods appropriate to field of study or to the body of methods and principles particular branch of knowledge."

A research methodology in specific techniques that are adopted in research process to collect, assemble and evaluate data. It define the tools are used to gather relevant information in a research study. In short research methodology is the organised questioning and Exploration by hypothesis formation or scientific testing of any inquisition or by following a set of standard rules for that procedures

The success of any research study depends up on the appropriateness of the method, tool and technique. To obtain the objectives of this study the researcher used experimental method of research. The present study intended to investigate the effectiveness of theatre technique on English communicative competency among Secondary School student. Here communicative competency treated as dependent variable and theatre technique is treated as independent variable.

The methodology of the present study is classified and presented in the following titles

- Design of the study

- Variables of the study
- Tools used for the study
- Sample selected for the study
- Data Collection procedure
- Scoring and consolidation of the data
- Statistical technique used for analysis

Research Design

The Research Design is intended to provide an appropriate Framework for a study. In order to satisfy the objective of the study the investigator selected experimental method for this study. The main characteristic of an experimental research is that- all experimental Research Designs are based on comparison between two or more groups. The key characteristic of all experiment is manipulation of the one of the variable by the researcher. A research design is a detailed description of a study proposed to investigate a given problem.

A design is the blueprint of the process that enables the investigator to test hypothesis by reaching valid conclusions about relationship between Independent and dependent variables (Best & Kahn, 2001)

Design Selected for the Study

The design selected for the present study was the quasi experimental design with pre-test, post –test Non Equivalent groups design. Because of the in convenience in random assignment of subjects in the treatment and non- treatment groups, exact classes for selected as two groups for the present study. The design of the study illustrated as follows

$Y_1 \quad X \quad Y_2$

$Y_3 \quad C \quad Y_4$

Where X is treatment group

C is control group

Y_1 & Y_3 are pre- tests

Y_2 & Y_4 are post- tests

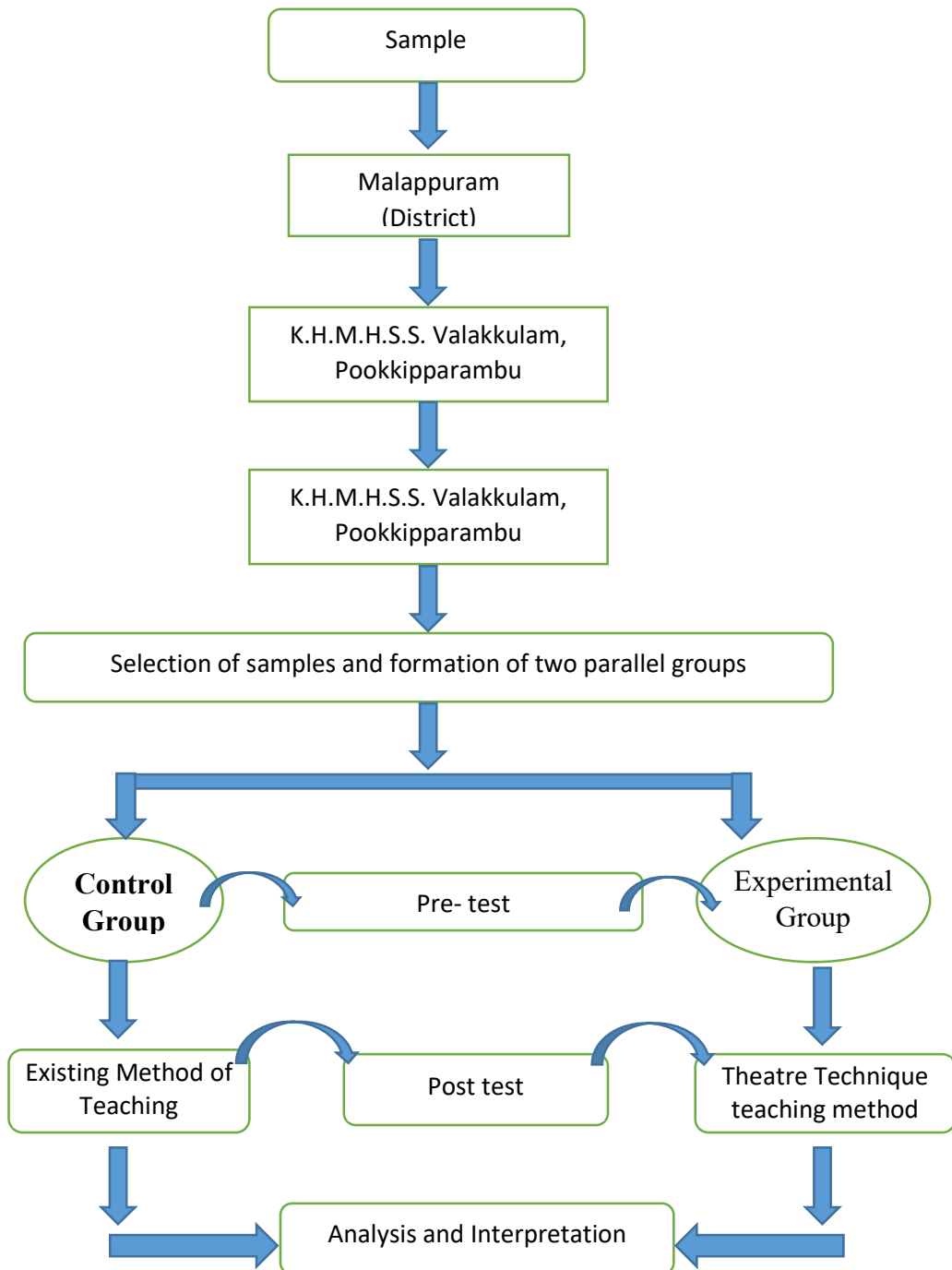


Figure 1. Graphical description of the study

The design of the study contains 3 stages. The first stage involved pre-testing of all students of the control group and experimental groups on communicative competence in English. In the second stage of the study involves the experimental treatment, which consisted of teaching of English. Experimental group was taught the lessons using Theatre Technique teaching method for 15 periods. The control group was taught the same lesson using the existing mode of teaching i.e. constructivist approach for 15 periods in the 3rd stage the whole students were post-tested on Communicative competence in English

Two class divisions from same school were selected as experimental group and control group for this study. Experimental group consisting 33 students and control group also have same number of students.

Experimental Group was taught lessons using Theatre Technique teaching mode for 15 periods and each period consist 40 minute duration. The control group was taught same lessons by using the existing teaching strategy i.e. the constructivist approach of teaching for 15period duration and each period have 40 minutes. So the design selected for the present study was pre-test, post-test non-equivalent group design , prior to introduce two teaching methods both groups were administrated the same test .

Variables of the Study

A variable is defined as anything that has a quantity or quality that varies. The dependent variable is the variable research is interested in. An independent variable is variable believe to affect the dependent variable. In an experimental research study a variable represents a measurable attribute that varies or changes across the experiments. The experimental studies the relationship between the two

variables termed as dependent and independent are studied. Independent variables are the causes whereas dependent variables are effects. These two variables are identified for this study are

Dependent Variable in the Present Study

In the present study communicative competence in English language was treated as dependent variable

Independent Variable in the Present Study

In the present study theatre technique method and existing method of teaching were treated as independent variable

Table 1

Independent and Dependent Variable

Independent variable	Dependent variable
Methods of teaching	Communicative competence

Tools used for the Study

Tools are instruments used to collect information for performance assessment, self- evaluation and external evaluation. Research tools are the instruments used for the purpose of Data Collection. These are measurable and observable for data analysis and interpretation. These tools are constructed by researcher according to the objectives of the study. It is very important to decide the tools for collecting relevant information. The quality of data depends upon the quality of the tools used by an investigator for collecting information from the sources.

In the present study the researcher use the following tools for collecting the relevant and adequate information

- Lessons transcript for theatre technique method prepared by the investigator with the help of supervising teacher
- Lesson transcript for conventional method of teaching or constructivist approach it was prepared by the investigator with the help of supervising teacher
- English communication test was prepared by investigator with the help of supervising teacher.

The detailed description about these tools are given below

Lessons transcript for Theatre-technique method

The researcher had made lesson plants according to theatre technique method it involves the following items

Learning objectives- It includes the objectives to be attended by the learners

Interaction- It contain the formal and informal interaction between teacher and students

Activities- The lesson plan contain different type of activities introductory phase orientation phase improvising dialogue development performing

Learners performance- it involves planning for the performances facilitate by the teacher presentation before the class

Consolidation by teacher- teacher consolidate the contents learners and teacher discuss what are the mistakes drawbacks and benefits of that class or that task

Follow-up activities- further activities and task to be carried out by the students for ensuring the knowledge constructed

Lesson Transcript for Conventional Method Of Teaching

This lesson transcripts are prepared on the basis of learner centred pedagogy constructivist approach of learning. It is prepared by the investigator on the basis of present Kerala state Secondary School curriculum. It includes

Learning objectives- It includes the objective to be achieved by the learner

Learning resources- it contains all the instructional material which could be used by the teacher while taking the class

Interaction- it involves all the formal and informal conversation between the students and teachers while taking the class

Individual attempt- students individual attempt answering a question

Random presentation- students present their individual products randomly in front of the class

Group discussion and presentation- student discuss their individual products idea in group present their glue product in front of the class randomly

Follow-up activities- It involves the future activities and task to be carried out by the students for ensuring the knowledge constructed.

English Communication Test

English communication test was used for pre-test and post-test the test was prepared by the investigator with the help of the supervising teacher. The test was used to measure the communication ability in English language before and after a period of study. The scores of the test was used to measure the effectiveness of theatre technique on improve English communication skills among students. The test has two parts: Part A for measuring oral ability or speaking ability and part B for measuring reading writing and listening skills of the students.

The oral testing items was constructed by giving weightage to 5 areas. Vocabulary – The body of words used in a particular language. Pronunciation - The way in which a word or alphabet is uttered or the way in which language is spoken. Presentation – The way in which someone describes or explains something to someone. Fluency- The ability to speak easily and smoothly without any scampering or the ability to speak a language easily and effectively. Accuracy-The quality or state of being grammatically correct.

Part B contain the other three skills, listening skill, writing skill and reading comprehension. Writing skills test items were constructed by giving weightage to five areas vocabulary, grammar, mechanic, form and content. Vocabulary- means full choice of vocabulary. Grammar-Rules have a writer constructed sentences that make sense and acceptable in English. Mechanics- related congestion spelling and capitalisation. Form- included organisation logical sequence and position of ideas. Content - relevance clarity originality and logic.

