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The Effect of Teaching by Using Drama Based on Curriculum Dramatization Approach for Arabic Grammar of Sixth Grade Elementary Class on Students' Achievement and Development of Their Listening and Speaking Skills in Qatif City in Kingdom of Saudi Arabia

*Mohammed Alnassir and Narjes Hamdi**

ABSTRACT

The purpose of this study was to investigate the effect of teaching by using drama based on curriculum dramatization approach for Arabic grammar of sixth grade elementary class on student' achievement and development of their listening and speaking skills in Qatif city in Kingdom of Saudi Arabia. Sample of the study consisted of (62) students distributed on two equal groups, one is an experimental, which studied three units of grammar subjects by drama based on curriculum dramatization approach and the other control, which studied the same units through inquiry methods.

Data of the study was collected by using three instruments: an achievement test, listening, and speaking scales. All these instruments designed especially for the purposes of the study. Data analysis revealed the following results:

There were statistically significant differences between the means of total marks of students on an achievement test, listening and speaking scales attributed to the effect of using drama based on curriculum dramatization approach. These differences were in favor of the experimental group.

A need for training Arabic teacher had been recommended.

Keywords: Curriculum Dramatization Approach, Students' Achievement, Listening and Speaking Skills.

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