
CHAPTER III

PLAN AND PROCEDURE OF THE STUDY

3.0 INTRODUCTION

This chapter discusses the methodology of research used in the study. This study's major objective was to develop drama activities that would enhance secondary school students' listening and speaking skills in the English language.

The chapter is presented in two sections.

Section I - pertains to the systematisation, selected content, identification of drama activities and formulation of the lesson plans.

Section II - describes in detail the population, sample, tool description, data-gathering method, and data analysis technique.

Section I

Systematization

The drama activities were developed keeping in mind the relevancy, suitability, age and interest level of the students of class XI. The lesson plans for each chapter were arranged according to the relevancy, and logical sequence of the content, understanding the mental level of the students

The drama activities were implemented according to the theme of the chapters. Class XI was selected as these students like exploring new ways, ideas and things.

Development of Drama Activities

Step 1: Content Analysis and Identification of the Drama Activities

The XI standard was chosen for the experimentation; therefore, the textbook prescribed by the GSEB and published by the NCERT, i.e., Hornbill and Snapshot, was taught to the students of this class.

The Hornbill textbook has eleven prose chapters. The prose chapters were Ch1. The Portrait of a Lady; Ch2. We are not afraid to die... if we are together, Ch.3 Discovering Tut: the saga

continues; Ch.4. Landscape of the soul; Ch.5 The Ailing Planet; Ch.6 The Browning Version; Ch.7 The Adventure; Ch.8 Silk Road.

The Hornbill textbook also has poems. The poems in the text were Poem.1 The Photograph; Poem. 2 The laburnum Top; Poem. 3 The voice of the rain; Poem 4. Childhood; Poem5. Father to son.

The other textbook which is taught in English in class XI is Snapshot it is a supplementary reader. It has seven prose chapters i.e. Sr.1 The Summer of the beautiful white horse; Sr.2 The Address; Sr.3 Ranga's Marriage; Sr.4 Albert Einstein at School, Sr.5 Mother's Day, Sr.7 Birth and Sr. 8 The Tale of the Melon City (it was a poem) as depicted in Table 3.1.

Table 3. 1 List of Drama Activities Implemented In The Study

1.	Hot- Seating
2.	Freeze Frames
3.	Thought Tracking
4.	Alley of Opinion
5.	Poetry Brought alive
6.	Poetry in motion
7.	Bringing a picture to life
8.	Improvised Drama
9.	Roleplay

3.1 STEP 2: DESCRIPTION OF THE SELECTED DRAMA ACTIVITIES

➤ **Hot-Seating**

Hot-seat questions are aimed at a fictional character. One person, acting as the character, sits in the middle of the group, and the other participants assemble around to ask probing questions concerning the character's current situation, past experiences, future objectives, etc. Students gain a better grasp of the character in the issue due to this activity, making the character's situation more transparent.

➤ **Freeze Frames**

It is an image, which appears frozen and conveys a message. It is often referred to as a tableau or freeze frame. It can shed light on character interactions with a particular emphasis on how space, levels, body language, and facial expressions are used. The

students in role-playing froze at a specific point to discuss their opinions of the characters. It is used to examine a variety of emotional scenarios.

- **Thought tracking** - When a character exits a scene to discuss their feelings with the viewer, it is known as a thought track. An audience gains a deeper understanding of the character when thoughts are shared in this way.

- **Alley of Opinion** - An effective method for delving into any type of moral quandary that a character may encounter, offering a chance to examine a pivotal point in further detail. The students stand in two lines, facing one another. As each group member gives their piece of advice, one person—either the teacher or a participant—moves between the lines.

- **Poetry Brought Alive** - Lines of poetry are brought to life with clear recitation and accompanying gestures and movements. Students will be divided into groups of five and each group will **enact** the poem. They will have to create stories related to the core themes of the poem and present them in front of the class. Students will also be asked to find out poems on trees or on similar themes and to dramatize them.

- **Poetry in Motion** Participants in this activity are instructed to use short poems or break a long poem into separate verses. This is followed by giving print-outs to groups of four to six participants and asking them to read through the poem and devise freeze frames representing significant phrases. Students are tasked with finding a way to perform a poem by incorporating still images and sharing the lines between them, experimenting with speaking while still and moving. This approach can lead to effective work. The groups have the option to perform their pieces in sequence if a long poem is chosen, and they can also utilize short stories, raps, or texts for their performance.

