Evaluating the Effectiveness of Dramatic Approaches in Improving Oral Communication Skills among Arabic Language Students of Colleges of Education in North Central Zone Nigeria

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Abstract
Recent literature highlights a widespread issue of poor oral competence and communication skills among Arabic language students in Nigerian institutions of higher learning. Contributing factors, including the use of inappropriate teaching methods, have been identified. This study explores the impact of using drama techniques to enhance Arabic oral communication skills among students in Colleges of Education across North Central Nigeria. A pre-experimental design was utilized, with one group serving as the experimental group and the other as the control group. The intervention took place during the second semester of the 2023/2024 academic year, involving 51 students in their 200 level. The sample was divided into 26 students for the experimental group and 25 for the control group. To measure outcomes, a test and evaluation scale for oral expression skills was developed. Statistical analysis, including means, standard deviations, and independent sample t-tests, were applied. The findings indicated a statistically significant difference in favour of the experimental group, suggesting that drama techniques can be an effective approach for improving spoken Arabic, particularly within the Nigerian educational context.

Keywords: *Oral communication skills, Drama techniques,Teaching methods, Nigerian higher education*

I. Introduction

Effective oral communication skills are essential for language learners, and this holds particularly true for Arabic language students in Nigerian Colleges of Education. The ability to articulate thoughts, convey ideas, and engage in meaningful conversations is crucial not only for academic success but also for future career prospects.

Teaching and learning Arabic language as a second or third language as the case may be in Nigeria, faces many challenges and problems which prevent the learners from achieving stated goals for teaching the language in higher institutions of learning in Nigeria, Yusuf & Usman (2015) highlighted the factors affecting effective learning of Arabic in Nigerian colleges of education to include: poor language background of the learners especially in the aspect of oral expression skills, inappropriate curricula and books, bilingualism and lack of conducive learning environments. These are the major obstacles to the teaching and learning Arabic which hinder competence in oral communication skills among the students. Literatures in this aspect mainly focus on the factors responsible for the poor standards and ineffectiveness of teaching and learning Arabic language and proffering suggestions for possible solutions in Nigerian intuitions of learning, but based on the literatures available to this team of researchers no research work was carried out in Nigeria using experimental paradigm like this one to overcome these challenges.

This research proposal is therefore, being developed purposely to improve oral communication skills among Arabic language students through dramatic approach and to compare between this method and traditional way of teaching. The research underlines the significance of integrating such innovative approaches into the class room situations to empower Arabic language students with the necessary tools for successful communication in various contexts.

Problem Statement

Educational institutions in Nigeria have been graduating students of Arabic who are unable to express their feelings orally and hardly employ the language effectively for communicative purposes (Ahmed, 2013). The problem at hand is the need to address the challenges faced by Arabic language students in colleges of

education located in the North Central zone of Nigeria when it comes to oral communication skills. While effective communication is pivotal for academic success and future career prospects, students often encounter difficulties in expressing themselves fluently and confidently in Arabic, which is crucial for their educational and professional development. This study seeks to explore whether the implementation of a dramatic approach within the educational context can serve as a viable solution to enhance the oral communication skills of these students and bridge the existing gap in language proficiency.

Objectives Of The Research
1. To examine the theoretical foundations and practical applications of the dramatic approach as a pedagogical method for improving oral communication skills in language education.
2. To implement and evaluate the effectiveness of the dramatic approach in enhancing the oral communication abilities of Arabic language students within the specified colleges of education.
3. To provide recommendations and guidelines for the integration of the dramatic approach into the Arabic language curriculum to improve oral communication skills incolleges of education in the North Central Zone of Nigeria.

Hypotheses
1. Teaching Arabic using drama is effective in developing oral communication abilities of Arabic language students within colleges of education in the North Central Zone of Nigeria.
2. There is a statistically significant difference at the level of (0, 05>) between the achievement of control and experimental groups in favour of the experimental group according to each specific task used in the study.
3. There is a statistically significant difference at the level of (0, 05>) between the achievement of control and experimental groups in favour of the experimental group according to all tasks used in the study.