Reading comprehension assessed by giving weightage to 4 areas: Vocabulary- understand what vocabulary is relevant to that situation. Vocabulary

is a key component of reading comprehension. Cohesion- connecting ideas with and between sentences. Coherence- the ability to connect ideas to other idea in an overall piece of writing. Reasoning –The ability to Recognise Particular meaning and also recognise the communicative functions of written texts, Distinguish between literal and implied meaning

Listening skills tested by giving prominence to 5 areas: Discrimination the distinctive sound of English Recognise English stress and pattern. Recognise reduced form of words. Recognise grammatical word classes Syntax patterns. Recognise that a particular meaning address English between literal and implied meaning

Sample Selected for the Study

Sample is the true representative of a population sample selection is very important in any research study. It is an experimental study so it is impractical to study the whole population that is why the researcher select two exact classes control group and experimental group from the district of Malappuram

The researcher selected 9th standard student from K.H.M.H.S.S Valakkulam, Pookkipparambu PO Malappuram. The investigator selected 9th B class as experimental group and 9th D class as control group. Both class have 33 students.

Table 2
Details of Initial Sample Collected for the Study

<u>Experimental Group</u>			<u>Control Group</u>		
<u>Boys</u>	<u>Girls</u>	<u>Total</u>	<u>Boys</u>	<u>Girls</u>	<u>Total</u>
15	18	33	12	21	33

Data Collection Procedure

The collection of data is an extremely important of all research endeavours, for the conclusion of a study are based on what data reveal. As the result, the kind of data to be collected, the method of collection to be used, and the scoring of the data need to be considered with care. The term data is referred by Fraenkel & Walen (1993, p. 112) as the kinds of information researchers obtain on the subjects of their research. An important decision for every researcher to make during the planning phase of an investigation, therefore, is what kinds of data he or she intends to collect. The device the researcher used to collect data is called an instrument. The data collections are elaborated as follows:

In this research, the data was in form of quantitative data. It means that the data is implied in using numerical data or statistic (Gall , 1983, p. 135). Thus, the technique of collecting the data is test, the English communication test. The test consist of two parts. Oral test and other language skill tests such as listening, reading, and writing.

Execution of the Experiment

For collecting data for this study; the investigator approached the school authorities with the concern letter of the researcher's College Principal for seeking permission to done the research study in that school. After getting the permission the researcher randomly selected two classes from that school and for the

convenience the investigator selected one of the group as treatment group and other one is control group. Before conducting experiment both treatment group and non- treatment group were given the same pre-test to measure their initial status in English communication skill.

After the administration of the pre-test the treatment group was taught through theatre technique method and the non- treatment group was taught through the conventional method of teaching. After the completion of the treatment or teaching both the two groups were given the same test of English communication test as post- test. The scores of post- test were used for determining the effectiveness of the teaching Strategies constructivism and theatre technique method on communication competence in English

Scoring and Consolidation of the Data

Data consolidation refers to the collection and integration of data from multiple sources into single destination. Data consolidation allows organisation to more easily present data it facilitate effective data analysis.

English communication test was conducted and scores of the test items are given. Scores of pre-test and post-test of control group and experimental group tabulated separately. The scores obtained for the test was then consolidated for final analysis

Statistical Technique used for Analysis

Statistical knowledge help the researcher to use the proper methods to collect relevant and adequate to employ the accurate analysis and effectively present the result.

The present study as part of primary analysis descriptive analysis of Mean Median standard deviation skewness and kurtosis for the pre-test and post-test scores were examined separately for the control group and experimental group

Major analysis of the study comparison of mean pre- test score of experimental group and control group. Comparison of mean pre- test and post- test score of experimental group. Comparison of mean pre-test and post-test score of control group and experimental group and comparison of mean gain scores of control group and experimental groups were carried.

Descriptive Statistics

For the present study in descriptive statistics, the researcher analyses the result of English communication test in form of scores of the effectiveness of teaching method in teaching communicative competence. It means that the researcher computes the scores of mean, median, mode, standard deviation, skewness and kurtosis students' communication competence.

Mean (X) is calculated by dividing the sum of all scores by the number of scores. The following formula is used in frequency distribution: Mean can also be calculated using the formula:-

$$\bar{X} = \frac{\sum fX}{\sum f}$$

Where

$$\bar{X} = \text{mean}$$

f = is the number of occurrences

$\sum f x$ = sum of product of the f x

$\sum f$ = is the total number of occurrences

Median (Me) is the middle point in a distribution of scores

$$\text{Median} = l + \frac{h}{f} \left(\frac{N}{2} - c \right)$$

Where;

l = lower class boundary of the median class.

h = size of the median class interval

f = frequency corresponding to the median class

N = sum of the frequency

C = cumulative frequency preceding median class

Mode (Mo) is the most frequency occurring score in a distribution. The formula is

$$\text{Mode} = 3(\text{median}) - 2(\text{mean})$$

Standard Deviation (s/SD) is a measure of the extent to which scores in a distribution deviate from their mean).

$$SD = \sqrt{\frac{\sum |x - \bar{x}|^2}{n}}$$

Where:

X = each value in the dataset

\bar{x} = mean all of values of the data set

N = number of values in the data set

Skewness

Many times it is seen that the mean, median and mode of the distribution don't fall at the same place, i.e. the scores may extend much farther in one direction than the other. Such a distribution is called a skewed distribution.

Positively skewed distribution: The distribution is positively skewed when most of the scores pile up at the low end (or left) of the distribution and spreads out more gradually towards the high end of it. In a positively skewed distribution, the mean falls on the right side of the median.

Negatively skewed distribution: The distribution is negatively skewed if the scores are concentrated towards the upper value and it is positively skewed if they cluster towards lower value. The mean of the distribution is higher than the median in positive skewness whereas the median value is greater than the mean in negative skewness.

Kurtosis

The term "Kurtosis" refers to "peakedness" or the flatness of a frequency distribution as compared with the normal. A frequency distribution more peaked than the normal is said to be Leptokurtic and a frequency distribution flatter than the normal is called Platykurtic. A normal curve is also termed as Mesokurtic. Positive kurtosis indicates a relatively peaked distribution leptokurtic and negative kurtosis indicates a relatively flat distribution, which is platykurtic.

Test of Significant Difference between Two Means

For the present study, test of significance of difference between means for large independent sample were used to compare the relevant variable between experimental and control groups (Garret, 1981)

The statistical technique was mainly used to test whether the experimental and control groups differ in pre-test, post-test and Gain Scores without controlling the effect of the Covariates, for the large sample. The following formula suggested by Garret (1981) for large sample was used

$$t = \frac{M_1 - M_2}{\sqrt{\frac{SD_1^2}{n_1} + \frac{SD_2^2}{n_2}}}$$

Here M_1, M_2 are the means $SD_1, S.D_2$, are the standard deviation and N_1, N_2 are the sample size of the group. The difference between Means is said to be significant, depending up on whether the t- value exceeds the table value set for 0.01 and 0.05 level of significance

ANALYSIS AND INTERPRETATION OF DATA

- *Primary Analysis*
- *Comparison of means*

ANALYSIS AND INTERPRETATION OF DATA

Data analysis and interpretation is the process of assigning meaning to the collected information and determining the conclusions, significance and implications of the findings. It is an important and exciting step in the process of research. In all research studies, analysis follows data collection.

Data interpretation refers to the implementation of processes through which data is reviewed for the purpose of arriving at an informed conclusion. The interpretation of data assigns a meaning to the information analyzed and determines its signification and implications.

Data analysis is the process of extracting information from data. Data analysis is a method in which data is collected and organized so that no one can derive helpful information from it. In other words, the main purpose of data analysis to look what is trying to tell us. Analysis of data means studying the organized material in order to discover inherent facts. Statistical techniques have contributed greatly in gathering, organizing, analyzing and interpreting numerical data (Koul, 2014)

The main purpose of this study to findout the effectiveness of Theater Technique on communicative competency among secondary school students.

This chapter describe the details of the statistical analysis of the collected data. The obtained data were analyzed statistically on the basis of the objectives of the study and the results are presented and discussed in this chapter.

Objectives of the Study

1. To find out whether there exist any significant difference between the mean pre -test scores of Communicative test on English in experimental group and control group for the total sample.
2. To find out whether there exist significant difference between the mean post -test scores of Communicative test on English in experimental group and control group for the total sample.
3. To find out whether there exist any significant difference between the mean gains scores of Communicative test on English in experimental group and control group for the total sample.
4. To investigate the effectiveness of theatre technique teaching method on communicative competence in English of secondary school students

Hypotheses of the Study

1. There is significant difference between the mean pre- test score of communicative test on English in control group and experimental group
2. There is significant difference between the mean post- test score of communicative test on English in control group and experimental group
3. There is significant difference between the mean gain score of communicative test on English in control group and experimental group
4. There is significant effect of theatre technique teaching method on communication competence in English

Primary Analysis Descriptive Statistics

The researcher uses descriptive statistics and inferential statistics in analyzing the data. Descriptive statistics are mathematical techniques for organizing and summarizing a set of numerical data. Inferential statistics are data collected from a sample of individuals who are randomly drawn from a defined population or who are assumed to be representative of some population. The mathematical procedure of inferential statistics are statistical inference that is a set of mathematical procedures for using probabilities and information about a sample to draw conclusions about the population from which the sample presumably was drawn (Gall, et al., 2003,P. 135-136)

This section presents a descriptive analysis of the data obtained through data collection instruments. The data were analysed descriptively in terms of measures of central tendency and measures of variability. A measure of central tendency includes the mean, median and mode. A measure of variability includes standard deviation, skewness and kurtosis. Descriptive analysis of data is necessary as it helps to determine the normality of the distribution. The nature of the statistical technique to be applied for inferential analysis of the data depends on the characteristics of the data.

Descriptive analysis of data limits generalization to a particular group of individuals observed. No conclusions extend beyond this group and any similarity to those outside the group cannot be assumed. The data describe one group and that group only. Much simple action research involves descriptive analysis and provides valuable information about the nature of the particular group of individuals (Best & Kahn, 2001).

The descriptive analysis of data provides the following:

- The first estimates and summaries, arranged in tables and graphs, to meet the objectives.
- Information about the variability or uncertainty in the data
- Indications of unexpected patterns and observations that need to be considered when doing formal analysis

Descriptive analysis is used to describe the basic features of the data in the study. They provide simple summaries about the sample and the measures. Together with simple graphical analysis, they form the basic virtual of any quantitative analysis of data. With descriptive analysis, one simply describes what is or what the data shows. Description of data is needed to determine the normality of the distribution, description of the data is necessary as the nature of the techniques to be applied for inferential analysis of the data depends on the characteristics of the data

Once the data are grouped, different statistical measures are used to analyse data and draw conclusions. For the present study, the following statistical measures of descriptive analysis were used to compute further statistical testing.

1. Measures of Central tendency.
2. Measures of Variability.
3. Measures of Divergence from Normality.

Graphical methods have been adopted for translating numerical facts into more concrete and understandable form.

