

# Virtual Drama in Literature Education: Enhancing Language Learning Amid Challenges

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## ABSTRACT

*Literature education is essential for enhancing students' language competence, critical thinking, and engagement with literary texts. This study explores the implementation of a virtual drama project in literature classes for English Education students at IAIN Palopo, examining their responses, benefits, and challenges. Employing a descriptive-quantitative approach with qualitative elements, data were collected from 100 students across six classes through a structured questionnaire. Descriptive statistics and thematic analysis were used to analyze the findings. Results indicate that 72% of students viewed the virtual drama project as an engaging and effective learning tool, reporting improved language competence, pronunciation, confidence, and higher-order thinking skills. Additionally, 15% highlighted personal growth, citing increased self-confidence and creativity. However, 29% faced acting difficulties, struggling with emotional expression and performance adaptation in a virtual format. Technical barriers, such as poor internet connectivity (5%) and device limitations (2%), also hindered some students' experiences. Despite these challenges, the study underscores virtual drama's potential as an innovative pedagogical approach in literature education. Educators can enhance the effectiveness of virtual drama projects by integrating acting workshops, technological support, and stronger links to literary analysis. These findings contribute to the evolving landscape of digital literature education, offering insights for future curriculum design and pedagogical innovation in language learning.*

## INTRODUCTION

Literature plays a crucial role in language education by allowing students to deepen their understanding of language, culture, and human experiences (Bloemert et al., 2019). For students in English Education programs, studying literature enhances their comprehension and language competence while also developing critical thinking and analytical skills (Alsaleh, 2020; Lustyantie et al., 2022; Permana et al., 2019). Traditionally, literature has been taught through reading, analyzing, and discussing texts (Bloemert et al., 2019; Hà & Huertas-Abril, 2024). However, the shift towards digital learning, accelerated by the COVID-19 pandemic, has pushed educators to explore innovative methods to teach literature in ways that are both engaging and accessible.

One such innovation is the virtual drama project, which integrates performance, creativity, and technology to facilitate literary learning. Drama as a pedagogical tool has long been recognized for its potential to enhance language acquisition, promote collaboration, and foster a deeper understanding of literary texts ([Alasmari & Alshae'el, 2020](#); [Altun, 2019](#)). Drama-based learning promotes active participation, encourages students to express themselves freely, and helps them internalize language concepts more effectively ([Bessadet, 2022](#); [Bora, 2020](#); [X. Zhang, 2021, 2024](#)). Several studies have explored the impact of drama in language education, highlighting its benefits for developing students' speaking skills, confidence, and comprehension of literary works ([Aladini & Jalambo, 2021](#); [Altweissi & Maaytah, 2022](#); [Dahlan, 2022](#); [Rahman & Handrianto, 2022](#)).

The shift to virtual learning in the "new normal" era presents opportunities and challenges for literature education. Virtual platforms facilitate creative and interactive learning experiences even without physical classrooms ([Asad et al., 2021](#); [Purwoko et al., 2022](#); [Selfa-Sastre et al., 2022](#)). Virtual drama projects, in particular, allow students to collaborate remotely, engage with literary texts, and perform dramatic interpretations via online platforms ([Inderawati et al., 2024](#); [Leahey & Orr, 2022](#); [Liyawatta et al., 2022](#); [Radosavljević, 2022](#)). However, students also face obstacles such as limited access to technology, unstable internet connections, and difficulties in acting, which can impact the effectiveness of virtual drama-based learning ([Almahasees et al., 2021](#); [Clarín & Baluyos, 2022](#)).

Despite the growing use of virtual learning tools in education, there is a notable gap in the literature concerning students' responses to these methods, particularly in literature education. While some studies have explored the benefits of drama-based learning in traditional classrooms, few have examined how students perceive and experience virtual drama projects. Understanding students' perceptions is essential, as it offers insights into the effectiveness of virtual drama as a learning tool and informs future curriculum design.