II. Literature Review
Oral communication in language is one of the most important elements used to interact with other individuals and societies; it is indispensable in any situation of man's life. Also man's success in various fields of endeavour depends largely on his ability to speak and express himself (Al-Louh, 2005).

Acquisition of oral communication skills for language learners is very important, the primary goal of teaching and learning any language is mainly focused on preparing the learner and equipping him with the necessary and appropriate language skills to be able to communicate in the target language orally, and thereby guaranteeing self-confidence in the learner, and encouraging him to integrate into his society and communicate freely and effectively using the language (Azmy, 2018). For communication to be successful, according to Al-Akl and Khasawneh (2012) the learner must be acquainted with four language skills; listening, speaking, reading and writing. Lai-Mei, & Masoumeh, (2017) asserted that among the four skills, speaking is the most important aspect of learning a language and deserves attention in learning any language as L1 or L2.

Despite the importance of oral communication in language learning, it is often neglected in schools, universities and other educational institutes where Arabic language is taught in Nigeria. This leads to poor communication skills among such learners, and many factors were identified to be responsible for this, such as focusing on teaching grammar rules, excess use of translation method and teacher dominance in class activities. Applying these methods in teaching Arabic language according to Elega (2006), lead to the control of class by the teacher with little or no role played by the students, and negative effect of this is that students' attention is geared towards memorization of grammar rules but its application is neglected.

Many researchers, such as Madkour (2010), Dahlan (2014) and Abu Rakhiya (2013) also admitted to prevalence of these challenges among Arabic language students and attributed them to a number of factors, including learning environment, inappropriate curricula, bilingualism where such students study two or more languages at a time, this make it so difficult for them to combine these languages and reconcile their linguistic systems and syntactic structures. Other factors, according to Pangket (2019) are curricula related; the curriculum favours rules of syntax, morphology. All these affect negatively the process of learning Arabic language, especially oral communication and as well as the general language proficiency of learners at different levels of learning.

Having identified the challenges and influencing factor from the literature, it became imperative and necessary for the stakeholders in Arabic language education to develop some educational programmes to prepare teachers, shape the learning environment, change the behaviour of learners and modernize the teaching methods and techniques. These challenges constitute the problem of this research work, and for the fact that voices are still loud among teachers of Arabic language complaining of poor oral communication among the students. This calls for the need to address these problems at all levels of learning. Jibril (2015) and Magaji (2016) confirm that the failure of Arabic language students to achieve success in oral communication is in widespread in all educational levels of Nigerian institutions.

Concept of Drama
Drama can be defined in various ways. One definition is that it is a form of performance involving deep emotions and the portrayal of human experiences through dramaticaction. It typically presents a story or situation that engages the audience's emotions, evoking intense feelings such as tension, excitement, or empathy (Laura & Heather). Additionally, drama encompasses a wide range of oral activities that include elements of creativity (Hubborn et al., 1986). This definition includes dramatic activities such as role play, simulation, improvisation, and mime. Holden (1982), in other hand, defined drama as an activity in which students portray themselves in imagined situations.

Drama in Education Process
The term "drama in education" refers to using theatre for purposes beyond merely entertaining an audience. This approach aims to change the knowledge, attitudes, behaviours, or possibly all of these aspects in audience members (Gulnar, 2011). Studies have shown that students exposed to drama activities achieve better results compared to those who learn through traditional methods. Drama enhances learners' creativity, academic performance, motor skills, confidence, and creates a positive learning environment in the classroom. It also increases social interaction and self-esteem (Alika, 2024).

Dramatic Approach in Teaching Language
Teaching language through drama refers to a teaching approach that uses drama, theatre and theoretical techniques as a means to help learners develop their language skills (Thersinga, 2024), dramatic approach in language teaching can involve activities such as role-playing improvisation, simulation and script-writing to help students develop their vocabulary grammar, pronunciation and communication skills.

