

Shifting Learning Atmosphere through Process Drama: Teaching English Parts-of-Speech (PoS) in Indian Classroom

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Abstract

This paper investigates the effectiveness of process drama in teaching English parts-of-speech to middle school students in an eastern Indian school. For the application part, researchers developed process drama-based lesson plans following the structural approach and implemented them among the students of class VII studying English as a second language (L2). The study employed a quasi-experimental design, with a pretest-posttest approach to data collection. Additionally, the facilitator consistently took observational field notes to understand the utility and limitations of process drama in a second-language classroom. The study's major findings indicate a significant growth in the treatment group and showed seminal benefits over the traditional method of teaching parts-of-speech through the structural approach. Moreover, observation and field notes indicated the welcoming attitude of learners towards process drama-based language pedagogy. Also, observation and field notes showed assistance in understanding the utility and limitations of process drama as a pedagogical tool in an L2 classroom. Thus, findings of this study have implications for language educators, curriculum designers, and policymakers, offering valuable insights and practical recommendations for integrating process drama in L2 teaching methodologies in diverse educational settings. Additionally, this research contributes to the ongoing discourse on innovative language teaching techniques, catering to the needs of the diverse student populations in language classroom.

Keywords: parts-of-speech, process drama, English as a second language, Indian classroom, language pedagogy

1. Introduction

In recent years, drama-based pedagogy has gained considerable research interest in the field of second language (L2) education (Stinson & Freebody, 2006; Piazzoli, 2010; Abenoza & Decoursey, 2019; Alam, Karim & Ahmad, 2020; Altweissi & Maaytah, 2022). Such shift trends indicate how every type of drama in second language (L2) instruction has value because it creates circumstances for cross-linguistic interactions and promotes genuine communication between teachers and students. As a result, the typical classroom interactions are radically and productively changed (Kao & O'Neill, 1998; Herman et al., 2023). It has also been noted that various techniques have been developed to use drama for curricular goals, i.e. creative drama, brief drama activities, and drama-in-education/educational drama among others. Irrespective of having variations in their approach, all of these methods serve the common purpose of enhancement of language skills among learners. Present study employed the technique of process drama to investigate its efficacy in an L2 classroom.

Process drama is a drama form in which individuals, including the teacher, collaboratively engage in dramatic activities to collectively explore and make meaning of a given situation or context (Bowell & Heap, 2005). The technique is used widely by scholars in the field of education and is generally considered an integral part of the drama-in-education method. In fact, it has been practised on such a vast scale that the term has become almost synonymous with the term 'drama-in-education' (Taylor & Warner, 2006). Process drama comprises different drama conventions connected with a thread of the theme of the particular session. Drama conventions are the different drama techniques used to attain the desired effect. The technique of process drama goes beyond mere improvisation, role-play, or else to generate the targeted experience. In this regard, O'Neill (1993) holds that process drama is not merely about performing a play in front of spectators or creating a drama with a certain climax; instead, the experience itself and the reflection it can elicit are always the outcomes of the process drama. Incorporation of such structure added implementable value to process drama, leading to its utilisation in second language teaching during the final decade of the 20th century. Kao and O'Neill (1998) found its utility which can be meaningfully applied in the second language classroom. Subsequently, the scholars (i.e. Stinson and Freebody, 2006; Piazzoli, 2010; Piazzoli, 2011; Rothwell, 2011; Hulse & Owens, 2017; Alam, 2022; Alam & Alhawamdeh, 2022) recognized the significance of employing this method for various constructs such as oral communication, vocabulary, and intercultural awareness. On reviewing thoroughly, it also becomes evident that process drama may have been beneficial in facilitating implicit grammar teaching due to its inherent characteristics. However, our comprehensive investigation only partially succeeds to uncover any study that employed the technique of process drama specifically for teaching grammar explicitly. Consequently, researchers decided to adopt the technique of process drama to develop lesson plans suitable

