Process drama as a method of pedagogy in ESL classrooms: articulating the inarticulate

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Abstract

Aim. The present study intends to explore how process drama can be effectively used and implemented in Indian classrooms. It further highlights the aspects of the conventional classrooms and discusses why Indian students are lacking in productive skills of the English language and how it can be diagnosed through using the theory and practice of process drama as an instructional method.

Methods. Data collection method through a questionnaire has been used in the study and SPSS version 20 was implemented to access, analyse, and comprehend the data. The reliability and validity have been checked through a pilot study before conducting the questionnaire and the suggestions of an expert were incorporated.

Research Restrictions. The present study is limited to the Indian classrooms, and more specifically, the respondents were chosen from undergraduate classrooms of different faculties with the aid of purposive sampling. Consequently, the results of the study cannot be implemented thoroughly, but the praxis of using process drama can

be a potent strategy to teach English in ESL classrooms, according to the level, background, and nature of the learners.

Practical Application. The findings of the study clearly indicate that the use of process drama in classroom pedagogy has a positive impact on receptive and productive language skills.

Cognitive value. The modern classroom pedagogy needs an approach of teaching which can foster the learning process more easily and emphasise all four language learning skills in an effective way.

Key words: process drama, approach, method, and technique, productive skills, Grammar Translation Method

Introduction

Language teaching in Indian classrooms still relies on the traditional approaches, methods, and techniques. In the era of post method, there is a need to check, recheck, and revise the syllabus, methods of teaching, and curriculum, though. Many teachers still employ the grammar-translation method (GTM) to teach the English language. Using the GTM as an approach is not a problem at all in the classroom, but solely relying on an individual approach creates the problem in a long run and may affect the learning outcome. As a matter of fact, GTM promotes the behaviourist perspective of learning a language, which focuses on grammatical form and does not enhance the communicative competence of the students. Consequently, teachers are not using the modern techniques and methods of language teaching, which would make students confident enough to use language in real-life contexts. The problem of the Indian classroom is its heterogeneous and dynamic nature: students come from different states and they have diverse mother tongue intervention, different background knowledge, and level of understanding. The challenge is to involve all the students in the learning process, which is unfortunately not fulfilled by the recent methods of teaching (Ellis, 2003; Brown, 2001).

There are four skills and two aspects of English language teaching that are important to learn and internalise if one wishes to become a good writer or speaker. The four skills are: listening, speaking, reading, and writing. Apart from this, grammar and vocabulary are two important aspects which have to be covered by those who want to become effective speakers and writers. Listening and reading are receptive skills, whereas speaking and writing are productive. The problem of Indian students is exposed, when they are asked to use their productive language skills, i.e., speaking and writing. Receptive skills are considered as input and productive skills are considered as output. If the input is not inculcated enough, it is not possible to even think about the desired output or outcome. To achieve the desired outcome, it is important to provide practice of input skills to students because they do not have much exposure to use the English language in their everyday life. Even if they find the opportunity to use it, they feel shy or hesitate to use the language because they feel uncomfortable, or sometimes they are too conscious of their mistakes and errors (Kumaravadivelu, 2004). Due to

the aforementioned issues of language learning and teaching, it is important to develop and use an alternative method which will fulfil the desired needs of the students, i.e., to enhance the productive skills.

The global acceptance of the English as *lingua franca* makes it very difficult for the teachers to learn the new theories and practices and to get updated about the requirements of the learners. It is essential to know the needs of the learners in order to help them or motivate them to learning. Knowing your learner's needs means that half of the job has been done, the only thing the teacher has to do is to select the methods and apply the appropriate strategies in his/her classrooms. Learning a language, whether it is second or foreign, is indeed a very complex process. It needs special care, efforts, and calibre to master that language because there is always mother tongue intervention, when you learn a language. Diverse mother tongues create problem of mutual intelligibility among students in second language classroom (Murcia et al., 2014).

Language learning has some basic concepts and theories about how language is learned, acquired, and taught. Behaviourism is basically a theory of psychology concerned with the behaviour of an individual. It was the dominant field of second language acquisition until the end of the 1960s. The approach is focused on the external environment of the individuals. Behaviourism says that language learning is a habit formation – the procedure of linking stimulus and responses. This process is regarded as a learning instrument: it has to be reinforced, practiced, observed, and corrected. Behaviourism emphasises that the imitation of stimulus is crucial for the learning process. The central idea is dependent upon the observation, measurement, and verification of the subject, i.e., is the language learner. The principles of the theory rely on observation, repetition, drill practice, and stimulus-response.

The theory fosters the mental procedure of the individual: how one perceives, thinks, remembers, learns, solves problems, and shapes their way to one stimulus rather than another. Taking into consideration the aspects of theoretical underpinnings of behaviourism, process drama can be considered as an alternative method to teach the English language, as the approach is capable to incorporate the inputs of the behaviourists and cognitivists. The approach of process drama is an eclectic method of teaching and learning the English language.

