

## TRADITIONAL DRAMA TECHNIQUES AND AI TECHNOLOGIES IN ARABIC LANGUAGE CLASSROOMS: EVIDENCE FROM UMARU SANDA AHMADU COLLEGE OF EDUCATION, MINNA, NIGERIA

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### Abstract

This study was motivated by the persistent challenges facing Arabic language instruction in many Nigerian Colleges of Education, particularly the use of conventional teacher-centered methods, inadequate instructional facilities, low student engagement, and limited integration of modern educational technologies. The study therefore investigated the integration of traditional drama techniques and Artificial Intelligence (AI) technologies in Arabic language classrooms at Umaru Sanda Ahmadu College of Education with the aim of examining their effects on students' Arabic language achievement, classroom engagement, digital literacy, cultural understanding, and self-regulated learning. A quantitative quasi-experimental research design was adopted involving students from the Department of Arabic Language, where drama-based instructional strategies such as role play, storytelling, dialogue performance, and simulations were combined with AI-supported language learning tools including ChatGPT, Duolingo, and ArabicPod101 during classroom instruction. Data were collected through pre-tests, post-tests, and structured questionnaires to evaluate students' performance and learning experiences. The findings revealed a significant improvement in students' post-test scores, demonstrating enhanced speaking, listening, vocabulary acquisition, communication skills, motivation, classroom participation, digital literacy, cultural understanding, and independent learning abilities. The study concluded that the integration of traditional drama techniques with AI technologies creates a more interactive, collaborative, and student-centred environment for teaching and learning Arabic language in Nigerian Colleges of Education. The study therefore recommended the provision of adequate digital learning facilities, continuous teacher training on AI-supported instructional methods, curriculum review to incorporate innovative teaching strategies, and institutional support for the effective integration of drama and AI technologies into Arabic language classrooms.

**Keywords:** Arabic Language Teaching; Drama Techniques; Artificial Intelligence; Blended Learning; Language Proficiency; Digital Literacy

### Introduction

The problems facing Arabic studies in Nigerian schools at the primary, secondary, and tertiary levels stem from several factors, including the lack of relevant textbooks, students' lack of interest, and the use of inappropriate teaching methods by teachers (Kamil, 2017). Concerning these ineffective instructional approaches, Muhammad (2019) observed that pedagogical

practices in Arabic language teaching have historically been dominated by the grammar-translation method. Although this method provides learners with a strong foundation in grammar and scriptural texts, it often fails to develop communicative competence and spontaneous oral proficiency among students. The teaching of Arabic Language requires innovative pedagogical

approaches to remain engaging and effective for non-native students in colleges of Education. Traditional drama techniques have long been valued in language education for their ability to enhance communication, emotional intelligence, and contextual learning. Jasim, (2023) noted that, techniques of drama and theatre can help motivate students and encourage them to step into a performance, entering a world of complex languages, people and situations different from their own.

The global educational landscape is being reshaped by the integration of Artificial intelligence (AI), which offers personalized, interactive, and immersive learning experiences. In language learning, AI-powered tools provide instant feedback on pronunciation, adaptive vocabulary building, and engaging conversational practice (Zhunis et al., 2022). Fitrianto, Setyaman, and Saleh, (2024) underlined that AI can create Learning experiences tailored to individual needs, increasing students' motivation and engagement in Arabic Language learning. Usman (2022) stated that the integration of AI with conventional teaching approaches can help tackle obstacles and maximize learning outcomes for non-native Arabic Learners. While Huda Abu Qtaish's (2024) Studies show that AI learning applications can enhance cultural intelligence and acculturation among non-native Arabic learners.

Despite the potential of both methodologies, there is limited empirical research especially In Niger State; the Study area, on how to integrate traditional drama techniques with AI technologies in Arabic Language instruction. This study explores the hypothesis that integrating traditional Arabic drama techniques with precision and scalability of AI technologies can create a superior pedagogical model. Focusing on the students of Umaru Sanda Ahmadu College of Education Minna, in Niger State, this research aims to establish the effectiveness of this hybrid approach in enhancing students' Arabic language proficiency and improve language learning outcomes.

