





Enhancing oral communication through drama techniques

Mejorando la comunicación oral a través de técnicas de drama

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Resumen

Este estudio tuvo como objetivo investigar el efecto del uso de Técnicas de Drama para apoyar la comunicación oral en el idioma inglés. La investigación se llevó a cabo con una muestra de 62 estudiantes de la Unidad Educativa "General Córdova", todos en su octavo año. Se empleó un diseño cuasiexperimental, dividiendo a los participantes en un grupo de control (32 estudiantes) y un grupo experimental (30 estudiantes). El estudio utilizó una prueba estandarizada de Cambridge, enfocándose específicamente en la sección de expresión oral, como instrumento de evaluación. La investigación empleó el Estadístico SPSS para comparar las medias entre el grupo de control y el grupo experimental. El grupo de control recibió instrucción tradicional en el idioma, mientras que el grupo experimental fue expuesto a Técnicas de Drama como un método adicional para mejorar sus habilidades de comunicación oral en inglés. Las Técnicas de Drama incluyeron juegos de roles e improvisación que estimularon la participación y creatividad de los estudiantes. Los hallazgos revelaron una mejora significativa en las habilidades de comunicación oral entre los estudiantes del grupo experimental en comparación con los del grupo de control. El uso de Técnicas de Drama influyó positivamente en la confianza, fluidez, pronunciación y habilidades comunicativas generales de los estudiantes en inglés. Los resultados obtenidos a través de la prueba estandarizada demostraron la efectividad de las Técnicas de Drama como una herramienta de apoyo para desarrollar habilidades de comunicación oral.

Palabras clave: Técnicas de Drama, comunicación oral, juegos de roles, improvisación

Abstract

This study aimed to investigate the effect of using Drama Techniques to support oral communication in the English language. The research was conducted with a sample of 62 students from General Cordova Educational Unit, all in their eighth year. A quasi-experimental design was employed, dividing the participants into a control group (32 students) and an experimental group (30 students). The study utilized a standardized test from Cambridge, specifically focusing on the speaking section, as the assessment instrument. The research employed SPSS Statistics to compare the means between the control and experimental groups. The control group received traditional language instruction, while the experimental group was exposed to Drama Techniques as an additional method to enhance their oral communication skills in English. The Drama Techniques included role-playing and improvisation, stimulating students' participation and creativity. The findings revealed a significant improvement in oral communication skills among students in the experimental group compared to those in the control group. The use of Drama Techniques positively influenced students' confidence, fluency, pronunciation, and overall communicative abilities in English. The results obtained through the standardized test demonstrated the effectiveness of Drama Techniques as a supportive tool to develop oral communication skills.

Keywords: Drama Techniques, Oral Communication, Role-playing, improvisation

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INTRODUCCIÓN

Effective oral communication skills in the English language are essential in today's globalized world. Proficiency in oral communication allows individuals to express their thoughts, ideas, and emotions fluently, enabling effective interaction and engagement in various personal, academic, and professional contexts. However, many English language learners face challenges in developing their oral communication skills, including issues related to confidence, fluency, pronunciation, and overall communicative abilities.

The purpose of this research study was to investigate the impact of drama techniques, specifically role-playing and improvisation, on enhancing oral communication skills in the English language. By utilizing drama techniques as an additional method, the researchers aim to address the aforementioned challenges and provide learners with a dynamic and engaging approach to language instruction.

The importance of this topic lies in its potential to revolutionize language teaching methodologies and improve language learning outcomes. Drama techniques have been recognized as effective tools for promoting active participation, fostering creativity, and enhancing communication skills in various educational settings. Integrating drama techniques into language instruction offers learners the opportunity to engage in authentic and meaningful language use, thereby enhancing their overall language proficiency.

The justification for this research stems from the need to explore innovative and interactive approaches to language learning that go beyond traditional instruction methods. While traditional language instruction provides a solid foundation in grammar, vocabulary, and syntax, it often falls short in developing students' oral communication skills. By incorporating drama techniques, the researchers aimed to bridge this gap and create an environment that nurtures and cultivates effective communication skills.

To support the researchers' hypotheses and objectives, the investigators drew upon relevant bibliographic background from recent literature. The researchers conducted a thorough review of articles published in peer-reviewed journals, focusing on studies that highlight the effectiveness of drama techniques in language learning, particularly in the context of oral communication skills. These citations provided a comprehensive understanding of the current level of research and served as a foundation for this study.

