Playback Theatre and Narratives: A Micro-Level Study on the Development of the Oracy Through "Collaborative" Applied Art Process

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Abstract—**Drama strategies refer to the methods and processes used by language instructors for many years. These strategies are intended to involve learners in the creative process while exploring a concept, narrative, or thought. The students are encouraged to develop inquiry skills and use their imagination to gain understanding when theatre techniques are used. This study is intended to identify the impact of narratives in Playback Theatre that develops the oracy skills of the second language learners. The students pursuing bachelors' degree have been surveyed from Tamil Nadu, India. The aspects with respect to Oracy skills namely vocabulary, intended meaning, structure grammar, pronunciation and pragmatic have been evaluated. The study also examines whether the relationship between the independent and dependent variables is moderated by the medium of instruction i. e. Playback theatre-based instruction influenced the oratory skills of the second language learners. The outcome shows that intended meaning and pragmatics are the most influential factor than vocabulary, pronunciation and structure grammar. The results show that teaching through Playback Theatre through collaborative learning enhances the oracy skills of the bachelor degree students.**

Index Terms—**Playback Theatre, Narratives, Collaborative learning, Oracy skills**

I. INTRODUCTION

India is a country with many different cultures and languages. Despite the fact that Hindi is the most widely spoken language, with over 40% of the people speaking it, regions such as the South and East have their own regional languages in which Hindi is not widely spoken (Goyal, 2021). English is the second most often spoken language in certain sections of the country, and it is used to communicate with Indians from other regions. The ability to communicate in a foreign language has a positive impact on both domestic and international ties. India is on the verge of becoming one of the world's most powerful nations, and English has played and will continue to play a significant role in the development of individuals inside its society. On a worldwide scale, organizations and institutions are increasingly embracing English as their official language, making it necessary for individuals in India to learn the language in order to compete in the employment market. When learning to speak English, the mother tongue often gets in the way of proper pronunciation. Both the students and the professors speak English with regional accents. Because English is not used as a medium of teaching in Indian schools and universities, Indian students are unable to practise and improve their English. The Centre for Monitoring Indian Economy (CMIE) survey (2019) presented that 65.9% of the graduates do not know to speak in English. Even during English classes, most professors teach English without giving pupils adequate speech practise because they are not sufficiently skilled to do so. The Lok Foundation (2019) reported that only 4.3- 10.8% of population were able to speak English in Tamil Nadu, India (Rukmini, 2019). As a result of years of learning and teaching English in school and college, most people are unable to speak and write the language accurately. Therefore an effective instructional method is required to help the students to learn the language intelligibly. This paper aims at designing an efficient second language instructional design with playback theatre as foundation element. A suitable theatre technique is adapted for designing the instructional model.

Playback Theatre (PT) techniques are an applied form of contemporary theatre forms that help the English language learners to use language in a concrete situation. The language's basic structural pattern could be given meaning through these techniques. It motivates the learner to attain competence socially as well as personally. Physical action and emotional commitment incorporated in Playback Theatre practices could result in improving the linguistic structures and vocabulary. Rhythm and intonation in language can be internalized through PT participation. The designed PT activities could be used to enhance English for specific purpose too. The medical terminologies, business terminologies, technical terminologies, literary terminologies and web terminologies can be ameliorated through the learners' active story narration and presentation. The intercultural competence could be enriched through the PT activities for holistic development of an individual. The personal stories based on some proposed themes from the individuals would help the

learners to contextualize the language and exhibit in their verbal communication. The linguistic and para-linguistic components in English language can be moderately improved through Playback Theatre. The PT learning outcomes also depends on the advancement in quality management, urban commitment and reciprocal relationship between mutually supporting entities.

II. LITERATURE REVIEW

English is the prime mode of communication. English is considered as a foremost stature language in Indian higher education (Gargesh & Neira Dev, 2017). The jobs in the field of commerce, business, science, technology, administration and also in private sectors demand fluency in English. English is required to facilitate socio-economic progress. The language's neutral characteristics best ensembles for the country's industrial and scientific progression (p. 62). In the view of Donkana (2019) the Indian students with a strong command of the English language had a lot of options for exploring prospects and advancing their careers in the professional world. It is also believed that the tertiary level learners take L2 learning for granted.

