

Developing Interrogative Competence through Collaborative Dialogue Writing and Drama-Based Presentations: A Sociocultural Study in Tertiary EFL Classrooms

Munmun Ahmed

Assistant Professor, Department of English, Stamford University Bangladesh.

Abstract: Developing learners' ability to formulate accurate and meaningful interrogative sentences remains a persistent challenge in English as a Foreign Language (EFL) classrooms, where grammar instruction often emphasizes rule memorization over authentic communication. This qualitative classroom-based study investigates the role of collaborative dialogue writing and drama-based presentations in fostering interrogative competence among tertiary-level EFL learners from a sociocultural perspective. Guided by Vygotsky's Sociocultural Theory, the study conceptualizes dialogue writing and role-play as mediational activities that promote language learning through social interaction, peer collaboration, and scaffolded participation. The study involved 30 undergraduate EFL students enrolled in an English language course at a public university in Bangladesh. Working in groups of four, participants collaboratively designed handwritten dialogues and performed informal drama presentations on familiar real-life themes, including classroom interactions, family relationships, friendship, and travel planning. The tasks required students to integrate WH-questions, Yes/No questions, Tag questions, as well as conditionals, conjunctions, modal verbs, connectors, and auxiliary verbs into meaningful communicative contexts. Data were collected through classroom observations, students' handwritten dialogue scripts, oral presentations, reflective field notes, and semi-structured interviews. The data were analyzed thematically. The findings reveal four interrelated themes: (1) collaborative dialogue writing promoted meaningful grammatical awareness and interrogative sentence construction; (2) drama-based presentations enhanced learners' oral fluency, interaction, and communicative confidence; (3) peer collaboration and teacher scaffolding facilitated the accurate and contextualized use of interrogative structures; and (4) authentic, context-driven tasks increased learner engagement, creativity, and willingness to communicate in English. The findings suggest that integrating collaborative writing with drama-based performance transforms grammar instruction from isolated form-focused practice into purposeful communicative language use. The study contributes to EFL pedagogy by demonstrating how socioculturally mediated collaborative activities can effectively develop interrogative competence while simultaneously enhancing speaking skills, learner autonomy, and communicative confidence. It offers practical implications for language teachers seeking to design interactive, learner-centered grammar instruction in tertiary EFL classrooms.

Keywords: Collaborative dialogue writing; drama-based presentations; interrogative competence; sociocultural theory; tertiary EFL learners; communicative grammar; qualitative research.

INTRODUCTION

The ability to ask questions effectively is a fundamental component of communicative competence in second and foreign language learning. Interrogative sentences enable learners to seek information, clarify meaning, express curiosity, and sustain interaction in authentic communicative contexts. In English as a Foreign Language (EFL) classrooms, learners are expected to master different forms of interrogative structures, including WH-questions, Yes/No questions, and Tag questions, as these structures play a crucial role in both spoken and written communication. Despite their importance, many tertiary-level EFL learners continue to experience difficulties in constructing grammatically accurate and contextually appropriate interrogative sentences. These challenges often arise from limited opportunities for meaningful language use, overreliance on teacher-centered grammar instruction, and insufficient engagement in authentic communicative activities.

Traditional grammar teaching in many EFL contexts has primarily focused on explicit explanation of grammatical rules, mechanical drills, and written exercises. Although these approaches may improve learners' knowledge of grammatical forms, they frequently fail to develop learners' ability to use grammar communicatively in real-life situations. As a result, students often demonstrate adequate declarative knowledge of grammatical structures but struggle to apply them spontaneously during oral interaction. This discrepancy between grammatical knowledge and communicative performance has encouraged language educators to seek more interactive and learner-centered pedagogical approaches that integrate grammar instruction with authentic communication.

Communicative Language Teaching (CLT) emphasizes that grammar should be taught as a resource for meaningful communication rather than as an isolated system of rules (Richards,

2006). Similarly, Task-Based Language Teaching (TBLT) advocates the use of purposeful classroom tasks that require learners to negotiate meaning while accomplishing communicative objectives (Ellis, 2003). Within these approaches, collaborative dialogue writing and drama-based presentations provide learners with meaningful opportunities to construct language, negotiate ideas, receive peer support, and practice grammatical structures in authentic contexts. Rather than memorizing isolated sentence patterns, learners actively create dialogues, ask and answer questions, solve communicative problems, and engage in collaborative interaction.

The present study is further informed by Vygotsky's Sociocultural Theory (SCT), which conceptualizes language learning as a socially mediated process. According to SCT, cognitive development occurs through interaction with more knowledgeable peers and teachers within the Zone of Proximal Development (ZPD) (Vygotsky, 1978). Collaborative learning enables learners to co-construct knowledge, scaffold one another's language development, and internalize linguistic forms through meaningful social interaction. Swain's (2000) concept of collaborative dialogue further explains that language-related discussions among learners promote grammatical awareness and facilitate language development as students jointly solve linguistic problems. Drama-based presentations complement this process by creating authentic communicative situations in which learners naturally employ interrogative structures while interacting with peers.

Drama and role-play have long been recognized as valuable instructional strategies for enhancing language learning. These activities reduce speaking anxiety, increase learner motivation, and promote active participation by providing realistic contexts for communication. Through collaborative dialogue writing and informal drama performances, learners practice questioning strategies, negotiate meaning, express opinions, and respond spontaneously to others' ideas. Such activities encourage the integration of grammatical accuracy with communicative fluency while fostering creativity, confidence, and learner autonomy. Furthermore, collaborative dialogue writing allows learners to incorporate not only interrogative sentences but also conjunctions, conditionals, modal verbs, auxiliary verbs, and cohesive devices within meaningful discourse, thereby strengthening both grammatical competence and discourse competence.

