

Chapter 5 : Quasi-experimental Studies

5.1 Introduction

This chapter presents two case studies conducted in two different contexts; they make case study two and three of the thesis. Second case study has been conducted in a central government school in east-central India, integrating Drama in Education with traditional structure-based teaching, and the third case study has also been conducted in a central government school which functions in a rural area of Bihar state in the eastern region of India. In both contexts, students belong to rural areas and the school functions in rural areas. The students in both contexts were learning English as an L2 since the beginning of their formal education.

Both studies have been conducted using the quasi-experimental design. We have used a language test following the pretest-posttest method as the primary method of data collection. Various research studies in the field of DIE for L2 teaching have administered pretest-posttest design (Stinson & Freebody, 2006; Göktürk et al., 2020; Alasmari & Alshae'el, 2020; Hietz, 2021; Lap et al., 2022). Complementing the pretest-posttest design, we have utilized observation and field notes to collect the data and provide a comprehensive dataset. The same data collection tool was utilized in Chapter IV of the thesis. For the analysis of quantitative data, we have employed t-test. There are research studies in the field that administer t-test for the data analysis (Göktürk et al., 2020; Bora, 2021). Qualitative data analysis was done using the reflection and interpretation technique. The same data analysis technique was utilized in Chapter IV of the thesis. The following sections provide an in-depth exploration of each case,

detailing the study objectives, specifics of research methods and results for a thorough understanding of the studies.

5.2 Case Study II

In this case study, we followed the process drama technique for teaching English tenses to middle school students with the aim of evaluating its effectiveness in an Indian classroom setting. Therefore, this case study attempts to examine the effect of using DIE for explicit grammar teaching. Thus, the present work addresses the following potent research questions.

1. How does DIE affect Middle School Students' Tense Accuracy?
2. How does DIE transform the L2 classroom environment?
3. What are the potential limitations of DIE to be applied in Indian classrooms?

For exploring the proposed concerns, we conducted a workshop with the students of 7th standard in a central government school in east-central India, integrating Drama in Education with traditional structure-based teaching. The students were Chhattisgarhi language speakers, and they were taught English as a second language (ESL) from the beginning of their schooling. Chhattisgarhi is a language spoken by almost 16 million speakers mainly in Chhattisgarh and also in some parts of Odisha and Madhya Pradesh. As per our limited survey of available literature in the discipline, this study is the first of its kind reported so far in the context of teaching ESL in Indian schools using DIE. We took the tense as it is generally considered a difficult structure of English Grammar for both the teachers (to teach) and students (to understand) (Graus & Coppen, 2015).

5.2.1 Research Methodology

We conducted an experiment-based research work using a mixed approach. For the first research question, we employed a pretest-posttest design, which has been used widely by researchers working in the area of DIE for L2 teaching and learning (Stinson & Freebody, 2006; Göktürk et al., 2020; Alasmari & Alshae'el, 2020). These researchers employed oral pretest and posttest to investigate the impact of process drama on oral communication. Similarly, Demircioglu (2010), and Yumurtaci and Mede (2020) employed the pretest-posttest method to understand the effect of drama on English vocabulary teaching. Albalawi (2014) employed the same method of data collection to examine the impact of drama-based English language instruction on the growth of intermediate students' creative thinking. Hietz (2021) studies the effectiveness of grammar teaching through a drama-based approach. She uses the pretest-posttest method for the collection of data. In the same line, we felt that it would be appropriate to implement the pretest-posttest method for data collection. To achieve the objective, we initiated the experiment with the following null hypotheses.

Null Hypothesis One (H_01): There is no statistically significant difference between the change in the score (posttest score - pretest score) of control group and treatment group for overall tense accuracy.

Null Hypothesis Two (H_02): There is no statistically significant difference between the change in the score (posttest score - pretest score) of control group and treatment group for tenses of isolated sentences.

Null Hypothesis Three (H₀₃): There is no statistically significant difference between the change in the score (posttest score - pretest score) of control group and treatment group for tensens of sentences in connected speech.

For examining the second research question, observation and field notes were also taken during the sessions to understand how the practice of Drama in Education transformed the classroom environment. In this study, the first author worked as a facilitator and wrote field notes on each day of the sessions. Then, both of us discussed those field notes and came to mutual intelligibility of the findings that we are reporting here.

Participants and the Context of the Study

In December 2021, a central government school under the Central Board of Secondary Education, India, named Jawahar Navodaya Vidyalaya, located in Korea, Chhattisgarh, was approached for the study. The school, which follows the syllabus of the National Council for Education, Research and Training (NCERT), functions in a rural part of the region. The students mainly belong to the rural community. After a discussion with the school's English teacher and principal, and careful observation of the syllabus, we decided to conduct the study with the students of class seven.

Table 5.1: Demographic Details of the Participants

	VII (A)	VII (B)
Total number of students	31	28
Male students	21	14
Female students	10	14

Average age of the students	13 years	13 years
Native language of the students	Chhattisgarhi	Chhattisgarhi
Location type	Rural	Rural

Procedure of the Study

The pre-test of the students of both the classes was taken which consisted of twenty questions: ten isolated sentences (sentences without any context) and ten sentences in connected speech. The sentences were framed in an MCQ format, and each sentence carried one mark. The students had to choose one correct option from the given four options for each sentence. No additional support, like providing translation in students' mother tongue or explanation of any word or sentence, was given during the pretest. Table 5.2 exhibits the result of the pretest.

Table 5.2: Independent T-test of the Pretest Scores for All Sentences on Tenses

		Number	Mean (out of 20)	Std. Deviation	t	p-value
Pre-test for all sentences	Class VII (A)	31	6.42	2.18	3.18	.00
	Class VII (B)	28	4.57	2.26	3.18	

The result shows that class VII (A) outperformed students of VII (B) and the difference between them was statistically significant. As a result, we decided to choose VII (B) as the treatment group to examine whether the integration of DIE can enhance their tense learning. Beginning the following day, I, as an instructor, taught VII (A) using the traditional method,

grammar translation method, and also taught VII (B) using DIE. In total, we facilitated sixteen sessions of 50 minutes each (=800 minutes) and covered the following tenses: Present Indefinite, Past Indefinite, Future Indefinite, Present continuous, past continuous, future continuous, present perfect, and past perfect. These sessions were conducted continuously on all working days of the school week, as the school follows a schedule of six working days per week. The medium of instruction was English for both groups. After the sixteen sessions, we administered a post-test with both groups the subsequent day. The post-test consisted of the same questions with options and sequences shuffled. Like the pretest, No additional support, such as providing translation in students' mother tongue or explanation of any word or sentence, was given during the pretest.