The significance of speech and speaking skill development were highlighted in the study (Vinita & Ilankumaran, 2020). A speech is a fusion of ideas and objectives that is rendered interactive by the fact that it is entirely dependent on the people with whom the conversation is held. Students learning English who want to carry out specialised jobs in English, in particular, should develop the ability to deal with the impressions they create. This is a key component of effective communication. In the study report of Ragini (2019), the researcher enlists few characteristics that improve the communication of the tertiary level learners in India. She enlists appropriateness of expression, conscious attention to descriptive lexis, words noticed on particular information, words and expression recognized in specific context would be possible parameters to be focused to improve one's spoken communication. Sadhna (2017) argues that there are no effective methods used in language learning to improve the listening and speaking skills of the tertiary level students. She represents that students are unable to put their language into practice. In addition though there are several revisions made in the teaching methodology and syllabi, yet the expected goals have not been reached at the fullest in terms of speaking (Shinde & Karekatti, 2010).

Recent studies present the difficulties faced by undergraduate students while speaking in English. The study revealed that students' anxiety with poor English background, low self-confidence, lack of motivation, nervousness due to eye-contact by fellow mates are causes for their poor English communication. Pronunciation skill should be accentuated from the earlier stage of the academic studies. If students' inner uncertainty and apprehension are addressed at the initial stage, the students will show gradual progression in their speaking skill (Suchona et al., 2019).

In a recent study, Meganathan (2019) emphasizes that the materials and the tools that encourage learner contact with the English language and learner-learner interaction in the classroom are recommended for a new language curriculum and policy in India. Most of the language course books focus on providing a better explanation of teaching and practices instead of understanding the language pedagogy (Tomilson & Amila, 2007). The study of Ramamoorthy (2006) revealed that task based language teaching in the tertiary level students' L2 classroom improved the implied knowledge that incidentally promotes the effort to communicate. A collaborative preparation enhances the level of language practice that resulted in increasing the motivation level as negotiation for contextual meaning.

Collaborative task based learning methods have an intense potential to boost the level of communicative abilities of the English language learners in India. The research findings of Sivakami (2014) claimed that independence in learners' participation in task based learning methods improved the speaking skills of the learners especially in vocabulary, sentence structure and self learning process. Jaya's (2009) explorative study on Arts and Science colleges affiliated to Manonmanium Sundarnar University in Tamil Nadu reported that the English curriculum needs revision to attain the academic and professional needs of the learners and the curriculum was ineffective.

The literature review suggests that due to certain difficulties the undergraduate students are unable to speak in English. Since English is the premier language for career and socio-economic growth, the need to learn the language is essential. The tertiary level students need to focus on their English Speaking Skills to explore the potential fields. Therefore an appropriate teaching methodology and instructional design is required to enhance the language learning skills of the learners specially speaking.

Research Questions for the Study

The study was attempted to address the following:

What is the effectiveness of a suggested theatre based learning methodology designed with the techniques of Playback Theatre in developing the speaking skills of the tertiary level learners?

There are few sub questions derived to address the main research question.

1. What are the important sub-skills of speaking required for the first year students of the tertiary level during orientation stage?
2. What are the principles used to design a theatre based instruction?
3. What are the features of the suggested learning style according to the determined principles?
4. How far is the proposed instructional learning design effective in improving the first year college students' English speaking ability from a Tamil medium background?
5. How far is the design effective on the students to improve their English speaking sub-skills?

III. METHOD

A. Objectives

The main objectives of the study are
1. To identify the speaking sub-skills that are necessary for first year college students
2. To identify appropriate instructional design to develop the English language skills of the tertiary students
3. To measure the effectiveness of the theatre based instructional learning design with Playback Theatre techniques to improve the overall speaking skills of the tertiary learners

Hypothesis

H_0 : There is no significant difference between the mean score of the Playback Theatre (PT) language learner group and the non Playback Theatre language learner group, when an applied playback theatre instructional design is employed in the L2 classroom to develop English language competence of the tertiary level learners.

H_1 : There is a significant difference between the mean score of the Playback Theatre (PT) language learner group and non Playback Theatre language learner group, when an applied Playback theatre instructional design is employed in the L2 classroom to develop English language competence of the tertiary level learners.

