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The Role of Creative Drama in Improving English Pronunciation: A Novel Approach to Language Teaching

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ABSTRACT: The present study deals with “The Role of Creative Drama in Improving English pronunciation: A Novel Approach to Language Teaching.” The language classroom has historically excluded pronunciation from its teaching of language skills and sub-skills (Isaacs, 2009). With the advent of that for communicative methods, pronunciation is well often been overlooked in English Language Teaching (ELT) classrooms due to perceptions that such activities need communicative value and focus more on form. Perihan Korkut and Ozkan Celik (2018) defines “Creative Drama”. It is an educational tool, offers a unique, interactive method to enhance learners' communication and pronunciation skills. Through the use of storytelling, role play, and collaborative activities, students develop confidence, spontaneity, and an understanding of linguistic elements such as stress and intonation. This study delves into a four-week creative drama session, during which learners participated in storytelling, games, writing, and performance, ultimately leading to improved pronunciation skills. It further discusses the benefits, processes, and implications of using creative drama as a tool for language and pronunciation development.

INTRODUCTION

Over time, English Language Learning (ELL) has undergone significant evolution as educators continually seek innovative methods to engage and empower learners. The Common CEFR places a strong emphasis on speaking fluency, considering it a critical aspect of communicative competence. Educational policies like the National Curriculum Framework (NCF) promote a learner-centric approach to education, encouraging active participation and experiential learning. This approach aims to cultivate creativity, critical thinking, and communication skills. Similarly, the National Education Policy (NEP) 2020 advocates for a comprehensive and interdisciplinary approach to education to develop students' cognitive, social, emotional, and creative capabilities. It highlights the importance of integrating arts and culture into the curriculum to provide a vital experience.

Creative drama is a valuable approach to literature that has garnered attention and aligns with educational policies, specifically

the application of various drama in language instruction. In particular, the mastery of pronunciation plays a pivotal role for the purpose of learning a language as it encompasses the accurate articulation of sounds, understanding of word stress and the rhythm of speech. Conventional teaching approaches commonly employ repetitive drills and exercises, which may lead to disengagement and monotony among learners. On the other hand, creative drama presents an innovative, interactive, and fully immersive learning experience. Through active participation, collaborative activities, and live performances, students can organically refine their pronunciation skills, leading to a more natural and effective acquisition of language proficiency.

Creative drama is defined as the enactment of ideas or concepts using techniques like improvisation and role-playing, drawing from the participants' various forms of experiences in life (Adigüzel, 2010). Creative form of drama is a holistic approach to learning. It involves learners working within groups, sharing experiences, and using those experiences to create a script with creativity. This boosts the confidence of the entire group and improves their understanding and communication skills. Creative drama allows learners to learn through experience, with the teacher acting as a guide. This makes the method entirely student-centric, as the student becomes more aware of their learning process, with the teacher providing guidance throughout (Cornelius-White, 2007; McCombs, 2012). Utilizing the creative drama method in lessons ensures that learners remain attentive and engaged throughout the entire process, resulting in a positive impact on them. Creative drama is a crucial method for teachers to apply, especially because it enhances language practice, causing to a very much fluent speaking as well as correct form of pronunciation (Anton, 2006; Davies, 1990).

Numerous studies have consistently demonstrated that the creative form of drama aids in learning (It has also been shown to be effective in teaching pronunciation. According to Hişmanoğlu (2006: 105), strategies of drama can help various learners to mainly become more expressive and well as willing to properly experiment with the actual intonation patterns and sounds. Integrating dramatic techniques and activities into language teaching enhances learners' pronunciation skills. The creative drama goes beyond traditional methods such as rote repetition, helping learners with pronunciation, acquiring new vocabulary, fluency, and familiarization with the target culture to promote interculturality (Fuentes, 2010: 322). Incorporating creative drama into pronunciation instruction offers numerous benefits. It provides learners with opportunities to practice pronunciation in authentic contexts, for instance, by role-playing everyday conversations or dramatizing readings and dialogues. Through active participation in dramatic activities, learners gain a deeper understanding of how pronunciation influences meaning and communication.

This study investigates how creative drama, as part of a classroom project, was used to enhance learners' pronunciation skills. Over four weeks, students engaged in a variety of activities that encouraged them to express themselves through writing, speaking, and performing. These activities helped the learners build confidence in their speaking abilities while developing a heightened awareness of pronunciation elements such as intonation and stress patterns.

