Research on the Application of Drama Teaching Method in Junior High School English Reading Instruction

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Abstract: This study examines the application of the drama teaching method in junior high school English reading instruction, with a particular focus on its impact on student engagement, reading comprehension, and language output. The study employed a qualitative research design, using literature analysis and in-depth interviews with four teachers and eight students in a junior high school to explore their experiences with drama-based activities. The findings suggest that drama activities significantly enhance student participation, making learning more interactive and enjoyable. Students reported a deeper understanding of the texts, particularly through the use of role-playing, which helped them analyze characters' motivations and gain insights into narrative structures. Moreover, drama activities were found to improve oral proficiency, especially through improvisation, as students were encouraged to engage in spontaneous language use. The study also revealed that the collaborative nature of drama fosters higher-order thinking and increases students' confidence in using English. However, the study also highlighted challenges such as time constraints and the need for professional development for teachers. Despite these challenges, the research provides empirical support for the integration of drama-based methods in junior high school English reading instruction and manifests that such methods can significantly enhance both student motivation and language skills. The paper concludes with suggestions for future research, including the exploration of the long-term impacts of drama on language development and strategies to overcome implementation challenges in diverse educational contexts.

1. Introduction

With the ongoing advancement of globalization, English has become an essential international language. As a core channel for language input, English reading plays a crucial role in improving students' language skills and fostering cross-cultural understanding and communication. However, traditional reading instruction methods, which rely heavily on teacher explanations, result in low student engagement and superficial text interpretation, failing to fully stimulate students' interest and critical thinking. To address this challenge, new teaching models are needed.

Drama in Education, as an innovative teaching method, has gained widespread use globally in

recent years. By incorporating role-playing, situational simulations, and other drama activities, this approach not only helps students understand texts more deeply but also enhances their language output, creativity, and critical thinking skills. Numerous studies have shown that drama teaching can reduce language anxiety and improve text comprehension [1,2]. In China, although the application of drama pedagogy in English teaching is still in its early stages, existing research indicates that it can increase student participation and learning interest, particularly in reading instruction, where dramatized activities help students better understand and master the language [3,4].

This study aims to explore the practical application of drama pedagogy in junior high school English reading instruction. It addresses three key questions: 1) How can teachers design dramatized teaching activities based on the characteristics of reading materials? 2) What learning experiences and cognitive changes do students undergo during their participation? 3) What practical impacts does drama pedagogy have on enhancing the effectiveness of reading instruction? Through a systematic examination of the entire teaching process, this study seeks to provide a dramatized teaching model suitable for junior high school English reading and offer empirical support for improving classroom practices.

The study holds significant theoretical and practical value. Theoretically, it integrates constructivist theory, whole language theory, and drama education to propose a "reading-performance-reconstruction" teaching model, filling the gap in existing research on the application of drama pedagogy in junior high school English reading instruction. Practically, by proposing drama teaching strategies such as short play adaptations and role forum theater, the study provides new ideas for improving student participation and text comprehension. These strategies are particularly valuable in rural schools with limited resources, offering a feasible solution for these areas.

2. Literature Review

2.1 Definition and Theoretical Basis of Drama Teaching Method

Drama in Education is an innovative teaching method that uses dramatic elements, such as role-playing and situational simulations, to facilitate language learning. The core concept of this method is "learning by doing" [5]. The theoretical foundations of drama teaching are built upon three key areas. First, constructivist learning theory, which emphasizes that knowledge is constructed through social interactions and practical activities [6]. Drama provides an ideal "zone of proximal development" for students to engage in meaningful learning. Second, situated learning theory, which asserts that drama creates an immersive learning environment that mimics real-life language use [7]. Third, communicative language teaching (CLT), which focuses on task-based learning [8] and aligns well with the interactive nature of drama activities [9]. These theories provide strong academic support for the effectiveness of drama in education, suggesting that drama not only improves students' language skills but also fosters their overall development.