Using drama is a powerful tool in the language classroom, Destatova (2009) mentioned several reasons for introducing drama to language learners, according to him, Drama is considered an ideal way to encourage learners to communicate for real-life purposes and helps them gain the confidence and self-esteem needed to use language spontaneously. Additionally, it helps develop students' ability to empathize with others, thereby becoming better communicators. Using drama in language teaching can also aid in developing students' receptive and productive skills, particularly communication skills. Beatty (2015) notes that drama provides an authentic arena for natural language use in real situations, emphasizing reciprocal, synchronized, and unpredictable audience interactions. Furthermore, the use of drama in the language classroom promotes a learner-controlled approach. Fleming (2006) argues that drama texts encourage learner-centred classroom practice, enabling learners to perceive, think, act, and interact during the learning process instead of being passive recipients of knowledge.

Dramatic Techniques to be Applied in this Study
Drama techniques refer to those strategies and activities that accompany a dramatic course to help to better understanding and a better performance of a text, Maley & Duff (1978) mention that drama techniques integrate body, mind and emotions and motivate students to use their personalities and experiences as resources for language problem.

Dramatic activities are of universe benefits to the overall Language development of students, Chioma (2013) mentions that, dramatic activities help students to improve themselves in self confidence, oval and written communication skills, accuracy and fluency of expression, proper pronunciation and multisensory and whole-personality learning.

There are different types of dramatic techniques of which a teacher can apply in teaching language students. Among these dramatic activities are: scripted play, mime, role play, simulation, improvisation and frozen image building. Figure 1 illustrates components of these strategies:
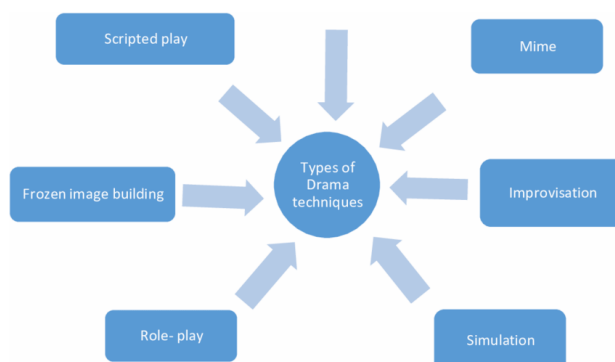
Figure 1 . Drama Techniques for EFL Learning (adopted from Mosaddaq& Tahani, 2021, p. 677)

In this study, the researchers aim to utilize a range of drama teaching techniques, specifically role play, simulation, and improvisation, to evaluate their impact on language teaching and learning outcomes. By incorporating these techniques, the researchers hope to create an engaging and dynamic learning environment that encourages active student participation and deeper understanding of the language. The study seeks to assess how these methods, which emphasize practical application and creative expression, contribute to improving language proficiency, retention, and overall student engagement. Ultimately, the research will provide insights into the effectiveness of these experiential learning strategies and their potential to enhance Arabic language communication skills among target students.

Role Play

Suaibatu A &Azlina A. while quoting Ncupane (2018), stated that a drama-like classroom exercise wherein participants put a certain personal or roles of several individuals in a scene and act out what may happen in that setting can be referred to as a role play. For example, when students are practising given instructions in second language, they might need to role play as tourist and policeman. This provides great opportunity for students to practice the xlanguage, as one of the effective approaches for having students learn the target language is to have them talk during classroom activities. Revealing more advantages of role play in language classroom, Suaibatu(2022) stated that, when students were given a setting to role play in, they work hard to come up with acceptable words to express their opinions and thoughts in order to communicate. As they prepared for the play, they were able to regain their confidence while simultaneously improving their proficiency in the target language.

In giving the benefit of role-play in language teaching, Chioma (2017) stated that; it enables a teacher to teach language use that would be difficult to teach ordinarily, it also helps to recreate the kind of language that is used in different natural contents, especially language use in situations outside the classroom.