for the structural approach of L2 teaching. The structural approach provides a framework for teaching foreign languages that emphasizes the significance of knowing the target language's structure (Genc, 2018). Given the students' prior exposure to the structural approach of grammar learning, they deemed it essential to adhere to a similar approach when developing process drama-based lesson plans. By capitalizing on their existing familiarity with the approach, Researchers aimed to optimize their engagement and comprehension within the context of process drama activities for learning grammar-- parts-of-speech. With the emerging growth in the field of natural language processing, the comprehension of parts-of-speech categories has gained significant importance for both humans and machines (Brill, 1995; Antony & Soman, 2011; Chotirat & Meesad, 2021). Parts-of-Speech are conventional categories into which words are classified and each part-of-speech has its own distinctive grammatical features and performs a specific function in a sentence (Fromkin, Rodman & Hyams, 2007). Among the fundamental aspects of grammar, the understanding and competence of parts-of-speech play a crucial role in syntactic and semantic comprehension. Parts-of-Speech can further be divided into two meta-categories; open class words and closed class words. Open class words, which include nouns, adjectives, verbs, and adverbs, accept new additions to the language. In contrast, closed class words, which consist of pronouns, prepositions and conjunctions, do not typically allow for the incorporation of new terms. Thus, the purpose of this study is to investigate the efficacy of process drama in English parts-of-speech learning, including the analysis on learning outcomes associated with both open class and closed class words, thereby contributing to the pedagogical discourse on innovative language teaching methodology. Previous literature has indicated a gap in exploring the use of process drama for teaching grammatical concepts in L2 classrooms, and this research aims to address this deficiency in the field. The rationale behind selecting process drama as approach to teach parts of speech is twofold. First, process drama as an approach has been proved beneficial in helping students understand language skills in context (Stinson & Freebody, 2006; Hulse & Owens, 2017; Piazzoli & Cullen, 2020). Second, it also allows students to practice the learnt language skills in a semi-natural environment (Kao & O'Neill, 1998). Therefore, by conducting a thorough investigation and analysis, the study aims to provide valuable insights and practical implications for educators, curriculum designers, and language teaching practitioners. The present study addresses the following potent questions:

- 1) What impact does process drama have on middle school students' parts-of-speech learning outcomes?
- 2) What are the student's attitude and perception towards the incorporation of process drama in an L2 classroom?
- 3) What are the potential limitations of this method to be applied in Indian classrooms?

The subsequent sections of the paper are organized into five main sections, followed by a conclusion. The paper's second section critically reviews the existing literature on process drama for L2 learning to provide perspective into the research context. In the third section, the research methodology, incorporating details on the design and implementation of process drama-based lesson plans for teaching parts-of-speech has been discussed. Additionally, researchers have discussed in detail the process of conducting the experiment. The fourth section presents the results, while the fifth section provides a comprehensive discussion and analysis of the outcomes.

2. Review of Literature

Shein-Mei Kao and Cecily O'Neill (1998), in their seminal book on process drama for second language learning, provide key elements to incorporate in the drama classroom for the second language, viz., the introduction of the drama, contexts, roles, tension, non-verbal activities, questioning, and reflection. Their work opened up the possibilities of working on L2 learning through process drama. Eventually, the increased emphasis on using process drama in an L2 classroom caught the attention of many researchers and practitioners, especially in the 21st century (i.e., Stinson and Freebody, 2006; Piazzoli, 2010; To, Chan, Lam & Tsang, 2011; Piazzoli, 2011; Rothwell, 2011; Hulse & Owens, 2017; Kalogirou, Beauchamp, & Whyte 2017; Alam & Al-hawamdeh, 2022). Interestingly, researchers used the process drama method to examine various variables. Stinson and Freebody (2006) investigated the role of drama in communication development. They found that students taught using process drama demonstrated improved speaking ability and consistently outperformed those taught using traditional methods. Process Drama allows learners to receive contextualized input in pre-drama activities, motivates students to produce output and provides a safe environment for reflection, leading to vocabulary development (Kalogirou, Beauchamp & Whyte, 2017).

In addition to linguistic competence, Process drama has been studied for its effect on affective factors such as anxiety, motivation, and confidence in L2 learning. Piazzoli (2011) noted that process drama creates an affective space favourable to learners prone to language anxiety. Several studies (Stinson & Freebody, 2006; To, Chan, Lam & Tsang, 2011; Kalogirou, Beauchamp, & Whyte, 2017) have noted that the process drama method assists in developing confidence by engaging learners as active participants in constructing knowledge during each session. Moreover, process drama has been identified as an essential tool for enhancing motivation in L2 learning (To, Chan, Lam & Tsang, 2011).

Second language learning is not limited to linguistic competence only. Process drama provides the opportunity to develop social skills in an L2 classroom. Piazzoli (2010) emphasized the manipulation of aesthetic distance and the creation of a communicating forum within a process drama-based L2 classroom to bring together students from different cultures. By representing their own culture and learning about their peers' culture, students can foster intercultural awareness. Rothwell (2011) further explored the role of process drama in developing intercultural literacy. Dunn, Bundy, and Woodrow (2012) studied the efficacy of drama techniques in developing resilience among recently arrived refugee children, with a focus on a language goal. They found that drama created a learning context empowering students to assist fictional characters facing various challenges, striking a balance between relatability and a certain degree of detachment.

