Dramatization for oral communication in English language learning

Atención Dramatización para la comunicación oral en el aprendizaje del inglés

Atenção constante na aprendizagem da língua inglesa

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RESUMEN

Introducción: La dramatización es una estrategia didáctica que integra la acción, la expresión y la interacción como medios para favorecer el aprendizaje del idioma inglés, especialmente en el desarrollo de la comunicación oral. A partir de esta premisa, el presente estudio tuvo como objetivo evaluar la dramatización como herramienta didáctica para el desarrollo de la competencia comunicativa oral en el idioma inglés en estudiantes de octavo grado de Educación General Básica de la Unidad Educativa fisco-misional "Cinco de Mayo", ubicada en la ciudad de Chone, Ecuador. La investigación adoptó un enfoque mixto con un diseño cuasiexperimental de un solo grupo. Para la recolección de información se emplearon métodos empíricos y teóricos, mediante la aplicación de un Pre-test y un Post-test, fichas de observación, una rúbrica de evaluación y una entrevista al docente, durante una intervención pedagógica basada en actividades de dramatización. Los resultados evidenciaron mejoras significativas en la comunicación oral de los estudiantes después de la intervención, reflejadas en una mayor participación, seguridad al expresarse y uso más adecuado del idioma inglés en situaciones comunicativas. En conclusión, la dramatización demostró ser una estrategia didáctica eficaz para potenciar la comunicación oral, favoreciendo un aprendizaje más dinámico, interactivo y significativo.

Palabras clave: Dramatización, comunicación oral, aprendizaje del inglés.

ABSTRACT

Introduction: Dramatization emerges as a pedagogical strategy that integrates action, expression, and interaction as means to enhance English language learning, particularly in the development of oral communication skills. Within this framework, the purpose of this research was to evaluate dramatization as a teaching tool for developing oral communication skills in English among eighth-grade students in general basic education at the Cinco de Mayo Educational Unit, located in the city of Chone, Ecuador. The methodological approach of the research adopted a mixed design, with a single-group quasi-experimental model. Empirical and theoretical methods were used to collect information, through the application of a pre-test and a pos-test, observation using forms, an evaluation rubric, and an interview with the teacher during a pedagogical intervention based on dramatization activities. The results showed significant improvements in the students' oral communication after the intervention, reflected in greater participation, confidence in expressing themselves, and more appropriate use of the English language in communicative situations. In conclusion, dramatization proved to be an effective teaching strategy for enhancing oral communication, promoting more dynamic, interactive, and meaningful learning.

Keywords: Dramatization, oral communication, English language learning.

RESUMO

Introdução: A dramatização é uma estratégia de ensino que integra ação, expressão e interação como meio de promover a aprendizagem da língua inglesa, especialmente no desenvolvimento da comunicação oral. Partindo

dessa premissa, o presente estudo teve como objetivo avaliar a dramatização como ferramenta pedagógica para o desenvolvimento da competência comunicativa oral em inglês entre alunos do oitavo ano da Escola Católica "Cinco de Mayo", em Chone, Equador. A pesquisa adotou uma abordagem mista, com delineamento quase-experimental de grupo único. A coleta de dados empregou métodos empíricos e teóricos, incluindo pré-teste e pós-teste, fichas de observação, rubrica de avaliação e entrevista com a professora, durante uma intervenção pedagógica baseada em atividades de dramatização. Os resultados demonstraram melhorias significativas na comunicação oral dos alunos após a intervenção, refletidas em maior participação, confiança na expressão oral e uso mais apropriado do inglês em situações comunicativas. Em conclusão, a dramatização mostrou-se uma estratégia de ensino eficaz para aprimorar a comunicação oral, fomentando uma experiência de aprendizagem mais dinâmica, interativa e significativa.

Palavras-chave: Dramatização, comunicação oral, aprendizagem da língua inglesa.

Introducción

Currently, The contemporary world is the result of a constant process of change known as "globalization". As posited by (Castillo Bernal & Estévez Grossi, 2022), this phenomenon has led to an escalation in movement of people and interaction between cultures, resulting in the emergence of multilingual contexts that necessitate a common language. In this scenario, English has been established as the international language of communication in areas such as politics, economics, technology and science.