Although previous research has documented the benefits of collaborative learning, role-play, and drama in improving speaking proficiency and learner engagement, relatively few studies have specifically examined how collaborative dialogue writing combined with drama-based presentations contributes to the development of interrogative competence among tertiary EFL learners. Existing research has largely focused on general speaking skills, communicative competence, or grammatical accuracy without investigating how learners develop the ability to formulate diverse interrogative structures within authentic collaborative tasks. This gap is particularly evident in tertiary EFL contexts in Bangladesh, where grammar instruction continues to rely heavily on traditional, examination-oriented practices.

To address this gap, the present qualitative classroom-based study explores how collaborative dialogue writing and drama-based presentations facilitate the development of interrogative competence among undergraduate EFL learners. The study investigates students' experiences while participating in group dialogue writing, oral presentations, and interactive classroom discussions. It also examines how collaborative learning, teacher scaffolding, and authentic communicative tasks influence learners' grammatical development, speaking confidence, and communicative participation from a sociocultural perspective.

Specifically, this study seeks to answer the following research questions:

1. How does collaborative dialogue writing contribute to the development of interrogative competence among tertiary EFL learners?
2. How do drama-based presentations influence learners' communicative use of interrogative sentence structures in classroom interaction?
3. How do peer collaboration and teacher scaffolding mediate the development of interrogative competence from a sociocultural perspective?

By examining these questions, this study contributes to the growing body of research on communicative grammar instruction and sociocultural approaches to language learning. It demonstrates how collaborative dialogue writing and drama-based presentations can transform grammar learning into an interactive, meaningful, and learner-centered process that promotes grammatical accuracy, communicative confidence, and authentic language use in tertiary EFL

classrooms. The findings also provide practical pedagogical implications for language teachers seeking to integrate grammar instruction with collaborative, task-based, and performance-oriented classroom practices.

LITERATURE REVIEW

Collaborative Dialogue, Sociocultural Theory, and Grammar Learning

The teaching of grammar in English as a Foreign Language (EFL) has gradually shifted from traditional, form-focused instruction toward communicative and interaction-based approaches. Contemporary language teaching recognizes grammar as a resource for communication rather than a collection of isolated rules. Within this perspective, learners develop grammatical competence more effectively when they actively negotiate meaning, solve linguistic problems collaboratively, and use language in authentic contexts. This pedagogical shift is strongly supported by Lev Vygotsky's Sociocultural Theory (SCT), which views learning as a socially mediated process occurring through interaction with peers and teachers.

According to Vygotsky (1978), learning takes place within the Zone of Proximal Development (ZPD), where learners perform beyond their individual abilities through scaffolding provided by more knowledgeable peers or instructors. Extending this perspective, Merrill Swain (2000) introduced the concept of collaborative dialogue, arguing that language learning occurs as learners jointly solve linguistic problems while communicating. During collaborative dialogue, learners discuss grammatical choices, question one another, negotiate meaning, and co-construct linguistic knowledge. Such interaction facilitates both grammatical accuracy and communicative competence.

Collaborative dialogue is particularly valuable for grammar learning because it encourages learners to verbalize their reasoning, identify errors, and refine language forms through meaningful communication rather than mechanical repetition. Consequently, collaborative writing tasks have become an important component of communicative language teaching and task-based language instruction.

Collaborative Dialogue Writing in EFL Classrooms

Collaborative writing has received considerable attention in second language acquisition research

because of its positive influence on learners' grammatical development, writing quality, and interaction. Studies have consistently shown that collaborative writing promotes negotiation of meaning, peer scaffolding, language-related episodes, and greater grammatical accuracy. Learners jointly construct texts, discuss vocabulary choices, revise sentence structures, and provide immediate feedback, resulting in deeper language processing.

Research has also demonstrated that peer collaboration enhances learners' communicative competence by creating opportunities for meaningful interaction. For example, a study published in *System* found that peer collaboration generated richer negotiation and scaffolding during language tasks, supporting learners' pragmatic and communicative development.

Despite these documented benefits, most previous studies have concentrated on writing proficiency, vocabulary development, or general grammatical accuracy. Comparatively little attention has been given to the collaborative development of interrogative competence, particularly learners' ability to construct and use WH-questions, Yes/No questions, and Tag questions appropriately in authentic communicative situations.

Drama-Based Learning and Role-Play in EFL Education

Drama-based pedagogy has emerged as one of the most effective learner-centered approaches for promoting authentic communication in EFL classrooms. Drama transforms language learning from passive knowledge acquisition into active participation by encouraging learners to assume roles, solve communicative problems, and interact spontaneously.

A recent systematic review of process drama in EFL education analyzed 30 studies conducted between 2003 and 2023 and concluded that drama-based instruction positively influences language development, learner engagement, speaking proficiency, affective factors, and teacher development. The review further highlighted that process drama creates meaningful contexts for language use and encourages learners to communicate naturally while reducing anxiety.

Similarly, another recent review focusing on drama-based instruction in secondary and tertiary EFL classrooms reported that drama enhances communicative competence, speaking fluency, pronunciation, creativity, collaboration, and

learner confidence. However, the review also noted that empirical classroom research examining specific grammatical outcomes remains limited.

A systematic review of drama interventions in higher education further observed that although drama consistently improves communicative language learning, more rigorous classroom-based studies are required to investigate how drama contributes to particular linguistic competencies in university EFL settings.

Interrogative Competence and Communicative Grammar

Interrogative competence constitutes an essential component of communicative competence because questioning enables learners to initiate conversations, request clarification, obtain information, negotiate meaning, and sustain interaction. Competent use of interrogative structures requires learners not only to master grammatical forms but also to understand their communicative functions within authentic discourse.

Traditional grammar instruction frequently emphasizes sentence transformation exercises and rule memorization, which may improve declarative grammatical knowledge but often fail to promote spontaneous communicative use. Learners therefore experience difficulty producing accurate interrogative sentences during real-life interaction despite demonstrating acceptable performance on written grammar exercises.

Communicative grammar instruction seeks to overcome this limitation by embedding grammatical structures within meaningful tasks. Dialogue writing, interviews, role-play, and drama encourage learners to use interrogative structures naturally while interacting with others. These activities promote contextualized learning in which grammatical accuracy develops alongside communicative fluency.