Simulation

Simulation is defined by Jones (1982), as a reality of functions in a simulated and structured environment: Chioma (2000) asserted that; simulation activity provides a specific situation within which students can practice specific communication skills. For example, the situation may be a parents-teachers meeting and the communicative skills may be expressing an opinion, complaining about something, convincing others, asserting oneself, eliciting opinions, group-problem solving, analyzing situations and so on.

Improvisation

Improvisation is another drama technique that can be used in language teaching and learning. It is described by Landy (1982) as an unscripted, unrehearsed, spontaneous set of actions in response to minimal directions from a teacher, usually including statements of which one is, where one is and what one is doing. An improvisation involves a spontaneous response and the enactment of an unexpected situation. Improvisation according to Chioma (2012) "Prepares the students to respond to impromptu situations in real-life settings. It provides students with opportunities to improve their language skills and build up their confidence".

Practical Procedure of the Drama Techniques used in this Research

Drama can be implemented in the Arabic language syllabus due to its relevance in achieving the objectives of learning a target language. According to Purcel, et al (2002)" Regular use of conducted activities (Such as drama/theatre training and performance) have potency to desensitize students speaking ability by venting them to constantly explore and experience the target language in various meaningful, realistic context." Applying drama in the language classroom can be through different drama techniques. In this study, researchers applied three different techniques which are role-playing, simulation and improvisation.

Role Playing and Simulation

Due to the near nature of role-play and simulation the researchers merged them together in carrying out this practical aspect of this research. On the side of role-play, students are assigned certain roles which they acted out in a given context. The context may be a situation in school, banking hall or market place etc while the simulation aspect takes care of the application of proper communicative skills in a specific situation, such as use of proper language for bargaining in the market or arguing, convincing others and expressing opinions in a school setting. Both the role-play and simulation provide avenues for students to engage in social interaction and discussion.

Dialogues were prepared on the activities in the banking hall, school and market place. The task was carried out over three weeks (each set of activity per week and two sessions a week) students were grouped in accordance with the roles to be played while the teacher functions as a facilitator. At the initial stage, students were asked to read through the prepared dialogues severally and carefully to familiarize themselves with the

text. The teacher then discussed the text with the students before assigning roles. Each student was then asked to read out his portion of the role loudly and clearly for a better mastering of the language, mainly in terms of intonation and non-verbal language (body language). This activity was carried out in the first session of the week. In the second session of the week, students were asked to perform the roles assigned to them, giving them the freedom to use the language they used during rehearsals or use their words to express the same meaning in the context; this is to make allowance for fluency and confidence building.

Improvisation

Improvisation technique can be used in Arabic language teaching and learning. Two types of improvisation are adopted in this research: the prepared and spontaneous improvisation. According to Davies (1990), spontaneous improvisation is an open-ended process initiated by the teacher. The teacher presents students with a situation and challenges them to respond to it without giving them direction on what to do. While in prepared improvisation, the teacher and students choose the theme and the situation.

In carrying out the teaching process, the researchers first applied the prepared improvisation where they used a dramatized dialogueof a group of people discussing the challenges and prospects of a democratic system of government. The main objective here is to achieve the ability to discuss issues, idea and situations in Arabic language. The task was carried out in two weeks two sessions per week (for both the prepared and spontaneous improvisation). In the first week students were divided into small groups for the purpose of practicing the segments of the prepared improvisation, after which the presentation is carried out. In the second week, the spontaneous improvisation was carried out where the researchers presented the students with a situation and challenged them to respond to it without giving them direction on what to do (here students were asked to quickly decide points they will raise and discuss them in a school meeting with teachers on how to curb indecent dressing in the school and society).

III. Methodology

This research employed quantitative methods, utilizing tests and questionnaires to analyze results and assess the reliability of findings. It employs an experimental design to test a hypothesis by implementing drama techniques during class sessions.A quasi-experimental design involving two distinct groups:control represented by Kwara State College of Education Ilorin and experimental represented by Niger State College of Education, Minna.