This prominence has led to its integration into education systems globally, as it is recognized as a fundamental tool for academic and professional development. In the case of Ecuador, this relevance was manifested through the implementation of the CRADLE (Curricular Reform and Development for the Learning of English) Project in 1992, whose purpose was to strengthen English language teaching through teacher training. Despite the positive developments that were observed following the withdrawal of British support in 2008, subsequent evaluations indicated a decline in language proficiency. In excess of 50% of educators attained results at the A2 level of English proficiency (Bastida Mafla, 2013).

This situation has had a significant impact on the English teaching-learning process in various educational institutions in the country, where limitations in the development of language skills, especially in oral expression, persist. In a significant number of cases, these difficulties are associated with the restricted utilization of interactive methodologies during classroom instruction. As demonstrated in the study conducted by (Barén Lirio, Zambrano Álava, Tenelanda López, & Castelo Reyna, 2021), there is evidence of an absence of teaching resource application and limited interaction between teachers and students. These factors have a detriment effect on the development of oral expression.

The research identified that eighth-grade students at the Cinco de Mayo Educational Unit, located in the city of Chone, Manabí province, experience challenges in their ability to communicate orally in English. This predicament is predominantly associated with the constrained utilization of active teaching methodologies, which manifests in diminished oral participation, a sense of apprehension when articulating thoughts, and a paucity of opportunities for meaningfully interaction in the foreign language.

In response to this challenge, dramatization emerges as an effective teaching tool, as it facilitates the creation of authentic communicative situations in the educational environment and encourages active student participation. As evidenced in previous research (Vega Granda, Bermeo Cabrera, García, & Castro Castillo, 2025), its application contributes to strengthening communicative intent, coordination between verbal and body language, self-esteem, social interaction, and collaborative work.

In this sense, the objective of this research is to evaluate dramatization as a teaching tool for the development of oral communication skills in the English language. To this end, the characterization of dramatization and its practical implementation through classroom activities were considered, as well as the analysis of changes in students' oral expression after its application, based on systematic observations during classes.

In this context, the study aims to provide an innovative methodology for teaching English. The methodology underlying this study is predicated on experiential data derived from direct observation in the classroom setting, complemented by a meticulous examination of the outcomes that have been achieved. Consequently, it contributes to the enhancement of pedagogical practices in authentic educational settings, promoting a more dynamic, participatory, and student-centered approach to teaching and learning that fosters the effective development of oral communication in English.

Literature Review

Etymologically, the word "drama" is derived from the Greek word "dran", which means "action". All dramatic works are characterized by the presence of action, which can be a historical event or a fictional creation of the author's imagination. Regardless of its source, this action is represented in a manner that is dramatic. Dramatization, therefore, is to be conceptualized as a mental and creative process (Cervera, 1992). In the domain of education, dramatization is regarded as an efficacious pedagogical instrument that, as posited by (Méndez Martínez, 2021), enhances oral communication, socialization, emotional expression, empathy, and group dynamics.

From a pedagogical perspective, the present study is predicted on Vygotsky's sociocultural theory, which, according to (Fernández Rodríguez, 2022) and (Cruz Huancayo, 2021) maintains that learning is constructed in social contexts mediated by language. Where the interaction of more competent individuals and peer collaboration, guided by the teacher, facilitate the acquisition of new skills within the Zone of Proximal Development (ZPD). In this sense, dramatization aligns with this theory as it promotes collaborative work and the construction of knowledge through shared experience (Magallanes Palomino, Donayre Vega, Gallegos Elias, & Maldonado Espinoza, 2021).

Similarly, (Ramírez, 2020) mentions that, dramatization has been present in various traditional methodologies, even indirectly through repetition exercise, memorization, role-playing, mime and collaborative tasks. Methods such as the Communicative Approach, Suggestopedia, the Silent Way, the Total Physical Response Method and Community Language Learning integrate these strategies, demonstrating the close connection between dramatization and English language teaching.

Furthermore, (Rivera Maravi, 2020) underscores that dramatization facilitates the cultivation of artistic aptitudes through fundamental expressive actions, encompassing linguistic and plastic modes of expression, within a recreational milieu.

Linguistic expression

This is defined as an individual's capacity to articulate ideas lucidly and coherently through the medium of spoken language, incorporating elements such as fluency, proper pronunciation, and the precision of the message (Figueroa Vidal & Intriago Macías, 2022). In this regard, dramatization has been shown to promote this skill by encouraging verbal fluency, expanding vocabulary, and improving pronunciation through communicative practice in simulated situations (Moran Macias & Remache Morales, 2024).