H_0 : There is no statistically significant difference between the mean scores of the PT language learner group on the pretest scores and post test scores in overall speaking abilities in favour of the post-test scores.

H_1 : There is a statistically significant difference between the mean scores of the PT language learner group on the pretest scores and post test scores in overall speaking abilities in favour of the post-test scores.

The above research hypotheses are framed for the current study.

B. Participants

There are twenty nine autonomous Arts and Science colleges and management colleges in Coimbatore District, Tamil Nadu, India. In this district, the researcher chose an autonomous institution that prioritized skill-based teaching and learning in its curriculum. After obtaining authorization from the college chairman and principal, the study was carried out. In each department of the first year undergraduate tertiary level students, an observation was done to determine the learners' fundamental level of English proficiency, and then the learners were asked random questions. This was done to identify whether the students could converse, and then the study was conducted. As a result of the analysis, it was discovered that English learners have a low degree of verbal communication. Even with their friends and classmates, the students were unable to communicate in English. It was observed that they all stayed in their comfort zones and used more of their primary language and regional language. The study enlisted the participation of thirty students in total. They were split into two groups: fifteen for the experiment and fifteen for the control. The group was classified based on the results of the pretest scores.

C. Methodology

Using the hypothetico-deductive model, the current study investigates how theatre instruction can aid in the development of speaking skills among students. This study will look at quantitative data to see if educating students through theatre can help them strengthen their speaking skills. The deductive method was used in this study since it measures quantitatively. The descriptive design was chosen as the study's framework. The descriptive research is concerned with the response to the claim that influences the inquiry.

D. Design of the Study

In this study, the non-equivalent group design was adopted. This design appeared to be appropriate for the current study because random assignment of individuals to control and experimental groups was difficult. Therefore, the researcher employed intact groups that were administratively defined in terms of levels, course teachers, and classroom settings. The PT language learners are taken experimental Group (EG) and the non PT language learners are considered as the controlled Group (CG) were chosen as the two intact groups in this investigation. The PT based language learners received training for improving their speaking skills through a Playback Theatre Instructional Design (PTID). At the same time, the pupils in the control group received regular, curriculum-based education. The instructional hours were 25.

E. Design of the Test Administration

The English skills selected for the test were linguistic competence, pragmatic competence and discourse competence. The research identified the following sub components for the test. The basic grammar, vocabulary, pronunciation, pragmatic and discourse are the subcomponents noted for the study.

TABLE 1
ORACY SUBCOMPONENTS FOR THE STUDY

S.No.	Skills	Sub skills	Speaking Genres
1.	Basic Grammar	Parts of Speech Sentence Structure Direct and Indirect Speech	1. Share personal information 2. Narrating a situational story 3. Describing the incident 4. Discussing their opinions to set a positive ending 5. Voluntarily making suggestions 6. Interacting in the group
2.	Vocabulary	Active Vocabulary Basic vocabulary for everyday use Appropriate range of vocabulary	
3.	Pronunciation	Stress Pitch Intonation	
4.	Pragmatic	Attentiveness Appropriateness Speech Acts	
5.	Discourse	Cohesion Coherence Interpretation	

F. Tools for Data Collection

This study makes use of both first-hand and second-hand data, also known as primary and secondary data. The primary data are the information gathered directly from the research's intended participants. The secondary data are gathered from past studies and a variety of other sources. The data was gathered by the researcher using structured questionnaires, test scores, observations and a checklist. The researcher collected data through a closed ended type questionnaire to identify the level and opinion of the students. The test scores of the tertiary level learners before exposure to the theatre instruction were taken as the primary data. The secondary data was collected through the vast literature surveys and reviews from previous studies in books, journals, magazines, workshops, drafts etc.

The study's data was gathered using the below appropriate tools:

Pretest and Posttest scores
Student's Questionnaire
Feedback

G. Variables of the Research

The dependent variables for the study are basic grammar, active vocabulary, pronunciation, appropriateness and interpretation. The independent variable for the study is Playback theatre instructional design adopted by the researcher. The parameters categorized for measuring speaking skills are based on linguistic, pragmatic and discourse competence. The significance of the data is analyzed through statistical tools for precision. IBM SPSS statistical software platform and Microsoft excel are adapted for data analysis. The statistical tests that are used for the study are Paired sample t-test, Independent sample t-test and Pearson's correlation coefficient test. The validation of the study is determined through measuring reliability and validity. This particular study adheres to strict ethical standards. The information gathered from students will not be used for any other purpose. It is only used for educational reasons. As a result, while performing the investigation from tertiary level students, this research followed all of the norms and laws.