Process drama (PD) as an alternative method in the ESL classroom will be effective to develop the oral skills and enhance the students' performance in real-life situations. It can be used as a holistic process to minimise the problem of students in the Indian context because the approach provides the practice of oral skills and also amalgamates the concept of communicative language teaching. The approach of process drama is very much synonymous with drama in education, drama as an instructional method or creative drama. The focus of PD is to target the language learning through the means of different dramatic techniques. The particular technique was evolved by Way in the book *Developmental aspects of drama* (1967) and Slade in the book Child Drama (1980). After that, the use of drama as a medium of instruction was favoured by Bolton in the book *Towards the theory of drama in education* (1987). Then scholars, such as Heathcote (1976),

Wagner (1976), Ward (1930), Kao and O'Neill (1998) elaborated and enriched the theoretical underpinnings. Process drama was introduced by Haseman in 1991 in his paper titled *Improvisation, process drama and dramatic art.* Haseman advocates:

> Process Drama is an improvised form which is designed to evoke an artistic response from participants. It operates through the elements of drama and shaped by an educational context which places an emphasis on the quality of learning in educational contexts. Additionally, the approach insists on collaboration between the teacher and the students in making the learning-teaching easy (Haseman, 1991, p.19).

Process drama as a teaching approach exploits such components of drama as role-play, enactment, improvisation, simulation, mime, dialogue, imagination, language games, etc. Through these components, one can design and develop activities according to the nature of their classroom to teach the English language. The target of the activities is to improve the language skills, and especially the ones which are neglected by traditional methods and techniques, i.e., the oral skills of the learners. The focus of the activities is to enhance the performance skills of the students in real-life situations. Additionally, the purpose of the approach is to foster student's confidence and creativity in using language fearlessly. The effectiveness of using process drama can be seen in the perfect balance between receptive and productive skills of language, which this technique accommodates. Maley and Duff write in their book titled *Drama techniques:*

> It integrates language skills in a natural way. Spontaneous verbal expression is integral to most of the activities; and many of them require reading and writing, both as part of the input and the output. It integrates verbal and non-verbal aspects of communication, thus bringing together both mind and body, and restoring the balance between physical and intellectual aspects of learning. It draws upon both cognitive and affective domains, thus restoring the importance of feeling as well as thinking. By fully contextualising the language, it brings the classroom interaction to life through an intense focus on meaning (Maley & Duff, 2005, p.1).

The idea of using process drama in the classroom as a teaching methodology supports cooperative learning and group work. The method provides opportunities through the fictional situation, under which the teacher asks the students to perform certain roles or enact the characters and so forth. The idea is to provide a platform where students can make themselves comfortable and use language without hesitation with their peers in the given or assigned roles and situations. The teachers' role is to be a guide, facilitator, mentor, and torch bearer. If the students are not responsive, it is the responsibility of the teacher to introduce ice-breaking activities or brainstorming to make them able to speak or to participate actively in the classroom. Scaffolding task can be effective in this situation to engage student's activity throughout the class. In this regard, Maley and Duff advocate:

> The emphasis on whole-person learning and multi-sensory inputs helps learners to capitalise on their strengths and to extend their range. In doing so, it offers unequalled opportunities for catering to learner differences. It fosters self-awareness (and awareness of others), self-esteem and confidence; and through this, motivation is developed. Motivation is likewise fostered and sustained through the variety and sense of expec-

tancy generated by the activities. There is a transfer of responsibility for learning from teacher to learners -which is where it belongs. It encourages an open, exploratory style of learning where creativity and the imagination are given scope to develop. This, in turn, promotes risk-taking, which is an essential element in effective language learning. It has a positive effect on classroom dynamics and atmosphere, thus facilitating the formation of a bonded group, which learns together (Maley & Duff, 2005, p.1-2).

The process drama as an approach promotes group cohesion and develops confidence among students to use the language outside the classroom. It enhances the communicative competence of the students by giving them a kind of practice over the linguistic expressions of the English language under different circumstances. Additionally, it fosters to improve the schemata of the students by enriching the cultural, social and personal nuances of language use. However, the approach also supports Chomsky's view that from a limited set of structures. one can generate and transform unlimited expressions in a language. These drama activities, exercises, and lessons give the particular expression to the students which they can use in their real-life according to the context. The idea of using the exercises and lessons is to give students the practice of certain linguistic expressions and absorb and internalise the usage and appropriateness of these particular sentences and phrases. Process drama promotes classroom interaction and gives students the autonomy to respond actively and quickly to the stimuli which are assigned through activities, lessons, and exercises.

Aims and Objectives of the Study

The objective of the paper is to recreate the real-life situations in the classroom to grasp the usage of particular linguistic expressions and develop the communicative competence of the students. The approach of process drama does not promote parrot-like repetition through the exercises, but rather it intends to develop the language used in different social settings. It provides a stimulus to respond and generate new expressions. The aim is to develop an alternative approach which can encounter the flaws of existing method and techniques of language teaching. Furthermore, the study aims to explore how to enhance the oral skills in the English language, which are often neglected in Indian classrooms.

