



---

# The Improvement of English Speaking Competence of Philology Students Through Sociodrama Technology

Kohhorova Madinahon Abdukodir Kizi

PhD student of Namangan State University, Deputy Director of International Relations and Accreditation Department, Turan International University

DOI:

<https://doi.org/10.47134/jpbi.v3i3.2790>

\*Correspondence: Kohhorova

Madinahon Abdukodir Kizi

Email:

[kohhorovamadinahon@gmail.com](mailto:kohhorovamadinahon@gmail.com)

Received: 22-04-2026

Accepted: 22-05-2026

Published: 22-06-2026



**Copyright:** © 2026 by the authors. Submitted for open access publication under the terms and conditions of the Creative Commons Attribution (CC BY) license (<http://creativecommons.org/licenses/by/4.0/>).

**Abstract:** This study investigates the effectiveness of an improved pedagogical system based on sociodrama technology for developing English speaking competence among first-year undergraduate students majoring in Philology and Language Teaching (English). The research was designed to address the growing need for more interactive, student-centered, and practice-oriented approaches in foreign language instruction at higher education institutions. The experimental work was conducted in four stages: diagnostic and prognostic, organizational-preparatory, practical, and generalizing. During the initial stage, curricula, syllabi, and educational materials were carefully analyzed, while classroom observations and questionnaire surveys were used to identify the main difficulties encountered in teaching and learning English speaking skills. At the practical stage, sociodrama-based activities, methodological recommendations, and specially designed teaching materials were systematically introduced into classroom instruction as well as independent learning tasks. The participants were divided into a control group of 30 students and an experimental group of 32 students. The final results revealed a clear advantage for the experimental group: 44% of students achieved grade 5, 41% received grade 4, and only 15% received grade 3, whereas in the control group the corresponding figures were 17%, 37%, and 46%. These findings demonstrate that sociodrama technology has a positive impact on learners' motivation, communicative activity, creativity, confidence, and contextual speaking performance. The study confirms that the improved pedagogical system can be effectively implemented in higher education foreign language instruction to enhance students' oral communication skills and overall language competence

**Keywords:** Speaking Competence, Sociodrama Technology, Philology Students, Foreign Language Teaching, Pedagogical System

---

## Introduction

In contemporary higher education, the development of foreign language competence has become one of the key priorities in professional training. For students majoring in Philology and Language Teaching (English), speaking competence is especially important because it enables them to participate effectively in academic, professional, and everyday communication. The ability to express ideas clearly, interact appropriately in different communicative situations, and respond spontaneously in English is essential for their future careers as language specialists, teachers, and researchers. However, despite the recognized importance of speaking skills, traditional methods of foreign language instruction do not

always provide sufficient opportunities for active learner participation, meaningful interaction, and context-based oral communication.

In many cases, conventional teaching approaches emphasize grammar, vocabulary memorization, and controlled exercises more than creative speaking practice. As a result, students may experience difficulties in expressing their thoughts fluently, maintaining communication, and adapting their speech to real-life situations. These challenges indicate the need for more effective pedagogical technologies that can increase learners' motivation, communicative engagement, and independence in the language learning process.

One promising approach is sociodrama technology, which creates communicative situations that simulate real-life and professionally oriented contexts. This technology encourages students to cooperate, take initiative, and use language creatively while performing various social and communicative roles. Through such activities, learners not only practice vocabulary and grammar in context, but also develop confidence, flexibility, critical thinking, and the ability to communicate appropriately in different situations. Therefore, sociodrama technology can be considered an effective means of improving students' oral communication skills in foreign language education.

The purpose of this study is to investigate the effectiveness of an improved pedagogical system based on sociodrama technology in developing the English speaking competence of first-year undergraduate students majoring in Philology and Language Teaching (English).