Classroom Interaction and Learner Engagement

Interaction remains central to successful language learning because it provides opportunities for learners to negotiate meaning, receive feedback, and modify their language output. Recent evidence indicates that structured classroom interaction significantly improves learners' confidence, speaking fluency, participation, and willingness to communicate. Collaborative tasks such as group discussions, dialogue construction, and role-play

encourage learners to engage actively with both language forms and communicative functions.

Drama-based interaction further strengthens learner engagement by reducing speaking anxiety and providing authentic communicative purposes. Rather than responding to isolated teacher questions, learners become active participants who collaboratively create dialogues, perform realistic situations, and employ language creatively.

Research Gap

Although previous research has established the benefits of collaborative learning, drama-based instruction, classroom interaction, and communicative grammar teaching, several important gaps remain. First, much of the existing literature has focused on speaking proficiency, vocabulary acquisition, writing quality, or general communicative competence rather than the development of interrogative competence. Second, relatively few studies have examined how collaborative dialogue writing and drama-based presentations jointly facilitate learners' mastery of WH-questions, Yes/No questions, and Tag questions within authentic classroom interaction. Third, research conducted in tertiary EFL contexts, particularly in Bangladesh and similar educational settings, remains limited despite the continued dominance of traditional grammar instruction.

To address these gaps, the present study investigates how collaborative dialogue writing and drama-based presentations contribute to the development of interrogative competence among undergraduate EFL learners from a sociocultural perspective. By examining learners' collaborative writing, oral presentations, classroom interaction, and teacher scaffolding, the study provides empirical evidence on how communicative grammar instruction can enhance grammatical accuracy, speaking confidence, learner engagement, and authentic language use in tertiary EFL classrooms.

METHODOLOGY

Research Design

This study adopted a qualitative classroom-based case study design to explore how collaborative dialogue writing and drama-based presentations contributed to the development of interrogative competence among tertiary-level EFL learners. A qualitative approach was considered appropriate because it enabled an in-depth examination of learners' classroom interactions, collaborative dialogue construction, oral performances, and

perceptions regarding communicative grammar learning within their natural educational context (Creswell & Poth, 2018). The study was informed by Vygotsky's Sociocultural Theory (SCT), which conceptualizes language learning as a socially mediated process facilitated through collaboration, interaction, and scaffolding (Vygotsky, 1978).

Research Context

The study was conducted in an undergraduate English language course at a public university in Bangladesh. English is taught as a foreign language, and grammar instruction traditionally emphasizes explicit explanation of grammatical rules, textbook exercises, and written examinations. To create a more communicative learning environment, the instructor implemented a collaborative, task-based instructional approach integrating dialogue writing and informal drama presentations.

The instructional intervention focused on teaching interrogative sentences, including WH-questions, Yes/No questions, and Tag questions, while encouraging students to use conjunctions, conditional sentences, modal verbs, auxiliary verbs, and cohesive devices within authentic communicative contexts.

Participants

The participants comprised 30 undergraduate EFL learners enrolled in a compulsory English language course. The students represented mixed English proficiency levels, ranging from lower-intermediate to upper-intermediate. They were divided into eight collaborative groups, each consisting of three to four members.

Participation in the study was voluntary. Prior to data collection, students were informed about the objectives of the study, and written consent was obtained. Pseudonyms were used throughout the study to protect participants' identities.

Instructional Procedure

The intervention was conducted over six weeks during regular classroom sessions. The teaching approach integrated Direct Instruction, Indirect Instruction, Interactive Learning, Independent Learning, and Experiential Learning.

Initially, the instructor introduced the grammatical structures and communicative functions of interrogative sentences through explicit explanation and classroom demonstrations. Students then analyzed sample dialogues and

identified different types of interrogative sentences.

Following teacher modeling, learners worked collaboratively in small groups to design original dialogues based on familiar real-life situations such as:

Classroom interaction

Friendship

Family relationships

Travel planning

Social issues

Campus life

Each dialogue required students to incorporate:

WH-questions

Yes/No questions

Tag questions

Conditional sentences

Conjunctions

Modal verbs

Auxiliary verbs

Logical connectors

Students first drafted their dialogues collaboratively in handwritten homework copies. The teacher provided scaffolding through questioning, corrective feedback, and language support during the drafting process.

After revising their dialogues, each group rehearsed and presented them as informal drama performances before the class. The presentations encouraged authentic communication, peer interaction, and spontaneous questioning rather than memorized recitation.

Following each presentation, classmates participated in discussion sessions by asking additional questions, offering comments, and providing peer feedback.

Data Collection

Multiple qualitative data sources were used to ensure methodological triangulation.

Classroom Observations

Non-participant classroom observations were conducted throughout the intervention. Observation focused on:

learner interaction;

collaborative dialogue construction;

peer scaffolding;

teacher support;

communicative use of interrogative sentences;

learner engagement and participation.

Detailed field notes were recorded after each instructional session.

Students' Dialogue Scripts

Students' handwritten dialogue assignments served as documentary evidence of grammatical development. The scripts were examined to identify the use of:

WH-questions;

Yes/No questions;

Tag questions;

conjunctions;

conditionals;

modal verbs;

auxiliary verbs; and

contextual appropriateness of interrogative structures.

Oral Drama Presentations

Group presentations were observed to examine how students employed interrogative structures during authentic communication. Particular attention was given to grammatical accuracy, fluency, interactional competence, collaborative participation, and communicative confidence.

Semi-Structured Interviews

Following completion of the instructional intervention, selected participants participated in semi-structured interviews. The interviews explored learners' perceptions regarding:

collaborative dialogue writing;

drama-based learning;

grammar learning;

classroom interaction;

confidence in asking questions; and

overall learning experiences.

Each interview lasted approximately 15–20 minutes and was audio-recorded with participants' permission.

Reflective Field Notes

Throughout the study, the instructor maintained reflective field notes documenting classroom events, learner responses, instructional adjustments, and emerging patterns observed during teaching and learning activities.