IV. RESEARCH DESIGN

Experimental Procedure
Performers' Course of Action in Playback Theatre:

Playback Theater is unconstrained, delivered by one of a kind association among artiste and swarm. Somebody recounts a story or flashed moment from their life, picks entertainers to assume different characters, at that point looks assumes as their story, in a flash reproduced innovative structure and intelligibility is given. Regardless of whether in school, colleges, medical clinic and, business meeting or theater, this straightforward set-up for Playback Theater is frequently natural.

There is no content; however a Playback Theater introduction is musical and sequenced. The conductor is the cycle host and facilitator. After a period of presentation and warm-up, someone volunteers to recount a story. It could be a short instant, or a more extended case. It could be past, current, or future stories. It might be about an extremely unique second, or something happens regularly. There can be 3, 4 or 5 individuals who approach to share a story along these lines.

This individual, called the Teller, will cross from the crowd territory to the Teller seat. The story is told here with the Conductor's support. In the meeting, the Teller chooses entertainers to fill the story enactment. The others remain prepared as the student-actors are chosen. When recounting the story, the conductor insists the audience watch the enactment.

The student-actors accept this as their prompt to proceed with the institution. Music can make a climate and mind-set; the student-actors can utilize their crates or seats to characterize space. All through the presentation, the actors have liberty to the re-establishment of the plot, and this can occur in different aesthetic styles. The chosen student-performers

look to catch and pass on the nature and heart of the plot, regardless of whether as a naturalistic situation, or through theoretical development or sound, or as a move, or with tunes (or a blend of these structures).

The students consider applause as an acknowledgement to their performance before the presentation is completed by them. At that point there's a contact with the Teller – a chance to state something on the off chance that they're pushed. Frequently nothing else should be said or only a couple of sentences, now and then the Teller is allowed to change the scene. Furthermore, the students rehash it appropriately. The driver expresses gratitude toward Teller coming back to their place. And afterward someone else volunteers to state the following story, and so on.

The researcher had primarily focused on the narratives of the story teller for the study to identity the development of the oracy skills of the second language learner.

V. DATA ANALYSIS

The present section of the study discusses data analysis for assessing the influence of teaching through Playback Theatre instructional design on the development of tertiary level students' speaking skills. The statistical and quantitative sampling technique is discussed in this section.

The gender details are depicted in the bar graph below. The female students responded for this research is 19 (63.33 percent) and male students responded for this research is 11 (36.66 percent).The majority of the respondents were female students.

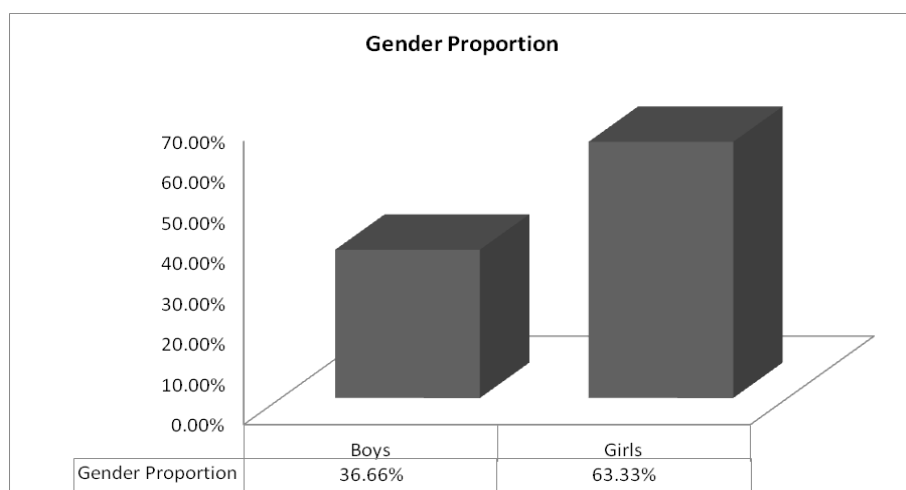|	Boys	Girls
Gender Proportion	36.66%	63.33%

Figure 1 Gender Proportion of the Research

The table below exhibits the independent t-test results of the pre and post test of both control group and experimental group.