This study aims to fill this gap by investigating students' responses to a virtual drama project introduced in literature classes at the English Education Study Program of IAIN Palopo. It explores how the project influences students' learning outcomes, specifically regarding language competence and engagement with literary texts. Furthermore, it examines students' challenges in this virtual format and offers practical recommendations for overcoming these obstacles.

By analyzing positive and negative feedback from students regarding their experiences with virtual drama in literature classes, this research provides a comprehensive view of its impact on language competence, literary knowledge, and student engagement. The findings contribute to developing innovative teaching strategies in literature education, particularly in a post-pandemic world where virtual learning has become a prominent mode of instruction. The study aims to guide the future implementation of digital tools in literature classrooms, ensuring they remain engaging, accessible, and effective for all learners.

## **METHODS**

### ***Research Design***

This study employed a descriptive-quantitative research design with qualitative elements framed within a mixed-methods approach ([Leavy, 2022](#)). The descriptive-quantitative approach was chosen to quantify the extent of students' positive and negative responses, while the qualitative component provided deeper insights into the specific challenges and benefits perceived by the students. This mixed-method approach is grounded in Creswell's model, which integrates quantitative and qualitative data to provide a more comprehensive understanding of the studied phenomenon ([Creswell, 2015](#)). This method was deemed suitable for examining the virtual drama project's impact on students' learning experiences during the new normal era, offering numerical trends and in-depth explanations.

### ***Participants***

The participants in this study were 100 students enrolled in the English Education Study Program at IAIN Palopo. The total population of students eligible for this study (students enrolled in the literature course with the virtual drama project component) was approximately 150 across six classes. The sample was drawn using purposive sampling, as this method allows researchers to select participants who are directly involved in the virtual drama project and can provide relevant feedback ([Campbell et al., 2020](#)). The sample included students from the 2nd and 6th semesters, with 60 students from the 2nd semester

and 40 from the 6th semester. This sampling technique was selected to capture a broad perspective across different academic levels and ensure that all participants had directly engaged with the virtual drama project as part of their coursework.

### ***Data Collection Instrument***

Data for this study were collected using a Google Form questionnaire designed to gather quantitative and qualitative data. The questionnaire consisted of closed-ended Likert scale questions to collect quantitative data and open-ended questions for qualitative insights. The Likert scale questions, ranging from "Strongly Agree" to "Strongly Disagree," were used to measure students' perceptions of the virtual drama project's impact on language competence, engagement, and higher-order thinking skills. The questionnaire design was based on established guidelines for educational research instruments, such as those proposed by Dillman, ensuring validity and reliability in measuring student responses ([Dillman, 2011](#)).

The open-ended questions allowed students to elaborate on their experiences, particularly regarding the benefits and challenges encountered during the virtual drama project. These qualitative responses focused on technical difficulties, internet connectivity, and acting abilities. The questionnaire offered a comprehensive and nuanced understanding of how students perceived and engaged with the virtual drama project by combining quantitative and qualitative questions.

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

The data collection process was conducted over one week immediately after completing and submitting the virtual drama projects. Students received a link to the Google Form questionnaire through the class's online learning platform, with detailed instructions on how to complete the form. Participation in the survey was voluntary, and 100 responses were collected, representing all students who participated in the virtual drama project. Participants' informed consent was obtained before participating in the study, and they were assured that their responses would remain anonymous.

### ***Data Analysis***

The data analysis was divided into two phases: quantitative analysis for the closed-ended questions and qualitative thematic analysis for the open-ended responses. The quantitative data were analyzed using descriptive statistics (frequencies, percentages, means, and standard deviations) to determine overall student response trends. These statistics were calculated using SPSS version 25, and they helped identify students' general perceptions regarding the virtual drama project. For example, students' levels of agreement with statements about the project's influence on language competence were averaged to give an overall picture of the project's perceived effectiveness. The results were then interpreted to highlight key trends in student feedback (e.g., majority positive responses versus challenges faced).