### **Statement of the Problem**

Arabic language teachers in colleges in Nigeria, particularly in Niger State, face

significant challenges in engaging students and achieving effective language proficiency outcomes. This is because most of the teachers rely solely on traditional teaching methods such as grammar translation method in the classrooms without using their creativity or modern instructional materials to attract students or motivate them to learn and use the language effectively (Alfa, Hanafi and Abduwahab, 2014). Traditional drama techniques offer high engagement but may lack technological integration, while research confirms the individual value of both drama techniques and AI in language acquisition, practical strategies for their cohesive integration need further exploration, especially in the context of Arabic education in UmaruSanda Ahmadu College of Education Minna Niger State. Addressing this gap is crucial to equip students with creative, communicative competence and proficiency in Arabic language as well as digital literacy, while also overcoming challenges unique to Arabic learners in the study area such as pronunciation difficulties and mother tongue in reference.

### **Objective of the Study**

The general objective of this study is to establish the effectiveness of blending traditional drama techniques with AI technologies for teaching Arabic language in Umaru Sanda in Niger State.

The specific objectives are:

1. To identify existing best practices for combining drama and AI in Arabic Language classrooms.
2. To examine the influence of the blended instructional approach on students' engagement and motivation in learning the Arabic language.
3. To determine the effectiveness of blending traditional drama techniques with AI technologies in teaching the Arabic language

### **Research Question**

The following research questions will guide the study:

1. What are the existing best practices for integrating traditional drama techniques

and Artificial Intelligence (AI) technologies in Arabic language classrooms?

2. How does the blended instructional approach influence students' engagement and motivation in learning Arabic language?
3. What is the effect of the blended learning approach on students' engagements, motivation and digital literacy in Arabic language learning?

### **Research Null Hypothesis**

The following null hypothesis (H<sub>0</sub>) is tested in the study:

H<sub>0</sub>: There is no significant relationship between the integration of traditional drama techniques and Artificial Intelligence (AI) technologies in Arabic language classrooms and effective instruction, students' engagement and motivation, or digital literacy in Arabic language learning.

### **LITERATURE REVIEW**

#### **Teaching and Learning Arabic Language in Nigerian Schools.**

Studies have been conducted on the challenges and in effective methods and approaches of teaching and learning Arabic language in Nigerian institutions of learning. Researches, such as that of Ogunbiyi (1983) who stated that one of the sources of our students' errors is the interference of their mother tongue and in some cases, the English Language with their learning of Arabic language. He indicated that these interferences manifested at various levels: Such as sound, pronunciation, vocabulary and structures. On the aspect of teaching, most teachers rely on traditional teaching methods as affirmed by Musa (2008), that teachers of Arabic tend to teach the subject theoretically concentrating on its structural features, neglecting the communicative and interactive aspects of the language.

#### **Using Drama Techniques in Language Learning.**

Traditional Arabic Educational methods have long utilized performative elements. Techniques such as role-play (Tamthil): Simulating real-life scenarios like market haggling or religious ceremonies. Also, Storytelling (Qasas): Narrating stories from Islamic history and

Arab folklore to teach vocabulary and moral lessons. Poetry Recitation (Inshad): Emphasizing rhythm, intonation, and memorization. All these methods align with Vygotsky's (1978) socio-cultural theory, where learning is a social process, and with principles of experiential learning, promoting active engagement, Cultural transmission, and practical application of language (Schewe, 2013).

Drama fosters spontaneous communication, empathy, and deeper language immersion. It is especially effective in oral Language development and cultural conceptualization (Kao and Oneill, 1998).

Drama techniques such as Role-play, Improvisation, and Storytelling, have long been recognized for enhancing Communication, collaboration, and critical thinking skills in language education. They provide authentic contexts for language use, encourage emotional connection and facilitate active participation (Aldanah, & Salah, 2024). Also, Usman et al (2024) assert that drama-based instruction leads to better oral communication outcomes compared to traditional grammar translation methods. Adding that, drama encourages expressive language use and engagement which are crucial for mastering Arabic's complex phonetics and oral skills.