- **Bringing a picture to life** - Pupils collaborate in pairs. Give each couple a different photo. Couples must talk about their relationship, decide what is happening, and determine the identities and characteristics of the two individuals. Students create a brief exchange between the two individuals in their picture using the knowledge they have learned. What are they exchanging with one another? What is the subject? What is the result? They practice and get ready to act out their exchange.

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- **Character profiles** – Students explore characters using rapid hot seating techniques and questions that involve the whole class.
 - **Improvised Drama** - Students work and execute a story, a situation, or several situations in improvised drama. They might also operate inside the parameters that the instructor has established. Students are responsible for their own work. The feeling of ownership adds even more incentive to complete the task successfully. A more intricate scenario can incorporate the entire class, but working in smaller groups may be more advantageous for affectivity and practical considerations.

Listening Activities – The following listening activities were based on the implemented drama activities. Where students had to listen keenly to the drama activities conducted and answer the listening worksheet. The listening worksheet had the following types of questions.

- Short Answer Questions
- Sentence Completion

Questioning – Inter-questioning was done between students. Teacher-to-student questioning was done.

Summarizing – It means to tell the most important facts or ideas about something or someone in short or clear form.

Discussion – It is the process of talking about something to reach a decision.

Step 2 Instructional Components

The different chapters in prose and poetry were analysed and relevant and drama activities were chosen according to the content and objective of the chapter. The synoptic view is given below as shown in Table 3.2, Table 3.3 and Table 3.4. The format of the lesson plan is given below in Figure 3.1

Table 3. 2. Name of the chapter, Type of Lesson, and Drama Activities Implemented**Table 3.3(a):Name of the Textbook - Hornbill**

Ch. No.	Name of the Chapter	Type of lesson	Drama Activities Implemented
1	The Portrait of a Lady	Prose	<ul style="list-style-type: none">● Hot -seating● The listening worksheet was based on hot-seating activity. (Short Answer Questions)
2	A photograph	Poetry	<ul style="list-style-type: none">● Poetry brought alive● Sentence completion exercise.
3	We are not afraid to die	Prose	<ul style="list-style-type: none">● Hot Seating and questioning
4	Discovering Tut: the saga continues	Prose	<ul style="list-style-type: none">● Hot seating and questioning● The listening worksheet was based on hot-seating activity. (True or False)
5	The Laburnum Top	Poetry	<ul style="list-style-type: none">● Poetry brought alive and summarizing
6	Landscape of the soul	Prose	<ul style="list-style-type: none">● Bringing a picture to life and summarizing
7	The voice of the Rain	Poetry	<ul style="list-style-type: none">● Poetry in Motion and summarizing
8	The Ailing Planet	Prose	<ul style="list-style-type: none">● Hot-Seating and summarizing
9	The Browning Version	Drama	<ul style="list-style-type: none">● Role-play and discussion● Hot -Seating and questioning

10	Childhood	Poetry	<ul style="list-style-type: none"> ● Poetry brought alive and summarizing
11	The Adventure	Prose	<ul style="list-style-type: none"> ● Freeze Frame/ Thought tracking and summarizing
12	Silk Road	Prose	<ul style="list-style-type: none"> ● Hot seating and questioning
13	Father to Son	Poetry	<ul style="list-style-type: none"> ● Improvised drama and summarizing

Table 3.4(b):Name of the Textbook - Snapshot

Ch.no	Name of lesson	Type of Lesson	Drama Activity used
1.	The Summer of the beautiful white Horse	Prose	<ul style="list-style-type: none"> ● Alley of Opinion and discussion
2.	The Address	Prose	<ul style="list-style-type: none"> ● Freeze Frame/ Thought tracking and summarizing
3.	Ranga's Marriage	Prose	<ul style="list-style-type: none"> ● Freeze Frame/ Thought tracking and summarizing
4.	Albert Einstein at school	Prose	<ul style="list-style-type: none"> ● Improvised drama and summarizing
5.	Mother's Day	Play	<ul style="list-style-type: none"> ● Role-play and discussion
6.	The Ghat of the only world	Prose	<ul style="list-style-type: none"> ● Hot Seating and questioning
7.	Birth	Prose	<ul style="list-style-type: none"> ● Freeze frame, Thought Tracking and summarizing
8.	The Tale of Melon City	Poetry	<ul style="list-style-type: none"> ● Poetry in motion ● Listening worksheet (complete the sentences)

