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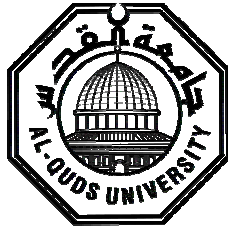
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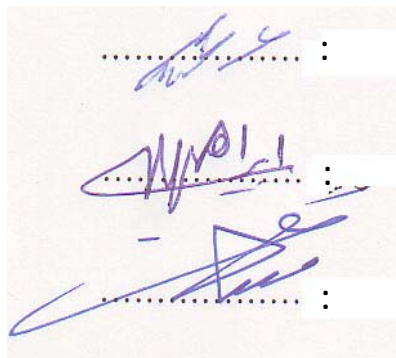
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# **Proposed Model for the use of Drama in Teaching Arabic for Basic Sixth-Grade**

**Prepared by: Ghadeer Ahmed Ali Salah**

**Supervisor: Mohsen Adas**

## **Abstract**

The study aimed at proposing a model for the use of drama in teaching Arabic for basic sixth grade which it contains four consequential stages: Analysis stage, design stage, actual use stage, and finally assessment stage. The researcher approbated the analytical descriptive approach for that end and for assessment the researcher used two mythologies: first descriptive where the researcher has chosen twenty experts in drama and Arabic Language to provide validity and reliability of the tool. The second experimental as the researcher applied the model on a group of sixth graders and a sample was considered from SOS school in Bethlehem and fifty four students have been chosen for the two groups where twenty six students in the experimental group and twenty eight on the controlled one. Implementation period lasted for two weeks and consequently ANCOVA was used to see into the dereferences between groups and results were:

The proposed model for the use of drama in teaching Arabic for sixth graders was highly efficient and highly appreciated. The proposed model was to effective on students' achievements where components of the model were resilient and consequential. Better integration and understanding of content.

There were statistical differences between the means of students in both groups for the benefit the experimental group along side with differences in means of experts' opinions towards the proposed model related to gender and for the benefit of females. There were no statistical differences in the means of experts' opinions related to qualification and specialization ,This shows that the model has encouraged communication and negotiation and the exchange of ideas and the use of more than one sense of understanding they hear and see and discuss.

The researcher recommended the use of such model in teaching Arabic, And further studies and research that includes the proposed models.

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ملحق رقم (3)

جدول مواصفات الاختبار التحصيلي

المجموع	مهارات تفكير عليا %10	تطبيق %20	فهم واستيعاب %20	معرفة وتذكر %50	عدد الحصص	مستوى السلوك
						المحتوى
9	1	2	2	4	4	الشيخ والبحر %35
6	2	1	1	2	2	اسم الفاعل %35
5	2	1	1	1	2	الأسماء الموصولة %30
20 علامة	5	4	4	7	8	%100