These studies collectively demonstrate that process drama has been utilised to investigate various objectives, such as enhancing vocabulary acquisition, fostering intercultural awareness, reducing anxiety, and developing a positive attitude towards L2 learning.

Researchers often employ a mixed-method approach to conduct their research. Despite the efforts to examine the structure of the process drama-based sessions employed by researchers in the studies mentioned above, researchers were unable to find out any reported structure or framework pertaining to process drama sessions. Additionally, within the limitations of surveying the pre-existing literature, researchers could not identify any studies specifically focused on teaching language structure within an L2 classroom context. Therefore, these research gaps prompted the present study to investigate process drama's effectiveness, utility and practicality in teaching parts-of-speech to L2 learners. By filling these gaps, this study aims to contribute to the existing literature and provide valuable insights for educators seeking innovative approaches to L2 instruction.

3. Methodology

The study employs a quasi-experimental method using the pretest-posttest design for the collection of data to examine the impact of process drama in teaching English parts-of-speech, i.e. Noun, Pronouns, Adjective, Verb, Adverb, Preposition, Conjunction, and Interjection. In the quasi-experiment, a researcher has two groups, and she cannot randomize the participants but rather work with the groups without any change. The quasi-experiment design has been used for studying the effect of process drama in an L2 classroom by Stinson and Freebody (2006). The design has also been used by other researchers (i.e. Demircioglu, 2010; Albalawi, 2014; Göktürk, Çalışkan & Öztürk, 2020; Alasmari & Alshae'el, 2020; Yumurtaci & Mede, 2020; Kadan, 2021; Hietz, 2021; Altweissi & Maaytah, 2022) in their studies addressing the usage of the drama-in-education method for L2 teaching.

3.1 Null Hypotheses

For measuring the achievement in the scores, researchers initiated the experiment with the following null hypotheses:

Null hypothesis 1: The pre-test scores of the control group and the treatment group for all parts-of-speech questions do not differ significantly.

Null hypothesis 2: The post-test scores of the control group and the treatment group for all parts-of-speech questions do not differ significantly.

Null hypothesis 3: The pre-test scores of the control group and the treatment group for open-class parts-of-speech questions do not differ significantly.

Null hypothesis 4: The post-test scores of the control group and the treatment group for open-class parts-of-speech questions do not differ significantly.

Null hypothesis 5: The pre-test scores of the control group and the treatment group for closed-class parts-of-speech questions do not differ significantly.

Null hypothesis 6: The post-test scores of the control group and the treatment group for closed-class parts-of-speech questions do not differ significantly.

3.2 Sample and Context of the Study

In December 2022, a central government school named Jawahar Navodaya Vidyalaya Rohtas, which follows the National Council for Education, Research and Training guidelines to regulate the curriculum was approached for the study. Researchers discussed the research design with the school principal and management, and they suggested to work with class VII because the school intakes students from class VI onwards, and it introduces English parts-of-speech to the students of class VII. Therefore, researchers felt apt to conduct the study with the students of Class VII. The school regulated Class VII into two sections; VII (A) and VII (B). 29 students from Class VII (A) and 27 students from Class VII (B) were selected. The school functions in a rural area of Bihar state in the eastern region of India, and the students also belong to the different rural areas of the region. All the students were Bhojpuri language speakers learning English as an L2 since the beginning of their formal education.

Table 1. Demographic information of the participants

	VII (A)	VII (B)
Total number of students	29	27
Male students	20	15
Female students	9	12
Average age of the students	13 years	13 years
Native language of the students	Bhojpuri	Bhojpuri
Location type	Rural	Rural

3.3 Procedure of the Study

For this study, researchers had two groups: Class VII (A) and Class VII (B). Pretest was administered to both groups to assess their prior subject-matter knowledge and choose which group should serve as the control group and which should act as the treatment group. Pretest consisted of 32 parts-of-speech questions which can be further classified into two categories; 16 questions on open class words (four nouns, four adjectives, four verbs, and four adverbs), and 16 questions on Closed class words (five pronouns, six prepositions, and five conjunctions). Table 2 presents the pretest results for all thirty-two parts-of-speech questions.