#### **The Use of AI in Language Classroom**

The role of AI in language learning- Artificial Intelligence in Education for Language learning - (AIEDLL) has expanded rapidly. Key applications include: Intelligent Tutoring Systems (ITS) which provides personalized learning paths. Automated speech Recognition (ASR) offering immediate unbiased feedback on pronunciation (eg. apps like Duolingo, Monday). Others are Natural Language Processing (NLP) enabling Chatbots for conversational practice, and Adaptive Learning Algorithms, which tailor vocabulary drills to individual student performance.

The use of application in Arabic language classrooms enables customized learning trajectories and supports various language skills (listening, speaking, reading, writing) (Mahmud and Abdrauf, 2024). Research by Munoz-Basil and Furrtes-Gutierrez (2024) shows that AI can offer innovative solutions to traditional pedagogical

challenges, increasing the personalization, accessibility and effectiveness of language education through learning applications, Chatbots and automated feedback system. Previous research also shows that, other technologies such Augmented reality (AR) have great potential in education, Wang and Liu (2022) found that integrating AR in elementary education can improve students' motivation and academic achievement. They noted that students who learned with the help of AR showed increased intrinsic motivation and better learning outcomes compared to conventional methods.

Blending drama techniques and AI in language Classroom can maximize their advantages: drama techniques foster active social language use and cultural context understanding, while AI supplements with individualized practice, error analysis and motivational multimedia content. Combining AI's ability to provide instant feedback and personalized Learning paths with experiential, cooperative nature of drama creates a holistic learning environment that addresses language acquisition dimensions simultaneously (Sarah et al 2024 and Magfirah et al 2025).

### **The Research Gap**

There is a conspicuous lack of research investigating the integration of drama techniques and AI in language learning, particularly in the Context of Arabic language acquisition in Nigeria. This study seeks to fill this gap by proposing and evaluating a blended model tailored to the specific Socio-cultural and educational context of Niger State, Nigeria.

### **Theoretical Framework: Lev Vygotsky's Socio-Cultural Theory**

Lev Vygotsky's Socio-Cultural Theory explains that learning occurs through social interaction, collaboration, and guided participation within meaningful cultural contexts (Vygotsky, 1978). The theory emphasizes that learners construct knowledge through interaction with teachers, peers, and learning tools, while scaffolding and collaborative learning help students progress from dependent to independent learning. This perspective is highly relevant to Arabic language learning because language

acquisition develops more effectively through communication, dialogue, role play, and interactive activities rather than passive memorization. Traditional drama techniques support this theory by encouraging collaborative learning, participation, and authentic language use, while Artificial Intelligence (AI) technologies function as scaffolding tools that provide immediate feedback, interactive practice, and personalized learning support. The integration of drama pedagogy and AI technologies therefore aligns with Vygotsky's view that cognitive and language development are enhanced through socially mediated and technology-supported interaction (Lantolf, Thorne, & Poehner, 2015; Huang, Zou, Cheng, & Xie, 2023).

## **RESEARCH METHODOLOGY**

### **Research Design**

This study used a quantitative research design, specifically a quasi-experimental design, to measure the impact of the blended drama-AI approach. This design was suitable because it allowed examination of how combining traditional drama techniques and Artificial Intelligence (AI) technologies affected students' Arabic language learning outcomes. The study used a pre-test and post-test design to measure students' Arabic language ability before and after implementing the blended instructional approach. This design helped determine if integrating drama techniques and AI significantly improved students' language skills.

### **Population of the Study**

The study took place at Umaru Sanda Ahmadu College of Education in Minna. This college was one of the main teacher-training institutions in Niger State and offered programs in Arabic language education.