Lesson Plans Used in the Study

In this intervention program, we used the eight lesson plans on Tenses given in chapter III. Those lesson plans are developed using the process drama-based framework, also presented in chapter III. If we would not complete the lesson plan in one session, then the same lesson plan used to continue in the next session until the teacher completes the reflection phase.

Data Analysis Procedure

The study employed IBM SPSS 22 software for data analysis. To assess the comparison of achievement in both groups, changes in the scores (posttest minus pretest score) of both the control group and the treatment group were evaluated using the independent sample t-test. A 95% confidence interval and a significance threshold of $p < 0.05$ were employed for this study. Furthermore, the study did not limit the 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. Then, observation and field notes were analyzed to conclude the findings. Figure 5.1 is the graphical representation of the quantitative data analysis procedure.

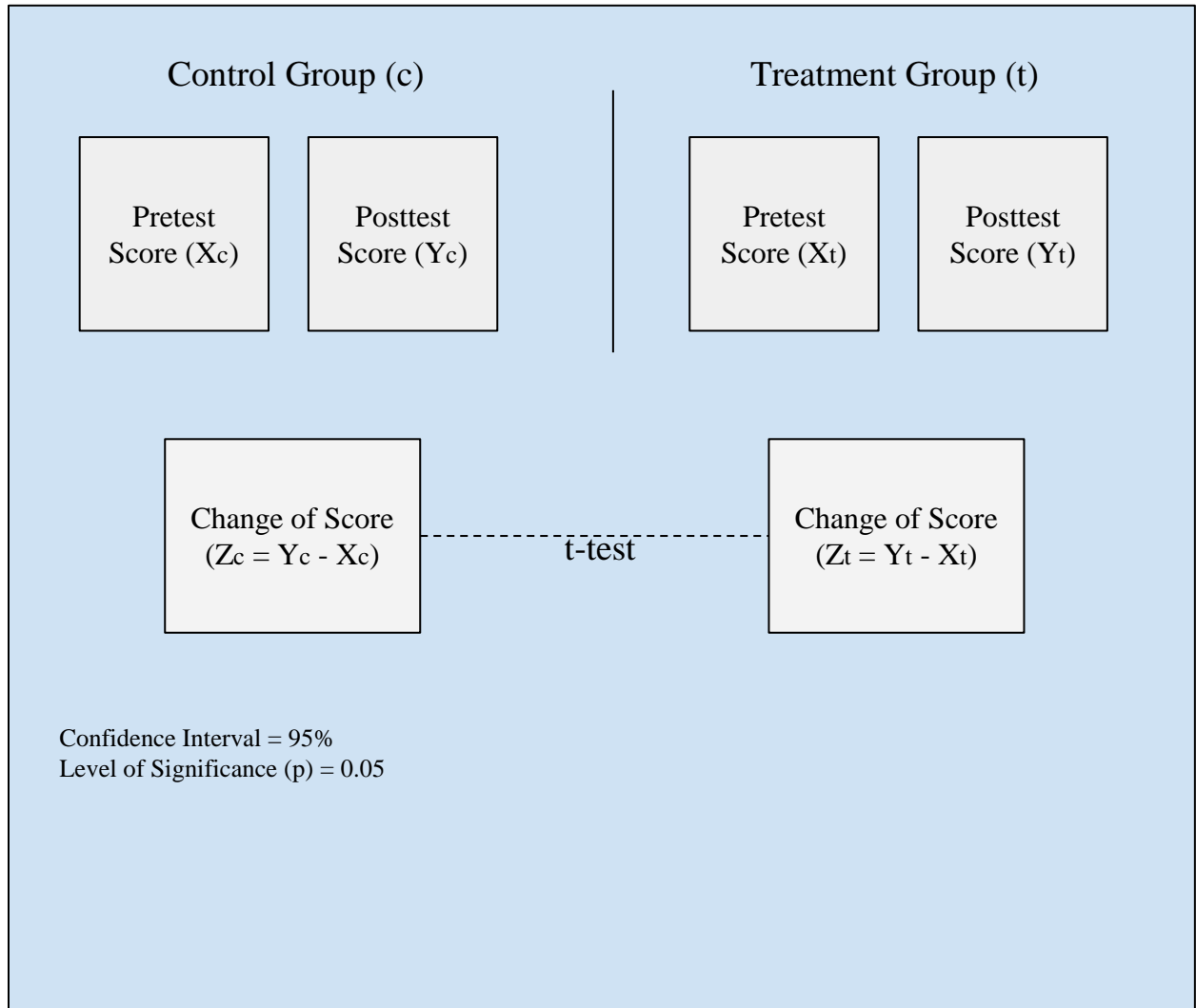


Figure 5.1: Quantitative Data Analysis Procedure Using t-test

5.2.2 Results

This section will present the results obtained from the quantitative and qualitative methods employed in the experimental study. The findings from the quantitative analysis will be presented first, followed by the findings derived from the qualitative analysis.

5.2.2.1 Results from the Quantitative Analysis

This section provides the results concerning the first research question. The results are shown in table 5.3, 5.4, and 5.5, which exhibit the independent t-test scores for overall growth, growth in the isolated sentences and sentences in connected speech, respectively.

Growth in Performance for All Sentences on Tenses

We calculated the mean scores of both groups in the pretest and posttest for all sentences.

Figure 5.2 shows the growth in the mean score of both groups.