Table 2. Independent t-test of pretest for all parts-of-speech questions

		Number	Mean	Std. Deviation	t	p-value
Pre-test for all parts-of-speech questions	Class VII (A)	29	17.24	7.064	2.209	.031
	Class VII (B)	27	13.07	7.043	2.209	

Researchers observed that the mean score of Class VII (A) is higher than the mean score of Class VII (B), and the p-value is less than .05. Therefore, there exists a significant difference between the pretest scores of Class VII (A) and Class VII (B). Thus, researchers decided to take Class VII (B) as the treatment group and Class VII (A) as the control group to investigate whether process drama can enhance the achievement of Class VII (B) in a way that the difference between them is neutralized, or even the class VII (B) scores better than the class VII (A). Class VII (A) was taught using the traditional approach (the structural approach) of teaching parts-of-speech, and class VII (B) was taught using the technique of process drama for teaching parts-of-speech explicitly.

After the pretest, one of researchers worked separately with both groups conducting sessions of fifty minutes each for the next twenty days. Then, the post-test on the very next day of the completion of the intervention program was conducted. Post-test also had 32 questions with the same difficulty level as in the pretest. Post-test had the same pattern of questions, and it also consisted of 16 questions on open-class words (four nouns, four adjectives, four verbs, and four adverbs), and 16 questions on closed-class words (five pronouns, six prepositions, and five conjunctions).

3.4 Structuring Process Drama-Based Lesson Plans

As per literature survey by researchers, no teaching and learning materials were available to teach parts-of-speech using the technique of process drama. Therefore, researchers developed process drama-based lesson plans for the treatment group. In most lesson plans, an energizer to start the sessions was used. Energizer is the activity used for warming up, breaking the ice, and bringing the learners' attention toward the class. After energizers, one or two theatrical exercises in each lesson plans was included. Theatrical exercises are essential because they help students cultivate the skill set to participate in process drama sessions actively. After this, researchers used a series of connected drama conventions to unfold stories which helped students meet the session's objective. Keeping the Indian context in mind, researchers created stories from the culture to which students can relate. Each story was mostly focused on teaching one particular parts-of-speech category. The facilitator also belonged to the same social background as the students. Therefore, the nature of the stories was relevant to the social background of the facilitator and the learners. In the co-creation phase, the space for teaching parts-of-speech explicitly was kept, mostly between two conventions.

Additionally, the session structure had the space to accommodate spontaneous activities. The session activities promote discussions, and the facilitator uses the words that emerged during the sessions as examples to discuss particular parts-of-speech category. At the end of each lesson plan, reflective exercises were used to reflect on the whole session, especially on the language learning outcomes that were stimulated through the session. Thus, the sessions can be mainly categorized into three parts; preparation phase, co-creation phase, and reflection phase. Table 3 presents an example of the process drama-based lesson plan.

Table 3. Process drama-based lesson plan to teach parts-of-speech

Topic: Preposition		Time Duration: 90 mins	
Learning Objective: to introduce the concept and function of English preposition			
	Activity	Teacher's Guide/Students Guide	Duration
Preparation Phase	Energizer	The facilitator starts the session with warm up activities.	5 mins
	Theatrical Exercise	To prepare their body and voice for the further activities. (The facilitator may choose more than one exercise)	5 mins
Unfolding of the story starts from here			
Co-creation Phase	Role on the wall	The facilitator will draw a human figure ask for the following information about that figure:	2 mins

		Gender: <i>Male</i> Name: <i>Bittu</i> Age: <i>18</i> Location: <i>Rural</i> Profession: <i>Student</i>	
	Single Dialogue	The boy lives in a village, but he is having some problems in his studies. What kind of problems does he face? The facilitator will ask the students to say this in dialogue form as if it is spoken by the boy <i>Bittu</i> .	5 mins
	Mantle of the expert	Now the boy comes to meet you and he needs some suggestions on what he should do. Please help him. The facilitator will come as <i>Bittu</i> and students will give him their suggestions.	10 mins
	Teacher (Out of role)	Taking help from your suggestions, that boy decides to shift to a city. Now show me the boy packing the bag and leaving for the city.	2 mins
	Enactment	Now show me a scene depicting the boy in the city searching for a room.	3 mins
	Mime	The boy finally gets a room..... and places his luggage inside the room. Now show me what he is doing at that moment.	3 mins
	Writing in Role	<i>Bittu</i> is planning to arrange his room, so he decides to write down his plan in the notebook to have clarity in his mind for the arrangement.	10 mins
	Teaching parts-of-speech explicitly	With the help of the plan written by the students, the teacher writes down a plan himself/herself on the board. The teacher will highlight the prepositions and explain the concept of prepositions using examples from the written plan.	10 mins
	Drawing	<i>Bittu</i> has arranged everything. Show me through a drawing how does his room look like.	10 mins
	Preposition Exercise	The teacher will ask the students to highlight or correct the prepositions used in their room arrangement plan. The facilitator will check everyone's use of prepositions.	10 mins
Reflection Phase	Reflection on the whole session	The teacher will ask the students to produce a keyword from the session to which they related most.	5 mins
	Grammar Reflection	Here the teacher should also keep the space for solving students' doubts related to the language structure taught in the session. (Here, the teacher again goes for explicit grammar teaching)	5 mins
	Final Reflection	If needed, the facilitator can again go for reflection on the drama session for meaning-making related to language and cross-curricular goals.	5 mins