The qualitative data from the open-ended questions were analyzed using thematic analysis, following the steps outlined by ([Braun & Clarke, 2019](#)). The responses were first coded to identify recurring themes related to both the benefits and challenges of the virtual drama project. Themes such as challenges with internet connectivity or difficulty in acting were identified, grouped, and then analyzed in conjunction with the quantitative data to triangulate the findings. The thematic coding was conducted manually and verified by a second researcher to ensure consistency and reliability. This approach allowed for a deeper exploration of students' personal experiences with the project. Through these combined methods, the study provides both a numerical representation of student responses and a rich, detailed understanding of the challenges and benefits students experience. Integrating quantitative and qualitative data ensures a more holistic interpretation of the results, offering valuable insights for educators looking to implement similar projects.

## **RESULTS**

Before presenting the data on the challenges and benefits of the virtual drama project, it's important to clarify how the responses were analyzed. The total number of participants in the study was 100, but the number of responses specifically categorized as either positive or negative does not account for all participants. Chart 1 shows 61 responses, highlighting difficulties such as acting challenges, poor

internet connectivity, and technical issues. Chart 2 presents seven responses explicitly mentioning positive outcomes like improved language competence, personal growth, and enjoyment. It leaves 32 participants whose feedback did not fall into these specific categories. Their responses have been neutral, unclear, or did not contain the key terms used in the analysis (such as "internet," "acting," "competence," or "enjoy"). As a result, these responses were not captured as either positive or negative, though they may still provide valuable insights.

### Challenges Faced in the Virtual Drama Project

The virtual drama project introduced in literature classes posed several unique student challenges. While the project was designed to enhance language competence and creative expression, students faced various obstacles. To better understand these difficulties, we analyzed the feedback provided by participants. The chart below highlights the key challenges reported by students, shedding light on the most common issues encountered during the virtual drama project.

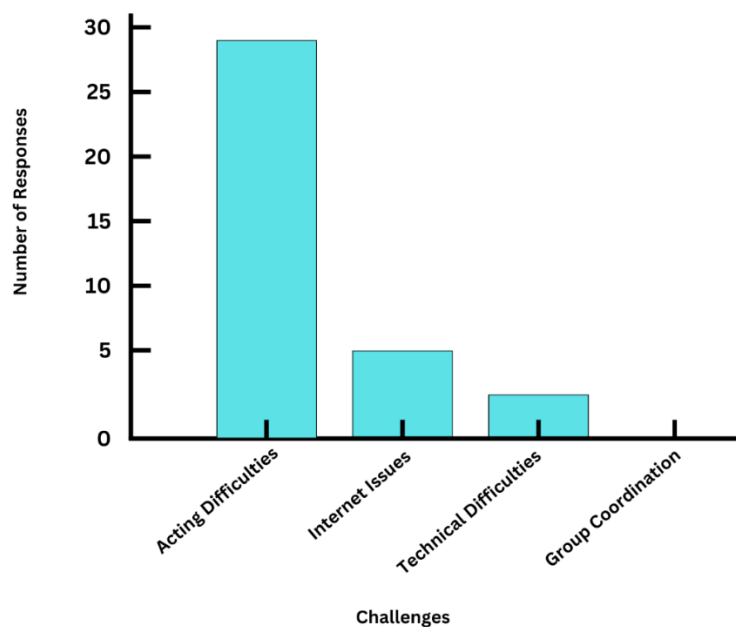


Figure 1. Challenges Faced in the Virtual Drama Project

Figure 1 shows that the virtual drama project, designed to enhance students' language competence and creative expression, presented various challenges for participants. Of the 100 students surveyed, 29 participants (29%) reported acting difficulties as their primary challenge. This high percentage underscores the complexity of performing in a virtual environment, where students are tasked with portraying emotions and delivering lines without the typical in-person cues, such as body language and physical interaction. Many students mentioned that the lack of a physical audience and interaction with their fellow actors made it difficult to engage fully with their characters. This finding suggests that virtual formats may require additional training or support in techniques that help students convey emotions and actions through a camera.

The challenges with acting can also be attributed to the virtual nature of the performances. Unlike traditional stage performances, where actors can rely on the physical space and presence of the audience, students in the virtual setting were often confined to their environments, with limited room for movement and expression. Additionally, some students may not have had prior experience with acting, making the transition to a virtual platform even more difficult. The data highlights the need for future projects to include introductory workshops on virtual acting techniques, focusing on on-camera presence, voice projection, and emotional expression in digital formats.