Empirical Research

The focus of the present study was to examine the efficacy of the process drama in the ESL/EFL classroom pedagogy. The study was also focused on the responses collected by the students in the actual classroom teaching/learning. The research instrument was primarily focused on collecting the responses from the teachers and the students to implement process drama as an alternative method of pedagogy. The hypothesis of the present study emphasises the use of drama and theatre in the actual classroom to foster the language

learning and how process drama can be used in a holistic way to improve the competence and performance of the Indian students.

Research Instrument

Separate questionnaires were developed by the researcher to carry out the data collection process for empirical analysis. The learner questionnaire was divided into three sections. The first section of the questionnaire asked for personal information of the respondents, such as gender, age, class, English language proficiency, competency in conversation skills, plays, performance, and the language of the play which they have watched. The personal information about the respondents provided the necessary background concerning their state of knowledge about the drama and theatre. The second section of the questionnaire asked about the instructional methods of the present teacher who taught the English language to them. This section had seven different questions about the methods used by the teacher in the classroom, whether the students liked the style of teaching, whether the teacher involved learners in the learning process, whether the learners reading or other materials. It also enquired about homework and assignments given in the classroom; and specifically, it asked how many English textbooks the students had. The third section of the questionnaire was dynamic in nature as it was based on a five-point Likert scale, ranging from "strongly disagree," through "disagree," "neutral," "agree," to "strongly agree." This section comprised 33 statements which were related to drama and theatre in education. The statements were based on the components of drama which could be incorporated in teaching. It had seven dimensions: role-playing (three statements), simulation (two statements), extended role-play (five statements), language games (two statements), cognitive ability (seven statements), enactment (five statements), and language-based statements (nine statements). All the statements were designed to get information about the effectiveness of drama exercises in language classrooms.

Participants and Methodology of the Study

The participants of the study were learners from different faculties at Aligarh Muslim University, India: arts faculty, social science faculty, science faculty, engineering college, women's college, and law faculty of AMU. The total number of students targeted was 1150, out of whom 1003 responded. All participants who took part in this study studied at the undergraduate level. The reason for this selection is the vulnerability of these students in producing language skills.

The research methodology employed to carry out this study is discussed in detail below. The study was divided into two phases. The primary concern was to conduct a pilot survey with the aid of a questionnaire, which was developed by the researcher. The study included individual questionnaires for learners and teachers respectively. The present thesis adopted a quantitative method: an empirical analysis of data with the help of statistical tools. The second phase

is the main study of the thesis which was conducted after checking the validity and reliability of the questionnaires. SPSS version 20 was used to analyse the data collected through the research instrument.

Comprehensive Analysis

Comprehensive findings of the present study have been derived from the participants' inputs and insights and their detailed analysis is accordance with the dimensions and categories of the questionnaire. The questionnaire was structured around the components of the drama and theatre and cognition, such as role-play, simulation, enactment, extended role-play, language games, and cognitive ability. Eclectic inferences of all the components are discussed below. The findings are discussed with a comprehensive pie-chart of each dimension of the questionnaire followed by a detailed discussion.