Present study deals with the descriptive analysis of the following dependent variables

1. English communicative competence pre-test scores of control group
2. English communicative competence post-test scores of control group
3. English communicative competence gain scores of control group
4. English communicative competence pre-test scores of experimental group
5. English communicative competence post-test scores of experimental group
6. English communicative competence gain scores of experimental group

Table 3

Descriptive Statistics of English Communicative Competence Pre-test Scores of Control Group

Group	Total sample	Mean	Median	Mode	Standard Deviation	Skewness	kurtosis
Control Pre-test	33	42.36	45	45	6.244	-1.268	-0.4228

As evident from table value of Mean, Median and Mode are 42.36, 45, 45 respectively. The mean is lower than the mode and median. This implies that the distribution is negatively skewed. Further the difference between mean median and mode is marginal, this indicating that the distribution is normal. Hence it can be calculated sample is a representative of the population. The kurtosis of the sample is lower than the value of 0.263. It indicating that the distribution is platykurtic in nature

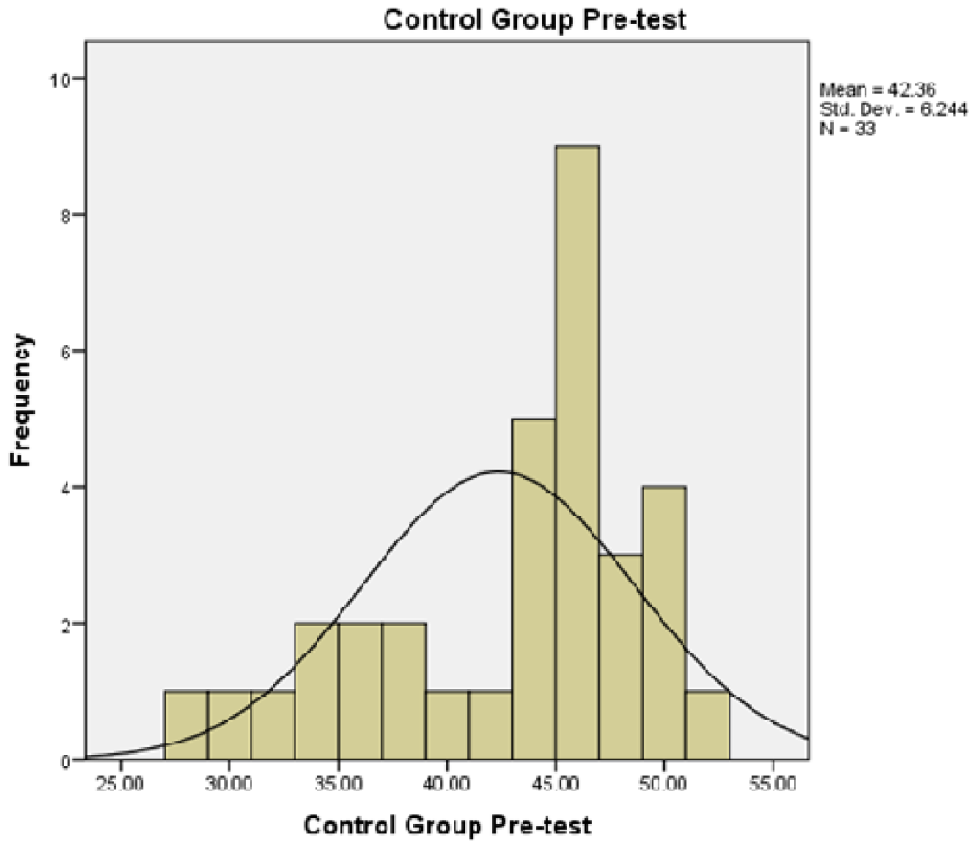


Figure 2. Graphical description of the distribution of the pre-test scores of control group

Table 4

Descriptive Statistics of English Communicative Competence Post-test Scores of Control Group

Group	Total Sample	Mean	Mode	Median	Standard Deviation	Skewness	Kurtosis
Control Post-test	33	52.09	45	53	6.507	-0.3406	0.462

As the result showed in the table value of Mean, Median and Mode are 52.33, 45, 53 respectively. The mean is lower than the value of median and higher than mode, this indicates that the distribution is negatively skewed Then the difference between mean, median and mode is showed slight difference that implies the distribution is near to normal. So it can be calculated that the selected

sample is representation of the population. The kurtosis of the sample is 0.462 is higher than the value of 0.263 is indicating that the distribution is leptokurtic.

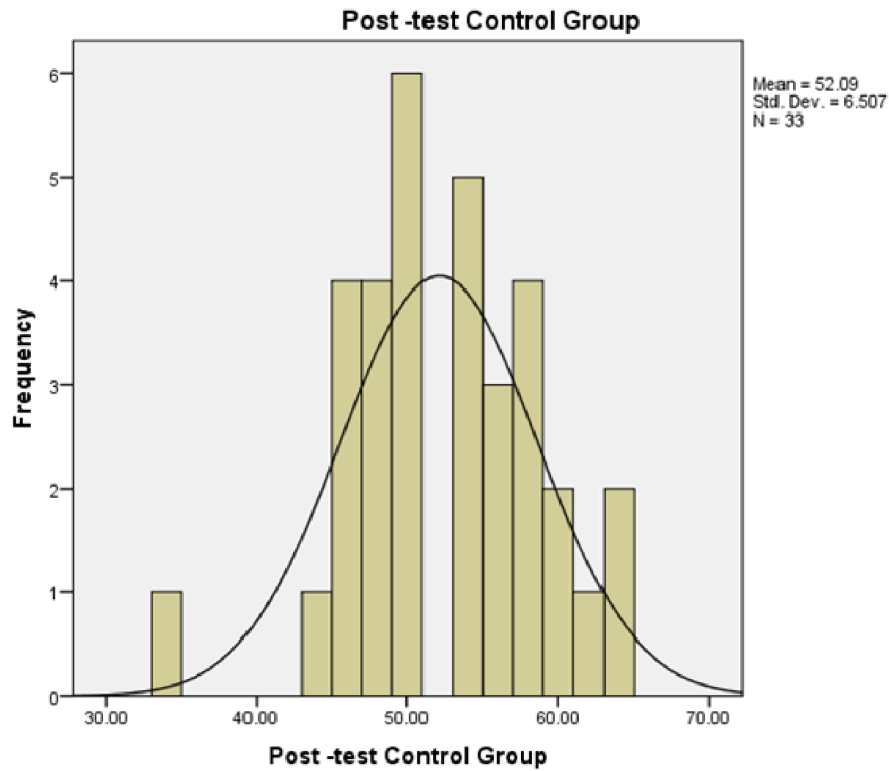


Figure 3. Graphical representation of the distribution of the post-test scores of control group

Table 5

Descriptive Statistics of Gain Scores of English Communicative Competence of Control Group

Group	Total Sample	Mean	Mode	Median	S.D	Skewness	Kurtosis
Gain Score Experimental	33	9.12	6	9.00	5.017	0.621	1.856

As the result showed in the table value of Mean, Median and Mode are 9.12, 9.00,6 are respectively. The mean is higher than the value of median and mode,

this indicates that the distribution is positively skewed. Then the difference between mean, median and mode is showed slight difference that implies the distribution is near to normal. So it can be calculated that the selected sample is representation of the population. The kurtosis of the sample is 1.856 is higher than the value of 0.263 is indicating that the distribution is leptokurtic.

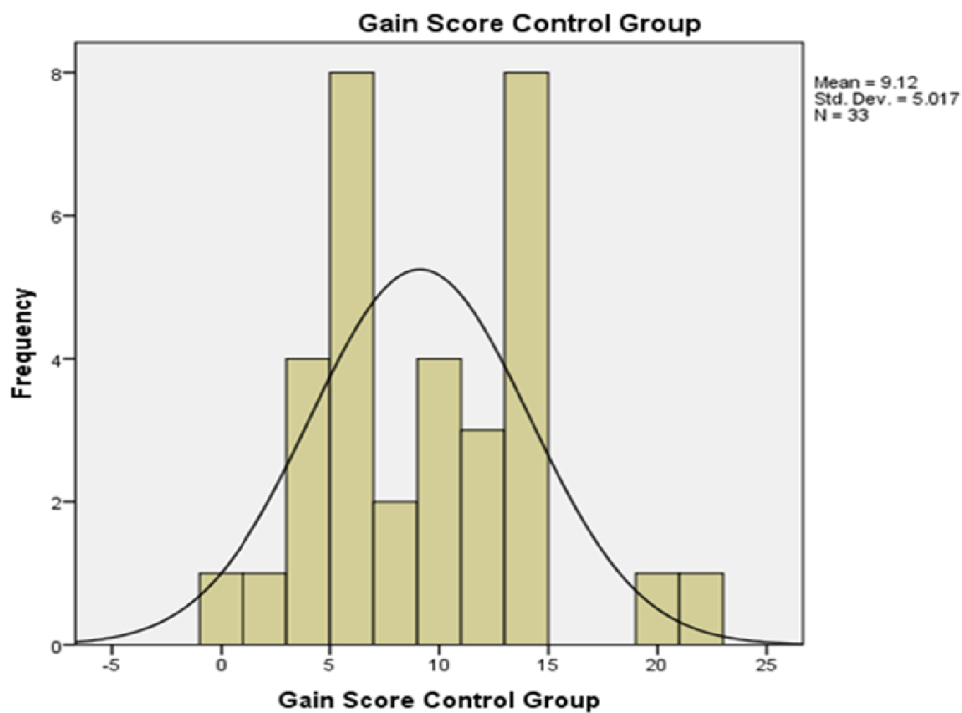


Figure 4. Graphical description of the distribution of the gain scores of Control group

Table 6

Descriptive Statistics of Pre-test Scores of English Communicative Competence Test of Experimental Group

Group	Total sample	Mean	Mode	Median	S.D.	Skewness	Kurtosis
Pre-test Experimental	33	43.03	45	45	6.237	-0.3158	-0.9475

As the proof from the table value of Mean, Median and Mode are 43.03,45,45 respectively. The mean value is lower than the median and mode it implies that the distribution is negatively skewed. The difference between mean, median and mode are marginal indicating that the distribution is approximately normal. There for it can be calculated that the selected sample is a representative of population. The kurtosis of the sample showed that the distribution is platykurtic in nature

