



The Role Of Curriculum Dramatization In Improving The Oral Reading Performance In English Among Fourth-Grade Middle School Students From The Point Of View Of Subject Teachers (A Field Study In Ramadi Iraqi Schools For The Secondary Stage)

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الخلاصة:

سعى التعرف على قيمة التمثيل الدرامي للمناهج في تعزيز قدرة الطلاب على قراءة اللغة الإنجليزية في الصف الرابع من وجهة نظر معلمي المادة في الرمادي بالعراق. ولتحقيق هذا الهدف تم استخدام نهجا اوصفيا تحليليا. وكانت أداة البحث عبارة عن استبانة وضعها الباحث بناءً على تدريسه للغة الإنجليزية كمعلم وفهمه للأسس النظرية للمسرح والأداء الشفهي. وتم إثبات شرعيتها وموثوقيتها باستخدام المبادئ الإحصائية ذات الصلة. وقد تم استخدامها على عينة مكونة من (64) رجلاً وامرأة من معلمي اللغة الإنجليزية في الفصل الدراسي الثاني من العام الدراسي (2024-2025). وقد أسفر البحث عن مجموعة من النتائج المهمة والتي كان من شأنها ذات أهمية كبيرة: وجود تأثير إيجابي للتمثيل الدرامي للمناهج في تحسين قدرات الطلاب على القراءة الشفهية باللغة الإنجليزية من وجهة نظر معلمي المادة. لم تظهر فروق ذات دلالة إحصائية في متوسط استجابات المشاركين حول تأثير المنهج المسرحي على أداء القراءة باللغة الإنجليزية لدى طلبة الصف الرابع الابتدائي بالمرحلة المتوسطة، نتيجة لمتغيرات: الإعداد الأكاديمي، برامج التدريب. كلمات مفتاحية: مسرح المناهج، الأداء القرآني الجهوري، مادة اللغة الإنكليزية.

Abstract:

The current study sought to identify the value of curriculum dramatization in enhancing the reading ability of English in the fourth grade of middle school in Ramadi, Iraq, from the perspective of the subject teachers. To accomplish this goal, the descriptive analytical method was employed. The research instrument was a questionnaire developed by the researcher based on his teaching of English as a teacher and his understanding of the theoretical principles of theater and spoken performance. Its legitimacy and dependability were demonstrated using relevant statistical principles. It was employed on a sample of (64)



individuals who were English teachers in the second half of the academic year (2024-2025 AD).

The investigation yielded a series of findings that are of greatest significance: The beneficial effects of dramatization on curriculum are evident in the enhancement of students' oral reading abilities in English, according to the subject teachers.

There are no significant differences in the average responses of the participants' studies regarding the value of dramatized curriculum in enhancing the students' abilities to read English orally during the fourth year of middle school. Because of the mix: variable academic preparation, training programs

Keywords: the dramatization of curriculum, the spoken reading ability, and English language development.

First: Introduction to the Study: Teachers specializing in education have faced challenges due to the increasing pace of scientific knowledge, particularly concerning curriculum development, teaching methods, and techniques. Current curricula are primarily incapable of keeping up with this rapid growth in knowledge, rendering them unable to adapt to the ever-evolving landscape of cognitive, scientific, and technological advancements. Modern education is characterized by continuous development, innovation, and the evolution of its methods, all aimed at enhancing students' intelligence and performance, and strengthening their life skills. The importance of curriculum drama as an educational activity is evident, as it is one of the most significant active learning approaches. It facilitates students' learning in a more engaging and passionate manner, fostering greater commitment to the subject matter. This strategy is not limited to a specific curriculum, which is a common misconception, as most subjects can accommodate classroom drama on their own. All lessons can be taught using this method, provided that a competent teacher participates in the teaching process, one who understands the value of the approach and is capable of creating an interactive, lesson-oriented environment. Language materials, especially English, can be transformed into simple narratives that students can understand. These narratives can be reinforced in the student's mind and recalled when



presented in this way. English encompasses a variety of skills, including reading, writing, listening, and speaking, all of which are areas of study that utilize the curriculum to enhance students' reading abilities. These skills are paramount, facilitating the understanding of peer cultures and enabling discussions about traditions and customs. The curriculum's importance lies in equipping students with spoken and written language skills, as well as the ability to read and speak English correctly, all of which contribute to their speaking abilities. Through dialogue with another character, the protagonist's speaking, listening, and reading abilities are enhanced, resulting in improved speaking performance. Consequently, this research demonstrates the value of systematic role-playing in improving oral reading performance.