## Literature Review

Recent scholarship in foreign language education increasingly emphasizes that speaking competence develops most effectively in interactive, context-sensitive, and learner-centered environments. Within this perspective, drama-based pedagogy has attracted growing attention because it links language production to authentic social action, emotional engagement, and collaborative meaning-making. Ishak and Aziz (2022) argue in their systematic review that role play significantly supports ESL learners' communication skills by increasing participation, reducing hesitation, and creating purposeful opportunities for oral interaction. In a similar vein, Islam (2023) reports that drama-oriented instruction enhances speaking performance by improving learners' confidence, fluency, and classroom engagement, while Oboth (2025) highlights the pedagogical value of drama as a medium for meaningful English language instruction. The theoretical relevance of drama in education is further reinforced by Kolar and Sandorova (2025), who note that drama-based learning encourages experiential communication and strengthens the connection between language use and social context.

A number of recent studies have examined process drama and role-play activities as effective tools for improving communicative competence in EFL settings. Luo, Ismail, Ahmad, and Guo (2024), in a systematic literature review, conclude that process drama contributes positively to oral proficiency, learner motivation, and interactional confidence across different educational contexts. Their later empirical study with undergraduate EFL learners in China demonstrates that process drama produces measurable gains in English

speaking competence, especially in fluency, participation, and contextualized communication (Luo et al., 2025). Parallel findings are evident in studies devoted to role-play practice: Luo (2024), Li (2024), and Chen (2024) each report that role-play activities provide meaningful communicative situations that help learners practice spontaneous speech, develop confidence, and improve their communicative skills. Taken together, these studies suggest that drama-based and role-oriented methods are not merely motivational techniques, but pedagogically grounded approaches for strengthening oral language performance.

More specifically, sociodrama has been identified as a productive method for teaching speaking because it places learners in socially meaningful roles and requires them to respond to realistic communicative situations. Nehe, Mayuni, and Rahmat (2018) found that the use of sociodrama in EFL speaking classes contributed to improvements in pronunciation, vocabulary use, grammar, fluency, and comprehension. Likewise, Qizi (2024) reports that the sociodrama method was effective in teaching speaking to students by increasing their communicative activity and helping them express ideas more actively in class. Nuraini, Sudiran, and Hartono (2023) also demonstrate that sociodramatic games can enhance speaking skills by creating a dynamic environment for oral performance and interaction. In the Uzbek research context, Qoxxorova (2025) shows that moving from grammar-dominant instruction to drama-based practice has a positive effect on learners' speaking proficiency, which further supports the educational value of sociodrama technology in EFL classrooms.

Despite these promising results, the literature also indicates the need for more context-specific and experimentally grounded studies on the implementation of sociodrama in higher education. Many existing works confirm the general benefits of drama, process drama, and role play, yet fewer studies focus specifically on philology students preparing for professional language use in university settings (Luo et al., 2024; Kolar & Sandorova, 2025). This makes it important to examine how sociodrama-based pedagogical systems function in concrete institutional contexts and how they influence students' motivation, communicative activity, and speaking outcomes. Therefore, the present study contributes to the existing body of research by investigating the effectiveness of an improved pedagogical system based on sociodrama technology for first-year undergraduate students majoring in Philology and Language Teaching (English).

## Methodology

The experimental work was conducted with second-year undergraduate students majoring in Philology and Language Teaching (English). The pedagogical experiment was organized in four interrelated stages.

At the diagnostic and prognostic stage, the document base of the educational program was analyzed, including curricula, working syllabi, and instructional materials related to foreign language teaching. In addition, classes focused on the development of students' foreign language competence were observed. To identify the main problems arising during instruction, questionnaire surveys were administered to both teachers and students.

At the organizational-preparatory stage, the experimental site and the composition of the participants were determined. Two groups were formed: a control group consisting of 30 students and an experimental group consisting of 32 students.

At the practical stage, formative and control experimental activities were carried out in groups in step-by-step, parallel, and mixed forms. During this stage, sociodrama-based tasks, methodological recommendations, and instructional materials were introduced into practical lessons and independent learning. Particular attention was paid to the activation of oral speech, meaningful expression of ideas, and effective participation in communicative situations.

At the generalizing stage, the experimental results were summarized and analyzed statistically. The effectiveness of the pedagogical system was assessed through the comparison of final achievement indicators in the control and experimental groups.