Research Design

Quasi-experimental designs are commonly used in social sciences and psychology to compare groups and assess changes resulting from experimental treatments (Dimitrov and Rumril, 2003). Both groups underwent a pretest initially. Following this, the experimental group received instruction in Arabic learning using the Dramatic Approach as the treatment method. In contrast, the control group was instructed using grammar and translation methods for Arabic learning. The table below illustrates the research design:.

Table 1: Research Design

Groups	Pre-test	Treatment	Post-test
Experimental	O1	X	O2
Control	O1	-	O2

Table 1 above shows the design used in this study:
O=Measurement of the dependent variables
X=Intervention program (treatment)

To establish a robust quasi-experimental design, internal validity threats were managed by administering a pre-test to both groups. An independent sample t-test was also conducted to ensure there were no significant differences between the experimental and control groups, thereby confirming equal variances between the two groups.

Participants & Sampling

The research covers some selected Colleges of Education in North Central Nigeria in the Departments of Arabic namely: Niger State College of Education, Minna, FCTCollege of Education, Zuba and Kwara State College of Education Ilorin. The research involved Nigerian Certificate in Education students from the Departments of Arabic Language specifically those in their second year (200 level), who were purposively selected as participants. The Participants were chosen because they had prior experience in Arabic language learning, having completed several Arabic courses in the first three semesters of their studies.

The sample consisted of fifty one students (51), who were choosing among the north central colleges of education Arabic language students and divided into two groups: a control group represented by Kwara State College of Education, Ilorin (25) students learning through conventional methods, and an experimental group represented by Niger State College of Education, Minna with twenty six (26) students learning through Dramatic Approach. The experiment lessons were implemented in the second semester of the academic year 2023/2024. Table (1) below illustrates the research sample.

Table 2: Study Sample

Group	Learning Method	Sample	Percentage
Experimental	Dramatic Approach	26	50.980
Control	Grammar And Translation	25	49.020
TOTAL		51	100%

Instruments

The instrument employed for data collection in this study was anoral expression test, which included both pre- and post-tests. Its purpose was to assess participants' proficiency in oral expression using the Dramatic Approach before and after the training session. Developed by the researchers, the test underwent validation by four experienced teachers of Arabic as a foreign language, as well as a statistician. Following confirmation of its face validity, the instrument's internal validity was also assessed. It was administered as both a pre-test and a post-test to both the experimental and control groups to collect data.

Equality of the Two Groups in the Variables:

To ensure the equality of the two groups in academic achievement in the Arabic language for the previous academic year (2022/2023), the general academic achievement variable was controlled by reviewing the records of the Arabic language departments in the two colleges. The control was done using the independent samples t-test. The result was as follows.

Table 3: Results of Pre-Test for the Participants Previous Academic Achievement

Group	N	Mean	Std Dev.	T	Df	Sig.
Experimental	26	45.67	2.064	1.638	1.438	0.67
Control	25	48.32	2.980			

It is clear from the table that the calculated t-value is (1.638) with a degree of freedom of (1.438) at a significance level of (0.67). This is not statistically significant at the ($\alpha=0.05$) level, which means that there are no statistically significant differences between the experimental and control groups in the general academic achievement variable. Therefore, the two groups are equal in general academic achievement for the Arabic language subjects selected for this study.

Data Collection And Analysis

The process of data collection was carried out in two key phases, both of which involved the administration of tests to the study participants.

Initially, a pre-test was administered to both the experimental and control groups before any intervention was applied. This pre-test served as a baseline measurement, providing initial data on the participants' abilities, knowledge, or attitudes prior to the introduction of the experimental treatment. By testing both groups at this early stage, the researchers aimed to ensure that any subsequent differences in outcomes could be attributed to the intervention rather than pre-existing differences between the groups.

Following the intervention sessions, which were conducted only with the experimental group, a second round of testing—referred to as the post-test—was administered to both the experimental and control groups. The post-test was designed to measure any changes in the participants' performance or behaviour that occurred as a result of the intervention. By comparing the post-test results with the pre-test results, and analyzing the differences between the experimental and control groups, the researchers could assess the effectiveness of the intervention.