Data Analysis

The collected data were analyzed using thematic analysis following the six-step procedure proposed by Braun and Clarke (2006).

Initially, all interview transcripts, classroom observation notes, students' dialogue scripts, and reflective journals were read repeatedly to achieve familiarity with the data. Relevant segments were then coded according to recurring classroom behaviors, language use, learner interaction, and perceptions of collaborative learning.

Related codes were subsequently grouped into broader categories, leading to the development of overarching themes. The themes were reviewed, refined, and interpreted through the lens of Sociocultural Theory to explain how collaborative dialogue writing and drama-based presentations mediated learners' interrogative competence.

To enhance the credibility of the findings, triangulation was achieved by comparing evidence obtained from classroom observations, student assignments, oral presentations, interviews, and reflective notes.

Trustworthiness

The trustworthiness of the study was established using Lincoln and Guba's (1985) criteria.

Credibility was strengthened through prolonged classroom engagement, methodological triangulation, and participant validation.

Transferability was supported by providing detailed descriptions of the research context, participants, instructional procedures, and learning activities.

Dependability was ensured by maintaining a transparent record of data collection and analysis procedures.

Confirmability was enhanced through reflective journaling and careful documentation of analytical decisions.

Ethical Considerations

Ethical approval was obtained from the relevant academic authority before the commencement of the study. Participation was entirely voluntary, and informed consent was obtained from all participants. Students were assured that participation or non-participation would not affect their academic grades. All collected data were treated confidentially, and pseudonyms were used to ensure participants' anonymity. Handwritten dialogue scripts and classroom photographs included in the study were anonymized to protect students' identities.

Findings

The thematic analysis of classroom observations, students' handwritten dialogue scripts, oral drama presentations, semi-structured interviews, and reflective field notes revealed four interconnected themes explaining how collaborative dialogue writing and drama-based presentations facilitated the development of interrogative competence among tertiary EFL learners. The findings indicate that collaborative and performance-based learning

transformed grammar instruction from rule memorization into meaningful communication. The four themes are: (1) collaborative dialogue writing promoted interrogative competence; (2) drama-based presentations enhanced communicative confidence and oral interaction; (3)

peer collaboration and teacher scaffolding mediated grammatical development; and (4) authentic communicative tasks fostered learner engagement, creativity, and meaningful language use.

Table 1: Participant Demographics

Characteristics	Description
Research design	Qualitative classroom-based case study
Institution	Private University in Bangladesh
Participants	30 undergraduate EFL learners
Age range	19-22 years
English proficiency	Lower-intermediate to upper-intermediate
Group size	3-4 students per group
Duration	Six weeks
Teaching topic	WH-Questions, Yes/No Questions, Tag Questions

Table 2: Teaching-Learning Strategies

Strategy	Classroom activities
Direct instruction	Teacher explanation of interrogative sentence structures
Indirect instruction	Guided discovery and discussion
Interactive Learning	Collaborative dialogue writing
Independent Learning	Individual sentence construction and homework
Experiential Learning	Drama-based dialogue presentations
Collaborative Learning	Group discussion and peer correction

Table 3: Data Sources

Data Source	Purpose
Classroom observations	Examine learner interaction and engagement
Students' handwritten dialogues	Analyze interrogative sentence construction
Oral drama presentations	Observe communicative use of grammar
Semi-structured interviews	Explore learner perceptions
Reflective field notes	Record classroom events and teacher observations

Table 4: Themes Emerging from Thematic Analysis

Theme	Evidence
Collaborative dialogue promoted interrogative competence	Dialogue scripts, observations, interviews
Drama enhanced communicative confidence	Classroom observations, interviews
Peer collaboration and teacher scaffolding supported grammar learning	Observations, reflective Notes
Authentic tasks promoted engagement and creativity	Dialogue assignments and classroom interaction

Theme 1: Collaborative Dialogue Writing Promoted Interrogative Competence

Analysis of students' handwritten dialogue scripts demonstrated that collaborative writing enabled learners to construct interrogative sentences accurately while applying grammar in authentic communicative contexts. Rather than completing isolated grammar exercises, students jointly created dialogues requiring the natural use of WH-questions, Yes/No questions, and Tag questions.

During group discussions, learners negotiated sentence structures, corrected one another's grammatical errors, and discussed the appropriate selection of auxiliary verbs and question forms. Classroom observations showed that peer interaction encouraged learners to reflect on grammatical accuracy before finalizing their dialogues.

For example, one group discussing a dialogue about introducing a new student revised the sentence: "Where are you from?" after initially

writing an incomplete interrogative structure. Another group discussing travel plans transformed several declarative sentences into meaningful questions, including: "Have you ever visited Cox's Bazar?" and "Why don't we travel together next month?" Students also integrated conjunctions, conditional sentences, modal verbs, and connectors naturally into their conversations. Their dialogues reflected meaningful communication rather than isolated sentence transformation exercises. The collaborative writing process enabled learners to negotiate language choices while developing greater awareness of grammatical structures.

Interview data further supported these observations. One participant commented: "Writing together helped us understand how to make different types of questions because everyone shared ideas and corrected mistakes." Another student explained: "When someone forgot the auxiliary verb, another group member immediately noticed it. We learned from each other's corrections." These findings suggest that collaborative dialogue writing promoted interrogative competence through peer interaction, negotiation of meaning, and shared grammatical problem-solving.

Figure 1 shows a handwritten collaborative dialogue between Lima and Aysha. The dialogue is divided into two scenes. Scene 1, 'First Meeting', shows Lima introducing himself to Aysha, who is a new student. They discuss Lima's background, his family's move to Dhaka, and his current situation at university. Scene 2, 'Getting to Know The Class', shows Lima asking Aysha for help with the English class, and Aysha offering to show him around the campus. The dialogue is annotated with grammatical notes such as 'WH-Questions', 'Yes/No Questions', 'Conjunction', 'Conditional + Modal', and 'Tag Questions'.