Another significant challenge reported was internet connectivity issues, mentioned by five students (5%). While this number may seem small, it represents a critical barrier for the students who experienced it. Poor internet connections can disrupt live performances, cause delays in communication

during rehearsals, and affect the quality of recorded submissions. For students in areas with unreliable internet, participating fully in a virtual drama project can be frustrating and demotivating. This issue reflects broader concerns about digital equity in education, where students' access to reliable technology and internet services can vary widely. For future project iterations, offering asynchronous participation options—such as allowing students to record and submit their performances at different times—could mitigate the impact of these connectivity issues.

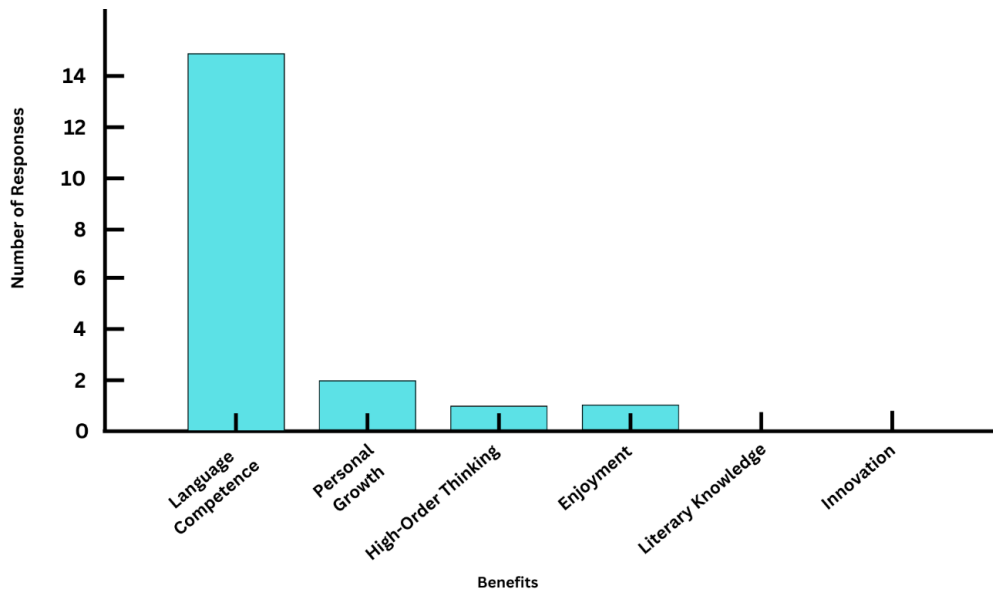
In addition to internet problems, 2 participants cited technical difficulties. These challenges included problems with devices such as cameras, microphones, and editing software. While only a small percentage of students reported these issues, their impact on the project was significant. Students who encountered technical difficulties often could not submit high-quality video recordings, which may have affected their overall performance evaluations. Furthermore, technology issues can add stress for students, detracting from the learning experience. Ensuring students have access to the necessary equipment and providing technical support throughout the project would help alleviate these concerns in future virtual drama projects.

Interestingly, group coordination was not identified as a major challenge in this study. None of the 100 participants reported significant difficulties working with their peers in a virtual setting. This finding suggests that, despite the challenges of the online format, students can communicate and collaborate effectively. It is possible that using online collaboration tools, such as video conferencing and shared documents, helped facilitate smooth teamwork. Alternatively, the students' familiarity with one another—having already spent time together in previous courses—could have contributed to the success of group coordination. This aspect of the project reflects positively on the students' ability to adapt to new forms of collaboration in digital learning environments.

The overall challenges highlight the need for targeted support in two key areas: technical infrastructure and performance training. Providing students with better access to reliable technology and offering workshops focused on virtual acting skills would likely reduce the impact of the challenges identified in this study. Future projects can create a more supportive and effective learning environment for all students by addressing these areas.