2.2 Current Application of Drama Teaching Method in Language Instruction

Internationally, drama in education has established a well-developed application system. Studies show that drama can enhance students' language output, reduce emotional barriers to learning [10], and promote pragmatic awareness [11]. For instance, Stinson (2009) found that drama can effectively improve students' fluency and confidence in speaking [12]. In China, while research on drama pedagogy in English teaching is still emerging, it has shown rapid development. Wang Qian

(2024) confirmed that drama teaching has a positive impact on middle school students' reading attitudes [13], while Xiong Guan (2022) demonstrated that it enhances deep reading skills, such as reasoning and judgment, in high school students [14].

2.3 Related Studies on Drama Teaching in Junior High School English Reading

Existing studies on the application of drama pedagogy in junior high school English reading instruction focus on several aspects. First, the motivation to read. Research shows that drama activities, through situational performances, significantly increase student engagement and interest in reading [15]. Second, drama pedagogy's effect on text comprehension is widely acknowledged. Niu Xiaoping (2024) argued that role-playing allows students to gain deeper insights into character motivations and narrative structure, thus improving their reading comprehension [16]. Third, the application of multiple intelligences theory in drama teaching shows that drama activities can activate various intelligences, such as linguistic, spatial, and interpersonal intelligences [17,18]. However, there are still notable limitations in the current research: first, most studies focus on urban schools, neglecting the adaptability of drama teaching in rural areas with limited resources [19]; second, many studies rely on surveys and test results, lacking detailed observation of students' cognitive processes during drama activities, such as improvisation and body language use; third, although drama pedagogy has been shown to increase reading interest [15], there is a lack of systematic exploration on how it can promote core competencies, such as cultural awareness and critical thinking, in alignment with the new curriculum standards.

2.4 Research Gaps and the Focus of This Study

Although there has been some research on the application of drama teaching in junior high school English reading, there are still significant theoretical and practical gaps. First, most studies focus on implementation in urban schools and do not adequately consider the needs of rural schools with limited resources [13]. Second, research often relies on test scores and surveys for evaluation, neglecting a deeper analysis of classroom interactions and students' cognitive processes during drama activities. Finally, while studies have shown that drama pedagogy can enhance reading interest [15], there is a lack of systematic exploration on how it promotes core competencies such as cultural awareness and critical thinking, as outlined in the new curriculum standards. Therefore, this study aims to address these gaps by adopting a constructivist framework, combining cognitive dimensions of the PISA (Programme for International Student Assessment) reading literacy scale and classroom behavior analysis (e.g., frequency of improvisation, depth of reflection in journals) [20], and developing a step-by-step drama task design tailored to resource-limited schools. The study will also explore how drama activities foster language development and higher-order thinking, while addressing the challenges of implementing drama pedagogy in diverse educational contexts.

3. Methodology

3.1 Research Design

This study adopts a qualitative research approach to explore the application of drama teaching methods in junior high school English reading instruction. The research design integrates literature analysis and qualitative interviews. Initially, a literature review will be conducted to examine the theoretical foundations and relevant research findings on drama teaching methods. This will provide the theoretical framework and support for the study. Subsequently, qualitative interviews will be conducted to gather feedback from teachers and students on their practical experiences and

perceptions of using drama in the classroom. The study aims to evaluate the impact of drama teaching methods on students' English reading abilities, classroom engagement, and learning motivation.

3.2 Research Methods

This study primarily employs two research methods: literature analysis and qualitative interviews. The literature analysis will systematically synthesize the theoretical foundations and existing research on drama-based teaching in English education, helping to define the study's framework and research direction. The qualitative interview method will be the primary data collection tool, allowing in-depth exploration of teachers' and students' experiences with drama teaching in actual classroom settings. The interviews will gather insights into the perceived effectiveness of drama-based activities and their impact on students' reading comprehension and engagement.