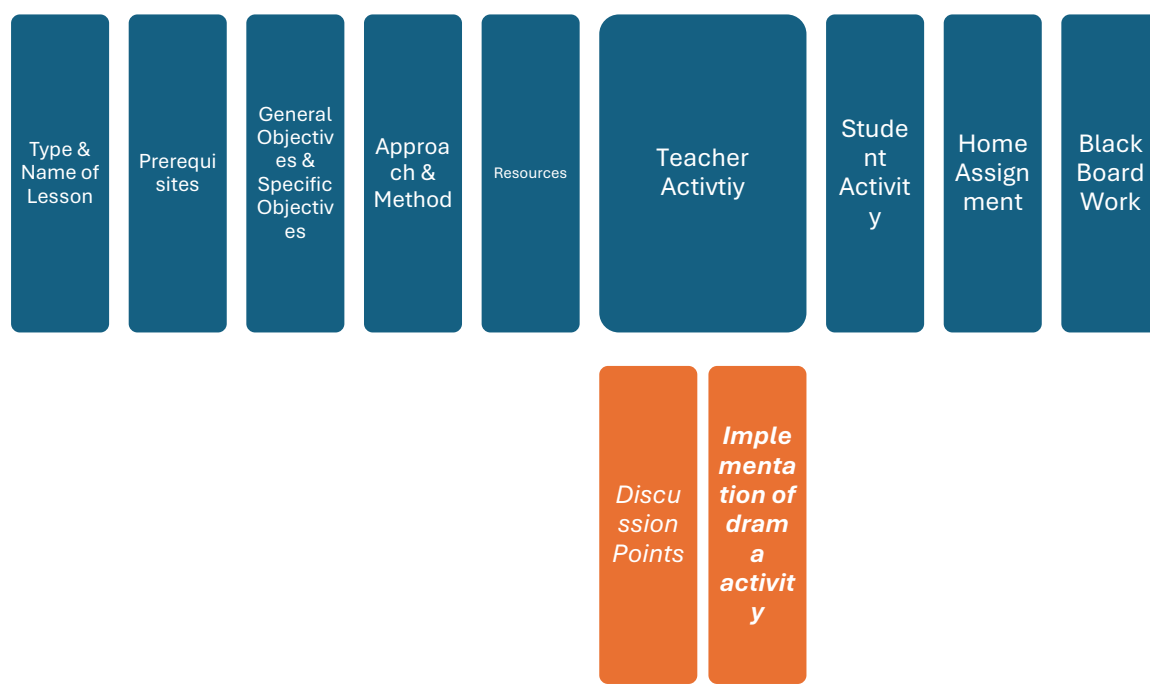


Figure 3.1 Lesson Plan Format

3.1.1 STEP 3: DESCRIPTION OF LESSON PLAN FORMAT

The lesson plan includes general objectives, specific objectives, approach, method, resources, teacher activity, discussion points, drama implementation, student activity, home assignment and blackboard work as shown in.

Table 3.5 English periods taken in class XI: A synoptic view

<i>Date</i>	<i>Ch.no., Poem no, Sr. no. & Name</i>	<i>L-no.</i>	<i>Language Skills</i>	<i>Drama Activities Implemented & Theoretical Inputs</i>	<i>Time in minutes</i>
27/07/2022	Ch.1 The Portrait of a Lady	1	Speaking & Listening	Theoretical Inputs	40
28/07/2022	Ch.1 The Portrait of a Lady	2	Speaking & Listening	Theoretical Inputs	40
29/07/2022	Ch.1 The Portrait of a Lady	3	Speaking & Listening	Hot-Seating Listening Activity Sheet	40

01/08/2022	P.1 A Photograph	4	Speaking & Listening	Theoretical Inputs	40
02/08/2022	P.1 A photograph	5	Speaking & Listening	Poetry brought alive	40
03/08/2022	P.1 A photograph	6	Speaking & Listening	Poetry brought alive & Listening Sentence Completion Ex.	40
04/08/2022	Ch.2 We are not afraid to die	7	Speaking & Listening	Theoretical Inputs	40
05/08/2022	Ch.2 We are not afraid to die	8	Speaking & Listening	Hot- seating	40
06/08/2022	Ch.2 We are not afraid to die	9	Speaking & Listening	Hot- seating Questioning activity for listening	40
08/08/2022	Sr.1 The summer of the beautiful white horse	10	Speaking & Listening	Theoretical Inputs	40
9/08/2022	Sr.1 The summer of the beautiful white horse	11	Speaking & Listening	Theoretical Inputs	40
10/08/2022	Sr.1 The summer of the beautiful white horse	12	Speaking & Listening	Alley of opinion Discussion activity for listening	40
12/08/2022	Ch.3 Discovering Tut: the saga continues	13	Speaking & Listening	Theoretical Inputs	40