***Benefits Gained from the Virtual Drama Project***

The virtual drama project was designed to engage students creatively and help them develop essential language and personal skills. To assess the positive outcomes of this project, students provided feedback on the benefits they gained through their participation. The following chart illustrates how the virtual drama project contributed to their learning and personal growth, highlighting key areas such as language competence, higher-order thinking, and overall enjoyment.



**Figure 2. Benefits Gained from the Virtual Drama Project**

Figure 2 shows that the virtual drama project provided numerous benefits to students. The most frequently cited benefit was improvement in language competence, with 15 students (15%) reporting that the project enhanced their ability to speak and perform in English. Students noted that the project helped them practice their pronunciation and improve their speaking confidence. Unlike traditional classroom settings, where speaking practice might be limited to short presentations or discussions, the drama project required students to perform extended dialogues, often memorizing and delivering lines meaningfully. This level of engagement with the language provided a unique opportunity for students to practice fluency and improve their speaking abilities in a creative, immersive context.

Additionally, the project allowed students to experiment with tone, pitch, and expression, which is crucial for effective communication in a second language. By performing in a virtual drama, students had to focus on conveying meaning through words and body language, further refining their language skills. This benefit was particularly evident among 6th-semester students, who have had more exposure to English and are more advanced in their language studies. The difference in responses between 2nd- and 6th-semester students could indicate that more experienced students found greater linguistic benefits from the project, possibly because they could focus more on nuanced aspects of language such as intonation and emotional expression.

Personal growth was another significant project outcome, with two students explicitly mentioning this benefit. These students reported that the virtual drama project helped them build self-confidence and overcome stage fright. Performing in front of peers, even in a virtual environment, can be an intimidating experience, especially for students not accustomed to public speaking or acting. The drama project provided a safe space for students to practice performance skills without the pressure of a live audience. This personal development is an important outcome of the project, as it enhances students' academic abilities and contributes to their social and emotional growth.

One student noted that the project helped develop their higher-order thinking skills. Although less frequently mentioned, this outcome highlights the cognitive demands of engaging in a drama performance. Interpreting a character, understanding motivations, and organizing a coherent performance require critical thinking, creativity, and problem-solving skills. These skills are highly transferable and can benefit students in other areas of their academic and professional lives. Future projects could emphasize these aspects, encouraging students to reflect on their decision-making processes and the creative challenges they encountered.

Another notable benefit was enjoyment, with one student stating that the project was fun and engaging. While this might seem like a small number, the enjoyment factor is critical for maintaining student motivation and interest in the subject. The creative and interactive nature of the project likely contributed to this positive feedback, offering a break from more traditional, text-heavy approaches to literature education. The project allowed students to engage with literature in a new way, potentially making the subject more accessible and enjoyable for those who struggle with more conventional methods of literary analysis.

However, it is worth noting that no students mentioned improved literary knowledge due to the project. This absence suggests that while the virtual drama project effectively enhanced language skills and promoted personal growth, it may not have been structured in a way that fostered a deeper understanding of the literary texts. This finding points to a potential area for improvement in future projects. By incorporating more explicit connections between the performance and the literary analysis of the texts, educators could help students engage with both the content and the performance aspects of the drama.

In addition to the positive and negative feedback, 32 participants did not fall neatly into either category. These students provided neutral or unclear responses, which suggests that their experiences with the virtual drama project were mixed or not easily categorized. It is possible that these students found the project neither particularly challenging nor particularly beneficial or that their experiences were shaped by factors not captured by the survey questions. For example, some students may have been more focused on completing the assignment rather than reflecting on the learning process, which could explain why their feedback did not align with the more polarized responses of their peers.

Neutral responses could also indicate that some students did not experience the full range of challenges or benefits. For instance, students with access to strong internet connections and reliable technology may not have encountered the same difficulties as those with technical issues. Similarly,

students less interested in drama or performance may not have engaged as deeply with the project, resulting in more neutral feedback. Exploring the reasons behind these neutral responses could provide valuable insights for future projects, helping educators tailor the experience to meet the diverse needs of all students.