Figure 1: Sample Collaborative Dialogue: "A New Student in the Class" Demonstrating WH-Questions and Yes/No Questions

Figure 2 shows a handwritten collaborative dialogue between Ravi, Isak, and Kasper. The dialogue is titled 'Generation Gap' and is annotated with grammatical notes such as 'Conditional', 'Conjunction', 'Conditional + Modal', 'WH-Questions', 'Tag Questions', 'Yes/No Questions', 'Conjunction', 'Conditional + Modal', and 'Tag Questions'. The dialogue discusses the challenges of communication between different generations, with Ravi and Isak expressing their frustration and Kasper offering advice. The dialogue is annotated with grammatical notes such as 'Conditional', 'Conjunction', 'Conditional + Modal', 'WH-Questions', 'Tag Questions', 'Yes/No Questions', 'Conjunction', 'Conditional + Modal', and 'Tag Questions'.

Figure 2: Students' Handwritten Dialogue on "Generation Gap" Showing the Use of Tag Questions and Collaborative Grammar Construction

Interview responses confirmed these observations. "Writing the dialogue together helped us understand how different questions are formed because everyone discussed the grammar before writing." Another participant explained: "Whenever someone made a mistake, another member corrected it immediately. That helped us remember the grammar." These findings suggest that collaborative dialogue writing promoted interrogative competence by encouraging learners to negotiate meaning and jointly solve grammatical problems.

Theme 2: Drama-Based Presentations Enhanced Communicative Confidence and Oral Interaction

The classroom observations revealed that informal drama presentations created authentic opportunities for learners to use interrogative sentences during spontaneous communication. Rather than memorizing grammar rules, students actively employed questions while interacting with peers in realistic situations. The uploaded homework dialogues were transformed into short classroom performances on topics such as friendship, classroom interaction, generation gap, travel planning, and family relationships. During these performances, learners naturally asked questions, responded to peers, clarified

information, and maintained conversations using appropriate interrogative forms. Initially, several students demonstrated hesitation while asking questions orally. However, repeated practice gradually increased their confidence and fluency. By the later sessions, learners demonstrated greater willingness to initiate conversations and respond spontaneously without relying heavily on written scripts. One participant remarked: "When we performed our dialogue, asking questions became easier because we were speaking naturally instead of memorizing grammar." Another student stated: "Drama made grammar enjoyable. We forgot that we were practicing questions because we were acting." Classroom observations further indicated that drama reduced learners' speaking anxiety. Students appeared more relaxed while performing collaboratively than during traditional grammar lessons. The supportive classroom atmosphere encouraged active participation from both confident and less proficient learners. The findings therefore demonstrate that drama-based presentations successfully integrated grammatical accuracy with communicative fluency, increasing learners' confidence in using interrogative structures during authentic interaction.

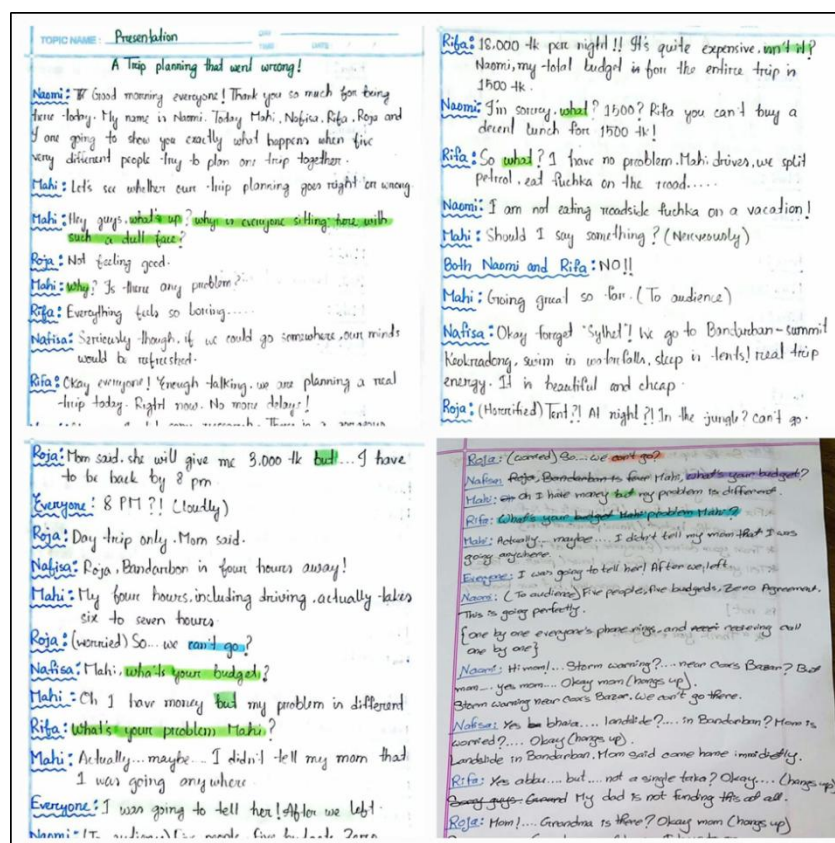


Figure 3: Students' Collaborative Dialogue on "Travel Planning" Demonstrating Interrogative Sentences, Modal Verbs, and Conditional Structures