### **Sample and Sampling Technique**

The population of the study comprised all fifty-four (54) NCE II students enrolled in the Arabic Department of Umaru Sanda Ahmadu College of Education during the 2025/2026 academic session. From this population, thirty (30) students were selected for the study using simple random sampling technique to ensure that each member of the population had an equal opportunity of being included in the sample. The selected students participated in the experimental

instructional process in which traditional drama techniques were integrated with AI-supported

language learning tools to enhance Arabic language learning.

**Table: Population and Sample Composition**

Institution	Level	Total Population	Sampling Technique	Sample Selected
Umaru Ahmadu Education College of	Sanda NCE Arabic Students	II 54	Simple Random Sampling	30
<b>Total</b>		<b>54</b>		<b>30</b>

The students were selected using simple random sampling technique to ensure that each member of the population had an equal chance of being included in the study. The selected NCE II students participated in a one-group pre-test and post-test experimental design. Before the commencement of the instructional treatment, a pre-test was administered to determine the students' initial level of performance in Arabic language learning. Thereafter, the students were exposed to a blended instructional approach in which traditional drama techniques were integrated with AI-supported language learning tools. At the end of the treatment period, a post-test was conducted to assess the effect of the blended instructional approach on students' learning outcomes, engagement, motivation, and digital literacy in Arabic language learning.

#### **Instruments for Data Collection**

The main tools for data collection in this study were the Arabic Language Proficiency Test and a structured questionnaire. These tools were chosen because they provided the quantitative data needed to measure the effectiveness of combining traditional drama techniques with AI in Arabic language instruction. The Arabic Language Proficiency Test was created to assess students' skills in key areas of the Arabic language, including vocabulary, sentence structure, pronunciation, and reading comprehension. The test served as both a pre-test and a post-test. The pre-test was given before the instructional intervention to establish the students' initial level of proficiency, while the post-test was administered afterward to check for any

improvement from the blended teaching approach.

The second tool was a structured questionnaire administered to students to gather information about their learning experiences during the intervention. The questionnaire focused on important factors relevant to the study, such as student engagement, motivation in learning Arabic, views on the blended learning approach, and digital skills in language learning. The items on the questionnaire used a four-point Likert scale: Strongly Agree, Agree, Disagree, and Strongly Disagree. This format allowed respondents to clearly express their level of agreement with each statement.

#### **Validity and Reliability of the Instruments**

The tools underwent content and face validity checks by experts in Arabic language education and educational measurement. Their feedback was used to ensure the instruments effectively measured the study's variables. A pilot study was conducted with a small group of students who were not part of the main study. The reliability of the questionnaire was assessed using Cronbach's Alpha reliability coefficient.

A reliability coefficient of 0.70 or higher was considered acceptable.

#### **Procedure for Data Collection**

Data collection occurred in stages. First, a pre-test was given to assess students' initial Arabic language skills. Next, the blended instructional method was implemented, combining drama techniques like role-play, storytelling, and poetry recitation with AI-supported learning tools. After the intervention, a post-test was administered to evaluate students' improvement in Arabic

language proficiency. Finally, a structured questionnaire was distributed to gather data on students' engagement, motivation, and attitudes toward the blended learning approach.

#### Method of Data Analysis

The data collected in this study were analysed using descriptive and inferential statistics. Descriptive statistics such as frequency, percentage, mean, and standard deviation

summarized and described the responses from the questionnaire. Additionally, inferential statistics, including paired sample t-tests and regression analysis, were used to determine whether the blended teaching approach significantly enhanced students' Arabic language proficiency and engagement. All analyses were performed with SPSS.

### DATA PRESENTATIONS AND FININGS

This section presented and analysed the data collected for the study in relation to the research objectives and questions. Descriptive and inferential statistics were used to explain the respondents' views and to determine the effect of integrating drama techniques and Artificial Intelligence (AI) on Arabic language learning outcomes.