## Result and Discussion

The results of the experimental work demonstrated that the improved pedagogical system based on sociodrama technology had a positive effect on students' English speaking competence.

In the control group, 5 students received grade 5, which accounted for 17% of the group. Eleven students, or 37%, received grade 4, while 14 students, or 46%, received grade 3. These results indicate that most learners in the control group remained at average or relatively low achievement levels. This suggests that traditional teaching methods were not sufficiently effective in ensuring high-level development of foreign language competence.

In contrast, the experimental group showed significantly stronger performance. Fourteen students received grade 5, which constituted 44% of the group. Thirteen students, or 41%, received grade 4, while only 5 students, or 15%, received grade 3. These data clearly show that the use of sociodrama technology and improved pedagogical support contributed to better learning outcomes.

A comparison of the two groups reveals several important tendencies. First, the proportion of high-achieving students, that is, those who obtained grades 4 and 5, was much higher in the experimental group than in the control group. Second, the number of students with low achievement indicators was considerably reduced in the experimental group. Third, the experimental work showed that students became more motivated to speak English, more active in completing oral tasks, and more confident in expressing their ideas freely and meaningfully.

The success of the experimental group can be explained by several pedagogical factors. Sociodrama technology created a communicative environment in which students were encouraged to act, respond, negotiate, and cooperate. Such an environment increased their interest in learning, supported their independent thinking, and developed their ability to adapt speech to different situations. The implementation of the developed methodological materials also improved the overall effectiveness of classroom practice.

Another important outcome of the study is the practical applicability of the research results. The developed pedagogical approach can be effectively used in such subjects as oral speech practice, integration of speech skills, methodology of foreign language teaching,

practical grammar, and practical phonetics. Therefore, the findings are valuable not only for theoretical discussion, but also for the improvement of educational practice in higher education institutions.

## Discussion

The findings of the present study provide substantial evidence that the improved pedagogical system based on sociodrama technology contributed positively to the development of English speaking competence among philology students. The comparative results of the control and experimental groups demonstrate that students who were taught through sociodrama-based activities achieved significantly better outcomes than those who studied through more traditional instructional approaches. In particular, the higher proportion of grades 5 and 4 in the experimental group, along with the lower proportion of grade 3, indicates that the introduced pedagogical system was effective not only in improving academic performance, but also in strengthening the quality of students' oral communicative competence. These results suggest that sociodrama technology created more favorable conditions for active language use, contextual interaction, and spontaneous speech production than conventional classroom practices.

One possible explanation for these findings is that sociodrama shifts the focus of instruction from passive reception of linguistic material to active participation in socially meaningful communication. In traditional speaking lessons, students often reproduce memorized structures or respond to isolated teacher prompts, whereas sociodrama requires them to act in roles, negotiate meaning, respond to unpredictable situations, and construct utterances in real time. Such conditions appear to be particularly beneficial for the development of speaking competence because they approximate authentic communication and encourage learners to use language as a functional tool rather than as a purely formal system. This interpretation is consistent with the argument that sociodrama enhances speaking proficiency by transforming grammar-oriented instruction into experience-based communicative practice (Qoxxorova, 2025). Similar conclusions were reached by Qizi (2024), who found that the sociodrama method significantly improved students' speaking performance by increasing their participation and reducing passivity during classroom interaction.

The results of the present study also support earlier research indicating that sociodrama contributes to several interrelated components of oral proficiency, including fluency, vocabulary use, grammatical control, pronunciation, and comprehension. Nehe, Mayuni, and Rahmat (2018) emphasized that sociodrama in EFL speaking classes promotes holistic oral development because learners are engaged in meaningful role-based communication rather than fragmented language drills. In the current study, the stronger performance of the experimental group may likewise be interpreted as the result of integrated competence development: students were not merely learning how to speak correctly, but also how to speak appropriately, confidently, and effectively in context. From this perspective, sociodrama technology appears especially valuable for philology students,

whose future academic and professional activities require high levels of communicative adaptability and linguistic awareness.