Comprehensive Inference of Role-Play Based Statements

Students at the undergraduate level are vulnerable to English language proficiency. Judging from the data, one may conclude that many students responded that they did have a problem with speaking, listening, writing, reading, or comprehension. That is why, the researcher asked direct statements (RP1, RP2, RP3), regarding the enhancement of speaking, listening, and comprehension through the technique of role-play and the response was exactly what was hypothetically structured in the form of statements in learner's questionnaire.
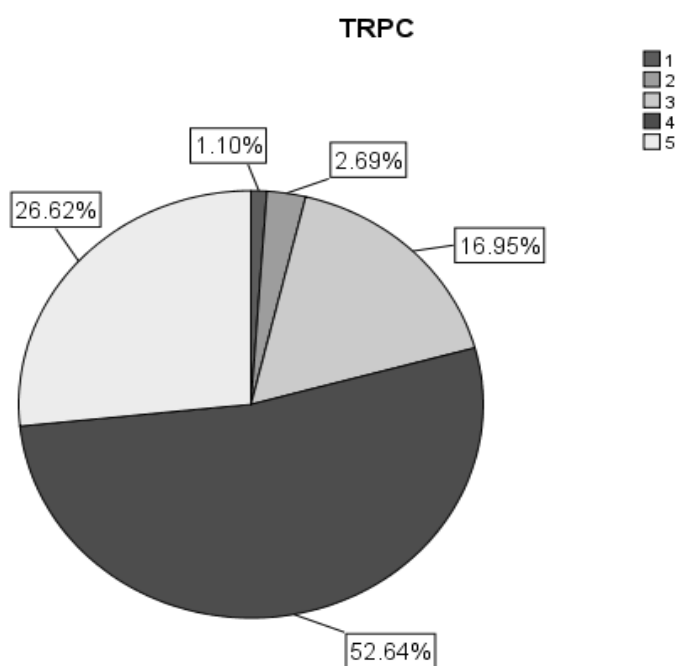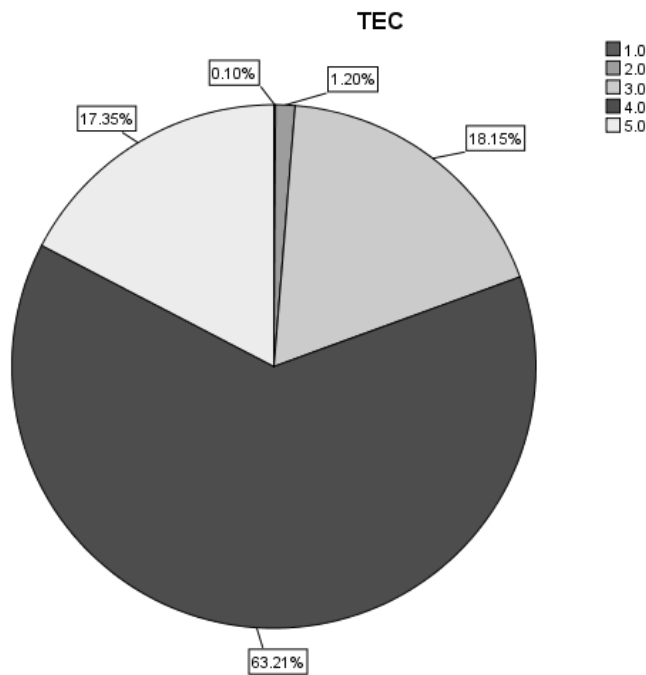

Figure 1.
Title: Total Role-Play (comprehensive)
Source: *Author's Property*

Figure 1 presents the comprehensive data of role-play: 52.64% of the students responded "agree," 26.62% responded "strongly agree," 16.95% responded "neutral," 2.69% responded "disagree," and only 1.10% responded "strongly disagree." They firmly believed that role-play activities developed their language proficiency and enhanced speaking and listening skills.

COMPREHENSIVE INFERENCE
OF ENACTMENT BASED STATEMENTS

Activities based on enactment are similar to role-play. Sometimes such activities are scripted, and sometimes it is not, depending on the level of the students. It intends to improve the linguistic structures and their use in real-life situations, assimilating the authentic contexts and materials. The statements based on enactment (E1, E2, E3, E4, E5) were designed with the proposition of decreasing hesitation among learners to use language structures, developing motivation and energy for active participation, initiating the learning process. Also, it is an easy way to develop vocabulary.
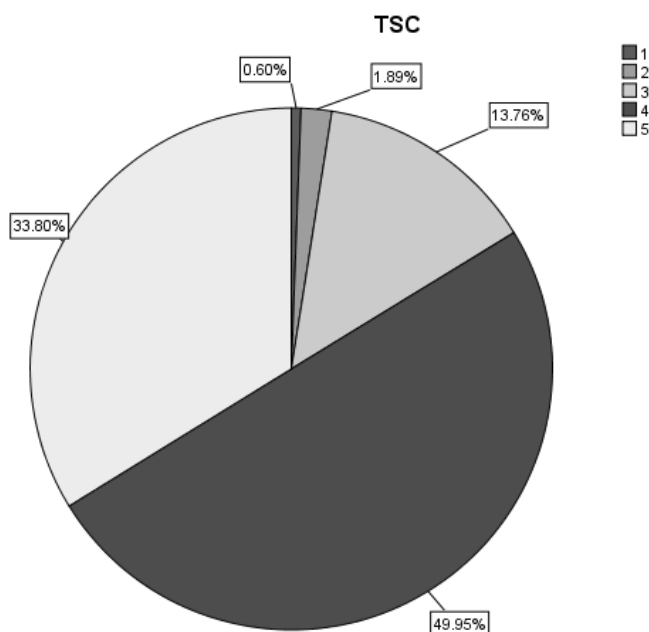

Figure 2.
Title: Total Enactment (comprehensive)
Source: *Author's Property*

The responses recorded comprehensively on enactment were as follows: 17.34% students chose the option "strongly agree," 63.21 % of the students chose the option "agree," 18.15% of the students chose the option "neutral," 1.20% of the students chose the option "disagree," and 0.10% of the students chose the option "strongly disagree." The conclusion derived from the data is that enactment is helpful in developing vocabulary, motivation, and energy among learners, when applied in the classroom wisely.