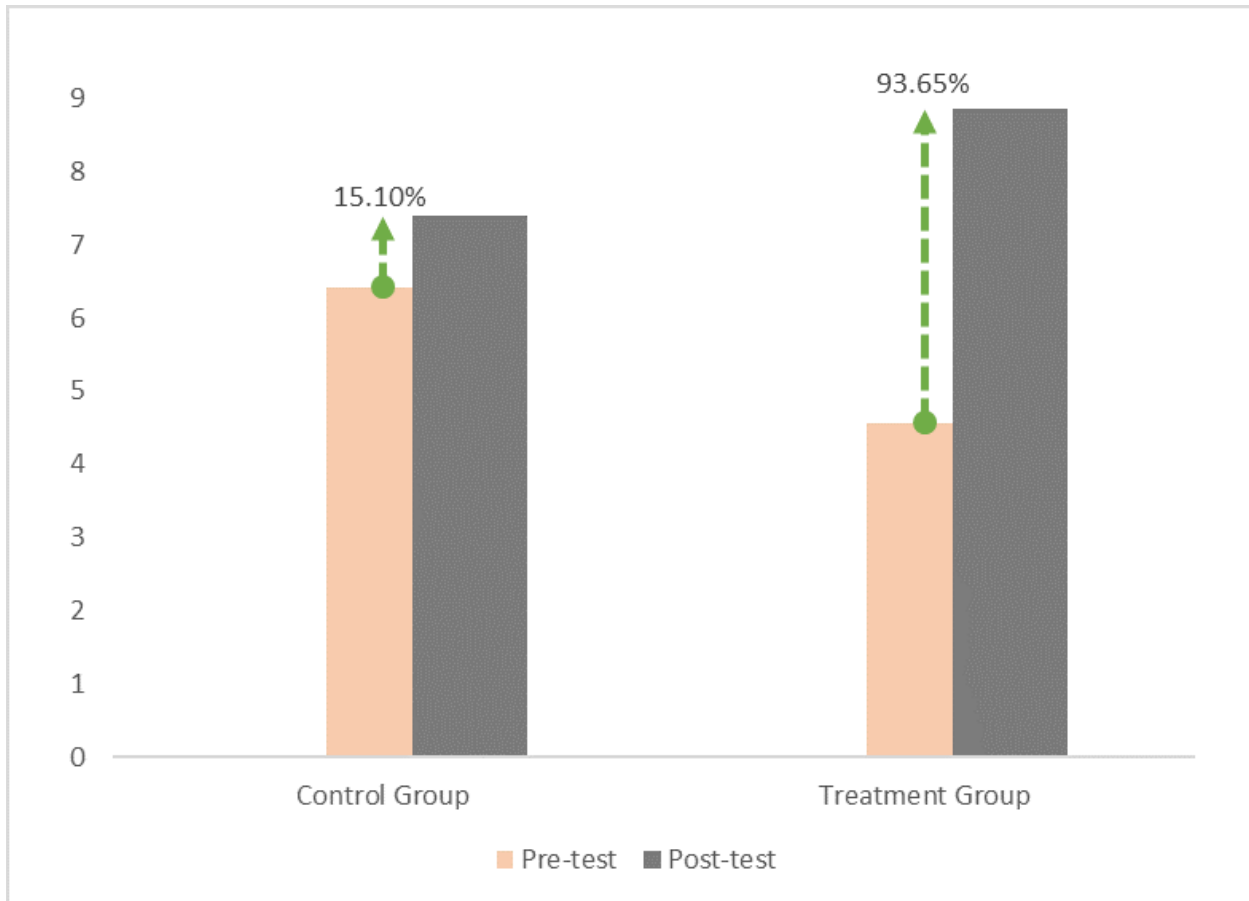


Figure 5.2: Mean Scores of Both the Groups for All Sentences

As displayed in Figure 5.2, the control group's change in the score (posttest minus pretest score) is only 15.10%, whereas the treatment group demonstrates a higher change in score of 93.65%. We then calculated the mean difference of the scores (posttest - pretest score) of both groups and applied t-test on them (see table 5.3). The result from the T-test suggests a significant difference exists between the change in the score of the control group and the treatment group, favouring the treatment group. This suggests that the intervention program positively affected the performance of the treatment group students. Consequently, the first null hypothesis is rejected.

Table 5.3: Independent t-test of Pretest-Posttest Score for All Sentences on Tenses

		Number	Mean (out of 20)	Std. Deviation	T	p-value
Comparison of Change (Posttest Minus Pretest)	Control Group	31	.97	2.99	-4.91	.00
	Treatment group	28	4.29	2.05		

Growth in Performance for Isolated Sentences

In addition to the overall analysis of the pretest and posttest results, we further investigated the impact of DIE on student performance by examining the data separately for isolated

sentences and sentences in connected speech. This section presents the results for the isolated sentences. Figure 5.3 shows the growth in the mean scores of both the groups.