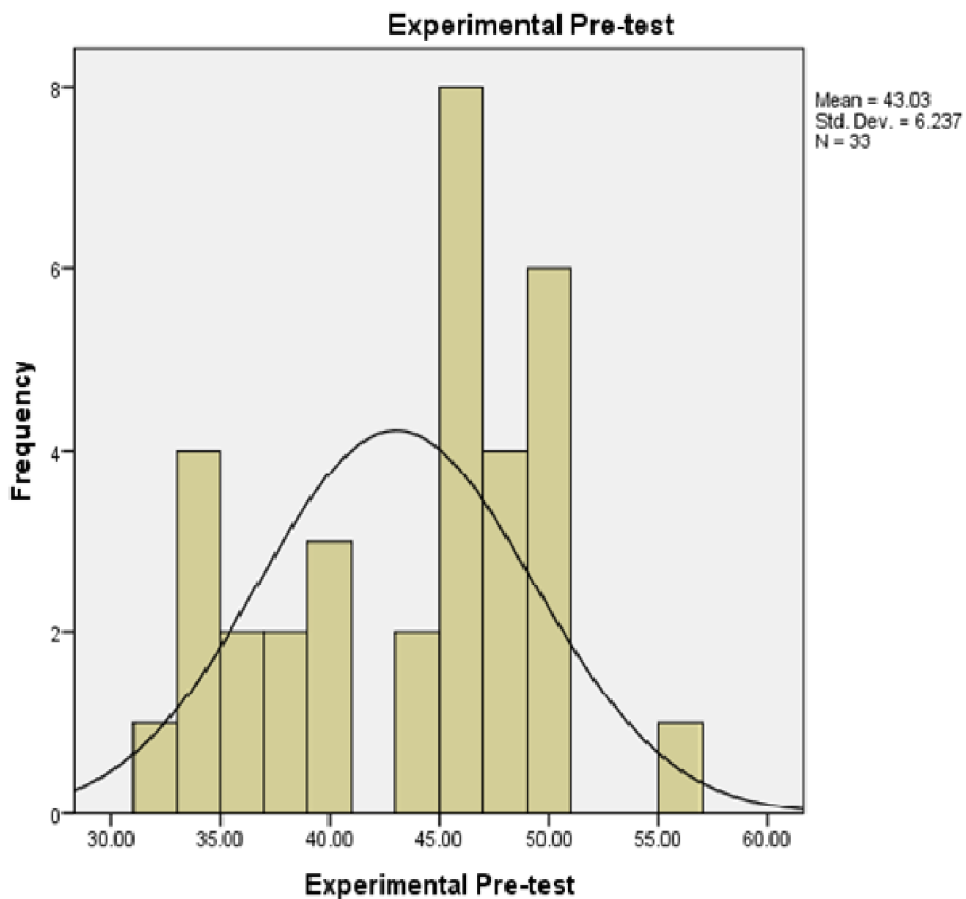


Figure 5. Graphical description of the distribution of the pre-test scores of Experimental group

Table 7

Descriptive Statistics of Post-test Scores of English Communicative Competence Test of Experimental Group

Group	Total sample	Mean	Mode	Median	S.D	Skewness	Kurtosis
Experimental Post test	33	68.30	78	68	10.67	-0.9090	0.0843

As the result showed from the table the values of Mean, Mode and Median are 68.30,78,68 respectively. The mean value is lower than the mode. This showed that the distribution is negatively skewed. Further the difference between men and mode is marginal implies that the distribution is near to normal. So it can be calculated that the selected sample is representative of the population. The value of kurtosis is 0.0843 which is greater than the value of 0.263 so the distribution is leptokurtic in nature.

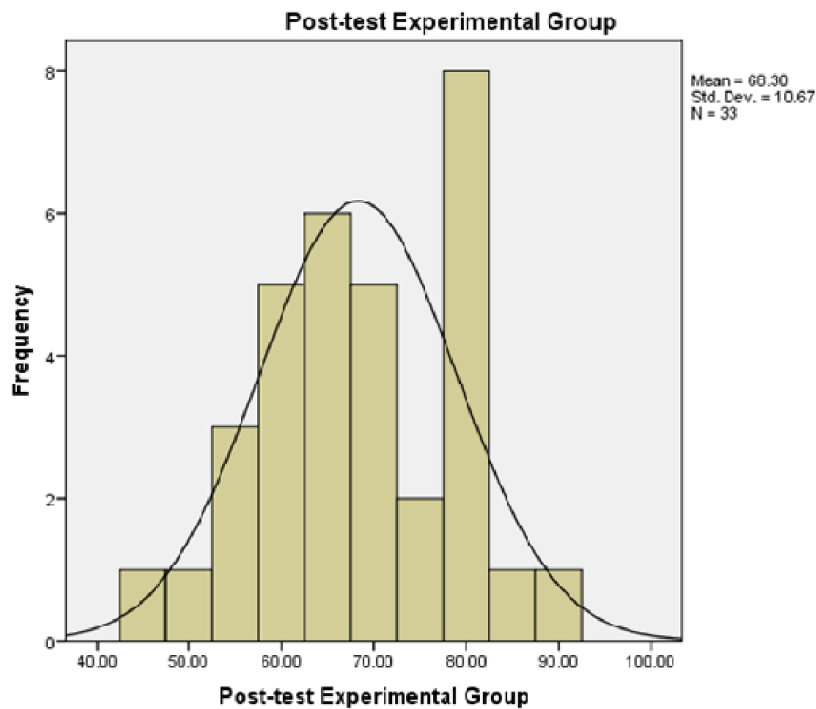


Figure 6. Graphical representation of the distribution of post-test scores of Experimental group

Table 8

Descriptive Statistics of Gain Scores of English Communicative Competence Test of Experimental Group

Group	Total sample	Mean	Mode	Median	S.D	Skewness	Kurtosis
Gain score Experimental	33	25.12	22	22	11.062	0.282	0.846

As the proof from the table value of Mean, Median and Mode are 25.12, 22, 22 respectively. The mean value is higher than the median and mode it implies that the distribution is positively skewed. The difference between mean, median and mode are marginal indicating that the distribution is approximately normal. There for it can be calculated that the selected sample is a representative of population. The kurtosis of the sample showed that the distribution is platykurtic in nature.

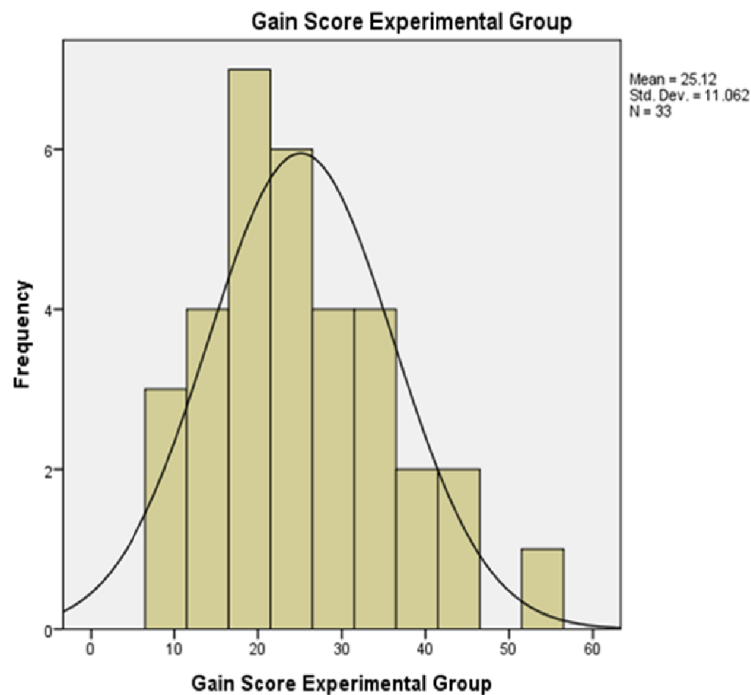


Figure 7. Graphical representation of the distribution of gain scores of experimental group

The results of the descriptive analysis have been tabulated and graphically presented.

This portion has discussed the descriptive statistics to support the distribution of every variable in response to the objectives of the study. This is also essential to further test the hypothesis through inferential statistical techniques. The following part deals with the testing of hypothesis

Comparison of Means

In this section comparison of the mean scores of Achievement in English communication skill for experimental and control groups, in the pre- test post-test and gained scores for total sample were attempted and presented below

Comparison of Mean Pre-test Scores of English Communication Test for Experimental and Controlled Groups

The mean scores of experimental and control groups on the pre-test were compared and studying using the test of significance difference between means of large independent samples. The comparison was done for the sample in each of the experimental and control groups

The mean and standard deviation of pre-test scores of both of the group were found and subjected to the test of significance difference between means. The data and results of the t –test are presented in the table 9

Table 9

Test of Significance of the Mean Scores of Pre-test between Experimental and Control Groups for the Total Sample

Pre Test	Experimental Group			Control group			t- value	Level of Significance
	M ₁	S.D ₁	N ₁	M ₂	S.D ₂	N ₂		
Test	43.03	6.257	33	42.36	6.244	33	.444	NS

It can be seen from the table that the obtained t- value below the limit set of 0.05 level at significance. So there was no significant difference found in the mean pre-test scores of experimental and control groups for the test Scores of English communication competency.

It can be inferred from the ‘t’ test that the performance of the experimental group and control groups are same in case of their pre-experimental status of English communication competency measured in terms of pre-test

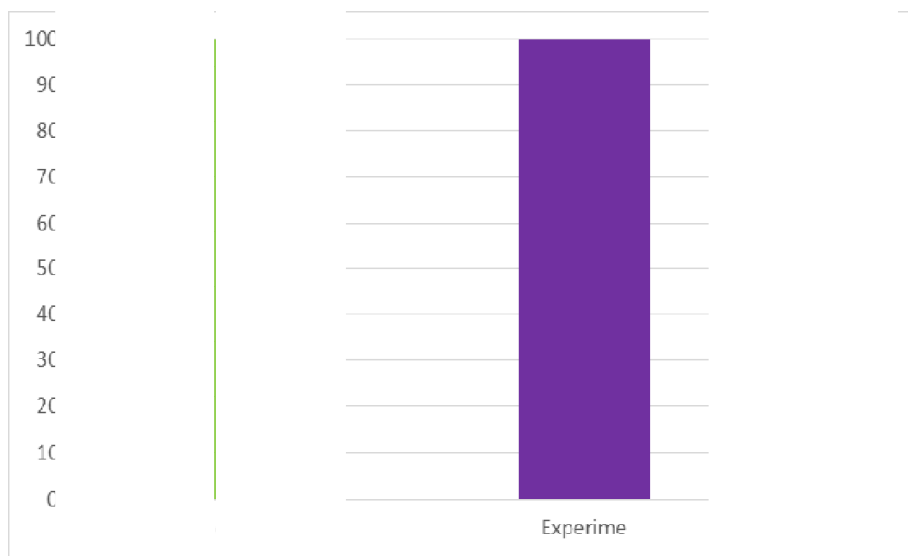


Figure 8. Graphical description of the mean comparison of the pre-test scores of control group and experimental group

Comparison of Mean Post-test Scores of English communication Competency for Experimental and Control Group

The mean performance of the experimental and control groups on the post-test scores were analyzed and compared using the test of significance of difference between means of large independent sample. The comparison was done for the total sample in the experimental and control groups

The mean and standard deviation of the post-test of both groups were found out and subjected to the test of significance of difference between means. Details are presented in the table 8.