LITERATURE REVIEW

The integration of drama-based pedagogy in that for the English Language Teaching has long been recognized for its ability to foster student engagement, creativity, and a deeper understanding of various subjects. Drama-based approaches, which emphasize active participation and experiential learning, align closely with modern educational frameworks like These policies advocate for learner-centric education and the development of cognitive, social, and creative capabilities. In particular, drama-based instruction has been found to positively influence literacy skills, speaking proficiency, and socio-emotional development, making it an effective tool in language education.

One of the foundational studies in the field, Campbell (2008), investigated the influence of the effect of drama on the various academic achievement among the 4th as well as the 5th grade students. With a large sample of 1,149 students, split evenly between a particular experimental group as well as a control group, the study employed mix of qualitative as well as the quantitative methods to measure academic performance. The findings has shown sign that students exposed to drama outperformed those who were taught through traditional methods, suggesting that drama can be an effective tool in enhancing cognitive abilities and academic outcomes.

Creative drama's capacity for reinforcing language getting to know, particularly in talking and communication abilities, has been extensively studied. Köylüoğlu (2010) researched the usage of innovative drama to teach simple gift tenses and improve speakme abilities in high school students. Dividing participants into experimental and control agencies, Köylüoğlu determined that the experimental institution, which used drama strategies, done appreciably higher in each grammar and speaking exams

in comparison to the manipulate institution taught with traditional methods. This have a look at highlights the capacity of innovative drama to no longer simplest enhance grammatical expertise but also foster confidence and fluency in spoken language.

Similarly, Anna et al. (2011) explored the results of drama on the instructional fulfillment of kindergarten students. The look at blanketed an experimental group of 83 students and a manipulate group of 20. Through a mixture of pre- and put up-assessments, in addition to storytelling tests, the researchers observed that students within the experimental group became more confident and cooperative, showing improvements in verbal expression. This indicates that drama can enhance early language improvement with the aid of providing younger learners with opportunities to exercise and refine their speaking skills in a supportive and interactive surroundings.

The effect of creative drama on more superior language competencies, consisting of innovative thinking and cognitive improvement, has additionally been documented. Albalawi (2014) tested the impact of drama at the creative wondering competencies of intermediate-stage lady college students. Using the Torrance Creativity Test as a pre-and put up-test degree, the look at revealed a statistically enormous improvement in creative thinking for college students who participated in drama-primarily based sports. This finding demonstrates the wider cognitive advantages of drama, that could extend past language gaining knowledge of to persuade trouble-solving, critical questioning, and creativeness.

In addition to its effect on fashionable language talents and creativity, innovative drama is specifically effective in improving pronunciation. According to Gilakjani, Ahmadi, and Ahmadi (2011), commonplace misconceptions approximately pronunciation studying regularly cause useless teaching techniques. Their observe emphasised the importance of integrating creative and interactive strategies, such as drama, into pronunciation instruction to help learners discover one of a kind sounds, strain styles, and intonations extra engagingly. Teaching Pronunciation: A Reference for Teachers of English to Speakers of Other Languages (2010) by Celce-Murcia, The Theory of Constraints helps JLR identify and address bottlenecks within its supply chain. For example, during global semiconductor shortages, TOC principles guided JLR to reallocate constrained components across vehicle lines to prioritise high-margin models, thereby maximising throughput despite limited capacity.

4. SCOR Model (Supply Chain Operations Reference)

JLR aligns its SCM practices with the SCOR Model, a process-based framework that standardises activities into five categories: Plan, Source, Make, Deliver, and Return. This model allows JLR to benchmark supply chain performance, assess risks, and implement improvements systematically.

5. Agile and Resilient Supply Chain

Given the frequency of disruptions—Brexit, COVID-19, and the Russia-Ukraine war—JLR is also gradually incorporating agile and resilient supply chain principles. This includes developing contingency sourcing strategies, enhancing supply chain visibility, and using predictive analytics for demand and risk forecasting.

6. Digital Supply Chain Integration

Digital transformation is another core principle. JLR has invested in Enterprise Resource Planning (ERP) systems like SAP S/4HANA, RFID tracking, and cloud-based supply chain platforms to improve visibility and coordination across supply chain partners.

