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List of Publications

Refereed Journal Articles

Mahant, P. K., & Ghosh, S. (2024). Beyond the Classroom: A Comprehensive Study on Online Drama in-Education for Second Language Pedagogy. *International Journal of Educational Sciences*, 44(1-3). DOI: 10.31901/24566322.2024/44.1-3.1317

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Appendices

Appendix A

This appendix provides a description of the drama conventions used in the lesson plans given in sections 3.3.4 and 3.3.4. Some of the descriptions of the drama conventions have been taken from books *Structuring Drama Work* by Jonothan Neelands and Tony Goode and *Drama Conventions for Primary and Secondary Schools* by Geoff Readman. Some drama conventions have been created by me for my intervention program.

Glossary of Drama Conventions Used in the Lesson Plans

Action with Dialogue: In this convention, a participant needs to say dialogues and enact them simultaneously.

Announcement: This convention can be used as a narrative device or plot element for conveying information, advancing the story, or influencing the actions of characters.

Auto Image: This is an excellent strategy for introducing a new topic, story or project. The children stand in a circle but face outwards. The teacher calls out three or four keywords relating to the topic, such as for occupations: teacher, doctor, nurse. On account of three, the children turn round and make a still image of each keyword in turn. The words might relate to emotions in a new story or themes such as birthdays, Nightmares, or Journeys.

Circle of Life- In this convention, a large sheet of paper is divided into different sections with a circle in the center of the page where the name and age of a character, along with other required information, the teacher may ask participants to enact the information written on the paper.

Discussion: Discussion can be employed as a drama convention for revealing information, exploring conflicts, developing relationships, or advancing the plot. It can be used in both ways: in role or out of role.

Drawing in Role: Like writing in role, this convention encourages participants to draw for a purpose that connects with and is informed by the drama.

Exhibition: An exhibition as drama convention refers to the deliberate showcasing or presentation of visual elements, such as props, set pieces, or artwork, with the purpose of communicating significance, eliciting ambience, or enriching the audience's comprehension of the storyline.

Group Formation: In this convention, the participants are required to form a group as per the instruction of the facilitator. This allows participants to work in different group dynamics.

Guided Tour- A form of narration through which the group are provided with a detailed picture of the environment in which drama is due to take place. This convention involves taking

the group through the drama's setting- building-based, natural, fantastic, etc.- utilizing a highly descriptive commentary which both places and details the key features of that setting.

Hot Seating- A group working as themselves or in a role have the opportunity to question or interview role player(s) who remain 'in-character'. These characters may be released from frozen improvisations, or the role of the role may be prepared and the role-players formally seated facing questioners.

Improvisation: This involves speaking and acting spontaneously in the role without rehearsal. To do this, you need to know who you are pretending to be, where and what the drama moment or situation is and then you seriously engage with the scene, as if it is real and just make it up 'in role' as you go along.

Interview- These are challenging, demanding situations designed to reveal information, attitudes, motives, aptitudes, and capabilities. One party has the task of eliciting a response through appropriate questioning.

Mantle of the Expert- The group become characters endowed with specialist knowledge that is relevant to the situation: historians, social workers, and mountain climbers. The situation is usually task-oriented, so that expert understanding or skills are required to perform the task.

Meeting: The group gathers together within the drama to hear new information, plan action, make collective decisions and suggest strategies to solve problems that have arisen. The

meeting may be chaired by the teacher/leader or committee or other individuals-- the group may meet without the teacher/leader being present.

Mime: Mime uses the body to act or interact with something or somebody that is not visible and is imagined. It may be carried out alone or with others.

Multi-sensory Imagining (Visualization): Visualization is about specifically giving time to support children to see pictures in their minds. It helps to ask the children to close their eyes, and then the teacher can guide the visualization. Visualization implies just evoking visual images, but we can take this further and make the experience a virtual multi-sensory experience by asking children to imagine and contribute suggestions as to the sights, sounds, tactile experience, smells, and tastes that also can be associated with the drama and can be summoned up in their imaginations at a particular moment. The teacher can guide the visualization or multi-sensory imaginings but also can invite the children to contribute their imaginings to support each other in building this shared, imaginary environment.

Narration: This can be in or out of the dramatic context. The teacher/leader might provide a narrative link, atmosphere or commentary, initiate a drama, move the action on, or create tension; or the participants might report back in the story form, providing a narrative to accompany the action.

Report Presentation: In this drama convention students are asked to prepare and present a report related to the context within drama. This helps develop research ability, writing and presentation skills in participants.

Role on the Wall: A critical, pivotal role is represented in picture form or diagram 'on the wall'; information is read or added as the drama progresses. Individuals may take in turns to adopt the role in improvisations so that it becomes a collective representation rather than a personal interpretation.

Rumours: The class, working in role, are given a short amount of time to create, spread and gather rumours about a character or event in the drama. This works best if done in a confined space to create a 'hub-bub'. The activity can be set somewhere connected to the drama, e.g. the marketplace, the pub, etc. The teacher can join in and feed in rumours useful to the drama. After a few minutes of listening to, making up and spreading rumours, the teacher can halt the activity and encourage the class to carry on gossiping but all together, as a whole class, in one conversation. They will start to connect rumours together and probably continue to elaborate on them collectively when they are gathered, heard and responded to together.

Single Action: In this convention, a participant is allowed to do only one action.

Small Group Playmaking: Small group plans, prepares and presents improvisations as a means of representing a hypothesis or demonstrating alternative views/courses of action. the improvisations express an existing understanding of a situation or experience.

Teacher in Role: The teacher or whoever is taking responsibility as the facilitator for the group manages the theatrical possibilities and learning opportunities provided by the dramatic context from within the context by adopting a suitable role in order to: excite interest, control the action, invite involvement, provoke tension, challenge superficial thinking, create choices and ambiguity, develop the narrative, create possibilities for the group to interact in role. The teacher is not acting spontaneously but is trying to mediate her teaching purpose through her involvement in the drama.