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مع الشكر والتقدير

الباحثة: غدير صلاح

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ملحق رقم (6)  
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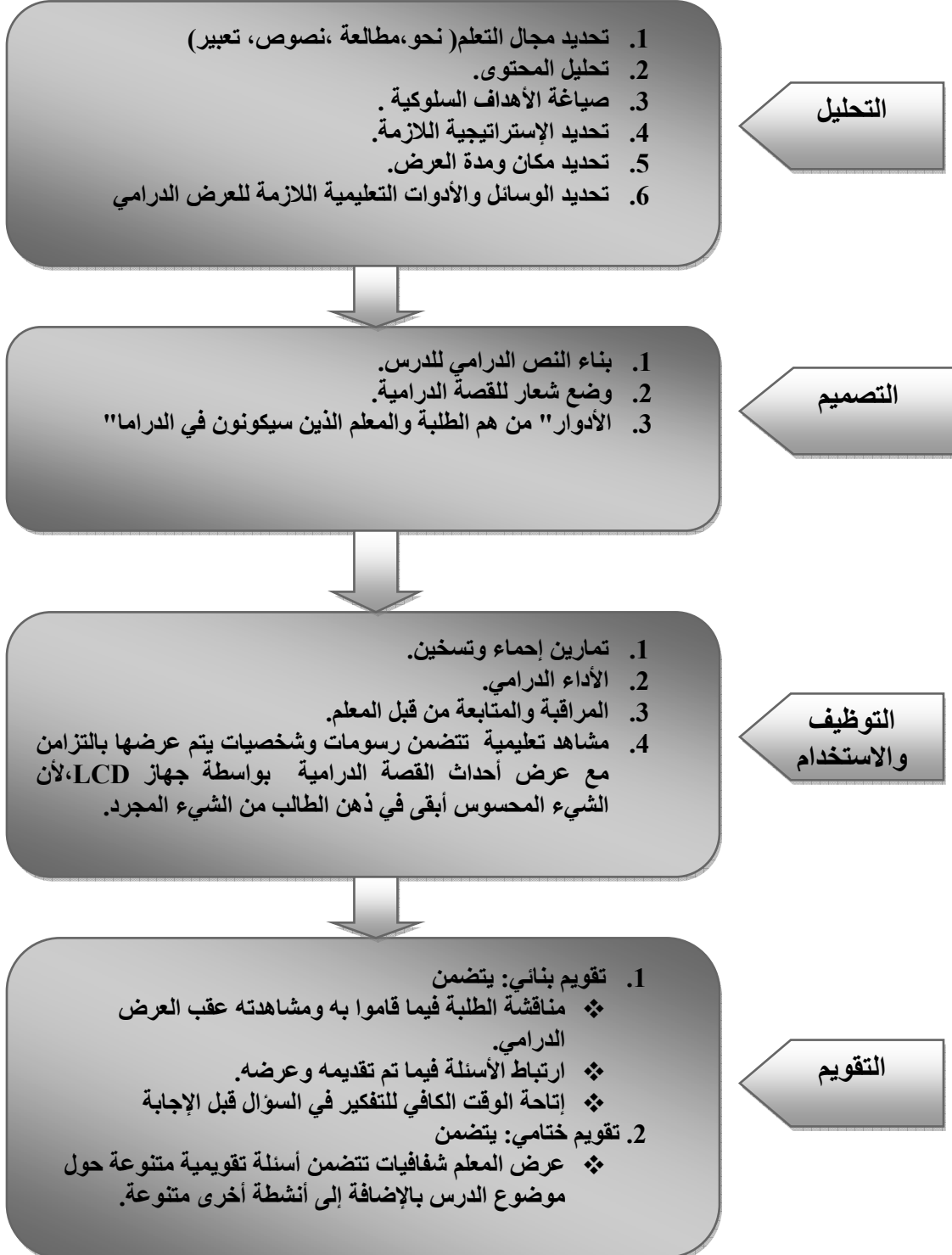
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لذا يرجى من حضرتكم قراءة النموذج المرفق بتمعن قبل تعبئة الأداة:



القسم الثاني: تقييم النموذج المقترح

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## ملحق (7)

بسم الله الرحمن الرحيم

Al-Quds University  
Faculty of Educational Science  
Graduate Studies Programs



جامعة القدس  
كلية العلوم التربوية  
برامج الدراسات العليا

الرقم: ب د ع/13/01/618/46

التاريخ: 2013/01/26

حضرة السادة / مدرسة SOS المحترمين ،،

### الموضوع: تسهيل مهمة

تحية طيبة وبعد،،

تقوم الطالبة : غدير احمد علي صلاح ورقمها الجامعي (21020322)، بدراسة تتعلق برسالة ماجستير، بعنوان:

" نموذج مقترح لاستخدام الدراما في تدريس اللغة العربية للصف السادس الأساسي "

لذا يرجى من حضرتكم تسهيل مهمة الطالبة المذكورة أعلاه والتعاون معها، ولتطبيق الدراسة خلال الفصل الثاني 2013/2012.

شاكرين لكم حسن تعاونكم

الدكتور ابراهيم عرمان  
مفتحة ابراهيم ابراهيم تدریس  
المسؤول التربوية  
Faculty of Educational Sciences



## ملحق (8)

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

**Al-Quds University**  
Faculty of Educational Science  
Graduate Studies Programs



**جامعة القدس**  
كلية العلوم التربوية  
برامج الدراسات العليا

الرقم: ب د ع/13/01/613/46  
التاريخ: 2013/01/22

لمن يهيمه الأمر  
مضامين في مجال الدراما و محكي لوقت عربي

الموضوع: تسهيل مهمة

تحية طيبة وبعد،،

تقوم الطالبة : غدير أحمد علي صلاح ورقمها الجامعي (21020322)، بدراسة تتعلق برسالة ماجستير، بعنوان:

" نموذج مقترح لاستخدام الدراما في تدريس اللغة العربية للصف السادس الأساسي "

لذا يرجى من حضرتكم تسهيل مهمة الطالبة المذكورة أعلاه والتعاون معها، ولتطبيق الدراسة خلال الفصل الثاني 2012/2013.

شاكرين لكم حسن تعاونكم

الدكتور إبراهيم عرمان  
منسق برنامج الماجستير تدريس

كلية العلوم التربوية  
Faculty of Educational Sciences



ملحق رقم (9)  
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