3.5 Data Analysis Procedure

After data collection, the study used IBM SPSS 22 software for the data analysis. The scores of the pretest and the posttest for both the groups were analysed using independent t-test for measuring the achievement in both groups. For this analysis, a significance level of $p > 0.05$ with a 95% confidence interval was employed. Furthermore, the study did not limit data collection procedure to a pretest-posttest design; instead, the facilitator took observation and field notes during the intervention program. That was later used to gain a comprehensive understanding of the applicability and potential limitations of the process drama based L2 teaching method. Researchers discussed the observation and field notes among themselves to conclude the findings.

4. Results

4.1 Pretest-posttest Results

This section provides the results concerning the first research question. The results are shown in table 4, 5 and 6 stating the independent t-test scores for overall growth, growth in open class words and growth in closed class words respectively.

4.1.1 Growth in Performance for All Parts-Of-Speech Words

Researchers calculated the mean scores of both the group in the pretest and posttest for all parts-of speech words. Figure 1 shows the growth

in the mean scores of both the groups.

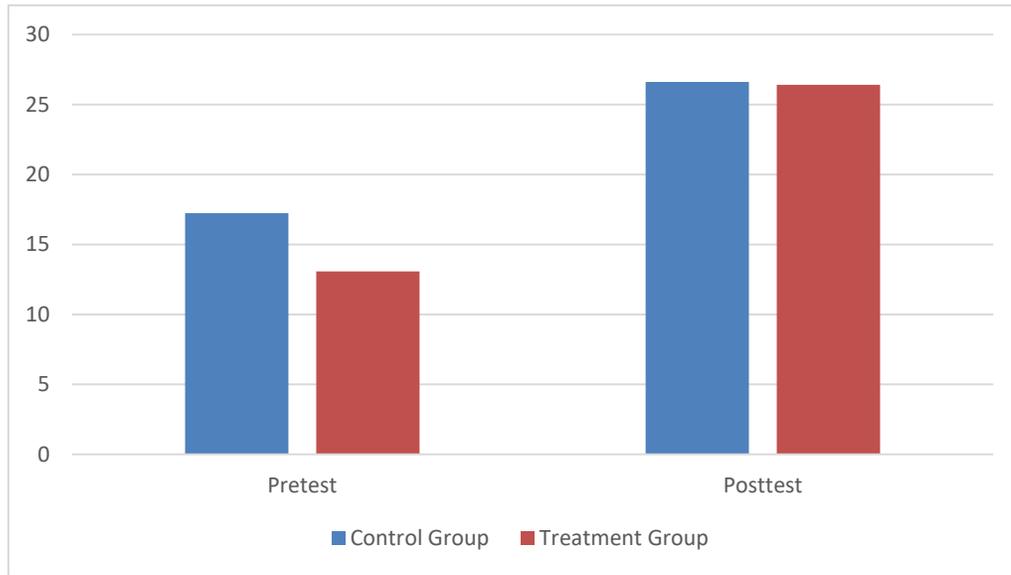


Figure 1. Mean scores of both the groups for all parts-of-speech words

As shown in figure 1, the control group students perform better than those of the treatment group in the pretest, while the difference has been approximately reduced in the posttest. Researchers, then, assessed the results using t-test. The results from the t-test suggest that the difference between the scores for all parts-of-speech questions is proven to be statistically significant in the pretest. Thus, the first null hypothesis is rejected. By administering the t-test for the post-test scores, the present study observed that both groups' differences were nullified. Hence, researchers failed to reject the second null hypothesis. Hence, the result indicates that the treatment group came at par with the control group after the intervention. Table 4 presents result of the t-test for all parts-of-speech questions.