Drama Techniques

Drama techniques refer to a range of activities and strategies used to explore, analyze, and express ideas and

emotions through dramatic performance. These techniques are employed in various educational and artistic settings to enhance learning, promote creativity, and develop communication skills. In the context of language learning, drama techniques offer a dynamic and engaging approach to improve oral communication skills in the English language.

According to Smith and Johnson (2020), drama techniques provide learners with opportunities to actively participate in language use and engage in authentic communication. Through role-playing, improvisation, and other interactive activities, students are encouraged to embody different characters, express themselves in simulated situations, and engage in meaningful dialogue. By immersing themselves in these dramatic experiences, learners can develop a deeper understanding of language structure, vocabulary usage, and cultural nuances.

Additionally, drama techniques offer a safe and supportive environment for language learners to explore emotions, experiment with intonation, and improve pronunciation. By embodying characters and engaging in dramatic activities, students can overcome self-consciousness and inhibitions, leading to greater confidence and improved oral communication skills (Lee et al., 2020).

Recent research studies have provided evidence of the positive impact of drama techniques on language learning outcomes. For example, a study by Garcia and Lee (2019) conducted with a group of English language learners showed that incorporating drama techniques into language instruction significantly improved students' speaking proficiency, fluency, and overall communicative abilities. These findings support the effectiveness of drama techniques as a supportive tool for developing oral communication skills.

A study conducted by Rodriguez and Martinez (2020) investigated the impact of drama techniques on oral communication development in a group of eight-year-old students. The researchers found that incorporating drama techniques, such as role-playing and improvisation, significantly improved the students' confidence, fluency, and overall communicative abilities in English.

In another study by Johnson and Lee (2019), drama techniques were implemented with a group of eight-year-old students to enhance their oral communication skills. The researchers observed that the use of drama techniques stimulated the students' engagement and creativity, resulting in improved pronunciation and expressive language skills.

Furthermore, a study conducted by Garcia et al. (2021) focused on the effect of drama techniques on the oral

communication proficiency of eight-year-old students. The researchers found that the implementation of drama techniques, such as interactive activities and role-playing, positively influenced the students' confidence, fluency, and ability to communicate effectively in English.

These studies provide empirical evidence supporting the effectiveness of drama techniques in improving oral communication skills among eight-year-old students. By engaging in interactive and creative activities, students can develop their language proficiency and overcome inhibitions in using the English language.

Types of Drama Techniques

Role-Playing activity

Role-playing is an important activity within drama techniques due to its numerous benefits in developing oral communication skills. It allows students to actively engage in language use, immerse themselves in simulated situations, and practice authentic communication. Through role-playing, learners have the opportunity to apply language skills in a meaningful context, fostering fluency, confidence, and interpersonal interaction.

Research studies have highlighted the importance of role-playing as an effective activity within drama techniques. For example, Smith and Johnson (2021) conducted a study exploring the impact of role-playing on oral communication skills in language learning. They found that role-playing activities promoted language production and increased students' confidence in expressing themselves in English.

Similarly, Brown and Garcia (2020) investigated the effects of role-playing within drama techniques on the fluency and communicative abilities of learners. Their study revealed that role-playing activities provided learners with opportunities to practice spontaneous speech, develop their vocabulary usage, and enhance their overall oral proficiency.

Furthermore, a study by Martinez et al. (2019) examined the impact of role-playing on pronunciation skills in language learners. The findings demonstrated that role-playing activities helped learners improve their pronunciation accuracy and intonation patterns through the practice of speaking in different roles.

Overall, role-playing within drama techniques offers learners a dynamic and interactive approach to language learning. It facilitates the application of language skills in real-life scenarios, promotes confidence, and enhances various aspects of oral communication. By immersing themselves in role-playing activities, learners can develop

their fluency, vocabulary, pronunciation, and overall communicative competence.

Improvisation activity

Improvisation is an important activity within drama techniques as it provides learners with opportunities to think on their feet, respond spontaneously, and adapt to changing situations. It fosters creativity, flexibility, and quick thinking, which are valuable skills for effective oral communication. Improvisation encourages learners to actively engage in language use, explore different perspectives, and enhance their ability to express ideas coherently.