This two-phase testing approach allowed for a rigorous evaluation of the intervention's impact, as it provided a clear before-and-after comparison and accounted for potential variables that could influence the outcomes.

At the outset, the researchers obtained all required permissions to conduct the training. Following this, participants received an information-sheet detailing project specifics, data handling procedures, their rights, and involvement in the study. They were also informed of their right to withdraw from the study at any time and were asked to complete a consent form if they chose to participate voluntarily.

Data Analysis And Results Discussion
Both descriptive and inferential methods of data analysis were employed by the researchers, reflecting the research's nature and data characteristics. SPSS served as the primary tool for data processing and analysis.

Data Analysis
To evaluate the impact of Arabic teaching using dramatic approach, Independent sample t-test was conducted. This test aimed to compare the mean scores of pre-tests and post-tests between the two groups, determining whether Arabic teaching using dramatic approach was more effective than grammar and translation method in enhancing Arabic oral expression among the target students.

The following table provides a demographic data of the experimental group (n=26) and a control group (n=25) across several variables, including gender, age, and language spoken. Here is an analysis of the table:

Table 4: Demographic Data of the Participants

Variables		Experimental Group (n=26)	Percentage	Control Group (n=25)	Percentage
Male		16	61.54%	21	84%
Female		10	38.46%	04	16%
Age	20-25	17	65.38%	19	76%
	26-30	05	19.23%	04	16%
	31-35	04	15.38%	02	08%
Language	Hausa	06	23.07%	NIL	NIL
	Yoruba	02	7.69%	22	88%
	Nupe	14	53.85%	02	08%
	Fulani	02	7.69%	NIL	NIL
	Gbagiy	01	3.85%	NIL	NIL
	Igala	01	3.85%	NIL	NIL
	Baruaba	NIL	NIL	01	04%

Table 4 reveals that control group has a higher proportion of males (84%) compared to the experimental group (61.54%). The experimental group has a relatively more balanced gender distribution. Both groups have the majority of participants in the 20-25 age range, with the control group having a slightly higher percentage (76%) compared to the experimental group (65.38%). The experimental group has more participants in the older age brackets (26-35) compared to the control group. The experimental group is more linguistically diverse, with participants from six different language backgrounds. The majority (53.85%) of the experimental group speaks Nupe.The control group is predominantly Yoruba-speaking (88%) with very little representation from other languages.

The researchers assessed the reliability and normality of the data before conducting inferential analysis. The results confirmed that the data were reliable and followed a normal distribution. The following table shows the details:

Table 5: Normality Distribution of Drama Test Scores of Shapiro-Wilk

Variables	Groups	Statistics	Df	Sig.
Pre-test	Experimental	.984	26	.882
	Control	.957	25	.186
Post–test	Experimental	.966	26	.338
	Control	.098	25	.067

Table 5 presents the Shapiro-Wilk normality test results, as the number of participants is below one hundred. This table shows the normal distribution of pre-test and post-test data for both the experimental and control groups. The p-value for the experimental group's pre-test was .882, while the control group's pre-test p-value was .186. For the post-test, the experimental group had a p-value of .338, and the control group had a p-value of .067. Since all p-values for both pre-test and post-test exceed 0.05, the normality assumptions are satisfied, allowing for inferential statistical analysis to be performed on the data.

