
CHAPTER II

REVIEW OF RELATED LITERATURE

2.0 REVIEW OF RELATED LITERATURE

The review of related studies involves systematic identification, location and analysis of document containing information related to the research problem. It includes articles, abstracts, reviews, monographs, dissertations, books and other research reports and electronic media. This is done so that the researcher can gain a deeper insight and clear perspective of research work. It assists in speculating the problem, conducting the study, and interpreting the findings. It also shows the background which is needed for the development of the present study and also brings into focus, the prior research and theory in the same area.

The review of related studies is of utmost importance and is beneficial to the researcher as it provides a rationale for the present study. Some of the relevant studies reviewed by the researcher have been classified under the following three themes given below.

1. Studies related to developing strategies, and designs for the development of language skills.
2. Studies related to factors and problems in acquiring listening and speaking skills
3. Studies related to using drama as a tool to teach English.

2.1 STUDIES RELATED TO DEVELOPING STRATEGIES, AND DESIGNS FOR THE DEVELOPMENT OF LANGUAGE SKILLS

Meganathan,(2003)investigated students' English competency in various instructional approaches. This study's primary goal was to examine how an innovative 25-school education system affects students' English language competency. The procedure utilized was experimental. The study indicated that (i) only in one skill, listening, students of both systems had the same level of competency. (ii) Students in the innovative system performed much better in speaking, reading, and writing than students in the traditional system.

Kothiwalla, (2004)undertook a study on developing a strategy for enhancing English speaking skills through the language laboratory. The results revealed that the implemented strategy was effective at improving and enhancing learners' ability to communicate in English.

Torky, (2006) studied the Effectiveness of a Task-Based Instruction Program in Developing the English Language Speaking Skills of Secondary Stage Students. the study had four objectives, (i) Identifying the speaking skills necessary for first year secondary school students, (ii) Identifying appropriate strategies for designing a task-based program in the light of the cognitive approach to develop the speaking skills of first year secondary students, (iii) Constructing a program to develop first-year secondary school students' speaking skills and (iv) Measuring the effectiveness of the program in developing first-year secondary students' overall speaking skill as well as speaking sub-skills. A group of seventy-six first-year secondary students were randomly selected from one of Cairo's governmental secondary schools, in the school year 2005-2006 (38 students in the experimental group and 38 students in the control group). The reason this school was selected is that it was seen to be a representative sample of Egyptian secondary stage governmental schools, with a large population of first year secondary students. The study made use of four main tools. (i) A speaking skills checklist constructed by the researcher, (ii) A pre-post proficiency speaking test to measure the overall speaking proficiency and speaking sub-skills of both the experimental and control groups before and after the treatment; constructed by the researcher, (iii) An evaluation rating scale to score students' oral performance on the pre and post speaking test and (iv) Task-based program designed by the researcher in the light of the cognitive approach to train the experimental group students on the necessary speaking skills. The findings of the study revealed that the program proved to be effective in enhancing the experimental group students' speaking skill in general and speaking sub-skills in particular. The teaching strategy raised students' awareness of spoken language features. The study also affirmed that exposing students to authentic texts, helps to raise their consciousness and encourages them to draw insights especially about the lexical phrases and expressions used in authentic rather than artificial spoken discourse.

Vaughn et al., (2006) conducted a research to develop and implement an activity package to enhance the fluency in English language at higher secondary level. He focused on the arts students and his major findings was that an activity package was effective in enhancing fluency; it enhanced the vocabulary, pronunciation, grammar, of the students. It also helped develop creativity among the students.

Roy, (2006) dealt with developing a Bridge course for strengthening basic language abilities of the students entering standard VIII. The objectives of the study were to have an estimation of the exact level of the standard VII students from the opinions of teachers, to have an estimation of the entrance level of the standard VIII students by giving test and from teachers

opinions and to select areas standard VII and VIII for the bridge course on basis of exit level of standard VII and estimation of entrance level of Standard VIII students the investigator has developed a bridge course for strengthening the basis of English language abilities of the students.

Shajy (2009) focused on the SCOPE programs in Baroda city and its effectiveness in teaching the language(Matta, 2016). It emphasized on the skills of English language i.e. LSRW used in the SCOPE. The various methods and techniques used by the organization for the development of the language and the different materials used audio visual along with problems faced by the trainers and trainees.

Emanuel (2012) attempted to develop communication skills package for VII standard students of Gujarati medium schools and study its impact on student's oral communication skills(Emanuel, 2012). The experiment was both qualitative and quantitative in nature. It was a pre-experimental one group pretest and posttest design. The objectives of the study were- (i) to study the problems of student's oral communication, (ii) to design the materials to improve oral communication of students, (iii) to study the effectiveness of the materials, (iv) to study the feedback of the students towards the tasks and (v) to provide suggestions to improve oral communication skills of students of Gujarati medium schools. A null hypothesis 'There is no significant difference between the pretest mean score and posttest mean score' was formulated and tested. The population of the study comprised of standard VIII students studying in Gujarati Medium Schools of Gujarat. The sample constituted one school selected through convenient sampling technique. The materials prepared for the students followed participatory approach and a set of tasks were prepared. The tasks were primarily related to oral communication. The students were engaged in the activities and were taught for a span of 20 days for 25 hours. The tools used for data collection were checklist, questionnaire, reaction scale and field diary. The data was analyzed using Content Analysis, Chi square and T-test techniques. The findings suggested that the students had problem of speaking in English and framing sentences. The tasks helped them to develop their oral communication. They took interest and were motivated to speak in English. The tasks helped the students to use the English language in day-to-day life. It was also concluded that if the duration of such kind of tasks increases then it would be more effective to develop oral communication skills.