Artistic expression

According to (López de Larrinzar Martínez, 2020), artistic expression is defined as a form of symbolic representation of ideas and emotions through visual resources. This approach allows feelings to be captured using manipulable techniques and encourages creativity from an early age. In the context of dramatization, this artistic dimension is manifest through the utilization of stage resources such as costumes, makeup, lighting, and masks, thereby enhancing the visual expressiveness of the performance (Portocarrero Huanuiri, 2019).

Process Didactic

In accordance with the aforementioned points, the teaching process is defined as "a series of integrated actions that must be followed in an orderly manner by the teacher within the educational process in order to achieve effective learning" (Rosero Morales, Pérez Constante, Ruiz Morales, & Mayorga Jácome, 2020, pág. 637). In this sense, dramatization not only develops expressive actions, but also strengthens the teaching process by stimulating creativity, imagination, and spontaneity through guided classes, which allow students to express feelings, ideas, and perceptions, creating an environment conductive to communication (Gudiño Espinoza, 2017).

In addition to its expressive and didactic impact, dramatization enhances the development of social-emotional skills. According to (Ticona Arapa, Zela Payi, & Avalos Gonzales, 2022), this practice has been shown to enhance students' self-esteem, self-control, freedom, and emotional management, thereby promoting their personal and social development. Conversely, engaging in roles associated with diverse cultural contexts has been demonstrated to expand students' worldviews and fortify their respect for diversity (Angulo Quiñónez, y otros, 2024).

Oral communication in the context of English language acquisition

As (Mamani Quispe, 2020) defines, oral communication is defined as the process of exchanging information through signs, which is essential for human development and social participation. This phenomenon fosters a reciprocal interaction between individuals, primarily through speech and listening as modes of communication. Similarly, (Gómez Guerrero & Escalona Reyes, 2021), posit that the focus of oral communication in English is on the meaning and natural use of language, with a prioritization of general ideas over isolated facts.

According to (Salvatierra Avila & Game Varas, 2021), the development of oral communication is contingent upon the utilization of linguistic skills, which are defined as the capacity to comprehend and articulate spoken language in a suitable manner. While four skills are acknowledged; listening, speaking, reading, and writing this research places particular emphasis on the first two, due to their direct relevant to the development of oral communication.

Listening

Listening can be defined as a dynamic process that extends beyond the mere act of hearing. As posited by (Lugo Enez, Raga Rojas, & Montilla Saavedra, 2019), this faculty encompasses the discernment of auditory stimuli, the interpretation of intonations, the comprehension of grammatical structures, and the management of both general and specific lexis, with consideration for the linguistic and cultural milieu of the interlocutor. Furthermore (Gómez & Díaz Larenas, 2020), posit that this process occurs internally, with listeners identifying and processing the sounds of language as words, sentences, or texts. This process involves the consideration of elements such as intonation, rhythm, and pauses.

Speaking

As (Cevallos Vélez, Palma Cedeño, Cevallos Vélez, & Baquezea Ponce, 2020) have observed, the ability to communicate orally in a foreign language in a comprehensible and appropriate manner is contingent on the mastery of the skill of speaking. It is therefore imperative that proper articulation and intonation are employed, in addition to active participation. According to (Lendys Naudith & Osorio Montes, 2024), this skill requires coherence and precision. It is therefore incumbent upon teachers to offer authentic opportunities for oral practice, whit a view to improving students' pronunciation and expressiveness.

Consequently, (Cevallos Tuárez, 2022) emphasis that within the educational milieu, activities such as interviews, dramatizations and role-playing are particularly conducive to students articulating their experiences by vividly and coherently conveying emotions, sentiments, and aspirations, thereby augmenting their understanding from a standpoint that diverges from the conventional. As posited by (Vila Huaman, Velasco Loayza, & Vila Huaman, 2023), adequate communicative competence enables the flexible, supportive and contextualized production, understanding and argumentation of ideas in both oral and written forms.