Second – The Problem of the Study:

Active learning strategies are fundamental to the educational process, and perhaps the most important of these is the strategy of integrating body language into the curriculum. Its steps can be employed to enhance general language skills and improve reading comprehension in spoken language. However, it suffers from several problems in its optimal use, including a lack of familiarity with its literature, foundations, and principles, as well as the unavailability of resources that explain the subject matter when taught according to its curriculum. Consequently, the responsibility now falls on the teacher to learn the simplest methods that utilize the necessary materials and resources with maximum effectiveness. Looking at the reality of teaching English in Iraqi schools, we can conclude that the majority of English teachers still use traditional teaching methods based on discussion and instruction. These methods aim to increase academic success without considering the development of reading-to-speaking skills, which is why most students find the subject difficult. The researcher attributed the failure to utilize modern educational strategies, such as cooperative learning, multiple intelligences, and curriculum role-playing, to the scarcity of teachers who use these strategies, the lack of resources and tools necessary for their implementation, and the reluctance of many teachers to change their teaching style. Several studies have demonstrated the value of curriculum-based dramatization in enhancing reading and writing skills. For example, Khader's 2013 study showed the positive



impact of using multiple intelligences strategies on developing reading and writing skills, while Eid's 2022 study demonstrated the correlation between linguistic intelligence and achievement motivation as a predictor of superior academic performance among students. Based on the preceding data, the problem can be described as follows:

What is the purpose of curriculum dramatization in enhancing English reading ability in the fourth grade in Ramadi, Iraq? And from the perspective of subject teachers, what is the importance of this process?

This leads to the following questions:

- 1- What is the objective of the dramatization approach in enhancing the ability to read English orally within the framework of language improvement?
- 2- Are the average responses of the study participants regarding the role of the dramatization approach in improving students' reading performance attributable to the variables of: academic degree, training programs?

Third - Hypotheses

- 1- The dramatization strategy plays a positive role in improving learners' oral reading skills.
- 2- There are no statistically significant differences between the average responses of the study participants regarding the role of dramatization in improving learners' oral reading performance that are attributable to the variables of: academic qualification, training courses.

Fourth - Significance of the Study

The importance of the dramatization method in teaching academic subjects is evident, as it is one of the most important active learning methods and a cornerstone of modern education. This is because it stems from practical application and is widely used among students. This strategy works to enhance creativity, inspire learners with ambition, and increase their life skills, especially in conversation, which is one of the most important components of the English language. The importance of this approach is also evident in the fact that English is one of the world's most important languages, and therefore, understanding its capabilities is essential.



Fifth - Study Objectives:

To identify the value of dramatic representation in the curriculum in enhancing English reading skills among fourth-grade students in Ramadi, Iraq, from the perspective of English teachers, and to determine if there are differences in average responses regarding this topic attributable to the variables of academic degree and number of training courses.

Sixth - Scope:

Human: A sample of middle school English teachers.

Ground: Ramadi middle schools.

Temporal: Conducted in 2023-2024. Seventh – Terminology and Operational **Definitions**

1- Dramatizing the Curriculum

By using dramatic techniques in presentation, educational content can be delivered indirectly through real-life examples and dramatic storytelling. This allows students from different educational institutions to understand the content more comprehensively through a theatrical art form, aiming to enhance their comprehension and interpretation (Hussein, 2005, p. 33).

Dramatizing the curriculum is one of the latest educational methods used to complement learning. The process of dramatizing the curriculum involves presenting parts of the curriculum to students in an engaging and entertaining way, using actors who portray different sections of the curriculum and simplify the information for the students (Abu Al-Hassan, 2004, p. 45).

The researcher follows the aforementioned definitional procedures in his research, using curricula that are transformed into plays representing ideas, information, and aesthetic values through interactions between engaging characters, in line with the teaching of English as a subject for the teacher.