Comprehensive Inference
of Simulation-Based Statements

Generally speaking, simulation-based activities are problem-solving activities which are improvised to inculcate language skills among learners. With this presupposition, simulation activities improve the language and are helpful in using language in real-life situations. The findings for this dimension (S1, S2) are exactly what was expected in the beginning, while developing the learner's questionnaire.
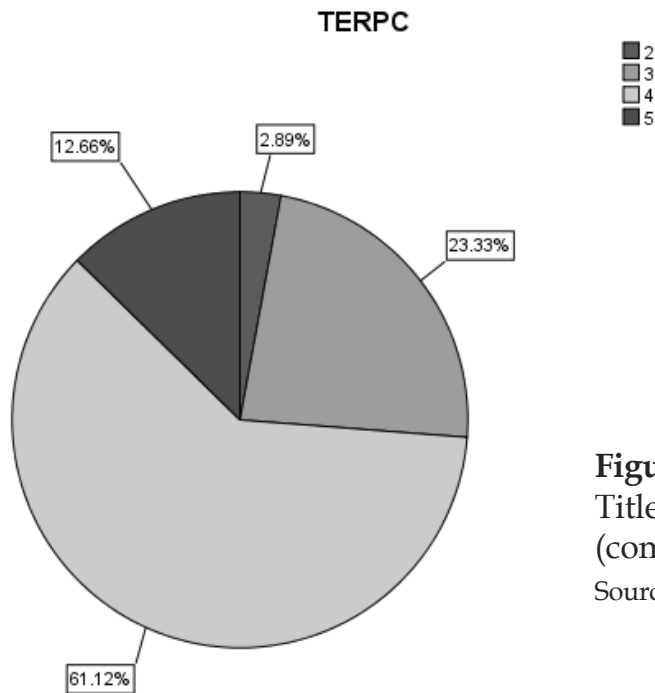

Figure 3.
Title: Total Simulation (comprehensive)
Source: *Author's Property*

The responses recorded comprehensively were as follows: 33.80% of the students selected the option "strongly agree," 49.95% of the students selected the option "agree," 13.76% of the students selected the option "neutral," 1.89% of the students selected the option "disagree," and only 0.60% of the students selected the option "strongly disagree." The hypothetically formulated statements of the simulation are different from the responses of the participants.

Comprehensive Inference
of Extended Role-Play Based Statements

Extended role-play activities are designed as non-scripted activities which intend to promote cooperative learning, develop interaction among learners, provide motivation, and enhance learners' imagination. The statements (ERP1, ERP2, ERP3, ERP4, and ERP5) were framed with the presupposition that these activities develop imagination, interaction, and group cohesion.

Figure 4.
Title: Total Extended Role-Play (comprehensive)
Source: *Author's Property*

    The comprehensive responses collected for the extended role-play were as follows: 12.66% of the students selected the option "strongly agree," 61.12% selected the option "agree," 23.33% selected the option "neutral," and 2.89% selected the option "disagree." The option "strongly disagree" was not chosen by the students. The findings are that extended role play is helpful in developing imagination, cooperative learning, and group cohesion.

Comprehensive Inference of Cognitive Ability Based Statements

    The statements based on cognitive ability (CA1, CA2, CA3, CA4, CA5, CA6, CA7) were intended to enhance para-linguistic features, develop critical thinking, improve body language and communication ability, promote more active and engaged learning procedures, inculcate social, personal, and cultural values among learners, and stimulate concentration and understanding of the learners.
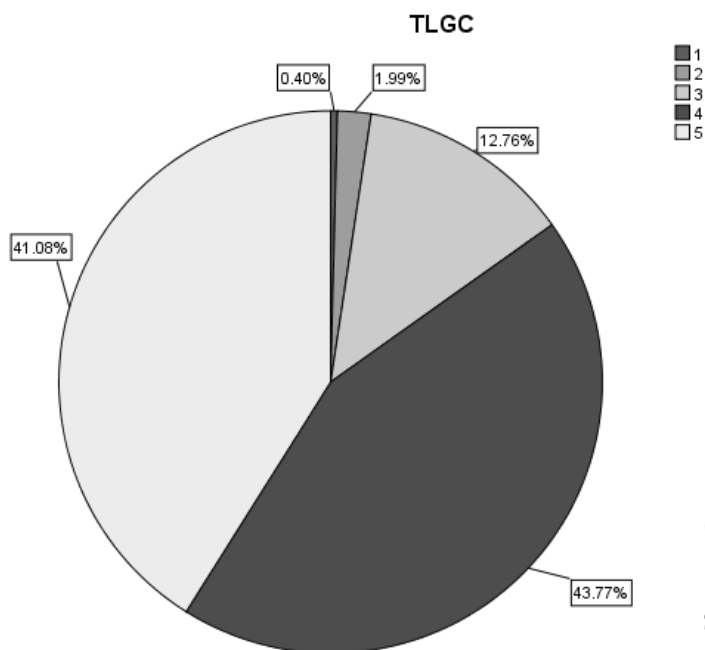
    The comprehensive responses obtained for cognitive ability based statements were as follows: 0.10% of the students selected the option "strongly disagree," 1.89% chose the option "disagree," 22.73% selected the option "neutral," 66.10% selected the option "agree," and 9.17% students chose the option "strongly agree." The results are quite striking and suggest that activities based on cognitive ability can improve critical thinking, imagination, communication ability and promote understanding and concentration among learners.