Non-verbal communication skills

Non-verbal communication plays a significant role in the communication process by complementing and enriching the message. According (Rubio Guirado & Mateo Garcia, 2020), it encompasses all non-linguistic system and signs employed for communication. The effectiveness of the message transmission depends on the use of both verbal and non-verbal language, depending on the context and the intention of the sender and receiver. For effective communication, it is essential to consider diction, fluency, the appropriate use of vocabulary and tone of voice. Three main elements stand out within this form of communication: body language, or kinesics; interpersonal distance, or proxemics; and paralinguistics.

Body language

Kinesics refers to the expression of emotions through body movements, particularly those of the hands, arms and face, within a communication process (Rubio Guirado & Mateo Garcia, 2020). In dramatizations, for example, it can contribute to a better understanding of the message and enhance students' expressive abilities by involving the body as the main tool of communication (Berrío Manco, 2020). In education, kinesics is important because it facilitates a more dynamic and natural approach to learning English, moving away from rigid and mechanical methods (González Sánchez, González Sánchez, & Arias Toapanta, 2022).

Proxemics

As posited by (Beas, A. & Perez, W. A., 2024) proxemics is defined as the study of the use and perception of personal and social space in communication. This discipline involvers the analysis of how individuals unconsciously structure distances in their interactions, thereby revealing that such physical distances are not

arbitrary, but are instead culturally determined and vary according to the context and the relationship between the parties involved.

Paralinguistics

Finally, paralinguistics is the study of the interaction between linguistic and psychological elements between linguistic and psychological elements, with a focus on changes in the voice that adjust to different context (Amondarain Garrido, 2022). This field of enquiry focuses on non-linguistic vocal elements, such as tone, intonation, rhythm, volume and timbre.

These elements, also known as paraverbal elements, are produced by the vocal apparatus but do not form part of the verbal system. Intonation is defined as tonal variations in speech, while tone is understood to convey different nuances of meaning in discourse. These resources, frequently accompanied by gestures or other.

MATERIALES Y MÉTODOS

This descriptive study took a mixed-methods approach, systematically integrating qualitative and quantitative data to provide a comprehensive understanding of the impact of dramatization on the development of oral communication skills in English language learning. This approach facilitated the combination and analysis of two types of date based on various theoretical and pedagogical frameworks (Pablo Forni & Pablo De Grande, 2020).

In terms of the methods employed, a bibliographic approach was taken to characterize dramatization as a teaching tool for developing oral communication skills in English. This approach enabled the identification, compilation and analysis of relevant scientific literature, providing insight into the theoretical underpinnings and prior educational experiences that inform its application in language teaching contexts (Hernández Muñoz, y otros, 2022).

In the same way, an empirical method based on direct experience and contact with educational reality was employed (Argüelles Pascual, Hernández Rodríguez, & Palacios, 2021). This method proved relevant as it enabled dramatization to be implemented in a real classroom context, allowing direct observation od students' participation, oral interaction and communicative behavior during activities.

The research used a single-group quasi-experimental design, which is suitable for educational contexts where total control of variables is not possible, but where a reasonable level of control in real classroom situations is sought (Pinilla Fonseca, Gamboa Mora, & Morales Barrera, 2022). Th intervention was carried out with an established group of students, with dramatization applied as a teaching strategy. Systematic observations were made before and after the intervention, and pre- and post-tests were administered to analyses changes in students' oral communication after dramatization was implemented. In addition, a semi-structured interview was conducted with the teacher to complement the data.

The population consisted of Year 8 students from the Cinco de Mayo Educational Unit. As the entire group was involved, the sample coincided with the population and consisted of 34 students and one English teacher. They were selected though non-probability intentional sampling as they met the necessary characteristics for the study.

RESULTADOS Y DISCUSIÓN

The diagnostic process, which aimed to identify the initial level and progress in English communication skills among eighth-grade students in parallel class "A" OF Basic General Education, was carried out over a period of three weeks. Three data collection instruments were used to obtain a comprehensive view of the students' performance.

During the first two weeks, four observation sheets were completed in different classes to allow analysis of student performance in real classroom situations. During this same period, the subject teacher was interviewed to gather her professional perceptions of the students' main strengths and difficulties.

On the other hand, the pre-test began in the second week and continued into the third, and was evaluated using and analytical rubric with a four-level scale: Excellent (4), Good (3), Acceptable (2) and Insufficient

(1). This considered indicators related to language contextualization, linguistic production, body language, paralinguistics, creativity and confidence in expressing oneself. In the data triangulation table, the pre-test result is identified by the acronym P.T.1. The post-test was then administered at the end of the pedagogical intervention using the same rubric to identify progress, and the results are shown under the acronym P.T.2. The results obtained from the three instruments are presented below.