Whole group Role Play: this is a convention that involves all of the class in roles. All of the characters remain in the role because of the nature of dramatic context, such as travellers on an aeroplane or inhabitants of a lost city. This convention can be the most demanding of the conventions. If the focus is lost, the teacher must pause the drama and briefly discuss any difficulties out of the drama before re-engaging the children in the role.

Writing in Role: Whilst in role (individually or collectively), the children write for a purpose that connects with and is informed by the drama. The resultant writing ideally will have significance to the drama itself and further inform it. It is possible to introduce many meaningful reasons for writing within dramas. The writing in roles should matter to the drama and should ideally usually be more than just character writing about the drama.

Appendix B

This appendix presents the pretest used in case study two (section 5.2) of the thesis. Section A of the appendix have ten isolated sentences, and section B of the appendix has 10 sentences in connected speech. 30 minutes was the maximum time allotted to students to solve the test. Each question carries one mark.

Pretest

Topic: Tense

Timing: 30

Minutes

Name _____

Class: _____

Section: _____

Section A

MCQs:

1. I _____ one of those since I was a kid.

(A) saw (B) have been seen (C) haven't seen (D) wrote

2. My dad would have _____ more if he had had the time.

(A) had writing (B) been written (C) written (D) wrote

3. My mum _____ always _____ to install good values in us so far.

(A) will, be tried (B) was, try (C) had, tried (D) may try

4. We _____ to fix this bicycle for almost a month now.

(A) have been trying (B) have been tried (C) trying (D) was trying

5. At no time _____ failed to get our projects in, on time.

(A) did we sometimes (B) are we always (C) can we occasionally (D) have we ever

6. I might have written more if I _____ the chance to.

(A) had had (B) was having (C) am going to have (D) have have

7. My sister _____ for 5 years when she suddenly quit and took up hockey.

(A) have been training (B) trained (C) was training (D) had been training

8. The clerk at the cinema _____ to see some id if my mum hadn't been there.

(A) was wanting (B) has wanted (C) would have wanted (D) is always
wanting

9. Rocky _____ to the office tomorrow.

(A) was go (B) was went (C) will go (D) is go

10. John _____ returning from Delhi next Monday.

(A) was (B) will be (C) is being (D) are going to

Section B

The Nile is the longest river in the world. The river Nile, which __ (11) __ its name from a Greek word is 4184 miles long. It ____ (12) ____ a good deal of the African continent. The Nile and its tributaries ____ (13) ____ through nine countries. The White Nile ____ (14) ____ through Uganda, Sudan, the Blue Nile ____ (15) ____ in Ethiopia. Tributaries in Zaire, Kenya, Tanzania ____ (16) ____ into the Nile or into Lake Victoria Nyanese. Major cities on the edge of the Nile ____ (17) ____ Caire, Aswan, Thepes. While these cities may differ markedly from one another, each ____ (18) ____ benefits from the river along which it is ____ (19) _____. Of the four major dams on the Nile, the most well known is the Aswan High Dam. This dam ____ (20) ____ many tourists each year who marvel at the hydro-electric power it generates.

11. (A) getting (B) get (C) gets (D) none of these

12. (A) covered (B) cover (C) covers (D) none of these

13. (A) flow (B) flowed (C) flows (D) is flowed

14. (A) moves (B) move (C) moved (D) moving

15. (A) is started (B) started (C) starts (D) none of these

16. (A) is flow (B) flowing (C) has flows (D) none of these

17. (A) included (B) including (C) include (D) none of these

18. (A) receive (B) receives (C) has receiving (D) none of these

19. (A) situate (B) situated (C) had situate (D) none of these

20. (A) attract (B) attracted (C) attracts (D) none of these

Note: The same pre-test was used with options shuffled in the post test. Questions of section A of the pretest were also shuffled in the post-test.

Appendix C

This appendix presents the pretest and the posttest used in case study three (section 5.3) of the thesis. It consists of one pre-test and one post-test on parts of speech. Both tests have been developed by the researchers specifically for this research context. Pre-test and post-test both comprise 32 parts-of-speech questions which can be further classified into two categories; 16 questions on open-class words (4 nouns, 4 adjectives, 4 verbs, and 4 adverbs), and 16 questions on closed-class words (5 Pronouns, 6 Prepositions, and 5 conjunctions). 30 minutes was the maximum time allotted to students to solve the test. Each question carries one mark.

C.1: Pre-test

Topic: Parts of Speech

Timing: 30

Minutes

Name _____

Class: _____

Section: _____

A. Identify the part of speech of the bold and italicized words.

1. Showing *gratitude* is humane.
2. He is *fond* of tea.
3. The boy ran *across* the road.
4. The east India Company started growing in India from 16th century *onwards*.
5. She must weep *or* she will go mad.

6. **Surely** you are mistaken.
7. He kept the **fast** for a **week**.
8. I will watch **while** you sleep.
9. The up train is **late**.
10. The boy jumped **into** the pond.
11. **Swimming** is a good exercise.
12. While **walking** she was singing.
13. Ashok **was** a great king.
14. This cow gives us the **milk**.
15. He failed **because** he was careless.
16. He promised **me** to give a gift.
17. Let's **walk** for a mile.
18. I **always** speak the truth.
19. Mount Everest is the **highest** peak.
20. **Many** students did well in the examination.
21. **You** could have done it better.
22. Mike played the drum and **became** happy.
23. These lines are coming **from** the bottom of my heart.
24. Who can be more studious than **us**?
25. Meera is walking **towards** the school.
26. **They** are not courageous people.
27. Destruction **of** the city can be avoided.
28. Rakesh can play football **but** he will opt for Chess for the competition.