Subsequently, the researchers ran a statistical analysis usingIndependentt-test, which allowed the comparison of the mean scores and standard deviations between the control and experimental groups to arrive at a conclusion. The following table presents the results of the experimental and control groups of the participants:

Table 6: Independent sample t-test results for participants' post-test scores using drama techniques

Group	Method	Mean	Std dev.	Df	t-value	Sig.
Experimental	Dramatic technique	62.350	8.245	78	-3.212	0.02
Control	Traditional	57.375	5.274			

This table compares the performance of the experimental and the control group based on dramatic and traditional methods, with results measured by mean scores, standard deviation (Std Dev.), degrees of freedom (Df), t-value, and significance level (Sig.). The mean score for the Experimental Group is 62.350, which is higher than the mean score for the Control Group at 57.375. This indicates that the experimental method may have led to better performance or outcomes compared to the method used for the control group. The Experimental Group has a standard deviation of 8.245, which is higher than the Control Group's standard deviation of 5.274. A higher standard deviation in the experimental group suggests more variability in the scores among participants compared to the control group, where scores are more clustered around the mean. The t-value is -3.212, and the significance level (Sig.) is 0.02. The negative t-value indicates that the direction of the difference is from the experimental group to the control group, favouring the experimental group. The significance level of 0.02 indicates that the difference in mean scores between the two groups is statistically significant at the 5% level. This means there is only a 2% probability that this difference is due to random chance, suggesting that the experimental method is indeed more effective.

Furthermore, the researchers conducted a detailed analysis of the participants' progress in drama methods techniques by comparing the mean scores of its components such as role playing, simulation and improvisation techniques. This table compares the effectiveness of two methods—Drama and Traditional—across three dramatic techniques: Role Playing, Simulation, and Improvisation. The analysis focuses on the mean scores, standard deviations (Std Dev.), degrees of freedom (Df), T-Values, and significance levels (Sig) for each technique:

Table 7: Independent sample t-test results for participants' post-test scores using drama technique for the three drama techniques components.

Dramatic Technique	Method	Mean	Std Dev.	Df	t-value	Sig
Role Playing	Dramatic	16.98	2.106	78	2.889	0.03
	Traditional	15.63	2.059			
Simulation	Dramatic	13.83	2.074	78	3.442	0.02
	Traditional	12.59	1.598			
Improvisation	Dramatic	20.00	2.864	78	4.006	0.00
	Traditional	17.80	1.964			

Table 7 presents mean score for Role Playing being higher in the Drama method (16.98) compared to the Traditional method (15.63), indicating that the Drama method with role-playing component may be more effective in enhancing oral communication skills. The T-value of 2.889 and a significance level of 0.03 suggest that the difference between the two methods is statistically significant at the 5% level, meaning the observed difference is unlikely to be due to chance. The mean score for Simulation is higher in the Drama method (13.83) than in the Traditional method (12.59). The T-value of 3.442 and a significance level of 0.02 indicate a statistically significant difference, with the Drama method again proving to be more effective for this technique.The mean score for improvisation is significantly higher in the Drama method (20.00) compared to the Traditional method (17.80). The T-value of 4.006 and a significance level of 0.00 indicate a highly significant difference between the two methods, suggesting that the Drama method is much more effective in developing oral communication usingimprovisation skills

Summarily, The Drama method consistently outperforms the Traditional method across all three components of dramatic techniques used in the study with the improvisation component significantly recording highest mean scores (20.00). The statistically significant differences for all three techniques in mean scores between the Drama and Traditional indicate that the new method is effective.

IV. Discussion

Findings of this research suggest that the implementation of the dramatic approach for improving Arabic oral communication in the experimental group was more effective than the application of the Grammar and Translation method employed in the control group. Hence, the present study's hypothesis has been substantiated. From this point of view, the researchers conclude that dramatic approach yields a considerable impact in improving communication competence for the learners of Arabic as a foreign language in the Departments of Arabic within the study population area.

In the experimental group, learners were actively involved in the teaching process, with instruction delivered through drama activities. This approach differed from the control group's traditional teaching method, which did not sufficiently motivate students to participate in classroom activities. Instead, the traditional method involved the teacher dominating class activities and leading without considering student feedback. This outcome supports researchers' belief that active learning enhances students' performance in language learning and oral expression (Abdullah, 2020).