## DISCUSSION

### *Challenges Faced in the Virtual Drama Project*

The most prominent challenge identified by students was difficulty with acting, with 29 responses citing issues in performing convincingly in a virtual format. This finding underscores the unique constraints of virtual performances, which differ significantly from traditional, in-person drama. In line with previous research, virtual drama projects require students to adapt their expressive and communicative abilities to an online platform, which can be difficult for those unfamiliar with acting techniques or lacking face-to-face interaction ([Aladini & Jalambo, 2021](#); [Altweissi & Maaytah, 2022](#)). These results suggest additional support or training in acting skills to better equip students for virtual drama performances.

Technical challenges were another notable issue, though less frequently reported. Five students mentioned internet connectivity problems, and two reported technical difficulties with devices such as cameras and microphones. Previous studies pointed out that technological barriers are common in virtual learning environments, particularly in regions with inconsistent internet access ([Clarín & Baluyos, 2022](#); [Li et al., 2023](#); [Regmi & Jones, 2020](#)). These challenges likely disrupted students' ability to participate fully in the project, affecting the quality of their final submissions ([Dahlan, 2022](#); [Inderawati et al., 2023](#); [Sermon et al., 2022](#)). Addressing such technological barriers is critical for ensuring equitable access to virtual learning opportunities and enhancing students' overall experience.

Interestingly, no students reported issues with group coordination. It suggests that, despite the challenges of working in a virtual environment, students were generally able to collaborate effectively with their peers. This finding contrasts with prior studies highlighting communication and coordination difficulties in virtual group work ([Almahasees et al., 2021](#); [McLarnon et al., 2019](#); [O'Connor et al., 2021](#)). It is possible that the structure of the virtual drama project or the existing peer relationships within the classes facilitated smoother collaboration than expected.

### *Benefits Gained from the Virtual Drama Project*

Despite the challenges, students reported several benefits from participating in the virtual drama project. The most frequently cited benefit was improved language competence, with 15 students highlighting gains in pronunciation, speaking abilities, and overall confidence in using English. This finding supports the argument that drama-based learning enhances language skills by providing practical, immersive opportunities for students to apply the target language in a meaningful context ([Bora, 2020, 2022](#); [Manabe et al., 2023](#)). The virtual format did not diminish this benefit, demonstrating that digital platforms can offer valuable language learning experiences.

Personal growth was another notable benefit, with two students mentioning increased self-confidence and the opportunity to step outside their comfort zones. It aligns with the literature on drama as a tool for personal development, particularly in building confidence and enhancing students' willingness to participate in creative activities ([Aladini & Jalambo, 2021](#); [Bux & van Schalkwyk, 2022](#); [X. Zhang, 2024](#)). While only a few students mentioned personal growth, this benefit suggests that virtual drama projects can contribute to students' broader educational experience, fostering academic and personal skills.

Higher-order thinking skills and enjoyment were less frequently reported, with only one response for each. The development of higher-order thinking, such as critical thinking and creativity, is a well-documented outcome of drama-based education, though it appears that not all students explicitly recognized this benefit in the virtual setting ([Arnaiz et al., 2022](#); [Garrett, 2024](#); [Stagg, 2020](#)). Similarly, the limited mention of enjoyment may reflect individual preferences for creative learning methods or the impact of technical challenges on the overall experience ([Inderawati et al., 2023](#); [Iudova-Romanova et al., 2022](#)).

Interestingly, no students reported improved literary knowledge or recognized the project as innovative. It may indicate that while the virtual drama project effectively developed language and

personal skills, its connection to literary analysis or deeper understanding of literary texts was not as evident to students ([Inderawati et al., 2023](#); [Trang, 2024](#); [B. Zhang & Jiang, 2024](#)). This finding suggests that future iterations of virtual drama projects should include clearer links between performance activities and literary interpretation, ensuring that students recognize the broader educational objectives of the project ([Inderawati et al., 2024](#); [X. Zhang, 2024](#)).