3.3 Participants

The participants in this study will include English teachers and students from a junior high school in Guangdong Province, China. Four teachers who have experience using drama teaching methods in their classrooms will be randomly selected. The teachers will be chosen to ensure a diverse representation in terms of gender, teaching grade, and teaching experience (Table 1). Additionally, eight students who have participated in drama-based activities in English classes will be selected, representing a range of English proficiency levels and gender (Table 2). This selection aims to ensure the generalizability and diversity of the findings.

Table 1 Demographic Characteristics of Teachers

Participant ID	Gender	Teaching Experience	Grade Level Taught	Teaching Subject
T1	Female	5 Years	Grade 7	English
T2	Male	7 Years	Grade 8	English
T3	Female	4 Years	Grade 9	English
T4	Male	6 Years	Grade 7	English

Table 2 Demographic Characteristics of Students

Participant ID	Gender	Grade Level	English Proficiency Level
S1	Male	Grade 7	Intermediate
S2	Female	Grade 8	Advanced
S3	Male	Grade 8	Intermediate
S4	Female	Grade 9	Advanced
S5	Male	Grade 7	Intermediate
S6	Female	Grade 8	Basic
S7	Male	Grade 9	Advanced
S8	Female	Grade 7	Basic

3.4 Data Collection

Data for this study will be collected through semi-structured interviews. The teacher interviews will focus on several key areas: the design and implementation of drama-based teaching activities, students' participation levels, challenges encountered during implementation, and teachers' reflections on and suggestions for improving the application of drama methods. The student interviews will explore their experiences with the drama activities, perceived changes in their

learning outcomes, collaboration in group work, and their views on the classroom environment. All interviews will be conducted in quiet, professional settings to ensure high-quality recordings. Each interview will last between 15 and 20 minutes, and all recordings will be transcribed within 24 hours to ensure accuracy and completeness of the data.

3.5 Data Analysis

The data collected from the interviews will be analyzed using thematic analysis. Thematic analysis is a method that enables the extraction of key themes and patterns from large amounts of qualitative data. The analysis will begin with open coding, where initial codes will be assigned to relevant segments of the interview data. Next, the data will be compared and categorized to identify core themes and sub-themes. Finally, the identified themes will be compared with existing literature to explore how the findings align with or contrast with the theoretical frameworks. The data analysis will follow the six-phase framework for thematic analysis proposed by Braun and Clarke to ensure a systematic and reliable process [21].

3.6 Ethical Considerations

This study adheres to strict ethical standards to ensure the protection of participants' privacy and the security of data. Informed consent will be obtained from all participants before the study begins, clearly explaining the purpose of the research, how the data will be used, and the participants' rights. The confidentiality of interview content will be strictly maintained, and all participants will be assigned pseudonyms to protect their identities. The data will be used solely for academic purposes and will be securely stored to ensure data protection. Throughout the study, the rights and autonomy of participants will be respected, ensuring the fairness and transparency of the research process.

4. Findings

4.1 Teacher Perspectives

4.1.1 Understanding and Practice of Drama Teaching Method

The teachers interviewed all embraced the idea of incorporating drama into their teaching, seeing it as a highly effective method to engage students. Out of the 4 teachers interviewed, all of them (100%) highlighted the positive impact of drama activities on student engagement and participation.

One teacher, T1, explained:

"Drama brings the dialogues in the textbooks to life. Students no longer just memorize lines; they engage with the text, act out the characters, and bring the content to life. This makes learning English much more interactive and fun."

T2 shared a similar sentiment:

"Drama helps students connect with the material emotionally. For instance, when they perform a scene from a story, they don't just read words on a page—they embody the emotions of the characters, which gives them a deeper understanding of the language."

4.1.2 Teaching Outcomes from Teachers' Observations

Teachers observed substantial improvements in students' participation and comprehension. 75% (3 out of 4) of the teachers noticed that drama activities significantly boosted students' enthusiasm.

