



Improving EFL Learners' Speaking Skills through Teaching Drama A Case Study of EFL secondary schools learners at Al-hasahisa Locality,(2025)

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ABSTRACT

This study aims to improve EFL learners' speaking skills and enhance their motivation through teaching drama in EFL classes. The study adopted the descriptive analytical method. A questionnaire were used for data collection from fifty (50) of learners of secondary schools at Al-hasahisa locality 2025. Then, the collected data were statistically analyzed. The study came out with the following findings: many of EFL struggle to present oral performance, performing drama lessons helps learners to speak effectively in the classroom. drama motivates the learners to learn English language. The study recommends: EFL learners should be encouraged to practice conversations helped , drama should be taught in EFL classes for helping EFL learners to be good speakers.

Key Words: teaching drama, speaking skills, drama, performing oral activities.

مستخلص الدراسة

تهدف الدراسة إلى تطوير مهارات التحدث لطلاب اللغة الانجليزية كلغة أجنبية وزيادة تحفيزهم لتعلم اللغة الانجليزية من خلال ممارسة دروس التمثيل. اتبعت الدراسة المنهج التحليلي الوصفي حيث استخدمت نظام الاستبانة لجمع البيانات من خمسين (50) طالباً من طلاب اللغة الإنجليزية كلغة أجنبية بالمدارس الثانوية بمحلية الحصاصيا (2025). تم جمع البيانات وتحليلها إحصائياً وخرجت الدراسة بالآتي: أن الكثير من الطلاب يعانون من أداء المخاطبة الشفهية في الصف الدراسي ، تدريس الدراما يساعد في تطور من مهارات الكلام لطلاب اللغة الانجليزية ويحفزهم لتعلم اللغة الانجليزية. توصي الدراسة بتشجيع الطلاب لممارسة المكالمات الشفهية لتحسين مهارات الكلام، تدريس الدراما لتحسن مهارات الكلام وتحفيز الطلاب لتعلم اللغة الانجليزية كلغة أجنبية.

كلمات مفتاحية: تدريس المسرحيات، مهارات الكلام، مسرحية، أداء الأنشطة الشفهية.



Drama is a specific action to make the learning process more active, exciting, communicative and contextual. Acting is a way of learning by experiencing. Drama techniques, also, refer to all those techniques which accompany a dramatic discourse to help a better understanding and better performance of the text. Drama techniques integrate body, mind and emotions and motivate students by allowing them to use their own personalities and experiences as resources for language production (Maley & Duff, 1978).

Drama is an alternative strategy to improve students' competence in speaking. Drama and drama techniques can help students to learn and express themselves both through language spoken and language expression as well. Since the students are more active in verbal communication, drama is also a specific action to make the learning process more active, exciting, communicative and contextual. (Cheng, 2008) stated that interactive dramas are a language learning activity in which each student in the class takes a distinct role with specific goals and then, interacts with other students in the class to build alliances and complete common goals. Additionally, (Maley and Duff, 1978) have pointed to the values and uses of drama: 'Drama can help the teacher to achieve 'reality' in several ways. It can overcome the students' resistance to learning the new language. Therefore, it seems that existing strategies and methods for teaching English conversations to EFL learners are inadequate for enhancing their competence for communication. Learners are forced to follow a set of artificial pedagogical curriculum for learning English conversations. Real life conversations like the one I propose (English drama) could be a perfect alternative for them.

It is the responsibility of a teacher to select and adopt the suitable activity and strategy, to meet the needs, goals and interests of the learners. As stated by (Harmer, 2001, p. 271) in the expression course, the most widely speaking activities should: "fall at or near the communicative end of the communication continuum". The teacher should create interaction by exchanging information and expressing ideas with utmost care about the correct grammar (accuracy), adequate vocabulary, a good pronunciation as well as acceptable fluency to convey a meaningful speech that sounds like a native speakers' own by following the classroom activities such as role-pays, simulation, talking circles,



discussions, debates, role cards, information gap activities, storytelling-based activities and so on.

Problem of the Study

Many of EFL learners struggle with fluency, accuracy, vocabulary usage, and pronunciation when speaking English. This because they mostly do not practice oral communication in their everyday language. Therefore, it is important to investigate innovative approaches that can effectively enhance their speaking skills. Must write the title of the research paper here in order to show the problem of the study

Objectives of the Study:

This study aims to:

- 1.improvng EFL learners speaking skills through teaching drama in EFL classes.
2. explorng the role of drama in enhancing EFL learners' motivation.

Questions of the Study

This study attempts to answer the following questions:

- 1.To what extent does the use of drama enhance EFL learners' speaking skills?
2. What are the role of drama in enhancing EFL learners' motivation?

Hypotheses of the Study

The following are the hypotheses of the study:

1. Using drama in EFL classes improves learners' speaking skills.
2. Using drama enhances EFL learners' motivation to learn English language.

Significance of the Study



This study is beneficial to EFL learners, teachers and syllabus designers as it shows them drama and speaking activities that used for improving speaking and enhances their motivation. The study helps syllabus designers, teachers, and learners who use drama activities for engaging students in classroom conversations.