Parthiban (2012) measured the effectiveness of task-based language teaching in improving the listening skills of secondary school students(Parthiban, 2011). The major objectives of the

study were: (i) to prepare Task-Based Language Teaching activities to improve listening skills in English in secondary school students and (ii) to find out the effectiveness of task-based language teaching approach in developing listening skills in English among the students at the secondary level. The study tried to find out the effectiveness of the task-based language teaching approach with regard to various variables such as gender, parents' income, parents' education, community and locality. Class IX students of Government Higher Secondary School, Annavasal, Pudukkottai formed the sample for the study. There were 50 students in both the control and experimental group. Both the groups were made equal based on the pretest scores. The students were assigned to the experimental group and the control group by the flip of a coin. The experimental group was taught listening skill in English through Task-Based Language Teaching Approach for a period of 45 days at the rate of one and half hours per day. Achievement test was prepared by the researcher for assessing the knowledge level of the secondary school students in understanding of English with features like vocabulary, pronunciation, stress, syllabification, grammar and meaning. Pretest and posttest were also prepared by the researcher for data collection. To find out the significance of difference between the mean scores of the pretest and the posttest between the control group and the experimental group the researcher used t-test. Major finding of the study revealed that there was significant difference between the posttest mean scores of the control group and the experimental group in understanding different features of English through listening. Experimental Group students scored significantly higher than the Control Group students in learning the language features of English through listening. It indicated that the Task-Based Language Teaching Approach had made strong and positive effects on the performance of the Experimental Group students.

Shankar (2012) undertook a study to find out the effectiveness of a Multimedia Teaming Package for enhancing pronunciation in English among students in Secondary Schools(Shankar Sharma, 2012). The analysis revealed that in the enhancement of pronunciation the students who were taught through Multimedia Learning Package were significantly superior to the students who were taught through conventional oral drill method of learning.

Varghese (2013) prepared Instructional Material and studied its effectiveness in developing listening comprehension in English at the high school level(Varghese, 2013). The main objectives of the study were (i) to prepare Instructional Material to develop listening comprehension in English at high school level. (ii) to test the effectiveness of the Instructional

Material and (iii) to analyse the ratings of the pupils regarding the suitability of the Instructional Material in developing listening comprehension. The investigator adopted experimental cum survey method. Normative survey was used for collecting the views of high school English teachers regarding various aspects related to teaching and learning of English. Pretest - posttest control group experimental design was used for testing the effectiveness of Instructional Material in developing listening comprehension in English. A sample of 50 high school English teachers of Kerala was used for the survey. The sample for the experimental study comprised of 190 students of Standard VIII. The experimental and control group each comprised of 94 students from Pathanamthitta District. Cluster sampling technique was adopted for the study.

The tools used in the study were: (i) a Questionnaire (for Teachers), (ii) Instructional Material to develop listening comprehension in English at the high school level. (iii) Listening Comprehension Test and (iv) Rating Scale regarding the suitability of Instructional Material (for pupils). The findings of the study revealed that the majority of teachers (60%) reported no importance given to the development of listening Comprehension. The findings also revealed that the non-availability of suitable materials for listening comprehension and the mention of listening activities in the course book are the reasons that listening comprehension is not taught in English class. The findings affirmed that the prepared Instructional Material was suitable and highly effective in developing listening comprehension in English at the High School Level.

Maheshwari (2013) conducted a study on the development and implementation of a strategy to enhance communication skills in English for the commerce undergraduates(Maheshwari, 2014). The objectives of the study were (i) to study the initial level of communication skills in English language possessed by the first year B.Com. students, (ii) to develop the strategy to enhance communication skills of the students in English, (iii) to implement the developed strategy and to study the effectiveness of the strategy developed. The purposive sample was selected for the study from the first year B.Com. class. The sample constituted of 54 students distributed equally to control and experimental group. The tools used were Information sheet, pretest and posttest and a questionnaire. The findings indicated that the students showed improvement in their communication skill through their exposure to the English language through the Programme related to the enhancement of the communication skills in English.

MeenaPriyaDharshini (2013) studied the effectiveness of using innovative strategies in developing speaking skills among engineering students(Dharshini, 2023). The study was based

on four major objectives, namely (i) to identify the slow learners and the errors committed by them in speaking English at the Engineering college level (ii) to innovate some strategies for developing their speaking ability, (iii) to apply the strategies to the slow learners with a view to making them speak English and (iv) to identify the attitude of the students towards English in general. The investigator adopted experimental method for the study. The strategy included teaching strategies: Voice for Clips, Story on Photos, Act upon a Story and Ad Arbitrium. A sample of forty-five students from the first year of Bachelor of Engineering and Bachelor of Technology was selected by random sampling after the identification of slow learners. Four branches of engineering were considered for the sample. The investigator selected single group, pretest-posttest design in the study. The tools used for the study were: (i) test of General intelligence Tool (TGI Tool) for identifying the slow learners (Borrowed), (ii) a diagnostic test to identify the errors committed by the samples in written English (Constructed), (iii) Achievement tests to understand the performance of the students before and after the treatment and (iv) Attitude scale to find out the attitude of the treatment groups towards learning English before and after the treatment. It was found that the posttest scores of the experimental subjects were significantly greater than their pretest scores, (ii) the progressive test scores of the experimental subjects were significantly greater than their pretest scores, (iii) the posttest scores of the experimental subjects were significantly greater than their progressive test scores, (iv) the retention test scores of the experimental subjects were significantly greater than their posttest scores (v) the errors committed by the experimental group in the posttest were significantly less than its errors committed in the pretest and (vi) the post-attitude scores of the experimental subjects group were significantly greater than its pre-attitude scores. The administration of the innovative strategies was found to be effective in helping the students of the experimental group to perform better in the posttest as well as the retention test. This proved the effectiveness of the innovative strategies.

Alipanahi (2014) conducted a study on technology and English language pronunciation which tries to investigate the effectiveness of technology-based pronunciation instruction to help EFL advanced learners at Zanzan University to understand and learn the stress patterns correctly (Alipanahi, 2014). This study is carried out among 50 EFL learners in advanced level EFL classes in the Islamic Azad University of Zanzan.

Khan & Karim (2014) focused on improving the listening skills of the English Language of secondary level students in district Bannu through unconventional listening strategies (Karim, 2021). It was an experimental study which was conducted on 10 class students. In terms of

tools used rating scales, questionnaires and pre and post-tests were administered on the selected sample. The data analysis was done through t-tests. The results of the study indicated a significant change in the listening skills of the students.