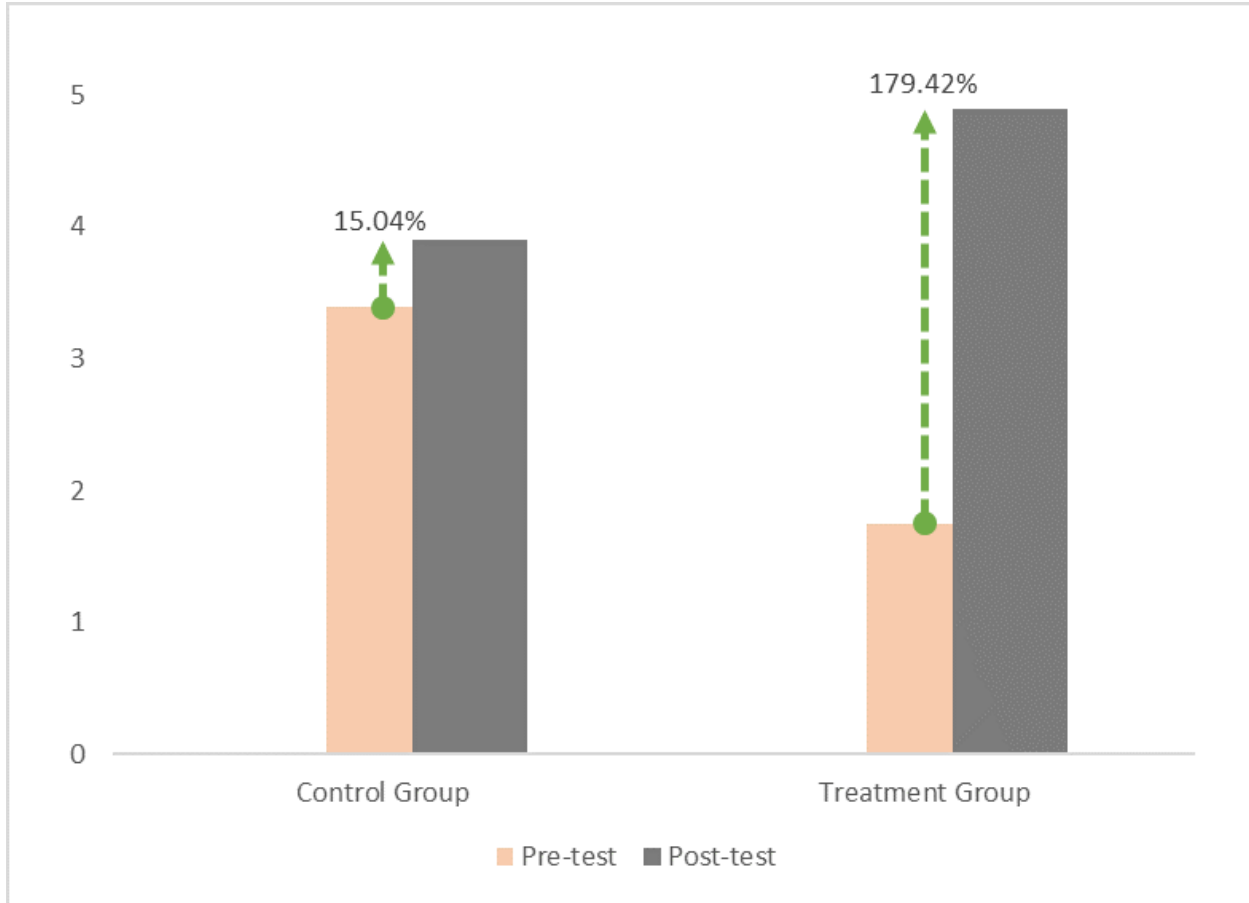


Figure 5.3: Mean Scores of both the Groups for Isolated Sentences

As displayed in Figure 5.3, the control group's change in the score (posttest minus pretest score) is only 15.04%, whereas the treatment group demonstrates a higher change in score of 179.42%. We then calculated the mean difference of the scores (posttest - pretest score) of both groups and applied t-test on them (see table 5.4). The result from the t-test suggests a significant difference exists between the change in the score of the control group and the treatment group, favoring the treatment group. This suggests that the intervention program positively affected

the performance of the treatment group students. Consequently, the second null hypothesis is rejected.

Table 5.4: Independent t-test of Pretest-Posttest Score for Isolated Sentences

		Number	Mean (out of 20)	Std. Deviation	T	p-value
Comparison of Change (Posttest Minus Pretest)	Control Group	31	.52	1.99	-5.74	.00
	Treatment Group	28	3.14	1.43		

Growth in Performance for Sentences in Connected Speech

This section presents the result of the study on the effectiveness of the process drama on tense in the sentence in the connected speech. Figure 5.4 shows growth in the mean scores of both groups.