2. Critical Analysis of Supply Chain Management Efficiency at Jaguar Land Rover (JLR) Introduction to Supply Chain Efficiency

Efficient supply chain management is vital for organisations like Jaguar Land Rover (JLR) that operate within the highly competitive and time-sensitive automotive industry. JLR's ability to manage the flow of materials, information, and products from suppliers to final assembly is crucial for maintaining production schedules, reducing operational costs, and meeting customer expectations. However, in recent years, JLR has encountered significant challenges that have impacted the overall efficiency of its supply chain. This section presents a critical analysis of the efficiency of JLR's supply chain management by examining it through the lens of three key operations management techniques: capacity management, quality management, and supply chain strategy.

Research Questions

1. How do storytelling, role play, and collaborative activities in creative drama impact students' pronunciation skills, particularly in terms of stress and intonation?
2. To what extent does creative drama boost students' confidence and spontaneity in producing accurate pronunciation in English?
3. How does the intervention in a month-long series of creative drama sessions influence the learners' ability to pronounce English sounds and use appropriate stress patterns?

METHODOLOGY

The methodology section outlined a four-week creative drama workshop conducted with 110 first-year students aged between 17 years and 19 years of age. The workshop aimed to enhance the learners' pronunciation skills through the process of writing, revising, and performing their creative drama pieces.

The present research was carried out over a span of seven weeks. They are illustrated below.

Week 1: Initial Story Discussions

The learners were divided into 35 groups. Each group had about 3-4 students. Each group was asked to discuss stories around various themes. This discussion helped them explore different characters and scenarios, laying the foundation for their drama creation. An open class discussion followed, where learners confidently shared their stories and personal experiences. The collaborative environment empowered the students to participate actively, boosting their confidence in oral communication.

Week 2: Writing and Expert Interaction

An expert writer guided the students through the basic elements of drama—anticipation, emotions, dialogue, and action. The learners were then asked to write about a personal experience, such as savoring a delightful moment of enjoying ice cream with a family member. This assignment prompted them to identify specific elements in their narratives that could be exaggerated to create a more dramatic impact. This exercise encouraged them to focus on key aspects such as action, emotion, and dialogue—essential components in pronunciation and delivery.

Week 3: Games and Story Building

The students seemed tired and unsure while revising their drafts for the drama project. To liven up the class and encourage active participation, the teacher decided to introduce interactive games such as "Among Us" and "Story Building." These activities not only energized the students but also highlighted the importance of dialogue and expression. The students' responses showed that they were gaining confidence in their ability to handle the complexities of creative writing. After these activities, the students came together again and continued their creative drama assignments with renewed enthusiasm and energy. This helped them learn about intonation and stress without needing formal instruction.

Week 4-6: Drafting, Assessment, Role Play, and Feedback

Learners submitted their creative drama drafts for review. The teacher and the expert provided feedback and suggestions. Role-playing and recording their dramas allowed learners to actively engage with their written dialogues, focusing on stress, intonation, and clarity of speech. This iterative process of writing, revising, and performing helped the students practically refine their pronunciation.

Week 7: Comic Strip Creation

On the final day, the students made comic strips based on their dramas. This activity deepened their engagement with the narrative and dialogue, reinforcing their understanding of dramatic tension and expression. Although not directly focused on pronunciation, the comic strip exercise helped students visualize their characters' voices, tones, and stress patterns.

DISCUSSION

At the end of the workshop, students shared that it was a wonderful experience, providing a beautiful way to unlock their

creativity. One group found the activity highly interactive, appreciating how the initial discussions helped them generate innovative ideas and craft a story from scratch. The role-playing aspect drew them into their narratives and boosted their confidence in speaking. One student, an introvert who struggled with thinking creatively, said the workshop allowed him to enjoy the experience of writing by recreating a scene from memory. Others remarked that writing the drama was an insightful journey, encouraging them to explore new dimensions of creativity and deepening their understanding of storytelling.