13/08/2022	Ch.3 Discovering Tut: the saga continues	14	Speaking & Listening	Theoretical Inputs	40
16/08/2022	Ch.3 Discovering Tut: the saga continues	15	Speaking & Listening	Hot- seating Questioning activity for listening	40
17/08/2022	Ch.3 Discovering Tut: the saga continues	16	Speaking & Listening	Hot- seating, Questioning activity for listening	40
18/08/2022	P.2 The Laburnum Top	17	Speaking & Listening	Poetry brought alive	40
19/08/2022	P.2 The Laburnum Top	18	Speaking & Listening	Poetry brought alive Summarising activity for listening	40
22/08/2022	Ch.4 Landscape of the Soul	19	Speaking & Listening	Bringing a picture to life Discussion activity for listening	40
23/08/2022	Ch.4 Landscape of the Soul	20	Speaking & Listening	Theoretical Inputs	40
24/08/2022	Ch.4 Landscape of the Soul	21	Speaking & Listening	Theoretical Inputs	40
29/08/2022	Sr.2 The Address	22	Speaking & Listening	Theoretical Inputs	40
30/08/2022	Sr.2 The Address	23	Speaking & Listening	Freeze Frames &Thought Tracking Summarising activity for listening	40

31/08/2022	Sr.2 The Address	24	Speaking & Listening	Freeze Frames & Thought Tracking Summarising activity for listening	40
01/09/2022	Sr.3 Ranga's Marriage	25	Speaking & Listening	Theoretical Inputs	40
02/09/2022	Sr.3 Ranga's Marriage	26	Speaking & Listening	Freeze Frame & Thought Tracking,	40
03/09/2022	Sr.3 Ranga's Marriage	27	Speaking & Listening	Freeze Frame & Thought Tracking,	40
06/09/2022	Sr.3 Ranga's Marriage	28	Speaking & Listening	Theoretical Inputs	40
07/09/2022	P.3 Voice of the Rain	29	Speaking & Listening	Theoretical Inputs	40
08/09/2022	P.3 Voice of the Rain	30	Speaking & Listening	Poetry in Motion and Summarising activity for listening	40
10/09/2022	Ch.5 The Ailing Planet	31	Speaking & Listening	Theoretical Inputs	40
12/09/2022	Ch.5 The Ailing Planet	32	Speaking & Listening	Theoretical Inputs	40
13/09/2022	Ch.5 The Ailing Planet	33	Speaking & Listening	Hot-seating Summarising activity for listening	40

15/09/2022	Ch.6 The Browning version	34	Speaking & Listening	Role-play Discussion activity for listening	40
16/09/2022	Ch.6 The Browning version	35	Speaking & Listening	Role-play Discussion activity for listening	40
17/09/2022	Ch.6 The Browning version	36	Speaking & Listening	Hot-seating Questioning activity for listening	40
14/11/2022	P.4 Childhood	37	Speaking & Listening	Theoretical Inputs	40
15/11/2022	P.4 Childhood	38	Speaking & Listening	Poetry brought alive Summarising activity for listening	40
16/11/2022	P.4 Childhood	39	Speaking & Listening	Theoretical Inputs	40
18/11/2022	Sr. 4 Albert Einstein at School	40	Speaking & Listening	Improvised Drama Summarising activity for listening	40
19/11/2022	Sr. 4 Albert Einstein at School	41	Speaking & Listening	Improvised Drama Summarising activity for listening	40
21/11/2022	Sr. 4 Albert Einstein at School	42	Speaking & Listening	Theoretical Inputs	40
22/11/2022	Sr. 5 Mother's Day	43	Speaking & Listening	Roleplay Discussion activity for listening	40
23/11/2022	Sr. 5 Mother's Day	44	Speaking & Listening	Roleplay Discussion activity for listening	40