The higher performance of the experimental group students over those in the control group in the post-test is an indication that learning through the dramatic technique—which includes cooperative work and exchange of opinions—has significantly contributed to improving the experimental group students' performance in oral communication. This outcome is in conformity with Alika (2024) assertions that social communication through engaging students in interaction and discussions, such as drama technique helps them learn new information and achieve language skills especially verbal communication competence. This is interpreted by the results showing that there was a positive outcome from the students' interaction with their peers while working together on the oral expression tasks they were assigned, which was reflected in their improved performance in the post-test for those skills.

The experimental group's significant improvement in oral communication skills, surpassing that of the control group, can be attributed to several critical factors, including:

1. Dramatic technique enhances peer assistance. Students learn from one another when they attempt to solve the issues presented to them for discussion in a drama manner, whether in pairs, groups. Thus, they are more likely to advance and excel due to the assistance they receive in one way or another from their peers, compared to those who learn passively. Culham (2003) demonstrated this claim, explaining that cooperation with a number of peers helps average students achieve their potential development in language learning from various angles.
2. In a dramatic technique, every individual is responsible for role playing and expressing ideas and opinions, and these have a positive effect that benefits the students themselves, which drives them to engage in the active participation with greater precision and seriousness about the issue at hand, leading to enhanced understanding and development of their oral communication skills.
3. The dramatic technique provides a continuously interactive environment that maintains the learner's motivation, as it connects theoretical information with real-life situations. This helps students acquire experiences and express them orally in an appropriate manner (Abdel Hamid, 2001).
4. Through repeated practice in a supportive and creative environment, students in the experimental group likely gained greater confidence in their speaking abilities. This increased confidence translated into more fluent and effective communication during assessments
5. Drama techniques enabled students to apply their language skills in practical, real-world situations. This hands-on approach helped bridge the gap between theoretical knowledge and practical usage, allowing students to internalize and better retain the language.

V. Conclusion

In conclusion, the dramatic approach stands out as a highly effective tool for enhancing oral communication skills among Arabic language students. By immersing learners in engaging, context-based scenarios that mirror real-life interactions, this method goes beyond traditional language instruction. It provides students with practical language skills that are directly applicable in everyday situations, thereby boosting their confidence in using Arabic effectively. Furthermore, the dramatic approach transforms the learning experience into one that is both enjoyable and interactive, which not only enhances student engagement but also reinforces retention and mastery of the language. For educators, this method offers a dynamic and impactful way to empower students with strong oral communication abilities, preparing them to navigate and succeed in various Arabic-speaking environments. Ultimately, integrating drama into language education can significantly enrich the overall learning process, making it both more effective and more aligned with the communicative needs of students.

VI. Recommendations

Based on the conclusion that the dramatic approach is a powerful tool for enhancing oral communication skills among Arabic language students, the following recommendations are proposed:

1. Educational institutions, particularly Colleges of Education, should incorporate drama-based activities and techniques into their Arabic language curriculum. This integration can be structured through regular classes, workshops, and extracurricular programs that focus on real-life scenarios and interactive communication.
2. Teachers of Arabic should receive specialized training on how to effectively implement drama techniques in their classrooms. This could include workshops, seminars, and continuous professional development programs that equip educators with the necessary skills and strategies to maximize the benefits of drama in language learning.
3. Schools should create opportunities for students to work together in group activities centered on drama, such as role-playing and simulations. This collaborative approach not only enhances oral communication skills but also fosters teamwork, creativity, and critical thinking among students.
4. Encouraging students to participate in drama clubs, theatre productions, and language-focused events can provide them with additional opportunities to practice and refine their oral communication skills in Arabic.

Such activities can also help students build confidence and competence in using the language outside of the academic setting.

5. Educational policymakers and institutions should support ongoing research into innovative teaching methods, including the use of drama, to continually improve the effectiveness of language education. This can include funding research projects, publishing findings, and sharing best practices across educational networks.

6. While implementing drama techniques, it is important to consider the cultural contexts of the students. Educators should adapt drama activities to be culturally relevant and sensitive to the backgrounds of their learners, ensuring that the content is both engaging and respectful of cultural norms.

Acknowledgement

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