29. He was laughing *loudly*.
30. *We* are working day and night.
31. I shall eat *and* sleep.
32. The stone went *over* my head.

C.2: Post-test

Topic: Parts of Speech

Timing: 30

Minutes

Name _____

Class: _____

Section: _____

A. Identify the part of speech of the bold and italicized words.

1. The dog jumped *over* the box.
2. I left the field *when* I saw him coming.
3. *We* are eating and sleeping only.
4. The teacher returned from the room *suddenly*.
5. Rakesh is a good student *but* he is absent.
6. The construction *of* the building is not a one day task.
7. *They* got involved in a heated argument.

8. The ball went *inside* the school.
9. Sohan puts the blame on *us*.
10. They are coming *from* the corner of the city.
11. They enjoyed the concert and *slept* there.
12. *You* couldn't do much but I am happy.
13. *Many* children were not present at the time of assembly.
14. Sohini achieved the *highest* marks in the examination.
15. I *seldom* speak the truth.
16. Believing in *humanity* is our last hope.
17. I am *proud* of you.
18. We took a boat *across* a river.
19. The new regiment of Indian Army is working from 1975 *onwards*.
20. *Either* She eat *or* she sleeps.
21. *Finally* I am back.
22. Rohit will arrive JNV on *Monday*.
23. The thief looted the shop *while* the guard was sleeping.
24. The students came *late*.

25. The cat jumped **into** the well.

26. **Walking** is the best warm up.

27. While **eating**, I was watching the movie.

28. I **was** a good student.

29. I am thirsty so give me some **water**.

30. I am happy **because** I understood all Parts of Speech category

31. I promised **them** to give some chocolates.

32. Let's **sleep** now.

Appendix D

This appendix presents fourteen additional lesson plans used in Case Study Two and Case Study Three.

Appendix D.1

Appendix D.1 presents seven additional lesson plans developed for teaching Tenses implemented in case study two (refer to section 5.2 of the thesis).

Table D.1: Lesson Plan on Present Indefinite Tense

Preparation Phase	Topic: Present Indefinite		Target Learners: Class VII
	Learning Objective: To introduce the concept and function of Present Indefinite		Duration: 55 minutes
	Process Drama Theme: Corporate Work Culture		
	Activity	Teacher's Guide/Students Guide	Remarks
Initiation Phase	Energizer	For Warm Up	5 minutes
	Theatrical Exercise	To prepare their body and voice for the further activities	5 minutes
Co-creation Phase	Mime	There is a big company. Show us the environment of the company through mime.	3 minutes
	Single Action	Can you show us the actions of your boss?	2 minutes
	Dialogue	There are some of the things which your boss does daily. Can you tell us the things which he does daily? The teacher will write the sentences on the board.	3 minutes

	Circle of Life	Now the teacher will draw a clock mentioning the time and what his friend and his family members do at that time. After showing his clock, the teacher will ask students to draw the same clock of the timing of the works which his friend or relative and his/her family members do.	15 minutes
	Teacher Out of Role	He will explain about the concept of Present Indefinite Tense with the help of examples which came up during the process drama.	5 minutes
Reflection Phase	Reflection on the whole session	The teacher will ask to recapitulate the session with single action and dialogue.	5 minutes
	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 minutes
	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 minutes
	Home Work	The teacher will ask students to make a clock of the things which his/her friend/relative/neighbour and his/her family members did the last day?	2 minutes

Table D.2: Lesson Plan on Past Indefinite and Future Indefinite Tense

Preparation Phase	Topic: Past Indefinite and Future Indefinite	Target Learners: Class VII
	Learning Objective: To introduce the concept and function of Past Indefinite and Future Indefinite	Duration: 50 minutes

	Process Drama Theme: Daily routine in the family		
	Activity	Teacher's Guide/Students Guide	Remarks
Initiation Phase	Energizer	For Warm Up	5 minutes
	Theatrical Exercise	To prepare their body and voice for the further activities	5 minutes
Co-creation Phase	Mime	The teacher will ask to perform the homework which was given in the last class. (to make a clock of the things which his/her friend/relative/neighbor and his/her family members did the last day? They can form group to do the act.	10 minutes
	Explicit Grammar Teaching	The teacher will write the sentences from their home work. And the teacher will explain about the concept of past indefinite with the help of those sentences.	5 minutes
	Scheduling	Now make a calendar of the things which that family will do the next week.	10 minutes
	Teacher Out of Role	He will explain about the concept of Future Indefinite Tense with the help of examples which came up during the process drama.	5 minutes
Reflection Phase	Reflection on the whole session	The teacher will ask to recapitulate the session with single action and dialogue.	3 minutes
	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 minutes
	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.	
	Assignment	The teacher asks the students to show the difference between Past Indefinite and Future indefinite.	2 minutes

Table D.3: Lesson Plan on Present Continuous Tense

Preparation Phase	Topic: Present Continuous		Target Learners: Class VII
	Learning Objective: To introduce the concept and function of Present Continuous		Duration: 50 minutes
	Process Drama Theme: Event management in organizational context		
	Activity	Teacher's Guide/Students Guide	Remarks
Initiation phase	Energizer	For Warm Up	5 minutes
	Theatrical Exercise	To prepare their body and voice for the further activities	5 minutes
Co-creation Phase	Teacher (out of role)	Director of the company is visiting us for some talk. So Get ready as soon as possible.	1 minute
	Teacher in Role, Narration	The director greets the employees. And then starts the narration: We have observed that there is a lot of workload on our employees. So We have decided to announce an Annual sports day and Cultural Fest to promote happiness and health. So tomorrow, you will be asked to do your favourite things in the company. Tomorrow a new in charge will come to guide the fest.	3 minutes
	Teacher out of role	So be prepared for tomorrow. Do you have any confusion? Please clarify.	1 minutes