2- Oral Reading Performance

This ability is manifested through the process of oral reading, which is described as: a mental, psychological, linguistic, and physiological process that requires visual and auditory abilities, as well as the correct pronunciation of words without distortion, omission, addition, or repetition, and the ability to comprehend what is read (Al-Saeed, 2005, p. 58).



It is characterized as: a mental process that includes linguistic and visual abilities that allow for the audible pronunciation of words and sentences, taking into account correct pronunciation and grammatical structure (Khader, 2013, p. 59).

The researcher begins with the aforementioned definition of the subject of English as a starting point for the intermediate stage, and this is achieved through acceptable performance abilities.

Eighth - Previous Studies

A - Arab Studies

- Morsi et al. (2023):

This study aimed to determine the impact of structured drama on the ability to learn success skills among fourth-grade elementary school students. The experimental method was used, and the sample consisted of (50) students, including (10) students with an exploratory nature and (40) students with a basic nature. The instruments included a medical scale for measuring weight, a height measuring device, balloons, and a stage. The results showed greater success among the experimental group compared to the control group.

- Dahlinawi et al. (2022):

This research aimed to determine the effectiveness of the school theater strategy in improving academic achievement in history among eighth-grade elementary school students specifically. The research sample consisted of (54) students, including (28) students from the experimental group and (26) students from the control group. An achievement test was administered, which included (30) multiple-choice questions in its final form. After obtaining the data from the sample members Research regarding the instrument and conducting statistical analysis on it showed statistically significant differences in the average academic achievement scores of the students in the two research groups in the academic achievement test in favor of the experimental group.

Al-Farwati (2021):

This study aimed to identify theater as part of the curriculum in schools and the Arabic Language Institute for Non-Native Speakers, and to assess the potential of dramatic



performance in the intermediate stage. The instrument consisted of an observation checklist. Through discussion of the play with the students, their test results showed that theater is not only important as a means of enhancing students' oral reading abilities, but also had a significant impact on the success of students in the experimental group compared to the control group.

Al-Jamal and Al-Nouri (2018): This study sought to determine the objective of teaching Arabic language curricula in enhancing students' attitudes toward education within the context of Arabic language teachers in Palestine. The study instrument was a questionnaire, and the results showed that teaching Arabic language curricula had an impact on the attitudes of primary school students toward education in the directorates of Nablus, Tulkarm, Tubas, and Qalqilya.

Al-Sayed (2017): This research aimed to identify the value of curriculum drama in enhancing certain aspects of the educational process in pre-university educational institutions in the Arab Republic of Egypt. The sample included 120 specialists and theater directors affiliated with schools in Egypt, as well as teachers, administrators, and educational leaders in the country. The instrument consisted of a questionnaire, and the results demonstrated the value of educational drama in enhancing the educational process for students before their pre-university studies (teacher, curriculum, and student).

- **Abdel Latif et al. (2015):** This study aimed to determine the value of educational theater in addressing some behavioral problems among primary school children. The experimental method was used, and the sample included 24 male and female students. The instruments included a questionnaire and a scale for assessing behavioral problems. The results showed a statistically significant difference at the 0.01 level in the behavioral problems scale, the total score, and its components between the mean scores of the experimental and control groups on the pre- and post-tests, in favor of the experimental group. There were also statistically significant differences in both the components of the behavioral problems scale and the total score on the pre- and post-tests for the experimental group, in favor of the post-test.

**Murad (2012):**

This research aimed to determine the value of using school theater in enhancing reading skills among Syrian students. The experimental method was used, and the experimental instruments included a reading test administered to a sample of 100 students.

The results showed that the students in the experimental group outperformed those in the control group.

B- Foreign Studies**Ala'a (2022), Al Shdefat**

This research aimed to determine the effect of using the Siri program on the conversational skills of foreign language learners and their attitudes towards it. It also sought to determine whether using the Siri program had an impact on developing the four aspects of speech (pronunciation, fluency, grammar, and vocabulary) by comparing two methods of teaching conversation. To achieve these objectives, 32 female students were divided into two groups of 16 students each. The first group was formed by the Education Department in Qasaba Al-Mafraq, and the second group was formed by the Education Department at Al-Sahat Basic Mixed School in the Qasaba Al-Mafraq Education Directorate. The research results showed the experimental group's superiority in all conversational skills. The study also revealed statistically significant differences in conversational aspects attributable to the teaching method used by the experimental group.