Table 4. Independent t-test for all parts-of-speech words

		Number	Mean	Std. Deviation	t	p-value
Pre-test for all parts-of-speech words	Control Group	29	17.24	7.064	2.209	.031
	Treatment Group	27	13.07	7.043	2.209	
Post-test for all parts-of-speech words	Control Group	29	26.62	2.290	.325	.747
	Treatment Group	27	26.41	2.260	.323	

4.1.2 Growth in Performance for Open Class Words

Additionally, researchers also compared the results for the two meta-categories of parts-of-speech; open-class words and closed-class words. This would provide readers an understanding of the utility of the process drama based L2 teaching method for the meta-categories which functions differently. This section presents the result for the open class words. When researchers calculated the mean score for open class words in the pretest, controlled group performed better than the students of the treatment group. While the difference between the scores in the posttest has been overcome. Figure 2 presents the mean scores of the both the groups.

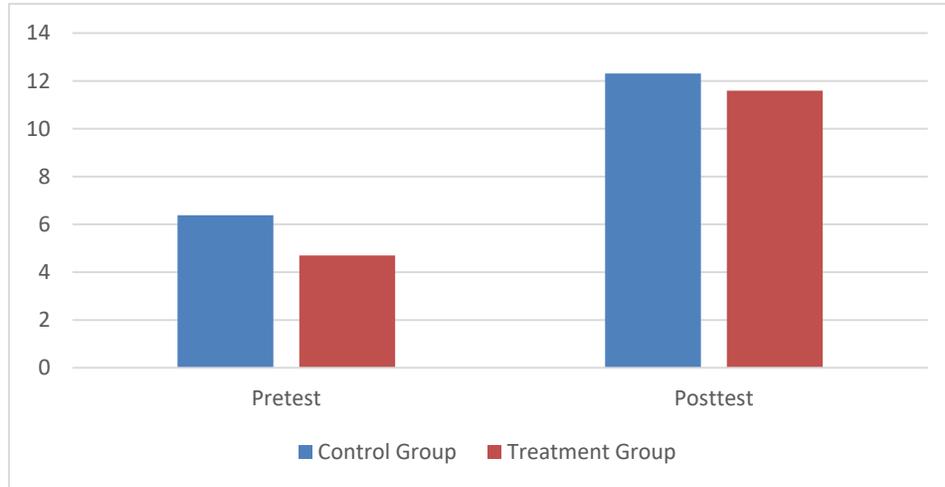


Figure 2. Mean scores of both the groups for open class words

Researchers, then, assessed the results using t-test. The results from the t-test suggests that the difference between the pretest score of the control group and the treatment groups for open-class words is statistically significant, in which the control group outperform the treatment group. Consequently the third null hypothesis is rejected. In the post-test, however, the significant difference could not be observed. Therefore, researchers failed to reject the fourth null hypotheses. This outcome suggests that the treatment group which initially lagged behind the control group in scoring for open-class words in the pretest, demonstrated improvement to the extent that they performed as excellently as the students of the control group in the post-test. Table 5 presents result of the t-test for open class words.

Table 5. Independent t-test for open class words

Pre-test for Open Class words	Control Group	29	6.38	3.178	2.209	.031
	Treatment Group	27	4.7	2.415	2.231	
Post-test for Open Class words	Control Group	29	12.31	1.491	1.617	.112
	Treatment Group	27	11.59	1.824	1.606	

4.1.3 Growth in Closed Class Words

When researchers calculated the mean score for open class words in the pretest, controlled group performed better than the students of the treatment group. While in the posttest, the students of treatment group scored slightly better that the students of control group. Figure 3 presents the mean scores of the both the groups.