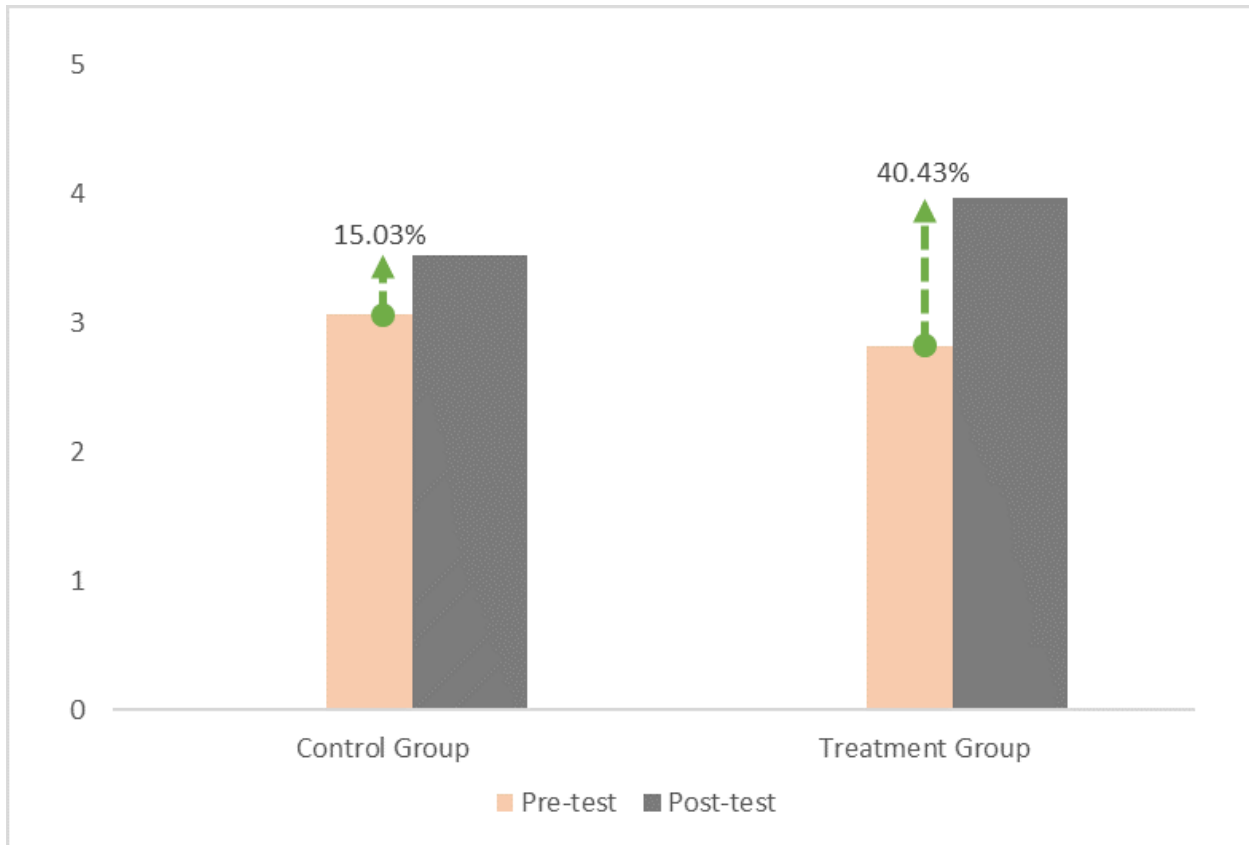


Figure 5.4: Mean Scores of Both the Groups for Sentences in Connected Speech

As displayed in Figure 5.4, the control group's change in score (posttest minus pretest score) is only 15.03%, whereas the treatment group demonstrates a higher change in score of 40.43%. We then calculated the mean difference of scores (posttest - pretest score) of both groups and applied t-test on them (see table 5.5). The result from the t-test suggests that data could not provide conclusive evidence to reach a definite interpretation. Consequently, we failed to reject the third null hypothesis. However, the percentage growth shown in Figure 5.5 still favors the treatment group.

Table 5.5: Independent t-test for Sentences in Connected Speech

		Number	Mean (out of 20)	Std. Deviation	t	p-value
Comparison of Change (Posttest Minus Pretest)	Control Group	31	.45	1.54	-1.68	.09
	Treatment Group	28	1.14	1.60		

5.2.2.2 Observation and Field Notes

This section discusses the findings for the second research question to provide a deeper understanding of application and utility of DIE with the middle school students. When the facilitator started the intervention program, the students were unaware of DIE, and the facilitator deliberately did not tell anything about it. On the first day, when the facilitator introduced students with the concept of tense and its types through DIE, they did not take notes. Even when the teacher was writing on the board, students didn't write anything in their notebook. Half of the students were also shy to do activities, especially the solo or small group activities. On the second day, the facilitator introduced an activity in which students were supposed to write. The students did the writing exercise and the facilitator saw a few notebooks and gave some feedback. These in-role and out-role exercises in the classroom started making some sense and students started paying enough attention to writing the important materials

being taught in the classroom. Around the mid of the first week, students started participating more, thereby engaging with the language related tasks. We would like to mention one incident here. When the facilitator asked one of the groups to perform, the students asked for five more minutes to prepare, and then the members of that group started writing some dialogues for the activity they were going to perform. The facilitator did not ask to do it, but it was the intrinsic motivation of the students that they got engaged in that exercise, which eventually going to help them in their language growth.

Gradually in the intervention program, students started demanding more activities and less out of role activities. This demand created a challenge for the facilitator because he needs to manage both the goals of making the classroom engaging and amusing, and also to make the classroom meet the learning objective. Therefore, the facilitator decided not to deviate from the actual lesson plan. Here, it should also be noted that the facilitator changed the activities as per the demand of the situation but did not add the activities just for the purpose of fulfilling the demands of the students to play. Approximately after two days, the students understood that though this workshop has some fun elements, it has certain system of being operated in the classroom.

After first week of the intervention program, the students got aware of the lingo and functioning of the sessions, so they were able to work together with the facilitator to perform the sessions smoothly. One or two odd students were still showing some apprehension with some of the activities. But for most of the time and for most of the students, the method worked excellently. Unfortunately, we do not have interview or focused group discussion data to better understand what was not working with those reluctant students or to understand what was working with the students who remained interested throughout the intervention program.

In this study, the facilitator experienced a sense of ease in initiating, sustaining and reflecting upon the classes using DIE. Additionally, giving feedback did not remain only the facilitator's job, rather the students were enthusiastic and appreciative to give feedback to their peers. These observations suggest the importance of creating a collaborative and student-oriented learning environment by integrating DIE.

The facilitator also observed that the students used to wait for this session and they used to become energetic and enthusiastic to do the activities for the session. This attitude of the students enhanced the motivation of the facilitator to engage with the students in a more productive way. Towards the end of the workshop, students asked the facilitator to continue the program as they were learning and having fun simultaneously. The students were also happy about the fact that they got the chance to speak in the second language.

Overall the findings from the observation and field notes, suggest that the students' and facilitator's motivation was enhanced, and students demonstrated a positive attitude towards the process drama throughout the program. The classroom environment remained energetic and learning-oriented. The students also got a chance to bring the other side of their personality into the classroom, which eventually empowered them to participate in the activities, thus leading to the enhancement in their second language.

5.3 Case Study II

In this case study, we have followed the practice of Process Drama for teaching English parts of speech to middle school students with an aim to evaluate its effectiveness in an Indian classroom setting. Researchers aimed to optimize their engagement and comprehension within

the context of process drama activities for learning grammar-- parts of speech. *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 et al., 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. The present study addresses the following potent questions:

- 1) How does process drama affect middle school students' Parts of Speech learning outcomes?
- 2) How does DIE transform an L2 classroom?
- 3) What are the potential limitations of DIE to be applied in Indian classrooms?

5.3.1 Research 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 et al., 2020; Alasmari & Alshae'el, 2020; Yumurtaci & Mede, 2020; Kadan, 2021; Hietz, 2021; Altweissi & Maaytah, 2022) in their studies addressing the usage of DIE for L2 teaching.

Null Hypotheses

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

Null Hypothesis Four (H₀₄): There is no statistically significant difference between the change in the score (posttest score - pretest score) of control group and treatment group for all parts of speech.

Null Hypothesis Five (H₀₅): There is no statistically significant difference between the change in the score (posttest score - pretest score) of control group and treatment group for open class parts of speech.

Null Hypothesis Six (H₀₆): There is no statistically significant difference between the change in the score (posttest score - pretest score) of control group and treatment group for closed class parts of speech.

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 (NCERT) 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 5.6: Demographic Information of the Participants

Demographic details	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

Procedure of the Study

For this study, researchers had two groups: Class VII (A) and Class VII (B). A 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. The 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). No additional support, like providing translation in students' mother tongue or explanation of any word or sentence, was given during the pretest. Table 5.7 presents the pretest results for all thirty-two Parts of Speech questions.