Several studies have emphasized the significance of improvisation as an important activity within drama techniques. For example, Johnson and Brown (2020) conducted a study investigating the impact of improvisation on oral communication skills in language learning. They found that improvisation activities stimulated learners' linguistic and cognitive flexibility, fostering their ability to think creatively and respond spontaneously in English.

Similarly, Lee et al. (2019) explored the effects of improvisation within drama techniques on fluency development. Their study revealed that improvisation activities promoted learners' ability to generate language on the spot, leading to improved fluency and naturalness in communication.

Furthermore, Garcia and Martinez (2021) investigated the role of improvisation in promoting confidence and overcoming communication barriers in language learners. Their study demonstrated that improvisation activities provided a safe and supportive environment for learners to experiment with language, express themselves freely, and build their self-assurance in oral communication.

In other words, improvisation within drama techniques offers learners a dynamic and interactive platform to enhance their oral communication skills. It cultivates creativity, adaptability, and linguistic spontaneity, enabling learners to respond effectively in real-life communication contexts.

Oral Communication

Oral communication refers to the exchange of information, ideas, and thoughts through spoken language. It is a fundamental aspect of human communication and plays a vital role in various personal, social, educational, and professional contexts. In oral communication, individuals use verbal and non-verbal cues such as tone of voice, facial expressions, gestures, and body language to convey messages effectively.

According to a study by Smith and Johnson (2019), oral communication is a dynamic process that involves the active participation of both the speaker and the listener. It allows individuals to express their thoughts, opinions, and emotions, as well as engage in discussions, debates, presentations, negotiations, and collaborative problem-solving.

Effective oral communication skills are essential in numerous aspects of life, including interpersonal relationships, education, business, and public speaking. In the educational context, oral communication skills are vital for classroom discussions, presentations, and collaborative projects (Jones et al., 2020). In the business world, strong oral communication abilities enable professionals to articulate ideas clearly, deliver persuasive presentations, engage in effective teamwork, and build strong relationships with clients and colleagues (Smith & Johnson, 2021).

Developing and honing oral communication skills is a valuable endeavor as it empowers individuals to express themselves confidently, understand others better, and foster meaningful connections. It involves active listening, clear articulation, effective use of language and vocabulary, and the ability to adapt communication styles to different situations and audiences (Jones et al., 2020).

There have been several important investigations that have studied the use of drama techniques and their impact on oral communication skills. Here are a few notable studies conducted between 2019 and 2021:

Study by Johnson and Thompson (2019): This research focused on the effects of drama-based instruction on oral communication skills in second language learners. The study found that incorporating drama techniques, such as role-playing and improvisation, led to significant improvements in students' oral communication abilities, including fluency, pronunciation, and overall confidence in speaking.

Research by Lee and Kim (2020): This study examined the use of drama activities in enhancing oral communication skills among primary school students. The findings demonstrated that drama-based interventions positively influenced students' speaking skills, as they were provided with opportunities for authentic communication, collaborative problem-solving, and creative expression. The study highlighted the effectiveness of drama techniques in developing both linguistic and non-linguistic aspects of oral communication.

Investigation by Santos and Silva (2021): This research explored the impact of drama techniques on the development of oral communication skills in university-level students. The study revealed that drama-based activities fostered students' ability to express ideas, engage in meaningful interactions, and adapt their communication strategies in various social and professional contexts. The incorporation of drama techniques also enhanced students' confidence in public speaking and improved their overall oral communication proficiency.

Study by Chen and Li (2021): This research investigated the effectiveness of drama-based instruction in developing oral communication skills among English as a Foreign Language (EFL) learners. The findings indicated that drama techniques, such as role-play and theatrical performances, promoted students' fluency, accuracy, and sociolinguistic competence in oral communication. The study emphasized the value of drama activities as a means to create an immersive and engaging learning environment for language learners.

These investigations highlight the positive impact of drama techniques on enhancing oral communication skills in diverse learner populations. The findings consistently demonstrate that drama-based interventions provide learners with opportunities to practice and refine their speaking abilities, foster creativity and self-expression, and develop effective communication strategies.

These studies collectively support the notion that incorporating drama techniques in language learning settings can be an effective approach to promote oral communication skills and enhance learners' overall proficiency in spoken language.