TCAC
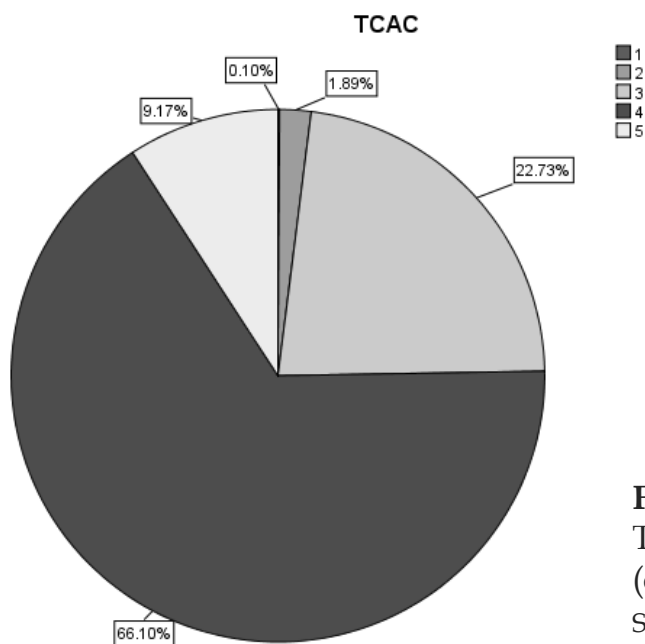
Figure 5.
Title: Total Cognitive Ability (comprehensive)
Source: *Author's Property*

Comprehensive Inference of Statements Based on Language Games

Nowadays language games are in fashion since mobile phones, laptops, and Internet are at the fingertips of the learners. The statements based on language games were supposed to help students to learn new expressions and new words in the language. Language games foster confidence and creativity of the students. The statements in the learner's questionnaire were designed in order to investigate whether this is indeed the case.
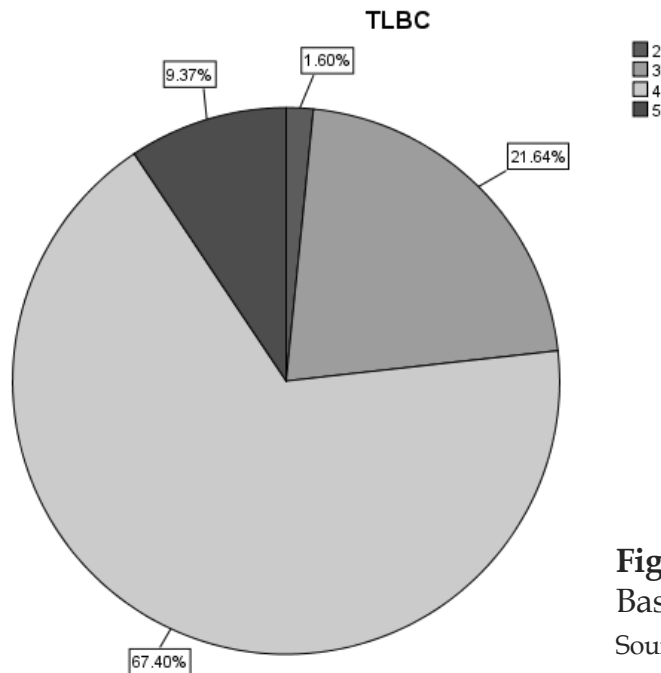
TLGC

Figure 6.
Title: Total Language Games (comprehensive)
Source: *Author's Property*

The comprehensive responses collected for the statements based on language games were as follows: 0.40% of the students selected the option "strongly disagree," 1.99% selected the option "disagree," 12.76% selected the option "neutral," 43.77% selected the option "agree," and 41.08% selected the option "strongly agree." From Figure 5 above, it can be seen that most of the students firmly believe that language games are helpful in learning new expressions and words. It also develops confidence and creativity to use them in a real-life context.

COMPREHENSIVE INFERENCE OF LANGUAGE-BASED STATEMENTS

The statements based on language investigated the effectiveness and efficiency of the approach of drama in education. We enquired whether drama was helpful in developing language skills, pronunciation, and vocabulary.

Figure 7. Title: Total Langauge-Based (comprehensive)

Source: *Author's Property*

The comprehensive responses obtained for this category were as follows: 1.60% students selected the option "disagree," 21.64% selected the option "neutral," 67.40% selected the option "agree," and 9.37% selected the option "strongly agree." The option "strongly disagree" was not selected by any students. One can conclude that the students do believe that the statements designed for this category improve vocabulary and pronunciation, and that drama activities are an easy way to learn English language effortlessly and efficiently.