	Teacher in Role (in charge)	And the wait is over. Form a group of n-members and show us the favourite sports or any activity which you love to do.	2 minutes
	Mime	Students will do the mime of playing their favourite sports or any activity like painting, dancing etc. Then other groups will freeze to watch one group and tell what they are doing. This will be done with each group and the teacher will write each sentence. Sometimes the teacher can ask what are you doing? To get the response in first person. All the responses will be noted on board. Example sentences: <i>They are playing hockey.</i> <i>She is dancing.</i> <i>He is playing Chess.</i> <i>I am writing Diary.</i> <i>We are playing Karate.</i>	10 minutes
	Teacher (out of Role)	Now the teacher will explain about Present Continuous Tense with the help of examples which came during Process Drama.	10 minutes
Reflection Phase	Reflection on the whole session	The teacher will ask to recapitulate the session with single action and dialogue.	3 minutes
	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)	
	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.	

Table D.4: Lesson Plan on Past Continuous & Future Continuous Tense

Preparation Phase	Topic: Past Continuous & Future Continuous		Target Learners: Class VII
	Learning Objective: To introduce the concept and function of Past Continuous & Future Continuous		Duration: 55 minutes
	Process Drama Theme: Investigation of a criminal case		
	Activity	Teacher's Guide/Students Guide	Remarks
Initiation phase	Energizer	For Warm Up	5 minutes
	Theatrical Exercise	To prepare their body and voice for the further activities	5 minutes
Co-creation Phase	News	There is a blast in the company. Luckily everything was closed so there was no loss of anyone's life.	1 minute
	Rumour	The employees are talking about the blast on their phone calls and video calls. One student will be paired with another student and they will show the act of rumour.	5 minutes
	Narration	There is an officer who comes to visit the locality and he meets the people and the families who live nearby. So remain at your home and get prepared for the investigation.	1 minute
	Teacher out of role	With the suggestion of the students, the teacher will help students to take different roles, i.e. one or two families, few shopkeepers. few bachelors, few cleaners etc.	3 minutes
	Teacher in Role (Officer)	The officer will ask to different groups and persons 'what were they doing at the time of blast?'. He may ask some follow up questions which expect	10 minutes

		<p>answers in past continuous tense.</p> <p>With the help of a volunteer, All the sentence will be written on the board.</p> <p>Then the officer will tell them that he will visit in the evening and he will ask what will they be doing in the evening?</p> <p>Everyone responds and again With the help of a volunteer, All the sentence will be written on the board.</p>	
	Teacher (out of role)	The teacher will explain the Past Continuous and Future Continuous tense and will ask them to point out the difference between them.	5 minutes
	Cross-curricular activity	<p>How did you feel when the officer was visiting?</p> <p>What do you think what should you do to help the officer?</p>	5 minutes
Reflection Phase	Reflection on the whole session	The teacher will ask the students to recapitulate the session through mime and single dialogue.	5 minutes
	Grammar Reflection	<p>Here the teacher should also keep the space for solving students' doubts related to the language structure taught in the session.</p> <p>(Here, the teacher again goes for explicit grammar teaching)</p>	5 minutes
	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 minutes

Table D.5: Lesson Plan on Present Perfect Tense

Preparation Phase	Topic: Present Perfect		Target Learners: Class VII
	Learning Objective: To introduce the concept and function of Present Perfect		Duration: 55 minutes
	Process Drama Theme: Meeting in organization		
	Activity	Teacher's Guide/Students Guide	Remarks
Initiation phase	Energizer	For Warm Up	5 minutes
	Theatrical Exercise	To prepare their body and voice for the further activities	5 minutes
Co-creation Phase	Mime	Create the Environment of a company	3 minutes
	T.I.R.	Now the boss comes for a visit I have assigned some work to be done in one week. The employees have to do field study about our different products. You can choose any product of your choice and find out people's interest, per day sale of the products and review as well.	3 minutes
	Whole Group Play	Please show us. How are they conducting the field work?	20 minutes
	Meeting	On which product have you completed and brought the report? The students may responses as: I have done reporting on X product. The facilitator may ask someone intentionally to get the response in a negative sentence: i.e. Have you done the study on	5 minutes

		Handwash? The response might be: No sir, I have not done the study on Handwash. I have done study on the Wrist Band.	
	Teacher (out of role)	The teacher will write all the Present Perfect sentences on the blackboard and ask students to submit the report on his table. Now the teacher will explain about the present perfect tense.	10 minutes
Reflection Phase	Reflection on the whole session	The teacher will ask the students to recapitulate the session through mime and single dialogue.	5 minutes
	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 minutes
	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.	4 minutes

Table D.6: Lesson Plan on Past Perfect Tense

Preparation Phase	Topic: Past Perfect	Target Learners: Class VII
	Learning Objective: To introduce the concept and function of Past Perfect	Duration: 55 minutes
	Process Drama Theme: Task reflection session in Organization	

	Activity	Teacher's Guide/Students Guide	Remarks
Initiation phase	Energizer	For Warm Up	5 minutes
	Theatrical Exercise	To prepare their body and voice for the further activities	5 minutes
	Break		2 minutes
Co-creation Phase	Mime	Create the Environment of a company	1 minute
	Meeting	The director comes to visit the employees and informs them that the growth of the company has gone up. So he is happy and wants to give incentives. But he wants to interview each candidate so that he can know what each employee had done in the last month. One minute will be given for preparation.	3 minutes
	Interview	The director will conduct an interview of 5 persons at a time and with the help of volunteer, write the sentences of past perfect on the board.	14 minutes
	Teacher out of role	The teacher will explain the concept of Past Perfect.	5 minutes
	Mime	Lets get back to the story. The director is happy and he gives incentive in some form. He throws a party and everybody enjoys it.	5 minutes
Reflection Phase	Reflection on the whole session	The teacher will ask to recapitulate the session with single action and dialogue.	5 minutes
	Grammar Reflection	Here the teacher should also keep the space for solving students' doubts related to the language structure taught in the session.	5 minutes