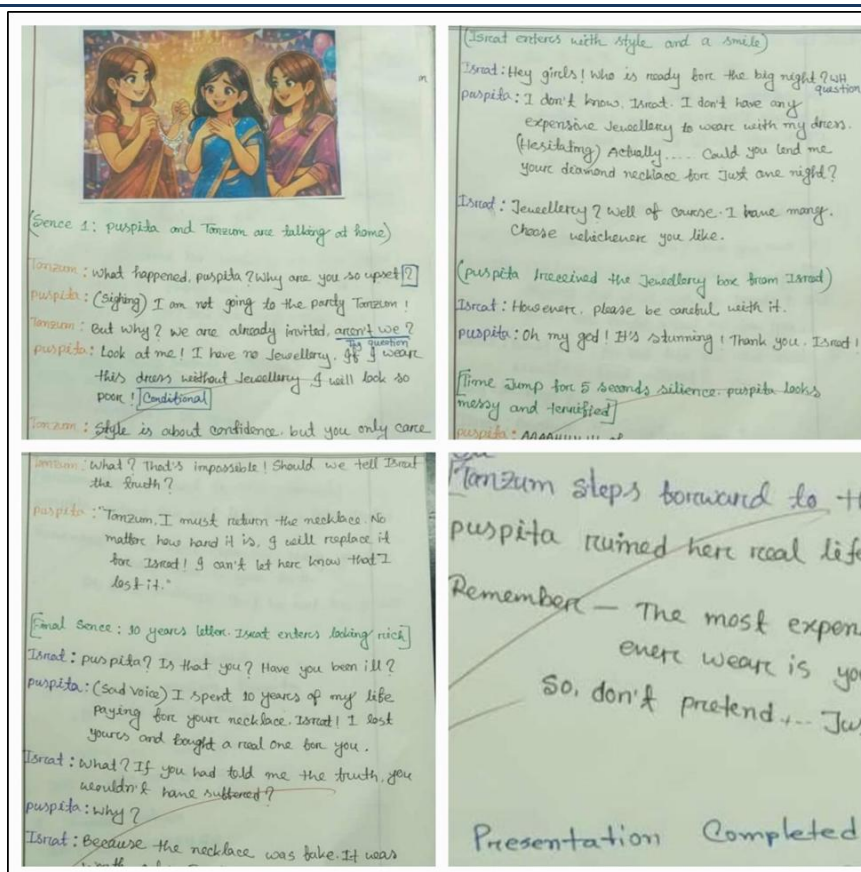


Figure 4: Collaborative Dialogue on "Friendship" Demonstrating Authentic Use of Interrogative Sentences

One participant reflected: "Performing the dialogue made grammar enjoyable because we were communicating instead of memorizing rules." Another student commented: "I was nervous at first, but acting with my group helped me ask questions more confidently." These findings indicate that drama-based presentations successfully integrated grammatical accuracy with communicative fluency while reducing speaking anxiety.

Theme 3: Peer Collaboration and Teacher Scaffolding Mediated Grammatical Development
A recurring theme throughout the classroom observations was the important role of peer collaboration and teacher scaffolding in supporting learners' grammatical development.

During dialogue writing, students frequently discussed grammatical rules, questioned sentence structures, and collaboratively solved linguistic problems. Higher-proficiency learners often explained the differences between WH-questions, Yes/No questions, and Tag questions to their peers, creating opportunities for collaborative learning within the Zone of Proximal

Development. Teacher scaffolding also played a significant role. Rather than providing direct corrections, the instructor frequently asked guiding questions such as: "Which auxiliary verb should come first?" "Is this a WH-question or a Yes/No question?" "Does the verb agree with the subject?" These prompts encouraged learners to self-correct and negotiate grammatical choices independently. The students' dialogue scripts demonstrated progressive improvement across classroom sessions. Early drafts contained errors in word order, auxiliary verb placement, and question formation. Following peer discussion and teacher feedback, later versions showed noticeably greater grammatical accuracy and contextual appropriateness. One learner explained: "The teacher didn't always tell us the answer. Instead, she asked questions that helped us discover the mistake ourselves." Another participant commented: "Working in groups made grammar easier because everyone contributed something different." These findings support the sociocultural perspective that language learning is mediated through collaborative interaction and scaffolded participation rather than individual memorization.

Table 5: Examples of Teacher Scaffolding and Peer Collaboration

Classroom Interaction	Learning Outcome
Teacher used guiding questions	Students self-corrected grammatical errors
Peer correction	Improved interrogative sentence accuracy
Collaborative discussion	Negotiation of grammatical meaning
Group rehearsal	Increased oral fluency and confidence

Interview data further confirmed the value of collaborative learning. "The teacher didn't give us the answers immediately. Instead, she asked questions that helped us find our own mistakes." The findings illustrate the principles of Sociocultural Theory by showing that grammatical development occurred through mediated interaction within the Zone of Proximal Development.

Theme 4: Authentic Communicative Tasks Fostered Learner Engagement, Creativity, and Meaningful Language Use

The final theme highlights how authentic communicative tasks increased learner engagement and encouraged meaningful language use. Students expressed considerable enthusiasm while selecting dialogue topics, writing conversations, and preparing drama performances. The handwritten homework assignments revealed creativity in designing realistic conversations on topics familiar to university students. Rather than producing repetitive grammar exercises, learners created dialogues reflecting everyday experiences, opinions, and social interactions.

Students successfully integrated:

WH-questions
Yes/No questions
Tag questions

Conditionals
Conjunctions
Modal verbs
Auxiliary verbs
Logical connectors
within coherent communicative situations.

Observation notes indicated that students frequently expanded their dialogues beyond the minimum task requirements by adding additional questions, humor, and conversational exchanges. These creative contributions demonstrated increased ownership of learning and greater willingness to experiment with English. One participant reflected: "This activity allowed us to express our own ideas instead of only following grammar rules." Another learner explained: "Because the dialogue was about our own experiences, asking questions felt meaningful." The classroom atmosphere became noticeably more interactive compared with traditional grammar lessons. Students willingly exchanged ideas, provided peer feedback, and actively participated during discussions following each performance. Overall, authentic collaborative tasks promoted learner autonomy, communicative confidence, creativity, and meaningful grammatical practice.

Table 6: Evidence Supporting the Four Themes

Theme	Classroom Evidence	Student Evidence
Collaborative dialogue	Peer discussion, grammar negotiation	Handwritten dialogue scripts
Drama presentation	Oral interaction	Increased speaking confidence
Scaffolding	Teacher guidance and peer correction	Improved interrogative sentence accuracy
Authentic communication	Creative dialogue writing	Greater learner engagement and motivation

The findings suggest that collaborative dialogue writing and drama-based presentations transformed grammar learning into an engaging communicative experience. Students developed

interrogative competence not only through explicit instruction but also through interaction, collaboration, and authentic language use. These results support the sociocultural perspective that

language learning is socially mediated and demonstrate the effectiveness of collaborative pedagogy in promoting grammatical accuracy, communicative confidence, and learner autonomy in tertiary EFL classrooms.