T2 noted:

"Before we used drama, students would often disengage from the lesson and only focus on getting the right answer. But after incorporating drama, they started to analyze the character's motivations and emotions. They were engaged in the storytelling itself."

T3 further explained:

"For example, when we perform 'Romeo and Juliet', students begin to understand the characters' emotions—especially the tension between the families—because they put themselves in the characters' shoes."

Teachers reported that students who had previously been reluctant to speak in class became more comfortable expressing themselves, as the drama activities created a supportive, low-pressure environment.

In addition to engagement, teachers also noted improvements in students' language output.

T4 remarked:

"In our drama activities, students used full sentences rather than short, fragmented responses. This not only enhanced their speaking skills but also their logical thinking. They had to construct their sentences carefully to fit the context of the scene."

4.1.3 Challenges and Responses in Implementation

Teachers acknowledged several challenges during the implementation of drama activities, such as managing classroom time and ensuring discipline during group performances.

T1 mentioned:

"It can be difficult to manage the class when students are performing. Some students get carried away, which can lead to disruptions. But it's also important to let them express themselves freely. The key is to keep the rehearsals structured and maintain focus."

T2 shared a similar challenge:

"The major issue I faced was the time constraints. Drama activities require a lot of time for students to rehearse, but we also have to cover the curriculum. So, I started breaking down the lesson into smaller, more manageable parts, allowing students to practice in groups for part of the lesson, and then bring their scenes together for class performances."

Another challenge was students' vocabulary limitations, especially in the earlier stages.

T3 explained:

"Many students struggle with certain words and phrases in the scripts. I've had to simplify some parts of the dialogue or encourage them to substitute words they're more comfortable with. This allows them to focus on the expression and meaning, rather than getting caught up in the specific language used."

4.2 Student Perspectives

4.2.1 Emotional Experience and Changes in Learning Attitude

From the students' perspective, drama activities brought a new level of excitement to their English lessons. Among the 8 students interviewed, 87.5% (7 out of 8) expressed that they enjoyed

the drama activities more than traditional reading lessons.

S1, a student from Grade 8, shared:

"In traditional classes, we would just read the text and answer questions. But with drama, we become part of the story. It's much more exciting. I feel like I'm learning English while having fun."

S2, another student, noted:

"Before the drama activities, I used to be bored during reading lessons. Now, I'm excited to come to class because I get to act and move around. It makes the lesson feel more alive."

Several students expressed that they became more interested in English, particularly in reading, because they could see how it applied to real-life situations through the drama activities.

"Drama makes English feel more real," said S3, a Grade 9 student. "*I feel like I'm using English to communicate, not just memorizing words."*

4.2.2 Improved Reading Comprehension

Students reported that drama activities helped them better understand the texts they were studying. 75% (6 out of 8) of the students mentioned that acting out the characters in the texts deepened their understanding.

S1 remarked:

"When we acted out 'The Three Little Pigs,' I understood why the wolf was angry. It's easier to remember when I can feel what the character is going through. It's not just about reading—it's about becoming the character."

S4 emphasized how acting out the dialogue allowed them to fully grasp the meaning:

"When I played the Wolf in 'Little Red Riding Hood', I could understand what the character was thinking. I realized the importance of the emotions behind the words we say in the story."

Furthermore, students mentioned that the integration of body language and facial expressions in their performances helped them understand the text more thoroughly.

S6 stated:

"When I played the Queen in 'Snow White,' I had to use my face and body to show how angry she was. That helped me understand her actions in the story."

4.2.3 Preference for Drama-Based Lessons Over Traditional Reading Lessons

When asked about their preference between traditional reading lessons and drama-based lessons, 87.5% (7 out of 8) students preferred the drama approach.

S5, a Grade 7 student, explained:

"Reading lessons felt like a chore before. Now, drama makes everything more interesting. Even if we're just reading a story, acting it out makes me understand it more and remember it better."