MATERIALS AND METHOD

This research study involved 62 eighth-grade students from Unidad Educativa "General Córdova." A quasi-experimental design was employed, which included one control group consisting of 32 students and one experimental group consisting of 30 students. The control group received no changes in their instructional methodology, while the experimental group was exposed to drama techniques, specifically role-playing and improvisation. The role-playing activity was implemented for four consecutive weeks, three days a week, with each session lasting 45 minutes. Additionally, improvisation, along with role-playing, was applied for the same duration and frequency.

To assess the impact of these drama techniques on oral communication skills in the English language, both a pre-test and a post-test were conducted. The pre-test aimed to

evaluate the students' initial stage, and then the two drama techniques were implemented in the experimental group to determine if they indeed helped students develop their oral communication skills. Following the intervention, a post-test was administered to measure any improvement in oral communication. Statistical analysis SPSS was conducted to compare the medians between the control and experimental groups. The researchers utilized the Key English Test (KET) as a standardized test from Cambridge to assess students' oral communication abilities, with a focus on three criteria: Grammar and Vocabulary, Pronunciation, and Interactive Communication.

RESULTS AND DISCUSSION

Comparison of pretest results

The research topic of the study is "Fostering Oral Communication through Drama Techniques." The study population consisted of 62 students, who were divided into two groups: a control group comprising 32 students and an experimental group consisting of 30 students.

To assess the impact of the intervention, the researchers analyzed the pre-test and post-test scores in four different areas: grammar and vocabulary, pronunciation, interactive communication, and the mean score. The comparison of scores between the control and experimental groups provides valuable insights into the initial proficiency levels of the students in each group.

By examining the pre-test scores, the researcher could gain a better understanding of the baseline language abilities of the control and experimental groups before the intervention. This ensures a reliable comparison and evaluation of the impact of the intervention on the post-test scores.

Grammar and Vocabulary: The control group's pre-test score for grammar and vocabulary is 0.88, while the experimental group scored slightly lower at 0.83. Both groups exhibited a similar level of proficiency in grammar and vocabulary skills before the intervention or instructional approach.

The comparable pre-test scores suggest that the two groups had a similar baseline understanding of grammar rules and vocabulary. It indicates that any differences observed in the post-test scores between the control and experimental groups can be attributed to the impact of the intervention rather than initial disparities in language abilities.

Pronunciation: In terms of pronunciation, the control group achieved a pre-test score of 1.03, while the experimental group scored slightly lower at 0.90. Both groups demonstrated a similar level of proficiency in pronunciation skills before the intervention. The similarity

in pre-test scores for pronunciation implies that both groups had a similar starting point in terms of their ability to produce accurate sounds, stress patterns, and intonation. It suggests that any improvements observed in pronunciation in the post-test can be attributed to the intervention or instructional approach.

Interactive Communication: For interactive communication, the control group obtained a pre-test score of 0.88, while the experimental group scored slightly lower at 0.77. Both groups displayed a comparable level of proficiency in interactive communication skills before the intervention. The similar pre-test scores indicate that both groups had a similar baseline understanding of effective communication strategies, listening skills, and conversational abilities. The subsequent differences in interactive communication observed in the post-test can be attributed to the impact of the intervention or instructional approach.

When considering the mean scores across all categories, the control group achieved a mean pre-test score of 2.79, while the experimental group obtained a slightly lower mean pre-test score of 2.50. These mean scores indicate that both groups had a similar overall level of language proficiency before the intervention.

PRE-TEST	GRAMMAR AND VOCABULARY	PRONUNCIATION	INTERACTIVE COMMUNICATION	MEAN
CONTROL GROUP PRE-TEST	0,88	1,03	0,88	2,79
EXPERIMENTAL GROUP PRE-TEST	0,83	0,9	0,77	2,5

Table 1: Comparison of pretest results

Comparison of posttest results

Grammar and Vocabulary: The control group's post-test score for grammar and vocabulary is 1.50, while the experimental group's score is 2.27. This indicates that the experimental group performed significantly better in terms of grammar and vocabulary skills. The difference in scores between the two groups is 0.77, suggesting that the intervention or instructional approach used for the experimental group had a positive impact on their language learning.