Table 1. Data triangulation

Indicators	Observation	Interview	Tests
1. Contextualization of language	Students do relate what they say to everyday experiences or situations, albeit with effort and pauses.	The teacher indicates that students are capable of contextualizing, but find it difficult to do so spontaneously due to their insufficient command of vocabulary.	P.T.1: 2.41 (Acceptable). They contextualize the message, albeit in a simple way. P.T.2: 3.52 (Excellent). Clear and coherent contextualization of the message.
2. Oral language production	The student some-times expresses themselves fluent-ly: they pause frequently, shown uncertainty, and make frequent vocabulary and grammar errors.	The teacher states that the main difficulty is limited vocabulary, followed by grammatical problems and difficulties in constructing sentences.	P.T.1: 2.18 (Acceptable). Irregular fluency, basic vocabulary, simple structures. P.T.2: 3.82 (Excellent). Greater fluency and improvement in the use of vocabulary and structures.
3. Body language	Students use gestures occasionally, but body language does not consistently accompany communication.	The teacher com-ments that they do use some body language, but that it is not intention-al and they find it difficult to ex-press themselves spontaneously.	P.T.1: 1.65 (Acceptable low). Body language not closely related to the message. P.T.2: 3.79 (Excellent). Appropriate use of body language.
4. Paralinguistic expression	Students sometimes modulate their voices, although some have a monotonous voice or irregular rhythm.	The teacher indicates that they tend to use intonation and rhythm, but not always consistently.	P.T.1: 2.18 (Acceptable). Partial control of rhythm and intonation. P.T.2: 3.88 (Excellent). Greater mastery of rhythm and intonation.
5. Creativity and imagination	Students some-times improvise or incorporate their own ideas, but they rely on the book or a previous model.	The teacher points out that creating one's own content is difficult due to limited vocabulary and insecurity when expressing oneself.	P.T.1: 1.97 (Acceptable). Repetitive or structured ideas predominate. P.T.2: 3.94 (Excellent). Greater creativity and production of original ideas.
6. Safety and social skills	They participate sometimes; some students show insecurity and fear. Good interaction among classmates.	The teacher points out that there is a lot of fear, nervousness, or insecurity when speaking, but they show improvement when they do collaborative activities and receive support and motivation.	P.T.1: 2.35 (Acceptable). They show arbitrary participation and insecurity when speaking in public. P.T.2: 3.88 (Excellent). Increased confidence and social skills.

Analysis for each criterion

Contextualization of language: The observation revealed that students demonstrated an ability to relate

their discourse to quotidian experiences or situations, albeit with evident effort and pauses. In addition, the teacher notes that, despite their ability to contextualize, they encounter challenges due to their limited lexical repertoire. The pre-test results indicate that this criterion is at an acceptable level, since the students contextualized their ideas in a basic way, using previously worked-on structures. In the post-test, greater clarity and coherence of the message was noted, positioning it at an excellent level.

Oral language production: The analysis of discourse revealed a consistent utilization of fundamental structures, accompanied by grammatical inaccuracies in verbal expression. The teacher also corroborates the notion that an inadequate command of vocabulary constitutes the primary impediment to students attaining more fluent and coherent speech. Consequently, the pre-test demonstrates an acceptable level of proficiency, as while their clarity of the message, the subjects demonstrate the capacity to communicate verbally. Conversely, post-test results demonstrate an enhancement in proficiency, characterized by an augmentation in the utilization of grammatical structures and an improvement in communicative fluency.

Body language: It has been observed that students do indeed utilize gestures on occasion; however, these gestures do not always align with the verbal message being conveyed. Furthermore, the teacher considers that there is spontaneous use of body language, but that it is neither intentional nor sufficiently developed. Consequently, the pre-test results are at an acceptable low level, indicating equivalent results to those of the other instruments. However, in the post-test phase, the results demonstrate a commendable level of proficiency, as students deliberately employ their bodies and facial expressions to enhance the oral message.