Table 5.7: Independent t-test of Pretest for All Parts of Speech questions

		Number	Mean (Out of 32)	Std. Deviation	t	p-value
Pre-test	Class VII (A)	29	17.24	7.06	2.20	.03
	Class VII (B)	27	13.07	7.04	2.20	

The pretest result shows that the mean score of Class VII (A) is significantly higher than the mean score of Class VII (B), and the p-value is less than .05. It indicates that there exists a

significant difference between the pretest scores of Class VII (A) and Class VII (B). Thus, we 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). I, as an instructor, taught Class VII (A) using the traditional method (grammar translation method) of teaching parts of speech, and class VII (B) was taught using the practice of process drama for explicitly teaching parts of speech.

In total, we facilitated twenty sessions of 50 minutes each (=1000 minutes) and covered the following parts of speech: Noun, Pronoun, Adjective, Verb, Adverb, Preposition, Conjunction and Interjection. These sessions were conducted continuously on all working days of the school week, as the school follows a schedule of six working days per week. After the twenty sessions, we administered a post-test with both groups the subsequent day. Posttest also had 32 questions with the same difficulty level as in the pretest. Posttest 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). Like the pretest, no additional support, such as providing translation in students' mother tongue or explanation of any word or sentence, was given during the pretest.

Lesson Plans Used in the Study

In this intervention program, we used the eight lesson plans on parts of speech presented in Chapter III. Those lesson plans are developed using the drama-based process framework, which is also presented in Chapter III. If we cannot complete the lesson plan in one session,

then the same lesson plan is used to continue in the next session until the teacher completes the reflection phase.

Data Analysis Procedure

After data collection, the study used IBM SPSS 22 software for the data analysis. To assess the comparison of achievement in both groups, changes in the scores (posttest minus pretest score) of both the control group and the treatment group were evaluated using the independent sample t-test (refer to Figure 5.1). For this analysis, a significance level of $p < 0.05$ with a 95% confidence interval was employed. Moreover, the study did not limit the 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. Then, observation and field notes were analyzed to conclude the findings.

5.3.2 Results

This section will present the results obtained from both the quantitative and qualitative methods employed in the experimental study. The findings from the quantitative analysis will be presented first, followed by the findings derived from the qualitative analysis.

5.3.2.1 Results from the Quantitative Analysis

This section provides the results concerning the first research question of the third case study. The results are shown in Tables 5.8, 5.9, and 5.10, which state the independent t-test scores for overall growth, growth in open-class words, and growth in closed-class words, respectively.

Growth in Performance for All Parts of Speech Words

Researchers calculated the mean scores of both groups in the pretest and posttest for all parts of speech words. Figure 5.5 shows the growth in the mean scores of both groups.

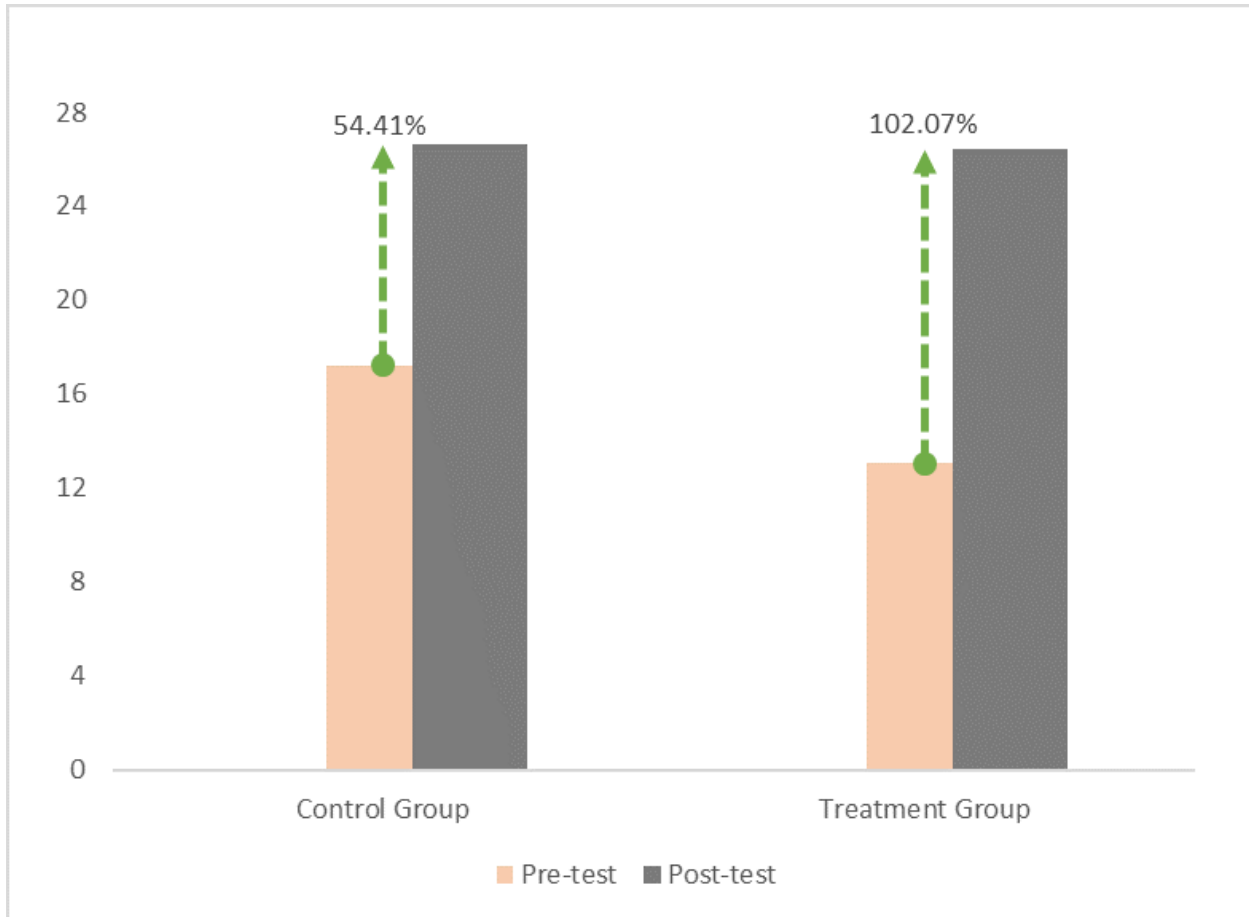


Figure 5.5: Mean scores of Both the Groups for All Parts of Speech Words

As displayed in Figure 5.5, the control group's change in the score (posttest minus pretest score) is 54.41%, whereas the treatment group demonstrates a higher change in score of 102.07%. We then calculated the mean difference of the scores (posttest - pretest score) of both groups and applied the t-test on them (see table 5.8). The result from the t-test suggests a significant difference exists between the change in the score of the control group and the

treatment group, favouring the treatment group. This suggests that the intervention program positively affected the performance of the treatment group students. Consequently, the fourth null hypothesis is rejected.