Table 10

Test of Significance of the Mean Scores of Post-test between Experimental Group and Control Groups for Total Sample

Experimental group			Control group			t-value	level of Significance
M ₁	S.D ₁	N ₁	M ₂	S.D ₂	N ₂		
68.30	10.670	33	52.09	6.507	33	7.452	0.01

The table shows that the obtained t- value is above the limit set for. 01 level of significance. So there exist a significant difference in the mean post –test scores of experimental group and control groups

It can be learned from the result of the ‘t’ test that the performance of the experimental and control groups is different in the case of their post experimental status of communicative competency in English measured in terms of post- test

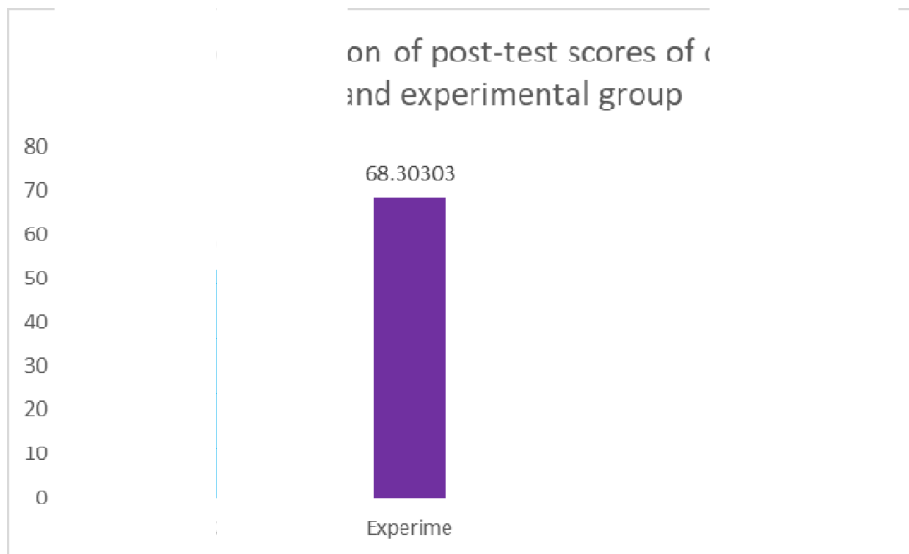


Figure 9. Graphical description of the comparison of mean post-test scores of control group and experimental group

Comparison of the Mean Gain Scores of Communicative Competency in English for Control Group and Experimental Groups

The mean scores of experimental and control groups on the gain scores were studied and compared using the test of difference between means of large independent samples. The comparison was done for the total sample in the experimental and control groups

The mean and standard deviation of the gain score of both the groups were found out and subjected to the test of significance difference between means. The data and result of the t-test presented in the table

Table 11

Test of Significance of the Mean Scores of Gain Scores between Experimental and Control Groups

Experimental group			Control group			t-value	level of Significance
M ₁	S.D ₁	N ₁	M ₂	S.D ₂	N ₂		
25.12	11.062	33	9.12	5.017	33	7.567	0.01

The obtained t- value as shown in Table for the mean gain scores is greater than the tabled value required for significance at 0.01 level. This suggests that there is significant difference in the mean gain scores of experimental and control groups. So the gain performance of the experimental and control groups are dissimilar.

High mean gain scores for the experimental group over control group for the total sample is noticed. This revealed the superiority of the experimental group over the control group in the case of gain scores

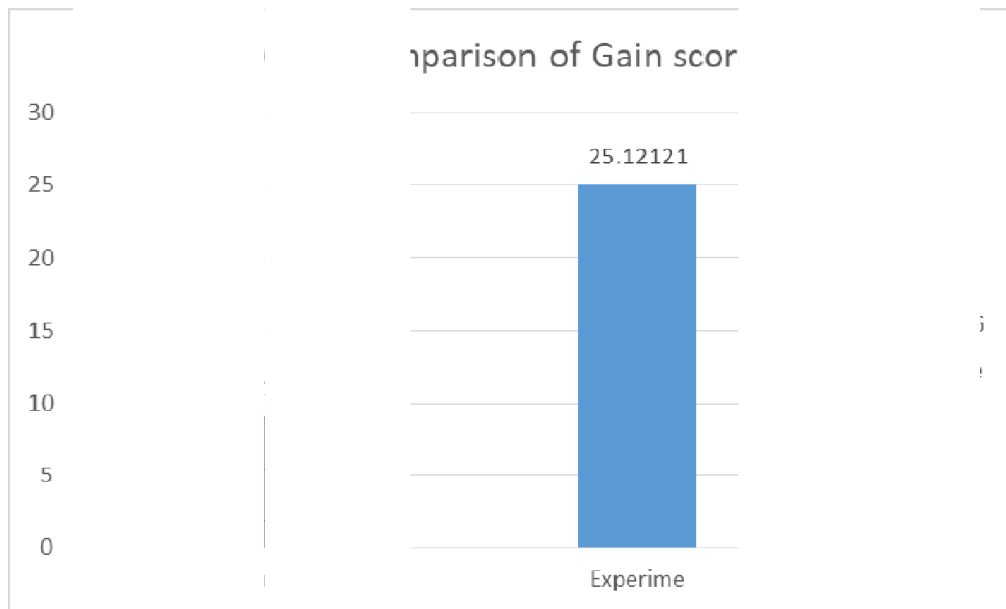


Figure 10. Graphical description of the comparison of mean gain scores of control group and experimental group

Summary of the Mean Comparison to Total Sample

The result of the t-test conducted for comparison of the mean pre-test, post-test and gain scores for total sample between experimental and control groups were summarized and presented in table 10.

Table 12

Summary of t-value for the Pre-test, Post –test and Gain Scores for Experimental Group and Control Group (Total Sample)

Variable	t- value
Pre-test	.434
Post-test	7.452
Gain scores	7.567

The result shows that the t- values in the table indicates the t-value obtained for pre-test is not significant difference. This implies that the experimental and control groups were similar in their performance in pre -treatment test

The t-value obtained for post- test is found significant difference, it can be inferred from the result that Theater Technique strategy differentiates the experimental group and control groups. Through the comparison the changes of the experimental group is evident. The table also suggested that the obtained t-value for the gain scores for the total sample is found to be significant

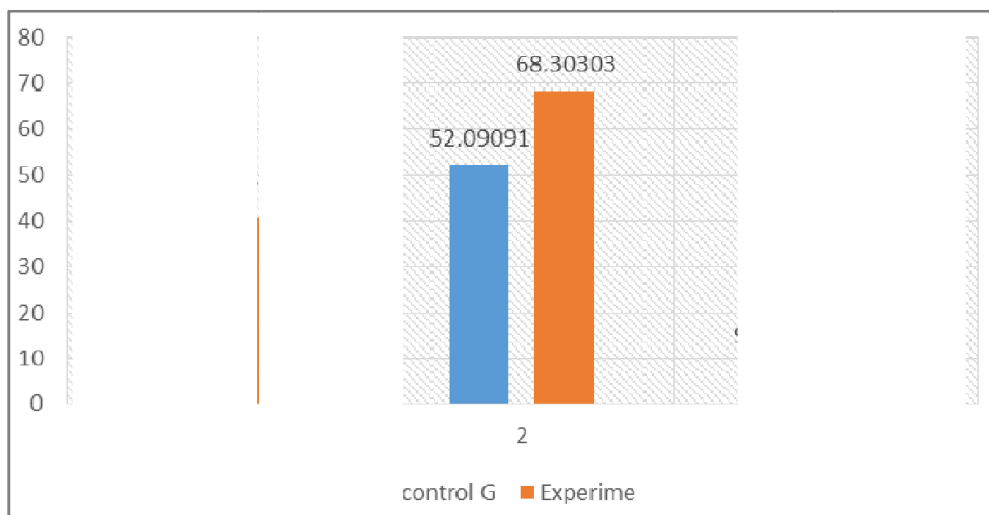


Figure 11. Graphical representation of the mean comparison of pre-test scores, post-test scores and gain scores of Experimental groups and Control groups

Conclusion

In the present chapter researcher analyzed and interpreted the obtained data and discussed the result. In the next chapter summary of the research work, major findings, implication and suggestion were made for the future research.

**SUMMARY, CONCLUSION
AND SUGGESTIONS**

- *Study in Retrospect*
- *Major findings of the study*
- *Tenability of Hypothesis*
- *Conclusion*
- *Educational implication*
- *Suggestions for further research*

SUMMARY, CONCLUSIONS AND SUGGESTIONS

This chapter provides an over view of the important aspects of the stages of conducting the study, the major findings, tenability of hypotheses and their educational implications and suggestions for further studies in the same field.

Study in Retrospect

The various aspects related to the different levels of the present study such as the problem, variables, objectives, hypotheses, and methodology are given in a nutshell

Restatement of the Problem

The problem of the present study was stated as “EFFECTIVENESS OF THEATER TECHNIQUE TEACHING METHODE ON COMMUNICATIVE COMPETENCE IN ENGLISH AMONFG SECONDARY SCHOOL STUDENTS”

Variable Selected for the Study

The independent and dependent variables selected for the study are the following

Independent variable

The independent variable select for the present study is theatre technique teaching method and conventional method of teaching strategy.

Dependent variable

The dependent variable select for the present study is communicative competence in English

Objectives of the Study

1. To find out whether there exist any significant difference between the mean pre-test scores of Communicative test on English in experimental group and control group for the total sample.
2. To find out whether there exist significant difference between the mean post -test scores of Communicative test on English in experimental group and control group for the total sample.
3. To find out whether there exist any significant difference between the mean gains scores of Communicative test on English in experimental group and control group for the total sample.
4. To investigate the effectiveness of theatre technique teaching method on communicative competence in English of secondary school students

Hypotheses of the Study

1. There is significant difference between the mean pre- test score of communicative test on English in control group and experimental group
2. There is significant difference between the mean post- test score of communicative test on English in control group and experimental group
3. There is significant difference between the mean gain score of communicative test on English in control group and experimental groups
4. There is significant effect of Theatre Technique teaching method on Communication Competency in English.

Methodology

The following methods, tools, statistical technique and sample was used in this study.

Method.

Experimental method was used -Quasi experimental design.

Design of the study.

By taking the major objective of the study into account the investigator formulated `Quasi Experimental Design in which the experiment involves their comparison of the effectiveness of theatre technique with that of existing teaching method .this study conducts using pre-test, post- test, non-equivalent group design (Best1992)

Group pre-test Treatment post- test

E (Yb) X (Ya)

C (Yb) (Ya)

Population.