#### Descriptive Analysis

Table 1: Best Practices for Integrating Drama Techniques and AI in Arabic Language Classrooms

<u>S/N</u>	<u>Items</u>	<u>SA</u>	<u>A</u>	<u>D</u>	<u>SD</u>	<u>Mean</u>	<u>Decision</u>
1	Drama techniques such as role-play help students practice Arabic in realistic situations.	35	33	20	12	2.91	Accepted
2	Storytelling activities help students understand Arabic vocabulary and expressions better.	36	33	25	6	2.99	Accepted
3	The use of AI language learning applications helps students practice Arabic outside the classroom.	35	27	21	17	2.80	Accepted
4	Combining drama activities with digital tools makes Arabic lessons more interactive.	23	28	39	10	2.64	Accepted
5	Teachers should integrate modern technologies such as AI into Arabic language teaching.	23	30	27	20	2.56	Accepted
Cluster Mean = 2.78						Accepted	

The descriptive analysis shows that all items had mean scores above 2.50, indicating general agreement among respondents. The highest mean score was 2.99 for storytelling as a strategy to improve Arabic vocabulary and expressions. Role-play followed with a mean of 2.91, as it supports realistic language practice. AI language applications also received a positive rating of 2.80, showing their usefulness in extending learning beyond the classroom. The cluster mean of 2.78 confirms that respondents see the integration of drama techniques and AI as an effective practice in teaching Arabic.

**Table 2: Students' Engagement and Motivation in Learning Arabic**

S/N	Items	SA	A	D	SD	Mean	Decision
1	Drama activities make Arabic language classes more interesting. I feel more motivated to learn Arabic	31	28	31	10	2.80	Accepted
2	when technology is used in the classroom. Accepted classroom.	35	27	26	12	2.85	
3	Participating in drama activities increases my interest in learning Arabic. The use of AI tools makes Arabic	25	41	25	9	2.82	Accepted
4	learning more enjoyable.	28	31	31	10	2.77	Accepted
5	Interactive learning activities encourage me to participate more in Arabic lessons.	30	25	35	10	2.75	Accepted
Cluster Mean = 2.80		Accepted					

The analysis reveals that all items in Section C scored above 2.50, showing that respondents agree that drama techniques and AI positively influence students' engagement and motivation in learning Arabic. The highest mean score of 2.85 indicates that technology increases motivation. Meanwhile, drama activities improved interest in learning Arabic, with a mean score of 2.82. The cluster mean of 2.80 confirms that blended instructional activities improve students' engagement and motivation.

**Table 3: Students' Digital Literacy in Arabic Language Learning**

S/N	Items	SA	A	D	SD	Mean	Decision
1	I can easily use AI applications to support my Arabic language learning.	30	26	32	12	2.74	Accepted
2	Using technology in Arabic classes improves my digital learning skills.	34	28	27	11	2.85	Accepted
3	AI learning tools help me practice Arabic independently.	36	27	25	10	2.89	Accepted
4	I feel confident using online platforms for Arabic language practice.	28	24	23	25	2.55	Accepted
5	Technology-based learning helps me access more Arabic learning resources.	28	26	27	19	2.63	Accepted
Cluster Mean = 2.73		Accepted					

In Section D, all items had mean scores above 2.50, showing that respondents believed blended learning enhances students' digital literacy in Arabic language learning. The highest mean score of 2.89 indicates that AI tools support independent practice, while the use of technology in Arabic classes also improved digital skills, scoring 2.85. The cluster mean of 2.73 confirms that technology integration improves students' digital literacy.

**Inferential Statistics (Paired Sample t-Test Analysis)**

**Table 4: Descriptive Statistics**

Variable	Mean	N	Std. Deviation	Std. Error Mean
Pre-test	52.00	30	9.32	2.08
Post-test	74.65	30	7.78	1.74

**Table 5: Inferential statistics**

Variable	Mean Difference	Std. Deviation	Std error Mean	t	df	Sig. (2-tailed)
Post-Test Scores	22.65	9.05	2.02	11.19	192	0.000
Pre-Test Scores						

### Interpretation

A paired-sample t-test was conducted to examine whether exposure to the blended instructional approach involving traditional drama techniques and AI technologies produced a significant improvement in students' Arabic language performance. The analysis revealed a substantial increase in students' achievement after the instructional intervention, as the post-test scores ( $M = 74.65$ ,  $SD = 7.78$ ) were considerably higher than the pre-test scores ( $M = 52.00$ ,  $SD = 9.32$ ). The paired-sample t-test further showed that this difference was statistically significant,  $t(29) = 11.19$ ,  $p < 0.05$ . The large improvement in mean scores suggests that the blended learning approach positively enhanced students' understanding, participation, and application of Arabic language skills. The reduction in standard deviation from the pre-test to the post-test also indicates greater consistency in students' performance after the intervention, implying that the instructional strategy benefited not only high-performing students but also weaker learners.