		(Here, the teacher again goes for explicit grammar teaching)	
	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 minutes

Table D.7: Lesson Plan on Future Perfect Tense

Preparation Phase	Topic: Future Perfect		Target Learners: Class VII
	Learning Objective: To introduce the concept and function of Future Perfect		Duration: 55 minutes
	Process Drama Theme: Gaming software development in Organization		
	Activity	Teacher's Guide/Students Guide	Remarks
Initiation phase	Energizer	For Warm Up	5 minutes
	Theatrical Exercise	To prepare their body, voice and mind for the further activities	5 minutes
	Break		2 minutes
Co-creation Phase	Secret News	Next month all of us are going to give a big surprise to our family. Do you know how? Because If we achieve our target, we will be promoted in the next month.	1 min
	Assignment	So I am assigning works to some individuals to some groups. Your group has to make 3 gaming softwares.	15 minutes

	<p>You have to go to the field and need to bring the samples of 100 different Pond Water.</p> <p>Your group has to do the interviews of 300 different people about our company.</p> <p>and so on.</p> <p>Once they note down their work. The teacher will ask them to tell how much of the work they will have completed at the end of this month.</p> <p>The students will respond.</p> <p>Probable Responses</p> <p><i>We shall have completed 2 softwares.</i></p> <p><i>We shall have brought 200 samples.</i></p> <p>The teachers may ask from the others to tell about that group or individual.</p> <p>to get the probable answers in III person.</p> <p>The teacher will note down all the responses and then explain.</p>	
Exhibition	<p>Now you all have completed the work. The work should be shown to the Audience in an exhibition. So prepare for the exhibition.</p>	5 minutes
Announcement	<p>The Teacher will show a letter in which there is an announcement that all of the</p>	10 minutes

		employees are promoted and their salary will increase to 10%.	
Reflection Phase	Reflection on the whole session	The teacher will ask to recapitulate the session with single action and dialogue.	4 minutes
	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)	4 minutes
	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.	4 minutes

Appendix D.2

Appendix D.2 illustrates seven additional lesson plans developed for teaching parts of speech implemented in case study three (refer to section 5.3 of the thesis).

Table D.8: Lesson Plan on the Introduction of Parts-of-Speech

Preparation Phase	Topic: Introduction to Parts-of-Speech		Target Learners: Class VII
	Learning Objective: to introduce the concept of parts of speech		Duration: 70 minutes
	Process Drama Theme: dispute in family over resources		
	Activity	Teacher's Guide/Students Guide	Remarks

Initiation phase	Energizer	For Warm Up	5 minutes
	Theatrical Exercise	To prepare their body and voice for the further activities	5 minutes
Co-creation Phase	Mime	Show me a scene of a joint family.	5 minutes
	Mime continued	<p>There are so many people in a family and the family likes to wear hat. Now show me the types of hats which the family members are wearing? Your eyes should remain closed. Show me the shape of the hat with the help of your hand.</p> <p>The facilitator will go to few individuals and ask What is the weight? What is the colour? What is the texture?</p>	5 minutes
	Action with Dialogue	Show me a scene of a market where family members go to purchase hats.	5 minutes
	Improvisation	<p>Alright, there are 8 types of hats available in the market. They purchase all 8 types of hats. But after few days. The family members start fighting with each other. Now show me a scene of the family, so that I can understand the reason for the fight.</p> <p>The teacher will create a group of 5,6 members.</p>	15 minutes
	T.I.R. with MoE	<p>Facilitator out of role: Watching all this, The oldest person in the family gets troubled and he wants to talk to everyone, so that everyone should get a solution.</p> <p>Facilitator in role: (In the end, the oldest person suggests:) There is no need to fight. Everyone should share the hats depending on the size and shape of the head. We</p>	5 minutes

		<p>should understand the requirements of every family member and share the things. It will enable everyone to function properly in the family and prosper in the society. So the decision is that everyone will get a hat when needed.</p>	
	Explicit Grammar Teaching	<p>Now the facilitator will explain the concept of parts of speech and tell the students that there are 8 parts of speech, like those 8 hats. And every word will get a part of speech category like every person will get a hat to wear. Now the facilitator will write down the names of those 8 parts of speech category. Noun, Pronoun, Adjective, Verb, Adverb, Preposition, Conjunction, Interjection</p>	10 minutes
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 minutes
	Grammar Reflection	<p>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)</p>	5 minutes
	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 minutes

Table D.9: Lesson Plan on Adjective

Preparation Phase	Topic: Adjective		Target Learners: Class VII
	Learning Objective: to introduce the concept and function of English adjectives		Duration: 70 minutes
	Process Drama Theme: A family fighting for survival meets aliens in a remote area		
	Activity	Teacher's Guide/Students Guide	Remarks
Initiation phase	Focus Exercise	For getting them ready and focused for the session	5 minutes
	Theatrical Exercise	To prepare their body and voice for the further activities in the session	10 minutes
Co-creation Phase	Recapitulation	The facilitator will recapitulate the story with the help of students.	5 minutes
	Improvisation	They are living happily in that region. Suddenly, they see some strange kind of people coming in that area. The family people don't know them. They look very different. Their skin is of which colour? How do they walk? Now show me what type of people they are. How do they talk? The facilitator should write the nouns with adjectives said by the students in this exercise on the board.	15 minutes
	Improvisation	Aliens have brought a lot of things in the craft. The students need to choose some materials and show what they are doing with those materials. The students also need to tell the name of the materials and the quality and quality of the materials on the noun. The facilitator should also try a bit from his side to mention the demonstrative and the possessive adjectives on the board.	5 minutes