Secondary school students in Kerala

Sample for the study.

The sample of the study consist of 33 students in the experimental group and control group. The sample for both experimental and control groups were two divisions of IXth student drawn from the KHMHSS Valakkulam Pookipparambu

Tools used for the Study

1. The investigator developed Lesson transcript for teaching through theatre techniques teaching method
2. The investigator developed Lesson transcript for teaching through existing teaching strategy.
3. Test for communicative competence in English. (Muneera & Jaseena, 2020)

Statistical Techniques used

In the present study, the collected data were analyzed using the following statistical techniques

1. Basic statistics such as mean, median, mode, standard deviation, skewness and kurtosis are used to analyze the data.
2. Test of significance of difference between Means for Large Independent sample

For the present study, test of significance of difference between means for large and small independent samples were used to compare the relevant variables between the experimental and control groups.

Major Findings of the Study

The major findings of the study are briefly described in this section .For analysis three comparison of means were done

a) Comparison of mean pre-test scores of test of English communicative competency for experimental and control groups

No significance difference between mean pre-test scores of experimental and control groups were noticed. Both of the groups were found equivalent in terms of pre-test scores. t-value of test of significance for pre-test scores is 0.434

b) Comparison of the mean post-test scores of test of English communication competency for experimental and control groups

Significant difference in the mean post-test scores between experimental and control groups for total sample. The obtained t-value is 7.452

c) Comparison of mean gain scores of test of English communication competency of experimental and control groups for total sample

The obtained t-value for the gain scores of total sample is found to be significant. The t- value is 7.567

Tenability of Hypotheses

Tenability of hypotheses was, evaluated in the light of the major findings of the study

- The first hypothesis status that, there is significant difference between the mean pre-test score of communicative test in English of control group and experimental group.

It was found that the difference in the mean pre-test scores of experimental and control group is not significant. So the first hypothesis is rejected

- The second hypothesis states that, there is significant difference between the mean post- test score of communicative test in English of control group and experimental group.

Significant difference between the experimental and control groups in mean post-test scores for total sample were noticed. Hence the second hypothesis is fully substantiated

- The third hypothesis states that, There is significant difference between the mean gain score of communicative test in English of control group and experimental group,

The difference in the mean gain scores of experimental and control groups for total sample were found to be significant. Thus the third hypothesis is accepted complete.

- The fourth hypothesis states that, there is significant effect of Theatre Technique teaching method on Communication Competency in English.

The t – value of the mean gain scores found to be highly significant between experimental and control groups for total sample. From this we concluded that the theater technique is more effective teaching English communicative competency than the existing method of teaching among secondary school students. Hence this hypothesis is fully substantiated.

Conclusion

Among the three mean comparison, two values were found to be significant. Only the mean comparison between pre-test scores of experimental and control groups was not significant. The values obtained by test of significance of difference between means of experimental and control groups for post-test and gain scores for total sample were highly significant. There for we can conclude that the learners taught through the new method of teaching theater technique strategy have achieved more than that of the control group in English communication competency. The obtained t-value was highly significant. From the above objectives we can conclude that theater technique teaching method is an

effective method for teaching communicative competency in English than the existing method of teaching

This study investigated the learners' learning outcome from Theater Technique teaching method had made a change in achievement and attitudes towards these approaches. The result showed significant difference in the test scores in favor of Theater Technique Teaching English communication competency. . In addition, the result implies that there is a significant difference in the pupils' achievement in favor of Theater Technique Teaching method over the prevailing method of teaching strategy. These result indicates some suggestions to teacher educators, teachers and instructional designers in using Theater Technique in teaching English communication in class rooms.

Educational Implications

The present study shows that the using of Theater Technique in learning English Communication is effective for the meaningful usage of the words in an appropriate context. It is very effective in learning language very well the use of suitable words, articles, tenses and so and so in an appropriate way, it also help develop vocabulary among learners.

It also hold several implications for instructional interventions such as teaching students 'how to be more aware of their learning process and product as well as how to regulate the learning process for more effective learning.

- The program influenced the level of communication competence in English so it is suggested that the school curriculum should be reshuffled

and add the concept of Theatre Technique in teaching learning process in the schools.

- Theatre activities will be very effective in enhancing communication skills. so, it is recommended that theatre activities are to be used in teaching process by all the teachers in all subjects at secondary level especially the English medium classes
- In order to implement Theatre Technique in teaching at secondary level, it is very important that teachers should also be aware of the Theatre activities and be able to use them in their teaching. There for, it found that teachers should also be trained.
- The training for teachers should focus on the development of certain skills required to implement Theatre Technique teaching method, to enhance the quality of learning among pupils. This can be included in both in-service program as well as pre-service training program.

Include Theatre Technique in Educational Activities in the schools. Also this can be very easily integrated with CCE in schools. Schools need to shift their emphasis from curricular activities to co-curricular activities, from preparing passive receptors to developing active participants, from rigid daily program to active flexible schedule, from teacher dominated classrooms to child directed and group activities. So that the quality of education given to pupils will be better

This technique can develop co-operative and collaborative skills. Practicing theater technique in teaching leads to modification of behavior in all aspects of students including team spirit, communication, and imagination, co-operation, self-motivation, creativity and interdependence among learners.

Implementation of Theater Techniques as a teaching methodology coincide with the benefits of;

- Implementing drama strategies encourages students to build inquiry skills and explore their imagination for understanding.
- Promoting Intercultural Communicative Competence
- Developing the imagination and creativity.
- Fostering critical thinking and problem-solving skills exploring and evaluating ideas.
- Discovering positive ways of dealing with conflict situations.
- Expressing feelings and interpreting the feelings of others.
- Enhancing communication skills.
- Enhancing students' confidence and motivation in learning and using language.
- Improving literacy skills.
- Provide context for the learning of specialized vocabulary and for learners to actively practice work-related (oral) activities so it help to improve speaking skills.

Use of Theatre Technique in teaching also enhances;

- Confidence, motivation, trust and participation in class room activities.
- Improve learners Oral and written communication skills as well as awareness of interpersonal and sociocultural communication skills.

- And also it boost up accuracy and fluency of expression, rhythm and pronunciation, linguistic intelligence and Social interactive skills.
- Facilitating Contextually-Situated Interaction

Using theater technique or drama in the ESL/EFL classroom brings the benefits;

- Accelerate the acquisition of meaningful and fluent interaction in the target language.
- It also afford the learner to the assimilation of a whole range of pronunciation and prosodic features in a fully contextualized and interactional ways
- It will help the students to the fully contextualized acquisition of new vocabulary and structure very easily.
- It can improve the sense of confidence in the student in his or her ability to learn the target language. As a whole this technique is magical in making changes in the Communicative competence among the learner
- Using theatrical activities to teaching will make learning more appealing and enjoyable for students, and at the same time, it will improve their creative thinking and innovation.

Suggestions for further Research

Every Educational Research has its own limitations and shortcomings. The present research is no expectations as it focus on the use of theater technique teaching strategy in relation to teaching English communication competency in secondary school level. So for the continuation of the present study the researcher put forward the following suggestions.

- The study can be extended to investigate the effect of theater technique in developing the decision making skills, communication skills, life skills among children with special needs
- The study can be extended to investigate the effect of Theatre Technique Activities on other variables like self -esteem, multiple intelligence, Emotional Intelligence, Moral Judgment and life skills.
- The study can be extended to the effectiveness of Theatre Technique activities Program in enhancing the teacher effectiveness and quality of education at different level of education.
- The study can be replicated with other populations, including the students at primary level, college level or higher education level and using more classes in different schools and with more sophisticated experimental design
- The study can be replicated in other languages like Hindi, Arabic, Sanskrit, Tamil and Urdu in secondary stage of schooling

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APPENDICES

Appendix I

FAROOK TRAINING COLLEGE

LESSON TRANSCRIPT FOR EXPERIMENTAL GROUP -1

Preliminary details

Name of the teacher	: MUNEERA K
Name of the school	: KHMHSS Valakkulam, Pookipparambu
Standard	: IX
Subject	: English
Topic	: Value of friendship
Number of period	: 1
Duration	: 45 minute
Number of students	: 33

Learning Objectives

- To understand the instructions provided in English
- To present a theme visually
- To express the views orally
- To understand how to develop a role play from a small picture
- To communicate confidently in English

Phase 1 : planning

Teacher make a good relationship with learner by informal exchange. After that teacher says to the learner that we will acting out a small play in the class.

Teacher: I will show you a picture from that picture you try to develop a role play.

(Teacher shows the image of a crow, rat, tortoise and deer)



Then teacher make 5 groups having 6 members in each group

Phase II: Setting up

Teacher asks few questions based on the picture

- ❖ Who are the characters you can see in this picture?
- ❖ Where they are gathered?
- ❖ What may they have to talk? Etc.

Teacher asks the learner to develop a role play based on the picture. Teacher provided 15 minutes for this

Phase III: staged

Teacher asked to act out the role play by each group one by one. When a group acting out others are spectators and asses their performance. After their performance teacher assess it and give valuable suggestions to improve their work and made some editing in their work

Phase IV: Re-echo

Write a small description about your own play

Appendix II

FAROOK TRAINING COLLEGE

LESSON TRANSCRIPT FOR CONTROL GROUP -1

Preliminary Details

Name of the teacher : MNEERA K
Name of the school : KHMHSS Valakkulam, Pookipparambu
Standard : IX
Subject : English
Topic : value of friendship
Number of period : 1
Duration : 45 minute
Number of students : 33

Learning Objectives

- To understand the instructions provided in English
- To present a theme visually
- To express the views orally
- To understand how to develop a role play from a small picture
- To communicate confidently in English

Learning aids

- Picture of four friends
- Video the story for friends
- Text the story four friends

Process	Response
<p>Rapport</p> <p>Teacher make a good rapport with learner by informal exchanges .Teacher start the class with a warm up game circle in the air (objectives: To improve concentration, and readiness etc.)</p> <p>Tr: I will draw a circle in the air. When the circle is complete you must clap your hands. Remember you should clap your hands together and finally I must hear only one single clap.</p>	