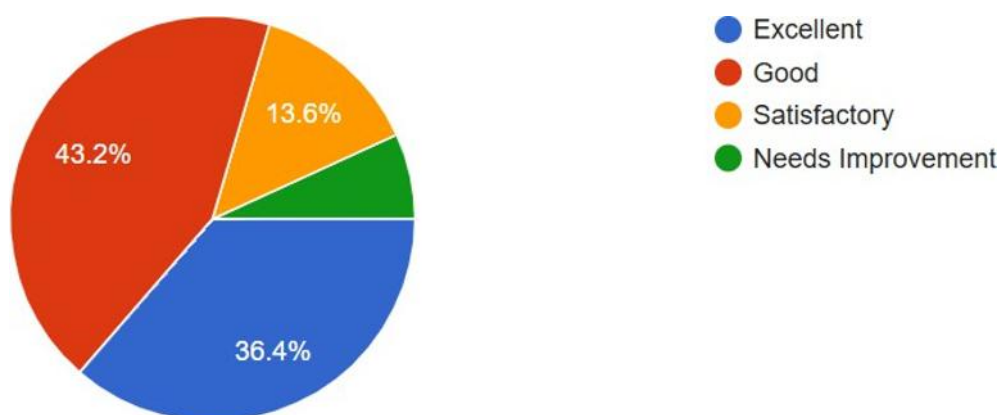
The researchers observed significant benefits from the workshop, noting that these activities helped students speak more confidently and comfortably, and it reduced their fear of public speaking. The post-session feedback survey revealed a notable improvement in participants' self-assessment of their pronunciation skills after the Creative Drama sessions. Specifically, 36% of participants rated their pronunciation as excellent, while 43% reported it as good. This indicates that a significant majority (79%) perceived their pronunciation positively post-training. Conversely, 13% categorized their pronunciation as satisfactory, suggesting room for further enhancement in a minority of participants. The Creative Drama programme also significantly influenced participants' confidence in English communication. A resounding 81% of participants reported feeling more confident communicating in English after the programme. Additionally, 11% indicated uncertainty regarding their increased confidence. This data strongly supports the conclusion that Creative Drama fosters enhanced communicative confidence in English, with only a small percentage of participants needing further support. The survey results highlight that role-playing activities in the Creative Drama program had a positive impact on participants' perception of their intonation and stress patterns in English. A significant 77% of respondents acknowledged noticeable improvements, while 20% were tentative, responding with "maybe." These findings suggest that the program effectively enhances key suprasegmental aspects of pronunciation for most participants.

These observations highlight the effectiveness of using creative drama as a pedagogical tool for language learning, especially in developing pronunciation skills. Unlike traditional methods that emphasize drills or phonetic exercises, creative drama offers an interactive, context-based approach. This approach aligns well with the principles of communicative language teaching, where students acquire language by using it in real-life scenarios, rather than through isolated, repetitive practices. By engaging in role-play and storytelling, students not only enhanced their speaking abilities but also improved their pronunciation in a natural and meaningful context.

Moreover, the learners became more attuned to how stress and intonation influence meaning as they revised their drafts based on feedback. The emphasis on dialogue during role-plays further contributed to better control of rhythm and fluency in their speech. This shift from writing narratives to performing them encouraged students to pay close attention to pronunciation in an authentic setting, effectively bridging the gap between written and spoken language.

Together, these elements created an integrated learning experience where students developed both confidence and linguistic accuracy, enhancing their overall communication skills.

RESULTS



At the end of the creative drama sessions, 80% learners showed significant improvement in their pronunciation skills. The collaborative activities, along with performance and role-playing, helped them understand stress and intonation patterns better. The final recordings of their creative dramas displayed noticeable progress in clarity, expression, and fluency compared to

their initial drafts.

The students expressed greater self-assurance in speaking, particularly when delivering dialogues in front of their peers. The group discussions and role plays allowed them to practice in a supportive, non-judgmental environment, which reduced their anxiety and hesitancy.

Through the iterative process of writing, revising, and performing, learners developed a stronger awareness of how dialogue delivery affects meaning. Feedback on their recordings focused on pronunciation, stress, and intonation, which they applied in subsequent performances.

The creative drama activities helped students see language as a tool for expression rather than just a set of rules. Games like "Among Us" and the "Story Building" exercise made learning engaging and allowed for spontaneous use of language, which naturally incorporated pronunciation practice.

CONCLUSION

Creative drama provides an effective and engaging approach to enhancing pronunciation skills. The immersive, collaborative activities allowed learners to practice stress, intonation, and articulation in a meaningful and supportive context. The students' progress throughout the sessions demonstrated that drama can serve as a powerful tool for improving oral communication, especially in language-learning contexts.

Implications for Teaching

To enhance their students' pronunciation abilities, educators can utilize creative drama techniques to cultivate a more engaging learning atmosphere. By focusing on interactive activities that promote conversation and performance, teachers can make pronunciation practice not only effective but also enjoyable. This method can be incorporated into language lessons as a supplementary approach to conventional pronunciation drills.

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