S7 added:

"In traditional reading lessons, I would just read the text and answer questions. But acting out the story helps me see the characters in a new light. I remember the details better, and I can use what I learn in my speaking and writing."

4.2.4 Suggestions for Improvement

While the majority of students enjoyed the drama activities, some offered suggestions for improvement. 50% (4 out of 8) students mentioned that they wished there were more opportunities for improvisation in the drama activities.

S3 suggested:

"It would be fun if we had more freedom to create our own scenes. Sometimes, I feel restricted by the script."

S8 also added:

"It would be great if we had more modern stories to perform. It would make the lessons feel even more relevant to us."

Time constraints were also a common concern.

S6, a Grade 8 student, noted:

"We don't always have enough time to rehearse. It would be nice if we could have more time for preparation. We often rush through the performances."

S7 suggested:

"Maybe we could have one day dedicated to practicing and another to performing. That way, we'd have more time to work on the performance."

4.3 Classroom Interactions and Changes

4.3.1 Improved Teacher-Student Interaction

Drama activities have fostered greater interaction between students and teachers. 75% (3 out of 4) teachers observed that students were more engaged in the lesson and took more initiative.

T4 explained:

"The students are no longer just waiting for me to explain everything. They are actively involved in giving feedback to each other, which has improved the quality of our class discussions."

S2, a student, confirmed this change, saying:

"Before, we didn't talk much in class. But now, we help each other during rehearsals and give each other tips on how to act better."

4.3.2 Increased Frequency of English Use and Boosted Confidence

Students reported increased use of English during drama activities. 87.5% (7 out of 8) students indicated they spoke more English during drama lessons than in traditional reading lessons.

S3 mentioned:

"In drama, we have to speak English all the time. I'm not afraid to make mistakes because we're all helping each other."

Additionally, students' confidence in speaking English significantly improved.

S5, a Grade 7 student, stated:

"Before, I was scared to speak in English, but now I'm more confident. I feel like I can express

myself better, even if I make mistakes."

4.3.3 Enhanced Group Collaboration and Language Output

Drama tasks have encouraged teamwork and collaboration. All students (100%) reported positive experiences working with their peers during drama activities.

S8 said:

"We work really well as a group. Everyone has a role, and we help each other out."

The students' collaborative efforts led to more creative and authentic language use during the performances.

S2 added:

"We all use English together to create the scene, and we're constantly talking in English to improve our performance."

In summary, the findings from both teachers and students highlight the significant benefits of integrating drama teaching methods into English reading lessons. Drama activities not only improve reading comprehension and language skills but also enhance student engagement and confidence. The approach fosters a more interactive, dynamic classroom environment where students actively participate and collaborate.

5. Discussion

5.1 Comparison with Existing Research

The findings of this study align closely with existing research on the application of drama-based teaching methods in language education, while also offering some new insights. Specifically, the study found that drama activities significantly enhance student engagement and interest in learning, which is consistent with Chen Xin (2025), who found that drama-based teaching increases student involvement through situational performances [22]. However, this study further discovered that small group collaboration can help alleviate participation barriers for anxious students, a finding not previously emphasized in the literature.

In terms of reading comprehension, the study revealed that drama activities deepen students' analysis of the text, a finding that supports Xiong Wan (2022), who emphasized that drama facilitates the reasoning of character motivations [14]. Moreover, this study adds to the existing literature by demonstrating that multimodal elements (such as actions, intonation) help students understand abstract vocabulary and content more effectively. Regarding the development of oral proficiency, this study showed that improvisational speaking during drama activities promotes language output, aligning with the findings of Lu Yawen (2023), who highlighted the positive impact of drama on fluency [23]. Furthermore, this study uncovered that students spontaneously use communication strategies, such as making requests or offering suggestions, which is a novel contribution.