Summary of Findings

Across all data sources, the findings demonstrate that collaborative dialogue writing and drama-based presentations substantially supported the development of interrogative competence among tertiary EFL learners. Grammar learning became an interactive and socially mediated process in which students co-constructed knowledge through peer collaboration, teacher scaffolding, and authentic communication. The integration of dialogue writing with drama-based performance not only improved learners' grammatical accuracy in forming interrogative sentences but also enhanced speaking confidence, learner engagement, creativity, and willingness to communicate. These findings align with Sociocultural Theory by illustrating that language development emerges through meaningful social interaction and collaborative participation in communicative classroom tasks.

DISCUSSION

The findings of this study demonstrate that collaborative dialogue writing and drama-based presentations provided an effective pedagogical approach for developing interrogative competence among tertiary EFL learners. Guided by Sociocultural Theory (SCT), the study showed that learners acquired grammatical knowledge not through isolated rule memorization but through meaningful interaction, peer collaboration, teacher scaffolding, and authentic communicative practice. The four themes identified in the findings collectively suggest that integrating collaborative writing with drama-based performance promotes communicative grammar learning while simultaneously enhancing learners' confidence, creativity, and classroom participation.

The first major finding indicates that collaborative dialogue writing significantly enhanced learners' ability to construct WH-questions, Yes/No questions, and Tag questions accurately within meaningful contexts. Rather than completing decontextualized grammar drills, students jointly negotiated sentence structures, discussed grammatical alternatives, and corrected one another's errors during dialogue construction. This finding strongly supports Swain's (2000) concept of collaborative dialogue, which argues that

language development occurs when learners collaboratively solve linguistic problems while communicating. Through these language-related discussions, learners became more aware of grammatical forms and gradually internalized interrogative structures.

The findings also reinforce Vygotsky's (1978) Sociocultural Theory, particularly the concept of the Zone of Proximal Development (ZPD). During group work, more proficient learners naturally scaffolded less proficient peers by explaining grammatical rules, suggesting alternative sentence structures, and providing corrective feedback. Teacher scaffolding further facilitated learning through guiding questions rather than direct correction, allowing students to discover grammatical solutions independently. This collaborative process transformed grammar learning into a socially mediated activity in which knowledge was co-constructed through interaction rather than transmitted through teacher explanation alone.

A second important finding concerns the contribution of drama-based presentations to learners' communicative competence and speaking confidence. The informal drama activities created authentic communicative situations in which students used interrogative sentences purposefully while interacting with classmates. Unlike traditional grammar lessons that emphasize written accuracy, drama encouraged spontaneous communication and contextualized language use. Learners gradually became more confident asking questions, responding to peers, and maintaining conversations in English.

This finding is consistent with recent research on drama pedagogy, which has demonstrated that role-play and drama promote oral fluency, learner motivation, confidence, and communicative competence. Recent systematic reviews have similarly concluded that drama-based instruction provides authentic contexts for language use while reducing speaking anxiety and increasing learner engagement. The present study extends these findings by demonstrating that drama-based activities also contribute specifically to the development of interrogative competence, an area that has received comparatively little attention in previous research.

Another significant finding concerns the role of collaborative interaction in supporting grammatical development. Classroom observations

showed that learners actively negotiated meaning, discussed grammatical alternatives, and jointly revised dialogue scripts throughout the learning process. These interactions illustrate the central principles of Communicative Language Teaching (CLT) and Task-Based Language Teaching (TBLT), both of which emphasize meaningful communication as the primary vehicle for language acquisition. Rather than practicing isolated sentence transformations, students used interrogative structures to accomplish communicative goals within realistic situations such as classroom conversations, friendship, travel planning, and family discussions.

The findings further support previous research on collaborative writing, which suggests that jointly produced texts encourage learners to discuss grammar, vocabulary, and discourse organization more deeply than individual writing tasks. Through collaborative dialogue writing, students developed not only interrogative competence but also greater awareness of conjunctions, conditional sentences, modal verbs, auxiliary verbs, and cohesive devices. Thus, grammar learning became integrated with discourse construction and communicative meaning-making.

The fourth finding highlights the importance of authentic communicative tasks in increasing learner engagement and creativity. Students expressed enthusiasm while selecting dialogue topics, writing conversations, and performing informal dramas based on familiar real-life experiences. Their handwritten dialogue scripts demonstrated increasing originality, logical organization, and contextual appropriateness throughout the instructional intervention. Rather than merely reproducing textbook examples, learners generated meaningful conversations reflecting their own experiences and perspectives. These findings support contemporary perspectives on communicative grammar instruction, which argue that grammatical competence develops most effectively when learners use language for genuine communicative purposes. The study therefore demonstrates that collaborative dialogue writing and drama-based presentations transform grammar instruction from a teacher-centered, rule-focused activity into a learner-centered process emphasizing interaction, creativity, and meaningful communication.

An additional contribution of this study lies in its focus on interrogative competence, a relatively underexplored dimension of communicative

grammar. While previous studies have predominantly examined the effects of collaborative learning and drama on speaking proficiency, vocabulary acquisition, writing quality, or general communicative competence, comparatively few have investigated learners' ability to construct different types of interrogative sentences within authentic classroom interaction. By specifically examining the development of WH-questions, Yes/No questions, and Tag questions, the present study addresses this gap and expands current understanding of communicative grammar development in tertiary EFL contexts.

The Bangladeshi tertiary EFL context also provides important pedagogical insights. Grammar teaching in many universities continues to emphasize examination-oriented instruction characterized by explicit rule explanation, sentence transformation, and mechanical exercises. The present findings suggest that integrating collaborative dialogue writing with drama-based presentations offers an effective alternative that simultaneously develops grammatical accuracy, communicative competence, learner autonomy, and speaking confidence. Such learner-centered instructional practices align with current educational reforms advocating interactive and communicative approaches to English language teaching.