Marzuki, M., Prayogo, J., & Wahyudi, A. (2016) Their research aimed to improve the EFL learners' speaking ability and their classroom activities through the implementation of Interactive Storytelling Strategy (Marzuki et al., 2016). Therefore, this study was directed to explore the beneficial of Interactive Storytelling that closely related to the EFL learners' everyday activities at their home and school. The subject consisted of 22 of Junior High of Indonesian EFL learners. A Classroom Action Research in two cycles had been conducted within 6 meetings for every cycle. The meetings were focused on the interactivity and communicative ability among learners. The research result showed that the learners' speaking ability improved from 17 or 72,27% passed in Cycle 1 to 22 or 100% passed the criteria of success in Cycle 2. It also showed that their classroom activities improved from 8 or 36,36% who were very active (VA) and 14 or 63,64% who were active (A) to 18 or 81,82% were very active (VA) and 4 or 18,18% were active (A). In conclusion, the implementation of Interactive Storytelling Strategy increased the EFL learners' speaking ability and their classroom activities.

Dewi, R., Kultsum, U., & Armadi, A. (2016) studied whether communicative games have an impact on teaching speaking skill and describe how communicative games give an influence on speaking skills of students at junior high schools in Jakarta, Indonesia (Dewi et al., 2017). Classroom Action Research (CAR) was implemented based on Kurt. L model. The procedures used were planning, acting, observing, and reflecting. It was done into two cycles in each cycle consisted of three meetings. The researcher used collaborative action research with some of the English teachers. In collecting the data, the instruments were interview, observation, questionnaire and test. The test only given to students. The rest of the instruments administered for both teachers and students. The result of the study showed the mean score's pretest reached of 60.42 to 69.02 and post test's score reached up to 78.77. It is important to describe that there is a significant improvement of 13.9% to 41.7% in post test 1 and 83.33% in post test 2. Therefore, the criteria of success had been determined. It is crucial to note that communicative games have contributed a positive impact on teaching learning process. This also implies the communicative games expected to enhance students' enthusiasm and motivation. Clearly, It gives positive improvement on students' active participation, confidence and their fluency in speaking skill. In short it can be described that the strategy of teaching and

learning creates good, enjoyable circumstances and reduces the boredom and stress of learning process.

Aalaei, N. (2017) study attempts to measure the effect of the implementation of the communicative approach (CA) on the speaking and listening skills of Iranian third year secondary students(Aalaei, 2017). In order to address this issue, a quantitative study was conducted on two randomly selected intact classes at the renowned Bentolhoda Secondary School. These two classes were assigned as experimental group (20 students) and control group (20 students). Various communicative activities were used with the experimental group while the control group was exposed to traditional, non-communicative, instruction using structurally based methods, such as the audio-lingual method. A pre-test was administered to both groups at the beginning of the experiment to ensure that they had the same language background. At the end of the experiment, a post-test was assigned to both groups to determine whether the CA had positively affected the students' speaking abilities. The experiment lasted approximately four weeks of the second term of 2016. A final self-report questionnaire invited participants to evaluate their views (positive or negative) regarding CLT. The form designed by the researcher consists of 16 items in the students' opinion. The students have to rate each item according to their opinions.

Himangani, L. (2017) in her study focused on the development and implementation of a package to enhance LSRW skills in the English language for students at the secondary level(Lakhera, 2018). The research design used was quasi-experimental. The data was collected through pre-test, post-test and reaction scale. The analysis of the data was done through U-test. The reaction scale was analysed through frequency, percentage and intensity index. the results of the study affirmed that the package was effective.

Köroğlu & Çakır (2017) investigated student teachers' views on the flipped instruction method and its syllabus tailored for improving speaking skills(Köroğlu & Çakır, 2017). The data was collected through qualitative methods in the current study. Student teachers' perspectives about flipped instruction and the Oral Communication Skills I course were gathered using structured written interview techniques and their response papers. The participants were first-grade ELT students from Gazi University, Turkey's Pre-service English Language Teaching Department. 23 student teachers, 20 of whom were female and 3 male, took part in the study. Student teachers displayed positive attitudes towards the novel flipped instruction approach. The study found that student teachers expressed satisfaction with the

flipped instruction and syllabus tailored for the course. Student teachers found flipped instruction effective in preparing them for class speaking activities.

Gudu (2018) studied about teaching speaking skills in the English language using classroom activities in secondary level using mixed method research design(Gudu, 2015). The study aims to determine the instructional practices inhibiting learners' communicative skill development. The approach to data collection was qualitative, involving classroom observations and interviews. The analysis was based on inductively derived thematic units. The findings indicate a lack of diverse teaching activities, infrequent speaking activities, and teacher-centred teaching methods with minimal collaboration among teachers and learners and between learners.

Omari (2019) conducted a quantitative quasi-experiment to study the impact of listening instruction on listening comprehension(El-Omari, 2019). Pre and Post-test were conducted and the data was collected. The sample for the study was from the United States. The analysis revealed that listening instruction did not influence listening comprehension.

Tan, C.C., Chen, C.M., & Lee, H.M. (2019) conducted a study on developing listening comprehension skills through a reward module(Tan et al., 2020). The experimental research consisted of a sample of 9 learners, which collected data through DPLS-RM, DPLS-NRM, questionnaire on learning motivation, MALQ, GEPT, Auditory post-test, operating logs. The investigation aimed at improving learners' metacognitive consciousness to recognize and regulate one listening process. The indagation used descriptive statistics and ANCOVA, which revealed that DPLS-RM instigates learners to use metacognition expertise in their hearing practice more than DPLS-NRM, so DPLS-RM enhanced learners' enthusiasm and harking apprehension. In contrast, future work can investigate a collaborative communication program to enhance listening comprehension.

Salcedo, Rusbel & Macias, Leticia. (2024) in their study aimed to improve English listening and speaking skills among 35 10th-grade students at Tarqui High School within a condensed twelve-week period using the Easy “English online platform” through engaging activities aligned with the ongoing EFL curriculum(Salcedo & Macias, 2024). The data was gathered through pre and post-test, online questionnaires. The results indicated that the intervention of technology i.e. ICT’s was effective in improving the listening and speaking abilities of the learners.