	Explicit Grammar Teaching	The facilitator will explain the concept of adjectives and four types of adjectives namely Qualitative Adjectives, Quantitative Adjectives, Distributive Adjectives, and Possessive Adjectives. The facilitator will use the examples which emerged during the session for clearing the concept.	15 minutes
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 minutes
	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 minutes
	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 minutes

Table D.10: Lesson Plan on Verb and Types of Verb

Preparation Phase	Topic: Verb and Types of Verb		Target Learners: Class VII
	Learning Objective: to introduce the concept and function of English verbs and its types		Duration: 70 minutes
	Process Drama Theme: the family finds a way to reach back to their home		
	Activity	Teacher's Guide/Students Guide	Remarks
Initiation phase	Warm up	For getting them ready and focused for the session	5 minutes
	Theatrical Exercise	For getting them ready and focused for the session	5 minutes

Co-creation Phase	Group Formation	The facilitator will help the students to form groups of 5 members.	2 minutes
	Small Group Play	The facilitator will ask the students to enact a play of 5 minutes showing their escape from that remote area to their hometown. The facilitator will take note of different action, experience or condition verbs. After watching every group's act.	23 minutes
	Explicit Grammar Teaching	The teacher writes down some words on the board. And explain the concept of verbs and ask students to add more examples that emerged during the act. Then the teacher will also categorize those verbs with the help of students in the categories: Action Verbs, Experience Verbs, and Condition Verbs.	10 minutes
	Auto Image	The facilitator will start the auto-image convention with the following words <i>Walk, Run, Sleep, Eat, Smile, Laugh, Clap, Wash</i> some clothes, <i>cook maggi</i>	5 minutes
	Mime	You have come back from that remote area and now you are standing at the gate of your home. What are you doing? How are you feeling? Now you all have entered your home. What are you doing inside your home? The facilitator will again take note of verbs that emerged during that activity.	5 minutes This activity will help in the revision and doubt-solving on Verbs and different types of verbs.
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 minutes
	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 minutes

	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 minutes
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Table D.11: Lesson Plan on Adverb

Preparation Phase	Topic: Adverb		Target Learners: Class VII
	Learning Objective: to introduce the concept and function of English adverb		Duration: 90 minutes
	Process Drama Theme: Police catches jewel thieves		
	Activity	Teacher's Guide/Students Guide	Remarks
Initiation phase	Warm Up	For getting them ready and focused for the session	5 minutes
	Theatrical Exercise	To prepare their body and voice for the further activities in the session	5 minutes
Co-creation Phase	Mime	Show me a scene of a police station.	5 minutes
	T.I.R.	<p>There is a sudden visit by a police officer. The officer tells them about the theft done in a jewelry shop. The intelligence team has found some clue.. These are some clues.. The officer will hand over some cards/paper on which the following words are written...</p> <p><i>Everyday, South, Silently, Some, Very smart, greatly inspired, yesterday, however they were very small in numbers, meanwhile a thief entered.</i></p> <p>The officer will ask the police team to come up with a full report based on these clues and if they need they may meet Dhanna Seth so that they get some more clarification.</p>	5 minutes

	Hot Sitting	Dhanna Seth (Teacher as Dhanna Seth) will be called for the hot sitting. The students as police officers will ask the details with Dhanna Seth and then prepare a report. The teacher should make sure to use as many adverbs as possible.	5 minutes
	Report presentation	Each student will show the report to the facilitator. The facilitator will write down a report compiling all the reports into one on the board.	15 minutes
	Explicit Grammar Teaching	Then, the facilitator will explain the concept of adverbs with the help of examples came in the report.	10 minutes
	Adverb Exercise	The facilitator will ask the students to underline (and add) adverbs in their report prepared in the earlier activity. The facilitator will check the exercise done by the students.	10 minutes
	Small group play	With the help of the report, students need to depict a scene where police catch the thieves and return the jewelry to Dhanna Seth.	15 minutes
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 minutes
	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 minutes
	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 minutes

Table D.12: Lesson Plan on Preposition

Preparation Phase	Topic: Preposition		Target Learners: Class VII
	Learning Objective: to introduce the concept and function of English preposition		Duration: 90 minutes
	Process Drama Theme: a boy shifts to a city for his studies		
	Activity	Teacher's Guide/Students Guide	Remarks
Initiation phase	Energizer	For Warm Up	5 minutes
	Theatrical Exercise	To prepare their body and voice for the further activities in the session	5 minutes
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: Gender: <i>Male</i> Name: <i>Bittu</i> Age: <i>18</i> Location: <i>Rural</i> Profession: <i>Student</i>	2 minutes
	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 minutes
	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 minutes
	Teacher (Our of role)	Taking help from your suggestions, that boy decides to shift to a city. Now show	2 minutes

		me the boy packing the bag and leaving for the city.	
	Improvisation	Now show me a scene depicting the boy in the city searching for a room.	3 minutes
	Mime	The boy finally gets a room..... and places his luggage inside the room. Now show me what is he doing at that moment?	3 minutes
	Writing in Role	Bittu 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 minutes
	Explicit Grammar Teaching	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 minutes
	Drawing in Role	Bittu has arranged everything. Show me through a drawing how does his room look like.	10 minutes
	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 minutes
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 minutes
	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 minutes

	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 minutes
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Table D.13: Lesson Plan on Pronoun