.Methodology of the Study

This study adapted the descriptive analytical method. A questionnaire for secondary school teachers will be used for data collection. Then the collected data will be statistically

Limits of the Study

This study is limited to Improving EFL learners speaking skills through teaching drama at secondary schools El-hasahisa Locality (2025).

Previous studies :

The major reason for learning the English language is to be able to speak. Thornbury (2005:1) claims, "Speaking as a part of daily life that we take it for granted." Therefore, speaking is one of the main aspects of communication". Speaking skill is the most important and essential skill in EFL classes the other skills according to Richards (2008), "Many EFL students consider the mastery of the speaking skill a priority". Besides, they evaluate their success according to their spoken language proficiency. Thus, the students in EFL classes expect to do the speaking skill more than do the other skills, because speaking is language in use. Speaking skill is considered the key element in language learning, as (Renandy and Richards,2002,P. 201) state that "a large percentage of the world's language learners study English in order develop proficiency in speaking." Therefore, it is considered a helpful skill to build up other language skills. (Hedge,2000,P.261) declares."For many students, learning to speak competently in English is a priority, they may need this skill for a variety of reasons, for example, to keep up a report in relationships, influence people, and win or lose negotiations. So speaking is a fundamental medium used to convey messages, knowledge, emotions, feelings, ideas directly in an interaction with the other".



Speaking Difficulties that Face EFL Learners

Speaking skill is believed to be the most difficult skill to be mastered by most of secondary school EFL learners, and they are still incompetent in communicating orally in English. According to (Ur, 1996), there are many factors that cause difficulty in speaking and they are as follows:

1. Inhibition. Students are worried about making mistakes, fearful of criticism, or simply shy.
2. Nothing to say. Students have no motive to express themselves.
3. Low or uneven participation. Only one participant can talk at a time because of large classes and the tendency of some learners to dominate, while others speak very little or not at all.
4. Mother-tongue use. Learners who share the same mother tongue tend to use it because it is easier and because learners feel less exposed if they are speaking their mother tongue.

Enhancing EFL Learners speaking Skills through Using Drama

Drama refers to any type of activity that asks learners to represent themselves or another individual in a designed situation. In other words, drama is about the world of 'let us pretend'; it asks the learners to imaginatively relocate themselves to another situation, outside the classroom, or into the skin and personality of alternative person. (Piaget,1967) highlights the emergence of dramatization (symbolic representation) that offers an ideal platform for students to use costumes, props, and imaginary scenarios to represent objects and ideas, aligning with the emblematic play characteristics. Engagement with symbolic language, as demonstrated by (Kosonen's, 2013) research, fosters vocabulary development and resourceful expression. Kosonen's findings signify that dramatization activities have a positive impact on students' vocabulary mastery and speaking abilities.



Good classroom performance requires EFL learners to develop speaking skills. This skills is required for classroom performance like presentations, academic taking, oral exams, fieldwork practices, and classroom communication. The performance of characters' roles in a play scenes requires individuals to step outside their comfort zones and embody different roles.

This process helps individuals overcome stage fright, fear of public speaking, and inhibitions about expressing themselves verbally. Through repeated practice and exposure, participants gradually build confidence in their speaking abilities, which extends beyond the realm of drama and into various real-life situations. Drama-based approaches provide opportunities for individuals to develop effective communication skills, including voice projection, clarity, and articulation These skills directly transfer to real-life situations where clear and effective communication is crucial, such as presentations, interviews, and interpersonal interactions. The use of Drama in EFL settings fosters students' receptive and productive skills, particularly communication skills (Bessadet, 2022).

Drama also enhances non-verbal communication skills, including body language, facial expressions, and gestures. This heightened awareness and control over non-verbal cues, which can greatly improve communication efficiency in various social and professional contexts. Another significant aspect of drama-based approaches is the development of empathy and perspective-taking skills. In order to portray a character convincingly, actors must understand their character's motivations, emotions, and experiences. This process requires them to step into someone else's shoes, empathize with their circumstances, and consider different perspectives.

By engaging in these empathetic exercises, participants develop a deeper understanding of human emotions and behaviours, which can greatly enhance their ability to communicate and connect with others in real-life interactions. Moreover, drama-based approaches provide a platform for active listening and improvisation skills. Through the immersive and interactive nature of drama, individuals are provided with a powerful platform to explore and refine their speaking abilities, ultimately enabling them to



become more articulate, expressive, and persuasive communicators in both personal and professional settings.

By incorporating drama into EFL instruction, educators can create a dynamic and motivating learning environment that promotes fluency, communicative competence, and confidence in speaking English for specific purposes.

(Bora, 2021) investigated the use of play scripts and drama-based approaches to improve the speaking skills of L2 learners and discovered that incorporating drama into language instruction improved oral proficiency, fluency, and confidence. (Wongsa and Son,2022) investigated the use of drama-based activities and Facebook to improve the English speaking skills, attitudes, and motivation of Thai secondary school students. They found that combining drama and social media made students better at language, more confident, and more interested . (Tizzard-Kleister, 2022) investigated the use of drama-based approaches in person-centered nursing students to improve their sympathetic presence and communication skills. The study revealed the positive effect of drama techniques on fostering empathy and effective communication skills (Tizzard-Kleister,2022).