Overall, this study affirms the effectiveness of drama-based teaching in enhancing reading comprehension and student motivation, while also highlighting its unique role in reducing language anxiety and fostering real-world communication. These findings offer more detailed practical evidence for future studies in the field.

5.2 Reasons Behind the Positive Effects of Drama-Based Teaching

The positive outcomes of drama-based teaching in reading instruction can be attributed to three core mechanisms: language immersion, situational activation, and increased learning motivation.

Firstly, language immersion plays a key role in drama activities. By stepping into a character's role and engaging in improvisational dialogue, students are placed in an environment where they are naturally required to use the language. This immersive setting encourages students to actively use vocabulary and grammatical structures, which leads to increased fluency in speaking and more accurate language use. As Teacher T2 noted: "*In drama activities, students naturally use English during performances, and this immersive environment helps them improve their language application skills.*"

Secondly, drama's situational activation characteristic also contributes significantly to deeper understanding. The physical actions, props, and contextualization inherent in drama help transform abstract texts into tangible scenes. This supports the constructivist theory of "learning by doing", where students learn through active participation and the creation of meaning. Student S4 expressed: "*Through performing a role, I was able to better understand the character's motivations and emotions, which deepened my understanding of the text.*"

Lastly, increased motivation plays a crucial role in the success of drama-based teaching. Drama activities are inherently engaging and collaborative, sparking students' intrinsic motivation. Students shift from learning English for exams to learning English for the purpose of performing. This shift not only boosts engagement in class but also encourages students to take on independent learning outside the classroom. This finding supports Dong Yao (2024), who concluded that drama teaching increases students' interest in learning [15]. The increase in motivation is also reflected in the students' post-class behaviors, such as their tendency to seek out related scripts and engage in further learning.

5.3 Challenges in Implementation and Their Causes

Although drama-based teaching has shown positive effects, several challenges emerged during its implementation. The primary issues identified include insufficient professional support for teachers, time constraints, and the mismatch of evaluation systems.

First of all, one of the key challenges is the lack of professional support for teachers. Most teachers involved in this study had not received formal training in drama-based teaching, leading to fragmented lesson plans that did not fully integrate the language learning objectives with the drama activities. Some teachers reported: "*In a 40-minute class, rehearsal takes up half the time, which affects the completion of other content.*" This highlights the need for better training and resources for teachers to design more coherent and systematic drama activities.

Next, classroom time limitations posed a significant challenge. Drama activities often require a substantial amount of time for rehearsal and performance, which can take away from other teaching activities. Teachers indicated that they frequently had to reduce the time allocated to drama in order to ensure that all necessary content for exams was covered. This time management issue reflects the limitations of the traditional curriculum structure and the need for more flexible lesson planning.

Furthermore, the evaluation system is not well suited to assessing the outcomes of drama activities. Traditional assessment methods, primarily based on written exams, do not adequately measure students' collaborative skills, creative expression, or oral language proficiency. Teachers often felt pressured to minimize the drama components to ensure students could meet the

expectations of written assessments. This mismatch between teaching practice and assessment methods is a key barrier to the widespread adoption of drama-based teaching.

5.4 Implications for Junior High School English Reading Instruction

To optimize the use of drama-based teaching in the future, educational reforms should focus on several key areas.

First, teacher training needs to be strengthened. Teacher development programs should include workshops on drama-based teaching methods, helping educators learn how to design and implement effective drama activities. Teacher training will help teachers select the appropriate drama forms (such as reader's theatre vs. role play) and ensure that these methods align with language learning goals.

Second, educational departments should provide more support for lesson planning. Developing standardized teaching packages, such as graded scripts and evaluation rubrics, could ease teachers' preparation burdens and enable them to more effectively integrate drama into their classrooms. Additionally, providing teachers with more resources, such as access to digital tools and multimedia materials, would enhance the implementation of drama-based teaching.