Another important dimension of the findings concerns learner motivation and emotional involvement. The experimental data suggest that students exposed to sociodrama-based instruction became more willing to participate in oral activities and more confident in expressing their ideas. This is pedagogically significant because difficulties in speaking are often caused not only by linguistic limitations, but also by anxiety, low self-confidence, and fear of making mistakes. Drama-oriented methods can reduce such barriers by creating supportive, collaborative, and imaginative learning environments. In this respect, the present results align with Nuraini, Sudiran, and Hartono (2023), who demonstrated that sociodramatic games enhance students' speaking skills by increasing engagement and creating a more dynamic atmosphere for oral interaction. They also correspond with Islam (2023), who reported that drama-based teaching strengthens both speaking ability and learners' readiness to communicate in English.

The findings are further supported by broader contemporary scholarship on drama pedagogy and process drama in language education. Luo, Ismail, Ahmad, and Guo (2024), in their systematic literature review, concluded that drama-based methods create experiential learning environments that foster communicative competence, learner autonomy, and meaningful participation. Their later study (Luo et al., 2025) also confirmed that process drama can significantly improve English speaking competence among undergraduate EFL learners. Although process drama and sociodrama are not identical, they share an important pedagogical principle: both position learners within interactive communicative situations that require purposeful language use. Thus, the positive outcomes of the present study may be interpreted within a wider body of evidence supporting drama-based methodologies as effective tools for oral language development.

In addition, the current findings resonate with research on role-play as a communicative teaching strategy. Ishak and Aziz (2022) showed through a systematic review that role-play improves ESL learners' communication skills by encouraging interaction, social engagement, and contextual language use. More recent studies by Luo (2024), Li (2024), and Chen (2024) likewise emphasize that role-based classroom activities positively affect EFL learners' communicative performance. Since sociodrama incorporates elements of role-taking, improvisation, and collaborative meaning-making, its effectiveness in the present study can also be understood as part of the broader success of interactive, performance-based pedagogy in language teaching.

At the same time, the findings of this study should be interpreted with appropriate caution. The research was conducted within a specific institutional context and with a relatively limited sample size. Therefore, while the results are encouraging, they may not automatically be generalized to all higher education settings. Future studies could investigate the long-term impact of sociodrama technology on speaking competence and examine more specific sub-skills such as fluency, accuracy, pronunciation, interactional management, and pragmatic appropriateness. It would also be useful to compare the effects

of sociodrama with those of other drama-based methodologies in order to identify the most effective pedagogical mechanisms for different groups of learners.

Overall, the findings confirm that sociodrama technology is not merely an engaging classroom technique, but a pedagogically grounded and methodologically productive approach to foreign language teaching. It contributes to the formation of communicative competence by integrating cognitive, emotional, social, and linguistic dimensions of learning. For this reason, the improved pedagogical system proposed in the study may be regarded as an effective model for enhancing speaking competence in higher education and for modernizing the teaching of English in philological programs.

## Conclusion

The results of the pedagogical experiment on improving sociodrama technology for the development of English speaking competence among philology students allow several general conclusions to be drawn.

First, the use of modern pedagogical technologies in foreign language teaching significantly increases students' interest in speaking activities and contributes to the development of meaningful, fluent, and situation-appropriate oral speech. Second, sociodrama technology positively influences students' communicative engagement, independent thinking, creativity, and collaborative skills. Third, the pedagogical conditions, methods, and teaching tools designed for the study proved to be effective in improving speaking competence in higher education settings.

In summary, the improved pedagogical system based on sociodrama technology can be regarded as an effective means of developing foreign language competence among undergraduate students. Its broader implementation in higher education may contribute to the professional, intellectual, and personal growth of future specialists.