Process	Response
<p>Individual reading : Students are asked to read the story individually .Learners are asked to mark a ‘✓’ mark against what they understood, put a (?) against which area they do not understand and put a(!) mark against which part they feel wonderful.</p> <p>Group reading The learners are asked to sit in groups each group having 5 or 6 members , and asked to share with their peers what they understood and what they haven’t understood .they are also asked to share what they have found interesting or amazing from the story While they feel difficulty to recognize the meaning they were asked to refer dictionary.</p> <p>Discussion Groups are encouraged to raise their doubts. The teacher megaphone their doubts to other groups. If one group can clarify the doubts raised , teacher scaffold them by asking simple questions</p> <ul style="list-style-type: none"> • What is this story about? • Who are the characters of the story? • What kind of a person is the hunter? • Who help the deer to escape from the trap? etc. <p>Loud reading by teacher Teacher read the story with correct pronunciation, rhythm, intonation, pause and stimulus variations where ever it needed .and explain the meaning and theme of the story with proper examples.</p> <p>Activity : write a passage about friendship Teacher asks the learner to write a small description of the jungle.</p> <p>Individual writing : Learners try to write the description individually</p> <p>Group enrichment : Learners sit in the group and discuss their writings and modifies the description with the help of group members</p> <p>Presentation Each group present their product in front of the class one by one. one group present their products others are carefully listen what they read out and try to find out their errors , grammatically error , syntactic error , tense forms etc.</p> <p>Editing and showing of teacher’s version After the presentation of each group teacher made some editions on their work and shows teacher’s version and asks them to write down it into the note book. While editing teacher explain the features of a</p>	

Process	Response
<p>paragraph.</p> <p>Follow up</p> <p>Try to write a small passage about your mother</p> <p>Teacher's version</p> <div data-bbox="363 555 1115 956" style="border: 1px solid black; padding: 5px;"> <p><i>Bond of love</i></p> <p>Friendship is one of the greatest bonds anyone can ever wish for. It is the mutual bond between individuals who might share the same mindset or thoughts. Lucky are those who have friends they can trust. Friendship is a devoted relationship among individuals. True friendship stands for a relationship free of any judgments. In a true friendship, a person can be themselves completely without the fear of being judged. It makes you feel loved and accepted,</p> </div>	

Appendix III

FAROOK TRAINING COLLEGE

LESSON TRANSCRIPT FOR EXPERIMENTAL GROUP-2

Preliminary details

Name of the teacher : MNEERA K
Name of the school : KHMHSS Valakkulam, Pookipparambu
Standard : IX
Subject : English
Topic : Favorite sports
Number of period : 1
Duration : 45 minute
Number of students : 33

Learning objective

- To understand the instructions provided in English
- To present a theme visually
- To express the views orally
- To understand how to develop a role play from a small picture
- To communicate confidently in English

Process

After the informal interaction with learners teacher start the class with a game (learning objective; improve concentration, follow directions, etc.) Do opposite what the teacher said Example If teacher said stand they will sit. If teacher said sit they stand. Those who did it correctly who will win the game.

Phase I : Planning

After the play teacher divided the whole class into 5 groups and choose one student from each group and teacher place a box on the table it have few lots .

The following names are written in the box

- 1) Foot ball
- 2) Cricket
- 3) Hockey

- 4) Tennis
- 5) Basket ball

Tr: Here is a box. Leaders of each group come forward and pick a lot from it. You get a name of a sports event with help of your class mates you demonstrate the sports item on the stage .In your presentation you should include the introduction of team members, mock the event, commentary, valedictory function . And make your performance colourful and lively.

Phase II: Setting up

Each group build up a small script based on the sports event what they got. While they create the script teacher asks few questions such as

- Who are the players, in this sports?
- Where it perform?

Phase III: Staged

Each group perform their task and others are watched and commented on their performance. Teacher also made some editing on their script if it needed.

Phase IV: Re-echo

Try to write an essay on the topic my favorite sports.

Appendix IV
FAROOK TRAINING COLLEGE
LESSON TRANSCRIPT FOR CONTROL GROUP -2

Preliminary Details

Name of the teacher : MNEERA K
Name of the school : KHMHSS Valakkulam, Pookipparambu
Standard : IX
Subject : English
Topic : Favorite sports
Number of period : 1
Duration : 45 minute
Number of students : 33

Learning objective

- To understand the instructions provided in English
- To present a theme visually
- To express the views orally
- To understand how to develop a role play from a small picture
- To communicate confidently in English

Learning aid

- Picture of sports persons –Sachin, Messy, Federer,
- Hockey stick, basket-ball court

Process

Activity	Responses
<p>Rapport making</p> <p>Teacher make a good rapport with student by informal exchanges after that teacher asks them to they are playing a game teacher shows some actions they predict the game. (objective : enhance concentration , create learning readiness, and interest) Teacher act out the actions of bawling, bating, catching and asks them what was teacher performed they answered and then teacher asked these activities are related to which game. They replied. then teacher introduce the chapter to them .Today we are going to learn about sports in India</p> <p>(teacher distributes the printed copy of the topic to the learner)</p>	

Activity	Responses
<p>Sports in India</p> <p>Sports and physical education are necessary for individual's growth and development. This has a positive impact on the overall development of the personality. Sports in India include both indoor and outdoor games. Indoor games such as chess, tennis, badminton, playing cards and snooker etc Outdoor games such as football, hockey, cricket, kabadi, and rugby, etc.</p> <p>Popular sports in India</p> <p>A) Cricket</p> <p>Cricket is a sport that requires the use of a bat and ball. It is easily one of the most prevalent sports in the world. This game consists of two teams that include 11 players each. The main aim of the game is to score the highest number of runs. It is played on a pitch in a field that is well-maintained for the same purpose. Cricket is particularly famous in England and India. There is a lot of potential in Cricket which allows players to earn well. Cricket does not have one single format but various ones. Similarly, each format has a different set of rules and duration.</p> <p>As Cricket has various formats, it has a different fan base for each of them. Some people like watching test matches because of their intensity and authenticity. While some enjoy Twenty-20, that require minimum engagement and are highly entertaining. Test Match is a format of cricket that is quite traditional.</p> <p>It lasts up to five days and two countries play against each other in this match. Next up, we have the National League Systems, also called counties in England. Their duration is for three to four days.</p> <p>Limited Overs Cricket is another type where the number of episodes decides the format and length of the game. Both the teams get to play a single inning and thus results are determined.</p> <p>However, if it rains, they apply the Duck worth- Lewis Method to attain results. One of the most common formats is One Day International also known as ODI. Two countries play against each other for a total of fifty overs. Finally, this is probably the most entertaining format of cricket, the Twenty-20. It only has 20 overs to play and is quite exciting and engaging.</p>	

Activity	Responses
<p>B) Hockey</p> <p>Hockey is the national game of India. Also, it is a popular game and an interesting game that many countries play. The game has many rules that need to be followed by each team so that a fair play can be conducted. There are different varieties of this game played across the globe. But, the basic rules remain the same at all places. If we talk about India then the track record of India then it is quite good. Indian has won six gold medals in the Olympics and many consecutive matches.</p> <p><i>Origin and history of Hockey</i></p> <p>It is an ancient game that is played in India for years. Also, the game is always played with a stick and a ball. Before 1272 BC it was played in Ireland and during 600 BC ancient Greece used to play it. Around the world, there are many variations of the game known by the name ice hockey, field hockey, street hockey, sled hockey, and roller hockey.</p> <p>The game has much importance in India as it has chosen it as its national game. Also, India has a bright and big deep-rooted history related to sports. In addition, India has many brilliant players that played for the country and it is the oldest known game in the country.</p> <p>In conclusion, Hockey is the national game of India but it was never declared officially. But, we can make this official by bringing the golden period of hockey back once again. Currently, our hockey team lacks support from the government but with our support they can bring the glory days of hockey back.</p> <p>c)foot ball</p> <p>Football is a game that millions of people around the world play and love. It can be called a universal game because every small and big nation plays it. Moreover, it's a great relaxer, stress reliever, teacher of discipline and teamwork. Apart from that, it keeps the body and mind fit and healthy. It's a team game that makes it a more enjoyable game as it teaches people the importance of sportsmanship. Leadership, and unity.</p>	

Activity	Responses
<p>History of Football</p> <p>The history of football can be traced back to the ancient times of the Greeks. Everyone knows that the Greeks were great sportsmen and have invented many games.</p> <p>Football happens to one of them. A similar game like football is played in many countries but the latest version of football that we knew originates in England. Likewise, England formulated the first rule of the game Football is an important game from the point of view of the spectator as well as the player. This 90 minutes game is full of excitement and thrill.</p> <p>Moreover, it keeps the player mentally and physically healthy, and disciplined. And this ninety-minute game tests their sportsmanship, patience, and tolerance.</p> <p>Besides, all this you make new friends and develop your talent. Above all, it's a global game that promotes peace among countries.</p> <p>D)TENNIS</p> <p>Tennis is a wonderful game being played all over the world. Lawn tennis, table tennis, etc. are games which involve a lot of physical activities which keep a human being fit and active. People mostly concentrate in playing cricket or football in their young ages but playing tennis is one of the most wonderful physical activities one can do because it involves various tasks to be done by your entire body for a long period of time. Playing tennis has lots of health benefits as well as personal benefits.</p> <p>E)BADMINTON</p> <p>Badminton is an indoor sport. Because the shuttlecock is light in weight. As a result, it is easily blown away by the wind. Therefore it is an indoor sport. Furthermore, people play badminton with racquets. The racquets are of carbon fiber composites which has nylon strings</p> <p>Historically, the shuttlecock was a small cork with a hemisphere with 16 geese that was attached and weighing about 5 grams. So, these types of the shuttle may still be useful nowadays. But the shuttles generally used are made from synthetic materials are also allowed by BWF which is a short name for a badminton world federation</p>	

Activity	Responses
<p>F) CHESS</p> <p>Chess is a game played between two opponents on opposite sides of a board containing 64 squares of alternating colors. Each player has 16 pieces: 1 king, 1 queen, 2 rooks, 2 bishops, 2 knights, and 8 pawns. The goal of the game is to checkmate the other king. Checkmate happens when the king is in a position to be captured (in check) and cannot escape from capture.</p> <p>Chess players have been found to possess a higher spatial ability than others of comparable intelligence levels. They also possess greater physical endurance, together with tolerance of frustration. A game of chess is a manifestation of both the will to win and create beauty, with the player aiming to surmount all complexity, rigors and barriers to realize his plan and ideas. It appeals to me most because it involves, at every move, at each stage, intensiveness, enterprise, resourcefulness, self-control, determination, vision and the quick execution of the plan.</p> <p>Individual reading :</p> <p>Students are asked to read the story individually .Learners are asked to mark a ‘✓’ mark against what they understood, put a (?) against which area they do not understand and put a (!) mark against which part they feel wonderful.</p> <p>Group reading</p> <p>The learners are asked to sit in groups each group having 5 or 6 members , and asked to share with their peers what they understood and what they haven’t understood .they are also asked to share what they have found interesting or amazing from the story</p> <p>While they feel difficulty to recognize the meaning they were asked to refer dictionary.</p> <p>Discussion</p> <p>Groups are encouraged to raise their doubts. The teacher megaphone their doubts to other groups. If one group can clarify the doubts raised , teacher scaffold them by asking simple questions such as</p> <ul style="list-style-type: none"> • What are the sports items in India? • How many players are there in cricket? Is it an indoor game? • Can you say name of an indoor game? etc. 	