TABLE 2
MEAN SCORE OF THE PRE AND POST TEST ANALYSIS

Group Statistics					
	Control and Experimental Group	N	Mean	Std. Deviation	Std. Error Mean
Pretest total score	Control group	15	11.20	3.590	.927
	Experimental group	15	12.47	3.441	.888
Post test total score	Control group	15	7.07	3.369	.870
	Experimental group	15	27.73	3.105	.802

As shown in the table above the mean value of the post test score (CG and EG) had much more significant difference (7.07, 27.73) than the mean value of the pre test score (CG and EG) i.e. 11.20 and 12.47.

TABLE 3
INDEPENDENT SAMPLE T-TEST

		Levene's Test for Equality of Variances					t-test for Equality of Means		95% Confidence Internal of the Difference	
		F	Sig.	t	df	Sig.(2-tailed)	Mean difference	Std. Error Difference	Lower	Upper
Pretest total scores	Equal variances assumed	.214	.647	-.987	28	.332	-1.267	1.284	-3.897	1.363
	Equal variances not assumed			-.987	27.950	.332	-1.267	1.284	-3.897	1.363
Post test total scores	Equal Variances assumed	.523	.476	-17.470	28	<.001	-20.667	1.183	-23.090	-18.244
	Equal Variances not assumed			-17.470	27.814	<.001	-20.667	1.183	-23.091	-18.243

The table above shows the results of the independent t-test sample of the control and experimental groups in their pre test and post test. The p- value denotes < 0.001 and the t value is in negative values, therefore the framed null hypothesis is rejected, while the alternate hypothesis is accepted. Thus, it is concluded that the CG and EG were almost at the same level of performance in speaking and henceforth any difference that occurs in between the two groups after the implementation of the treatment will be attributed to it.

Likewise, the independent samples t-tests for the differences between the CG and EG on the pre- test and post test were conducted with respect to the Speaking competencies, that included basic grammar, active vocabulary, pronunciation, attentiveness and interpretation. These five components focus on the linguistic, discourse and pragmatic competences. This test was done to make sure that there are statistical differences between the two groups on the pre and post test scores that indicated an improvement in their performance after undergoing theatre based instruction in the L2 environment.

The table below displays the frequencies of mean, median, standard deviation and range of the pretest and post test scores of the experimental group after getting exposed to the treatment for developing the tertiary level learners' speaking abilities.

TABLE 4
MEASURES OF CENTRAL TENDENCY
Frequencies

		Experimental Group Speaking Skills_Pretest scores	Experimental Group Speaking Skills_Posttest scores
N	Valid	15	15
	Missing	0	0
Mean		12.47	27.73
Median		13.00	28.00
Std. Deviation		3.441	3.105
Range		10	12
Minimum		6	21
Maximum		16	33

The table below represents the reliability of constructs. The alpha value of basic grammar is .720 with 3 items under the category. The value of active vocabulary is .821 with 3 items under the label. The value for pronunciation is .871 and it has 3 items, the alpha value of attentiveness and interpretation with three items each are .881 and .917.

The statistical table below presents the paired t-test results of the PT EG's pretest and posttest scores before and after the intervention of the treatment.

TABLE 5
PAIRED SAMPLES T-TEST
Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Experimental Group Speaking Skills_Posttest scores	27.73	15	3.105	.802
	Experimental Group Speaking Skills_ Pretest scores	12.47	15	3.441	.888

TABLE 6
CORRELATION
Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Experimental Group Speaking Skills_Posttest scores & Experimental Group Speaking Skills_ Pretest scores	15	.461	.084

TABLE 7
T-TEST RESULTS COMPARING THE EXPERIMENTAL GROUP'S PRE TEST AND POST TEST MEAN SCORES IN OVERALL SPEAKING SKILLS
Paired Samples Test

	Paired Differences			95% Confidence Interval of the Difference				
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1 Experimental Group Speaking Skills_Posttest scores - Experimental Group Speaking Skills_ Pretest scores	15.267	3.411	.881	13.377	17.156	17.332	14	<.001

The data above shows that there is a statistically significant difference at <0.001 level in the overall speaking performance of the learners' between the mean scores of the experimental group on the pre test scores and post test scores in favour of the post- test scores since the estimated t- values was 17.332. Thus it is statistically evident that the t-test results proved to be consistent with the alternative hypothesis. In other words, the alternative hypothesis is accepted while the second framed null hypothesis is rejected.