FINDINGS AND DISCUSSIONS

Despite having good language proficiency, students at the undergraduate level face problems in expressing themselves in different social contexts. The researcher has asked directly about the level of language proficiency in the questionnaire and 73.3% students said that they could read, speak, write, and understand the English language, but – interestingly – some students responded that they could only read the English language. Also, there was a number of students who responded that they had problems in producing or expressing language skills. A large number of students face problems in speaking the English language because teachers use only lectures and discussions as the teaching methods and they do not include students in the learning process. Students face problems in learning the English language because in India the nature of the classroom is heterogeneous, i.e. students come from different states and they have different mother tongues. Every student has a different background knowledge, experience, and level of understanding. The data guides and the researcher believes that there is a need for an alternative approach which can fill the gap and make learning and teaching effective in a way that aims to develop communicative competences among the students.

It was observed through the responses in the questionnaire that role-play enhanced communication skills as it enabled students to practice the linguistic expression in different contexts. It also developed kinaesthetic skills and suprasegmental features among students through the use of non-verbal activities. The finding advocates that enactment, especially in second language classrooms and in the Indian context, minimises hesitation of English language skills inside and outside the classroom. The use of enactment as a technique of pedagogy enriches the classroom interaction among the peers and involves students in the learning process.

Enactment leads to the improvement of words, sentences, and phrases. Additionally, students do not have to make effort in order to learn individual words, sentences, and expressions. The use of real-life situations in the activities automatically enables them to grasp the linguistic expressions. With the use of enactment activities, students learn the stress and intonation pattern of the language, which is very difficult to teach using the lecture-based classroom activities, i.e. the traditional methods of teaching. Numerous students have responded that they were not confident in conversation skills or they felt that they had poor or average performance in everyday encounters. Noam Chomsky introduced the idea of "Competence" and "Performance", which means that knowing the structure of a language is half of the knowledge since one is not able to use that knowledge in real life. Performance is the next layer of the concept, i.e., applying that knowledge in real life contexts. The use of enactment activities improves the performance of the students in real-life encounters.

The researcher found that the use of unscripted activities, i.e. extended role play, develops cooperative learning, group work, and pair work among students. Apart from these, it was observed that students often felt boredom in

the classroom if the teacher did not use interactive methodologies, but these drama-based activities made the learning process interesting and useful for overall improvement of personality and the language of students. Traditional methodologies do not offer an interactive teaching style; that is why, students are unable to perform well, when asked inside or outside the Indian classroom. These activities are the easiest way to make the learning of English effective, as they stimulate motivation among learners. The majority of students responded that while indulging in drama based activities, they were able to interact actively and effectively without any pressure. Furthermore, the efficacious nature of these activities could be seen as it developed the imagination of the students because the activities were designed in a way that promoted the student's involvement in the classroom and gave them autonomy to learn the English language. The teacher's role was to be a torch bearer in the classroom.

The approach of using drama in the Indian classroom propels pair-work, group-work, and cooperative learning because these techniques of teaching are not used by the teacher as they prefer to go through the traditional patterns which do not promote these communicative methods of teaching English. Traditional methods do not give the autonomy to students, but rather they support the authoritarian nature which does not welcome errors committed by the students, which B. F. Skinner introduced with the notion of Operant Conditioning.

It was observed that the majority of teachers used printed materials to teach English language, very few of them used audio-visual resources, dictionaries, and other teaching aids. It was concluded from the responses that some of the teachers relied on using internet sources, which is not an authentic source of teaching. The majority of the respondents said that the incorporation of drama activities in the classroom facilitated the learning process. It was noticed that language games facilitated learning new linguistic expressions, and that it was easily available through the Android platform on mobiles. Students found language games easily accessible to them and they could exploit them for their language improvement. A number of language games is available for vocabulary building and grammar improvement online and offline. The comprehensive finding suggests that these language games enhance confidence and creativity as they are not redundant, but rather spontaneous in nature.

It was noticed that using non-verbal activities in the classroom improved the body language of the students. These activities improved the kinaesthetic skills of the students, i.e. how they interacted with others without using words or sentences through gestures and postures. Hence, non-verbal activities are an effective strategy for teaching English language in the second language classroom. Moreover, it also improves the mutual intelligibility of the students. One of the major findings of the study is that students do not rely on reading authentic materials, but rather that they prefer to read sub-standard market materials that are easy to read in order to pass their examinations. Most of the students responded that they used online content as their reading materials; very few students responded that they regularly read newspapers and maga-

zines. The English language has four skills and two aspects that have to be practiced to be a fluent and accurate writer or speaker: reading and listening skills serve as the input of the language that goes in the sub-conscious mind of individuals. Speaking and writing are the output of the language, and without the input the desired output is not possible. Apart from these input and output skills, it is important to inculcate the aspects of language, i.e. grammar and vocabulary. Drama as an instructional approach is potent enough to foster these skills and aspects in a holistic teaching strategy.