Activity	Responses
<p>Loud reading by teacher</p> <p>Teacher reads the passage with correct pronunciation, rhythm, tone, pause and voice modulation. Teacher explains the meaning of difficult words by saying familiar examples and showing images. After finishing teacher’s reading teacher asks them to try to write a small essay about ‘my favorite sports’</p> <p>Activity: write an essay about ‘my favorite sports’.</p> <p>Teacher asks the learner to write a small description of the jungle.</p> <p>Individual writing : Learners try to write the essay individually</p> <p>Group enrichment : Learners sit in the group and discuss their writings and modify the essay with the help of group members</p> <p>Presentation</p> <p>Each group present their product in front of the class one by one. one group present their products others are carefully listen what they read out and try to find out their errors , grammatically error , syntactic error , tense forms etc.</p> <p>Editing and showing of teacher’s version</p> <p>After the presentation of each group teacher made some editions on their work and shows teacher’s version and asks them to write down it into the note book. While editing teacher explain the features of an essay.</p> <p>Follow up</p> <p>Try to write an essay about ‘My favorite book ‘</p>	
<p>Teacher’s version</p> <p>Playing games are very important for a human being. It keeps a man fit. Moreover, it keeps him away from diseases. Having some physical hobby is essential for a person. Most importantly many nutritionist and doctor recommend it. Children play many games. Some of them are cricket, basketball, football. Tennis, badminton, etc. Since in India the famous game is cricket many children are having it as a hobby. But my favorite is football.</p> <p>When I was a little boy, I liked cricket too but was never good at it. So I changed my hobby to football. Football was new to me at first time. I did not play well in the beginning. But I liked the</p>	

Activity	Responses
<p>game very much. So I started practicing it. As a result, I began to play it well.</p> <p>In Football total 22 players play. Division of players is in two teams. Each team has 11 players. These players have to play with the ball only with legs. They have to kick the ball in the other teams' goal post. Football is not like cricket. Weather is not an issue in football. Due to which players can play it the whole year.</p> <p>In addition to football is a game of stamina. The players have to run on the field for the whole game. Also for 90 minutes too.</p> <p>Since 90 minutes is a lot there is a division in time. There are two halves. The first is of 45 minutes. Likewise, the second half is of 45 minutes too. I like football very much to play and also to watch it.</p>	

Appendix V

FAROOK TRAINING COLLEGE

TEST ON ENGLISH COMMUNICATION

Muneera K.
M.Ed. Student

Dr. Fathima Jaseena. M.P.M
Assistant Professor

Instructions: This is a test to measure your communicative competence in English language. This test has two sections. Section A & B. Section A is an oral test, conducted individually for every examinee by the examiner. Section B is written test.

Read the instructions carefully and answer the questions as directed. All the answers should be written only in the separate answer sheet provided.

SECTION A

- This section will be conducted by the examiner orally
 - The examiner takes oral exam for each learner individually
-

1. The examiner requests the examinee to introduce himself or herself (6)
2. The examiner gives a passage and asks the examinee to read aloud. (6)
3. The examiner shows an object and asks the learner to tell a few sentences about that object. (6)
4. Teacher shows a picture and asks few questions about that picture (5)
 - What are the objectives do you see in this picture?
 - What are the colors do you see in this picture?
 - What does the bird do?



SECTION: B

Before writing the answer you should follow the instructions given below.

- a) Answers can only written on a given answer sheet
 - b) All questions should be answered
 - c) Each type of question is clearly specified. write the correct answers to the question number indicated on the answer sheet
 - d) Don't write anything on question paper
-

I) Read the poem given below and answer the questions that follow- by selecting the most appropriate one from the given option

*I wandered lonely as a cloud
That floats on high o'er vales and hills,
When all at once I saw a crowd,
A host, of golden daffodils;
Beside the lake, beneath the trees,
Fluttering and dancing in the breeze.*

*Continuous as the stars that shine
And twinkle on the Milky Way,
They stretched in never-ending line
Along the margin of a bay:
Ten thousand saw I at a glance,
Tossing their heads in sprightly dance.*

*The waves beside them danced; but they
Out-did the sparkling waves in glee:
A poet could not but be gay,
In such a jocund company:
I gazed—and gazed—but little thought
What wealth the show to me had brought:*

*For oft, when on my couch I lie
In vacant or in pensive mood,
They flash upon that inward eye
Which is the bliss of solitude;
And then my heart with pleasure fills,
And dances with the daffodils.*

– William Words worth.

- 1) I wondered lonely as a cloud. Here 'I' refers to?
 - a) The reader
 - b) The cloud
 - c) The daffodils
 - d) The poet
- 2) They stretched in never –ending line along the margin of the bay. Here 'they' refers to?
 - a) The stars
 - b) The daffodils
 - c) The clouds
 - d) The hills
- 3) A host of golden daffodils. 'Host' means?
 - a) a small number
 - b) one who entertains
 - c) a gust
 - d) a large number
- 4) I saw ten thousand at a glance, tossing their heads in sprightly dance, here sprightly dance means _____?
 - a) religious dance
 - b) dance of the spirits
 - c) a slow dance
 - d) lively dance
- 5) What wealth the show to me had brought by wealth the poet means?
 - a) Happiness
 - b) Pleasure
 - c) Money
 - d) Gold.

II) Re arrange the words to make complete sentences.

5x1= 5

- 1) A/ This/ purse/ red/ is
- 2) in/ children/ park / are/ playing/ the
.....
- 3) Ball/ table/ the/ is /the/ under.
.....
- 4) Colour/ my/ is/ frock/ of / the/ blue.
.....
- 5) Cat/ on/ mat/ the/is/ a
.....

III) Join the group of words in the two columns to make meaningful sentences

4x1=4

A

B

- | | |
|---------------|----------------------------|
| a) My sister | i) has a beautiful voice |
| b) My parents | ii) is a keen dancer |
| c) My teacher | iii) has long tail |
| d) The kitten | iv) are very fond of music |

IV) Rewrite the sentences in a correct order and make a meaningful paragraph.

1x5= 5

- Mother cow hears her baby's moo
- They find each other under a big tree
- She searches by the river side and cries moo.
- She goes to the fields looking for her baby
- The little calf is searching for the mother

V) Fill in the blanks with the correct pronouns from the bracket

1x6=6

- _____ really want that chocolate cake. (I/me)
- Harry wrote a love poem for _____. (She/her)
- I told _____ about the celebration. (Him/ he)
- She cannot come with _____ today. (Us/ we)
- If the peaches are not ripe, don't buy _____ (they/them)
- _____ are the best of friends. (They/ he)

VI) Tick the correct spelling from the following words

1x6= 6

- 1) a) category (b) catagari (c) cattagore (d) categorry
- 2) a) descepline (b) discipline (c) decipline (d) discepline
- 3) a) foreen (b) forien (c) foreign (d) foriegn
- 4) a) independent (b) indipandent (c) inependant (d) indipandunt
- 5) a) separate (b) seperat (c) separat (d) saporate
- 6) a) confedent (b) confedant (c) confident (d) confedant

VII) Fill in the blanks with appropriate question tag.

1x6=6

- 1) Mohan works hard?
a) Does he? b) Doesn't he? (c) Ishe? (d) Isn't he?
- 2) They play well?
a) Do they? b) Don't they? (c) Didn't they? (d) Did they?

- 3) We are working tomorrow?
a) Are we? (b) Aren't we? (c) Are they? (d) aren't they
- 4) She hasn't eaten all the fruits?
a) Does she? (b) Has she? (c) Hasn't she? (d) Did she?
- 5) They mustn't come early?
a) Must they? (b) Must not they? (c) Did they? (d) Didn't they?
- 6) Kevin will come tonight,?
a) Will he? (b) Won't he? (c) Would he? (d) Wouldn't he?

VIII) Make the questions for underlined words

1x5= 5

- 1) John is writing a letter
.....?
- 2) Robin walks home from school.
.....?
- 3) The children are sitting in the garden.
.....?
- 4) They go to work by bus.
.....?
- 5) Peter runs with his dogs on Sundays.
.....?

IX) Listen the AUDIO played by teacher and answer the following questions 8

- 1) Write the title of the poem?
- 2) Little.....round and
- 3) When thehave times to
- 4) Last of all, the.....must
- 5) Please toand do the

X) Listen to the words read out by teacher and find out the correct rhyming words from the box

5

[Mug, Feed, wall, glance, jingle]

XI) Read the passage below and underline the verbs in the past tense.

5

A man got on the train and sat down. The compartment was empty except for one lady. She took her gloves off. A few hours later the police arrested the man. They held him for 24 hours and then freed him

XII) Complete the conversation between two friends

6

LAURA: Hi Carmen,.....?

CARMEN: Fine, thank you.

LAURA: I am reading an article in the school magazine and they need another singer. I am a good..... But Mel,? I don't know her.

CARMEN: I can help you. Come with me.

[Later]

CARMEN: Hello, Mel, this is Laura,.....interested in singing in your band.

MEL: Hi, Laura. Nice to meet you. ?

LAURA: Smith, Laura Smith.

MEL: Thank you, Laura. See youThursday.

LAURA: Thank you,

XIII) Look at the picture and write a small description about the picture. 5



XIV) Write a letter to your friend for inviting her or him to your home on the occasion of your birth day celebration

Appendix VI

FAROOK TRAINING COLLEGE ORAL SKILLS: BAND DESCRIPTORS

BAND	VOCABULARY	PRONUNCIATION	PRESENTATION	FLUENCY	ACCURACY
5	Use of vocabulary with full flexibility and precisions in all topics	Use of full range of pronunciation features with precisions	Extremely confident with pleasing gestures and body language	Speak fluently with only rare repetition or self-correction	Use of full range of structures naturally and appropriately
4	As a wide enough vocabulary to discuss topics at length and makes meaning clear inspite of in appropriateness	Use of range of pronunciation features with mixed control	Confident with good gestures and body language	Is willing to talk at length, though may lose coherence at times due to occasion repetition , self-correction or hesitation	Use a mix of simple and complex structures, with limited flexibility
3	Is able to talk about familiar and unfamiliar topics but uses vocabulary with limited flexibility	Can generally be understood throughout though mis-pronunciation of individual words or sound reduces clarity at times	Confidence level is average gestures and body language reveals average level of confidence	Usually maintains flow of speech but use repetition , self-correction and or slow speech to keep going	Errors frequent and may lead to misunderstanding
2	Has insufficient vocabulary for less familiar topics	Use a limited range of pronunciation features	Confidence is below average gestures and body language is limited	Speak with long pauses and has limited ability to link simple sentences	Makes numerous errors except in memorized expression
1	Only produces isolated words or memorized utterances	Speech is often unintelligible	Confidence level is bad gestures and body language is un pleasant	Little communication is possible	Cannot produce basic sentence form