### ***Addressing the Gaps in Literary Knowledge***

One surprising finding of this study was the lack of responses mentioning improved literary knowledge. While students benefited in language competence and personal growth, none of the participants reported that the virtual drama project enhanced their understanding of the literary texts they were performing. It suggests a potential disconnect between the creative aspects of the project and its academic objectives.

Previous research has highlighted the potential for drama to serve as a tool for literary analysis, as it requires students to engage deeply with the text to bring characters to life ([Trang, 2024](#); [X. Zhang, 2024](#)). However, the students in this study did not explicitly recognize this connection. One possible explanation is that the focus on performance may have overshadowed the literary elements of the project. Students may have been more concerned with delivering their lines and perfecting their acting techniques than analyzing the texts' themes, symbols, and motifs.

This finding suggests that future iterations of virtual drama projects should include a more explicit focus on literary analysis. For example, educators could incorporate pre-performance discussions where students analyze the text and explore how the themes and characters relate to the cultural and historical context of the work. These discussions could help students make connections between their performance and the literary content, ensuring that they gain a deeper understanding of both.

### ***Enhancing Future Virtual Drama Projects***

Implementing acting workshops or training is essential to addressing students' acting difficulties in the virtual drama project. These workshops can give students the foundational skills they need to perform confidently. During these sessions, students can learn how to use their body language effectively, emphasizing the importance of gestures and facial expressions, especially when performing in front of a camera ([Vickers, 2020](#); [Zakopoulos et al., 2023](#)). Additionally, voice modulation training can help students control their tone, pitch, and volume to deliver their lines more clearly and expressively, making their performances more engaging ([Cheung, 2021](#); [O'Connor et al., 2021](#)). Another key element is character development, where students can explore techniques to understand and embody their character's motivations, emotions, and personality traits. To further boost their confidence, the workshops could include strategies for overcoming stage fright, teaching students how to manage performance anxiety, and performing confidently, even in a virtual format ([Shafiei, 2022](#); [Trang, 2024](#)).

A critical aspect of virtual acting is learning how to focus on expression in a virtual environment, as acting for a camera significantly differs from stage acting. Students must be trained to properly position themselves on screen using the right framing and camera angles. It will help them capture and convey their emotions and movements effectively within the limited space of a virtual performance ([González Becerra & Del Río Alcalá, 2022](#); [Shafiei, 2022](#); [Wilson, 2020](#)). Additionally, teaching students how to use space effectively is important, as they may have limited room to move at home. Guidance on meaningfully and purposefully within that space will ensure their actions remain visible and engaging to the audience ([Leahey & Orr, 2022](#); [X. Zhang, 2024](#)). Lastly, helping students understand the importance of eye contact with the camera can make their performances more intimate and compelling, creating a connection with the virtual audience that is crucial for an engaging performance ([Inderawati et al., 2023](#); [Liyanawatta et al., 2022](#)).

Incorporating peer feedback and collaboration is another powerful way to improve student performance. Students can benefit from group rehearsals, where they practice together in a virtual setting, providing each other with constructive performance feedback. This collaborative environment encourages students to support one another, fostering a sense of community while allowing them to learn from their peers' strengths and weaknesses ([Inderawati et al., 2024](#); [Manabe et al., 2023](#)). Additionally, organizing mock performances allows students to perform short scenes in front of their peers, helping them gain confidence and receive real-time feedback on areas that need improvement,

such as their emotional expression, clarity of speech, and overall delivery ([Bessadet, 2022](#); [Huang, 2021](#); [Inderawati et al., 2024](#)). This peer-driven feedback can be incredibly effective in helping students grow as performers.

Engaging students through acting exercises and games is another fun and interactive method to help them improve their skills in a low-pressure environment. Improv games, for example, can encourage students to think quickly on their feet, enhancing their ability to react naturally and in character during their performances ([Haroldson, 2022](#); [Riley & Nicewicz, 2022](#)). These games also boost spontaneity and creativity, essential traits for strong acting ([Benjamin & Kline, 2019](#); [O'Connor et al., 2021](#)). Furthermore, emotional expression drills can help students practice conveying a wide range of emotions—such as happiness, sadness, anger, and surprise—using only their facial expressions and voice ([Alasmari & Alshae'el, 2020](#)). It helps students gain better control over how they express emotions in their virtual performances, making their acting more believable and engaging ([Bessadet, 2022](#); [González Becerra & Del Río Alcalá, 2022](#)).