Ching Meyer et al. (2015) aimed to identify the effectiveness of psychodrama in reducing the prevalence of violence in schools in the Arab world (Libya). The study employed both descriptive and experimental methods, using a sample of 380 male and female students. The following instruments were used: an aggressive behavior scale and a program based on psychodrama. The results demonstrated the effectiveness of the program in reducing the effects of aggression. Commentary on previous studies: At the level of the study's objective: The current study is similar to Abdel Latif's (2015) study in its treatment of theater, and to Al-Shudaifat's (2022) study in its treatment of phonological abilities in English. At the level



of methodology: It is similar to Al-Sayed's (2017) study in its methodology, but differs from most studies in its use of the experimental method, such as Al-Dahlinawi et al. (2022) and Morsi et al. (2023). At the instrumental level, it is similar to Mr. Al-Sayed's (2017) study, which used a questionnaire, and differs from most studies that focused on tests and measurements, such as Cheng Meier et al. (2015) and Abdul Latif et al. (2015). Based on the above information, it can be concluded that this study is among the earliest of its kind in Iraq, to the best of the researcher's knowledge. This makes it unique and scientifically valuable, and the benefits of his efforts in developing the questionnaire and writing the theoretical literature for the study have been assessed.

The practical framework includes the study's methodological steps and descriptions, the target population, the sample and instruments, methods of verification and reliability, study implementation procedures, statistical methods and techniques, and results.

First - Methodology:

The descriptive-analytical method was used as it is the most suitable research methodology for this study.

Second - Study Population and Sample: The study population consisted of English language teachers in intermediate schools in Anbar Governorate for the 2023-2024 academic year. A random sample of (88) teachers was selected. The following is a description of the study variables:

1- Academic Qualification

Table No. (1)

The attribute	number	proportion
Bachelor's degree	55	%85.94
Master's degree	9	%14.06



Total	64	%100
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1- Cycle Variable

Table (2): Sample Distribution According to Cycles

Courses	Number of Courses	Percentage
Less than 3	15	%23.44
3-7	25	%39.06
Over 7	24	%37.50
Total	64	%100

Thirdly - The Research Instrument

After reviewing the theoretical literature related to using theater as a teaching method and observing studies relevant to the current research, the questionnaire was developed. To ensure the instrument's validity, it was distributed to participants who evaluated its validity, the number of questions it posed, and the scientific and linguistic merits of each question. All of this was taken into consideration. In response to participant feedback, some questions were removed from the instrument, and others were modified, resulting in (12) questions. The questionnaire's reliability was determined using Cronbach's alpha. This approach yielded an alpha value for all questionnaire items, as well as an overall reliability value of (0.88), indicating that the questionnaire possesses a high degree of reliability. The following scale was used:

Table No. (3): Five-Point Likert Scale

No	Cell length	corresponding relative weight	grade assessment
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1	From 1- 1.80	From 20- 36	Very low
2	From 1.80 – 2.60	From 36- 52	Low
3	From 2.60- 3.40	From 52 - 68	Moderate
4	From 3.40- 4.20	From 68- 84	High
5	From 4.20-5	From 84-100	Very high

Fourth – Review the results and provide interpretation.

1- Answer the first question:

1- What is the role of dramatizing the curriculum in improving students' oral reading skills in English?

Table No. (4)

No	Paragraphs	Meaning	Deviation s	Score
1	Dramatizing the curriculum helps learners express ideas clearly and audibly.	3.79	0.97	High
2	It helps the learner read correctly, paying attention to punctuation and intonation.	3.76	0.68	High
3	It develops the learner's reading skills more effectively.	3.71	0.84	High
4	It helps the learner read texts fluently.	3.62	1.03	High
5	It develops the learner's ability to infer the meanings of words in a text and pronounce them aloud.	3.59	0.85	High
6	It contributes to improving the learner's ability to identify missing words in a text.	3.54	0.99	High
7	It helps the learner enhance text comprehension and fluency in oral reading.	3.52	0.74	High
8	It strengthens the learner's connection between sound and meaning during the pronunciation of syllables.	3.48	0.56	High