2.2 STUDIES RELATED TO FACTORS AND PROBLEMS IN ACQUIRING LISTENING AND SPEAKING SKILLS

Vanbhatte (2003) conducted experimental research, wherein the researcher collected, analyzed and categorized the common errors committed by the students of std. VIII of Marathi medium schools while speaking the English language (Vanbhatte, 2003). Objectives of the study were (i) to identify the commonly occurring errors committed while speaking English by the students of VIII standards, (ii) to analyse the errors and categorise them according to different aspects of pronunciation, (iii) to prepare and administer the programme to improve their English speaking skills, and (iv) to study the effectiveness of the programme. The researcher identified the causes of errors and prepared a programme to improve their English speaking skill. Two groups were prepared with randomization i.e. Control group and experimental group. The control group was taught by traditional method of teaching English and the speaking skill programme was used to the experimental group and achievement test was used to find the effectiveness of the speaking skill programme. The programme was determined by comparing the pre-test and post-test scores of the experimental groups and between the post-test scores of the experimental and control group. The findings of the study highlighted that the English speaking skills of VIII standard Marathi medium students can be improved after the administration of a proper programme. The researcher also stated that creating a suitable situation is helpful to improve communicative competence.

Shalini (2010) studied why oral language skills in English of Indian students are poorly developed and how these can be developed in Indian classroom by focusing on the listening and speaking skills (Shalini, 2010). She concluded that there is a need for educationists, administrators and English teachers to recognize the importance of developing linguistic skills among Indian learners. These will not only enable learners to communicate effectively, but will also pave way for success in academic, personal and professional spheres.

Ishler (2010) studied the reason of difficulty in understanding oral English Transactional texts in Tunisian EFL learners (Ishler, 2010). Using qualitative research and a cognitive, strategy based theoretical framework, the study used a questionnaire, interviews, listening diaries and think-aloud protocols with the learners. The findings suggested that the learners encounter listening obstacles as they fail to comprehend the texts for not being able to use their default strategies.

Custar (2011) explored through a qualitative correlational study, the association between receptive oral language proficiency (listening comprehension) and academic achievement(Custar et al., 2011). The convenience sample included 802 high school students enrolled in an ELL (English Language Learners) programme. Linear regression analysis was used to examine the relationship between second language listening comprehension ability and academic achievement. The finding suggested a positive association between academic achievement and receptive oral language proficiency.

Bashir, Azeem & Dogar (2011) studied the factors affecting students speaking and listening skills at the secondary level(Bashir et al., 2011). The data was gathered through questionnaires given to students and teachers. The data analysis was done through frequencies and percentages. The results indicated that students largely opposed the teacher's usage of English for English instruction. Despite unanimous agreement among teachers and students, approximately half rejected the English learning environment. Most students stated that teachers didn't employ TLMs during English lessons.

Al-Mohanna, A. D. M. (2011) This study looks at the current status of teaching listening and speaking skills to Saudi EFL learners(Al-Mohanna, 2011). The focus of the study is a group of EFL teachers and their classroom teaching practices in Saudi state schools in Riyadh city, the capital of Saudi Arabia. After considering the teachers' practices, these are placed in relation to the relevant literature. This is to find a way in developing language listening and speaking skills interactively in the Saudi Arabian context. The study adopts the qualitative inquiry approach to look at people in natural settings with classroom observation employed as an instrument for collecting data. A closer examination of data reveals that the EFL classroom communication is extremely centred on the teacher. The EFL teachers initiate the talk, ask questions, decide who is going to participate and evaluate the answers. They are in control of the period from beginning to end. The students are left with limited or non-communicative options.

Hamouda (2013) carried out the study on Listening Comprehension Problems - Voices from the Classroom with the participation of 60 first-year students majoring in English language and translation at Qassim University(Hamouda, 2013). The tools used for data collection were a questionnaire and a semi-structured interview with the subjects. The investigator was able to conclude that the students encountered various listening problems during learning comprehension such as unfamiliar words, the length of the spoken text, speed rate, a variety of accents, lack of concentration and pronunciation. The findings also suggest that factors such as

insufficient vocabulary, incorrect pronunciation, insufficient listening resources and environment hinder listening proficiency. The investigator suggests some strategies to overcome listening comprehension problems, such as adapting and improving listening materials, and improving teachers' classroom techniques.

2.3 STUDIES RELATED TO USING DRAMA AS A TOOL OF PEDAGOGY FOR TEACHING ENGLISH

Miccoli (2003) in their paper presented the results of an investigation into the value of using drama in a Brazilian university classroom(Miccoli, 2003). Drawing on Di Pietro (1987) and Via (1976) on the advantages of using drama in language learning, from Mezirow (1990) and Schön (1991) on the importance of reflection for promoting meaningful learning, and from Donato and McCormick (1994) and Lukinsky (1990) on the effectiveness of portfolios as a tool to promote reflection, the paper presents a case study of the use of drama in an oral skill class, describing the course structure and classroom procedures. It includes learners' voices as taken from their portfolios, and evaluates results, presenting setbacks and possible solutions. Finally, it encourages the use of drama and portfolios for transformative and emancipatory learning.

Maley and Duff (2005) in their book have stated use the drama techniques, which, in their usage, are specific techniques that actors use on stage, and transpose them to the language classroom context(Maley & Duff, 2005). Some of these can be as simple as vocalizing vowels and voice projection to the more complex acting in roles and overcoming problems in the role. **Yasar (2006)** conducted a study titled , “An Ethnographic Case Study of Educational Drama in Teacher Education Settings: Resistance, Community, and Power” explores the nature of educational drama in a teacher education setting from teacher educators' and pre-service teachers' perspectives(Yasar et al., 2006). Ethnographic methods, including participant observation, face-to-face interviews, and document analysis, were utilised. Data collection methods included semi-structured individual and group interviews, participant observation in the local settings, and WebCT discussions. The data were collected during one course over ten-week period. The participants were one teacher educator and 16 pre-service teachers enrolled in Masters in Education program at a regional campus of a Midwestern state university. This study identified resistance, community, and power as important dynamics in teacher education. When pre-service teachers did not see the immediate connection between the activities and their expectations, they acted in a way that teacher educators considered resistance. When pre-service teachers assumed the roles in a drama activity relevant to their interests, they were

attentive and collaborative. This study highlighted the importance of social interaction and power dynamics in the classroom and pointed teacher educators' attention to the culture that pre-service teachers constructed together. Pre-service teachers constructed a peer culture, which defined their interactions among themselves and between their local culture and broader school culture. In this study, resistance, community, and power were closely related and mutually affecting each other. Theoretical and practical implications of educational drama in teacher education are discussed.