Paralinguistic expression: The observations and the interview both indicate that the students demonstrate partial control over intonation, rhythm, and volume. However, this control is unconscious and not very sustained. This is evident in the pre-test, where the participants demonstrated an acceptable level of performances. However, in the post-test, the participants demonstrated a commendable level of proficiency, exhibiting an international focus on intonation an intentional focus on intonation and rhythm during their oral presentations.

Creativity and imagination: The indicator obtained acceptable but low results in both the pre-test, which established minimal originality in oral production, and in the other instruments. For instance, the observation reveals that students rarely engage in improvisation and predominantly rely on textbooks or prior models, exhibiting a lack of creativity. The teacher also remarks that the generation of original content by these students poses a significant challenge, primarily due to their limited vocabulary. Notwithstanding the aforementioned, the post-test demonstrated commendable outcomes, accompanied by substantial enhancement in the manifestation of creative diversity within oral activities.

Security and social skills: This indicator display an acceptable level. The pre-test results indicate a degree of insecurity regarding public speaking, which is concomitant with the observation that some students exhibit fear, despite their active participation and cooperation with their classmates. The instructor elucidates that numerous individual encounter feelings of nervousness or insecurity; however, these sentiments often undergo a substantial amelioration when operating within a group dynamic and receiving support and motivation. Conversely, the post-test significantly enhanced students' confidence in public speaking and augmented their social skills.

The results obtained through the pre-test, observation, and interview demonstrate that the students generally exhibited an acceptable level of communicative development. The analysis identified two primary strengths: interaction among peers and the capacity to contextualize ideas within familiar scenarios. However, difficulties were observed in relation to fluency, lexical repertoire, and creativity, which led to insecurity when expressing themselves, despite the students' willingness to participate.

Conversely, the post-test results demonstrated a substantial enhancement, categorizing the majority of students as 'excellent' and exhibiting significant advancements in creativity, improvisation, confidence, and, most notably, the efficacy of oral communication.

Educational intervention

The intervention phase lasted six weeks. During this time, the teaching proposal based on role-playing was implemented. The process was not executed in a continuous manner due to disruptions in the school calendar. Consequently, adjustments had to be made to the planning and pace of the classes.

The intervention was initially comprised of five classes; however, it was extended to a total of six sessions. Four classes were meticulously planned and overseen, with a focus on cultivating the variable indicators.

Consequently, a practice and preparation session for the final project was incorporate as a support space. In the final session, the students presented their final dramatization, which was considered the post-test for comparison with pre-test results.

During the intervention phase, an evaluation rubric was systematically employed to record student performance in each session. The rubric employed in this study was identical to that utilized in the pre-test, ensuring the uniformity of the assessment criteria and facilitating continuous monitoring of progress. The following section will present the main findings:

Table 2. Educational intervention.

Class/Focus	Objective	Strategy	Progress ob-served	Areas for im-provement
Class 1: Proxemics and greetings	Use greetings through proxemics	Dramatization (oral activities)	Willingness to participate and high interest in the topic.	Difficulties in physical, oral, and paralinguistic expression followed by insecurity.
Class 2: Body language	Express likes and dislikes related to food using body language.	Guided oral activities	Slight progress in oral produc-tion, paralin-guistics, and self-confidence. Good interac-tion among classmates. Improvement in creativity, imagination, and contextu-alization of the message.	Limited body language; excessive structuring and difficulty managing time.
Class 3: Paralinguistics (rhythm and voice)	Talk about news using different voice styles and reactions.	Oral activities with paralinguistic emphasis.	Improvement in creativity, imagination, and contextualization of the message.	Persistent fluen-cy and pronunci-ation issues; de-crease in the group's energy level, limiting the use of paralin-guistic resources.
Class 4: Creativity and improvisation	Develop improvisation through artistic expression.	Dramatization and free improvisation.	Significant progress in communication, creativity, improvisation, and message coherence. Use of resources worked on in previous sections.	Fluency and pronunciation still in the process of improvement.
Class 5: Support class and feedback	Strengthen oral production in a free context.	Role-play with direct feedback	Greater security, creativity, motivation, and spontaneous group participation.	Initial tendency to repeat previous structures.
Class 6: Final dramatization (Post-test)	Evaluate oral communication through the final dramatization.	Dramatization	Consolidation of the pro-posed objec-tives, with special empha-sis on oral communica-tion.	Difficulties with fluency and pronunciation; irregular initial engagement in a group.