25/11/2022	Sr. 5 Mother's Day	45	Speaking & Listening	Roleplay Discussion activity for listening	40
01/12/2022	Sr. 6 The Ghat of the Only World	46	Speaking & Listening	Theoretical Inputs	40
02/12/2022	Sr. 6 The Ghat of the Only World	47	Speaking & Listening	Hot-seating Questioning activity for listening	40
03/12/2022	Sr. 6 The Ghat of the Only World	48	Speaking & Listening	Hot-seating Questioning activity for listening	40
05/12/2022	Sr.7 The Birth	49	Speaking & Listening	Freeze Frame, Thought Tracking Summarising activity for listening	40
06/12/2022	Sr.7 The Birth	50	Speaking & Listening	Freeze Frame, Thought Tracking Summarising activity for listening	40
07/12/2022	Sr.7 The Birth	51	Speaking & Listening	Theoretical Inputs	40
09/12/2022	Ch.8 Silk Road	52	Speaking & Listening	Theoretical Inputs	40
10/12/2022	Ch.8 Silk Road	53	Speaking & Listening	Hot-seating Questioning activity for listening	40
12/12/2022	Ch.8 Silk Road	54	Speaking & Listening	Hot-seating Questioning activity for listening	40

13/12/2022	Sr. 8 Tale of the Melon City	55	Speaking & Listening	Poetry in Motion Summarising activity for listening	40
14/12/2022	Sr. 8 Tale of the Melon City	56	Speaking & Listening	Poetry in Motion Summarising activity for listening	40
15/12/2022	Sr.8 Tale of the Melon City	57	Speaking & Listening	Theoretical Inputs	40
16/12/2022	Ch.7 The Adventure	58	Speaking & Listening	Theoretical Inputs	40
17/12/2022	Ch.7 The Adventure	59	Speaking & Listening	Theoretical Inputs	40
19/12/2022	Ch.7 The Adventure	60	Speaking & Listening	Freeze Frame, Thought Tracking Discussion activity for listening	40
20/12/2022	Ch.7 The Adventure	61	Speaking & Listening	Freeze Frame thought Tracking Discussion activity for listening	40
21/12/2022	P.5 Father to Son	62	Speaking & Listening	Improvised Drama Summarising activity for listening	40
22/12/2022	P.5 Father to son	63	Speaking & Listening	Theoretical Inputs	40
Total time in minutes					2520
Total time hours = 42 Hours					

3.2. SECTION II

3.2.1 RESEARCH DESIGN

In this study, an experimental research design was used. An organized and rational approach to addressing the subject is offered by experimental research. Researchers modify certain treatments, stimuli, or environmental factors to alter or alter a subject's behaviour. They manipulate in a methodical and planned way.

In this study, a quasi-experimental research design was used. In this study, the Pretest-Posttest Non-Equivalent-Control Group Design was used. "This design is frequently used in classroom experiments when experimental and control groups are such naturally assembled groups as intact classes, which may be similar," according to Best and Kahn (1996).

The study's design is represented graphically as follows as shown in Figure 3.2.

Experimental Group:	O1	X	O2
Control Group:	O3	C	O4
➤ O1 & O3 = Pre-test			
➤ O2 & O4 = Post-test			
❖ X= Treatment			
❖ C= No Treatment			

Figure 3.2: Graphical representation of the quasi-experimental design

3.2.2 POPULATION

The study's population comprised all class XI students enrolled in Gujarati secondary schools that had an affiliation with the Gujarat Secondary and Higher Secondary Education Board (GSHEB) in the state of Gujarat during the academic year 2022–2023.

3.2.3. SAMPLE

The sample for this study was chosen using the convenience sampling strategy. Two sections of class XI from the A.G. High School in Ahmedabad were chosen.

One division from 11 Commerce and one division from 11 Science were selected for the present study. Standard XI commerce 'A' formed the experimental group while class XI science 'A' formed the control group. Both these classes follow the same textbook in English subject.

There were 56 students in XI Science and 55 in XI Commerce. Pre-test involved giving both the experimental and control groups an achievement test in listening and speaking skills. The pre-test scores from both groups were taken into consideration while doing a one-to-one matching. As a result, the groups were matched. The sample was made up of 26 students in the experimental group and 26 students in the control group after one-to-one matching.

3.2.4 TOOLS AND TECHNIQUE

The following tools were constructed for the present study.