YiLin (2009) in his article titled, "Investigating Role-play Implementation: A Multiple Case Study on Chinese EFL Teachers Using Role-play in Their Secondary Classrooms" explores role-play implementation in secondary school EFL classrooms in China with a main research question: How can Chinese EFL teachers make effective use of role-play in their classroom teaching? To explore this question, the author proposed a theoretical framework for the use of role-play that incorporates three lenses: particular research background in Chinese EFL education context (including a proposed CRCTL approach to meet learner's cultural needs), theoretical ground for positioning role-play in EFL education, and introduction of particular role-play literature (concept, strength and weakness, tutor roles and tasks, previous research studies). A multiple case study on seven Chinese EFL teachers using role-play in their classes is the overall methodology and data were obtained from individual/focus group interviews, direct classroom observations, and questionnaires. The findings not only reflected the benefits of role-play as a language teaching strategy, the strength of CRCLT in particular cultural contexts, but also responded to a complex question of the needs of teachers and students doing role-play in EFL classrooms in China and to the question of a series of issues that need to be considered in order to meet their needs. Based on the findings, recommendations to classroom teachers, teacher educators, and educational administrators have been made followed by a sample role-play project "Christmas" which integrates various levels of role-play in different EFL classes. Supported by detailed information from classrooms, this study intends to facilitate more in-depth discussions from researchers and practitioners regarding role-play implementation in EFL classrooms(Yaling & Yilin, 2009).

Cheng and Winston (2011) In their article titled "Shakespeare as a second language: playfulness, power and pedagogy in the ESL classroom" take on a different approach by postulating that using Shakespeare in the language classroom can provide a stimulating, fun and liberating experience, with enough richness in language and depth in emotional engagement to provide a stimulating learning setting for learners. It can be seen as reactionary

against the typical bounded learning found in Taiwanese textbooks, sheds some light as to why Shakespeare was chosen as a learning medium(Cheng & Winston, 2011)

Becker (2012) conducted a study titled, “Valuating Improvisation as a Technique for Training Pre-service Teachers for Inclusive Classrooms” evaluates whether improvisation, a specific type of dramatic technique, was effective for training pre-service teachers in specific characteristics of teacher-child classroom interaction, communication, and affective skills development(Becker et al., 2012). It measured the strength and direction of any potential changes such training might effect on pre-service teacher’s self-efficacy for teaching and for implementing the communication skills common to improvisation and teaching while interacting with student in an inclusive classroom setting. This study utilised a mixed-method research design based on instructional design and development research. Matched pairs tests were used to analyse the self-efficacy and training skills survey data and pre-service teacher reflections and interview transcripts were used to triangulate the qualitative data. Results of the T-tests showed a significant difference in participants’ self-efficacy for teaching measured before and after the improvisation training. A crucial result from the qualitative data analysis of this study shows that pre-service teachers report being better able to empathise with students after the improvisation training. They provide enough detail in their reports to suggest that this is a result of activities from the training.

Brouillette, L. (2012) stated in his article that creative drama activities that allow for the use of nonverbal communication in combination with verbal interactions can be an effective way for teachers to directly interact with many children at once, providing feedback and building vocabulary(Brouillette, 2012). This article describes a standards-based creative drama curriculum designed to enhance K–2 English-language development.

Kovács (2013) conducted a study titled “Applied Drama and Theatre-Drama Techniques in Teaching English for Specific Purposes” shows the development of methods and techniques in actor training in the 20th century –due to the fact that they concentrate on the development of the whole personality, communicative competence, and team building(Kovács, 2013). In this, the researcher tries to find answers to questions referring to two main problem areas. The first problem refers to the connections leading from theatre and drama to language teaching. The second problem refers to the presence and use of drama techniques in language teaching. The new tendencies which appeared in the domain of theatre arts and actor training in the 20th century led to the appearance of new theatre forms, the aim of which is personality development, the improvement of the life quality of different groups, communities or

individuals, and the creation of a better world. Actors and non-actors use theatre and drama techniques to generate social, and political changes, and personality development. Through applied drama and theatre, new connections and interdisciplinary cooperation became possible among different domains opening new possibilities for lifelong learning. A needs analysis survey was conducted and the results of the survey was dealt with in the last part of the thesis. The results of needs analysis, which was conducted with 106 engineering students and engineers about their language learning needs and habits, their experience and opinion regarding role-plays and the popularity and usefulness of role-plays in learning English for specific purposes (ESP) were discussed. It was concluded that role-play had a great influence upon the development of the methods and activity types of applied drama and theatre. It was demonstrated that drama in education and theatre in education create a bridge between the fields of applied drama and theatre and education and this can be justified by theories regarding personality development, game theories, experiential learning, the flow-theory, constructivist pedagogy, and Erving Goffman's theory. It was proved that drama techniques have been present for a long time in language teaching because they are regarded as effective alternative tools in developing communicative competence in the target language and their ability to perform certain roles in the possible-scenes of everyday life or their future professions. The researcher had demonstrated that adult learners who study English for specific purposes are aware of the fact that role plays and simulations help them prepare for their future profession and they like these activities and find them useful.

Rachmawati, A., & Purwati, O. (2013) in their study aimed to describe the implementation of "hot seat" technique in teaching speaking to the seventh graders, to describe e students' speaking ability after the implementation of hot seat game as a teaching technique to teach spoken descriptive text to the seventh graders and present the students' responses in implementation of hot seat game as a teaching technique to teach spoken descriptive text to the seventh graders(Rachmawati & Purwati, 2021). The researcher uses descriptive qualitative research without any statistical calculation. The result of this study showed hot seat technique could help the students to speak English more especially in describing an object. Hot seat could be applied in speaking class because this technique was effective to help students become effective in speaking English.