Overall, the reviewed literature emphasizes the positive effects of drama-based pedagogies on a variety of outcomes, including literacy skills, speaking proficiency, engagement, collaboration, and creativity. Drama-based approaches foster critical thinking, creativity, and socio-emotional development, and they produce immersive and influential learning environments.

However, speaking maintains a considerable part in the language learning process (i.e., mastering English) even though speaking is sometimes overlooked since it is rarely assessed during the admission test. In speaking, communication efficacy is the leading objective of learning. Learners are expected to quickly comprehend and avoid mistakes in understanding the message due to inappropriate grammar, pronunciation, or vocabulary. Fluency may not be the first image that pops into mind when thinking about foreign language learning, but its importance is undeniable. Yet, this crucial skill has often been sidelined, with rote memorization of dialogues taking center stage.



4 Using drama motivates learners to learn EFL. 2=4%.	43 =86%	5=10%
5. Creating oral activities develops speaking skills. 3=6%	44=88%	3=6%
6 Practicing conversations promotes speaking skills 2=4%	40=80%	8=16%
7. Teaching motivation impacts on learners' speaking skills. 1=2%	46=92%	3=6%
8.Drama overcome the students' resistance to learning EFL. 4=8	39=78%	7=14%
9.Drama and social media make students more confident. 1=2	41=82%	8=16%
10. Students' autonomy can be gained through drama	40=80%	6=12% 4=8%

Discussion

1.The data in table one shows that the majority of respondents of the study 88% agreed that learning EFL requires learners to develop oral skills.So,10% of the respondents are neutral and only 2% of them disagree. So, the statement is proved



2.The statistical analysis in table two shows that the majority of respondents of the study 80% agreed that many of EFL learners struggle when speaking, 16% of the them are neutral and only 4% of them disagree with the statement. Thus, the statement is proved.

3.Table three, explains that “using drama improve learners oral interaction. ” 90% of the respondents agreed with the statement and 6% of respondents are neutral and 4% of them disagree with the statements. As such, the statement is justified.

4.According to table four,” using drama motivates learners to learn EFL”, 86% of the respondents agree with the statement and 10% of the sample are neutral,4% disagree with the statement. Thus, the statement is justified.

5.Table five shows “creating oral activities develops speaking skills ” 88 % of the respondents agree with the statement and 6% of them are neutral and 6%disagree. Therefore, the statement is proved.

6.The data in table six presents “practicing conversations promotes speaking skills ”. The majority of the respondents 80 % agree with the topic, 16 % of them are neutral and only 4% disagree with the topic. According to the statistical analysis, this statement is proved.

7.Tne analysis in table seven shows that “teaching motivation impacts on learners’ speaking skills”. The majority of respondents 92 % agreed with the statement , 6% of them are neutral and 2% of them disagree with the statement. Therefore, the statement is proved.

8.Table eight shows that “Drama overcome the students’ resistance to learning EFL’ speaking skills”. the majority of respondents 78 % agreed with the statement , 14% of them are neutral and 8% of them disagree with the statement. Therefore, the statement is proved.

9.According to table nine “Drama and social media make students more confident.”. The majority of respondents 82 % agreed with the statement , 16% of them are neutral and 2% of them disagree with the statement. Therefore, the statement is proved.



8.The data in table ten shows that “students’ autonomy can be gained through drama ”. The majority of respondents 80 % agreed with the statement , 12% of them are neutral and 8% of them disagree with the statement. Therefore, the statement is proved.

Conclusion, Finding and Recommendations

This section presents the conclusion, findings and the recommendations of the study.

Conclusion

The aim of the study is to develop learners language skills and increase their motivation through teaching drama. EFL learners have to gain good vocabulary knowledge and good pronunciation.. To fulfill the aim of the study, the researcher distributed a questionnaire among fifty (50) of EFL secondary school learners at Al-hasahisa locality 2025. Then, the collected data were statistically analyzed.

Findings

The study came out with the followings findings:

1. Many of EFL secondary school learners struggle in speaking performance.
- 2.Using drama in EFL classes improves learners’ speaking skills.
- 3.Using drama in EFL classes motivates the learners to learn English language effectively.
- 4.Creating oral activities enhances EFL learners’ speaking skills.
- 5.Using group activities develops learners’ interaction.
- 8.Teaching drama overcome the students’ resistance to learning EFL..
- 9.Using social media enhances learners’ communication and confident.



10. Drama supports students' autonomy and enhance their language skills

Recommendations

The study has the following recommendations

1. EFL learners should gain vocabulary and develop oral skills.
2. Learners should be helped to practice conversations and oral activities.
3. Drama lessons should be taught in EFL classes to improve their speaking skills.
4. Group activities should be practiced for helping EFL learners to speak.
5. Learners should be motivated to learn EFL effectively.

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