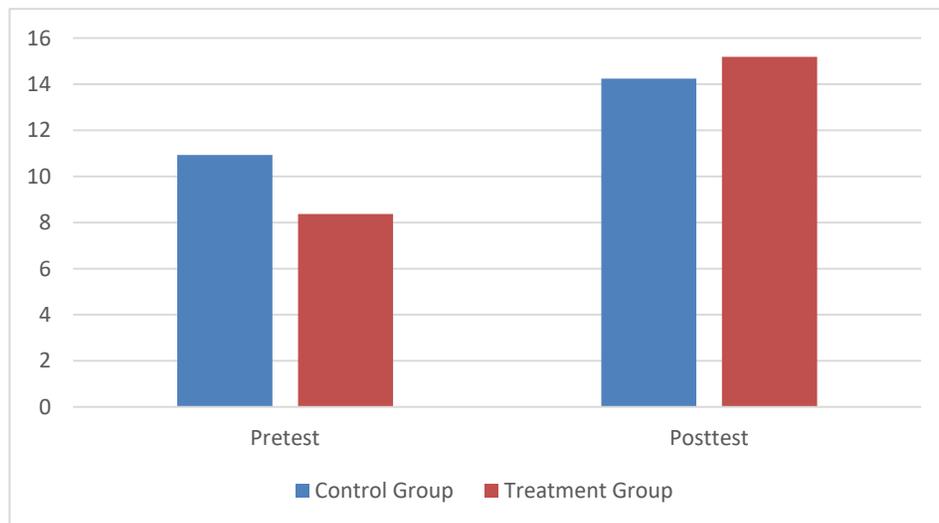


Figure 3. Mean scores of both the groups for closed class words

Researchers, then, assessed the results using t-test. The results from the t-test suggests that the difference between the pretest score of the control group and the treatment groups for closed-class words is statistically significant, in which the control group outperform the treatment group. Consequently the fifth null hypothesis is rejected. In the post-test, however, the difference could not be observed. Therefore, researchers failed to reject the sixth null hypotheses. This outcome suggests that the treatment group which initially lagged behind the control group in scoring for closed class words in the pretest, demonstrated improvement to the extent that they performed as excellently as the students of the control group in the post-test. Table 6 presents result of the t-test for open class words.

Table 6. Independent t-test for closed class words

Pre-test for Closed Class words	Control Group	29	10.93	4.301	2.062	.044
	Treatment Group	27	8.37	4.986	2.051	
Post-test for Closed Class words	Control Group	29	14.24	1.431	-1.743	.087
	Treatment Group	27	15.19	2.512	-1.711	

4.2 Observational Field Notes

This section discusses the finding for the second and third research questions to improve understanding of the utility of process drama-based lesson plans and the difference between the traditional methods of teaching and process drama-based teaching. Also the findings show the potential limitations to the method to be applied in the Indian classroom. For this purpose, the facilitator consistently took observation and field notes during the intervention program. The central findings of the field notes entail that engaging more than one student at a time in the control group was challenging. The students were less attentive to the instructions in the control group. More students were actively involved in the treatment group, and engaging more than one student at a time was much more manageable. Furthermore, while explaining the concept in the treatment group, the facilitator gathered examples from the process drama sessions, which provided the students with a context behind those sentences missing in the control group. Moreover, participants in the treatment group got to do parts-of-speech exercises through the drama conventions like writing in role, report making, and portfolio preparation. In the control group, the facilitator needed to gather sentences from books and the internet to give them parts-of-speech exercises. Additionally, students got more connected and opened up to the facilitator to share their views in the treatment group which brought an easy flow of knowledge sharing in the classroom. The students' attitude toward the parts-of-speech learning in the control and treatment groups differed. Students in the control group were less excited to attend the class. On a few occasions, they asked not to study, instead doing something different that day. In contrast, the treatment group students were always ready and excited to be engaged in parts-of-speech class. On many occasions, they demanded to do some extra activities, be it energizers, theatrical exercises, or drama conventions. Overall, Motivation among the students in the treatment group was higher in the treatment group than in the control group.

Researchers could find some pedagogical limitations of process drama-based sessions in parts-of-speech teaching. All eight parts-of-speech categories have their uniqueness and complexity to explain. Therefore, it took much work for the facilitator to balance the use of drama conventions and the activities involving explicit grammar teaching for each category. Sometimes the students were so engaged in the activities that fifty minutes of the class felt like a short time, and sometimes the facilitator had to stop the session on odd occasions. Next day, the facilitator had to repeat some activities to get into the same mood and context, which cumulatively took extra effort and time from the teachers and students.

5. Discussion

The findings from the pretest-posttest design of the study show that the learning outcome in the treatment group was noticeable, which indicates that the process drama-based parts-of-speech teaching enhance the students' growth significantly. This result corroborates the findings of Stinson and Freebody (2006) that show that the intervention group performed better in the post-test of vocabulary learning. Though vocabulary learning differs significantly from the parts-of-speech learning, both studies substantiate the use of process drama in the L2 classroom. Additionally, the study suggests that the students improved significantly in their scores for both the open and closed classes. Open class words, being productive in nature, often lead to confusion as they can belong to multiple parts-of-speech categories. Whereas closed class items are relatively unproductive. Despite the differences between these two meta-categories, process drama demonstrated potential benefits in enhancing the understanding both of open class and closed class parts-of-speech. This result indicates that the process drama can be equally good in comprehension of different complexities of language. However, further investigation into the degree of improvement in each part-of-speech would provide a deeper understanding of utilization of the process drama method in teaching and learning word classes.