## References

- Boonkit, K. (2010) Enhancing the development of speaking skills for non-native speakers of English. *Procedia - Social and Behavioral Sciences*, 2(2), 1305–1309. doi:10.1016/j.sbspro.2010.03.191
- Chen, Q. (2024). The Effectiveness of a Role-Play Activity in Practicing EFL Learner's Communicative Skills. *Journal of Education and Educational Research*. <https://doi.org/10.54097/bd1act44>.
- Hua, X., Hashim, H., & Jamaludin, K.A. (2024) A comprehensive review of the impact of drama-based pedagogy on English-speaking proficiency. *Eurasian Journal of Applied Linguistics*, 10(1), 275–282. doi:10.32601/ejal.11123
- Hymes, D.H. (1972) *On Communicative Competence*. In: J.B. Pride and J. Holmes (eds) *Sociolinguistics: Selected Readings*. Harmondsworth: Penguin, pp. 269–293. [Accessed

3 April 2026] Available from World Wide Web: <https://wwwhomes.uni-bielefeld.de/sgramley/Hymes-1.pdf>

Ishak, S., & Aziz, A. (2022). Role Play to Improve ESL Learners' Communication Skills: A Systematic Review. *International Journal of Academic Research in Business and Social Sciences*. <https://doi.org/10.6007/ijarbss/v12-i10/14851>.

Islam, M. (2023). Use of Drama to Enhance Speaking Skills of English as a Second Language (ESL) Learners. *Sudurpaschim Spectrum*. <https://doi.org/10.3126/sudurpaschim.v1i1.63390>.

Kolar, M., & Sándorová, Z. (2025). Integrating drama into education: theoretical foundations and contemporary challenges. *Educational Role of Language Journal*. <https://doi.org/10.36534/erlj.2025.01.13>.

Li, M. (2024). The Effectiveness of a Role-Play Activity in Practicing EFL Learner's Communicative Skills. *Journal of Education and Educational Research*. <https://doi.org/10.54097/kgfb1020>.

Luo, Q. (2024). The Effectiveness of Role-Play Activity in Practicing EFL Learner's Communicative Skills. *Journal of Education and Educational Research*. <https://doi.org/10.54097/8ghejg30>.

Luo, S., Ismail, L., Ahmad, N., & Guo, Q. (2024). Using process drama in EFL education: A systematic literature review. *Heliyon*, 10. <https://doi.org/10.1016/j.heliyon.2024.e31936>.

Luo, S., Ismail, L., Ahmad, N., & Guo, Q. (2025). Effects of Process Drama on English Speaking Competence among Undergraduate EFL Learners in China. *World Journal of English Language*. <https://doi.org/10.5430/wjel.v15n4p111>.

Nehe BM, Mayuni I, Rahmat A. Using sociodrama in EFL speaking class. *International Journal of Linguistics, Literature, and Culture*. 2018;4:44-52. doi:10.21744/ijllc.v4n4.262

Nehe, B. (2019) The role of sociodrama in English speaking class. *Journal of English Language Teaching and Literature (JELTL)*. <https://doi.org/10.47080/jeltl.v2i1.547>.

Nuraini, S., Sudiran, S., & Hartono, H. (2023). Enhancing Speaking Skills of Non-English Major Students: Evaluating the Impact of Sociodramatic Games. *VELES (Voices of English Language Education Society)*. <https://doi.org/10.29408/veles.v7i3.24461>

Nuraini, S., Sudiran, S., & Hartono, H. (2023). Enhancing Speaking Skills of Non-English Major Students: Evaluating the Impact of Sociodramatic Games. *VELES (Voices of English Language Education Society)*. <https://doi.org/10.29408/veles.v7i3.24461>.

---

Oboth, J. (2025). Exploring the Pedagogical Efficacy of Utilising Drama as a Medium for English Language Instruction. *East African Journal of Education Studies*. <https://doi.org/10.37284/eajes.8.2.3194>.

Qizi Qma. The Effectiveness Of Using The Sociodrama Method In Teaching Speaking For Students. *International Journal of Pedagogics*. 2024. doi:10.37547/ijp/volume04issue07-03

Qoxxorova, M. From Grammar To Drama: The Impact Of Sociodrama On Speaking Proficiency In Efl Classrooms. *UzMU xabarlari*. 2025. doi:10.69617/nuuz.v1i1.5.1.7889