Providing one-on-one coaching is another highly effective strategy for addressing individual acting challenges. Personalized coaching sessions allow instructors to focus on each student's strengths and weaknesses, offering targeted feedback to help them improve. For instance, a coach can work with students struggling with line delivery, helping them find better pacing, tone, and emotional expression ([Alasmari & Alshae'el, 2020](#); [Arnaiz et al., 2022](#)). Alternatively, a coach might assist students with trouble connecting with their character, guiding them through exercises or discussions that deepen their understanding of the character's motivations and personality ([Alsaleh, 2020](#)). This individualized attention ensures that each student receives the support they need to overcome their specific acting difficulties.

To further support students, it's essential to provide resources for self-learning. Giving students access to online acting tutorials and courses can help them continue learning outside the classroom or virtual rehearsals ([Alasmari & Alshae'el, 2020](#); [Almahasees et al., 2021](#)). These resources might include video lessons on acting techniques, character development strategies, or tips for effective storytelling. Additionally, offering recommended readings can give students deeper insights into the craft of acting, helping them explore different methods and approaches used by professional actors ([Zengin et al., 2019](#)). Sharing sample virtual performances can also inspire students by showing how experienced actors approach virtual acting, offering practical examples of using the camera, voice, and body language in a digital setting ([Alasmari & Alshae'el, 2020](#); [Trang, 2024](#)).

Encouraging students to practice self-recording is another valuable strategy to help them grow as virtual actors. By recording their performances and reviewing the footage, students can objectively assess their work, identifying areas where they need improvement ([Huang, 2021](#); [Sermon et al., 2022](#); [Trang, 2024](#)). They can analyze their expressions, gestures, and line delivery to see what works and what doesn't. This self-assessment process can be highly beneficial, as it allows students to make adjustments independently, becoming more aware of how they present themselves on camera. With time and practice, this method will help students feel more comfortable performing in front of a camera and improve their overall delivery in a virtual environment.

Finally, building confidence through gradual exposure is crucial for students who may feel particularly uncomfortable with acting. One way to achieve this is by starting them off with short, simple scenes or monologues, allowing them to ease into performing without feeling overwhelmed. As they become more comfortable, students can be encouraged to perform in smaller groups, which provides a more intimate and less intimidating environment for rehearsals. Gradually, they can build up to performing in front of larger groups or audiences. Throughout this process, it's important to offer positive reinforcement by acknowledging small improvements and milestones, which will help boost their morale and encourage them to continue growing as performers ([Kristin Kiesela et al., 2020](#); [O'Connor et al., 2021](#); [Parcerisa et al., 2022](#)). By implementing these strategies, you can help students overcome the acting difficulties they encountered in the virtual drama project. These approaches improve their acting skills and build confidence and comfort in performing in a virtual environment, ensuring a more rewarding and successful experience for all participants.

## CONCLUSION

This study examined the challenges and benefits of implementing a virtual drama project in literature education. Findings indicate that while students faced difficulties with acting performance and technical limitations, the project significantly enhanced their language competence, personal growth, and engagement. Notably, students demonstrated adaptability in virtual collaboration, contradicting previous concerns regarding teamwork in digital environments. However, the absence of reported improvements in literary knowledge suggests a gap in integrating performance-based learning with literary analysis, highlighting the need for more explicit instructional connections.

Despite its challenges, the virtual drama project was an innovative and engaging approach to literature education, offering valuable experiential learning opportunities. Future implementations should incorporate structured acting training, provide technological support, and strengthen the link between performance and textual analysis to maximize effectiveness. These adjustments will ensure that virtual drama enhances language and performance skills and deepens students' understanding of literary works, contributing to a more holistic and meaningful educational experience.

## *Funding and Conflicts of Interest*

The authors declare no funding and conflicts of interest for this research.

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