



Research Article

Methods of Developing Reading and Speaking Skills through Drama-Based Activities

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ABSTRACT:

Drama-based pedagogy has become an effective and engaging approach in language education, particularly in enhancing reading and speaking skills. This paper explores theoretical foundations and practical applications of drama activities in language learning. It highlights how drama encourages interaction, improves comprehension, and develops communicative competence.

Keywords: *Drama-Based Pedagogy, Language Learning, Reading Comprehension, Speaking Skills, Communicative Competence*

INTRODUCTION:

In modern language teaching, traditional methods are increasingly complemented by interactive approaches. Among these, drama-based activities provide learners with meaningful contexts to practice language skills. Reading and speaking, two essential components of language acquisition, can be effectively developed through drama, as it combines cognitive, emotional, and social learning processes.

THEORETICAL BACKGROUND:

Drama in education is grounded in constructivist learning theory, where learners actively construct knowledge through experience (Vygotsky, 1978). Drama activities create authentic situations that promote language use in context. According to Krashen's Input Hypothesis (1985), learners acquire language when exposed to comprehensible input. Drama enhances this by making texts more understandable through performance.

Moreover, communicative language teaching (CLT) emphasizes interaction as the main goal of language learning (Hymes, 1972). Drama aligns with CLT by encouraging learners to use language creatively and spontaneously. It also supports Gardner's Multiple

Intelligences theory (1983), especially bodily-kinesthetic and interpersonal intelligences.

Developing Reading Skills through Drama
Drama-based reading activities help learners better understand texts by bringing them to life. Techniques such as role-play, dramatization, and reader's theatre allow students to engage deeply with the text.

1. Role-Play

Students take on characters from a text and act out scenes. This helps them understand characters' motivations and improves comprehension.

2. Reader's Theatre

Students read scripts aloud with expression. This improves fluency, pronunciation, and comprehension.

3. Improvisation

Students create dialogues based on a text. This enhances interpretation skills and critical thinking.

Developing Speaking Skills through Drama

Drama activities provide a natural context for speaking practice.

1. Dialogue Practice

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Students practice conversations in pairs or groups, improving fluency and confidence.

2. Improvisation Games

Spontaneous speaking activities develop quick thinking and communication skills.

3. Simulation Activities

Students act out real-life situations, such as ordering food or attending an interview.

Practical Examples

Example 1: Story Dramatization

Students read a short story and perform it in groups. This improves both reading comprehension and speaking fluency.

Example 2: Role-Play Debate

Students represent different characters and debate an issue. This develops critical thinking and speaking skills.

Example 3: Improvised Scenes

Students create scenes based on prompts, enhancing creativity and language use.

Benefits of Drama-Based Activities

- Enhances motivation and engagement
- Improves pronunciation and fluency
- Develops confidence in speaking
- Encourages teamwork and collaboration

Challenges.

Despite its benefits, drama-based activities may create some difficulties in the classroom. One common challenge is time management, because drama activities require preparation, practice, and performance. Another difficulty is students' shyness; some learners feel nervous acting in front of others and may avoid participation. Large class size can also make drama activities hard to manage due to limited space and increased noise. In addition, some teachers may lack experience in using drama techniques, which can lead to disorganized activities. Finally, assessing students' performance in drama tasks can be difficult. However, these challenges can be reduced through careful planning,

clear instructions, and supportive classroom atmosphere.

METHODOLOGY:

This study used a classroom-based approach to investigate the effectiveness of drama-based activities in developing reading and speaking skills. Intermediate-level students participated in activities such as role-play, reader's theatre, improvisation, and simulation. Students read short texts and performed them in groups, then took part in speaking tasks based on real-life situations. Data were collected through classroom observation and students' participation. The results were analyzed to evaluate improvements in reading comprehension, speaking fluency, and confidence.

RESULTS AND DISCUSSION:

The use of drama-based activities showed positive results in developing students' reading and speaking skills. Students demonstrated better understanding of texts when they participated in role-play and dramatization activities. They were able to identify characters, main ideas, and events more easily. In addition, reading fluency and pronunciation improved through reader's theatre and script reading.

Speaking skills also developed significantly. Students became more confident in expressing their ideas and participating in discussions. Improvisation and simulation activities helped learners speak more spontaneously and use vocabulary in context. Moreover, drama activities increased motivation and encouraged teamwork among students.

The findings suggest that drama-based learning creates a supportive and interactive environment. It helps students actively use language rather than passively learn it. Therefore, integrating drama activities into language classrooms can effectively improve both reading comprehension and speaking fluency.

CONCLUSION:

Drama-based activities are highly effective for developing reading and speaking skills. They provide meaningful learning experiences and encourage active participation. Through role-play, improvisation, simulation, and dramatization,

learners improve comprehension, fluency, and confidence. Therefore, teachers should integrate drama techniques into language classrooms to

enhance communicative competence and learner motivation.

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