The paired sample tests prove that there is a statistically considerable variation amid the mean scores of the playback theatre experimental group on the pretest scores and post test scores in overall speaking abilities in favour of the post-test scores.

After undergoing the treatment, the experimental group was given a questionnaire to show their interest level towards teaching through theatre based instructional design in their L2 classroom. The results depict that 81% of the students' showed interest in learning their English speaking skills through the suggested method and 19% showed disinterest to learn their English speaking skills through the suggested methodology.
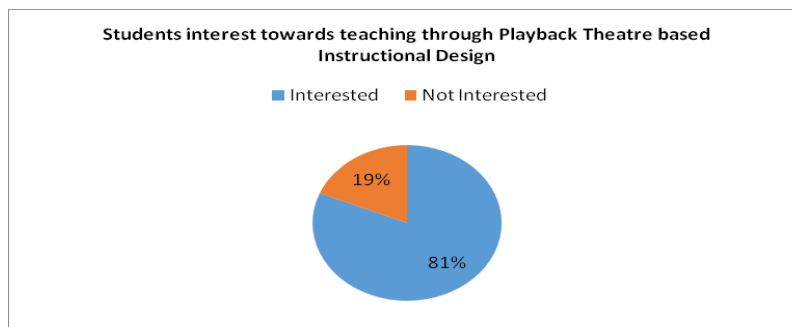

Figure 2 Students' Interest Towards Learning Through Playback Theatre Based Instructional Design

VI. RESULTS AND DISCUSSION

A. Results

Based on the significant results of the study, it is concluded that the Playback Theatre based Instructional design demonstrated the effectiveness in developing the EG students' speaking skill in general and their sub-skills in particular. It is proven through the two valid hypotheses of the study. There is a statistically momentous difference at <0.01 level between the mean scores of the experimental group that was exposed to the suggested theatre based instructional design and the CG that received regular language instruction on the post-test in overall speaking abilities in favour of the EG. The analysis of the t-test rejected the framed null hypothesis and accepted the alternate hypothesis.

There was a statistically substantial difference at <0.01 level between the mean scores of the PT EG on the pre and post test of speaking skills in favour of the post-test scores. The t-test analysis revealed that t= 17.332. As a result, the null hypothesis was dismissed, whereas the alternative hypothesis was accepted. The suggested Playback Theatre based instructional design helped the students to focus on the following speaking genres during the session. It nourished the students to share their personal information, narrate a situational story, describe the incident with the help of the facilitator, discuss their opinions to set a positive attitude towards a happy ending, voluntarily make suggestions towards better conclusion and interact in the group without hesitation. The students were able to follow basic

grammatical rules based on parts of speech, SV agreement and direct and indirect speech. They were able to use active vocabulary, basic lexis for everyday use and appropriate range of words. They were also able to demonstrate intelligible pronunciation with notable stress, pitch and intonation. The students showed progress in the pragmatic and discourse competencies too. They improved their attentiveness, appropriateness and speech acts. Due to interaction and effective discussion, the students were able to follow structured cohesion and coherence. The students sensibly interpreted the incident and gave positive suggestions without creating any chaos.

B. Discussion and Findings

The main objective of the study is to identify the development of English language skills of the students through collaborative Task-based Language Teaching with special emphasis on Playback Theatre based instructional design. Salas' (2013) study revealed that Playback Theatre served as an influential instrument to make the students exchange ideas verbally. Story narration, mini-interview participation and enactment provide learners a situation to communicate in functional English. Park-Fuller's (2010) study argues that PT involves improving narrative communication. The development in verbal communication through narration leads the students to enhance their language skills. The findings of Neenda (2015), Feldhendler (2007), Salas (2010) and Jordaan (2015) claim that PT boosts the individuals' interactive ability, interpersonal communication and also personal accountabilities. Salas' (1983) important research findings conclude that PT integrates an individual's psychology and the evolution of a healthy community in which ingenuous communication plays a vital role.