Table 5.8: Independent t-test of Pretest-Posttest Scores for All Parts of Speech Questions

		Number	Mean (out of 32)	Std. Deviation	t	p-value
Comparison of Change (Posttest Minus Pretest)	Control Group	29	9.38	6.04	-2.40	.02
	Treatment Group	27	13.33	6.25		

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 function differently. This section presents the result for the open-class words. When researchers calculated the mean score for open class words in the pretest, the control group performed better than the students of the treatment group. While the difference between

the scores in the posttest has been overcome. Figure 5.6 presents the mean scores of both the groups.

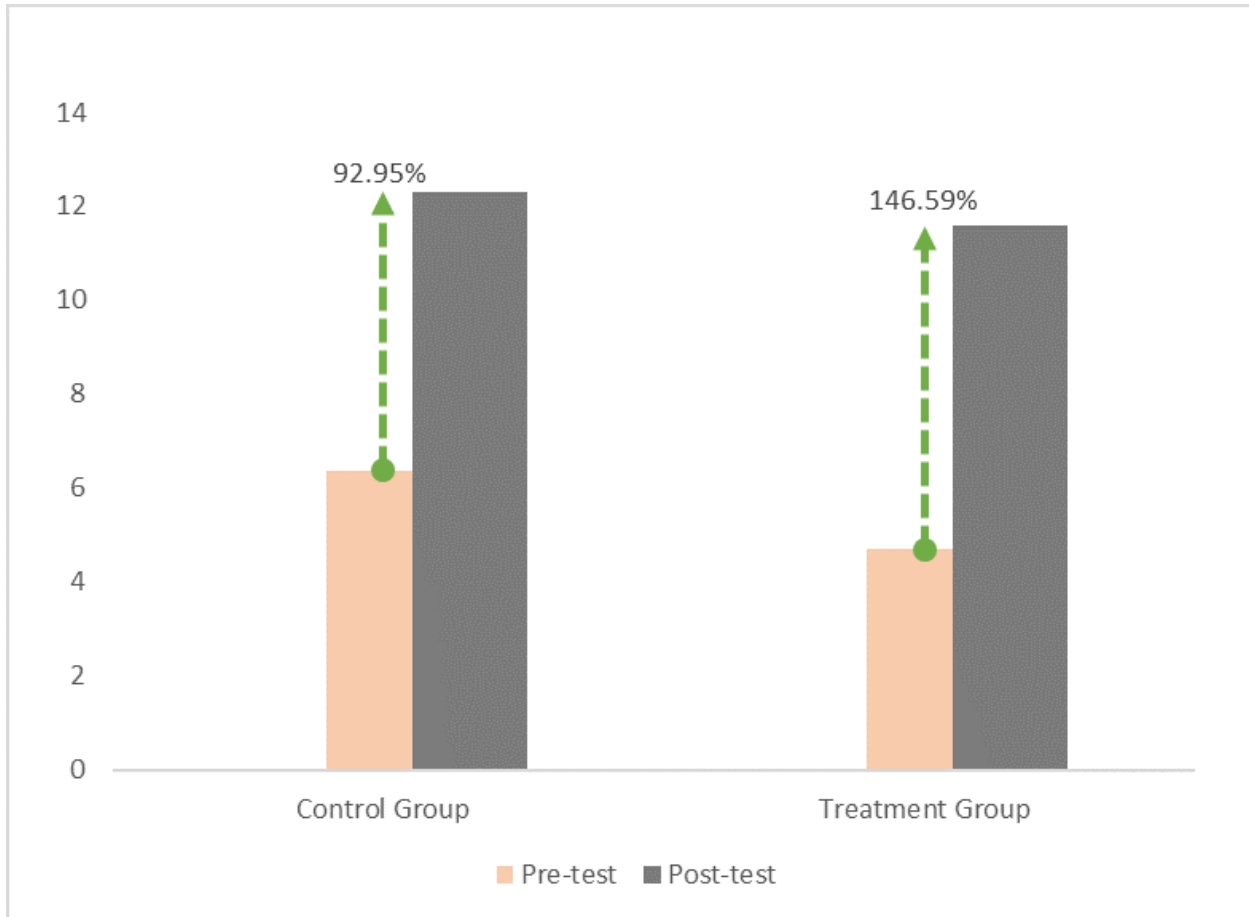


Figure 5.6: Mean scores of Both the Groups for Open Class Words

As displayed in Figure 5.6, the control group's change in score (posttest minus pretest score) is only 92.95%, whereas the treatment group demonstrates a higher change in score of 146.59%. We then calculated the mean difference of scores (posttest - pretest score) of both groups and applied t-test on them (see table 5.9). The result from the t-test suggests that data could not provide conclusive evidence to reach a definite interpretation. Consequently, we

failed to reject the fifth null hypothesis. However, the percentage growth shown in Figure 5.9 still favours the treatment group.

Table 5.9: Independent t-test for Open Class Words

		Number	Mean (out of 32)	Std. Deviation	t	p-value
Comparison of Change (Posttest Minus Pretest)	Control Group	29	5.93	2.99	-1.31	0.19
	Treatment Group	27	6.89	2.37		

Growth in Closed Class Words

When researchers calculated the mean score for open class words in the pretest, the control group performed better than the students of the treatment group. While in the posttest, the students of the treatment group scored slightly better than the students of the control group.