Listening Skills Achievement Test

The listening test was prepared to evaluate the students' listening abilities. Six listening tasks were formulated for the purpose. It was of 50 marks. The listening tasks were based on short extracts of the teacher's thoughts, audio track of poem, an audio track of a talk, an audio track based on a profession, an informational piece and a job interview as shown in Table 3.5.

Table 3.6: Listening Skills Test: Type of Questions, Allocation of Marks.

Que. No.	Type of question	Marks allotted
Task 1	Listen to the audio track and match the following	05
Task 2	Listen to the audio track of the poem and mark it as true or false.	10
Task 3	Listen to the recorded talk and fill in the gaps.	08
Task 4	Listen to the audio track and answer in a few words or phrases.	09
Task 5	Listen to the recorded conversation and write true or false.	09
Task 6	Listen to the interview	09
Total marks-		50
Time Given-		2 hrs

Speaking Skills Achievement Test

The Speaking test was prepared to evaluate the students' Speaking abilities. Six Speaking tasks were formulated for the purpose. It was of 50 marks. The Speaking tasks were based on giving a self-introduction, talking on the topic given, pair activity of discussion on a problem scenario, describing two images, storytelling based on the set of images, observing the event details and answering the questions asked by the examiner as given in Table 3.6.

Table 3.7: Speaking Skills test: Type of questions, Time Given and Question-Wise Mark Allotment.

Que. No.	Type of question	Time given	Marks allotted
Task 1	Giving self-introduction	2 mins	05
Task 2	Talk on one topic	2 mins	10
Task 3	Discussing problem situation	3mins	05
Task 4	Describe the image (2 images)	4 mins (2 mins per image)	20
Task 5	Looking at a set of images and making a story out of it	2 mins	05
Task 6	Observe the program details and answer the question asked by the examiner	2mins	05
Total marks-			50
Time given-		15 mins	

Marking Scheme: The listening and speaking tests were of 50 marks each therefore total marks for the test were 100. The rubric was made for Speaking Skills Achievement test. The criterias for assessing speaking skills were fluency, pronunciation, voice modulation, grammatical correctness.

For listening test the criterias for assessment were comprehension, clarity, accuracy of information were kept in mind for assessing listening skills

Validation of the Listening Skills Achievement Test and Speaking Skills Achievement Test

The prepared tools were shown to the experts in the English language and in the field of education i.e. teachers of the school namely AES -A G High School Ahmedabad, Best High School, Ahmedabad and Nutan Vidyalaya Ahmedabad, Department of Journalism, Navrachna University Baroda and Department of English, The Maharaja Sayajirao University Of Baroda, Vadodara. The tool was validated for content and language. The list of experts who validated the achievement test is given in the appendix.

Reaction Scale

The researcher constructed a 5-point reaction scale of Likert Type for the experimental group pupils. The reaction scale was designed to gauge students' reactions towards teaching English prose and poetry lessons through drama activities.

The reaction scale contained twenty items. The dimensions were related to The relevance of the drama activities, the class's participation, classroom management, time management, learning experiences, and the effective implementation of drama activities for teaching English prose and poetry chapters. Four statements in the reaction scale were in negative form.

Marking Scheme

The scale gave five options for each statement. Strongly agree, agree, undecided, disagree, and strongly disagree were the five options. strongly agree (5), agree (4), undecided (3), disagree (2), and strongly disagree (1) were the scores. For every item, the students had to mark (√) one alternative.

Validity of the Reaction Scale

The Reaction Scale's Validity: The prepared tool was given to experts in the field of education for validation. The tools were approved in terms of language appropriateness and content relevancy. The researcher considered the recommendations. There were twenty items on the reaction scale. The appendix IV has a list of the names of the experts who validated the tool reaction scale.

Data Collection Procedure: The data were collected using above mentioned tools. The data collection was done in different phases. The data was collected during the academic year from July'2022 to December'2022. The data was personally collected by the researcher during this academic session.

Phase I: Pre-Test Phase I was conducted during July '2022. The permission was sought from the principal of the school to administer the pre-tests. During this phase, pre-tests were administered to both the control and the experimental group. The listening skills Achievement Test and Speaking Skills Achievement tests were administered to both control and experimental groups The time allotted for the listening skills test was two hours and for the speaking skills test the time given to each student was 15 minutes. Most of the students finished answering the listening test within 2 hours.