9	It develops the learner's skills in controlling reading speed.	3.46	0.69	High
10	It develops the learner's skills in pausing appropriately when the meaning is complete.	3.44	0.78	High
11	It contributes to improving the ability to express emotions effectively and accurately.	3.42	0.92	High
12	It helps the learner improve their comprehension of concepts and vocabulary, thus ensuring fluency in speech.	3.41	0.77	High
Overall Average		3.56	0.82	High

The table above shows that the impact of theater as a teaching method on enhancing students' oral reading skills was significant. The researcher discusses the value of this method in developing the linguistic abilities of English language learners. This approach is not limited to a specific curriculum, as is commonly believed, but can be applied to all lessons. The more dedicated the teacher is in using it, the more positive the results and the more interactive the learning environment, regardless of the subject matter. Through this strategy, students increase their understanding of how to communicate with others and capture their attention, thus enhancing their knowledge of concepts and vocabulary in English textbooks and professional language learning. They also become familiar with primary and secondary ideas in various written works. Furthermore, this strategy increases students' confidence and eliminates hesitation, fear, shyness, and introversion, which hinder fluent conversation. The findings of Al-Jamal and Al-Nouri (2018) align with the study by Al-Ghannam and Al-Nouri (2018), which demonstrated a positive impact of using Arabic language curricula in schools on primary school students' attitudes toward education. Similarly, Murad's (2012) study demonstrated the effectiveness of using theater in curricula on students' reading skills.

This result is consistent with the first theory.

2- Answer to the second question:



a- Results of the academic qualification

Table No. (5)

Variance	sum of squares	degrees of freedom	means	calculated F-value	significance
Between groups	32.407	2	65.09	2.03	Non-significant
Within groups	25.3512	61	71.88		
Total	28.5919	63			

The previous table indicates that there are no statistically significant differences at the significance level (0.05) between the average responses of teachers with regard to the academic degree variable, due to the similarity of the cultural and academic levels of English language teachers with a bachelor's degree or a master's degree respectively with regard to their perception of the value of the curriculum in developing spoken English reading skills. This is a result of the results of technological development and the subsequent effects of the Internet, which is now accessible to all teachers and contains a large number of educational videos that use language learning and mastery methods, and are available to all English language teachers, and can be viewed at any time, regardless of their academic degree.

B) Results of the variable of number of training courses

Table No. (5)

Variance	sum of squares	degrees of freedom	means	calculated F-value	Level of significance
Between groups	77.05	2	86.15	1.07	Non-
Within groups	1272.12	61	65.09		



					significant
Total	1349.17	63			

The table above shows no statistically significant differences in the average responses of study participants regarding the number of training courses they attended. This result can be attributed to the rapid changes occurring globally, which have provided all teachers with access to the latest teaching methods. Teachers participate in the same educational programs sponsored by the Ministry of Education and have access to websites and videos related to strategies for improving their oral performance, particularly in theater. Consequently, differences in English language teachers' opinions regarding the use of theater in teaching English and its effectiveness have been minimized. The tables also indicate that the average responses of participants regarding the importance of the curriculum in developing students' reading skills in spoken language are not affected by the variables of academic degree or training programs, thus confirming the second hypothesis.

Conclusions: - The use of dramatization in the curriculum by English language teachers has a positive impact on developing oral reading skills among middle school students.

- There are no statistically significant differences in the average responses of study participants regarding the importance of dramatization in developing reading skills that can be attributed to the variables of academic degree or training programs.

Study Proposals

The goal of educational theater in the primary stage is to increase the ability of native English speakers to read aloud.

The role of dramatic representation in the curriculum is to enhance the speaking and listening skills of middle school English language learners.

The impact of a theater-based program on developing the language skills of English language students at different educational levels.

The study recommends:

- The necessity of training English language teachers in contemporary teaching requirements.



- Attempting to hold workshops in schools to identify the steps to be followed in implementing active learning strategies to develop oral performance skills.
- Attention should be given to collecting all the necessary information for implementing the theater strategy in teaching English in every school, including lighting, costumes, and stage equipment.
- The necessity of holding seminars and conferences on developing English language skills.
- Drawing attention to the necessity of including reading strategies in the educational activities of the Ministry of Education.

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