Figure 5.7 presents the mean scores of both the groups.

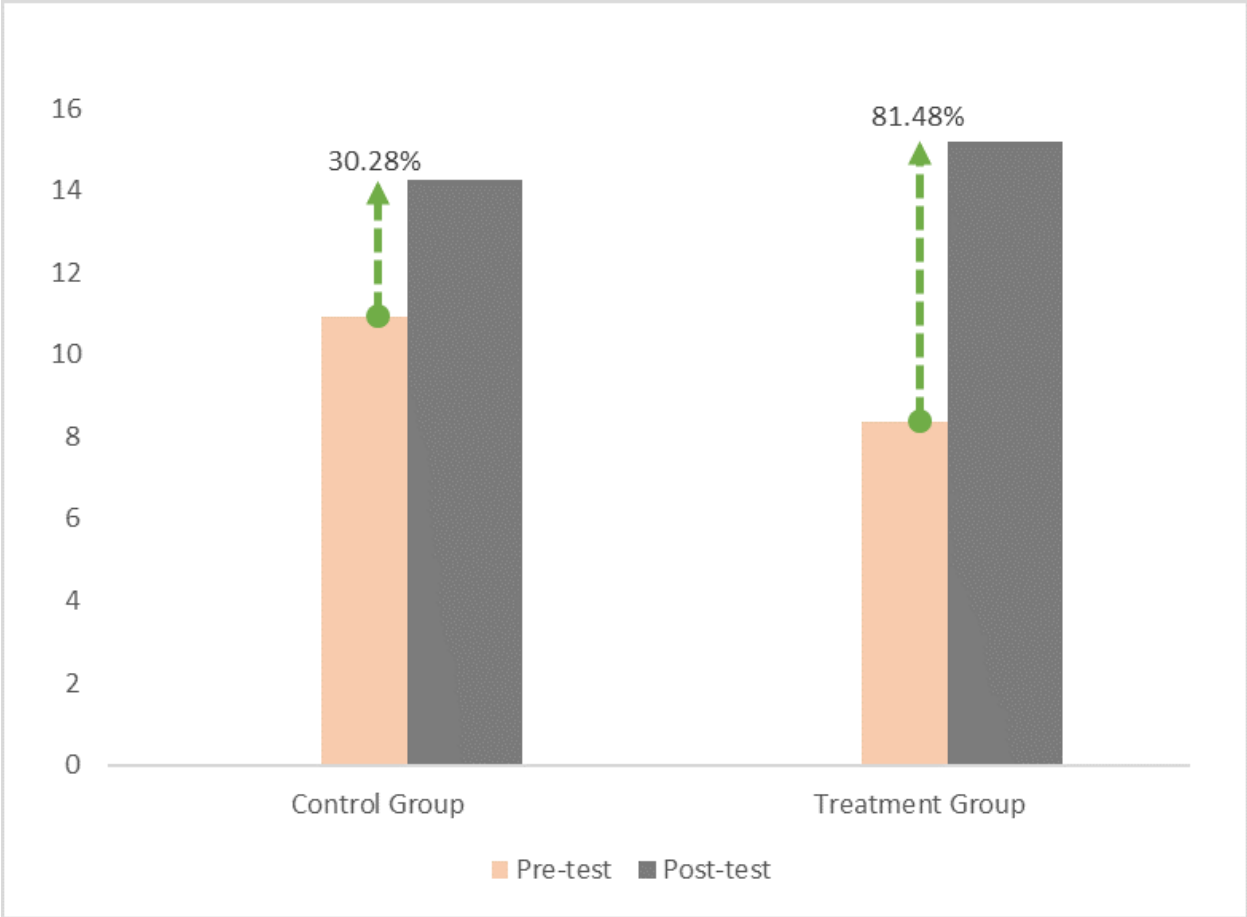


Figure 5.7: Mean Scores of Both the Groups for Closed Class Words

As displayed in Figure 5.7, the control group’s change in the score (posttest minus pretest score) is 30.28%, whereas the treatment group demonstrates a higher change in score of 81.48%. We then calculated the mean difference of scores (posttest-pretest score) of both groups and applied the t-test on them (see table 5.10). The result from the t-test suggests a significant difference exists between the change in the score of the control group and the treatment group, favouring the treatment group. This suggests that the intervention program positively affected the performance of the treatment group students. Consequently, the sixth null hypothesis is rejected.

Table 5.10: Independent t-test for Closed-class Words

		Number	Mean (out of 32)	Std. Deviation	t	p-value
Comparison of Change (Posttest Minus Pretest)	Control Group	29	3.31	3.76	-2.88	.00
	Treatment Group	27	6.81	5.24		

5.3.2.2 Results from the Qualitative Analysis

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 in the control group were less attentive to the instructions. 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 learners Parts of Speech exercises. Additionally, students became 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' attitudes 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 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.

5.4 Conclusion

The present chapter discussed two case studies aimed to investigate the efficacy of Drama in Education in teaching grammar to middle school students. To achieve the goal, we conducted our research studies in two different contexts. After presenting a brief overview, this chapter describes both case studies in detail, sequentially.

The finding suggested that DIE was significantly effective in the growth of grammar learning. Moreover, the findings favour integration of DIE in L2 classroom in place of traditional grammar teaching. Furthermore, findings from facilitator's observation and field notes stressed the importance of DIE in developing the learners' cognitive skills, such as attention, memory and affective skills, such as motivation and confidence. Additionally, researchers could find the welcoming attitude of the learners towards process drama-based teaching and learning. Further, the interaction of students with their peers and their facilitator was enhanced, leading them to using the language in larger amounts, learning the skills of co-operation, team building and other interpersonal skills such as active listening and collaboration. This study makes a valuable contribution to the ongoing scholarly conversation on effective pedagogy by utilising insights obtained from both offline research studies presented and this chapter and online case study presented in the previous chapter. The subsequent chapter synthesises the findings obtained from chapter four and five, enhancing comprehension of the potential of DIE in L2 teaching and learning contexts. Additionally, the next chapter suggests areas for future investigation and advancement within this emerging field.