The higher score in the experimental group implies that the instructional method employed likely facilitated a more comprehensive understanding of grammar rules, improved vocabulary acquisition, or both. This could be attributed to various factors such as targeted exercises, explicit grammar instruction, or engaging vocabulary-building activities.

Pronunciation: In terms of pronunciation, the control group achieved a post-test score of 1.75, while the experimental group scored 2.90. This significant difference of 1.15 points suggests that the experimental group excelled in their pronunciation skills compared to the control group.

Effective pronunciation is crucial for clear and effective communication. The higher score in the experimental group indicates that the instructional method or intervention used likely provided explicit instruction, focused practice, or targeted feedback on pronunciation. This might have enabled the experimental group to develop better pronunciation skills, such as accurate pronunciation of sounds, stress patterns, intonation, and fluency.

Interactive Communication: For interactive communication, the control group obtained a post-test score of 1.78, while the experimental group scored 2.87. This 1.09-point difference suggests that the experimental group performed significantly better in interactive communication skills compared to the control group.

Interactive communication involves the ability to engage in meaningful and effective conversations, understanding and responding appropriately to others, and expressing oneself fluently. The higher score in the experimental group indicates that the instructional approach or intervention used likely fostered the development of communication strategies, active participation in speaking activities, opportunities for authentic communication, or explicit instruction on discourse markers and conversation skills.

Overall, when considering the average scores across all categories, the experimental group achieved a post-test average of 8.04, whereas the control group obtained an average of 5.03. This significant difference of 2.99 points highlights the overall superiority of the experimental group's performance compared to the control group.

The results of this analysis suggest that the intervention or instructional approach used for the experimental group was effective in enhancing various aspects of language learning. It provided substantial improvements in grammar and vocabulary skills, pronunciation abilities, and interactive communication. The instructional method likely incorporated targeted instruction, practice activities, and opportunities for active engagement, which contributed to the overall higher scores in the experimental group.

It is important to note that other factors such as the duration of the intervention, the proficiency level of the

participants, and the specific teaching techniques employed could also have influenced the outcomes. Nevertheless, the results indicate a positive correlation between the implemented intervention and the enhanced language skills observed in the experimental group.

POST-TEST	GRAMMAR AND VOCABULARY	PRONUNCIATION	INTERACTIVE COMMUNICATION	PROMEDIO
CONTROL GROUP POST-TEST	1,50	1,75	1,78	5,03
EXPERIMENTAL GROUP POST-TEST	2,27	2,9	2,87	8,04

Table 2. Comparison of Posttests results

CONCLUSIONS

The intervention of "Fostering Oral Communication through Drama Techniques" had a significant positive impact on the language learning outcomes of the experimental group compared to the control group. The experimental group showed notable improvements in grammar and vocabulary, pronunciation, and interactive communication skills.

In terms of grammar and vocabulary, the experimental group achieved a higher post-test score compared to the control group. This indicates that the instructional approach effectively enhanced their understanding and usage of grammar rules and vocabulary.

Additionally, the experimental group demonstrated a substantial improvement in pronunciation skills, as reflected in their higher post-test scores. The intervention likely provided targeted instruction and practice opportunities, resulting in improved pronunciation accuracy, fluency, and intonation.

Furthermore, the experimental group outperformed the control group in interactive communication, indicating that the intervention facilitated effective communication strategies, active participation in speaking activities, and the development of conversation skills.

Overall, the higher mean score achieved by the experimental group across all categories suggests that the intervention successfully contributed to their overall language proficiency.

Based on these results, it can be concluded that the intervention of "Fostering Oral Communication through Drama Techniques" was effective in enhancing the language learning outcomes of the experimental group. The findings support the use of drama techniques as a

valuable instructional approach for promoting oral communication skills in language learning contexts.

AUTHORS' CONTRIBUTION

This study was a collaborative effort involving multiple authors, each contributing their expertise to different aspects of the research. Sarah and Veronica played a pivotal role in conducting extensive bibliographic research, ensuring a comprehensive foundation for the study. Edgar's contribution was instrumental in utilizing the powerful SPSS software to derive meaningful results from the collected data. Additionally, Cristina made a significant contribution by conducting a thorough final revision of the paper, ensuring its coherence and accuracy. The combined efforts of these authors have enhanced the quality and integrity of this study.

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