Phase II: Experimentation Phase

The experiment was conducted in the academic session 2022 – 2023. The experiment was conducted during the academic year July’2022 to December 2022. There were 5 periods of English in a week of 40 minutes duration. During this phase, the experiment was conducted. A total of 42 hours of teaching was done. The experimental group consisted of students who were taught English using the Drama activities by the researcher. The researcher used lesson plans where English Prose and poetry lessons were integrated with drama activities.

There were a total of nine drama activities which were implemented. They were hot-seating, freeze frames, thought tracking, alley of opinion, poetry brought alive, role play, poetry in motion and bringing a picture to life.

The speaking and listening activities were based on the drama activities. The listening exercises were designed based on the implemented drama activities. There were activities like listening worksheets, summarizing, questioning and discussion While integrating the drama activities students were explained with instructions. Students asked many questions while integrating the drama activities with the chapters. After every activity, a discussion was held. A joyful and stimulating environment for language learning was created. The drama activities gave a new perspective to learners for character exploration and it helped them to read the chapters with insight as shown in Figure 3.3.



Figure 3.3:Glimpses of Drama Activities Conducted

- **Poetry in Motion**

Procedure

Students were asked to interpret the poem and perform their interpretation i.e. that's how creating poetry in motion Figure 3.4.

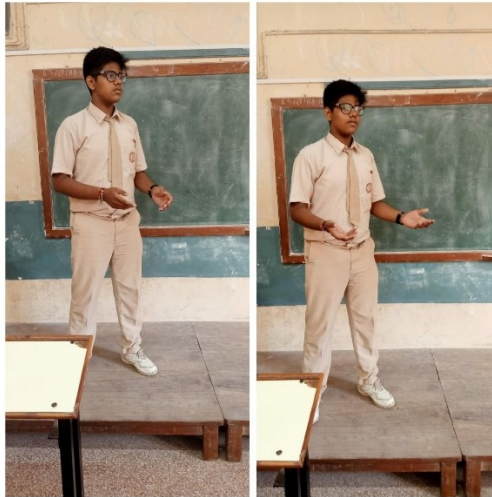


Figure 3.4:Glimpses of Poetry in Motion Conducted

- **Freeze Frame**

In this activity, students were asked to act out a small scene from the chapter and Stop or freeze at a crucial moment of the story Figure 3.5.



Figure 3.5Glimpses of Freeze Frame Conducte

- **Hot seating**

In this activity, the character/s from the story are brought alive in the sense that they sit on a chair i.e hot seated and they have to give a brief introduction about themselves and the class as an audience listens to the character and ask questions to the hot-seated character Figure 3.6.



Figure 3.6 Glimpses of Hot seating Conducted

- **Alley Of Opinion/Conscience Alley**

Conscience Alley allows students to consider several aspects of a character's decision inside a certain predicament. The technique is employed to represent and evaluate the variety of concepts, incentives, and considerations that a character might have while coming to a significant decision in either fictional or real-world situations.

- **Phase III: Post-test Phase**

Phase III was conducted in December 2022. The post-tests were administered to both the control and the experimental group. It was conducted in a similar order followed during phase I. The listening skills achievement test and speaking skills achievement test in the English language were administered to both the experimental and control groups. It was administered in December 2022. The time allotted for the listening test was 2 hours. Students were able to answer tasks in the speaking test within the time limit of 15 minutes given to each student.

The reaction scale was administered to the experimental group in December 2022. The time allotted for this test was 1 period i.e. 40 minutes. The students finished the test within a given time.

The data from the post-tests comprised the scores achieved by students in listening and speaking tests and reaction scales were collected.

3.2.5. DATA ANALYSIS

The data collected during the different phases were analysed. The analysis of the data was done objective-wise and given below.

- Data analysis related to objective I –“To develop drama activities for enhancing communication skills in the English language”.

The objective stated did not require any statistical analysis.

- Data analysis related to objective II -To implement drama activities to enhance communication skills in the English language.

The objective stated did not require any statistical analysis.

- Data analysis related objective III -To study the effectiveness of the drama activities in terms of achievement in (i)speaking skills and (ii) listening skills.

The objective mentioned was analysed quantitatively through the Man Whitney U test and Wilcoxon signed rank test.

- Data analysis related to objective IV -To study the reaction of the students towards the drama activities used for teaching English.

The above-stated objective was analysed through frequency, percentage and intensity index.

The following chapter discusses the analysis of the data in detail.