Idris, M. (2014) in his study based on curriculum (KTSP), speaking is one of skills in mastering English that must be taught and learned in junior high school. Al-Kautsar Boarding School is one of the schools that apply it as a guide in teaching learning process(Idris & Dollard, 2014). After doing preliminary observation at Al-Kautsar Boarding School Pekanbaru, some

of the students of the second year still have low ability in their speaking. The researcher interpreted that they have low ability in speaking were indicated because they still have low vocabularies in expressing their ideas in English. Thus, the researcher interested to conduct the research entitles “The Effect of Hot Seat Strategy on Students’ Speaking Ability at Al-Kautsar Islamic Modern Boarding School Pekanbaru. The type of the research was quasi-experimental research. The main focus of this research was to find out a significant effect of improvement students’ speaking ability at the second years of Al-Kautsar Islamic Modern Boarding School Pekanbaru between students who were taught by using Hot Seat Strategy and who were taught by using Conventional strategy. The subject of this research was the second year students of Al-Kautsar Boarding School Pekanbaru. In this research, the researcher took two classes; experimental and control class from the three classes. It means that 60 students as the sample from 91 students of population by using clustering sample randomly based on group. In collecting the data, the researcher used test. The test used was oral presentation test. In analyzing the data, the researcher used SPSS16. Finally, the research found that the significant number was $0.000 < 0.05$. Based on the significance result above, H_a is accepted and H_o is rejected. Besides, it can be proved from mean score of students’ speaking ability of post-test at experimental class was 60.87, while students’ speaking ability of post-test at control class was 52.47. Furthermore, the mean score improvement of students’ speaking at experimental class was 12.20 (26.42%) while in control class only 4.40 (9.32%). In conclusion, there is a significance effect of improvement of students’ speaking ability between students who were taught by using Hot Seat Strategy and who were taught by using Conventional Strategy. So, the effect on mean indicate that the use of Hot Seat Strategy is better than Conventional Strategy.

Duffy (2014) conducted a study on, “Facilitation Embodied Instruction: Classroom Teachers’ Experiences with Drama-Based Pedagogy” suggests that drama-based pedagogies significantly contribute to improved teaching and learning(Duffy et al., 2014). Furthermore, there is important research that demonstrates the impact on teachers when they learn about neuroscience. This research project developed six professional development sessions for six elementary school teachers to provide training on both drama-based instruction and research on embodiment. Combining these two fields presented a problem. Arts-based research is qualitative in nature where cognitive science research depends on post-positivistic assumptions of reliability and trustworthiness. Missing from these standard measures of research (FMRI studies, STROOP Tests, reaction time tests), however, is the impact of embodiment research,

for example, has on teaching and learning beyond the laboratory. Knowing a subject's response rate or reaction time within laboratory settings is a different piece of data than understanding how a subject (in this case a teacher within public schools) contextualises and embodies content and transfers that content into embedded memory for later recall. This research project endeavours to study the changes within classrooms and teachers when they attend professional development sessions about how to implement embodied, drama-based pedagogies. Through interviews, field observations, and surveys, the researcher attempts to story the growing quantitative neuro-scientific research on what happens to teachers when they learn about neuroscience with qualitative research that captures the lived experiences of teachers to determine whether this professional development model impacted teacher performance. The study found that training in cognitive science and drama influenced the teachers' approach to their lesson planning in centring their instruction on emotion-centred practice and embodied instruction. The teachers report that they have done so because they saw changes in their student's learning and behaviour.

Wang, P. (2017) in his study aimed to explore the use of drama activities in English communication class in a Chinese arts college and to determine whether drama activities are beneficial to arts majors' language proficiency and other cognitive skills(Wang & Shen, 2017). For this study, we employed a qualitative method by analyzing students' reflective writing and observing participants' activities. The findings show that drama in education is an effective way to teach college English in a Chinese arts college so a more elaborated curriculum design is urgently needed for better teaching and learning.

Moghaddam, S. (2018) conducted a study titled "Using Drama and Drama Techniques to Teach English Conversations to English as A Foreign Language Learners" aimed to examine how drama and drama techniques and practices, as implemented in 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(Moghaddam et al., 2018). 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 were to be taught to them. To collect the necessary data, two modern plays were taught and rehearsed in the classroom context and then a retest was administered after the practice of these two modern dramatic discourses 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 no significant improvement in English competence of the Control group but the Experimental group revealed a tremendous achievement in their abilities in English conversations through the use of dramatic discourse.

Namundjebo, E., Kangira, J., & Morgan, E. (2018) in their study aimed to explore the role of drama in teaching English to enhance students' communicative skills at the University of Namibia(Namundjebo et al., 2018). The discussions of the research focused on assessing the benefits of using drama in the teaching of English to increase students' motivation and self-confidence, as well as to enhance their communicative skills. Research findings revealed the effectiveness of drama oriented English lessons to the benefits of students' speaking skills, motivation, self-esteem and confidence in their abilities to communicate in English. In addition, the findings revealed that drama activities aided students develop a community and foster group cohesiveness, which helped in building students' confidence when speaking English in front of their classmates. Moreover, the study results revealed that motivation is linked to self-confidence as the drama activities accorded students the opportunity to use the target language in real life situations.

Namaziandost, E., Esfahani, F., Nasri, M., & Mirshekaran, R. (2018) conducted a study titled "Gallery Walk" is an action that permits students to examine and show their last work around a room much like artists would show their artistic pieces in a “exhibit(Namaziandost et al., 2018).” It is a way that learners can share their group tasks or individual responses to a content in a stress-free way with the confirmation of getting some feedback from their learning network. This study investigated the impact of the gallery walk technique on Iranian pre-intermediate EFL students' oral execution. Firstly, 60 homogeneous pre-intermediate students from a private language institute were selected and randomly divided into two equal groups, named as experimental and control group. Then they were pretested through a researcher-made speaking test. The learners in the experimental group received gallery walk technique and the control group continued the ordinary program of the classroom; they did not receive any treatment. After the treatment, the researchers administered the modified version of the mentioned pre-test as the post-test. Independent and Paired Samples T-tests were run to analyze the data. The results of post-test showed that experimental group outperformed the control group. The findings indicated that the gallery walk technique improved Iranian pre-intermediate EFL learners' speaking ability.