### Decision on Hypothesis

Since the Sig. (2-tailed) value of 0.000 is less than the 0.05 level of significance, the null hypothesis was rejected. This indicates that the integration of traditional drama techniques and Artificial Intelligence (AI) technologies in Arabic language classrooms had a statistically significant influence on effective instruction, students' engagement and motivation, and digital literacy in Arabic language learning.

### Discussion

The findings of this study indicate a generally positive acceptance of the integration of traditional drama techniques and Artificial Intelligence (AI) technologies in Arabic language instruction, as all the mean scores recorded were above the benchmark of 2.50. In particular, the high mean scores for storytelling ( $M = 2.99$ ) and

role-play activities ( $M = 2.91$ ) demonstrate that drama-based pedagogical strategies are perceived by students as effective in enhancing vocabulary acquisition, expressive ability, and practical language use. These results suggest that learners benefit from experiential and context-rich instructional approaches that move beyond rote memorization of grammatical rules. This aligns with the argument of Schewe (2013) that drama pedagogy promotes embodied, experiential learning and meaningful communicative interaction in second language classrooms. Similarly, the positive perception of AI applications ( $M = 2.80$ ) reflects students' recognition of technology as a valuable extension of classroom learning, enabling practice, reinforcement, and exposure to Arabic language input beyond traditional instructional settings.

From a theoretical perspective, these findings are strongly grounded in Lev Vygotsky's socio-cultural theory, which emphasizes that learning is socially constructed through interaction, mediation, and scaffolding within meaningful cultural contexts. Drama-based instruction provides structured opportunities for social interaction through role-play, dialogue, and collaborative performance, thereby facilitating language acquisition within the learner's Zone of Proximal Development. In the same vein, AI technologies serve as mediational tools that scaffold learning by offering immediate feedback, adaptive practice, and individualized support. In this sense, both drama and AI function as complementary mechanisms that enhance interaction, engagement, and knowledge construction, consistent with the study's modified hypothesis, which posits that the integration of drama techniques and AI technologies significantly influences instruction quality, student engagement and motivation, and digital literacy in Arabic language learning.

The findings further reveal that blended instructional activities positively influence students' motivation and engagement, as indicated by the cluster mean of 2.80 in Section C, with classroom technology recording a relatively high mean of 2.85. This suggests that learners are more actively engaged when instruction combines interactive performance-based activities with digital tools. This supports the modified hypothesis that the blended instructional approach significantly enhances student engagement and motivation. The result is consistent with recent empirical studies which demonstrate that AI-supported language learning environments improve student motivation by providing interactive, personalized, and autonomous learning experiences (Fitrianto, Setyaman, & Saleh, 2024; Zhang & Chen, 2023). Within the Nigerian context, where Arabic instruction is often characterized by teacher-centred methods and limited communicative practice, such blended approaches represent a shift toward more learner-centred pedagogy that can address persistent motivational challenges.

Similarly, the results show that blended learning enhances students' digital literacy, as reflected in the Section D cluster mean of 2.73. The relatively high mean for independent practice using AI tools ( $M = 2.89$ ) suggests that students are developing greater competence in using digital resources for language learning. This finding supports the modified hypothesis that blended learning significantly improves students' digital literacy in Arabic language learning. It also reflects the increasing importance of technological competence in contemporary education systems, where digital tools are essential for accessing, practicing, and producing language. Recent studies have similarly emphasized that AI-driven language learning environments enhance learners' technological skills while simultaneously improving linguistic competence (Mahmud & Abdrauf, 2024; Chen et al., 2022).