It was observed that, thanks to the idea of incorporating drama and theatre techniques in the classroom, the students were more active and engaged in their assigned roles as these were purely learner-centered methods. The responses from the students led to the understanding that acting in a spontaneous situation improved the language and made learners active and aware. It was discovered from the responses of the students that newspapers, mobile applications, and online sources were helpful in vocabulary improvement. The use of ICT resources and nowadays mobile assisted language learning as a healthy resource for the rigorous practice of language chunks to enhance linguistic structures.

Simulation activities are helpful in propelling the usage-based learning as they introduce the concept of a task-based approach in language teaching. Furthermore, giving specific tasks and assigning roles through cue-cards enables learners to reciprocate accurately and fluently, as it initiates a spontaneous situation and problem-solving scenario in the given activity.

Procedure

The significance of the approach lies in the application of the strategies and processes of assimilating the activities and exercises which will be used in the classroom. The activities should be designed to develop the language components. Simply demonstrating drama and theatre script will not work in the classroom to teach the English language. One has to develop his/her own activity according to the level, background, and understanding of their students. And if the teacher is unable to design appropriate activity, he/she can at least select the activities from the books and modify them, according to student's needs. Some of such activities are suggested below, concerning how to use drama and theatre in education in a holistic process of language learning. The activities will demonstrate how a simple idea can be transformed using role-play, improvisation, simulation, and dialogues. It can be utilised, according to the suitability of the individual classroom or can be modified according to the specific needs of the students. The exercises can be used in groups and pairs, depending on the size of the classroom. Generally, Indian classrooms are bigger when compared to modern classrooms, so it is recommendable to divide classes into groups to solve the problem of time limitation. The activities and exercise are presented below.

Sample Activity I

Objective: To enable students to grasp the nuances of the non-verbal communication, i.e. gesture, posture, body language, etc.

Level: Undergraduates

Time: 10 minutes for each participant

Group: Heterogeneous

Material Required: Cue cards with details

Skills Involved: Speaking, Listening, Comprehension

Procedure: Teacher should prepare the cue cards with the detailed description of what the students are going to perform in the classroom. The description should be short, clear, and adjusted to the level and understanding of the students, so they can act out non-verbally and comfortably in front of the class. While some students perform, others have to observe what the performance is about and write it in their notebooks with some specific details. The activity can be accomplished in pairs or groups, according to the size of the classroom. The teacher has to make sure that students do not use the voice when they are performing. After the completion of the task, the teacher asks one by one to read aloud the descriptions that they have written in their notebooks.

Sample Activity II

*Objective***:** To enable students to improve the writing and speaking, and then act out the exact situation in front of the classroom with emotions

Level: Undergraduates

Time: 15 minutes for each pair

Group: Heterogeneous

Material Required: Written cue card by students

Skills Involved: Speaking, Writing

Procedure: The teacher has to divide the class into pairs and ask them to provide some details concerning the previous day to their partner. Give them some time to write it down in their notebooks with all the necessary details. After that, give them 5 minutes for silent reading. The next step is to ask the other one to perform it with the required gesture and posture. It will develop the creativity and decrease hesitation. There should not be too many details; the descriptions should be easy and clear to enact. If needed, the teacher should help students in between and act as a facilitator.

Sample Activity III

Objective: To enable students to imagine the fictional situation and develop cognition

Level: Undergraduates

Time: 10 minutes for each participant

Group: Heterogeneous

Material Required: Print material

Skills Involved: Speaking, Listening, Writing

Procedures: Divide the classroom into groups and ask one group to interview another group. Before doing this activity, as a scaffolding procedure, the teacher can make use of audio-visual material to make them understand how

one should conduct an interview and frame questions in an interview. Give them sufficient time to prepare and conduct the interview. After they have finished the task, ask them to go back to their respective seats. Finally, the teacher will ask them to write about the interview, whatever they are able to recall.

Variation: After the completion of the written task, the teacher can ask students to transform the positive sentences into negative ones and the negative ones into positive ones. It can be a useful grammar exercise.

Conclusion

As stated in the discussion above, process drama as an instructional method in the ESL classroom and can be an effective method to enhance the receptive and productive skills of the students. The efficacy of the approach can be seen in its application, where the thoughts and actions can be assimilated to enhance the communicative competence of the students. Every coin has two sides and the approach also has some limitations. There is a very small amount of materials available which can be used in the classroom. The activities are not available and teachers have to assign them according to the level, background, and understanding of their class. However, it can be applied in the classroom in order to achieve better learning outcomes, as in the ESL classrooms the students are more vulnerable when it comes to the oral language skills. One can make use of this activity on the basis of the learning process to encounter the spontaneous nature of real-life classrooms. Finally, this approach is capable of assimilating all four language skills and can be an effective and efficient pedagogical strategy in Indian classrooms.

Limitations of the Study

The study was conducted on the sample size of 1100 undergraduate students only. For policy formation, it is necessary to conduct a survey on a larger scale and the survey should be conducted through policy making agencies – government bodies that interpret the results and findings for the implementation in the educational system. In the current study, it was not possible to conduct such a large survey.

Acknowledgement

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