Famularsih, S. (2020) analysed the implementation of classical puppet drama performance to improve students' speaking skills in the International Class Program of one of the universities in Salatiga(Famularsih, 2020). The teaching and learning processes in drama class were(1) asking the students the question, (2) designing the drama project plan, (3) creating drama preparation schedules, (4) monitoring the students in preparing the drama, (5) assessing the outcome, and (6) evaluating students' drama performance. This study was qualitative research in the form of case study. To collect the data the researcher used observation, interview, documentation, and questionnaire. The results showed that by using drama performance, students can improve their pronunciation, fluency, accuracy, handling the voice, and body language to improve their self-confidence in speaking in English. Moreover, the use of 4Cs skills activities namely critical thinking, communication, collaboration, and creativity skills in the classroom can stimulate students to improve their group work and interaction among students.

Wongsa & Bae Son's (2020) conducted a study titled “Enhancing Thai Secondary School Students' English as a Foreign Language (EFL) Learning Experiences and examines the effects of using drama-based activities and Facebook on the student’s English speaking skills, attitudes and motivation in learning EFL(Wongsa & Son, 2022). The study employed a mixed methods approach to collect both quantitative and qualitative data. The study used Facebook together with drama-based activities to deliver English language lessons in EFL classrooms. A total of 40 students from two Grade 12 classes and two Thai EFL teachers at a high school in Thailand participated in the study. Data was collected through English-speaking tests, Attitude and Motivation Test Battery (AMTB) questionnaires, classroom observations and interviews. The results of the study indicate that drama-based activities and Facebook had positive effects on the students' speaking skills and increased their motivation and positive attitudes towards learning the English language; they also provided the students with an interactive and flexible learning environment where they could actively communicate and collaborate with their teachers and peers. Findings suggest that drama-based learning activities and Facebook can be creatively integrated to assist language learning in the EFL classroom.

Alasmari & Alshae’el (2020) conducted a study titled “The Effect of Using Drama in English Language Learning among Young Learners: A Case Study of 6th Grade Female Pupils in Sakaka City”(Alasmari & Alshae’el, 2020). Forty-sixth graders from two primary school classes (each with twenty students) in the city of Sakaka participated in this study, which was carried out over an eight-week period in the second term of the 2018-2019 academic year. In

Saudi Arabia, English is taught as an official subject beginning in fourth grade in primary schools. Therefore, it can be said that these participants had been learning English for just three years. The two groups were selected from all students of English at the University of Jeddah by random sampling and designated as (a) an experimental group in which English was taught using drama, and (b) a control group in which English was taught using conventional methods. The group of the participants is homogenous as they all belong to the middle-class society and have similar educational backgrounds and age (ranging from 10-12 years old). All participants were female, a choice made deliberately for cultural and religious considerations. Comparison of these results illustrates that the two groups had made progress in terms of language achievement. However, a statistically significant difference was found in terms of the post-test scores of both groups. The post-test values of the experimental group were significantly higher than those of the control group. This leads to the conclusion that the incorporation of drama in language classrooms helps improve participants' English proficiency level. The notably significant progress made by the experimental group is attributed to drama employment while learning English, evidenced by the increase in learning scores compared to the control group.

Geçici & azizoğlu (2022) studied the effect of the creative drama method on the success in basic language skills (listening, reading, speaking, writing), grammar, and vocabulary teaching fields in Turkish lessons by using the meta-analysis method”(Geçici & Azizoğlu, 2022). Publication type, class level, skill areas, and practice time were used as moderator variables in this research. Comprehensive Meta-Analysis 2 (CMA 2) was utilized to analyze the studies determined in the research. According to the results, the creative drama method creates positive (significant) impacts on basic language skills (listening, reading, speaking, writing), grammar, and vocabulary teaching fields ($z=9.959$; $p=.000$). As time increases in creative drama applications, the effect of application increases at the same time. However, it is also found that the effect of the creative drama method on students' success does not significantly vary by publication type and class level. Moreover, the effect of creative drama on students' success varies by skill area while the highest effect size is in speaking skill and the lowest effect size is in vocabulary teaching.

Bessadet, L. (2022) investigated the benefits of implementing drama techniques in English language teaching. It also focuses on the means and strategies of creating a learner-centred classroom to enhance English as Foreign Language learners' communication skills(Bessadet, 2022). Two dramatic techniques used in the research are exploiting a scripted play and improvisation. Teacher-researcher conducted a qualitative research method through a case

study of First-Year Master Students of English Literature and Civilization studying English as a foreign language at Dr. Moulat Tahar University of Saida, Algeria. The study reveals the positive impact of teaching English through drama on student's physical, emotional, social, and cognitive development. It sheds light on the method of putting learners in authentic situations to help them discover their hidden creativity and overcome their fears. In addition to promoting their sense of collaboration, including discussion, negotiation, and performance.

Borres, R., Kyamko, L., & Hernando, M. (2023) conducted a study to determine the effectiveness of story theatre in improving speaking skills in English to Grade 12 General Academic Strand (GAS) students, University of Cebu- Main Campus, S.Y. 2020-2021 (Borres et al., 2023). The result was used as a basis for a proposed action plan. Specifically, the study sought answers to the pretest scores of the control and experimental groups, the posttest scores of the control and experimental groups, the significant difference between their pretest scores, the significant difference between their pretest-posttest scores, and the significant difference between their posttest scores. A quasi-experimental design was used for the control and experimental groups. There were 40 Grade 12 students as subjects of the study. The experimental group was treated with story theatre, while the control group was taught using the lecture method. Pretest and posttest evaluations were used to measure the student's academic performance for both groups. The findings of the study revealed that most of the students had good performance. The posttest scores of both groups marked an increase, and the posttest mean value of the experimental group was significantly higher than that of the control group. Student's speaking skills in the English language are effectively enhanced with the use of story theatre. The interest, retention and learning ability of the students are better realized when they are actively involved with a combination of the written word, acting, movement and characterization.

2.4 IMPLICATIONS OF THE REVIEW OF RELATED LITERATURE FOR THE PRESENT STUDY

The review of related literature is an important part of any study. The total number of reviews conducted were fifty.