The inferential statistics further strengthen these findings, revealing a statistically significant difference between students' pre-test and post-test scores following exposure to the blended instructional approach. The substantial

improvement in mean scores from 52.00 (pre-test) to 74.65 (post-test) indicates that the integration of drama techniques and AI technologies had a meaningful impact on students' Arabic language proficiency. This significant gain provides empirical support for the rejection of the modified null hypothesis and confirms that the blended instructional approach is effective in improving learning outcomes.

The observed improvement can be explained by the complementary strengths of drama pedagogy and AI technologies. Drama techniques such as role-play, storytelling, and performance create authentic communicative contexts that promote active participation, contextualized language use, and collaborative learning. In contrast, AI technologies provide individualized feedback, adaptive exercises, and continuous practice opportunities that reinforce learning outside the classroom. The synergy between these approaches creates a more dynamic and interactive learning environment that enhances comprehension and retention of Arabic language skills. These findings are also consistent with socio-cultural theory, which emphasizes that cognitive development is mediated through social interaction and cultural tools. Drama activities provide the social dimension of learning, while AI tools serve as technological mediators that extend learning beyond immediate classroom interaction. This dual mediation strengthens learners' engagement and facilitates deeper internalization of linguistic knowledge.

Empirically, the findings align with recent studies which show that drama-based instruction significantly improves learners' communicative competence compared to traditional grammar-based methods (Usman et al., 2024). Similarly, AI-enhanced learning systems have been found to improve pronunciation, vocabulary acquisition, and comprehension through adaptive and interactive feedback mechanisms (Mahmud & Abdrauf, 2024). Furthermore, blended learning environments have been shown to increase learner autonomy, motivation, and sustained engagement in second language learning contexts (Zhang & Chen, 2023).

In the Nigerian context, these findings carry

important pedagogical implications. Arabic language instruction in many Colleges of Education is often constrained by limited instructional materials, inadequate technological infrastructure, and reliance on traditional grammar-translation methods. As a result, students frequently experience low motivation, limited communicative competence, and poor engagement. The integration of drama techniques and AI technologies therefore presents a practical solution to these challenges by promoting active learning, improving motivation, and enhancing digital literacy. It also supports a shift toward more innovative, interactive, and student-centred pedagogical practices that are better aligned with contemporary educational demands and the goals of effective Arabic language proficiency development.

#### **Summary of Findings**

1. Students generally accepted the use of drama techniques and AI in Arabic language teaching.
2. Drama activities, especially storytelling and role-play, effectively improved vocabulary, expressions, and practical language use.
3. AI applications enhanced learning beyond the classroom, increased motivation, engagement, and promoted independent study.
4. Blended learning improved students' digital literacy and technological skills.
5. There was a significant improvement in Arabic language proficiency, with post-test scores higher than pre-test scores, showing the effectiveness of combining drama techniques with AI tools.

#### **Conclusion**

Combining traditional drama techniques

with AI-supported learning creates an effective, engaging and student-centered environment for learning Arabic. This approach improves language skills while also boosting motivation, digital literacy and independent learning. The study confirms that blending conventional and technological methods can effectively resolve ongoing challenges in teaching Arabic, particularly in Nigerian educational settings.

#### **Recommendations**

1. Arabic language teachers should use mixed teaching strategies that combine drama techniques with AI-supported learning tools to improve students' language skills and engagement.
2. Colleges of Education in Niger State and other parts of Nigeria should provide modern language-learning facilities and internet access to support AI-based Arabic instruction.
3. Regular training workshops should be organized for teachers to enhance their skills in using drama methods and AI applications in language teaching.
4. Curriculum planners should include new teaching approaches, such as drama and digital learning tools, in Arabic language programs.
5. Students should be encouraged to use AI applications for independent practice in vocabulary development, pronunciation, and communication skills.
6. Further studies should take place in other institutions to gather more evidence on the effectiveness of mixed drama-AI approaches in Arabic language education.

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