Preparation Phase	Topic: Pronoun		Target Learners: Class VII
	Learning Objective: to introduce the concept and function of English pronoun		Duration: 70 minutes
	Process Drama Theme: Emergency situation arises due to war at border		
	Activity	Teacher's Guide/Students Guide	Remarks
Initiation phase	Theatrical Exercise	To prepare their body and voice for the further activities in the session	5 minutes
Co-creation Phase	Rumour	Enemies are trying to invade our border, and the war is going on. People are talking to each other about the current situation at the border.	5 minutes
	Teacher in Role	The teacher expresses his discontent and helplessness through a live telecast. <i>"Enemies of our country have attacked on the border and we are becoming helpless in this fight. But I have full faith in our soldiers and they will fight back. Meanwhile, I seek moral support from all of you and ask you to be ready to come to the border and fight for our country."</i> The video telecast ends.	3 minutes
	Rumour	Now people have started talking to each other about the minister's speech.	5 minutes
	Mantle of the expert	Now the citizens who are educated enough form a committee and approach the	5 minutes

		minister for a meeting. Minister agrees for the meeting. Now the students as the experts will give suggestions to the minister.	
	Mime	Based on the suggestions by people, the government appoints people in the defense. Now citizens are attending training sessions. The facilitator will ask some of the students to become trainers and rest of the students to become trainees.	10 minutes
	Narration	They all are training, but many of the people are getting killed. The country decides not to kill any human life. So the minister sends a post on social media to ask for alternatives.	2 minutes
	Drawing in role	Teacher will ask students to brainstorm. The students will suggest using robots to place humans at the war. Now the teacher asks the students to draw a robot which can fight at the borderland.	20 minutes
	Narration	The teacher will narrate that their robot went to the border and fought hard for the country. The company has not only crushed enemies but they have also collected lots of small and large weapons worth millions of rupees.	2 minutes
	Teacher (out of role)	Here the teacher will explain the concept of pronouns, stating the example using robots in place of humans. The teacher will further bring out sentences from the session to make students understand they are already using pronouns in their conversations.	18 minutes
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 minutes
	Grammar Reflection	Here the teacher should also keep the space for solving students' doubts related to the language structure taught in the session.	5 minutes

		(Here, the teacher again goes for explicit grammar teaching)	
	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 minutes

Table D.14: Lesson Plan on Conjunction

Preparation Phase	Topic: Conjunction		Target Learners: Class VII
	Learning Objective: to introduce the concept and function of English conjunction		Duration: 70 minutes
	Process Drama Theme: A priest's search for a bride		
	Activity	Teacher's Guide/Students Guide	Remarks
Initiation phase	Theatrical Exercise	To prepare their body and voice for the further activities in the session	5 minutes
Co-creation phase	Mime	There is a priest, who remains involved in his daily rituals. Show me his daily routine.	3 minutes
	Narration	One day Panditji gets to know that there is a boy's family who is looking for a bride who is educated. Luckily Panditji knows a family who is also looking for a boy who is working and progressive in nature.	2 minutes
	Improvisation	Show us a scene where the boy's family meets the girl's family in the presence of Panditji. Pandit ji is not an easy person. He puts a lot of if and buts to both the families. But at last, everyone gets convinced including pandit ji. The facilitator will divide the class into three groups. Each group will have 20 minutes to prepare and 5 minutes to	35 minutes

		present.	
	Teacher (Our of role)	Facilitator will write the sentences containing the conjunction in it. He will describe the concept of conjunction while comparing it with the nature of Panditji.	10 minutes
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 minutes
	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 minutes
	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 minutes

Appendix E

This appendix presents the photographs related to the intervention programs conducted with the students.