Out of the literature reviewed, there were studies related to developing strategies and designs for teaching English. (*Satsangi ,2001; Kothiwala ,2004; Abd El Fattah Torky,2006; Kuldipsingh,2009; Roy, 2009; Shajy, 2009; Prathiban, 2011; Shankar,2012; Emanuel ,2012; Varghese, 2013; Maheshwari ,2013; MeenaPriyaDharshini,2013; Alipanahi,2014; Khan*

&Karim,2014;Gudu, 2015; Marzuki,M., prayogo,J., & Wahyudi, A., 2016; Dewi,R.,Kultsum, U.,& Armadi,A., 2016;Aalaei, N, 2017; Himangani,L, 2016; Koroglu & Cakir, 2017; Omari, 2019; Tan, C.C., Chen, C.M., & Lee, H.M., 2019; Salcedo, Rusbel &Macias, Leticia, 2024) There were studies which focused on factors and problems in acquiring listening and speaking skills (Vanbhatte,2003; Shalini,2010; Ishler,2010; Custar,2011; Bashir, Azeem & Dogar,2011; Al-Mohanna, A.D.M., 2011; Hamouda, 2012) There were studies which focused on drama as a method to teach English (Miccoli, 2003; Maley and Duff, 2005; Yasar,2006; YiLin,2009; Cheng and Winston,2011; Becker,2012; Brouillette, 2012; Kovács,2013; Rachmawati,A., & Purwati, O., 2013; Idris, M.,2014; Duffy,2014;Wang, P.,2014; Moghaddam, S. ,2018; Namunjebbo, E., Kangira, J., & Morgan, E., 2018; Namaziandost, E., Esfahani, F., Nasri, M., & Mirshekaran, R., 2018; Famularsih, S., 2020; Wongsu & Bae Son's, 2020; Alasmari & Alshae'el, 2020; Gecici & Azizoglu, 2022; Bessadet,L.,2022; Borres, R., Kyamko, L, & Hernando, M., 2023)

In terms of the research designs used by the researchers in the reviews found were largely experimental studies (Singh & Satsangi, 2001; Kothiwala, 2004; Marje, 2003; Abd El Fattah Torky,2006; Kuldipsigh, 2009; Roy, 2009; Shajy, 2009; Emanuel,2012; Parthiban,2011; Shankar, 2012; Maheshwari, 2013; Varghese, 2013; MeenaPriyaDharshini,2013; Alipanahi,2014; Khan & Karim, 2014; Marzuki, M, Prayogo, J, & Wahyudi, A., 2016; Dewi, R., Kultsum, U., & Armadi, A. ,2016; Aalaei, N., 2017; Himangini, L., 2017; Koroglu & Cakir, 2017; Gudu, 2015; Omari, 2019; Tan, C.C., Chen, C.M., & Lee, H.M., 2019; Salcedo, Rusbel & Macias, Leticia., 2024; Vanbhatte, 2003; Kovacs, 2013; Idris, M. 2014; Moghaddam, 2018; Namundjebbo, E., Kangira, J., & Morgan, E., 2018; Namaziandost, E., Esfahani, F., Nasri, M. & Mirshekaran, R., 2018; Famularsih, S., 2020; Wongsu & Bae Son's, 2020; Borres, R., Kyamkoo, L., & Hernando, M., 2023) Among other research designs found in the reviews were Qualitative research designs (Rachmawati, A., & Purwati, O., 2013; Gudu, 2015; Wang, P., 2017; Bessadet, L. 2022;) Correlational studies (Hasan, 2003; Custar, 2011) Mixed Method designs (Becker, 2012; Wongsu & Bae Son, 2020) Experimental cum survey study (Varghese, 2013) Case Studies (Miccoli, 2003; Yasar, 2006; YiLin, 2009). Surveys were conducted by (Bashir, Azeem & Dogar, 2011; Al- Moanna, A.D.M., 2011; Hamouda, 2012; (Kovacs, 2013; Koroglu & Cakir, 2017)

In the case of tools used for data collection different types of tools were used. Checklists (Abd El Fattah Torky, 2006; Emanuel, 2012) questionnaires (Emanuel, 2012; Varghese, 2013; Maheshwari, 2013; Khan & Karim, 2014; Dewi, R., Kultsum, U., & Armadi, A., 2016; Aalaei,

N., 2017; Tan, C.C., Chen, C.M., & Lee, H.M., 2019; Salcedo, Rusbel & Macias, Leticia, 2024; Ishler, 2010; Bashir, Azeem & Dogar, 2011; Hamouda, 2012, YiLin, 2009; Famularsih, S., 2020; WONGSA & BAE SON'S; 2020) reaction scales (Emanuel, 2012; Himangini, L., 2017) Interviews (Yasar, 2006; YiLin, 2009; Ishler, 2010; Duffy, 2014; Gudu, 2015; Moghaddam, S., 2018; WONGSA & BAE SON'S, 2020) Observations (Yasar, 2006; YiLin, 2009; Idris. M, 2014; Duffy, 2014; Al-Mohanna, A. D. M., 2011; Dewi, R., Kultsum, U., & Armadi, A., 2016; Gudu, 2015; Moghaddam, S., 2018; WONGSA & BAE SON'S, 2020) Some of the researchers also used tests and rating scales for data collection i.e. listening comprehension tests, checklists, proficiency speaking tests, achievement tests, diagnostic tests, attitude scales and rating scales. (Abd El Fattah Torky, 2006; Hamouda, 2012; MeenaPriyaDharshini, 2013; Varghese, 2013)

Appropriate data analysis techniques were used in the studies reviewed including Content Analysis, Chi-square and T-test techniques (Emanuel, 2012; Becker, 2012) U- test (Himangini, L., 2017) Linear regression analysis (Custar, 2011) Frequencies and percentages (Bashir, Azeem & Dogar, 2011)

Out of the literature reviewed the researcher could not find any study which focused on developing speaking and listening skills through drama activities taught through English prose and poetry for class XI students. It was clear that no study had been conducted on enhancing Listening and Speaking skills for English language students through drama activities. Most of the researches were done in vernacular medium schools. Thus, the researcher felt that it was important to develop language skills in the English language through drama activities for students.