Overall, the findings suggest that interrogative competence develops most effectively when learners engage in collaborative, authentic, and socially mediated learning experiences. Consistent with Sociocultural Theory, language learning emerged through interaction, negotiation of meaning, and scaffolded participation rather than through individual memorization of grammatical rules. The study therefore contributes to the growing body of research supporting communicative grammar instruction and demonstrates that collaborative dialogue writing and drama-based presentations provide an effective framework for promoting grammatical development, communicative confidence, and meaningful language use in tertiary EFL classrooms.

Implications of the Study

The findings of this study have several important pedagogical, theoretical, and practical implications for English language teaching in tertiary EFL contexts.

Pedagogical Implications

The study demonstrates that collaborative dialogue writing and drama-based presentations can serve as effective instructional strategies for developing learners' interrogative competence while promoting communicative language use. Rather than relying solely on traditional grammar instruction based on rule explanation and mechanical exercises, teachers can integrate collaborative writing, role-play, and drama into grammar lessons to create authentic communicative opportunities. Such learner-centered activities encourage students to use WH-questions, Yes/No questions, and Tag questions naturally in meaningful contexts, thereby improving both grammatical accuracy and communicative competence.

The findings also suggest that combining grammar instruction with speaking activities reduces learners' anxiety and increases their willingness to communicate. Teachers may therefore design classroom tasks that require students to collaborate, negotiate meaning, and perform dialogues related to real-life situations, making grammar learning more engaging and relevant.

Theoretical Implications

This study contributes to the growing body of research informed by Vygotsky's Sociocultural Theory (SCT) by demonstrating how language learning is mediated through peer collaboration, teacher scaffolding, and authentic interaction. The findings support the notion that grammatical development is not merely an individual cognitive process but is socially constructed through collaborative dialogue within the Zone of Proximal Development (ZPD). The study further extends Swain's concept of collaborative dialogue by illustrating how dialogue writing combined with drama-based presentations promotes the development of interrogative competence in tertiary EFL classrooms.

Practical Implications

The findings provide practical guidance for curriculum developers, teacher educators, and classroom practitioners. English language curricula at the tertiary level should incorporate collaborative grammar tasks, dialogue writing, role-play, and performance-based assessment alongside traditional written exercises. Teacher training programs should also prepare instructors to implement communicative grammar instruction through interactive and experiential learning activities. Additionally, assessment practices may

be expanded to include oral dialogue presentations, collaborative writing tasks, and authentic performance-based evaluations that reflect learners' ability to use grammar in real communication rather than only in written examinations.

Limitations of the Study

Although this study provides valuable insights into the development of interrogative competence through collaborative dialogue writing and drama-based presentations, several limitations should be acknowledged.

First, the study was conducted with 30 undergraduate EFL learners from a single public university in Bangladesh. Consequently, the findings may not be generalizable to other educational contexts, proficiency levels, or institutional settings.

Second, the study employed a qualitative case study design, which focused on exploring learners' experiences and classroom interactions rather than measuring statistically significant improvements in grammatical performance. Future studies may adopt mixed-methods or experimental designs to compare learning outcomes quantitatively.

Third, the instructional intervention was implemented over a relatively short period. A longer longitudinal study could provide deeper insights into the sustained effects of collaborative dialogue writing and drama-based presentations on learners' grammatical development, speaking proficiency, and communicative competence.

Finally, this study focused specifically on interrogative competence, including WH-questions, Yes/No questions, and Tag questions. Future research could investigate the effectiveness of collaborative dialogue and drama-based pedagogy for developing other aspects of grammar, such as tense and aspect, relative clauses, passive constructions, conditionals, reported speech, and academic discourse. Comparative studies across different tertiary institutions and cultural contexts would further strengthen understanding of the applicability and effectiveness of these instructional approaches.

Overall, despite these limitations, the study provides meaningful evidence that collaborative dialogue writing and drama-based presentations constitute an effective communicative approach to grammar instruction, fostering grammatical accuracy, learner engagement, communicative

confidence, and authentic language use in tertiary EFL classrooms.

CONCLUSION

This study explored how collaborative dialogue writing and drama-based presentations facilitated the development of interrogative competence among tertiary EFL learners from a sociocultural perspective. The findings indicate that integrating collaborative writing with performance-based learning created meaningful opportunities for learners to construct and use WH-questions, Yes/No questions, and Tag questions in authentic communicative contexts. Rather than relying on rote memorization of grammatical rules, students actively negotiated meaning, solved linguistic problems collaboratively, and applied interrogative structures through dialogue writing, role-play, and classroom interaction.

The study further demonstrated that peer collaboration and teacher scaffolding played a significant role in learners' grammatical development. Guided by Sociocultural Theory, classroom interaction enabled learners to co-construct knowledge within the Zone of Proximal Development (ZPD), gradually improving both grammatical accuracy and communicative competence. Informal drama presentations also reduced speaking anxiety, increased learner confidence, and encouraged active participation, allowing students to use interrogative structures more fluently and spontaneously.

Moreover, authentic communicative tasks promoted learner engagement, creativity, and autonomy. Students demonstrated greater motivation when writing dialogues based on familiar real-life situations, integrating interrogative sentences with conditionals, conjunctions, modal verbs, auxiliary verbs, and cohesive devices. These activities transformed grammar learning into an interactive, learner-centered process that connected grammatical knowledge with meaningful language use.

Overall, the study suggests that collaborative dialogue writing and drama-based presentations provide an effective pedagogical framework for communicative grammar instruction in tertiary EFL classrooms. The findings contribute to the growing literature on sociocultural approaches to language learning by highlighting the value of collaborative interaction and authentic performance tasks in developing interrogative competence. The study also offers practical

guidance for English language teachers, curriculum developers, and teacher educators seeking to promote communicative, interactive, and learner-centered grammar instruction in higher education.

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