E.1: Photographs Related to Case Study One

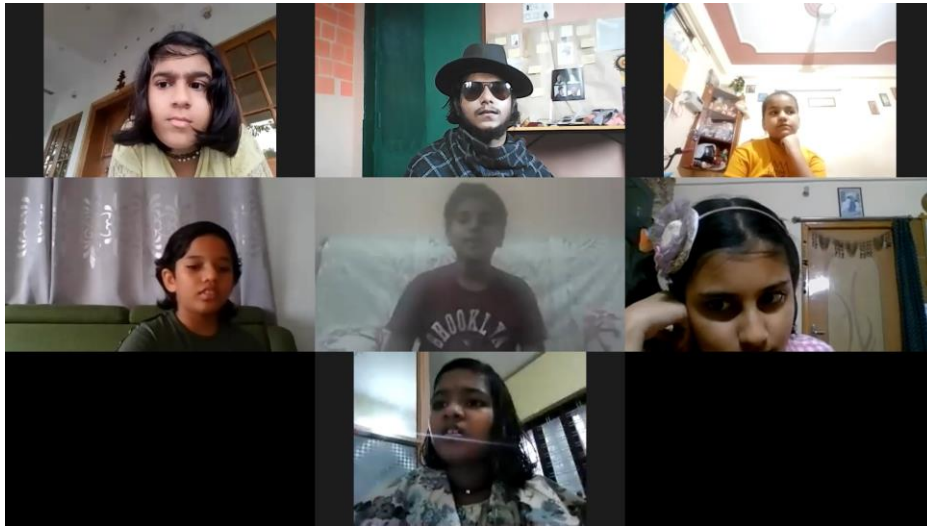


Figure E.1: Drama Convention Teacher in Role in Online Process Drama

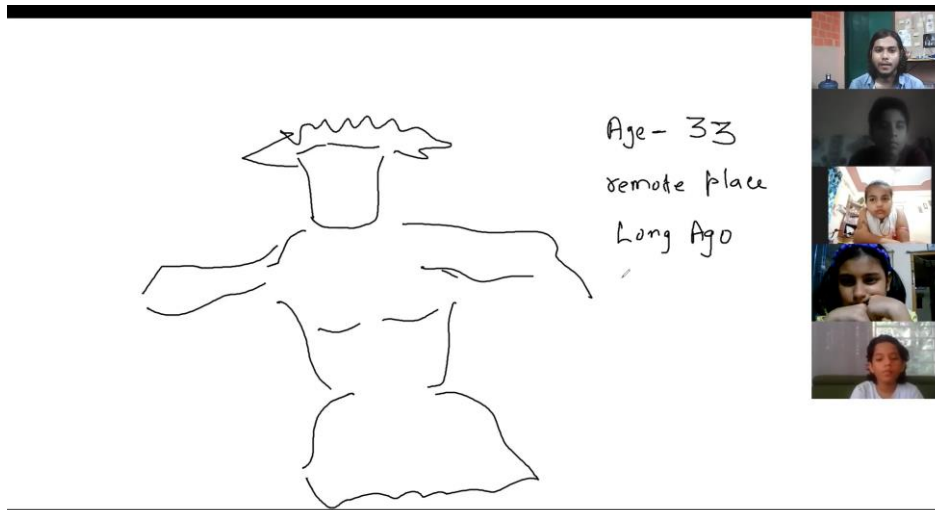
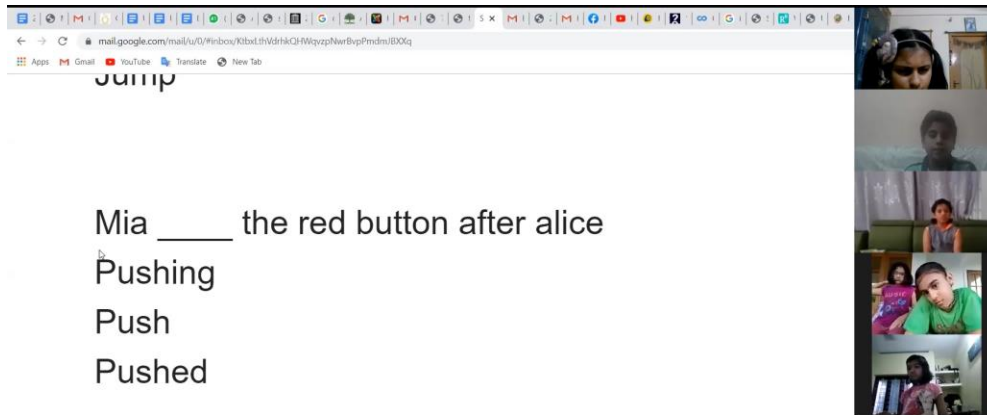


Figure E.2: Drama Convention Role on the Wall in Online Process Drama



Mia _____ the red button after alice
 Pushing
 Push
 Pushed

People were _____ spaceman helmet
 Wore

Figure E.3: Tense Exercise in Online Process Drama for L2 Learning

E.2: Photographs Related to Case Study Two



Figure E.4: Role on the Wall in Physical Class at JNV Korea, Chhattisgarh



Figure E.5: Roleplay in Physical Class for Tense Learning at JNV Korea, Chhattisgarh

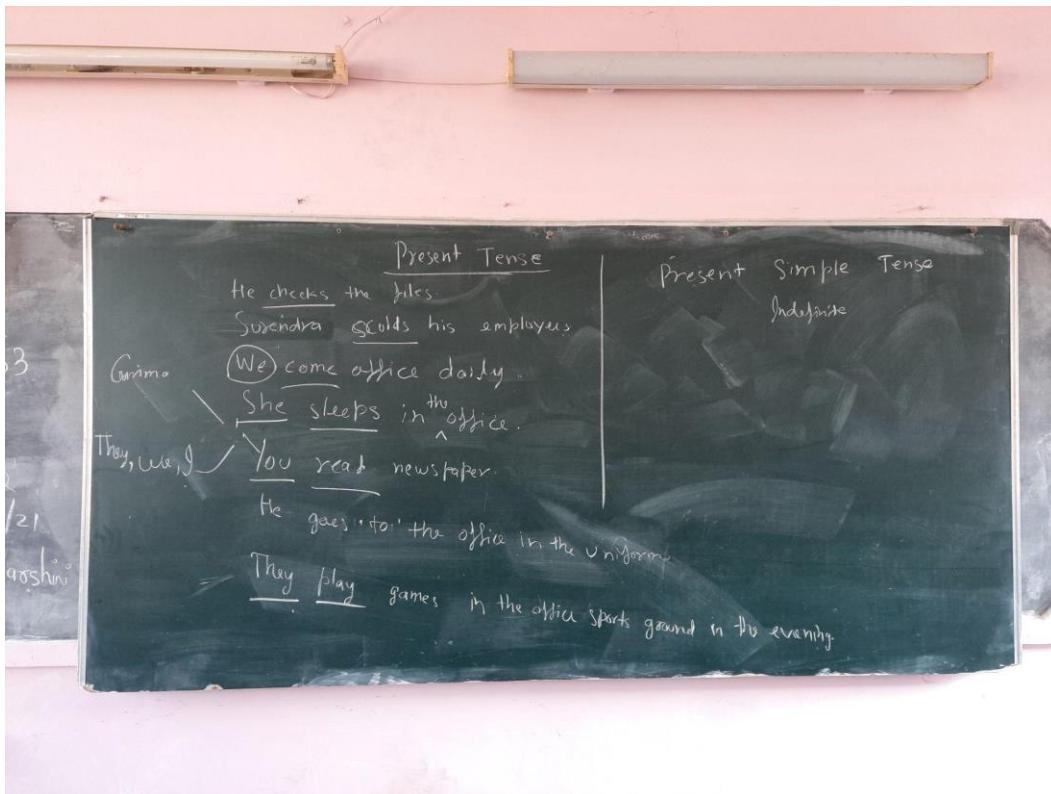


Figure E.6: Roleplay in Physical Class for Tense Learning at JNV Korea, Chhattisgarh

E.3: Photographs Related to Case Study Three



Figure E.7: Roleplay in Physical Class for Parts of Speech Learning at JNV Rohtas, Bihar



Figure E.8: Group Activity in Physical Class for Parts of Speech Learning at JNV Rohtas, Bihar



Figure E.9: Group Photo of the learners with Parts of Speech Exercise at JNV Rohtas, Bihar