The changes that are found in a learner's language are significant. Feldhendler's (2007) research proves that PT practice in post-secondary education facilitates the learner to enhance linguistic competence in a democratic way. It also enriches cultural and artistic education. Another study of Linda (2010) states that, PT aids at improving the metaphorical language amongst participants. PT aids to develop spatial language, sound and language matrix. In addition, PT shows a significant relationship between emotional and cognitive level of the learners along with language development. Chester (2002) points out that in PT performance the language is often condensed. It gives a plurality of co-existing language insights. The fluid sculpt form in PT provides the emergence of multi-meaning speech in a nominal manner.

PT improves students' interpersonal competence. It facilitates to look for and accept other reviews, exhibits responsiveness and a respectful understanding of the viewpoints of others, holds sustainable, better relations with others, weaves and analyzes knowledge appropriately into a cohesive narrative from various inputs and insights, uses narrative to interact and call people to action, acts and beliefs in line with personal, organizational and society values and lastly proves leadership by modeling, influencing and serving roles. Moran's (2011) preliminary evidence suggests that PT improves interpersonal skills like self-complacency, self-knowledge, recreation, correlation with one another and increases compassion. McCormack's (2017) article suggests that PT makes individuals' sensible humanitarians to form a civil society.

Playback Theatre is a functional instrument to be used in the learning environment. In the viewpoint of Feldhendler (2007), in Higher Education especially in preparatory education and teacher education, for instance – Playback Theatre can be utilized as a method of empowering the improvement of democracy based support in language learning and teacher training. Motos (2015) Playback Theatre is a modeled application of the Content in Language Learning method for the growth and advancement of innovative, synergetic and verbal communication key abilities. Gill (2016) asserts that learning spoken English through drama techniques reduces learners' fret and repression. Drama-based method and approach utilized for effectual verbal communication results effectively amongst Asian learners where English is a Second Language.

C. Limitation

The students were limited to the tertiary level of Arts and Science College in South India .
The study was limited to the age group of 17-19 years.
The study was limited to enhance only the language competence of the students.

D. Further Scope

PT can be used as an aid to improve listening, reading and writing skills.
A comparative study can be made involving Playback Theatre pedagogy and the usual textbook teaching.

VII. CONCLUSION

The current research focuses on the relationship between playback theatre and its impact on improving the parts of speech, sentence structure, direct speech, active vocabulary, basic vocabulary for everyday use, appropriate range of vocabulary, pronunciation focused on stress, pitch and intonation, attentiveness, appropriateness, speech acts, cohesion, coherence and, finally, interpretation. The research also adds to a better understanding of the role of Playback Theatre in today's educational and learning contexts. Drama is real, and it can be used in actual interactions where students can express their emotions, thoughts, and ideas while also paying attention to the feelings and thoughts of their peers and classmates. The research also adds to the current literature, particularly in terms of theatrical approaches and

instruments. Playback Theatre exercises are good instruments for accomplishing this, as they use both the participants' intellectual and emotive subjects while also aiming to create a significant, entertaining, and low-stress atmosphere. The study's findings demonstrated that the study's objectives were completely fulfilled. Furthermore, the analyzed data revealed the development of learners' communicative skills, specifically speaking and vocabulary. Playback Theatre techniques have proven to be extremely effective for developing contextual and accurate language usage, as well as rational reasoning and interpretation. It is very obvious that the role of narratives play a very vital part in the process of speech development. The narrative stories get implanted in the audiences' mind that stimulates the listeners to collaboratively improve the oracy skills. The narrative is observed by the fellow listeners and transported into the thoughts of the audiences that help them to express in words. The study's findings are likely to be a point of novelty for future execution and investigation. In fact, because the investigation focused specifically on the respondents' motivation and speaking abilities, future research could take into account other variables. For instance, it would be intriguing to investigate the effects of theatre techniques on other language skills, such as composition, reading etc. The study could be conducted with age ranges or levels of learners, with the goal of motivating and encouraging creative writing.

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