The incorporation of dramatization in the intervention sessions resulted in a significant enhancement in the

students' oral participation, as evidenced by their active engagement in the activities proposed. Throughout the process, there was a marked increase in oral interaction, accompanied by a progressive enhancement in the spontaneity and confidence demonstrated by the participants when expressing ideas and emotions in English.

Similarly, Improvisation, initially identified as a potential challenge, yielded favourable outcomes by facilitating the creation of their own dialogues and contextualized communicative situations. This dynamic enabled the observation of evidence of progress in the students' creativity, interest, and oral participation. In a similar manner, the systematic reinforcement of vocabulary in each session contributed to the expansion of the lexical repertoire. This was reflected in a more varied use of language and more confident communication, supported by paralinguistic and kinesics resources.

DISCUSSION

The analysis of the results indicated a positive influence of dramatization on the students at the Cinco de Mayo institution, as evidenced by a progressive strengthening of their oral communication skills in English.

With regard to contextualization, a significant enhancement was observed in students' capacity to situate their oral interventions within authentic or quotidian scenarios, exhibiting enhanced coherence and a more diverse array of grammatical structures. The present findings are consistent with those of (Gómez Guerrero & Escalona Reyes, 2021), who observe that oral communication in English is characterized by an emphasis on meaning and the natural use of language, with the construction of ideas being prioritized over the repetition of isolated structures.

In relation to the domain of oral language production, significant advancements were also observed. It was evident that the students exhibited a heightened propensity to articulate themselves in English. This enhancement in their verbal expression was contributed to the consistent reinforcement of vocabulary. Despite the presence of enhancements in fluency and pronunciation, these were not consistently exhibited by all students. This finding aligns with the observation of (Moran Macias & Remache Morales, 2024), who asserts that dramatization fosters communicative skill development by enabling students to engage actively with the language in simulated environments, even as they progress towards fluency.

In the context of body language, students progressively integrated gestures, postures, and movements to reinforce their oral interventions, thereby achieving more lucid and expressive communication. This finding is corroborated by (Cevallos Tuárez, 2022), who assert that oral communication is enhanced when verbal language is supplemented by body language, as this facilitates more effective conveyance of ideas, emotions, and attitudes.

With regard to paralinguistic expression, greater control of tone of voice, intonation, and volume was observed during oral interventions, which resulted in clearer and more comprehensible communication. The findings are interpreted through the lens of paralinguistics, which elucidates the manner in which non-linguistic vocal elements influence message interpretation and adapt to diverse communicative contexts (Amondarain Garrido, 2022).

In relation to creativity and imagination, students demonstrated a heightened capacity to construct dialogues, propose communicative scenarios, and adapt the content of their work to scenarios presented during oral activities. The findings of this study are consistent with the position advanced by (Cevallos Tuárez, 2022) those who argue that dramatization fosters creativity and imagination by enabling students to actively represent communicative situations, integrating experiences, emotions, and linguistic content into the construction of the message.

Finally, in terms of confidence and social skills, there was evidence of enhanced interaction among students, who demonstrated increased confidence in participating in dramatization activities. This result is consistent with the findings of (Ticona Arapa, Zela Payi, & Avalos Gonzales, 2022), who indicate that dramatization promotes the development of socio-emotional skills by encouraging interaction and expression in communicative context. In addition, these findings are supported by the sociocultural approach that underpins this research. This approach is based on the contributions of Vygotsky, who conceived of learning as a social process constructed through interaction and collaboration between peers, favoring the progressive development of oral communication.

Conclusiones

To conclude, the results confirm that dramatization, applied as a teaching tool, contributes effectively to the development of oral communication in English language learning. After the intervention, progress was evident in the use of the language in meaningful communicative contexts, as well as in the active participation and oral production of the students, which favors clearer and more functional communication.

The findings highlight the relevance of incorporating dramatization into English classes as a pedagogical strategy that promotes dynamic and contextualized learning by creating spaces for interaction and collaboration among peers. In this sense, dramatization helps to strengthen students' verbal and nonverbal expression, creativity, and confidence to communicative spontaneously.

Future research could expand on these results through longer intervention periods, the inclusion of different educational levels, or the use of comparative designs that allow for a deeper understanding of the effectiveness of dramatization for the development of oral communication in the English language.

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