The observational field notes stress the importance of using the technique of process drama for the additional factors such as motivation, attitude, and confidence which affect L2 learning. The findings of this study may serve as a motivation for practitioners to integrate pedagogical approaches that facilitate the learning process and transform the classroom environment. Process drama, with its inherent characteristics, has the potential to address these additional factors automatically. By incorporating process drama into language teaching, educators can create an engaging and interactive learning environment that promotes active participation, self-expression, and welcoming attitude of the learners towards the L2 lessons. These findings further the result of the studies by To, Chan, Lam & Tsang (2011), and

Kalogirou, Beauchamp, & Whyte (2017) which report that motivation and confidence among students were increased and more students started expressing themselves in classroom. However, both studies used more than two research tools to collect the data to develop their findings. Therefore, the findings from the present study might have presented a different and comprehensive result if the data were collected using other tools such as focus group discussions, semi-structured interviews, questionnaires, and reflective journals.

Researchers faced several limitations while conducting the study. First, the study does not consider the gender distribution; thus, the discrepancy between the gender distributions between both groups might affect the result of the study. Furthermore, the classroom infrastructure was not designed in accordance with the need for the process drama-based pedagogy. They carried out the research in the classrooms, originally designed to teach in a traditional fashion. If the infrastructure had been different, the result might have been more positive in favour of process drama-based second language teaching. Also, the time constraint of fifty minutes per class hindered the flow of process drama sessions, impacting their effectiveness. Additionally, facilitator could not use the drama artefacts due to limited resources. If he could have used those materials, the classroom energy and the outcome would have been significantly affected. However, the present study shows that despite these limitations, process drama-based L2 teaching and learning is effective, which challenges the misconceptions which have been created around that the method can only work in a specialized language lab. Moreover, the findings rebut the miscalculation that the process drama demands more time and resources to be effective in the classroom.

Despite a few limitations, process drama-based sessions functioned successfully during the intervention. The facilitator felt comfortable working with twenty-seven students in the intervention group. However, it is important to acknowledge that this dynamic may vary different school settings. The variation in the classroom strength would affect the functioning of process drama-based pedagogy. The present work, therefore, unfolds the multiple possibilities of the process drama-based language teaching method to be used in the L2 classroom. It also shows the direction where more research is needed to be done on using process drama in L2 grammar teaching. Additionally, the research outcomes offer guidance for educators in designing effective language instruction that embraces innovative and engaging approaches, while curriculum designers can utilize the insights to develop curriculum frameworks that incorporate process drama as a key component. Policymakers can also utilise these findings to inform decisions regarding educational policies and initiatives aimed at fostering communicative competence, and developing the understanding of language structures in L2 classrooms. These findings accentuate the importance of using drama-based teaching and learning in the pedagogy process particularly within the context of India. These findings align with the emphasis placed on such approaches in National Education Policy 2020 as highlighted by Ministry of Education (formerly Ministry of Human Resource Development), Government of India. The policy recognizes the value of innovative and experiential teaching methods, including process drama, in enhancing learning outcomes and prompting holistic development among students. The convergence between these research findings and the policy recommendations reinforces the importance of integrating drama-based approaches in the Indian education landscape, thereby enriching the teaching and learning experiences of students and supporting the goals of National Education Policy 2020.

6. Conclusion

The present study investigated the effect of using process drama for explicitly teaching English parts-of-speech to the learners of class VII in a central government school in eastern India. The finding suggested that the process drama-based pedagogy was satisfactorily effective in the growth of parts-of-speech learning. Facilitator's observational field notes stressed the importance of the process drama-based pedagogy in developing the learners' cognitive skills such as attention and memory and affective skills such as motivation and confidence (Alam, 2023). Additionally, researchers could find the welcoming attitude of the learners towards process drama-based teaching and learning. The twenty-day-long intervention program was engaging, enriching, and amusing for the teacher and learners.

While a considerable number of scholars have conducted process drama-based research across disciplines, this paper emphasizes the need for greater attention to the application of process drama techniques in L2 classrooms, specifically for teaching grammar and related concepts. Also, more studies on using the DIE method for teaching non-English languages, such as Hindi grammar and Spanish grammar, can help develop lesson plans implementable and conducting research studies at the cross-sectional level. Similarly, its significance in third-world countries or among students belonging to marginalized classes becomes potent as they often find themselves in difficult situations while relating to abstract concepts. Furthermore, the application of process drama method in teaching scientific concepts such as logic and reasoning might be significant. This study highlights the need for more considerable attention from researchers and practitioners to apply the method in the second language classroom to serve the multimodal needs of the learners. Additionally, the findings of this study have implications for language educators, curriculum designers, and policymakers, offering valuable insights and practical recommendations for integrating process drama in L2 teaching methodologies in diverse educational settings.

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