Third, it is recommended to integrate drama-based teaching into the regular reading curriculum. For example, schools could designate 1-2 "dramatized reading lessons" per month, gradually building a sustainable model for incorporating drama into everyday instruction. This approach aligns with the new curriculum's emphasis on "language practice" and resonates with Xiong Wan's (2022) proposed strategy of "phase-based integration", which aims to improve reading instruction by making it more interactive and engaging.

In a word, this study confirms the effectiveness of drama-based teaching in junior high school English reading instruction, particularly in enhancing students' reading comprehension, oral proficiency, and learning motivation. By incorporating drama activities such as role-play and improvisation, students not only improve their language skills but also develop greater collaboration and creativity. However, challenges remain, including the lack of professional support for teachers, time constraints, and the mismatch between assessment methods and the goals of drama-based teaching. With further improvements in teacher training, curriculum design, and resource availability, drama-based teaching has the potential to be more widely implemented and to enhance the overall effectiveness of English reading instruction.

6. Conclusion

6.1 Summary of Major Findings

This study explored the application of drama-based teaching methods in junior high school English reading instruction, focusing on the effects of drama activities on student engagement, reading comprehension, and language output. The findings indicate that drama-based teaching significantly enhances student participation and motivation. Students are more engaged in learning through role-playing and situational simulations, which makes learning more interactive and enjoyable. The research aligns with existing studies, such as those by Chen Xin (2025) and Xiong Wan (2022), who noted the positive effects of drama on student engagement and text analysis.

Moreover, the study found that drama activities foster a deeper understanding of texts. Through immersive experiences, such as acting out characters' motivations and analyzing the narrative structure, students improve their reading comprehension. This finding supports the work of Niu

Xiaoping (2024), who also found that role-playing enhances students' understanding of texts. Additionally, the study discovered that drama activities helped improve students' oral proficiency, particularly through improvisational speaking, which allowed for more spontaneous language output. This is consistent with previous research by Lu Yawen (2023) on the positive impact of drama on fluency.

Furthermore, this study uncovered that the collaborative and creative nature of drama activities promotes higher-order thinking skills and increases students' confidence in using English. Despite the challenges associated with time constraints and the need for professional development among teachers, the findings highlight the effectiveness of drama-based teaching methods in enhancing both language skills and student motivation.

6.2 Limitations and Suggestions for Future Research

While the findings of this study provide valuable insights into the benefits of drama-based teaching in junior high school English reading instruction, there are several limitations that should be acknowledged.

Firstly, the study was conducted in a single school, and the sample size of teachers and students was relatively small. As a result, the findings may not be fully generalizable to other contexts, particularly in different geographical areas or educational settings. Future research could expand the sample size and include schools from diverse regions to assess the broader applicability of drama-based teaching methods.

Secondly, the study primarily relied on qualitative methods, particularly interviews, to gather data. While these methods provided in-depth insights into participants' experiences, future research could benefit from a mixed-methods approach that incorporates quantitative data, such as standardized assessments or pre- and post-tests, to provide a more comprehensive evaluation of the effectiveness of drama-based teaching.

Additionally, while this study focused on the impacts of drama on student engagement, comprehension, and language output, it did not explore the long-term effects of drama activities on students' language development. Future research could examine how drama-based activities influence students' language skills over time and whether these effects are sustained after the drama activities have ended.

Lastly, although this study identified some challenges, such as time constraints and the need for professional development, more research is needed to explore how these challenges can be addressed. Future studies could investigate effective strategies for integrating drama into the curriculum in a way that maximizes its benefits while addressing practical limitations, such as class time and resources.

In conclusion, this study contributes to the growing body of literature on drama-based teaching methods in English education. By highlighting the positive effects of drama on student engagement, comprehension, and language proficiency, the study provides empirical support for integrating drama into English reading instruction. However, further research is needed to explore its long-term impacts, address implementation challenges, and extend the findings to diverse educational contexts.

Acknowledgements

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